PEQAB

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

September 2023

Manual for Ontario Colleges Four Year Degrees

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

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Manual for Ontario Colleges
Four Year Degrees

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

This *Manual* is a guide for Ontario's publicly supported Colleges (CAATs) seeking consent of the Minister for a new program or consent renewal of a four-year bachelor's program pursuant to the *Post-secondary Education Choice and Excellence Act, 2000*. It outlines:

- Mandate of the Postsecondary Education Quality Assessment Board (PEQAB),
- PEQAB's criteria and procedures for Review of applications for CAATs' consent to offer or advertise a four-year degree program in Ontario
- Instructions on what to include in a submission (documents commonly submitted) to the Board.

The preparation of this *Manual,* as with all of PEQAB's *Manuals*, has benefited from the advice and work of:

- Canadian 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)
- Ontario College Council of Presidents (COP)
- Ontario College Council of Vice-Presidents Academic (CCVPA)
- Ontario College Degree Operating Group (CDOG)
- Ontario College Curriculum Developers Affinity Group (CDAG)

Applicants should note that the Board may revise its documents from time to time, and the onus is on the applicant to ensure that it is using a then current version of the Board's *Manuals*.

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

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

Applications for the Minister's Consent

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

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

The Minister of Colleges and Universities may refer applications for consent to PEQAB or to another accrediting or quality assurance body (as prescribed in regulation), reject an application without referral to PEQAB (or other body) according to prescribed circumstances and policy criteria, consider a prior quality assurance review as satisfying the requirement that the application be referred and deem approval by such a body as satisfying the requirement that the Minister receive a recommendation.

This *Manual* addresses only the Board's criteria and processes for the Review and recommendation of applications referred to it by the Minister for four-year bachelor's degrees offered by Ontario Colleges. Inquiries about the Act and its regulations, activities subject to the Act, and the Minister's requirements should be directed to the Universities Unit of the Postsecondary Education Division, Postsecondary Accountability Branch, Ministry of Colleges and Universities: postsecondaryaccountability@ontario.ca.

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1. Introduction

1.1 Quality Assessment in Context

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

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

The *Post-secondary Education Choice and Excellence Act, 2000* (the Act) permits the granting of degrees or operation of a university either by an act of the Legislative Assembly of Ontario or with the consent of the Minister of Colleges and Universities. The Act also sets out the responsibilities of the Postsecondary Education Quality Assessment Board (PEQAB), which makes recommendations to the Minister on applications for Ministerial consent under sections 5(2) (a) and 7(3) (a) of the Act.

1.2 Provincial, National and International Collaboration

PEQAB is a leader within Canada in setting the standards for the quality assurance of degree programs and institutions. PEQAB introduced the first qualifications framework in Canada in 2002, originally based on the framework developed by the Quality Assurance Agency for Higher Education (QAA) in the United Kingdom, and with permission of that agency. Qualifications frameworks are descriptions of the generic knowledge and skills each credential or qualification (e.g. certificate, diploma, bachelor's degree) is intended to achieve. They serve a number of purposes, including acting as a standard for quality assurance. The Board requires that samples of student work in the terminal phase of every program are assessed to ensure that the knowledge and skills identified in the framework are being achieved.

After its release, the PEQAB degree framework was adopted, with very minor modifications, for the review of undergraduate and graduate programs offered by Ontario public universities. Subsequently, the PEQAB Secretariat led a ministry-wide initiative to develop a framework of all postsecondary qualifications offered in Ontario. The *Ontario Qualifications Framework* is the

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

only framework in Canada that includes the full range postsecondary education credentials, from certificates to doctoral degrees.

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

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

The framework and standards in this *Statement* have their origins in the PEQAB degree framework and standards and is virtually identical in its standards for bachelor's, master's and doctoral degrees.

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

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

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

By ensuring its Standards reflect recognized practice, PEQAB:

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

2. The Postsecondary Education Quality Assessment Board

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

2.1 Responsibilities and Legislative Requirements

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

- Reviewing all applications referred under the Act for Ministerial consent
- Creating External Expert Review Panels (EERPs) and committees
- Undertaking research to assist in the Board's work
- Providing recommendations to the Minister
- Addressing any other matter referred to it by the Minister.

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

2.2 Vision and Values

A stronger Ontario through high quality postsecondary student learning outcomes.

To achieve its vision and to inspire excellence in education through leadership in quality assurance and enhancement, as values, the Board embraces being:

- Accountable
- Transparent
- Impartial
- Collegial
- Dedicated to quality and continuous improvement
- Grounded in research, evidence and best practice.

2.3 Board Meetings

Organizations wishing to forward information or materials to the Board must do so through the Secretariat, specifically the Chief Executive Officer who serves as secretary to the Board. Regular Board meetings occur monthly with dates posted on the website (*http://www.peqab.ca/MeetingDates.html*) and additional meetings may be called as business arises to ensure the timely processing of applications. Board meetings are held *in camera* and Board members respect the confidential nature of documents, information and records, and they restrict the use of this information to their work as Board members.

2.4 Secretariat

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

2.5 The PEQAB Website

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

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

3. Procedure for Review and Recommendation

3.1 Application Fees

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

The application fee, as determined by the Ministry, is $5,000 per application for a new program from Ontario's public institutions. The application fee for program renewals is $5,000 regardless of the applicant type. An institution is invoiced the application fee once the Ministry refers it to PEQAB for quality assurance Review.

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

If you plan to submit programs as a cluster, the programs should be related, and a common Review team and site visit should be feasible. The opportunity for cost savings pertaining to the applications fee for cluster/bundled applications, however, requires a conversation with the PEQAB Secretariat prior to submission to determine whether there is enough commonality between the programs for synergies in a joint Review.

3.2 Review Fees and Charges

In addition to application fees, Colleges are all responsible for paying the costs of Reviews (Review charges) carried out by the Board, and they will be invoiced for the estimated cost of each Review. A deposit in the estimated amount is normally received prior to the commencement of Review activities. PEQAB will invoice the applicant organization for the balance of any unpaid costs or refund any balance owing to the applicant organization after the Review. For current application fees and Review charges, see the chart at

http://www.peqab.ca/Application%20Fees.html

The charges for Reviews vary with each application depending on the number of Reviewers, the length and complexity of the Review, any associated travel, accommodation, meeting or communication costs, and whether the applicant organization's Response to the Panel Report requires further review. Review charges will normally range between $7,000 and $11,000 for a full, on-site, Program Review. The Review charges for virtual site visits are usually lower as travel cost are then not incurred by the External Expert Review Panel (EERP).

3.3 The Board's Procedures

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

3.4 Review Processes

New Programs and Regular Program Renewals

New programs and regular program renewals undergo a full review by PEQAB as follows: The Board receives the application, posts it on its web site, gives a deadline for public comment, and strikes an External Expert Review Panel (EERP) for the Review, as appropriate and with input from the organization. The organization is then informed of the composition of the EERP and is advised of any site visit. Agenda templates for the PEQAB on-site and virtual site visits can be found in **Appendix 9.1**.

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

Expedited Renewals

In addition to PEQAB's regular process for quality assurance in the context of consent renewals, PEQAB offers an expedited renewal process. This streamlined process emphasizes PEQAB's observation of an institution's implementation of the Internal Quality Assurance and Development Standard. The main addition is that a PEQAB Senior Policy Advisor attends the site visit with the institution's own Program Evaluation Committee (PEC). Please consult the *Expedited Review Manual* for details on the eligibility, submission requirements and process.

College programs wishing to undergo the Expedited Renewal process may do so by notifying the PEQAB Secretariat prior to the appointment of a PEC and arranging for a PEQAB Senior Policy Advisor to consult and attend the site visit.

3.5 Transparency of Review Documents

Review Documents Posted to PEQAB Website

New Programs

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

Renewals/Expedited Renewals

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

PEQAB Final Reports

Immediately after the Board meeting at which PEQAB approves its recommendation to the Minister, the PEQAB Final Report[2] is shared with:

- The applicant institution
- The External Expert Review Panel (EERP) – the College may share this with the Program Evaluation Committee (PEC) in the case of expedited renewals
- The Minister/Ministry.

A PEQAB Final Report will reflect the EERP's or the PEC's findings, the institution's subsequent Response and commitments as well as the Board's final recommendation. Sharing the PEQAB Final Report with the institution provides greater transparency in terms of the Board's decisions and rationales, as well as greater opportunity for the applicant institution to improve the degree program.

3.6 Opportunity for Applicant Comment

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

[2] The PEQAB Final Report comprises the short recommendation to the Minister, which is posted on the PEQAB website after the Minister has made a decision, and a detailed report on the Review and the Board's consideration of it.

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

3.7 Opportunity for Public Comment on Applications

At the time an application is submitted, the Board will post it on its website for 30 days indicating a deadline for comment on the application from interested parties. All such comments will be shared with the applicant organization.

Comments will be further handled as follows.

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

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

3.8 Withdrawal of an Application

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

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

3.9 Deemed Withdrawal from PEQAB Consideration

At the option of PEQAB, an application may be considered inactive and will be withdrawn from Board consideration if a period of six (6) months has elapsed during which there has been no communication from the applicant, despite the need for such communication in order to move the Review forward. The beginning of this period will be marked by the most recent date of correspondence from the applicant to the Secretariat. The application will then be marked on the PEQAB website as "Withdrawn."

3.10 Reconsideration of a PEQAB Recommendation

Any institution with a proposed PEQAB recommendation for denial of consent may apply for reconsideration of that recommendation prior to the recommendation being sent to the Minister. After each PEQAB Board meeting, the PEQAB Secretariat will share with the applicant institutions and the related External Expert Review Panel (EERP) the PEQAB Final Report.

Request for Reconsideration

Applicant institutions will be given up to ten (10) business days to provide to the PEQAB Secretariat notice in writing (normally via email) for a reconsideration of a denial of consent.

This applicant institution's notice should clearly state the reasons for the reconsideration. An additional 20 days will then be given to the applicant to finalize its submission. Changes made since the institution's Response to the original Panel Report will, however, not be considered.

Evaluation by a Neutral Third-Party Reconsideration Panel

To conduct the evaluation, the Board and the applicant institution will agree on an independent Reconsideration Panel to re-evaluate. Normally, this Panel will comprise two persons taken from the previously approved list of EERP candidates. In no case shall parties be appointed who were involved in the Review being reconsidered, and in no case will Panel members be appointed who have any conflict of interest or demonstrated likelihood of bias.

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

- That the Board's original recommendation of denial be affirmed

OR

- That the Board's original recommendation of denial be reconsidered.

If the two original members of the Reconsideration Panel are not able to reach a common decision, a third member will be appointed.

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

Costs

Regarding the evaluation of the Reconsideration Panel:

- If the original PEQAB recommendation is affirmed, costs are charged against the applicant.
- If the original PEQAB recommendation is not affirmed, costs are charged against PEQAB.

3.11 PEQAB's Reapplication Gap Period

Unsuccessful applications for consent which have been initiated with PEQAB cannot be considered again by the Board until the reapplication gap period of one year has elapsed. The beginning of the gap period may be marked either by the date of the applicant's having withdrawn an application from PEQAB consideration or by the date of the PEQAB Final Report.

3.12 Integrity of the Process

Organization's Obligations

To protect the integrity and confidentiality of the application and Review process, applicant organizations should not attempt to discuss their applications with Board members. In response to an applicant's attempt to lobby Board members, the Board may cease its Review, have the application marked as "Withdrawn" and notify the Minister accordingly.

Regarding the applicant's submission of course schedules and the assignment of named instructors with specific qualifications to each of the course sections, PEQAB's expectations are the following. The Board understands that for both initial consent and renewal of consent, the assignment of instructors is inevitably future-directed and prospective. Individuals who have taught the various courses in the past may be the organization's best available indicator, but the Board understands such assignments as commitments for the future. That said, the Board anticipates that the organization has a good faith belief that the individuals it names against each course section (and their respective qualifications in versions of the course schedules without faculty names) are available to teach these courses going forward, either in general or

for at least the next year. Further the Board considers that these named instructors are, at least, validly representative of (other) individuals holding the same level of qualification whom the organization intends to make available to teach these courses, whether through replacement, additional hires or by other means. In this connection, PEQAB will calculate the percentage of faculty with terminal credentials including all courses, both non-core/ Breadth and core courses (see Capacity to Deliver: Faculty Qualifications below) to the extent that your submission (see Appendices: Sample Course Schedules) identifies instructors and their qualifications.

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

Board Members' Commitments

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

Confidentiality:

- Discussion in PEQAB meetings or committees is kept in confidence.
- Members do not discuss individual submissions outside the Board's deliberations.
- Members employed by or associated with (or formerly employed by or associated with) a postsecondary institution do not represent their home institution.
- Members do not report to their home institution on confidential information of any type about another institution, nor do they report on decisions regarding their home institution unless those matters are in the public domain.
- Members respect the confidential nature of documents, information, and records received as Board members and restrict the use of this information to their work as Board members.
- Members adhere to the intent and requirements of Ontario's *Freedom of Information and Protection of Privacy Act, 1990,* which applies to all information, material, and records relating to, or obtained, created, maintained, submitted, or collected during a Review.

Communication:

- Members do not make public statements on any issues that are currently under consideration by PEQAB or the Minister.

- Members refrain from communicating with the media regarding the deliberations or recommendations of PEQAB.

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

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

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

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

3.13 Overview of Consent Process for New Programs and Renewals

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

PEQAB

3. PEQAB Secretariat
   - Reviews the application
   - Does research to identity potential External Expert Review Panel members
   - Posts the application on the PEQAB website.
4. Board (PEQAB)
   - Reviews the application
   - Determines a review strategy
   - Appoints an External Expert Review Panel (EERP).
5. External Expert Review Panel
   - Reviews the submission against PEQAB Standards and benchmarks
   - Attends a site visit at the applicant institution
   - Submits a written Report to PEQAB.
6. PEQAB Secretariat
   - Attends the site visit at the applicant institution
   - Provides the Panel Report to the applicant for Response
   - Receives the applicant's Response to the Report
   - Prepares the application, the Panel Report, the applicant's Response and any additional information required to formulate a draft recommendation for Board consideration.
7. Board (PEQAB)
   - Determines a recommendation to the Minister.

8. PEQAB Secretariat
   - Distributes the PEQAB Final Report to Ministry, the applicant and the EERP
   - Posts the date of the Board's recommendation on its website.
8. Minister
   - Considers PEQAB's recommendation and any public policy or financial issues that may flow from the granting of a consent
   - Communicates the decision about consent to the applicant and to PEQAB.
9. PEQAB Secretariat
   - Posts PEQAB's recommendation and the Minister's decision on PEQAB's website.

4. Submission Instructions

4.1 Submission Instructions

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

Upon referral to the Board, the institution will be invoiced for the non-refundable application fee of $5,000 CDN payable to the Ontario Ministry of Finance. Organizations applying for Ministerial consent are required to submit all materials **electronically.** For details on what to include please see instructions under 4.2 (new program) and 4.3 (program renewals).

Send all materials electronically to
The Minister of Colleges and Universities' Universities Unit:
PostsecondaryAccountability@ontario.ca

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

4.2 New Program

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

a. A copy of a letter of application to the Minister of Colleges and Universities stating the program/programs for which consent is sought
b. A copy of the signed "Applicant Acknowledgement and Agreement" form as provided in the *Directives and Guidelines for Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000*
c. A completed Ministry Summary of Application Form (Appendix C)
d. A submission for PEQAB Review prepared in accordance with the relevant *Manual*[3] including documentation commonly submitted for the following Standards:
    1. Introduction (details below)
    2. Degree Level
    3. Admission, Promotion and Graduation
    4. Program Content
    5. Program Delivery

[3] Under each Standard there is a box listing documentation commonly submitted. This list is not comprehensive, but it contains those documents which the Board has normally seen in this connection. Applicants are free to submit any substitute or additional documentation which they think addresses their meeting the relevant Standards and benchmarks.

6. Capacity to Deliver
7. Credential Recognition
8. Regulation and Accreditation
9. Nomenclature
10. Internal Quality Assurance and Development
11. Academic Freedom and Integrity
12. Student Protection
13. Optional Material
14. Policies

- Submit Sections 1 to 13 as a single, searchable electronic file saved in PDF format. Supporting documentation (e.g. faculty CVs, letters of support) must be scanned and included in the electronic file.
- Submit a second, single electronic file containing the same materials for the Review but with confidential or proprietary and personal information removed (i.e. CVs, detailed course outlines and "Course Schedule 1") (see **Appendix 9.2**). This file will be posted on the PEQAB website. Please ensure that this electronic file is compliant with the *Accessibility for Ontarians with Disabilities Act* (AODA). PEQAB requires that the applicant remove all personal information from the web version of the application prior to its being posted.
- Submit Section 14 as one (1) electronic file saved in PDF format. For instructions on what to include in the file see **Appendix 9.3**. Organizations that have submitted this file in a previous submission, and that have not revised any elements of the file, may indicate the use of the previously submitted file.
- Clearly indicate any information requested in a particular section that is not applicable to the submission or not available. For example, if advanced standing is not proposed, then include in the relevant section a statement that the policies on advanced standing are not applicable to this program.
- The submission will be reviewed against each of the Standards and benchmarks described in full detail in Chapter 6. Under each Standard the documentation commonly submitted is listed.
- Only complete submissions will be processed. Submissions that do not follow this *Manual* or are incomplete will be returned to the applicant to be completed.

Application Introduction

Organization and Program Information

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

- Name of the organization
- URL for the organization (if applicable)
- Proposed degree nomenclature (e.g., *Bachelor of Arts (Psychology), Master of Business Administration*)
- Location(s) (specific address) where the program is to be delivered. Note if additional sites are subsequently identified, the Ministry will require submission of an Amendment request by the applicant.

Provide contact information for:

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

Table of Contents

Include a table of contents for the Program Review submission. Identify the items included within each section.

Executive Summary

Include an executive summary of your Program Review submission.

Program Abstract

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

4.3 Regular Program Renewal

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

a. A copy of a letter of application to the Minister of Colleges and Universities stating the program/programs for which consent renewal is sought
b. A copy of the signed "Applicant Acknowledgement and Agreement" form as provided in the *Directives and Guidelines for Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000*
c. A completed ministry Summary of Application Form (Appendix C)
d. A submission for PEQAB Review prepared in accordance with the relevant *Manual*[4] including documentation commonly submitted for the following Standards:
    1. Program Abstract[5]
    2. Course Schedules
    3. Program Self-Study
    4. Report: Program Context, Changes, and Developments
    5. Course Outlines
    6. Faculty CVs
    7. Academic Calendar
    8. Policies

[4] Under each Standard there is a box listing documentation commonly submitted. This list is not comprehensive, but it contains those documents which the Board has normally seen in this connection. Applicants are free to submit any substitute or additional documentation which they think addresses their meeting the relevant Standards and benchmarks.
[5] Include an abstract of approximately 100–200 words that summarizes the nature of the program, its outcomes, employment opportunities for graduates, and/or opportunities for further study.

9. Additional Materials

- Provide electronic files as specified under each Standard (Chapter 6). Under each Standard the documentation commonly submitted is listed.
- Provide a file in PDF format for posting on the PEQAB website that contains the letter to the Minister, the program abstract, and "Course Schedule 2" (see **Appendix 9.2**). Please ensure that these electronic files are compliant with the *Accessibility for Ontarians with Disabilities Act* (AODA).
- Clearly indicate any information requested in a particular section that is not applicable to the submission or is not available. For example, if advanced standing is not offered, then include in the relevant section a statement that the policies on advanced standing are not applicable to this program.
- The submission will contribute to the Review of the application against the Board's Standards and benchmarks, articulated in Chapter 6 of this *Manual*. **Please note:** Samples of student work will be reviewed by the External Expert Review Panel. Guidelines for compiling, selecting and distributing samples of student work are located in **Appendix 9.4**.
- Only complete submissions will be processed. Submissions that do not follow this *Manual* or are incomplete will be returned to the applicant to be completed.

5. Process for Degree Program Review

5.1 External Expert Review Panels

The quality of each proposed degree program will normally be reviewed by an External Expert Review Panel (EERP). The nature and complexity of the application will determine the number and nature of credentials, skills, and backgrounds of Reviewers. The Board will select all EERP members.

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

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

Criteria and Principles for Selecting External Expert Reviewers

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

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

In addition to the qualities of Panel members, Panel Chairs will normally be experienced in the administration of higher education, have acted as Panel members and have demonstrated that they can function objectively and effectively as Chairs.

The Board will normally ensure that:

- At least one Panel member is new to the Review of the program (i.e. someone who has not reviewed the program in the past 5 years)

- Panel members are not from the same institution
- No more than one Panel member is an applicant nominee.

The Board will also strive to:
- Include on each Panel a member with experience with the type of institution at which the program is (proposed to be) offered
- Achieve diversity in the selection of EERP members.

The Board will further strive to name Panels that reflect an appropriate mix of academic/professional credentials and experience related to the field. In establishing its roster of EERP members, the Board may seek nominations of qualified individuals from the public and a wide variety of constituencies, including but not limited to Ontario universities and Colleges as well as professional, accrediting, and regulatory bodies within and outside of Ontario. Suggestions from the applicant for EERPs will be sought by the Secretariat and self-nominations are welcome.

External Expert Review Panel Report

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

Under the coordination of the Panel Chair, the members of the Panel will develop a Report that includes at least the following information:
- A Review of
  - the application against each of the Board's Standards and benchmarks as stipulated in Chapter 6
  - the sufficiency, reliability, and validity of the evidence provided by the organization
  - evidence found during any site visit
- A recommendation, with reasons, on whether the proposed or existing program meets the Board's Standards and is of sufficient academic quality to be offered to the people of Ontario.

5.2 Board's Recommendation

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

Principles for Recommending Consent

In order to receive a recommendation for consent from the Board, the application must meet all the Board's Standards. There are three circumstances in which an application can be deemed to have met a Standard:

1. The Board, considering the advice of the External Expert Review Panel (EERP), deems the Standard to be met in the application as submitted.
2. The Board, considering the advice of the EERP, deems the Standard to be met, based on credible commitments made by the applicant during the course of the Review.
3. The Board, considering the advice of the EERP, recommends to the Minister a condition of consent, which when met, normally via a Report Back to the Board, will meet the Standard.

Principles for Recommending Conditions of Consent or Accepting Commitments

1. When the EERP and/or the Board has identified a failure in meeting a PEQAB Standard and there has been no credible commitment from the institution for a change which would meet the Standard, the Board would, if recommending consent, recommend a condition of consent.
2. When the EERP and/or the Board has identified a failure in meeting a PEQAB Standard, and there has been a credible commitment from the institution for a change, the Board would accept the commitment without recommending a condition of consent if
    - The institution has a track record of meeting similar commitments
    - The institution has the resources to meet the commitment.

Recording Commitments

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

6. Degree Program Review Quality Standards

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

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

6.1 Degree Programs - Ontario Colleges

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

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

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

To the extent that vocational outcomes are not jeopardized, degrees offered at Ontario Colleges are expected to be designed to qualify graduates for consideration for further study. Whether graduates will qualify for programs of further study will depend on whether there is a graduate or professional program with sufficient affinity to the College program. College programs

may be in areas where there is no corresponding graduate or professional program, or it may be necessary for graduates to complete a bridging program prior to being eligible for consideration for further study.

Program Structure

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

- Eight (8) semesters or the equivalent of study
- 420 hours of full-time or part-time equivalent paid work prior to graduation, related to the professional field of study.[6]

All components of the program must be submitted to the Board for Review and recommendation to the Minister, including any non-degree programs providing graduates with block transfer into upper years of the degree. If a College wishes the Board to consider the appropriateness of an alternative minimum program structure, it should explain any deviation from the Board's normal expectations.

6.2 Standards and Benchmarks

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

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

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

1. DEGREE LEVEL

Degree programs offered by Ontario Colleges must be in an **applied area of study** and meet the Board's Baccalaureate/Bachelor's Degree Level: Honours Standard. See the *Ontario Qualifications Framework* (OQF) Baccalaureate/Bachelor's Degree: Honours, column 11. What follows are the learning outcomes as detailed there in the OQF.

Baccalaureate/Bachelor's Degree: Honours

ELEMENTS

1. ***Depth and Breadth of Knowledge***
   - a. *A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions in a discipline overall, as well as in a specialized area of a discipline*
   - b. *A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines*
   - c. *A developed ability to*
     - i. *gather, review, evaluate, and interpret information*
     - ii. *compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline*
   - d. *A developed, detailed knowledge of and experience in research in an area of the discipline*
   - e. *Developed critical thinking and analytical skills inside and outside the discipline*
   - f. *The ability to apply learning from one or more areas outside the discipline.*
2. ***Conceptual & Methodological Awareness/Research and Scholarship***

   An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to
   - a. *evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques*
   - b. *devise and sustain arguments or solve problems using these methods*
   - c. *describe and comment upon particular aspects of current research or equivalent advanced scholarship.*
3. ***Communication Skills***

   The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.
4. ***Application of Knowledge***
   - a. *The ability to review, present, and critically evaluate quantitative and qualitative information to*
     - i. *develop lines of argument*
     - ii. *make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study*

iii. *apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline*
iv. *where appropriate, use this knowledge in the creative process*

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

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

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

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

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

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

Benchmarks:

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

Documentation commonly submitted

NEW

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

RENEWALS

- Show, with some examples from the courses and other supporting documentation, how this program meets the knowledge and skills (learning outcome) expectations detailed under the six Elements of the relevant Degree Level Standard.
- Demonstrate student achievement through the submission of
  - samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program, (as per PEQAB's current *Guidelines for*

Compiling, Selecting and Distributing Samples of Student Work, Appendix 9.4) OR
- results from recognized, comparable or scalable evaluations of critical thinking, problem-solving and communication skills of students graduating from the program OR
- results of other learning outcomes assessment models/management systems, as proposed by the institution (see Appendix 9.5).

2. Admission, Promotion and Graduation

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

Benchmarks:

Admissions

1. Admission requirements are appropriate to the learning outcome goals of the program and consistent with the Ontario Qualifications Framework (OQF).
2. Admission to an honours bachelor's program normally requires at a minimum an Ontario Secondary School Diploma or equivalent, six university or university/college courses at the Grade 12 level, a minimum average of 65%, and any additional requirements.
3. Mature students[7] 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.

Advanced Standing and Degree Completion

4. For any type of advanced standing into the program, policies and procedures pertaining to bridging requirements, advanced standing, credit, and credential recognition are fair, reasonable, consistently applied and publicly accessible.
5. For any bridging, advanced standing or block transfer arrangements into the upper years of the degree, the institution:
   - provides a gap analysis
   - identifies how it will measure the "degree of difficulty gap" and address the "content and skills gap" and the "breadth gap" (See Appendix 9.6).

Prior Learning Assessment

6. Institutions proposing to award credit or advanced standing for learning that takes place outside formal postsecondary educational institutions have policies and procedures pertaining to prior learning assessment which are fair, reasonable, consistent and publicly accessible.
7. Institutional policy demonstrates that credit will be awarded only for learning that can be demonstrated and not for experience.

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

8. The institution does not award advanced standing of more than 50% of the total number of the credits of the program based on prior learning assessment.[8]

Promotion and Graduation

9. Conditions for promotion and graduation are consistent with the learning outcomes of the program and are reinforced by policies governing academic remediation, sanctions, suspension for students who do not meet minimum achievement requirements, and grading policies or guidelines.[9]

Documentation commonly submitted

ALL

- Provide information indicating how your requirements for admission (including direct admission and any proposed bridging, advanced standing or block transfer options), promotion, and graduation meet the Board's criteria.
- Provide reference to all admission, promotion, and graduation policies contained within the institution's policies file (see Appendix 9.3) and include at least the following:

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

  Advanced Standing and Degree Completion (if applicable)
  - the institution's published policies and procedures pertaining to credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering)
  - details about the amount of credit students will receive toward the degree program, any special requirements of students to enter a degree completion arrangement, and the point of entry into the degree program.
  - for each degree completion arrangement, attach a gap analysis that includes at least a comparison of the program outcomes of the prior study with the program outcomes of the proposed degree, the gaps in knowledge and skills, and how these will be addressed (see Appendix 9.6).

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

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

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

[9] In undergraduate programs the minimum overall acceptable achievement for progression (across all degree requirements, including the breadth and discipline-related requirements) is not lower than the level typically designated by C- (60–62%).

- information about the academic requirements and any other requirements for promotion and graduation.

RENEWALS

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

- The appropriateness of admission requirements
- Application/enrollment data
- Retention and graduation rates.

3. PROGRAM CONTENT

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

Benchmarks:

General

1. The program ensures an appropriate balance of theory and practice.
2. The curriculum (core[10]and non-core[11]) contributes to the achievement of
   a) Critical thinking, quantitative reasoning, written and oral communication skills
   b) Knowledge of society and culture, and skills relevant to civic engagement.
3. All courses provide exposure to increasingly complex theory at the degree level and, in applied or professional courses and where otherwise appropriate, the application of that theory to practice and to the demands of practice in the field(s).
4. Where applicable, the curriculum reflects appropriate levels of Ontario, Canadian and Indigenous, that is First Nations, Métis and Inuit cultural, content.
5. The curriculum (core and non-core) reflects current knowledge in its field(s).
6. Learning outcomes in the subjects/courses enable graduates to meet or exceed the required outcomes for:
   a) Graduates from similar programs in Ontario and other jurisdictions
   b) The field(s) of study and/or practice
   c) Any relevant professional or accrediting body.

Program Advisory Committee

7. A Program Advisory Committee (PAC):
   a) For renewal applications, the PAC Includes academic experts in the field external to the organization (at least one), and for degrees in applied and professional areas of study, employers and representatives from industry and professional associations. For new applications, a Preliminary PAC of similar makeup or several stakeholders from the labour

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

[11] Non-core courses are those that contribute to the knowledge in fields outside of the main field/s of study.

market and/ or other PSE institutions have been consulted – representatives of which are to be available at the site visit – and the organization commits to forming, on program initiation, a PAC approximating best practice.

b) Regularly comments on the currency of the curriculum in relationship to developments in the discipline/field of study as well as the relevant labour market
c) Confirms the currency of the curriculum and, as appropriate, its relevance to the field(s) of practice
d) Endorses the program as represented in the application
e) Strives to achieve best practice.[12]

Non-Core

8. Non-core courses provide:
   a) Knowledge of Indigeneity, that is First Nations, Métis and/ or Inuit cultures, and
   b) at least two others of the following outside the core curriculum: i) humanities, ii) sciences, iii) social sciences, iv) global cultures, v) mathematics.
   c) More than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core fields of study.
9. In undergraduate programs, the balance of core and non-core/breadth courses is normally achieved as follows:
   a) 20% of the program hours are in non-core courses, which can be any degree level courses outside of the core[13]
   b) At least one non-core course is an elective, freely chosen by the student.

Work-Integrated Learning (WIL)

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

11. WIL at an Ontario College amount to no less than 420 hours, either in one block, or in multiple cumulative blocks appropriate to achieving the learning outcomes.[14]

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

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

Documentation commonly submitted

ALL

- Provide a course schedule (Course Schedule 1, see Appendix 9.2) stating for each academic year, and by semester, the following information:
  - the title of each course/other requirement
  - the mode/s of delivery
  - the type of course/other requirement
  - hours per course
  - course prerequisites, co-requisites, and restrictions
  - number of sections of the course anticipated for this degree program[15]
  - proposed instructors and their highest earned qualifications for each section. You may also additionally note qualifications in progress. If faculty is to be hired, indicate required credentials.
- For Breadth/non-core courses associated with the program, see Appendix 9.9.
- Provide a second course schedule (Course Schedule 2, see Appendix 9.2) that is identical to "Course Schedule 1," with the exception that it does not identify the names of instructors.
- Attach a table that indicates (or embed within the table for degree level outcomes, if these are provided in a table) the program level learning outcomes and the corresponding courses, course segments, or WIL outcomes that contribute to the program outcomes.
- Identify all requirements/options for WIL experiences in the program.
- Include a summary of the types of work experiences students will have in the WIL associated with the program, the institution's and the program/school/centre's plans to develop/further develop the WIL opportunities for students, and the level of support the institution and the program/school/centre extend/will extend to students seeking work-integrated learning experiences.
- Identify the learning outcomes of the WIL experiences associated with the program
- Explain how students are evaluated against these stated learning outcomes
- Indicate whether WIL experiences are paid or unpaid, and if unpaid provide a rationale.
- For any 'feeder' programs that may precede laddering/ bridging (e.g., Diploma, Advanced Diploma or other programs) into degree courses, please also include the following information for each course:
  - course name
  - a listing/ outline of major topics and/ or key concepts and methodologies covered in the course
  - learning outcomes and links to any laddering/ bridging course learning outcomes
  - sample course outlines
  - any additional information that may be pertinent (e.g., Provincial Program Standard) – optional
  - samples of student work at the end of the 'feeder' program – optional.

[14] Typically, Work-Integrated Learning (WIL) experiences occur outside of the academic term; however, Colleges may allow part-time work-integrated learning experiences, bearing in mind that part-time employment should not compromise the feasibility of academic studies (i.e. part-time employment should not create undue or excessive total student workload).

[15] For courses which service a number of degree programs (e.g. "Introduction to Accounting" which has students from a number of different business degrees) or other multi-section courses, estimate the number of sections of this course necessary for the number of students from the degree program under review and indicate instructors for each of these sections.

NEW PROGRAMS

- Summarize features of the program and any supporting resources to demonstrate that the knowledge and skill expectations in the six elements of the Degree Level Standard will be met.
- Provide course materials for each of the proposed core courses and any bridging course. Identify each course by name and/or course code as per the submitted Course Schedule.
- For each of these courses include the following:
  - a listing/outline of major topics and/or key concepts and methodologies to be covered in the course
  - examples of proposed resources (textbooks, course kits, and other).
- Identify the membership of the Preliminary PAC, including the members' names, occupations, related credentials, professional affiliations, and employers. If no formal PAC has been formed include detailed information about a) the Preliminary PAC members, b) how the Preliminary PAC was involved in the program planning and c) the plans for the formation of the PAC.

RENEWALS

- Provide course materials for each of the core courses and any bridging course. Identify each course by name and/or course code as per the submitted Course Schedule. Attach in whatever form is used at your institution for each core and any bridging course:
  - course Summary/Description (brief outline of the subject to be investigated)
  - course learning outcomes (these can be provided on a course by course basis or as a separate document incorporating all the core courses)
- For each of the core course and any bridging course, attach the materials which present the course to students on a week by week or module by module basis:
  - topics discussed week by week or module by module
  - an outline of the distribution of marks according to the kinds of assignment: (e.g. essays, multiple choice tests, final exams)
  - resources (e.g. textbooks, course kits, and other).
- If there are multiple sections of a course in which the above vary, attach the course materials for one which is representative. These should provide sufficient detail to allow Reviewers to knowledgeably review the Degree Level, the Program Content and other Standards.
- Identify the membership of the PAC, including the members' names, occupations, related credentials, professional affiliations, and employers. Attach information about the schedule of meetings and copies of relevant minutes of PAC meetings. Submit samples of student work from the terminal stage of the program clearly sorted into what the instructor considers minimally acceptable, average and exemplary work (see Appendix 9.4).

4. PROGRAM DELIVERY

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

Benchmarks:

Academic Feasibility

1. The program is organized in such a way that students can achieve the program and degree level learning outcomes within the prescribed period of study with a manageable, plausible,

and well distributed workload that takes into account all the time required of a student to fulfill the requirements of their program.

2. The teaching methods:
   a) Meet the technical and progression requirements
   b) Are suited to achieve the intended program and degree level learning outcomes
   c) Take into account the requirements of a diversified student body
   d) Contribute to and enhance the creation of an academic/professional community among students and between students and faculty.
3. Student assignments and their assessments:
   a) Result in reasonable student workloads
   b) Demonstrate the achievement of the stated program and degree level learning outcomes
   c) Provide appropriate information to students about their achievement levels.
4. The institution has a policy for regular student evaluation of course content and delivery which is applied in the program.

Documentation commonly submitted

ALL

Provide:

- A narrative about the mode/s of delivery and how they support achievement of the expected and actual learning outcomes.
- The institution's published policies, academic calendar, student handbook and/or institutional website equivalents or other pertaining to quality assurance of program delivery method(s) and professional development opportunities of faculty contained the institution's policies file (see Appendix 9.3).

NEW PROGRAMS

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

RENEWALS

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

5. CAPACITY TO DELIVER

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

Benchmarks:

General

1. The institution provides and maintains sufficient:

a) Numbers of current faculty and other staff or associated hiring and/or succession plans for the program so as to ensure its sustainability in the context of normal staff turnover[16]
b) Student and faculty access to learning and information resources[17]
c) Facilities to support and deliver the program, to support independent student learning and academic gathering and to meet the demands of the projected student enrolment. Interdependence with other study programs is also considered.

Faculty Qualifications[18]

2. All faculty[19]
   - Teaching in the professional or main field of study (core)
   - Acting as thesis/capstone supervisors and/or members of examining committees, where appropriate,
   - Teaching non-core courses:
     a) have, where relevant, professional credentials and related work experience
     b) hold an academic credential at least one level (one column on the OQF) higher than that offered by the program[20]
     c) engage in a level of scholarship, research, or creative activity sufficient to ensure their currency in the field[21]

[16] The required minimum faculty and staff members will depend upon the method of delivery, enrolments, and the complexity and variety of specializations and other factors; however, a single faculty member, in the absence of a practicable hiring or succession plan, would normally be insufficient to meet this benchmark. It remains up to the External Expert Reviewers to determine if a given faculty complement arrangement is sufficient for the program in question.
[17] For example, there are adequate resources and processes to acquaint faculty, students, and course designers with new software or systems as they are adopted for the delivery mode/s of the program.
[18] To satisfy the following benchmarks, and in compliance with the *Freedom of Information and Protection of Privacy Act,* the applicant has obtained the written consent of individual faculty members to submit their CVs to the Board. See Appendix 9.8.
[19] Exceptions to any benchmarks pertaining to faculty must be a) based on the absence of a related program credential in a university or other extraordinary circumstances b) justified in writing and approved by the Vice-President Academic or equivalent. The signed documents must be kept for review at the time of any request for consent or renewed consent.
[20] Exceptions must be a) based on the relative scarcity of related postsecondary credentials or other supporting circumstances (e.g., in studio-driven disciplines or when a faculty member has obtained significant professional and practical skill within industry or area itself that fully qualifies him/her to teach in a particular program) and b) justified in writing and approved by the Vice-President Academic or equivalent. The signed documents must be kept for review at the time of any request for consent or renewed consent.
[21] In assessing faculty members' currency and engagement with scholarship, research, or creative activity, the following may be considered, provided that these contributions are in a form (in a phrase adapted from Boyer) "subject to critical review and allowing use/exchange by other members of the scholarly community." In all cases, such contributions may take digital form. In general, the Board seeks evidence that faculty are intellectually engaged with developments in their fields, including but not limited to a) publishing and/or reviewing professional publications in their fields, b) participation and/or presentations at provincial, national, and international conferences, competitions, or exhibitions in their fields, c) engagement with the scholarship of teaching and learning as it applies to their fields, d) participation in regulatory and accrediting association workshops, degree audits, or related work in their fields, e) engagement in basic and/or applied research, labour market research, and/or related industry needs assessments, f) application of conceptual knowledge to current practice in their fields, such as reports to industry or consulting work, g) creative contributions to their fields through exhibitions or related forms and h) development of case studies in their fields.

d) are adequately trained for the delivery mode/s.

3. At least 50% of the students' experience in the professional or main field of study and in the non-core areas is in courses taught by a faculty member holding the terminal academic credential in the field or in a closely related field/discipline.[22, 23]

4. Include in this section of your submission the following attestation:
" _____ College has on file and available for inspection, for all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CVs and agreeing to the College's indirect collection of their personal information for PEQAB and the inclusion of their CVs in any documents/websites associated with the submission, review, and final status of the application."
See also Appendix 9.8 Faculty CVs.

Faculty Policies

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

[22] Generally and in the context of a practicable schedule of teaching assignments, the percentage can be achieved if 50% of all faculty teaching core and non-core courses in the program hold the terminal academic credential in the field or in a closely related field/discipline or if 50% of all core and non-core courses or all hours in core and non-core courses in the program are taught by faculty with a terminal academic credential in the field or in a closely related field/discipline. The 50% is to be calculated over the total student experience in the degree program with core and non-core courses considered together, and existing faculty who are engaged in a program to upgrade their credentials to terminal will be counted among those with the terminal credential so as to support the professional development and upgrading of existing faculty.

[23] Although a doctorate is normally the terminal academic credential in traditional disciplines, in developing areas of study, a variety of credential packages may be deemed to constitute the terminal credential. In such areas, organizations are encouraged to apply to PEQAB in advance for a pre-determination of what will "count" as the terminal credential package. For instance, to teach a degree in Culinary Arts it was determined by the Board, on the advice of an EERP, that a Certified Chef de Cuisine plus (any) master's degree plus relevant experience would constitute the terminal credential "package." See also the list of "Precedents for Non-Doctoral Terminal Credentials" at http://www.peqab.ca/ManualsGuidelines.html .

Student Supports

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

Documentation commonly submitted

ALL

Provide CVs for all Faculty teaching core, non-core/ Breadth and (if applicable) bridging courses (see Appendix 9.8 for core faculty and Appendix 9.9 for non-core/ Breadth faculty).

- To the extent that organizations identify the faculty teaching non-core/ Breadth courses related to the degree program under Program Review, these can be counted in the calculation of the percentage of faculty with terminal credentials. To facilitate this calculation, organizations may submit the terminal credentials and CVs of faculty teaching relevant non-core/ Breadth courses. This may apply to the extent that
  - a) the non-core/ Breadth courses are assigned by the degree program–they are not optional and the faculty teaching them are known
  - b) all non-core/ Breadth courses available to students in the degree program are taught by faculty with terminal credentials, and the organization so attests.

NEW PROGRAMS

- Describe the on-site and electronic library resources available to faculty and students.
- Provide information about on- and/or off-site computer resources and web access available to students.
- Provide information about classroom space, and faculty and student working/meeting spaces.
- Describe any specialized equipment, workstations, and laboratory space available to students.
- Attach the institution's plan/schedule for the renewal and upgrading of resources including library resources, computers and computer access, classrooms, laboratory space and equipment.
- Provide a four-year projection of cumulative enrolment that accounts for projected attrition and a four-year plan indicating the number of academic staff assigned to the program.
- Include reference to the institution's policies on faculty credentials, performance, professional development etc. (see Appendix 9.3).
- Describe professional development opportunities of faculty.
- Describe how the institution supports and engages the program faculty in
  - reporting on levels of scholarship, research, and creative activity
  - reflecting on the results of the evaluation of teaching.
- Provide information on the main support services that will be available to students.

RENEWALS

- Provide current information on all of the above.
- Provide indicators of faculty currency and engagement with relevant scholarship, research or creative activity (e.g. faculty CVs reflecting the full range of activities, see footnote 21 above and Appendix 9.8).

6. CREDENTIAL RECOGNITION

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

Documentation commonly submitted

ALL

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

NEW PROGRAMS

- Include an analysis of occupations relevant to graduates, occupational statistics, economic forecasts, employment outlooks, job advertisements and/or surveys of employers.
- Provide an overview of potential pathway opportunities for graduates.
- Provide a plan for tracking program graduates.
- Through documented consultations with employers, relevant occupational groups, professional associations, and other postsecondary education organizations provide evidence that
  - employers are committed to offer placements to students for any required WIL component of the program, to hire graduates, or to provide financial support for the program and/or its students
  - the credential will be recognized for purposes of employment and further study.

RENEWALS

- Include documentation that employers, relevant occupational groups, professional associations and other postsecondary education organizations recognize the credential for purposes of employment and further study.
- Provide information/data about the labour market and further education outcomes of program graduates.
- Provide a report on changes in the occupational field/sector, the performance and pathways of graduates as they relate to the labour market outlook and further studies.

7. REGULATION AND ACCREDITATION

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

Documentation commonly submitted

ALL

If applicable:

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

8. NOMENCLATURE

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

Benchmark:

1. The degree title conveys accurate information about the degree level,[24] nature of the degree, and discipline or subject of study.
2. Majors[25] in Baccalaureate programs (if applicable): Normally to qualify as a Major and to be designated within the degree title, the Major area would be supported by courses or units/modules in courses which comprise approximately 30% or more of the degree program—typically 12 of 40 semester courses or the equivalent. **See Appendix 9.7.**

Documentation commonly submitted

NEW PROGRAMS

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

RENEWALS

Provide additional information only if a nomenclature change or a new Major in the nomenclature is planned.

9. INTERNAL QUALITY ASSURANCE AND DEVELOPMENT

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

Benchmarks:

Program Review Policy

1. The institution's internal quality assurance processes ensure that curricula are appropriately designed and presented for all modes in which they are delivered.
2. The institution has implemented and published a policy and procedure for the periodic review of its degree programs, with such reviews occurring at regular intervals, normally not

[24] 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's degrees only. Consequently, bachelor's level and not master's or doctoral level nomenclatures are available for designating these degrees.

[25] A single main degree title may be modified by terms reflecting one of several Majors offered within the degree program; for example, *Honours Bachelor of Financial Services: Insurance* and *Honours Bachelor of Financial Services: Financial Planning.*

exceeding five to seven years. The periodic review includes a comprehensive program review[26] that comprises:

a) A program self-study undertaken, with student input, by faculty members and administrators of the program
b) A review by an external Program Evaluation Committee (PEC) [27]
c) An institutional response to the PEC Report.[28]

3. The institution uses appropriate instruments, processes and information to ensure the effective management and continuous improvement of the program and its delivery, including for example, course evaluations and faculty feedback, student achievement demonstrations, faculty and instructor performance, currency and engagement with scholarship, research, or creative activity.
4. Representatives from all relevant stakeholder groups at the institution are involved in the ongoing quality assurance procedures.

Documentation commonly submitted

ALL

Include the institution's policies and procedures for periodic evaluation and provide a narrative or policy which addresses how the institution will distinguish in its self-evaluation between the different modes of delivery (see Appendix 9.3).

NEW PROGRAMS

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

RENEWALS (See Appendix 9.10)

Provide:

- A copy of the Self-Study that was submitted to the PEC
- Brief outline of the qualifications of members of the PEC
- The PEC Report
- Program's Response
- Action Plan that responds to the issues identified in the PEC Report.

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

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

[28] or to the Accreditation report where applicable.

10. Academic Freedom and Integrity

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

Benchmarks:

Academic Freedom

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

Academic Honesty

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

Intellectual Property, Ethical Research and Copyright

3. The organization has appropriate policies on the ownership of the intellectual products of employees and students.
4. The organization upholds formal ethical research standards. Where the organization conducts research in Ontario that involves the management of research funds, the use of animals in research or human research participants, the policies of the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, and/or the Social Sciences and Humanities Research Council of Canada will govern the research.
5. There are appropriate policies and procedures concerning compliance with copyright law.

E-learning Components (if applicable)

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

Documentation commonly submitted

ALL

Include the organization's policies and procedures related to academic freedom and integrity (see Appendix 9.3).

11. STUDENT PROTECTION

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

Benchmark:

Public Information

1. Public reports, materials, and advertising are produced in a thorough, accurate, and truthful manner.
2. Key information about the organization's policies and programs is published in its academic year calendar or is otherwise readily available to students and the public.[29]

Student and Consumer Interests

3. The organization follows ethical business practices and protects student and consumer interests in the following areas:
   a) Student recruitment practices
   b) The resolution of students' academic appeals, complaints, grievances, and/or other disputes
   c) Security of academic student records
   d) Payment schedule of fees, charges and refunds
   e) Student dismissal or withdrawals.
4. The organization ensures that students are aware of the organization's policies and procedures relevant to student life.[30]

E-learning Components (if applicable)

5. For courses and/or programs that incorporate blended, hybrid, or online delivery, students are informed about:
   a) The modes of delivery available to them

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

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

b) The technological requirements of participation and the technical competence required of them
c) Any additional costs, beyond tuition and ancillary fees, associated with e-learning aspects of course/program delivery
d) The kinds of support and protection available to them.

Documentation commonly submitted

ALL

Include all the organization's policies and procedures related to integrity and ethical conduct in relation to students (see Appendix 9.3).

NEW PROGRAMS

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

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

7. Honorary Degrees

A current consent to offer a degree implies consent to award an honorary degree at the institution's convocation or other similar public event, in accordance with the following criteria.

1. The applicant institution must have the authority to award one or more earned degrees at the same level as the proposed honorary degrees (i.e. to award honorary doctorates the institution must also award earned doctorates).

2. The nomenclature of the honorary award and its testamur must reflect the nomenclature of the related earned degree with the term "Honorary" or some derivation thereof added (e.g. "honoris causa" "ad honorem").

3. The institution may only award one honorary degree per academic year for each of the (related) degree programs it is offering.

4. The institution must have acceptable policies on the selection of recipients for an honorary degree, including

    a) that the recipient is not required to pay a fee for the award and meets the following criteria:
        - has made a significant achievement for the public good at the Ontario, national or international level and/or
        - has achieved noted academic eminence or accomplishments in a particular field of study or applied education and/or
        - has enhanced or promoted the institution's image and reputation in Ontario or elsewhere.

    b) that administrative and academic staff and students of programs offered pursuant to a consent are among those eligible to make nominations for an honorary award.

5. Unless an honorary degree is being awarded posthumously, the recipient must be in attendance either in person or virtually at the convocation or other public event at which the honorary degree is awarded.

8. Recognition of Prior Reviews

The Board acknowledges the potentially unique circumstances facing organizations that have, within the past two (2) years, completed a thorough program or institutional evaluation with another quality assurance body or accreditation agency. Organizations in these circumstances may ask the Board to recognize the findings of a recent review in the formulation of its recommendations to the Minister.

8.1 Recognition of Prior Reviews

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

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

8.2 Submission Requirements for Recognition of Prior Reviews

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

a. A copy of a letter of application to the Minister of Colleges and Universities stating the program/programs for which consent is sought
b. A copy of the signed "Applicant Acknowledgement and Agreement" form as provided in the *Directives and Guidelines for Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000*
c. A completed Ministry Summary of Application Form (Appendix C)
d. Documentation of the requirements (criteria, standards and procedures) of the review that occurred within the two (2) years prior to the submission to the Board
e. An analysis of the overlap in requirements of the PEQAB Board and the previous review and any documents addressing the gap between the previous review and PEQAB criteria (if any)
f. The complete report(s) resulting from the previous review
g. Written permission for the Board to consult the reviewers or any professional, accrediting, or regulatory body named in the submitted documentation.

Renewals

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

- The accreditation review is sufficiently similar to that of PEQAB
- It covers most areas typically addressed in a PEC review.

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

In lieu of a PEQAB appointed External Expert Review Panel that is tasked with re-assessing random samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program **(see Appendices 9.4 and 9.5)**, student achievement can be demonstrated through reviews/evaluations of students work conducted by the relevant professional accreditation agency (such as the Canadian Engineering Accreditation Board or the Council for Interior Design Accreditation).

Requesting Consent Extensions

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

9. Appendices

9.1 PEQAB Program Review: Suggested Agenda Templates

How to use the templates

This template, meant as a guide, is offered to help institutions set up site visits that provide External Expert Review Panel (EERP) members with access to all the required institutional materials and representatives as well as sufficient time to conclude the Review and to address all related Standards and benchmarks. The template is based on the experience of EERPs and PEQAB Secretariat staff and reflects best practice.

As such this template also aims to create greater consistency amongst site visits including the timing (length and order), topics of discussion (in relation to PEQAB Standards) and attendees in the various discussions throughout the day while still providing enough flexibility to accommodate the unique circumstances of each institution and program. It remains the role of the applicant institution to prepare, and the Panel Chair to approve, the draft agenda in close collaboration with the applicant and PEQAB Secretariat staff.

GENERAL SUGGESTIONS

- **Content of sessions:** It is suggested to keep to the topics/areas of focus as recommended below.
- **Timing (length and order):** While it is suggested to keep the approximate order and time allotments, the length of various sessions may vary from review to review as each review can raise different issues. The order, apart from the opening and closing sessions, can vary and is often dictated by local needs:
  - Some topics/sessions lend themselves well to being moved, e.g. switching the meeting with the PAC with the one with students or changing the timeslot of the tour of the facilities.
  - Some Panels have had good experiences with moving either the meeting with students or the meeting with representatives of the PAC to the working lunch. These options should be discussed with the Panel Chair.
  - Some topics/sessions are more strategically placed and should not be moved unless clearly necessary, e.g. the review of institutional support for the program and program policies works well later in the day to allow the Panel to follow-up with senior management on any questions that may have been raised during the meetings with faculty or students.
- **Breaks:** Please allow for enough breaks in between sessions. This will also provide time to extend certain sessions if required.
- **Participants:**
  - It is advisable that the institution's program coordinator and/or Chair of the relevant area (i.e. the person(s) most directly responsible for the oversight of the program) be pre-

sent during all sessions but the ones with PAC members, students and faculty members. Other participants noted are suggestions only.
  - The faculty, student and PAC sessions should be held "in camera" without any representatives of the institution other than the faculty members, students or PAC members respectively.
  - Faculty: It is suggested that the institution ensures that the Panel speaks to a representative sample of faculty teaching in the program including full-time and part-time members of the faculty that are going to teach or have recently taught in the program.
  - Work Integrated Learning (WIL): If the program has WIL components, it is suggested that the WIL staff that is responsible for the program/cluster of programs be present at the site visit.
- **Renewals:**
  - Please provide an overview of the internal QA mechanisms/cycle and how these were applied to the program under review.
  - Samples of student work: As renewals require the review of samples of student work it is strongly suggested that Reviewers be provided access to samples of student work prior to the site visit to allow for a desk review of this work in advance. Where that is not possible a minimum of 90 minutes will have to be found in the agenda for the Panel to conduct this task. Note: For programs with a significant studio component such as interior design, it is suggested that, in addition to the desk review of written/drawn samples of student work prior to the site visit, time be set aside during the site visit to review further samples that are not easily evaluable electronically (e.g. exhibitions, models etc.)

OTHER BEST PRACTICES/RESPONSIBILITES

Applicant

- Presentations by the applicant should be kept at a minimum to leave sufficient time for dialogue between the Panel and the institution.
- The concluding meeting/Exit Interview should be kept short and the program coordinator/program chair and/or key faculty should be invited. The Panel will give a high-level summary of finding. In addition to strengths, and as per 'PEQAB's no-surprises policy,' the Panel will make the applicant aware of any Standards that are not met or nearly met and that will be raised in the Report. The Panel may also ask for any additional material to be submitted. PEQAB staff will address the timelines for the remainder of the Review at the end of the Exit Interview.

Panel

- Where possible, the Panel is encouraged to submit requests for additional information in advance of the site visit. It is understood that the Panel may see the need to require additional material during and after the site visit.
- It is also suggested that, in addition to the initial orientation, the Panel meet before the site visit with the PEQAB Senior Policy Advisor at least one additional time and usually just prior to the site visit. This will help focus on the key issues for discussion during the site visit.

- The Panel may want to consider holding an informal team meeting after the Exit Interview to discuss the next steps, including timelines and the approach to and distribution of responsibilities in writing the Report. This meeting could become part of the official agenda if desired.

PEQAB Secretariat Staff

PEQAB Secretariat staff attend, coordinate and facilitate all site visits by EERPs. In particular, Secretariat staff:

- Introduce the Panel and applicant at the various sessions
- Actively facilitate discussion between the applicant and the Panel, as well as clarifying the interpretation of the Board's Standards, benchmarks and procedures
- Provide consultation and expertise on quality assurance and PEQAB's Standards, Benchmarks and processes at site visits
- Keep track of additional material to be sent to the Panel after the site visit
- Outline the timelines and further steps in the Program Review
- May participate in drafting some sections of the Panel Report and conduct a final review of the report, prior to sending it to the institution for Response.

On-site visit

Note: All sessions with an asterisk should be held **"in camera"***

NAME OF APPLICANT
NAME OF PROGRAM - NEW PROGRAM/RENEWAL

Site Visit: DATE & LOCATION

External Expert Review Panel:
PEQAB Representative(s):

Time	***Topics/Areas of Focus/Session***	***Participants***
8:30 – 9:00	***Welcome and Coffee***	*Institutional representatives/ Expert Review Panel/ PEQAB*
9:00 – 9:30	***Panel Welcome and Introduction*** *Overview of the institution and program* *Institution should include a short presentation.*	• *Senior administration* • *Program coordinator and/or Chair* • *Dean of the relevant Faculty/ School* • *Program Development and Quality Assurance*

9:30 – 10:30	***Academic Program Overview, Outcomes, and Delivery*** *Discussion of topics related to program structure and content, including details of curriculum, program outcomes, content, course outlines, bridges (if applicable), research capacity and academic pathways. Possibility of including the faculty plan and institutional policies as applicable.*	• *Program coordinator and/or Chair (i.e., person(s) responsible for the oversight of the program)* • *Dean* • *Program content developer(s)/ consultant(s) or faculty with intimate program content knowledge*
10:30 - 10:45	**BREAK**	
10:45 – 11:45	***Academic and Student Support Services*** *Institutional support for the program, students and faculty.*	• *Participants may include representatives from enabling and support areas such as* o *Student Services & Organizational Resources/ Student Affairs* o *WIL/Co-op Education and Career Services* o *Enrolment Services* o *Financial Aid and Student Awards* o *Marketing* o *Research Services* o *Program Development and Quality Assurance*
11:45 – 12:30	***Program Currency and Relevance to the Field(s) of Practice***	• *Representatives of the Program Advisory Committee (or pre-PAC for new programs)*
12:30 – 1:30	***Panel Lunch and Meeting with Students*** *Meeting with current and past students to discuss student experience in the program, related program and the institution in general. Discussion may include a range of topics, both academic and non-academic.*	• *Current students and program alumni from the same or related program*
1:30 – 2:30	***Faculty Roundtable*** *Overview of the proposed program from the faculty's point of view, including faculty's and program's resources (IT, laboratory, library, computing facilities, other equipment), faculty's research capacity and the currency in their field. Topics may also cover the Program Content Standard.*	• *Meeting with Faculty currently teaching or anticipated to teach in the proposed program. Please include full-time and part-time members* *Please note that senior administrators/ program management such as Chair or Program Coordinator should not participate in this session.*
2:30 – 3:00	***Tour of Facilities***	

3:00 – 3:30	***Panel Caucus (Panel only)***	
3:30 – 4:00	***Concluding Meeting/ Exit Interview***	• *Senior administration* • *Program coordinator and/or Chair* • *Dean of the relevant faculty* • *Program Development and Quality Assurance*
End of site visit		

Virtual-site visit

Note: All sessions with an asterisk should be held **"in camera"***

NAME OF APPLICANT
NAME OF PROGRAM – NEW PROGRAM/RENEWAL

External Expert Review Panel:
PEQAB Representative(s):

Time	***Topics/Areas of Focus/Session***	***Participants***	***URL of Meeting and Password***
8:30 – 9:00	*Panel Briefing and Preparation**	• *Panel and PEQAB representative only, following the institution's opening of the session/ link.*	*Institution's Zoom/ Teams link*
9:00 – 10:00	***Panel Welcome and Introduction*** *Overview of the institution and program.* *Institution should include a short presentation.*	• *Senior administration* • *Program coordinator and/or Chair* • *Dean of the relevant Faculty* • *Program Development and Quality Assurance*	
10:00 – 11:30	***Academic Program Overview, Outcomes, and Delivery*** *Discussion of topics related to program structure and content, including details of curriculum, program outcomes, content, course outlines, bridges (if applicable), research capacity and academic pathways. Possibility of including the faculty plan and institutional policies as applica-*	• *Program coordinator and/or Chair (i.e., person(s) responsible for the oversight of the program)* • *Dean* • *Program content developer(s)/ consultant(s) or faculty with intimate program content knowledge*	

	ble.		
11:30-11:45	***Panel/ PEQAB Debrief****		*Institutional representatives disconnect for this session*
11:45-12:30	**BREAK**		
12:30 – 2:00	***Academic and Student Support Services*** *Institutional support for the program, students and faculty.*	• *Participants may include representatives from enabling and support areas such as* o *Student Services & Organizational Resources/ Student Affairs* o *WIL/Co-op Education and Career Services* o *Enrolment Services* o *Financial Aid and Student Awards* o *Marketing* o *Research Services* o *Program Development and quality assurance* o *Program Development and Quality Assurance Program Development and Quality Assurance*	
End of first day			
Panel/ PEQAB Debrief*			

Virtual Site Visit - Day 2: DATE

Time	***Topics/Areas of Focus/Session***	***Participants***	***URL of Meeting and Password***
8:00 – 8:30	***Panel Briefing and Preparation***	• *Panel and PEQAB representative only, following the institution's opening of the session/ link.*	*Institution's Zoom/ Teams link*

8:30 – 9:30	***Meeting with Students*** *Meeting with current and past students to discuss student experience in the program, related program and the institution in general. Discussion may include a range of topics, both academic and non-academic.*	• *Current students and program alumni from the same or related program*	
9:30 – 9:45	**BREAK**		
9:45 – 11:00	***Faculty Roundtable*** *Overview of the proposed program from the faculty's point of view, including faculty's and program's resources (IT, laboratory, library, computing facilities, other equipment), faculty's research capacity and the currency in their field. Topics may also cover the Program Content Standard.*	• *Meeting with Faculty currently teaching or anticipated to teach in the proposed program. Please include full-time and part-time members.* *Please note that senior administrators/ program management such as Chair or Program Coordinator, should not participate in this session.*	
11:00 – 12:00	***Program Currency and Relevance to the Field(s) of Practice***	• *Representatives of the Program Advisory Committee (or pre-PAC for new programs)*	
12:00 – 12:30	**LUNCH**		
12:30 – 1:00	***Panel Caucus****	• *Panel and PEQAB representative*	
1:00 – 1:30	*Concluding Meeting/ Exit Interview*	• *Senior administration* • *Program coordinator and/or chair* • *Dean of the relevant faculty* • *Program Development and Quality Assurance*	
End of site visit			
Panel/ PEQAB Debrief			

9.2 Course Schedules

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

Sample* Undergraduate *Course Schedule 1 (for PEQAB's internal use only)

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Pre-requisites and Co-requisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
	YEAR 1						
Semester 1		Intro to Biology 101, Section 1[31] Intro Biology 101, Section 2	48		Not applicable	Prof. Lee Prof. Rinaud	PhD Biology PhD Biology
		Contemporary Canadian Literature (Liberal Arts)		56	Not applicable	Prof. Cooper Prof. Chan	PhD English PhD English
Semester 2		Biology 102 Section 1 Biology 102, Section 2	48		Biology 101	Prof. Rinaud Faculty to be hired	PhD Biology MA minimum, PhD preferred

[31] For courses which service a number of degree programs (e.g. "Intro to Biology" which has students from a number of different degrees) or other multi-section courses, estimate the number of sections of this course necessary for the number of students from the degree program under review and indicate instructors sufficient for this number of sections. Your designation of particular sections here (Section 1, Section 2 above) is of course arbitrary: it is only expected that the number of sections recorded here be sufficient to accommodate the number of students expected from the degree program under review. There is no obligation to ensure that students from particular programs be registered solely in particular sections of the course.

		Ethical Practices in Genetic Research		46	Philosophy 101	Prof. Andrews	PhD Biochemistry
	YEAR 2						
Semester 1		Biology 200	48		Biology 102	Prof. Patel	MSc Biology
Semester 2							
	Subtotal Course Hours		144	102			
	Total Program Hours		246				

Sample Undergraduate Course Schedule 2 (for website)

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

9.3 Policies

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

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

Please identify for each policy:

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

Policies to be Submitted

Policy/Procedure
Admission, Promotion and Graduation Policies and procedures pertaining to • Admission of students (including mature students) • The level of achievement required of students in the program for promotion within the program and for graduation • Academic remediation, sanctions, and suspension for students who do not meet minimum achievement requirements • Credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering) • Entrance examinations and advanced placement based on prior learning assessments.
Program Delivery Policies and procedures pertaining to: • Quality assurance of program delivery methods • Mechanisms and processes for student feedback regarding program delivery • Professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills • Distance education if such components are part of the program.

Capacity to Deliver
Policies and procedures pertaining to:
- Academic/professional credentials required of present and future faculty teaching courses in the program
- Academic/professional credentials required of faculty acting as research/clinical/exhibition supervisors in the program
- The requirement to have on file evidence supplied directly to the organization by the granting agency of the highest academic credential and any required professional credentials claimed by faculty members
- The regular review of faculty performance, including student evaluation of teaching and supervision
- The means for ensuring the currency of faculty knowledge in the field.
- Faculty teaching and supervision loads

- Faculty's availability to students
- The professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills, where appropriate.

Internal Quality Assurance and Development
Policies and procedures pertaining to internal periodic review of the program.

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

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

9.4 Guidelines for Collecting and Providing Samples of Student Work

Collecting Samples of Student Work

To facilitate the External Expert Review Panel's (EERP)/Program Evaluation Committee's (PEC) Review of samples of student work for evidence that the expected learning outcomes related to the Degree Level Standard have been achieved, the following is suggested:
That
- The institution select and sort student work into what it considers exemplary, average and minimally acceptable performance categories allowing External Expert Review Panel members/ PEC members to select samples from among these three categories
- Samples be from the terminal stage of the program
- Samples are from a range of courses and a variety of instructors, ideally include the capstone project and are generally representative of the program being reviewed

- Samples include student work from the different modes of delivery where applicable
- All personal identifiers be removed from the samples of student work[32]
- The institution provide the details of the assignments (i.e. a copy of the question or topic that the student receives) and, where available, the rubrics against which the assignments were graded
- If possible, samples be unmarked (i.e. void of grading and instructor comments)
- The sample size be large enough for random selection, i.e. that the sample size from the core courses in the program be at least 20% of the total number of students in the program (e.g. 20 samples if 100 students are enrolled in the program under Review) and in no case less than 15 samples.

Non-core/ breadth courses (if applicable)

- If the Review includes the non-core/breadth courses, the institution provide samples from non-core/breadth courses offered to students in the program under review and preferably from courses in which students from the program under review are typically enrolled.
- The sample size from the non-core/breadth courses be at least 10% (or a minimum of 12 samples, whichever is greater) of the total number of students in the program under Review.

Providing Samples of Student Work and Student Privacy

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

[32] Anonymizing the samples of student work is strongly suggested. In the case of samples of student work that cannot be anonymized, such as with some types of visual or applied artwork, PEQAB would allow personal identifiers to be included if an organization has an internal policy or appropriate disclosures ensuring the students' consent to share samples of student work, with their personal identifiers included, with an External Panel.

submitted in courses may be made available to the External Expert Review Panel members as a part of the quality assurance process for academic degree programs in Ontario.

9.5 Other Assessments of Learning Outcome Achievements of Students/Graduates

As a supplement to the Review of random samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program (as per PEQAB's current *Guidelines for Samples of Student Work*, **see Appendix 9.4**), student achievement can also be demonstrated through:

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

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

9.6 Principles in Reviewing Bridges/Laddering into Degrees

Institutions wishing to provide bridges/ laddering opportunities into any of their degree programs should adduce all relevant evidence. PEQAB's Program Reviews will include External Expert Panel (EERP) Review of any bridging courses from any non-degree program from which students "ladder" into (normally) the third year of a degree program under Review. The criteria for approving bridges require institutions to show how they are addressing **gaps 1** and **2** and how they commit to measuring **gap 3** below.

1. **The content and skills gap**: if the first two years of the degree have developed skills and knowledge different from the two years of the "feeder" program (e.g. a diploma or advanced diploma-level program), a make-up, reach-back, or bridge of courses is required to cover any remaining gap.
2. **The breadth gap:** students in a non-degree program relevant to feeding into the degree will have taken no degree level breadth courses, and this presents a gap that needs to be addressed to ensure transfer students still meet all degree level learning outcomes. To avoid the undue burden that transfer students would face if they were to complete all degree level breadth courses, in addition to their full 'core' load over the third and fourth year of the degree, it is permissible to count non-core diploma level courses at full value towards the 20% breadth requirement. These can, however, only satisfy the 'basic' or introductory level and not the requirement for upper level breadth courses.

3. **The degree of difficulty gap:** organizations need to separately track students who have entered from feeder non-degree programs through the upper year/s of the degree program. If their persistence, graduation rates and final marks fall significantly below those of students who went through all four years in the degree program, additional elements will need to be introduced in order to bridge/ladder the degree of difficulty.

9.7 Principles for Majors

Introducing Majors

A single main degree title may be modified by terms reflecting one of several Majors offered within the degree program; for example, Honours Bachelor of Financial Services: Insurance and Honours Bachelor of Financial Services: Financial Planning. A Major is the subject that is the main focus of a student's degree. A Major area should encompass at least 30% of the degree program: typically 12 of 40 semester courses or the equivalent in courses or units/modules throughout the program. Majors can be shown on the testamur.

Existing Programs

Institutions can move existing programs to a Majors model by combining existing degree programs which are currently under separate consents into one consent with the Majors identified in the nomenclature. To change to a Majors model, Colleges will have to either:

a) Apply for amendments to the consents in question
b) Request to move to a Majors model in the context of the next PEQAB Program Review/Renewal.

New Programs

a) Colleges applying for new programs with Majors can apply for them as one degree program under one consent. The application will have to clearly identify the various Majors, addressing all relevant PEQAB criteria (most importantly the Degree Level, Program Content and Capacity to Deliver Standards) for each of the Majors.
b) Colleges wanting to add a new Major to an existing program can do so by applying for an amendment to the consent of an existing degree program, submitting all pertinent information.

The Ministry remains the authority in determining what changes are permitted during the period of consent and, as such, determines when to refer requests for changes and amendments, including to add Majors, to the Board for Review.

9.8 Faculty CVs

- Attach CVs of all faculty and professional staff who will be assigned to deliver the courses and other core-related requirements in the program.
- Ensure that all CVs submitted with this application include at least the following:
  - name
  - earned degrees (specify discipline area and label degrees in progress for fewer than 7 years "in progress")
  - scholarly and professional activities[33]
  - employment history
  - research funding
  - publications.

- Ensure that the CVs are either searchable by name or include a table of contents.
- Confirm in writing in Section 6.2.5 of your application that your organization "has on file and available for inspection, for all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CVs and agreeing to the College's indirect collection of their personal information for PEQAB and the inclusion of their CVs in any documents/websites associated with the submission, review, and final status of the application," as per the form below.
- Retain each of the signed forms below so that they are available for inspection during the Review.

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

Notice of Collection:
Curriculum Vitae Release

To download this form as a Word doc click here

_____ College is collecting your personal information, including the personal information set out in your CV, for The Ministry of Colleges and Universities (MCU) pursuant to paragraph 1 of s. 15(1) of the *Ministry of Training, Colleges, and Universities Act.* Your personal information will be handled by MCU's PEQAB Secretariat, which provides administrative services to the Postsecondary Education Quality Assessment Board (PEQAB) to support PEQAB in fulfilling its functions under the *Post-secondary Education Choice and Excellence Act, 2000* (the "PSECE Act").

The College will be disclosing this personal information to the Secretariat within MCU and to PEQAB to enable PEQAB to complete a quality assurance review. PEQAB will be collecting this personal information and conducting this review in accordance with and as authorized by the PSECE Act. Your personal information may be shared and used within PEQAB, including with PEQAB Board members and with the Reviewers who will be assessing the degree program, institution and its faculty against various PEQAB Standards.

By submitting your CV to the College, you are consenting to the College's disclosure of your personal information to MCU and PEQAB in accordance with s. 42(1)(b) of the *Freedom of Information and Protection of Privacy Act* ("FIPPA"), as well as to PEQAB's indirect collection of your personal information in accordance with s. 39(1)(a) of FIPPA.

If you have any questions about the collection, use, or disclosure of your personal information, please contact: peqab@ontario.ca

By signing this form, the faculty member listed below:

- Affirms that all information provided on their curriculum vitae is true and complete
- Authorizes [the College]_____ to include their curriculum vitae in its submission for the degree program(s) below:

  _____

- Agrees to the inclusion of their curriculum vitae in any documents associated with degree program approval and renewal.

Name: _____ Date: _____

Signature: _____

9.9 Documentation Commonly Submitted for Non-Core/Breadth

In addition to the core curriculum, three-year degrees must offer 20% of the program as non-core or Breadth curriculum.

Institutions may be in three different positions as regards the non-core/Breadth aspects of particular Program Reviews.

For PEQAB Breadth Reviews, there are now four potential positions in which an institution could find itself.

1. The first is the position of an institution which has undergone a full PEQAB Breadth Capacity Review of all the courses which are offered as non-core/Breadth to students in their degree programs. Institutions that have done so and have received a PEQAB Board determination that they be exempted from Breadth Reviews, when submitting Program Reviews within seven (7) years of that determination, no Breadth Reviewer will be assigned. Program Reviewers will be asked simply to assess whether the Breadth courses are truly non-core to the Program under Review. In this case, submit only the following:

- The date of the PEQAB letter or Board recommendation with that determination.
- Brief descriptions of the non-core/Breadth courses relevant to the program under Review.

Institutions due for and/or wishing to undergo a full PEQAB Breadth Capacity Review of their non-core/Breadth curriculum should consult: the PEQAB *Breadth Capacity Review Manual* at http://www.peqab.ca/ManualsGuidelines.html.

2. The second is the position of an institution submitting a Program Review for which the associated non-core/Breadth curriculum has not been reviewed within the past seven (7) years. Such institutions will submit for Breadth as part of the application just the material associated with the non-core Breadth courses relevant to that Program; PEQAB will appoint a member of its Breadth Review Committee as a part of the Review Panel. In this case, submit the following for all courses which the institution intends to offer to students in this particular program as non-core/Breadth:

- Course outlines/teaching and learning plans (TLPs) in the format used at your institution for all relevant non-core courses.
- CVs of all faculty and professional staff who will be assigned to deliver these Breadth/non-core courses. (See Appendix 9.7).
- If a Program Review--Renewal, samples of student work from Breadth courses (See Appendix 9.4).

Alternatively, your institution may take this Program Review as occasion to also undergo a full PEQAB Breadth Capacity Review, as in I. above. Institutions due for and/or wishing to undergo a full PEQAB Breadth Capacity Review of their non-core/Breadth curriculum should consult: the PEQAB *Breadth Capacity Review Manual* at http://www.peqab.ca/ManualsGuidelines.html.

3. The third is the position of an institution submitting a Program Review for which the associated non-core/Breadth curriculum is the same or substantially the same as that of another one of its degree Programs—one which has been assessed by PEQAB within the past seven (7) years. In that case, the institution will submit as a part of the application just the non-core/Breadth courses relevant to that Program, with the name and date of the recent PEQAB Program Review which involved the same or substantially the same non-core/Breadth curriculum. The Board will then not appoint a member of the Breadth Review Committee and will ask only that the Program Reviewers assess whether the Breadth courses offered are truly non-core for that particular degree Program. In this case, submit the following:

- The degree program name and the date of the of the consent letter for the Review which included a Breadth Review of the same or substantially the same non-core/Breadth curriculum
- Brief descriptions of the non-core/Breadth courses relevant to the degree program under Review
- CVs of all faculty and professional staff who will be assigned to deliver these Breadth/non-core courses. (See Appendix 9.7).

4. The fourth is the situation of an institution which does not have a current PEQAB approval based on a successful Breadth Capacity Review and would like to pursue one. Either as part of a Program Review or as a stand-alone Review, the institution would submit **all** of its Breadth course materials to PEQAB and request a full Breadth Capacity Review. The Board will then appoint a member of the Breadth Committee to review the full complement of Breadth courses. On successful Breadth Capacity Review, PEQAB will acknowledge that the institution is "good for Breadth" for seven (7) years, and no member of PEQAB's Breadth Committee will be appointed as part of that institution's Program Reviews while that is in effect. In this case, institutions should submit:

- Course outlines/teaching and learning plans (TLPs) in the format used at your institution for all non-core courses.
- CVs of all faculty and professional staff who will be assigned to deliver these Breadth/non-core courses. (See Appendix 9.7).
- Samples of student work from Breadth courses (See Appendix 9.4). In this case, provide at least 12 samples for each of the categories, minimally acceptable, average, and exemplary for a minimum of 36 samples, drawn from the full range of Breadth courses.

Institutions due for and/or wishing to undergo a full PEQAB Breadth Capacity Review of their non-core/Breadth curriculum should consult: the PEQAB *Breadth Capacity Review Manual* at http://www.peqab.ca/ManualsGuidelines.html.

9.10 Requirements for Internal Program Review

As a part of a submission for renewal of consent, please provide the following:

- Program Self-Study
- Program Evaluation Committee (PEC) Report
- Program's Response: Commitments, Developments, Changes & Improvements
- Action Plan.

Self-Study

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

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

- Consistency of the program with the organization's mission, educational goals, and long-range plan
- Learning outcome achievements of students/graduates by comparison with
  - The program's stated learning outcome goals and standards
  - The Degree Level Standard[34]
  - The opinions of employers and students/graduates
  - The standards of any related regulatory, accrediting or professional association.
- Student satisfaction levels, graduation rates, and student retention rates
- The relevance of the program to the field of practice it serves
- The appropriateness of the method of delivery, curriculum and admission requirements (i.e. achievement levels, subject preparation) for the program's educational goals and standards
- The adequacy of the methods used for evaluating student progress and achievement
- The adequacy of existing human, physical, technological, and financial resources
- Faculty performance, including consideration whether all faculty
  - have, where relevant, professional credentials and related work experience
  - hold an academic credential at least one degree higher than that offered by the program in the field or in a closely related field/discipline
  - engage in a level of scholarship, research, or creative activity sufficient to ensure their currency in the field.[35]

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[34] Student achievement can be demonstrated through a) The current PEQAB procedure (see Appendix 9.4 *Guidelines for Samples of Student Work*) of External Experts re-assessing random samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program, and/or b) Recognized, comparable, or scalable evaluations of critical thinking, problem-solving, communication skills of students graduating from the program, and/or c) Reviews/evaluations of students work conducted by the relevant professional accreditation agency (such as the Canadian Engineering Accreditation Board or the Council for Interior Design Accreditation), and/or d) Other learning outcomes assessment models/management systems, as proposed by the institution.

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

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

Program Evaluation Committee (PEC)[36]

The applicant's appointed PEC members should possess qualifications, professionally qualities, current subject-matter expertise and a reputation that engenders the confidence of the PEQAB Board, the Minister, the public, accrediting bodies, relevant regulatory bodies and other degree granting institutions. In addition, all PEC members should be free of any conflict of interest, in accordance with conflict of interest guidelines. It is also recommended that the institution strive for diversity in the composition of PEC members.

Required

- Two external subject-matter experts who are senior academics with strong track records in their fields — one of whom serves as the PEC Chair
- Each of whom holds an advanced academic credential (normally at the terminal level in the field) closely related to the subject area under review
- Not more than one of whom is based in the Ontario College system.

For these two, strongly recommended:

- Demonstrated strength and experience in teaching and learning, which may include teaching recognition, affiliation or work with teaching and learning centres, curriculum design, and/or quality assessment experience (e.g., as appraisers for accrediting bodies or as reviewers of degree programs) and/or senior administrative experience
- A record of active scholarship in their disciplines and/or in the scholarship of teaching & learning
- Currently or recently associated with the same kind of program and offering credentials at least at the same level as that under Review.

And that the two

- Not be from the same institution
- At least one be new to the Review of the program (i.e. an individual who has not reviewed the program in the past seven years).

Optional/Desirable:

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tion and/or presentations at provincial, national, and international conferences, competitions, or exhibitions in their fields, c) engagement with the scholarship of teaching and learning as it applies to their fields, d) participation in regulatory and accrediting association workshops, degree audits, or related work in their fields, e) engagement in basic and/or applied research, labour market research, and/or related industry needs assessments, f) application of conceptual knowledge to current practice in their fields, such as reports to industry or consulting work, g) creative contributions to their fields through exhibitions or related forms and h) development of case studies in their fields.

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

- **One student or recent graduate** from the degree program under Review or from another program at the same institution or from a comparable program at a different institution
- **One senior academic peer** internal to the institution but outside the program or a member of the College Degree Operating Group (CDOG) or a member of the POPDOG (the Private and Out of Province Degree in Ontario Group) external to the College external to the institution.

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

The PEC Report

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

Program's Response: Commitments, Developments, Changes & Improvements

In addition to the Self-Study, and in response to the PEC Report, please provide a Program's Response dealing with any commitments based on this and previous reviews and any developments, changes and improvements to the program, as evidence of continuous improvement.

Action Plan

Identify any actions taken in response to the above and, with a timeline, any actions anticipated to be taken.

Internal Program Review: Suggested Format

Executive Summary

Program's Response: Commitments, Developments, Changes & Improvements

Action Plan

Appendices

Self-Study

PEC Report

Brief outline of the qualifications of members of the PEC