

HERZING
COLLEGE



**Organization Review
Application for
Ministerial Consent**

February 2022

Introduction

College and Program Information

Full Legal Name of Organization: Herzing Institutes of Canada, Ltd.
Operating Name of Organization: Herzing College, Toronto Campus
URL for Organization Homepage: https://www.herzing.ca/
Degree Nomenclature: Honours Bachelor of Cybersecurity and Entrepreneurship
Location where program is delivered: Herzing College, Toronto Campus 11 Kodiak Crescent, North York, M3J 3E5 Office: 416-599-6996 Fax: 416-599-0192
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Executive Summary

Purpose of Organization Review

This Organization Review of Herzing College Toronto Campus (referred to as “HCTC”) is being submitted for the purpose of seeking the consent of the Minister of Training, Colleges and Universities for degree-granting authority. HCTC intends to submit an application that proposes to offer an Honours Bachelor of Cybersecurity and Entrepreneurship degree. This document demonstrates the readiness of HCTC to deliver a degree program.

HCTC’s proposed Honours Bachelor of Cybersecurity and Entrepreneurship degree is a four-year degree consisting of eight academic semesters, one mandatory four-month co-operative learning work term, and a capstone project course. Program graduates will be prepared for careers in a range of private or public organizations that desire to grow and strengthen the defenses required to protect digital technologies, systems, information, and intellectual properties from cyber threats and attacks. Graduates of the program will be able to demonstrate highly developed and specialized skills relevant to cybersecurity.

Graduates will also be equipped with critical business and entrepreneurship skills such as leading innovation, market research, problem-solving, planning business ventures, obtaining financing, managing risk, and strategizing that can lead to new security products, ideas, and processes and, if desired, launching, operating, and growing a new business.

The Organization Review was developed following each of the standards set out in Section 6 of PEQAB’s Manual for Private Organizations Applying for Ministerial Consent under the Postsecondary Education Choice and Excellence Act, 2000. Every section reiterates the relevant benchmarks under the standards and how HCTC meets the benchmarks. Attached to the Organization Review is an Appendix that contains more detailed information referred to in this document and links to other HCTC documents that are referenced. The Appendix also includes resumes and biographical information, and all who submitted have signed a Curriculum Vitae and Biographical Information Release Form which is attached in [Appendix 6](#).

Institutional overview

HCTC began as a computer training school in 1965 and was acquired by what is now Herzing University in 1968. It has operated continuously since then under the management and educational culture established by Henry Herzing. It was part of the Herzing University entity until 2014 when a Higher Learning Commission accreditation rule necessitated the separation from the colleges operating in Canada.

Henry Herzing, founder of Herzing University, remains on its Board of the Directors and brings his vast knowledge, expertise and experience to HCTC. For the tenth consecutive year, *U.S. News & World Report* has ranked Herzing University's online bachelor’s degree programs among the best in the United

States. Herzing University's online Master of Science in Nursing (MSN) program was recognized as a leading online graduate program. Its New Orleans campus also was recently awarded a \$1.5 million federal grant to help improve the education, training, and career support services for selected nursing and sterile processing program students in the New Orleans region.

HCTC also benefits from the extensive experience of Frank Cianciaruso, Chief Operations Officer for Herzing Institutes of Canada, who, with Mr. Herzing, participated in the evolution of Herzing University from diploma and associate degree programs to bachelor's and master's degree status. This attainment was recognized as part of Herzing University's accreditation by the HLC of the North Central Association, the same entity that accredits the University of Wisconsin, Notre Dame, and numerous other well-known public and private universities.

Although initially dedicated to computer technology training, HCTC has expanded its postsecondary reach over the years to include various programs in fields such as business, health care, media, and the trades. The Herzing College system in Canada also expanded geographically to include campus locations in Ottawa, Montreal, and Winnipeg as well as a teaching location in Cambridge. HCTC attributes its success and endurance over the years to its culture of high ethical standards, respect for all individuals, commitment to continuous improvement, quality teaching and learning, student success initiatives and services, and commitment to the communities and industries it serves and supports.

HCTC benefits from the experience and expertise of the campuses in Ottawa, Montreal, and Winnipeg as well as the support of its Canadian Corporate Office. The Canadian Corporate Office provides support in human resources, accounting and finance, admissions, counselling, career services, professional development, legal, marketing and communications, and academic quality assurance and compliance. This allows HCTC to call upon the resources and talent of a larger organization and enables it to focus on quality teaching and learning.

The educational marketplace is evolving, and a consensus is forming that if students are given the freedom to pursue their education through whatever means suit them best, both they and society will benefit. Many students do not require a bachelor's degree to have a satisfying career that also meets a labour need. However, some of these same individuals, after having attained employment with a postsecondary diploma, realize that if the attainment of a degree were possible, it could improve their potential for advancement; a degree could also be necessary to reach a career objective. In some sectors, a degree is a job entry requirement and the proposed degree in Cybersecurity and Entrepreneurship will address market demand in this growing field.

HCTC continues to focus on student success, quality teaching and learning, access, and flexible delivery (in-person, hybrid, and online) and believes the next step in its evolution is to offer a degree.

Reference: Release Form, [Appendix 6](#)

Section 1: Mission Statement and Academic Goals Standard

The governing body has approved a mission statement and academic goals that identify the academic character and aspirations of the organization.

Benchmarks:

1. The organization has a clear and suitable statement of mission and academic goals.
2. Programs are clearly related to the organization's mission and academic goals.
3. Resources and policies support the mission.

Benchmark 1.1–Mission Statement and Academic Goals

The organization has a clear and suitable statement of mission and academic goals

The Mission of Herzing College is to provide career-focused postsecondary programs of high quality that are designed to prepare a diverse student population to achieve career goals and meet the needs of various employers.

HCTC fulfills its Mission by actively pursuing the following overarching Strategic Goals:

1. To create and promote an environment of intellectual, personal, and professional development.
2. To launch new programs and renew existing programs to meet evolving employment market demand.
3. To improve and demonstrate the quality of online learning through an ongoing process of assessment and curriculum adaptation to the online environment.
4. To offer bachelor's degree programs.
5. To foster community outreach and industry partnerships.
6. To provide and promote applied research opportunities for students, staff, and faculty.
7. To encourage innovation and entrepreneurship.

Herzing's Mission and Strategic Goals are supported by Academic Priorities that are detailed in the table below. The [Academic Plan](#) elaborates on the Academic Priorities and provides actions and success measures for staff and faculty to adhere to.

Strategic Goals	Academic Priorities
To create and promote an environment of intellectual, personal, and professional development.	<ul style="list-style-type: none"> i. Develop and provide engaging learning opportunities within the curricula enabling students to enhance their theoretical, analytical, verbal, and written communication skills, as well as stimulate their intellectual growth, and personal development. ii. Provide and promote a stable, self-perpetuating climate in which ethical behavior and community service are valued and where students and employees are challenged to excel and to develop their talent. iii. Build a professional development plan that inspires and supports academic staff and faculty to pursue opportunities for discipline expertise and teaching development.
To launch new programs and renew existing programs to meet evolving employment market demand.	<ul style="list-style-type: none"> i. Complete the Quality Assurance framework. ii. Ensure high quality, relevant programs by examining the range of offerings, evaluating content and delivery, and building relationships with employers. iii. Examine academic processes to identify areas for improvement and streamline practices to better meet the needs of current and future students.
To improve and demonstrate the quality of online learning through an ongoing process of assessment and curriculum adaptation to the online environment.	<ul style="list-style-type: none"> i. Implement best practices for technology-based teaching and learning, including content creation for all online college programs. ii. Build a badge system to recognize student skill and achievement acquisition. iii. Ensure faculty and staff have opportunities to engage in training opportunities that build their online teaching skills
To offer bachelor's degree programs.	<ul style="list-style-type: none"> i. Develop degree programming opportunities and obtain approval by achieving the degree-quality assurance requirements established by PEQAB. ii. Launch marketing activities to promote degree program offerings. iii. Establish innovative partnerships to develop articulation agreements with other institutions for advanced degrees.

Strategic Goals	Academic Priorities
To foster community outreach and industry partnerships.	<ul style="list-style-type: none"> i. Strengthen connections with employers to establish work integrated learning and volunteer opportunities for students. ii. Establish Program Advisory Committees to support program quality assurance. iii. Develop a roster of guest lecturers to enhance the student learning experience. iv. Implement a research strategy involving community and business organizations to support student learning.
To provide and promote applied research opportunities for students, staff and faculty.	<ul style="list-style-type: none"> i. Develop a Research Framework. ii. Increase the level of awareness of applied and organizational improvement research activities to all students, staff, and faculty. iii. Develop and update research curriculum for students to engage in applied research projects within degree programs. iv. Establish and encourage organizational improvement research for staff that has internal and external implications. v. Promote professional development strategies to encourage faculty members' willingness to commit to research studies and projects.
To encourage innovation and entrepreneurship.	<ul style="list-style-type: none"> i. Strengthen opportunities for faculty and staff to collaborate and participate in program development. ii. Encourage and support all staff to participate in course content development. iii. Infuse entrepreneurial content in programs where appropriate.

HCTC is also guided by system-wide institutional values which support HCTC's Mission and Academic Priorities.

There are two levels of values recognized and embraced by HCTC. At the student, employee, and institutional level, HCTC has codified what it calls "The PRICE of Success", where PRICE stands for Professionalism, Respect, Integrity, Caring, and Engagement. These values were derived from employee and employer feedback as well as student perception regarding important characteristics portrayed by HCTC. To help ensure these values are both continuously reflected in what HCTC does and recognized as important values for students to adopt, HCTC acknowledges students for their reflection and

demonstration of these values, promotes these values at all campus locations, and has an annual PRICE award for the faculty member who best reflects these values.

At the institutional level, a commitment to continuous improvement guides HCTC's operations. Metrics and measurements that reflect operational performance guide planning and institutional strategy, including monthly and annual student retention, student satisfaction (overall satisfaction as well as 20 different items measured three times per year), percentage of graduates employed in a related field, and student appraisals of their faculty. These measures are reflected in operations and planning activities, including capital budget adjustments for leasehold improvements and purchase of new equipment, adjusting curriculum when employment results or feedback from employers indicate an update is needed. Ongoing training and professional development opportunities for staff and faculty ensure employees remain current in their area of expertise.

Overall, HCTC and its staff support the Mission, Academic Priorities, and institutional values by ensuring programs, policies, processes, and student services all align to promote and foster student success. A student-centered approach drives HCTC decision making; students contribute to this through representation on various committees. HCTC ensures that external relationships are developed and maintained to create opportunities for work integrated learning and to provide input into program development and renewal. HCTC values input and feedback and both are seen as critical to organizational success, ultimately supporting its Mission and Academic Priorities.

Refer to [Appendix 1: Strategic Plan](#)

Refer to [Quality Assurance Manual](#)

Benchmark 1.2 – Programs Related to Goals

Programs are clearly related to the organization's mission and academic goals.

For more than fifty years, HCTC has offered career-focused certificate and diploma programs aligned with its Mission and Academic Priorities. Programs are developed, designed, and evaluated on an ongoing basis to ensure they address student, employer, and evolving economic needs. Policies and procedures (categorized as academic and institutional) align to support the Mission of delivering high quality, career-focused programs. Ongoing feedback is sought and valued from students, staff, and employers. Informal and formal opportunities (Program Advisory Committee input, student and employer surveys, environmental scans, etc.) exist to guide both new program development and renewal to ensure input is received, assessed, and integrated into programs. HCTC ensures standards developed by accreditation bodies are infused into the programs, and assessment and evaluation techniques in all programs align to prepare a diverse student body for employment upon graduation. Refer to the [Quality Assurance Manual](#) and the [Academic Plan](#) for further detail.

HCTC has ensured that the Mission, Strategic Goals, and Academic Priorities are integrated into the proposed Honours Bachelor of Cybersecurity and Entrepreneurship program.

The following programs are currently delivered at HCTC; program descriptions can be found on the HCTC website.

Name of Program	Level of Qualification
Accounting and Payroll Administration	Diploma
Appliance Service Technician	Certificate
Building Design Technician	Diploma
Business Administration	Diploma
Cisco Certified Network Associate (CCNA) Training Program	Certificate
Community Services Worker	Diploma
Computer Graphic Design	Diploma
Computer Networking Technology	Diploma
Construction Maintenance Electrician Pre-Apprenticeship	Certificate
Construction Management	Diploma
Cybersecurity Specialist	Diploma
Domestic Appliance Service Technician	Diploma
Electrician and Network Cabling Technology	Certificate
Gas Appliance Service Technician	Certificate
Gas Technician	Certificate
Gas Technician 2	Certificate
Gas Technician 3	Certificate
Gestionnaire en Immigration Canadienne	Diploma
Heating and Ventilation and Advanced Gas Technician	Diploma
Immigration Case Manager	Diploma

Name of Program	Level of Qualification
Medical Office Administrator	Diploma
Network Cabling Specialist	Certificate
Occupational Health and Safety Officer	Certificate
Paralegal	Certificate
Personal Support Worker	Certificate
Pharmacy Assistant	Diploma
Plumber Pre-Apprenticeship	Diploma
Plumbing Pre-Apprenticeship and Gas Technician 3	Diploma

Refer to [Quality Assurance Manual](#)

Refer to the [Academic Plan](#)

Benchmark 1.3 – Resources and Policies that Support Mission

Resources

HCTC has invested, and continues to invest, in significant resources to advance its Mission by setting out the objectives in the Strategic Plan that guide continuous investment in curriculum development, new program development and program renewal. Over the past three years, HCTC has hired subject matter experts and instructional designers to review and update program curriculum. New learning platforms and on-line student resources were secured to enhance the student learning experience.

Herzing continues to respond to campus enhancement and capital expenditure requests from students and staff and invests in new equipment when a need is identified. The Canadian Corporate Office has increased its staffing complement to ensure faculty and staff are supported in their curriculum development and delivery. HCTC ensures faculty are supported through the Organization Learning and Development Program of which includes a Faculty Development Certificate. Refer to [Appendix 2](#). Student services and support have been enhanced to respond to challenges faced by students, particularly those impacted by the pandemic.

To prepare for the proposed Cybersecurity and Entrepreneurship degree, HCTC established a Vice President of Academics position and recruited for and filled the position in January of 2021. HCTC also established a Board of Governors to oversee the campus, recruiting senior leaders from various sectors

to align with public sector college practices. External consultants have also been hired to assist with the PEQAB applications (Organizational Review and Program Quality Review).

Policies

HCTC policies are developed to meet its mission and values, support student success, and, through program development and renewal, reinforce the value of continuous improvement to ensure programs are of high quality.

HCTC’s policy, [AM-001-A2 Organizational Policy and Review Guidelines](#), guides policy, procedures and processes, and academic regulations. Responsibility for policy approvals resides within various levels within the organization, including the Board of Governors of HCTC. Academic and administrative policies detail expectations, responsibilities, and processes that are necessary to support student success and to provide a respectful and positive working and learning environment.

Policies which support the Mission of HCTC are approved by the Board of Governors. Board of Governor By-Laws (refer to Duties and Responsibilities) state that it is the responsibility of the Board to review and adopt policies and procedures that support HCTC’s Mission and values. HCTC personnel, engaged with Board members, worked diligently to update existing policies and to create new ones as required to prepare for the Organization Review. Additional policies not requiring Board approval have been reviewed and revised by their respective departments and approved. This effort and dedication of resources impacts students, staff and existing programs and further aligns Herzing policies to meet the Degree Program Quality Review Standards supporting the capacity to deliver degree program(s).

Policy titles are listed below with links to the policy description.

POLICY NUMBER	POLICY NAME
Student Facing Academic Policies	
AC-015-A1	Academic Freedom Policy
AC-002-A2	Academic Standards Policy
AC-006-A2	Accessibility Accommodations and Supports for Students Policy
AC-012-A1	Copyright, Intellectual Property, and Fair Dealing Policy
AC-003-A2	Curriculum Policy
AC-004-A2	Grading Policy
AC-007-A2	Integrity and Ethical Conduct Policy

POLICY NUMBER	POLICY NAME
AC-016-A1	Online Learning Policy
AC-005-A2	Student Assessment Policy
AC-011-A1	Student Computer and Telecommunications Usage Policy
AC-013-A1	Work Term Policy
Student Conduct Academic Policies	
AC-001-A2	Academic Integrity Policy
AC-008-A1	Attendance Policy
AM-011-A1	Drug and Alcohol Policy
AM-013-A1	Smoke Free and Vape Free Policy
AM-010-A1	Student Behaviour Policy
AM-009-A1	Student Dress Code Policy
Student Facing Administrative Policies	
AC-014-A1	Application and Admissions Policy
AC-010-A1	Credit Transfer Policy
AM-017-A1	Religious and Ethnic Accommodations Policy
AM-008-A1	Student Accessibility Policy
AM-002-A2	Student Appeals Policy
AM-003-A2	Student Complaint Policy
AM-026-A1	Student Council Structure and Operation Policy
AM-005-A2	Student Discipline Policy
AM-012-A1	Student Privacy and Access to Information Policy
AC-009-A1	Student Withdrawal Policy

POLICY NUMBER	POLICY NAME
Institutional Administrative Policies	
AM-015-A1	Campus Closure Policy
AM-014-A1	Campus Emergency Plan Policy
AM-025-A1	Committee Structure Policy
AM-022-A1	Conflict of Interest Policy
AM-016-A1	COVID-19 Policy
AM-004-A2	Diversity Inclusion Statement Policy
AM-021-A1	Employee Dispute Resolution Policy
AM-023-A1	Employee Ethics and Reporting Standards Policy
AM-007-A2	Harassment Policy
AM-029-A1	Hiring Policy
AM-027-A1	Occupational Health and Safety Policy
AM-020-A1	Open Access Policy
AM-001-A2	Organizational Policy and Review Guidelines
AM-019-A1	Performance Reviews
AM-028-A2	Purchasing Procedures Policy
AM-018-A1	Succession Planning Policy
AM-006-A2	Violence Prevention Policy
AM-024-A1	Whistleblower Policy

Refer to [Appendix 2: Organizational review and Learning Program](#)

Refer to [Appendix 3: General Bylaws of the Board of Governors of HCTC](#)

Refer to [AM-001-A2 Organizational Policy and Review Guidelines](#)

Click on above links to review any policy.

Section 2: Administrative Capacity Standard

The organization has the legal characteristics, governance structure, and administrative capacity necessary to organize and manage a competent institution of higher learning.

Benchmarks:

Governance and Administrative Structure

1. The organization has an appropriate legal status and governing structure.
2. The organization's reporting structure indicates the relationship between the owners and the governing and managing bodies.
3. Governance and decision-making structures are clear, effective, and consistent with the organization's academic purposes.

Administrative Staff

4. The organization has
 - a) qualified senior administrative staff, including a chief executive officer who is accountable to the governing body and whose full-time or significant responsibility is the administration of the institution
 - b) sufficient administrative staff with clear lines of administrative authority and accountability necessary to conduct the affairs of the institution in Ontario
 - c) administrative capacity to effectively manage an institution of higher learning.
5. Policies are in place that provides for succession planning.

Curriculum, Academic Policies, and Standards Development

6. The curriculum, academic policies, and standards include participation by qualified academic staff and consultation with students.

Benchmark 2.1 – Legal Status and Governing Structure

The organization has an appropriate legal status and governing structure

Herzing Institutes of Canada, Ltd. (HIC) is a federal Canadian corporation that owns HCTC, Herzing College Ottawa Campus, and Herzing College Winnipeg Campus. HIC also owns the Canadian Corporate Office which supports all three colleges.

The legal structure has been in existence since 1965 under the original name of Electronic Computer Programming Industries of Canada, Ltd. with a subsequent name change to Herzing Institutes of Canada, Ltd. There were also amalgamations with acquired companies, the most recent occurring in 2020 (refer to [Appendix 4](#) for the recent Articles of Amalgamation and the Supplemental Letters Patent dated the 15th of June 1970 referring to incorporation in 1965).

In 2021, the by-laws of Herzing Institutes of Canada, Ltd. were amended to delegate the responsibility for the operation of HCTC to a Board of Governors. Refer to the by-law change in [Appendix 5](#). Also refer to the corporate structure diagram in Benchmark 2.2 The Board of Governors has no reporting requirements to, nor oversight by, the Board of Directors of Herzing Institutes of Canada, Ltd. The only restraint on the HCTC Board of Governors is that it cannot buy or sell real estate, sell a significant portion of HCTC, or close HCTC. Detailed below are the authority, duties and responsibilities of the HCTC Board of Governors.

Authority, Duties, and Responsibilities of the Governing Board

The authority, duties and responsibilities of the Governing Board are set forth in the by-laws of the Board of Governors as follows:

- a) The Governing Board of HCTC shall be responsible for the affairs of HCTC, establish policy, and strategic direction for HCTC; oversee the business and affairs of HCTC; and exercise all the powers and authority to govern effectively and set policy for HCTC in accordance with good governance and provincial or federal regulations.
- b) Without limiting the powers of the Board of Governors, and in addition to their general duties, the Board of Governors shall have the following duties and responsibilities:
 - i. Appoint, support, evaluate, and terminate the President in accordance with any valid contract and the employment policies of HCTC.
 - ii. Oversee the operations of HCTC including its online offerings.
 - iii. Delegate to the President, and through them to the appropriate Officers, general authority, and responsibility to carry out the operations, policies, and procedures of the Board.
 - iv. Review and adopt policies and processes that support HCTC's Mission and values.

- v. Initiate a regular review of the Mission Statement to ensure it clearly defines how HCTC serves the educational needs of students.
 - vi. Oversee curriculum and approve any new program, the cessation of a program or the major modification of a program.
 - vii. Establish appropriate review of the academic programs and overall institutional effectiveness of HCTC through ensuring there are systematic assessment and evaluation processes with annual or more frequent reports to the Board.
 - viii. Ensure compliance with all regulatory and accrediting agencies that have jurisdiction over any portion or aspect of operations HCTC.
 - ix. Oversee procedures for hiring academic personnel by Presidential delegation to the Vice President of Academics, and through them to the appropriate staff, general authority, and responsibility to carry out procedures regarding the appointment, promotion support, evaluation, and the termination of all faculty and academic staff hired by HCTC.
 - x. Review and approve strategic plans for HCTC.
 - xi. Approve the annual budget.
 - xii. Conduct the Board's business in an exemplary fashion and with appropriate transparency.
 - xiii. Ensure the currency of Board governance policies and practices, and periodically assess the performance of the Board, its committees, and its members.
 - xiv. Assume the responsibility for hearing grievance appeals, when, in the Board's sole judgment, a decision of the President should be reconsidered, or when it is evident that due process in relevant grievance procedures may not have been followed.
 - xv. Represent HCTC to its internal and external constituencies.
 - xvi. Ensure its members are trained and knowledgeable.
 - xvii. Conduct annual and or more periodic evaluations of the execution of strategic directions.
- c) The Governing Board may not buy or sell real estate, sell HCTC or a significant portion of its assets, or close HCTC without approval of the Board of Directors of Herzing Institutes of Canada, Ltd.
- d) The Governing Board may amend or repeal these by-laws at any meeting of the Board by a vote of not less than two-thirds of the Governors present at any meeting of the Board at which there is a quorum or by unanimous written consent of the Governors if notice of the substance of the proposed amendment(s) is sent to all Governors.
- e) The Governing Board shall determine the terms of the employment of the President, including the duration of any specific employment contract, and shall undertake a performance review of the

President at least once each year. The Board shall determine the compensation, term, and benefits of the President. The President may be re-appointed by the Board for such additional periods as thereafter determined by the Board of Governors.

The Board of Governors, composed mostly of independent members who have no affiliation of any kind to Herzing Institutes of Canada, Ltd., is legally responsible for the operation of HCTC as detailed above. Only two members of the Board are permitted to have any employment, business, or ownership relationship to the HCTC (refer to [Appendix 4](#) for the by-laws of the Board of Governors). Ex-official membership of the Board includes the Campus President of HCTC. The Board represents student and public interests in the functioning of HCTC, and current Board members possess high-level experience in management and leadership in postsecondary education, government regulation, and business operations.

Current members of the Board are as follows:

- [Brian Tamblin Ph. D. \(hc\) \(Chairperson of the Board\), Doctor of Laws \(Northwood University\), Doctor of Sacred Letters \(Huntington University\), M. Ed. \(University of Toronto\) President Emeritus of Georgian College.](#)
- [Henry Herzing Ph.D. \(hc\), MBA, MSEE, BSEE, Founder and President of HCTC.](#)
- [George Hood, former HCTC President, Director of Government Relations for HCTC.](#)
- [Peg Hunter MBA, B.Comm., ICD.D, Former VP e-commerce and Marketing, The Home Depot.](#)
- [Shamira Madhany ICD.D Public Executive Certificate, Managing Strategic Change, Advanced Program BA, Managing Director, Canada and Deputy Executive Director, World Education Services, Assistant Deputy Minister, Postsecondary Education \(2009\).](#)
- [Mary Preese Ph. D., M. Ed., BA, former President of Sheridan College Institute of Technology, and Advanced Learning.](#)
- [Michel \(Mitch\) Quinn CD, M. Sc., CISSP, CISA, PCIP, Senior Cyber Security Analyst with BMT Canada](#)

Refer to [Appendix 3: General Bylaws of the Board of Governors of HCTC](#)

Refer to [Appendix 4 Articles of amalgamation and Supplemental Letters Patent 1970](#)

Refer to [Appendix 5: By-law Delegating the Operation of Herzing College, Toronto Campus to the Board of Governors](#)

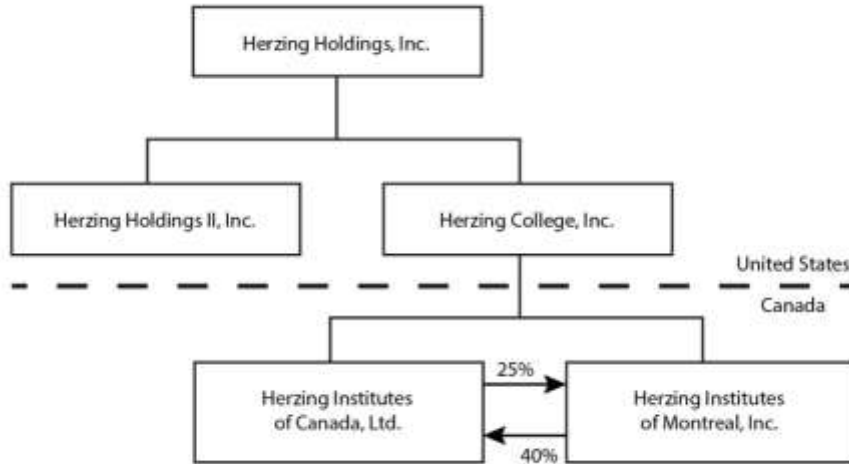
Refer to [Appendix 7: Curriculum Vitae of Board of Governors members](#)

Benchmark 2.2 – Reporting Structure

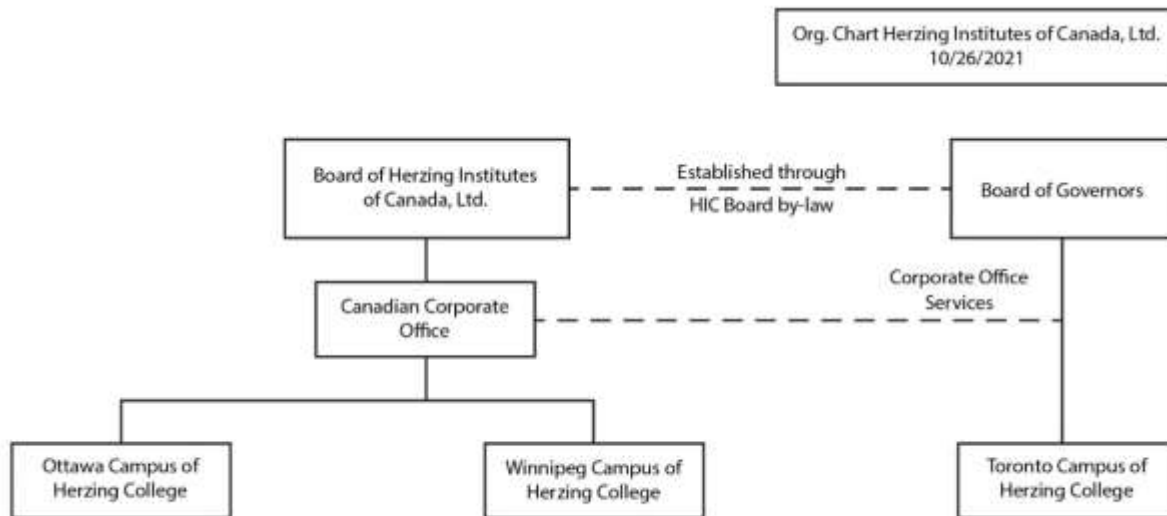
The organization’s reporting structure clearly indicates the relationship between the owners and the governing and managing bodies

The below diagram shows the relationship of the corporate owner of HCTC, Herzing Institutes of Canada, Ltd., and the ownership of the Montreal Campus, Herzing Institutes of Montreal, Inc., as well as their common ownership by Herzing Holdings, inc.

The intermediate corporation in the ownership structure, Herzing College, Inc., is non-operative and was created when the Canada operations were separated from Herzing University in the event there was a need for an audit for the combined Canadian operations without the Herzing Holdings, Inc. corporation. Herzing Holdings, Inc. has no business operations other than the ownership of the Canada colleges and an investment portfolio. Herzing Holdings II, Inc. only owns an investment portfolio and a perpetual license to use the Herzing name in Canada.



The diagram below illustrates the reporting structure between Herzing Institutes of Canada, Ltd. (HIC, owner) and HCTC.



HIC established an independent Board of Governors (governing body) to oversee the operation of HCTC; roles and responsibilities are clearly detailed in its by-laws.

The Campus President (managing body) reports directly to HCTC Board of Governors and is responsible for the day-to-day management of HCTC.

The Canadian Corporate Office provides support to HCTC; however, this is a cross-campus service and does not align with any reporting structure at HCTC.

The authority, duties, and responsibilities of the Board of Governors are set forth in its by-laws as stated in the previous section.

Benchmark 2.3 Governance and decision-making structures

Governance and decision-making structures are clear, effective, and consistent with the organization’s academic purposes

HCTC has developed policies, procedures, processes, and frameworks to support the academic objectives of HCTC. Governance and decision-making structures are embedded at all levels of the organization.

Board of Governors

HCTC Board of Governors by-laws detail the Board’s responsibilities as they relate to the academic affairs of HCTC. The by-laws detail its role in regard to the oversight of curriculum development, including approval of new programs, cessation of programs, and major modifications to existing programs. The Board ensures that quality assurance processes exist and are followed by academic staff,

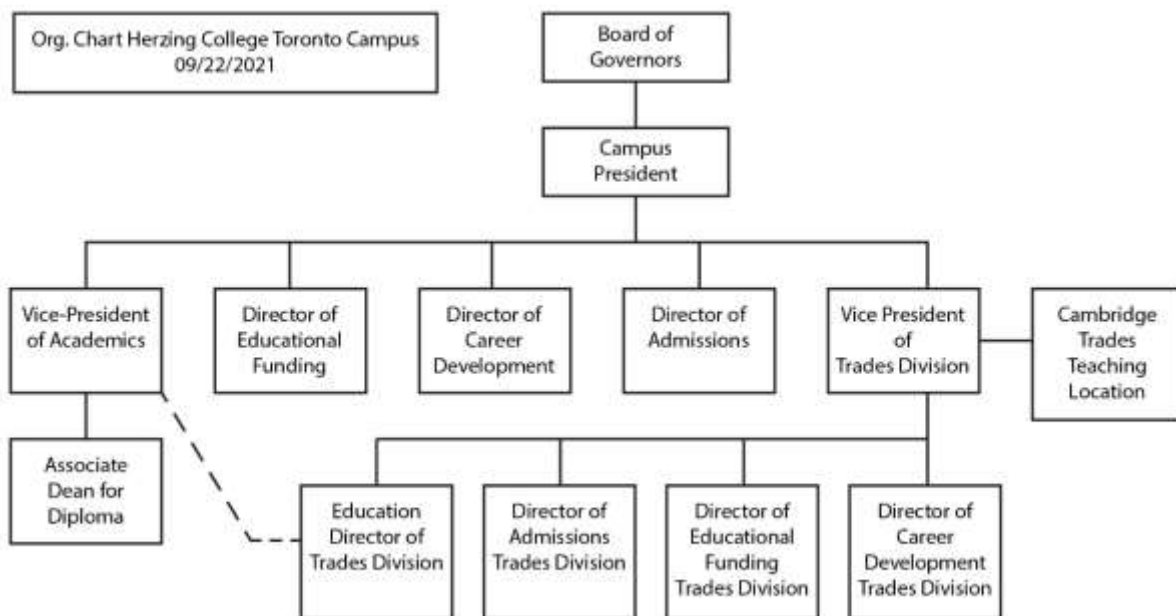
and that programs meet any accreditation standards that exist in both non-degree and degree programs. Vice President of Academics and/or the National Director of Academics will provide an annual report to the Board summarizing major changes made to the programs during the past year and programs that are up for renewal in the next year.

The Board also approves a number of policies and procedures that impact the academic area including student, staff, and organizational policies. Board members contribute to policy development through Board sub-committees. The Board also reviews the [Academic Plan](#) to ensure it meets the strategic goals of HCTC.

Reporting structure

HCTC has a clear reporting structure that is in line with Ontario postsecondary institutions supporting academic deliverables.

The Campus President has responsibility for HCTC which includes both academic and service areas. The Vice President of Academics is a direct report, and programs and faculty are assigned to Deans and Associate Deans who in turn report to the Vice President Academic. Pending approval of the proposed Cybersecurity and Entrepreneurship degree, faculty teaching in the degree program will initially report directly to the Vice-President of Academics.



Institutional

HCTC is supported by the Canadian Corporate Office when developing and renewing curriculum from a quality assurance and compliance perspective. HCTC’s Quality Assurance Framework guides the curriculum process, and committees exist to review and approve new program and program renewals (refer to Benchmark 2.6 for detailed information).

Benchmark 2.4 – Senior Administrative Staff

The organization has qualified senior administrative staff, including a chief executive officer who is accountable to the governing body and whose full-time or major responsibility is the administration of the institution; sufficient administrative staff with clear lines of administrative authority and accountability necessary to conduct the affairs of the institution in Ontario; and administrative capacity to effectively manage an institution of higher learning

The organization has qualified senior administrative staff

HCTC has invested in additional senior administrative staff to support its objective to offer a degree. The Canadian Corporate Office provides further support; the job descriptions and resume highlights of the senior administrative staff are shown in the following table. Refer to [Appendix 7](#) for all below job descriptions and resumes of current occupants of the position

NAME	TITLE
Henry Herzing Ph.D. (hc), MBA, MSEE, BSEE	System President
Frank Cianciaruso MBA	Chief Operations Officer
Harold Demestihias CPA CMA	Vice President of Finance and Treasurer
George Hood A.Arts	Director of Government Relations
Robin Day BSc	National Director of Academics
Jenna Boholij	Director of Marketing Communications
Matt Newton MBA BA	Director of Digital Marketing

The job descriptions and resume highlights of HCTC’s Campus President and Vice President of Academics are shown in the following table:

NAME	TITLE
Sonia Kaushal MBA	Campus President
Derek Lewis Ed. D. (c), M.Ed. BA	Vice President of Academics

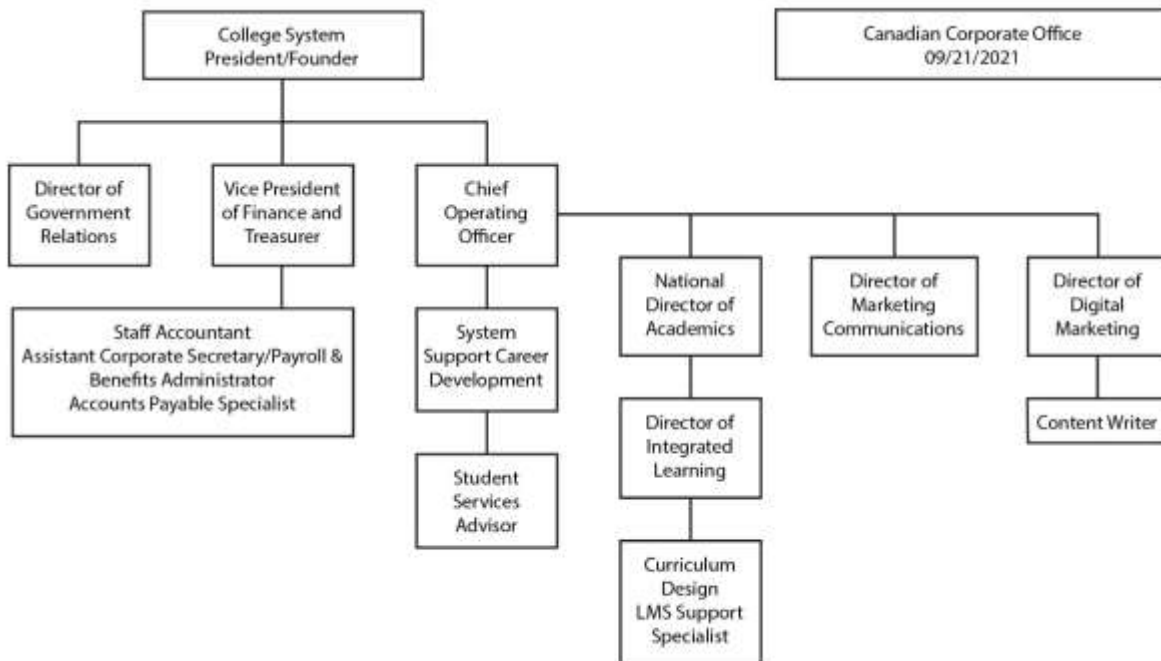
2.4 b) Sufficient administrative staff

HCTC allocates responsibilities for Admissions, Educational Funding, Career Development, and IT Support to four directors. In addition, Associate Deans support the VPA

NAME	TITLE
Nadia Milordi	Director of Educational Funding
Christine Azevedo	Associate Director of Career Development and Corporate Development
Cindy Guihon	Associate Director of Admissions for Trades Division
Dennis Cinello	Vice President Trades Division
Chris Prespakis	Education Director of Herzing Trades Division
Dr. Nabila Khalid M.B.B.S, F.C.P.S.	Associate Dean for non-Trades

Administrative capacity

HCTC receives considerable support including accounting, financial reporting, legal, human resources, marketing, admissions, professional development, and academic quality assurance and compliance support from the Canadian Corporate Office. The Canadian Corporate Office relieves HCTC of many administrative and other functions unrelated to directly serving students to ensure efficiency, and allows HCTC to focus on its students, their education, and their academic needs. The Corporate Office also shares best practices with the Campus President and department heads of HCTC. The COO, Vice-President of Finance and Treasurer, and National Director of Education provide valuable input and assistance. Please refer to the diagram below, and to [Appendix 9](#) which details the services provided by the Canadian Corporate Office.



Refer to [Appendix 8: Job Descriptions and Resumes of Senior Administration – Canadian Corporate Office and HCTC](#).

Refer to [Appendix 9: Services provided by Canadian Corporate Office](#).

Benchmark 2.5 – Succession Planning

Policies are in place that provide for succession planning

HCTC'S policy, [AM-018-A1 Succession Planning](#), describes the succession planning process and responsibilities. HCTC is proactive in identifying positions and employees based on organizational needs. HCTC will identify interested employees and support their career trajectory through professional development, and job shadowing opportunities, among other actions. Annual performance reviews enable HCTC to facilitate this discussion.

Both the Herzing College System and HCTC are committed to developing leadership internally to the extent possible. The strong culture of HCTC is an important indicator of its success; developing future leadership internally facilitates the continuation of the culture and HCTC'S success.

Each year during the annual meeting of the Herzing College System, HCTC and the Canadian Corporate Office review succession planning.

Refer to [AM-018-A1 Succession Planning Policy](#).

Benchmark 2.6 – Curriculum Development

Development of the curriculum, academic policies, and standards includes participation by qualified academic staff and consultation with students

Curriculum Development

HCTC's policy, [AC-003-02 Curriculum Policy](#), guides program and course development. Additionally, HCTC has a comprehensive quality assurance framework in the Herzing College [Quality Assurance Manual](#) which details the curriculum development and renewal process, including committee memberships, approval points, and Board of Governors consents. Qualified academic staff and consultation with students are integral components of the process.

The quality assurance framework diagram below demonstrates a set of interlocking processes to manage program and course creation, review, evaluation, renewal, and curriculum changes. Every step is highly interactional, each process is distinct in various aspects, but all support and inform the others. A more in-depth look in the quality assurance framework, including flowcharts, forms, and step-by-step tables, can be found in the Herzing College [Quality Assurance Manual](#).



Faculty and student involvement in curriculum development

Faculty are supported by both the Vice President Academic and National Director of Education when both developing and renewing programs. Students and faculty are involved in curriculum development through committee representation and feedback opportunities. HCTC's policy, [AM-025-01 Committee Structure](#), details the stakeholder representation of membership and mandates of the committees involved in the curriculum development process. The relevant committees and membership are as follows:

Academic Council: National Director of Academics, the Vice President of Academics, Campus Academic Deans, faculty representation, and student representation. Student representation is required when academic and non-operational issues are to be discussed.

Course Curriculum Committee: National Director of Academics and/or the Vice President of Academics, the Academic Deans of campuses who are delivering, or who intend to deliver the course at their location, qualified faculty who have experience in the field, subject matter experts as required, and current students and/or alumni selected from courses in similar areas.

Executive Committee: System President, Chief Operations Officer, Vice President of Finance and Treasurer, Director of Government Relations, campus Presidents, National Director of Academics.

Program Advisory Committee: Members of industry, local committees, staff, and students.

Program Curriculum Committee: National Director of Academics and/or the Vice President of Academics, the Academic Deans of campuses who are delivering, or who intend to deliver the program at their location, faculty who have experience in the field, subject matter experts as required, and current students and/or alumni selected from courses in similar areas.

The Committee Structure Policy provides additional information on these committees.

Students also have opportunities to provide formal feedback through course and program development evaluations.

Faculty and student involvement in academic policy and standards development

Academic policy and standards development are presented to Academic Council for input, review and approval, and students and faculty are members of this committee. Students and faculty can also contribute to academic policy and standards development when working groups are established to create policies and standards.

Refer to [AC-002-A2 Curriculum Policy](#); [AM-025-A1 Committee Structure Policy](#)

Refer to [Quality Assurance Manual](#)

Section 3: Ethical Conduct Standard

The organization values and upholds integrity and ethical conduct.

Benchmark:

1. The governing Board has produced an acceptable statement of the ethical standards relating to fair and honest business practices that will guide its conduct in the course of operations in Ontario and in other jurisdictions.

Benchmark 3.1 –Board Level Ethical Standards

The governing Board has produced an acceptable statement of the ethical standards relating to fair and honest business practices that will guide its conduct in the course of operations in Ontario and in other jurisdictions.

Integrity and ethical conduct are at the core of HCTC, as illustrated in its institutional goals and values adhered to by all employees and Board of Governors members. Overarching goals to enable HCTC to fulfill its Mission speak to providing and supporting a stable, self-perpetuating climate in which ethical behaviour and community service are valued. As previously mentioned in Benchmark 1.1, integrity is a component of “The PRICE of Success” framework.

Listed below are ethical standards relating to fair and honest business practices from a Board of Governors, employee, and student perspective.

Board of Governors

HCTC’s Board of Governors values fair and honest business practices, and by-laws, policies, procedures, and processes exist to ensure that the Board of Governors, employees, and students meet ethical standards.

The General By-Laws of the Board of Governors of HCTC speaks to integrity and ethical standards in a number of areas:

1.The Authority, Duties, and Responsibilities of the Governing Board (Section III.2.b.iv) specifies that the Board is responsible for reviewing and adopting policy and strategic direction for HCTC, overseeing the business and affairs of HCTC, exercising all powers and authority to govern effectively, and setting policy in accordance with good governance and provincial or federal regulations.

2.The Code of Conduct Policy (Section V.i) states that the Governing Board and HCTC must commit themselves and their members to the high standards of ethical and professional conduct, in which their actions uphold the principles of integrity and respect for all persons.

3.The Conflict of Interest Policy (Section V.ii) dictates that every Governing `Board member or officer must avoid actual, perceived, or potential situations of conflict of interest. The best interest of HCTC must always come first, thereby again reinforcing integrity and ethical standards.

Employees

Faculty and staff abide by the following policies which govern fair and honest business practices:

[AM-006-A2 Violence Prevention Policy](#)

[AM-007-A2 Harassment Policy](#)

[AM-022-A1 Conflict of Interest Policy](#)

[AM-023-A1 Employee Ethics and Reporting Standards Policy](#)

[AM-024-A1 Whistleblower Policy](#)

[AM-028-A2 Purchasing Policy](#)

[AC-007-A2 Integrity and Ethical Conduct for Research and Scholarship Policy](#)

[AM-029-A2 Hiring Policy](#)

Students

HCTC staff and students abide by the following policies which govern fair and honest business practices where they concern students:

[AM-002-A2 Student Appeals Policy](#)

[AM-003-A2 Student Complaint Policy](#)

[AM-012-A1 Student Privacy and Access to Information Policy](#)

[AC-001-A2 Academic Integrity Policy](#)

[AC-004-A2 Grading Policy](#)

[AC-005-A2 Student Assessment Policy](#)

[AC-011-A1 Student Computer and Telecommunications Usage Policy](#)

[AC-014-A1 Application and Admissions Policy](#)

Refer to [Appendix 3: General Bylaws of the Board of Governors of HCTC](#)

Refer to all the policies cited above.

Section 4: Academic Freedom and Integrity Standard

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 instructor 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.

Statement of Faith (if applicable)

- 7. When students or staff are required to adhere to a statement of faith and/or a code of conduct, the organization
 - a) has a policy that ensures staff and students are notified of the requirement prior to employment or admission
 - b) has procedures in place to ensure that the principles of natural justice are followed in the event of alleged violations of any policy or contractual arrangement concerning any required statement of faith and/or code of conduct
 - c) demonstrates that the organization's curriculum development, content, and delivery procedures and practices ensure an academic environment in which
 - i. a full and balanced treatment of the commonly held, academic body of knowledge, theories, and opinions with respect to the various individual subjects and general discipline areas that comprise the program of study is appreciated and fostered
 - ii. both students and faculty are permitted and expected to engage in an open dialogue with and about these various theories and opinions.

Benchmark 4.1 – Academic Freedom Policies

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.

HCTC is fully committed to the protection of academic freedom for individuals in the pursuit of knowledge and in the communication of acquired knowledge and research results.

HCTC's policy, [AC-015-A1 Academic Freedom](#), applies to all students, staff, and faculty of the College and is dedicated to ensuring that all faculty, staff, and students at the College can have the academic freedom to pursue ideas and scholarly concepts without the fear of reprisal or sanction. All members of the College community must be free to engage intellectual debate, make comparisons and contrasts, and express their views without negative consequence. This includes not imposing the political, philosophical, or religious beliefs of politicians, College administrators/staff, and members of the public on the College community.

The policy is available to all members of the HCTC community on the website.

Refer to [AC-015-A1 Academic Freedom Policy](#)

Benchmark 4.2 – Academic Honesty

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

HCTC recognizes that academic honesty is an essential pillar of teaching and learning. HCTC expects all students and employees to conduct themselves with integrity and in an honest, respectful and trustworthy manner in all aspects of their relationship with HCTC. Dishonest actions damage HCTC's reputation and impedes students' scholarly experience and growth.

HCTC's policy, [AC-001-A2 Academic Integrity](#), addresses academic honesty as it pertains to student conduct. The policy defines a range of academic misconduct (including but not limited to cheating, plagiarism, unapproved collaboration, alteration of records, and misrepresentation), the responsibilities of students, and enforcements and sanctions that occur for each progressive offense or violation.

The policy is available to students and all members of the HCTC community on the HCTC website. Students are required to read the policy prior to enrolment; in addition, academic integrity is reviewed with students during orientation. Other policies that relate to academic honesty for students are listed in the policy diagram under the Student Facing Academic Policies.

Faculty are informed of the policies and procedures regarding academic honesty when hired and it is referenced in the Faculty Manual. Please see the diagram in Benchmark 1.3 which lists policies that relate to academic honesty.

Refer to [AC-001-A2 Academic Integrity Policy](#)

Benchmark 4.3 – Intellectual Property Ownership

The organization has appropriate policies on the ownership of the intellectual products of employees and students.

The creation of intellectual property is a fundamental aspect of teaching, learning and research in postsecondary education, and HCTC recognizes that sharing and advancing knowledge is essential to facilitating and maintaining a thriving academic environment both within and outside HCTC. To this end, HCTC believes that faculty who create intellectual property should retain its rights other than when specifically compensated to do so or such intellectual property creation is part of their job description. Intellectual property created by all other employees (non-academic) will become the property of the College, as it was created as part of those individuals' employment with the College.

Students retain ownership of their intellectual property and this is outlined in the [AC-012-A1 Copyright, Intellectual Property, and Fair Dealing Policy](#).

HCTC's policy, [AC-012-A1 Copyright, Intellectual Property, and Fair Dealing](#), defines procedures concerning the intellectual property ownership rights held by faculty, students and other members of the HCTC community.

Programs of study that include the creation of digital media or content also contain learning objectives that teach students about their Intellectual property rights and how to respect the rights of others.

Faculty are informed of the policies and procedures regarding intellectual property when hired and is referenced in the Faculty Manual.

Refer to [AC-012-A1 Copyright, Intellectual Property, and Fair Dealing Policy](#)

Benchmark 4.4 – Ethical Research Standards

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.

HCTC considers research to be an important component of teaching and is an essential aspect of the student learning experience. Research provides opportunities for professional development and growth for employees and student learning with a view to developing practical knowledge, skills and growth. All research at HCTC is expected to be conducted transparently and responsibly and with integrity and accountability. Researchers must ensure the research activity does not affect the health and wellbeing nor impact the rights of all participants, whether human or animal.

HCTC's policy, [AC-007-A2 Integrity and Ethical Conduct for Research and Scholarship](#), states the standards for the responsible conduct of research for all individuals who are involved in research in any capacity. An ad hoc Research Ethics Board composed of members from the Executive Committee is charged with oversight of research activities taking place under the direction of HCTC faculty or staff. The policy also clearly articulates the definitions of research misconduct.

Researchers are required to obtain all the necessary HCTC and respective agency approvals; they are also responsible for ensuring that their research is conducted in accordance with these approved protocols and that all reporting requirements are fulfilled. Researchers are expected to manage any real, potential or perceived conflict of interest, in accordance with HCTC's policy on conflict of interest in research, in order to ensure that the objectives of the Tri-Agency Framework – Responsible Conduct of Research are met.

Refer to [AC-007-A2 Integrity and Ethical Conduct for Research and Scholarship Policy](#)

Benchmark 4.5 – Compliance with Copyright Law

There are appropriate policies and procedures concerning compliance with copyright law.

Herzing is committed to abiding by all copyright laws, which protect the rights of the authors of original or creative work so that such work may continue to be fostered and produced.

HCTC's policy, [AC-012-A1 Copyright, Intellectual Property, and Fair Dealing](#), provides direction to HCTC community regarding copyright law.

HCTC maintains an Access Copyright Premium License to ensure legal copying and distribution of copyrighted materials by HCTC faculty and other content developers.

All HCTC employees engaged in the creation and delivery of learning materials are fully informed of the content and intent of this license and are responsible for ensuring that all copyright laws are observed in course creation and in faculty learning materials.

Students are informed of their responsibilities under the Access agreement through posters and an orientation session. Programs of study that include the creation of digital media or content also contain learning objectives that teach students about their rights and how to respect the rights of others.

Refer to [AC-012-A1 Copyright, Intellectual Property, and Fair Dealing Policy](#)

Benchmark 4.6 – Copyright and IP Law in Online Environments

For any e-learning, blended learning and distance learning components, the organization has: appropriate policies and procedures to address copyright and intellectual property issues (e.g., digital rights management and the use of

object learning repositories); appropriate safeguards to assure the authentication of student identity and the integrity of student work; and policies and procedures to assure the verification of student identity for coursework and ex-aminations, and for the control of examinations, including but not limited to security, time limits, and the selection of proctors/invigilators.

HCTC's [AC-012-A1 Copyright, Intellectual Property, and Fair Dealing Policy](#) applies to both in-class and online teaching and learning environments.

Appropriate policies and procedures to address copyright and intellectual property issues

HCTC has implemented policies and procedures to ensure intellectual property rights are protected in the digital environment.

All course materials provided to the students for download from HCTC servers are the express property of HCTC, part of open education repositories such as OER Commons, or otherwise appropriately licensed. Faculty are prohibited from sharing third-party content with students through the LMS or other means such as email unless previously authorized by the Academic or Associate Dean. Faculty are encouraged to share links to publicly available material as appropriate.

Appropriate safeguards to assure the authentication of student identity and the integrity of student work

HCTC maintains student identification records to verify a student's identity whether in physical attendance, participation in virtual meetings, e-learning, blended learning and distance learning environments, and the writing of tests and exams.

Faculty receiving online documents from students must verify the content by using technology such as Veri-Cite to detect plagiarism.

HCTC utilizes Respondus LockDown Browser and Monitor for online exam proctoring. LockDown Browser prevents students from accessing any other applications or websites while writing the exam, while Monitor records the student during the exam using their webcam and microphone and flags the faculty as to any suspicious activity. At the beginning of the exam, students must produce their identification and conduct an environment check with the webcam to ensure the space is free from any other prohibited study materials. All exams have a time limit (accommodations may be granted for students with disabilities).

Refer to [AC-012-A1 Copyright, Intellectual Property, and Fair Dealing Policy](#)

Benchmark 4.7 – Statement of Faith

When students or staff are required to adhere to a statement of faith and/or a code of conduct, the organization: has a policy that ensures staff and students are notified of the requirement prior to employment or admission; has procedures in place to ensure that the principles of natural justice are followed in the event of alleged violations of any policy or contractual arrangement concerning any required statement of faith and/or code of conduct; demonstrates that the organization’s curriculum development, content, and delivery procedures and practices ensure an academic environment in which; a full and balanced treatment of the commonly held, academic body of knowledge, theories, and opinions with respect to the various individual subjects and general discipline areas that comprise the program of study is appreciated and fostered; and both students and faculty are permitted and expected to engage in an open dialogue with and about these various theories and opinions.

As a secular institution, HCTC neither requires nor expects any specific religious belief from any member of the HCTC community.

HCTC’s policy, [AM-010-A1 Student Behaviour](#), addresses student conduct regarding harassment and discrimination in any circumstance.

HCTC’s policy, [AM-017-A1 Religious and Ethnic Accommodations](#), addresses the accommodations provided for faculty, staff, and students in regard to religious and ethnic belief and practice.

Refer to [AM-010-A1 Student Behaviour Policy](#); [AM-017-A1 Religious and Ethnic Accommodations Policy](#)

Section 5: Student Protection Standard

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

Benchmarks:

Public Information

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

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 and charges, and refunds
 - e) student dismissal or withdrawals
4. The organization ensures that students are aware of the organization's policies and procedures relevant to student life.

E-learning Components (if applicable)

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

Benchmark 5.1 – Public Materials are Truthful and Honest**Public reports, materials, and advertising are produced in a thorough, accurate, and truthful manner.**

HCTC is committed to ensuring members of the public receive factual information in reports, advertising, and promotional or other materials, regardless of the media form in which they are presented.

HCTC's policy, [AM-023-A1 Employee Ethics and Reporting Standards](#), specifies that all HCTC communications are truthful and realistic; this includes but is not limited to its vision statement, mission, governance, academic structure and programming, and student policies. These are provided to the public on HCTC's website.

It is the practice of HCTC to avoid the use of superlatives or absolutes (best, greatest, only, all) in its advertising material or to promise any specific outcomes or results from the student's education. All advertising and promotional materials are reviewed by the Campus President or COO before being made available to the public.

Refer to [AM-023-A1 Employee Ethics and Reporting Standards Policy](#).

Benchmark 5.2 – Publicly Available Information**Key information about the organization's organization, policies, and programs is published in its academic year calendar or is otherwise readily available to students and the public.**

HCTC's website contains comprehensive information that is readily available to the public, applicants, new and returning students (including international students), and employers. This information includes the mission statement, institutional goals, vision statement, history of Herzing, governance structure, academic structure, policies and procedures, admission requirements, academic program and course descriptions, campus and student services, and credentials of faculty and senior administrators. The Student Manual also contains this information.

Refer to [HCTC Student Manual](#)

Benchmark 5.3 – Ethical Business Practices

The organization follows ethical business practices and protects student and consumer interests in the following areas: student recruitment practices; the resolution of students’ academic appeals, complaints, grievances, and/or other disputes; security of academic student records; payment schedule of fees and charges, and refunds; and student dismissal or withdrawals

HCTC considers ethical business practices to be of utmost importance and is committed to conducting and maintaining its relationships and connections with integrity and transparency.

HCTC’s policy, [AC-014-A1 Application and Admissions](#), recognizes HCTC’s commitment to achieving and sustaining a climate of ethical behaviour in all aspects, including its recruitment and admissions practices, and ensures student and consumer interests are well protected. This policy establishes consistent standards and processes which are designed to be equitable, accurate, and transparent.

Additionally, HCTC follows ethical international recruitment practices that are documented through the following:

1. PGWP (Post Graduate Work Permit) Student Acknowledgement (informs the international student that there is no guarantee of obtaining a post graduate work permit)
2. International Student Agent Agreement
3. Agent Referral Form

Refer to [AC-014-A1 Application and Admissions Policy](#)

Refer to [Appendix 10: PGWP \(Post Graduate Work Permit\) Student Acknowledgement; International Student Agent Agreement; Agent Referral Form](#)

Resolution of student appeals, complaints, grievances, and/or other disputes

HCTC has five policies that describe the student’s right to appeal decisions and the applicable appeal processes mechanisms: [AC-002-A2 Academic Standards Policy](#); [AC-008-A1 Attendance Policy](#); [AM-002-A2 Student Appeals Policy](#), [AM-005-A1 Student Discipline Policy](#), and [AM-003-A2 Student Complaint Policy](#).

A student who is eventually reinstated as part of the internal appeal processes after having been expelled or had enrolment terminated will be allowed to make up the missed class time from the date of termination from HCTC.

Students are made aware of the appeal process through the HCTC Student Manual.

Refer to [AC-002-A2 Academic Standards Policy](#); [AC-008-A1 Attendance Policy](#); [AM-002-A2 Student Appeals Policy](#); [AM-005-A1 Student Discipline Policy](#); [AM-003-A2 Student Complaint Policy](#)

Refer to [HCTC Student Manual](#)

Security of academic records

HCTC's policy, [AM-012-A1 Student Privacy and Access to Information](#), complies with all applicable statutory and privacy legislation. The policy defines procedures pertaining to the educational records retained by HCTC, the student's right to access records and the process to request corrections if necessary, and the protection of privacy regarding release of information to third parties.

All physical student records are kept securely locked and digital records are stored on a secure server with redundant backups in the case of an emergency.

Students are made aware of privacy and access to information processes through the HCTC Student Manual.

Refer to [AM-012-A1 Student Privacy and Access to Information Policy](#).

Payment schedule of fees/charges and refunds

HCTC provides its students with comprehensive information regarding tuition charges and fees for each semester (in the case of degree programs) or program (in the case of diploma programs) on its website as well as in the student Enrolment Contract that every student signs. Increases in tuition or fees set for the following school year will be communicated in writing to the students at least one semester in advance for degree programs. Tuition and fees for diploma programs are a fixed amount as listed in the Enrolment Contract.

Refer to [Appendix 11: Enrolment Contract](#)

Student dismissal or withdrawals

HCTC's policy, [AC-009-A1 Student Withdrawal](#), describes two types of withdrawal: Active, in which the student initiates the withdrawal for any reason, and Passive, in which HCTC initiates the withdrawal.

HCTC's policies for student dismissal or withdrawals are described in the previous section of this standard which addresses Resolution of Student Appeals Complaints, Grievances, and/or Other Disputes, as follows: [AC-002-A2 Academic Standards Policy](#); [AC-008-A1 Attendance Policy](#); [AM-002-A2 Student Appeals Policy](#), and [AM-003-A2 Student Complaint Policy](#).

Students are made aware of dismissal or withdrawal processes through the Enrollment Contract and the HCTC Student Manual.

Refer to [AC-009-A1 Student Withdrawal Policy](#); [AC-002-A2 Academic Standards Policy](#); [AC-008-A1 Attendance Policy](#); [AM-002-A2 Student Appeals Policy](#), [AC-009-A1 Student Discipline Policy](#), [AM-003-A2 Student Complaint Policy](#)

Refer to HCTC Student Manual

Refer to [Appendix 11: Enrollment Contract](#)

Benchmark 5.4 – Student Awareness of Policies

The organization ensures that students are aware of the organization’s policies and procedures relevant to student life

HCTC is committed to ensuring students have every opportunity to become familiar with relevant policies and procedures.

Prior to enrolment, all students receive an email containing the Student Manual as an attachment, which includes key policies applicable to students, including but not limited to [AM-010-A1 Student Behaviour Policy](#), [AC-011-A1 Student Computer and Telecommunications Usage Policy](#), [AM-008-A1 Student Accessibility Policy](#), [AM-009-A1 Student Dress Code Policy](#), and [AM-011-A1 Drugs and Alcohol Policy](#). Prior to orientation students are required to confirm by email or by other documented manner they have read the Student Manual and at orientation their attention is called to at least the previously mentioned policies.

In addition, the syllabus for every course contains HCTC’s policy, [AC-001-A2 Academic Integrity](#).

Refer to [AM-010-A1 Student Behaviour Policy](#), [AC-011-A1 Student Computer and Telecommunications Usage Policy](#), [AM-008-A1 Student Accessibility Policy](#), [AM-009-A1 Student Dress Code Policy](#), [AM-011-A1 Drugs and Alcohol Policy](#), and [AC-001-A2 Academic Integrity](#)

Refer to HCTC Student Manual

Benchmark 5.5 – Requirements of Online/Hybrid Training

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

HCTC recognizes that teaching and learning in an online or hybrid environment may require specific technological equipment, capabilities, costs, and supports that differ from those associated with onsite delivery and has taken steps to ensure students are aware of these differences.

HCTC requires all students who enrol in a blended, hybrid, or online program to sign an Online Requirements Disclosure prior to enrolling in a blended, hybrid, or online program to indicate their understanding of the following information:

- The system requirements relating to their programs and activities. Participation in online activities requires basic use of the computer and the Internet. More advanced activities are

usually program specific and the requirements to participate are determined based on suitability to the program.

- Some software packages, such as Microsoft Access on the Mac, are not available or are not supported. Students are informed ahead of time of any potential conflicts with the software used in the program and their current equipment.
- No additional software purchases are required by the student unless informed in writing prior to enrollment.
- Students are required to devote a minimum of 20 hours per week to complete their coursework and should expect to spend up to 30 hours per week on a continual basis. As part of the interview process, potential students are asked to identify periods of time during the week when they will be able to work on their coursework.
- Students are informed of assignment due dates and test dates at the beginning of each course and are expected to schedule accordingly.

Additional costs

There are no additional costs associated with enrolling in an online course as compared to an onsite course.

Support for online/hybrid students

Students are thoroughly supported in their online learning. Faculty support is available via email within 24 hours during the week; many faculty are also available on weekends. Twenty-four hour/seven days per week technical support is available to students through Pearson, an internal ticketing system for IT issues, as well as through Lambda Solutions for the LMS server and platform support.

Refer to [AC-016-A1 Online Learning Policy](#)

Refer to [Appendix 12: Online Requirements Disclosure](#)

Section 7: Dispute Resolution Standard

The organization has policies for dealing with disputes between the organization and its students, and between faculty and students.

Benchmarks:

1. Institutional policies and procedures ensure that academic appeals, complaints, grievances, and/or other disputes of students, faculty, staff, and administration are dealt with in accordance with the principles of natural justice.
2. The organization's policies ensure that charges or complaints against an individual are stated clearly and in writing. In addition, there is
 - a) an administrative person(s) responsible for dealing with complaints
 - b) a process for reviewing disputes and examining the evidence
 - c) provision for a final internal review by a body of persons not involved in the dispute in any way.
3. Students and employees are informed about the policies and procedures for dispute resolution.

Benchmark 7.1 – Appeals, Complaints, and Grievances

Institutional policies and procedures ensure that academic appeals, complaints, grievances, and/or other disputes of students, faculty, staff, and administration are dealt with in accordance with the principles of natural justice.

HCTC is committed to maintaining policies to ensure students' and employees' disputes and grievances are handled transparently and in an unbiased, evidence-based manner.

Students

Under the principles of natural justice, every HCTC student deserves to receive a fair and unbiased hearing before a decision is made.

Complaints relating to a grade or academic progress should be directed to the grade appeal process as stated in [AC-002-A2 Academic Standards Policy](#).

Student concerns, complaints, or disputes pertaining to faculty, a class, an academic program, an administrator at HCTC, another student, any action or inaction of HCTC, or HCTC policy may be voiced informally, whereby the student seeks out a resolution with the appropriate individual and/or that

individual's supervisor, or formally, where the student submits a written complaint in accordance with the guidelines stated in the HCTC policy, [AM-003-A2 Student Complaint](#).

In the event of probation, suspension, termination of enrolment or expulsion, the student may launch progressive appeals up to and including a hearing before an Appeal Board, whose decision is final; this is outlined in the HCTC policy, [AM-002-A2 Student Appeals](#).

Refer to [AC-009-A1 Student Withdrawal Policy](#); [AC-002-A2 Academic Standards Policy](#); [AC-008-A1 Attendance Policy](#); [AM-002-A2 Student Appeals Policy](#), [AM-005-A1 Student Discipline Policy](#), [AM-003-A2 Student Complaint Policy](#)

Employees

HCTC's policy, [AM-021-A1 Employee Dispute Resolution](#), details the steps involved in the progressive review of employee complaints to ensure a fair and timely resolution of disputes within the principles of natural justice.

Employees are encouraged to resolve any complaints between them, wherever feasible, before involving an immediate supervisor or manager. HCTC's policy, [AM-020-A1 Open Access](#), formalizes an open-door process to promote and facilitate direct and open communication between employees; it serves as a commitment from managers and supervisors to listen and respond to employee concerns.

If the complaint cannot be resolved with the immediate supervisor to the satisfaction of the complainant, the complaint may be submitted in writing as an appeal to the Campus President. In addition, any accused are to receive a copy of the complaint from the Campus President. If the Campus President is unable to resolve the complaint to the satisfaction of the employee, the employee may forward the complaint to the Chief Operating Officer (COO) for the Herzing College System. If the complaint is against the HCTC President, the complaint will be submitted to the Chair of the Board of Governors.

As with any organization, employees who believe they have been discriminated against or harassed may access provincial and federal human rights legislation (Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms).

Refer to [Employee Dispute Resolution AM-021-A1](#); [AM-020-A1 Open Access Policy](#)

Benchmark 7.2 – Complaints Process

The organization’s policies ensure that charges or complaints against an individual are stated clearly and in writing. In addition, there is: an administrative person(s) responsible for dealing with complaints; a process for reviewing disputes and examining the evidence; and provision for a final internal review by a body of persons not involved in the dispute in any way.

Refer to HCTC’s responses in Benchmark 7.1.

Benchmark 7.3 Awareness of Policies for Dispute Resolution

Students and employees are informed about the policies and procedures for dispute resolution.

HCTC recognizes that it is essential for the HCTC community to be aware of the processes involved in dispute resolution.

In Ontario the Enrollment Agreement has a detailed procedure in it for resolution of student complaints or grievances. Refer to [Appendix 11](#) for the Enrollment Agreement HCTC also provides all applicants with a link to the HCTC Student Manual, and they must confirm electronically that they have read the Student Manual prior to commencing class. If the students decide not to proceed with starting class because of any policy the student has no financial obligation. The applicable policies for dispute resolution and appeals as described in Benchmark 7.1.

Prior to employment, employees are provided with an Employee Manual containing links to the applicable policies for dispute resolution and appeals as described in Benchmark 7.1. All employees must indicate that they have read the Employee Manual. Once an employee has received and read the Employee Manual, they will fill out and sign the last page and return it to the HR Department.

Refer to the [Student Manual](#)

Section 8: Organization Evaluation Standard

The ongoing quality of the operational and administrative aspects of the organization is assured by procedures for periodic evaluation.

Benchmarks:

Organization Review Policy

1. The organization has implemented and published a policy and procedure for the periodic review of its operational and administrative policies and procedures, with such reviews occurring at regular intervals, normally not exceeding five to seven years. The periodic review includes a comprehensive organizational review (occurring before each consent renewal) that comprises
 - a) a self-study undertaken, with student input by administrators, faculty members, and staff of the organization.
 - b) a review by an external Organization Evaluation Committee (OEC) and
 - c) an institutional response to the OEC Report.¹⁵
2. The organization uses suitable instruments, processes and information to ensure the appropriateness, effective management and continuous improvement of the organization's operation, policies, and procedures.
3. Representatives from all relevant stakeholder groups at the institution are involved in the ongoing quality assurance procedures.

Benchmark 8.1 – Policy and Process Review

The organization has implemented and published a policy and procedure for the periodic review of its operational and administrative policies and procedures, with such reviews occurring at regular intervals, normally not exceeding five to seven years. The periodic review includes a comprehensive organizational review (occurring before each consent renewal) that comprises: a self-study undertaken, with student input by administrators, faculty members, and staff of the organization; a review by an external Organization Evaluation Committee (OEC); and an institutional response to the OEC Report.

HCTC understands the importance and benefits of regular reviews of policies, operations, and programs in ensuring alignment with its Mission and vision, continuous improvement, regulatory compliance, and sound decision making.

Every five years, HCTC will undergo a self-study organization review to identify strengths and weaknesses, opportunities for improvement, and future courses of action in all core process and policy areas of HCTC to ensure they will continue to meet ongoing academic and operational quality standards, as set out by the Postsecondary Education Quality Assessment Board (PEQAB) of Ontario, as well as regulatory requirements. An Organization Review Committee comprising external subject matter experts along with administrators, faculty and staff will participate in self-study review process and will be tasked with initiating and completing the self-study of current operations for the purposes of reporting and continual quality assurance improvement as per its mandate to review, evaluate, and report on areas of college operations, including but not limited to the assessment of the following:

- Mission Statement and Academic Priorities
- Management structure
- Administrative Capacity
- Ethical conduct and business practices
- Quality Assurance processes for New Program Development and Program Renewal
- Dispute resolution
- Academic and Strategic Plans
- College policies
- Programs
- Financial viability
- Public and student materials

Benchmark 8.2 – Continuous Improvement

The organization uses suitable instruments, processes, and information to ensure the appropriateness, effective management and continuous improvement of the organization’s operation, policies, and procedures.

HCTC is committed to continuous improvement by ensuring data and information collected from stakeholders and operational processes lead to sound decision making.

This includes:

1. **Stakeholder transparency and engagement.** Periodic meetings of stakeholders to review operational highlights, current situation and trends, and seek ideas/suggestions for improvement in all areas, etc. as outlined below:
 - a. Weekly management meetings at the campus with the Campus President, Academic Dean, Director of Admissions, Director of Educational Funding, and the Director of Career Development.
 - b. Weekly meetings between the Campus Presidents and the Chief Operating Officer.
 - c. Monthly meetings with the Academic Deans of all the campuses, the National Director of Academics, The Vice President of Academics, and the Director of Integrated Learning.
 - d. Annual meeting of all department heads across Canada and corporate staff to review progress on Strategic Plan and the year-to-date accomplishments, participate in professional development, review key policies, and set goals for the following year.
 - e. Annual conference call for all employees in Canada to review annual results versus goals, review challenges, initiatives, and goals for the following year, emphasize HCTC’s values and seek any suggestions for improvement.
 - f. Ongoing suggestions from the Student Council on improvements in policies, HCTC activities, or services.
 - g. Employer input on internship or graduate performance.
 - h. Input from Program Advisory Committee members on improvement of course materials or competency attainments.
 - i. Student feedback collected through focus groups, questionnaires, and other methods.
2. **Program review and renewal.** As stated in Benchmark 2.6, all programs will be reviewed in five-year cycles to ensure relevancy and quality and to identify areas for improvement.

3. **Student services and satisfaction.** Semester surveys to collect and measure student rating and comments on facilities, equipment, faculty performance, educational funding, admissions, and career development.
4. **Admissions.** Weekly measurement of institutional student metrics including inquiries and applications against goals and prior year, student surveys, and monthly retention (shows students are matched with correct program).
5. **Graduate success.** Semester review of employment results of graduates six months after graduation, graduate and employer surveys.
6. **Faculty performance.** Student course critiques, annual faculty reviews, in-class performance observations.
7. **Employee performance.** Annual performance reviews of all employees to ensure jobs descriptions and performance align with the Mission and goals of HCTC.
8. **Operations.** Periodic review and comparison of financial metrics including:
 - a. Monthly comparison of student enrolment versus budget and prior year.
 - b. Monthly detailed financial report of expenses line by line as compared to budget and prior years.
 - c. Monthly student past due amounts.
 - d. Annual bad debt percentages.
9. **Committee reports.** Regular review of minutes and/or reports resulting from HCTC committees.
10. **Board of Governors oversight.** The Board receives detailed reports required to perform its role in governance and institutional improvement.

Review of policies and procedures. HCTC’s policy, Organizational Policy and Review Guidelines AM-001-A2, guides the process of formalizing the content of organizational policy and procedure documents for Herzing College including policies, procedures and processes and academic regulations. It sets out the formatting rules, content guidelines for clearly writing organizational documents that are easy to follow, consistent, and form the basis for student treatment as well as the operations of the College. HCTC has developed and refined several policies which are reviewed every five years, as follows:

POLICY NUMBER	POLICY NAME	REVIEWED BY	LEVEL	NEXT REVIEW
Student Facing Academic Policies				
AC-015-A1	Academic Freedom Policy	Academic Council	1	2025
AC-002-A2	Academic Standards Policy	Academic Council	2	2023
AC-006-A2	Accessibility Accommodations and Supports for Students Policy	Academic Council	2	2023
AC-012-A1	Copyright, Intellectual Property, and Fair Dealing Policy	Academic Council	1	2025
AC-003-A2	Curriculum Policy	Academic Council	2	2023
AC-004-A2	Grading Policy	Academic Council	2	2022
AC-007-A2	Integrity and Ethical Conduct Policy	Academic Council	2	2026
AC-016-A1	Online Learning Policy	Academic Council	2	2024
AC-005-A2	Student Assessment Policy	Academic Council	2	2022
AC-011-A1	Student Computer and Telecommunications Usage Policy	Academic Council	1	2024
AC-013-A1	Work Term Policy	Academic Council	1	2022

POLICY NUMBER	POLICY NAME	REVIEWED BY	LEVEL	NEXT REVIEW
Student Conduct Academic Policies				
AC-001-A2	Academic Integrity Policy	Executive Committee	2	2023
AC-008-A1	Attendance Policy	Executive Committee	1	2022
AM-011-A1	Drug and Alcohol Policy	Executive Committee	1	2026
AM-013-A1	Smoke Free and Vape Free Policy	Executive Committee	1	2026
AM-010-A1	Student Behaviour Policy	Executive Committee	1	2023
AM-009-A1	Student Dress Code Policy	Executive Committee	1	2025
Student Facing Administrative Policies				
AC-014-A1	Application and Admissions Policy	Academic Council	1	2024
AC-010-A1	Credit Transfer Policy	Academic Council	1	2026
AM-017-A1	Religious and Ethnic Accommodations Policy	Academic Council	1	2023
AM-008-A1	Student Accessibility Policy	Academic Council	1	2023
AM-002-A2	Student Appeals Policy	Academic Council	2	2024
AM-003-A2	Student Complaint Policy	Academic Council	2	2024
AM-026-A1	Student Council Structure and Operation Policy	Academic Council	1	2023

POLICY NUMBER	POLICY NAME	REVIEWED BY	LEVEL	NEXT REVIEW
AM-005-A2	Student Discipline Policy	Academic Council	2	2026
AM-012-A1	Student Privacy and Access to Information Policy	Academic Council	1	2024
AC-009-A1	Student Withdrawal Policy	Academic Council	1	2025
Institutional Administrative Policies				
AM-015-A1	Campus Closure Policy	Executive Committee	1	2026
AM-014-A1	Campus Emergency Plan Policy	Executive Committee	1	2026
AM-025-A1	Committee Structure Policy	Executive Committee	1	2026
AM-022-A1	Conflict of Interest Policy	Executive Committee	1	2025
AM-016-A1	COVID-19 Policy	Executive Committee	1	2022
AM-004-A2	Diversity Inclusion Statement Policy	Executive Committee	2	2025
AM-021-A1	Employee Dispute Resolution Policy	Executive Committee	1	2025
AM-023-A1	Employee Ethics and Reporting Standards Policy	Executive Committee	1	2025
AM-007-A2	Harassment Policy	Executive Committee	2	2025
AM-029-A1	Hiring Policy	Executive Committee	2	2024
AM-027-A1	Occupational Health and Safety Policy	Executive Committee	1	2024

POLICY NUMBER	POLICY NAME	REVIEWED BY	LEVEL	NEXT REVIEW
AM-020-A1	Open Access Policy	Executive Committee	1	2025
AM-001-A2	Organizational Policy and Review Guidelines	Executive Committee	2	2022
AM-019-A1	Performance Reviews	Executive Committee	1	2023
AM-028-A2	Purchasing Procedures Policy	Executive Committee	1	Annual
AM-018-A1	Succession Planning Policy	Executive Committee	1	2022
AM-006-A2	Violence Prevention Policy	Executive Committee	2	2025
AM-024-A1	Whistleblower Policy	Executive Committee	1	2025

Benchmark 8.3 – Involvement of Stakeholders

Representatives from all relevant stakeholder groups at the institution are involved in the ongoing quality assurance procedures.

HCTC’s policy, [AM-025-01 Committee Structure](#), details the stakeholder representation of membership of the Organization Evaluation Committee, as follows:

1. **Committee chair:** The committee chair is elected by the committee and should be an external subject matter expert.
2. **Members and membership:** The membership must be composed of at least two external subject matter experts who are free from any conflict of interest (refer to [AM-022-A1 Conflict of Interest Policy](#)). The committee will include qualified faculty, staff and students selected from programs in similar or related fields. Most of the members must have relevant experience in degree-granting programs and institutions and must also be free of any conflict of interest. The President, subject to approval by the Board of Governors, will form the board from members of industry, including Program Advisory Committees, with the relevant experience.

Benchmark 8.1 provides additional information concerning HCTC’s quality assurance processes.

Benchmark 2.6 provides additional information concerning the involvement of all relevant stakeholder groups in the quality assurance processes for new program offerings as well as the ongoing review and improvement of current program offerings; HCTC's policy, [AM-025-01 Committee Structure](#), further details the stakeholder representation of membership of Academic Council and Program Curriculum Committee in this context.

Refer to [AM-025-A1 Committee Structure Policy](#)

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Appendix 1
Strategic Plan

2.17.22



Herzing College Strategic Plan

Updated from December 2020

Mission

The mission of Herzing College is to provide career-focused, post-secondary programs of high quality that are designed to prepare a diverse student population to achieve their career goals and meet the needs of various employers.

Vision

The vision of Herzing College is to be the preferred private career college of individuals and employers seeking career-focused education & training.

Institutional Goals

Herzing College fulfills its mission by actively pursuing the following overarching institutional goals:

1. To create and promote an environment of intellectual, personal, and professional development.
2. To Launch new programs and renew existing programs to meet evolving employment market demand.
3. To Improve and demonstrate the quality of online learning through an ongoing process of assessment and curriculum adaptation to the online environment.
4. To offer bachelor's degree programs.
5. To foster community outreach and industry partnerships.
6. To provide and promote applied research opportunities for students, staff, and faculty.
7. To encourage innovation and entrepreneurship.

Institutional values and how they are integrated into operational and strategic planning.

There are two levels of values recognized and embraced by the Institution. On a personal level for employees and students, as well as for the Institution, we have codified what we refer to as “The PRICE of Success”, where PRICE stands for Professionalism, Respect, Integrity, Caring and Engagement. These values were derived from feedback from employers and the perceptions of students about important characteristics they felt were portrayed by Herzing College. To help ensure these values are continuously reflected in what we do and as important values for students to adopt, we recognize students for their reflection and demonstration of these values, have posters in the school promoting these values and have an annual PRICE award at each Campus for the faculty member who best reflects these values.

On an institutional level another important value or principle which guides our operation is a commitment to constant improvement. To have improvement, one has to have measurements that reflect operational performance and can therefore guide planning and institutional strategy. Some of our key measurements are monthly and annual student retention, student satisfaction (overall satisfaction as well as 20 different items measured three times per year), percentage of graduates employed in a related field, and student appraisals of their instructors. Some examples of how this focus on improvement is reflected in operations and planning include how our capital budget is adjusted for such things as leasehold improvements and purchase of new equipment, adjusting curriculum when employment results or feedback from employers point towards a change needed, as well as counseling and working with an instructor whose student feedback indicates that there is a need for better performance. In severe cases, the instructor may need to be, and is, replaced.

Some of the values in PRICE are somewhat self-explanatory such as Professionalism. We try to reflect Professionalism through our communications and interactions with students, the completeness and accuracy of our records, our dependability and consistency, and in other ways expected of a professional organization.

Integrity is tremendously important when dealing with such an intangible as education. Our goal is to under promise and over deliver. Integrity is reflected in how we operate by not promoting unrealistic student expectations and adjusting or eliminating programs when employer demand indicates we should. This focus is reflected in the first sentence in Henry Herzing’s “Message from the President” in the Student Manual: “Our primary goal is to provide students with marketable skills leading to employment.” Our integrity is inherently tied to realizing that objective.

Respect is vital. The Institution has students of a wide range of ages and ethnicities and they all must be treated with equal respect. Our Institution is committed to demonstrating respect within its employment structure also. We must lead by example. Our founder, Henry Herzing, often emphasizes that the less power someone has, the more respect you should show that individual—the opposite of most people’s inclinations. Showing disrespect at the Institution can easily lead to termination.

Caring is probably the characteristic most palpably felt by students. We often get the comment from students as to how caring the instructor was or the same about a staff member. We continuously emphasize that the only reason we exist is to serve students—students come first. The Herzing family has often seen the profound difference a caring instructor or staff member has made in the life of one of our students. A caring characteristic is a critical component when hiring and then in evaluating instructors and staff.

Engagement may be thought a rather fuzzy concept, but it can be a hallmark of a successful enterprise. An engaged person is one who does not just meet the job description duties, but also thinks of the mission and the success of the organization and what that individual can do to contribute to that success. It can be volunteering for special projects, suggesting improvements in services, or identifying a new program. Through establishing the expectation for engagement from our personnel and facilitating it through frequent meetings, weekly, monthly or in more depth at our annual meeting of managers, the engagement of our staff and instructors becomes a vital component of our planning and success.

Herzing College Strategic Plan (2021-2023) - Executive Summary

A strategic plan is a thoughtful road map that provides direction, helps define priorities, and assists with management of limited resources.

The Herzing College System is comprised of four campuses and a teaching location, offering post-secondary education diploma programs in business, technology, healthcare, legal studies, education, media, design, and skilled trades and a goal of offering degree programs.

A strategic plan provides the College's leadership with a road map designed to identify internal and external opportunities and implement the appropriate initiatives to grow the student population while improving the quality of its education and services. The mission and institutional goals serve as a guiding beacon to help campus leadership make both short- and long-term decisions.

The strategic planning process was divided into three phases: ***Assessment*** of the results of the 2015 strategic plan (2015-2020), ***Visioning*** of opportunities given existing and anticipated market conditions, and ***Feedback*** from stakeholders across all campuses.

The planning process resulted in the Institutional Goals above which the Strategic Plan seeks to realize.

The plan provides a set of initiatives and success measurements for each of the goals. This plan will allow us to be true to our values, focusing on student success and satisfaction, striving for long-lasting relationships with industry, and participating in actions that bring value to the communities we serve.

Strategic Goals, Initiatives & Success Measures

Create and promote an environment of intellectual, personal, and professional development

Primary initiatives:

- Develop and provide engaging learning opportunities within the curricula enabling students to enhance their theoretical, analytical, verbal, and written communication skills, as well as stimulate their intellectual growth, and personal development.
- To provide and promote a stable, self-perpetuating climate in which ethical behavior and community service are valued and where students and employees are challenged to excel and to develop their talent.
- Build a professional development plan that inspires and supports staff and faculty to pursue opportunities for discipline expertise and teaching development

Success measures:

- Tools and templates developed.
- Curriculum examined in all programs with enhancement opportunities identified.
- Learning objectives analyzed.
- Aggregate grading data analyzed to measure student skills enhancement.
- Student feedback surveys evaluated to measure impact of curriculum changes.
- Herzing Cup award for presentations implemented.
- Student of the Year competitions held highlighting academic and personal success.
- Case study and other research publications completed by students and staff.
- PRICE awards presented for students and staff demonstrating strong Professionalism, Responsibility, Integrity, Caring and Engagement.
- Seamless movement from one campus, course, or program to another.
- Efficiency in course and program development.

Launch new programs and renew existing programs to meet evolving employment market demand

Primary initiatives:

- Develop new programs to fill the needs of industry.
- Develop new programs that are attractive to potential students.
- Promote plans to encourage faculty and staff to submit program ideas
- Leverage contacts and centres of influence to look for new opportunities based on advances in technology, healthcare, and society.
- Periodically review programs for currency and fit into the industry environment.

Success measures:

- Maintain strong College enrollment figures.
- Maintain a high average class size.

Improve and demonstrate the quality of online learning through an ongoing process of assessment and curriculum adaptation to the online environment**Primary initiatives:**

- Implement best practices for technology-based teaching and learning, including content creation for all online college programs.
- Build a badge system to recognize student skill and achievement acquisition.
- Ensure faculty and staff have opportunities to engage in training opportunities that build their online teaching skills
- Ensure current platform, host, and capabilities suits the current student load.
- Examine trends to predict future usage to avoid dropouts and issues of scale.
- Develop and support the Integrated Learning Department for content development.

Success measures:

- Positive comparison between online learning outcomes and onsite outcomes for students.
- Student badge system in place.
- Improved pre/post student evaluation of online courses.
- Increased participation in optional or advanced learning opportunities within courses.
- No down time for Learning Management System.
- Higher student satisfaction with online services.
- Reduced support tickets for online programs.
- Increase total number of students enrolled in online programs to 1,800 by 2023.

Bachelor's degree program launch**Primary initiatives:**

- Establish a board of governors and hire a Vice-President of Academics to spearhead the

- application process.
- Form an advisory board of industry experts to consult with in the design of the curriculum for the initial undergraduate degree program.
- Retain the services of consultants with expertise in undergraduate degree program applications in Ontario.
- Conduct an organization review.
- Conduct an application review.
- Ensure the College and its programs conform to PEQAB standards.
- Create and/or procure courses and course content for degree program.

Success measures:

- Successful approval from PEQAB to deliver a degree program in Ontario
- Year 1 cohort begun.
- Letters of agreement secured with other institutions accepting Herzing graduates into advanced degree programs.
- Recruitment of 25 students in fall intake 2022.
- Recruitment of 90 students in 2023.

Foster community outreach and industry partnerships

Primary initiatives:

- Strengthen connections with employers to establish work integrated learning and volunteer opportunities for students.
- Establish Program Advisory Committees to support program quality assurance.
- Develop a roster of guest lecturers to enhance the student learning experience.
- Implement a research strategy involving community and business organizations to support student learning.
- Recruit employers for work integrated learning.
- Recruit members for Program Advisory Committees.
- Source industry experts to deliver guest presentations and lectures to students.
- Direct more marketing resources to B2B recruitment.
- Expand training certificates offerings to include, Health & Safety Management, Public Policy & Administration, Virtual Project Management, & Diversity Management Training.
- Seek out industry association or accreditation whenever possible.

Success measures:

- Students successfully placed in work integrated learning experiences.
- Industry representation secured for all program areas.
- Industry relevant information delivered by guest lecturers to support classroom experience.

Provide and promote applied research opportunities for students, staff, and

faculty

Primary initiatives:

- Develop a Research Framework.
- Increase the level of awareness of applied and organizational improvement research activities to all students, staff, and faculty.
- Develop and update research curriculum for students to engage in applied research projects within degree programs.
- Establish and encourage organizational improvement research for staff that have internal and external implications.
- Promote professional development strategies to encourage faculty members' willingness to commit to research studies and projects.

Success measures:

- Creation and implementation of a Research Framework to guide, structure, and inform research projects undertaken by students, faculty, and staff.
- The number of applied and organizational improvement research grants applied for in a calendar year by staff and faculty.
- The number of applied and organizational improvement research projects started in a calendar year by staff and faculty.
- The final course grades of research focused courses will be used as an indicator of the quality of the research curriculum when going through the program and course renewal process.

Encourage innovation and entrepreneurship

Primary initiatives:

- Strengthen opportunities for faculty and staff to collaborate and participate in program development
- Encourage and support all staff to participate in course content development.
- Infuse entrepreneurial content in programs where appropriate.
- Award staff who propose new ideas or initiatives that improve the organization or its activities (e.g., Idea of the Month).

Success measures:

- Widespread participation in innovation programs by staff.
- Increased program offerings.

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Appendix 2
Organization
Learning and
Development
Program

Support for Professional Pedagogical Development of Faculty

Herzing College's Organizational Learning and Development (OLD) program, which operates out of the Office of the Vice President of Academics, was created to offer professional development educational supports to faculty. As its first initiative, Herzing College has developed the Faculty Development Certificate (FDC) that is meant to be taken over the period of a year. The first five courses are instructor-led professional development, with the sixth course being a six month reflective practicum for ongoing, continuous, faculty within the institution. At the end of the program, a certificate of accomplishment will be handed out and all courses are graded as PASS/FAIL.

Faculty Development Certificate (FDC)
<p>The Learning-Centered College</p> <p>Course Description: Through discussion, reflection, group activities and appreciative inquiry we will examine the attributes and strengths of learning-centered colleges. This course will help anyone gain an understanding of what it means to learn and work in this type of institution.</p>
<p>Designing Course Delivery in a Learning-Centered College</p> <p>Course Description: This course is an introduction to the formal process of course design. During this planning process, you will design a course plan using an integrated course design. This course plan will guide you and your students through a learning journey to achieve the identified outcomes in the curriculum document. This map will become the contract between you and your learners for the identified time frame you have together to meet the outcomes of the course. You will participate in a professional learning community, simulating a faculty working group, engaged in course development activities.</p>
<p>Facilitating Adult Learning</p> <p>Course Description: This course is an introduction to planning for and facilitating adult learning. You will learn an adult learning lesson planning method and practice designing and delivering short lessons in front of a group of colleagues. Focusing on providing, sharing and using feedback from your colleagues, you'll improve your lesson planning and facilitating over the course of the week. You will work in collaborative small groups with colleagues from across the College to build a toolkit of facilitating and classroom management strategies.</p>
<p>Assessing and Evaluating Learning Outcomes</p> <p>Course Description: This course is an introduction to assessment and evaluation - a key part of teaching and learning. As a member of a study group you will collaborate with colleagues to clarify the differences between assessments and evaluations and when and how to use them to best support learning for all students. You will learn strategies, collect resources and apply tools for assessing and evaluating the learning outcomes in your courses or workshops</p>

Supporting Student Success

Course Description:

In this course, strategies to meet the needs of learners from their first contact with the college to their ongoing relationships as alumni are considered within a student developmental context. In particular, course materials and discussion will focus on how faculty and support staff can assist students to understand and develop the strong self-management skills that characterize accomplished learners. Further, participants will examine criteria for suitable support programs and a culture of lifelong learning, develop and assess intervention initiatives, and explore ways to help students demonstrate employability skills

Practicum: Integrating and Applying Your Learning

Course Description:

This applied, six month long, self-directed experience provides the opportunity to view your work in the College through the lens of your development as college faculty. Through the creation and execution of an individual learning plan and using intentional, reflective practice, the Practicum merges theory and knowledge from the previous courses with application and integration into your work.

HERZING
COLLEGE



Appendix 3
General Bylaws of
the Board of
Governors of HCTC

**GENERAL BYLAWS OF
THE BOARD OF GOVERNORS OF
HERZING COLLEGE
TORONTO**

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I. DEFINITIONS AND INTERPRETATIONS

1. Terms used in Bylaws.

- a) All previous bylaws are hereby repealed and the following bylaws are enacted by the Board of Governors of Herzing College.
- i. "Governing Board" means the Board of Governors of Herzing College Toronto Campus.
 - ii. "the College" means Herzing College Toronto Campus.
 - iii. "Board Member" and/or "Governor" means a member appointed or elected to the Governing Board as per the written bylaws.
 - iv. "Ex-officio" means a Board Member of the Governing Board by virtue of the person's office. The position is a non-voting Board Member of the Governing Board. This designation is for the Campus President of Herzing College Toronto.
 - v. "Official Observer" means such members of Herzing College that is approved by the Chair of the Board to attend or participate in discussion (non-voting) at Board meetings. This status is granted by the Chair of the Board.
 - vi. "President" refers to the President Herzing College Toronto campus will be approved by the Governors after consideration of the input of an ad hoc Committee established by the Chair to conduct a search for a President, which Committee may include members of the faculty of the College, its students and alumni and such representation of other constituencies of the College as the Chair appoints and deems appropriate. The Officers of the College include the President, the Vice President of Academics and such other officers recommended by the President and approved by the Board.
 - vii. "Recording Secretary of the Governing Board" is the person designated to have charge of the minutes, records, and record the proceedings of the Governing Board and shall cause to be issue all notices of all meetings of the Governing Board; as well as minutes of committees as provided and attest to any actions of the Governing Board when required.
 - viii. "Chair of the Board" shall be a Member of the Board of Governors and shall preside at all Board of Governors meetings at which he or she is present. The Chair of the Board shall have and exercise general supervision over the conduct of the President on behalf of the Board. In partnership with the President, the Chair of the Board shall supervise the pursuit of strategic and annual objectives, subject however, to the Board's control. The Chair of the Board shall from time to time report to the Board all matters within his or her knowledge that may require to be brought to the Board's attention.
 - ix. "Vice Chair of the Board" shall be a Member of the Board of Governors chosen by the Governing Board and who, in the absence of the Chair of the Board, the Vice Chair of

the Board shall preside at all Governors' meetings at which he or she is present and shall exercise all of the duties and responsibilities of the Chair of the Board.

II. DIVERSITY AND INCLUSION STATEMENT

The Governing Board acknowledges the land that the College is on is the traditional territory of many nations including the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples and is now home to many diverse First Nations, Inuit and Métis peoples. We also acknowledge that Toronto is covered by Treaty 13 with the Mississaugas of the Credit.

The Governing Board is committed to fostering a culture of diversity, inclusion, and an atmosphere of mutual respect at the board level, as well as throughout Herzing College. The Governing Board actively promotes a diverse, inclusive, and collegial community where individuals are valued, heard, and encouraged to contribute to Herzing College. The Governing Board will work tirelessly to protect the human rights of all persons and will abide by the Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms.

The Governing Board is dedicated to ensuring that no individual will be discriminated against because of race, religion, creed, colour, ethnic background, age, sex, gender identity, sexual orientation, marital (or family) status, nationality (or national of origin), physical (or mental) disability, or veteran (military) status.

The Governing Board also recognizes the historical and systemic discrimination of the Indigenous (First Nations, Inuit and Métis) peoples of Canada and will endeavor to support the spirit of the Truth and Reconciliation Commission's 94 Calls to Action in regards to education.

III. GOVERNING BOARD

1. Appointment, Election, Resignations, and Vacancies of the Governing Board

a) Initially, the Governing Board will be appointed by the Board of Directors of Herzing Institutes of Canada, Ltd. for terms of one, two or three years, referred to as classes, based upon the year of the expiration of the term. The terms expire at the annual meeting of the Board.

The Governing Board shall be composed of not fewer than seven, but no more than nine Governors. Each board member must be at least eighteen years of age, must be committed to the advancement of the College and its goals, and must be qualified to provide expertise and support to assist the College in fulfilling its mission and purposes. The President of the College shall serve as a non-voting, ex officio member of the Governing Board.

b) After the initial Board is appointed, subsequent Governors will be elected by the Governing Board upon nomination advanced by the Nominating and Governance Committee. Other nominations shall not be entertained by the Governing Board.

Governors may be elected for a full term of three years, for the remainder of an unexpired term or for a term of less than three years (as determined by the Governing Board) so that the classes of Governors may be as nearly equal as practicable. Any Governor may be elected to serve a second three-year term by simple majority vote. At the expiration of a second term of three years any qualified Governor may be reelected to a maximum of one additional full term if so, approved by a 2/3 majority vote of the Board upon presentation of a strategic rationale by the Nominating Committee.

After Governors' terms have expired and they have been off the Board for at least one year, they are eligible to be considered for new membership on the Board as in the normal course of new Governor selection.

Each Governor will serve until the annual meeting of the Governors proximate to the expiration of such Governor's respective term or until the Governor's successor is elected and qualified, or until such Governor's sooner death, incapacity, disqualification, resignation or removal. Any Governor who joins the board after the annual meeting will be considered to have completed one full year of his or her term at the following annual meeting.

Any Governor may be removed at any time by the vote of not less than two-thirds of the Governors present at any meeting at which a quorum is present. Governor member removal may be initiated by any Governor through a recommendation to the Nomination/Governance Committee, who will then evaluate that recommendation and present to the Governing Board its recommendation, upon which the Governing Board will vote. Any Governor recommended for removal must be afforded the right of notification and the right to an opportunity for a hearing or deliberation prior to a Governing Board vote.

c) Any Governor may resign at any time by giving written notice to the Chair of the Board or the Recording Secretary the Governing Board. The resignation will take effect at the time specified in the notice or immediately if no time is specified.

d) Any vacancy occurring on the Governing Board, including a vacancy created by an increase in the number of Governors, may be filled by the Board upon the nomination by the Nominating/Governance Committee. A vacancy in any office because of death, resignation, removal, disqualification, or other reason shall be filled in the manner prescribed for regular appointment to the office.

e) Up to two members of the Board are reserved to represent the corporate ownership, Herzing Institutes of Canada, Ltd. Such members may not participate in votes on the budget of the College or any financial arrangement or contract with related Herzing entities. Term limits do not apply to these members. Other Board members must be disinterested and independent parties reflective of other constituencies and interests.

2. Authority, Duties, and Responsibilities of the Governing Board

a) The Governing Board of the College shall be responsible for the affairs of the College, establish policy, and strategic direction for the College; oversee the business and affairs of the College; and exercise all the powers and authority to govern effectively and set policy for the College in accordance with good governance and provincial or federal regulations.

b) Duties and Responsibilities of the Board of Governors

Without limiting the powers of the Board of Governors, and in addition to their general duties, the Board of Governors shall have the following duties and responsibilities:

- i. Appoint, support, evaluate, and terminate the President in accordance with any valid contract and the employment policies of the College.
- ii. Oversee the operations of the College including its online offerings.
- iii. Delegate to the President, and through him/her to the appropriate Officers, general authority and responsibility to carry out the operations, policies and procedures of the Board.
- iv. Review and adopt policies and processes that support the College's mission and values. v. Initiate a regular review of the mission statement to ensure it clearly defines how the College serves the educational needs of students.
- vi. Oversee curriculum and approve any new program, the cessation of a program or the major modification of a program.
- vii. Establish appropriate review of the academic programs and overall institutional effectiveness of the College through ensuring there are systematic assessment and evaluation processes with annual or more frequent reports to the Board.
- viii. Ensure compliance with all regulatory and accrediting agencies that have jurisdiction over any portion or aspect of College operations.
- ix. Oversee procedures for hiring academic personnel by Presidential delegation to the Vice President of Academics, and through him/her to the appropriate staff, general authority and responsibility to carry out procedures regarding the appointment, promotion support, evaluation, and the termination of all faculty and academic staff hired by the College.
- x. Review and approve strategic plans for the College. xi. Approve the annual budget.
- xii. Conduct the Board's business in an exemplary fashion and with appropriate transparency;

- xiii. Ensure the currency of Board governance policies and practices, and periodically assess the performance of the Board, its Committees, and its members.
 - xiv. Assume the responsibility for hearing grievance appeals, when, in the Board's sole judgment, a decision of the President should be reconsidered, or when it is evident that due process in relevant grievance procedures may not have been followed.
 - xv. Represent the College to its internal and external constituencies.
 - xvi. Ensure its members are trained and knowledgeable.
 - xvii. Conduct annual and or more periodic evaluations of the execution of strategic directions.
- c) The Governing Board may not buy or sell real estate, sell the College or a significant portion of its assets, or close the College without approval of the Board of Directors of Herzing Institutes of Canada, Ltd.
- d) The Governing Board may amend or repeal these Bylaws at any meeting of the Board by a vote of not less than two-thirds of the Governors present at any meeting of the Board at which there is a quorum or by unanimous written consent of the Governors, provided that notice of the substance of the proposed amendment(s) is sent to all Governors.
- e) The Governing Board shall determine the terms of the employment of the President, including the duration of any specific employment contract, and shall undertake a performance review of the President at least once each year. The Board shall determine the compensation, term and benefits of the President. The President may be re-appointed by the Board for such additional periods as thereafter determined by the Board of Governors.

3. Officers of the Governing Board

- a) The Officers of the Board shall be a Chair of the Board, Vice Chair of the Board, and the Recording Secretary the Governing Board.
- b) The Officers of the Board will be elected from among the serving Governing Board, except the Recording Secretary shall be the Secretary of the Corporation. Except in the case of a vacancy, the Officers of the Board will be elected by the Governors at an annual meeting of the Board and hold office until the next annual meeting of the Board post-election, or until such Officer's sooner death, incapacity, disqualification, resignation or removal. Unless otherwise provided by the Board, an Officer of the Board shall take office upon his or her election. Officers may be re-elected to subsequent terms at the discretion of the members of the Board.

4. Duties of Officers of the Governing Board

- a) The Chair of the Board shall be a Member of the Board of Governors and shall preside at all Board of Governors meetings at which he or she is present. The Chair of the Board shall have

and exercise general supervision over the conduct of the President on behalf of the Board. In partnership with the President, the Chair of the Board shall supervise the pursuit of strategic and annual objectives, subject however, to the Board's control. The Chair of the Board shall from time to time report to the Board all matters within his or her knowledge that may require to be brought to the Board's attention.

- b) The Vice Chair of the Board, only in the absence of the Chair of the Board, shall preside at all Governors' meetings at which he or she is present and shall exercise all of the duties and responsibilities of the Chair of the Board.
- c) Recording Secretary of the Governing Board shall be responsible for maintaining the minutes of the meetings of the Board as well as minutes of committees as provided and attest to any actions of the Board when required.

5. Governing Board Complaints

- a) This policy only applies to complaints received by the Governing Board that pertain to the Governing Board, its Members, or the President.
 - i. When the Governing Board or an individual Board Member receives a complaint, the following procedure should be followed:
 - ii.a. The complaint will be requested in writing. The complainant will be requested to clearly state the nature of the complaint and if appropriate submit any related documentation.
 - iii.b. The Governing Board or Board Member(s) that receive the complaint will share the complaint with the Chair of the Board as soon as possible.
 - iv.c. The Chair will discuss the complaint with the President (who may include appropriate personnel from the Institute) or board members as required.
 - v.d. All complaints will be handled in confidence.
 - vi.e. The Chair of the Board will follow up with the Board Member(s) who identified the complaint, or the entire board, depending on the circumstances. Where the complaint is related to one or more specified board members, they shall withdraw from the meeting and take no part in the discussion about the issue.
 - vii.f. A response will be made to the original complainant at the discretion of the Chair of the Board.

IV. MEETINGS OF THE GOVERNING BOARD

1. General Procedures and Guidelines for Meetings of the Governing Board

- a) General rules of procedure shall be those laid out in an abridged version of Robert's Rules of Order.
- b) The notice of any meeting of the Governing Board, in each case specifying the place or electronic mode of communications, date and hour of the meeting, shall be given to each Governor by delivering notice, orally, in writing or by electronic mode of communication no less than seven days prior to the meeting and preferably at least ten days prior to the meeting. Necessary materials inclusive of meeting agendas, reports and other necessary materials must be provided at least four days prior to the meeting. If mailed, such notice shall be deemed to be delivered when deposited in Canada mail, with postage prepaid, and addressed to the Governor at the Governor's address as it appears in the records of the College.
- c) The notice of a meeting of the Governing Board need not be provided to a Governor who submits a waiver of notice before or after the meeting, or who attends the meeting without protesting the lack of notice prior to the commencement of the meeting.
- d) Each Governor will have one vote. Except as required by applicable law or these Bylaws, the vote of a majority of the Governors present at any meeting at which there is a quorum of Governors will be the act of the Governing Board, unless a greater number is required by law or these Bylaws. Voting by proxy shall not be permitted at any meeting of the Governing Board or a meeting of a Committee of the Board.
- e) Any action which may be taken at a meeting of the Governing Board may be taken without a meeting if the Governors shall unanimously consent in writing to such action. Such action by written consent shall have the same force and effect as a vote of the Governing Board at a meeting. For this purpose, a Governor may give consent by sending to the Chair an e-mail from the Governor's e-mail address on file with the College or other accountable method.
- f) The Chair of the Board, or in his or her absence, the Vice Chair of the Board, shall call meetings of the Governing Board to order and shall act as chair and presiding Officer of the meeting. The Recording Secretary the Governing Board shall act as secretary of all Governing Board's meetings, but in the Recording Secretary the Governing Board's absence, the presiding Officer may appoint any other person present to act as secretary of the meeting.
- g) The Governing Board may hold one or more executive sessions at any meeting on the request of any Governor. The Governing Board may exclude from the executive session persons who are not Governors, Governors who have business relationships with the College or its affiliates related to the content of the executive session, and Governors who may have a conflict of interest with respect to a matter being discussed. Ex Officio members may be excluded when the content of the executive session is related to the employment or conduct of the member. Decisions relative to the purpose of an executive session should not be executed within the session. Decisions and motions for action should be made upon return to open session.
- h) The Governing Board may (a) establish reasonable compensation of all Governors for services to the College as Governors and (b) provide for reimbursement of reasonable expenses

incurred in the performance of the Governors' duties, including the expense of traveling to and from Board meetings.

- i) In addition to the annual Board evaluation, all Governors should be expected to complete an annual self-evaluation. Self-evaluation forms will be submitted to the Board Chair and the Chair of the Nominating and Governance Committee. Unless self-evaluation is deemed to exhibit serious errors of fact, the document is simply evidence of completion of a required Board member task.

2. Quorum

At each meeting of the Governing Board or a Board' Committee, two-thirds of the Governors then elected, or appointed, to serve on the Board or Committee will constitute a quorum for the transaction of business. Any Governor who participates in a meeting by electronic method of participation provided for in these Bylaws shall be counted for the purpose of determining whether a quorum is present.

3. Annual Meeting

A regular meeting of the Governing Board designated as the annual meeting will be the first meeting in a calendar year held on such date, time, and location as may be designated by the Chair of the Board. At the annual meeting, additional Governors can be elected and Governors with expiring terms are reelected or their replacements are elected. The Governing Board shall elect its Officers and transact such other business as may come before the Governing Board.

4. General Meetings

The Governing Board will ordinarily hold two to three other meetings each year. Regular meetings may be held at such dates, times, and places as set by resolution of the Governing Board, or as determined by the Chair of the Board.

5. Special Meetings

- a) Upon the written request of the Chair of the Board or the President or at least twenty percent of the Governors, setting forth the purpose, the Recording Secretary of the Governing Board may call a special meeting of the Governing Board on at least seven days' notice, specifying the purpose, date, time, and place of the meeting. The meeting may be held on less than seven days' notice, but not less than twenty-four hours' notice, if in the judgment of the Chair of the Board or President an urgent situation requires less notice.
- b) The Board shall determine by majority vote matters that shall be dealt with at in-camera meetings of the Governing Board. In-camera matters shall be kept in confidence by the Governing Board, Officers, and by any other person invited or permitted to attend such meeting or part thereof.

6. Agenda of Meetings

- a) The Recording Secretary the Governing Board will draft the agenda as per the Chair of the Board's guidelines and specifications.

7. Recording of Meetings

- a) The Recording Secretary of the Governing Board shall keep the records of all minutes of all formal board and committee meetings. Taking such minutes or arranging for them to be taken shall be the recordkeeping responsibility of the Recording Secretary. At a minimum the minutes will include who attended the meeting, a start and end time, a list of the items discussed, any request brought forward by management, and any motions voted upon.
- b) Draft minutes of regular, special and committee meetings shall be sent to all Members of the Board prior to the next meeting of the Board. The Board shall approve its minutes as it may modify or correct them. Any committee is to approve its minutes and the version given to the Board is to be the approved version of a committee's minutes.
- c) Minutes of any meeting or part thereof held in-camera shall be kept separately and made available for scrutiny only to members of the Board and to anyone who may be authorized by the Board to see the minutes.

8. Attendance Policy for Board and Committee Meetings

- a) Regular attendance of the Governing Board is required to ensure a quorum and to expedite carrying out the Governing Board's business. Members who find themselves unable to attend a regular meeting of the Board or a regular scheduled committee meeting, in person or by teleconference, shall notify the Recording Secretary the Governing Board at least twenty-four hours in advance of the meeting. The Recording Secretary shall advise the Chair of the Board or the appropriate Committee Chair of all such notices. Three (3) consecutive absences will result in the Chair of the Board contacting the Member and may result in termination upon a 2/3 vote of the remainder of the Board.
- b) It is possible to attend meetings via Electronic Participation; but to the extent provided herein, and notwithstanding any place set forth in the notice of the meeting or these Bylaws, Governors and any Committees thereof created may participate in regular or special meetings by, or through the use of, any means of communication by which all participants may simultaneously hear each other, such as by teleconference, videoconference, online conference, or such other similar means of communication. If a meeting is conducted by such means, then at the commencement of such meeting the presiding Governor shall inform the participating Governors that a meeting is taking place at which official business may be transacted. Any participant in a meeting by such means shall be deemed present in person at such meeting.

V. POLICIES FOR THE GOVERNING BOARD MEMBERS

1. Code of Conduct for Governing Board Members

- a) The Governing Board and the College commit themselves and their members to the high standards of ethical and professional conduct, in which their actions uphold the principles of integrity and respect to all persons., All Governing Board Members and Officers also agree to comply with and maintain high ethical standards of business conduct.
- b) All Governing Board Members, and Officers, agree to act in the best interests of the College and:
 - i. Respect Governing Board Members, and Officers, and work together for the best interest of the College;
 - ii. Act with consideration of others,
 - iii. Maintain confidentiality and protect privileged information confidentiality, as well as all materials.
 - iv. Shall declare all real and perceived conflicts of interest and as soon as he/she is aware of it.
 - v. Attend Board and/or committee meetings on a regular and punctual basis. Board Members shall notify the President or Chair in advance if they will miss any meeting;
 - vi. Board Members will adhere to a respectful workplace and harassment free policy.

2. Conflict of Interest for Governing Board Members

- a) Each Governing Board Member, and Officer, are to avoid any actual, perceived or potential situations of conflict of interest. Every Governing Board Member, and Officer, has a responsibility first and foremost to the best interest of the College and must act accordingly, not as member of any particular internal or external constituency.
- b) A definition of a conflict of interest is when a situation arises in which an actual, perceived, or potential conflict exists that could impair personal judgment and objectivity when undertaking the Governing Board responsibilities. An actual conflict of interest involves a direct conflict between current duties and responsibilities and existing private interests. A perceived conflict exists where it could be perceived, or appears, that private interests could improperly influence the performance of duties – whether or not this is in fact the case. A potential conflict arises where private interests could conflict with official duties.
- c) The best way to avoid a conflict of interest, or a perceived one is to have Governing Board Members, and Officers, take all necessary steps to avoid a conflict of interest or the

appearance of a conflict of interest. Governing Board Members, and Officers, shall place the best interest of the College at all times when executing Governing Board responsibilities for the College.

- d) All Governing Board Members, and Officers, should ensure that:
 - i. Personal financial interests, assets or holdings are not in conflict with any decision, information or other matter that may be heard by or acted upon by the board.
 - ii. Activities undertaken as a private citizen are not in conflict with any responsibilities held as a member of the board.
 - iii. Remain impartial at all times towards individuals who deal with the board and, as a member, avoid taking any actions that may result in preferential treatment for any individual.
 - iv. Do not place themselves in a position where they are under obligation to any person or organization that might benefit from the relationship.
 - v. Ensure other memberships, directorships, voluntary or paid positions or affiliations, are not in conflict with work undertaken in the course of performing their duties a member of the board.
- e) Any/All Governing Board Members, and Officers, should declare a conflict of interest, or appearance of one, to the Governing Board immediately when it comes to their attention. In cases where a conflict cannot be avoided, a Governing Board Member or Officer has an obligation to declare a conflict of interest prior to discussion or decision of an issue. Upon declaration of a conflict the Recording Secretary of the Governing Board should duly note the declaration.
 - i. If the session is in-camera, the Board Member must absent him/herself from the proceedings during discussion or voting on that particular matter.
 - ii. If the session is public, the Board Member must refrain from discussion or voting on a motion.
- f) If a board member is uncertain about a conflict of interest, then the member is to raise the uncertainty with the board and the board is to determine by majority vote whether a conflict of interest exists. The affected board member shall refrain from voting on whether or not a conflict of interest exists.
- g) Where a conflict of interest is discovered after consideration of a matter, the conflict must be declared to the board and appropriately recorded at first opportunity. If the board determines that involvement of said member influenced the decision of the matter, the board shall re- examine the matter and may rescind, vary, or confirm its decision.

h) If a member has an ongoing relationship with an organization that poses a conflict of interest, that member is only required to provide written disclosure at the onset of that relationship and annually thereafter and not on an incident-by-incident basis. The member would continue to be obliged to remove himself or herself from the meeting (if in-camera) and the vote on each occasion that it comes before the board.

3. Liability and Indemnification for Governing Board Members

a) The College shall indemnify, and limit the liability, of the Governing Board, or any persons associated with the Governing Board (and that person's heirs, executors, guardians, administrators, assigns and legal representatives) who was or is made, or threatened to be made, a party to or is involved in (including as a witness) any threatened, pending or completed action, suit, proceeding or inquiry, whether civil or criminal, administrative or investigative, brought in the right of the College or otherwise, by reason of the fact that he or she is or was a Governor or Officer of the College, or is or was serving any other corporation or any partnership, joint venture, trust, employee benefit plan, or other enterprise in any capacity upon the written authorization of the President or with the approval of the Board, against any and all liability, loss, and expense actually and reasonably incurred or suffered by such person in connection therewith, including judgments, fines (including excise taxes assessed with respect to an employee benefit plan pursuant to applicable law), amounts paid or to be paid in settlement of such action or proceeding, and reasonable attorneys' fees actually and necessarily incurred as a result of such action or proceeding or an appeal therein; provided, however, that he or she acted in good faith and in a manner reasonably believed to be in or not opposed to the best interests of the College. Governors and Officers of the College shall not be entitled to indemnification for acts that are adjudicated in such action, suit, or proceeding to be the result of gross negligence or willful misconduct in the performance of duty. Reference to serving any employee benefit plan will include such service as a Governor or College Officer that imposes duties on, or involves services by, that Governor or College Officer with respect to an employee benefit plan, its participants or beneficiaries. The right of indemnification provided in this paragraph will continue for a person who has ceased to serve in an indemnified capacity with respect to the prior service in an indemnified capacity.

b) No Board Member or Officer shall be liable for:

- i. the acts, receipts, neglects or defaults of any other Board Member, Officer, or Employee.
- ii. for any loss, damage or expense happening to the College through the insufficiency or deficiency of title to any property acquired by the College;
- iii. for or on behalf of the College or for the insufficiency or deficiency of any security in or upon which any of the monies of or belonging to the College shall be invested;
- iv. for any loss or damage arising from the bankruptcy, insolvency or tortuous acts of any person with whom any of the monies, securities or effects of the College shall be deposited; or

- v. for any loss occasioned by any error of judgment or oversight on his/her part or for any other loss, damage or misfortune which may happen in the execution of the duties of his/her office or in relation thereto; provided that nothing herein shall relieve any other Board Member, Officer, or Employee from the duty to act in accordance with the Act and regulations or from liability for any breach thereof.
- c) Every member of the Governing Board or Officer, and heirs, executors, and administrators thereof, and estate and effects, respectively, from time to time and at all times, shall be indemnified and saved harmless out of the funds of the corporation, from and against:
 - i. All damages costs, charges and expenses whatsoever which a Governing Board Member, or Officer, sustains or incurs in or about any action, suit or proceeding which is brought, commenced or prosecuted against such above-named individual, for or in respect of any act, deed, matter or thing whatsoever, made, done or permitted by that individual in good faith, in or about the execution of the duties of office.
 - ii. Including additional damage costs defending an action, suit, proceeding or inquiry, whether civil or criminal, administrative or investigative, in advance of the final disposition thereof; provided, however, that the payment of such expenses will be made only upon receipt by the College of an undertaking by or on behalf of such person to repay
 - (a) the sum advanced, in case the person receiving that sum is ultimately found not to be entitled to indemnification under the Rules of Civil Procedure in Ontario and Canada, or these Bylaws, or
 - (b) that part of the sum advanced that exceeds the amount of indemnification and/or reasonable expenses to which such person is ultimately determined to be entitled under these Bylaws.
- d) If a claim for indemnification under these Bylaws is not paid in full by the College within thirty days after a written demand therefor has been received by the College, the claimant may at any time thereafter bring suit against the College to recover the unpaid amount of the claim and, if successful in whole or in part, the claimant will be entitled to be paid also the expense of prosecuting such claim. It will be a defense to any such action (other than an action brought to enforce a claim for expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition thereof where the required undertaking has been tendered to the College) that the claimant has not met the standards of conduct that make it permissible under these Bylaws for the College to indemnify the claimant for the amount claimed, but the burden of proving such defense will be on the College.
- e) If any provision of this Section of these Bylaws relating to indemnification is found to be in whole or part legally invalid, that finding will not affect the validity of the remaining provisions of this Section. The right of indemnification provided in this this Section is not exclusive and will not be deemed to limit any other rights that any person entitled to

indemnification may have or hereafter acquire under any statute, Bylaws, agreement, insurance policy, resolution of disinterested members of the Board, or otherwise.

4. Governing Board Members Staff Interaction Limits

Governors will not have direct interaction with College staff outside of Governing Board meetings. If interaction is necessary, it will be done so with the permission of the Chair of the Board and the President.

VII. COMMITTEES OF THE GOVERNING BOARD

1. Committees and Committee Procedures in General

a) The Board of Governors may create Committees and appoint Governors to one or more Committees, by a resolution approved by a majority of the Governors in office when the action is taken. In addition to any other Committees that may be created by the Board of Governors, there shall be a Nominating and Governance Committee. The Board may also form other standing or ad-hoc committees with a majority vote if the Board determines such committee would be beneficial to conducting the Board's business. Each Committee shall consist of three (3) or more Governors who shall, unless otherwise provided by the Board of Governors, serve at the pleasure of the Board of Governors. The Board of Governors may elect one or more Governors as alternate members of any such Committee who may take the place of any absent member or members upon the request of the chair of the Committee. Each Committee shall make such report of its activities to the Board of Governors as the Board may request.

2. Committee Charters

a) The Board of Governors shall adopt a Committee charter for any standing Committee, setting forth the responsibilities and powers of each such Committee as delegated by the Board. The Board of Governors may also adopt Committee charters for other Committees that may be created, or may specify the powers delegated to such other Committees in the resolution creating such Committees.

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Version 6 6.16.21 (Hank Herzing)

HERZING
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Appendix 4

Articles of Amalgamation and the Supplemental Letters Patent

FILE COPY

Supplementary
Letters Patent

TO

ELECTRONIC COMPUTER PROGRAMMING INDUSTRIES OF CANADA LTD.

DATED 15th June, 1970.

RECORDED 14th July, 1970.

FILM 262 DOCUMENT 45

J. Lalonde
for Deputy Registrar General of Canada.



Canada

By the Minister of Consumer and Corporate Affairs.

To all to whom these presents shall come, or whom the same may in anywise concern,

Greeting:

Whereas ELECTRONIC COMPUTER PROGRAMMING INDUSTRIES OF CANADA LTD. (hereinafter referred to as "the Company") was duly incorporated under the provisions of Part I of the Canada Corporations Act by letters patent dated the fifteenth (15th) day of October, one thousand nine hundred and sixty-five (1965), with a capital stock of thirty thousand dollars (\$30,000) divided into two thousand seven hundred (2,700) preferred shares and three hundred (300) common shares, all of the par value of ten dollars (\$10) each;

AND WHEREAS the Company has applied by petition to the Minister of Consumer and Corporate Affairs for the issue of supplementary letters patent under the provisions of the said Act confirming By-law No. 4, which by-law was duly enacted by the directors and sanctioned in the

prescribed ...

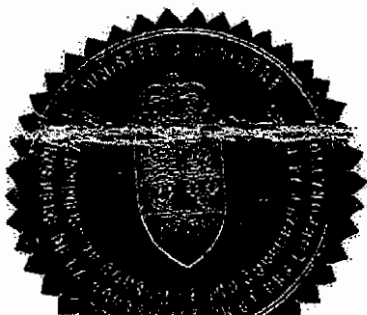
prescribed manner by the shareholders of the Company, changing the corporate name of the Company as hereinafter set forth;

AND WHEREAS the Company has satisfactorily established the sufficiency of all proceedings by the said Act required to be taken and the truth of all facts by the said Act required to be established previous to the granting of such supplementary letters patent;

NOW KNOW YE that the Minister of Consumer and Corporate Affairs, by virtue of the power vested in him by the said Act and of any other power or authority whatever in him vested in this behalf, does by these supplementary letters patent confirm the said By-law No.4 of the Company, duly enacted and sanctioned as aforesaid, changing the corporate name of the Company from that of ELECTRONIC COMPUTER PROGRAMMING INDUSTRIES OF CANADA LTD. to that of HERZING INSTITUTES OF CANADA LTD.

GIVEN under the seal of office of the Minister of Consumer and Corporate Affairs at Ottawa this fifteenth day of June, one thousand nine hundred and seventy.

A. J. V. S.
For the Minister of Consumer
and Corporate Affairs.



HERZING
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Appendix 5
By-law Delegating
the Operation of
Herzing College,
Toronto Campus to
the Board of
Governors

Minutes of the Shareholders of Herzing Institutes of Canada, Ltd.

A meeting of all the shareholders of the corporation, namely Herzing College, Inc. and Herzing institutes of Montreal, Inc., was held on January 4, 2021. Both shareholders were represented by their President, Henry G Herzing.

In order to establish a Board of Governors for the Herzing College, Toronto Campus which would be independent of the ownership so as to support the College's application to offer a bachelor degree, the following resolution was made, seconded and unanimously passed:

Resolved: that the following Amendment to By-Law No 1 be hereby adopted:

"AMENDMENT TO BY-LAW NO 1

HERZING INSTITUTES OF CANADA, LTD.

12,1 Delegation of Responsibility for the Operation of Herzing College, Toronto Campus

The Board of Directors hereby delegates complete responsibility for the operation of the Herzing College, Toronto, Campus to a Board of Governors (the Governing Board) except as to the limits set forth below.

The Governing Board of the College shall be responsible for the affairs of the College, establish policy, and strategic direction for the College; oversee the business and affairs of the College; and exercise all the powers and authority to govern effectively and set policy for the College in accordance with good governance and provincial or federal regulations.

The Board of Governors may not buy or sell real estate, sell the College or a significant portion of its assets, or close the College without approval of the Board of Directors of Herzing Institutes of Canada, Ltd."

January 4, 2020

Henry G Herzing, President

HERZING
COLLEGE



Appendix 6
Curriculum Vitae and
Biographical
Information Release
Form



Curriculum Vitae and Biographical Information Release Form

I, the undersigned, grant permission to share my curriculum vitae and biographical information for the purposes detailed below. This may include the use of a photo provided by me. I may withdraw my consent at any time through a written request.

Statement of Consent for:

- Accreditation purposes
- Program Submission and approval purposes
- Program Renewal and approval purposes
- Information to students for academic profile purposes
- Research proposal purposes
- Other: _____

Signature Date

Contact Information

Full Name: _____

Campus: _____

Position: _____

Address: _____

Cell phone: _____ Home phone: _____

Email: _____

HERZING
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Appendix 7
Curriculum Vitae of
Board of Governors
members

HERZING
COLLEGE



Appendix 8
Job Descriptions and
Resumes of Senior
Administration –
Canadian Corporate
Office and HCTC

JOB DESCRIPTION

TITLE: Associate Academic Dean/
Associate Education Director

DEPARTMENT: Administration

JOB CODE: 10410

TRACK / FLSA: Management / Exempt

JOB PURPOSE AND REPORTING STRUCTURE:

The Associate Academic Dean is an administrative position within the organization of the campus. The duties of the Associate Academic Dean are, therefore, of an administrative and supervisory nature and encompass all courses taught at the campus (both in resident and distance format). These duties and responsibilities fall into seven major areas: supervisory, administrative, instructional, curriculum, assessment, student satisfaction and retention, and professionalism. The employee will report directly to the Vice President of Academics. The Associate Academic Dean has a “dotted line” reporting responsibility to the National Director of Academics.

PRIMARY DUTIES AND RESPONSIBILITIES:

A. Supervisory:

1. Provide direct supervision, where applicable, to the campus faculty (through academic department/program chairs where used), the campus registrar, the campus librarian and any administrative staff assigned to the academic department.
2. Establish and monitor faculty and staff performance standards and goals.
3. Conduct ongoing and annual performance reviews as outlined in the employee and faculty handbooks.

B. Administrative:

1. Establish class schedules in accordance with course requirements in consultation with the Campus President.
2. Schedule classroom and lab facilities as needed for instruction for on-ground courses.
3. Establish online courses sections online courses under the campuses responsibility.
4. Assure that grades and records are submitted accurately and promptly in accordance with college’s grading policy and procedure.
5. Assure that class attendance is reported in accordance with the University’s policy and procedure.
6. Enforce the college’s rules as published in the, Faculty Handbook, Student Handbook and Employee Handbook.
7. Assist the Campus President in determining the need for and then acquiring computer resources, materials and supplies, textbooks and other materials that are to be used for instructional and learning resource purposes.
8. Make recommendations with respect to replacing instructional equipment.
9. Make recommendations with respect to the acquisition of new equipment for instructional purposes.

10. Establish procedures with the Campus President for adequate service arrangements for instructional equipment to minimize downtime.
11. Responsible for establishment and maintenance of appropriate computer room and LAN policies and procedures regarding backups, startups, file restoration, purges and student access.
12. Ensure faculty personnel files are maintained according to college's policies and those of the provincial regulators.
13. Responsible for the implementation and security of all of the college's final examinations

C. Instructional:

1. Manage the recruitment and selection of teaching staff through establishing the requirements, reviewing applications and interviewing candidates. Ensures that thorough reference checks are done on all candidates. Serves as a member of the review panel for faculty candidate's mock presentations.
2. Administer and supervise faculty training, development, and promotion as outlined in the Faculty Handbook.
3. Act as the resource person for faculty working on faculty development materials.
4. Regularly monitor quality of instructions through classroom visits for traditional format classes and review of online student interaction in the online class section in online or hybrid courses.
5. Manage administration of student satisfaction surveys including (but not necessarily limited to) end-of-course critiques, HAPPI surveys and the All-Herzing Survey.
6. Assign teaching functions in accordance with established workload norms, teacher expertise and teacher interests.
7. Manage student internship and/or clinical programs that are part of the campus' curriculum.
8. Encourage a high level of faculty morale by being readily available to discuss with faculty their needs, questions and frustrations, and by promoting positive attitudes among the staff and the students of the Campus.
9. Teach an occasional course as needed to remain current in teaching or to meet schedule requirements.
10. Hold regular meetings with the teaching faculty to keep them apprised of college policy and objectives as well as to share and search for solutions to common teaching problems that arise from time to time.
11. Maintain a current database of faculty credentials, length of service, and experience related to their teaching area.

D. Curriculum:

1. Assure high academic standards through the establishment of appropriate student evaluation mechanisms.
2. Initiate local curriculum development activities in accordance with the college's curriculum development policy.
3. Maintain and use the campus' program advisory committees for the purpose of curriculum and textbook review and direction.
4. Maintain current course and subject outlines for all courses and subjects offered by the college.
5. Keep current with state/accreditation reporting requirements related to curriculum changes and ensures appropriate materials are available as required to support any approval changes.

E. Assessment:

1. Actively engage in and promote student academic achievement assessment processes and procedures.
2. Use student academic achievement assessment data to improve instructional methodologies.

F. Student Satisfaction and Retention

1. Monitor student retention and satisfaction.
2. Assist in developing action plans for improving student retention/satisfaction.
3. Share best practices for improving student retention/satisfaction with colleagues at other campuses.
4. Interact in a fair and impartial way with students.
5. Listen to and evaluate student problems and concerns, counseling them within the norm of society and the regulations of the University.
6. Mediate staff-student conflicts in a professional manner.

G. Professionalism

1. Attend and begins meetings on time.
2. Portray a positive, professional image of and for the college at all times.
3. Complete professional development activities as established through consultation with the campus President.
4. Cooperate with all members of the campus management team and corporate staff.

OTHER DUTIES:

Other duties as assigned.

QUALIFICATION REQUIREMENTS:

- Master's preferred. Bachelor's required.
- Educational management experience in proprietary education is a plus.
- Must be capable of providing leadership and inspiration to faculty.
- Must be highly structured and organized.
- Must be sufficiently technically oriented to understand the technology objectives of the programs offered.
- Must be capable of writing in clear and communicative manner and delivering organized, informative presentations.

EDUCATION and/or EXPERIENCE REQUIREMENTS:

- Must have a minimum of a Bachelor's degree.
- Experience in these education or business administration necessary.

JOB DESCRIPTION

TITLE: Campus President

DEPARTMENT: Administration

DATE: July 2019

JOB PURPOSE AND REPORTING STRUCTURE:

The Campus President oversees daily operations of a campus in accordance with established policies, goals, and financial targets. The President manages key staff for Academics, Admissions, Career Services, Financial Aid/Services, and Student Services. The position reports to the Chief Operating Officer.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess appropriate education, bachelor's degree or higher is preferred, with extensive experience in career education teaching and leadership of faculty.

PRIMARY DUTIES AND RESPONSIBILITIES:

Primary duties of the Campus President are to ensure the campus achieves its operational and budgetary projections while maintaining high student satisfaction, adherence to all accreditation requirements, educational quality and ethical standards. The Campus President has the following specific responsibilities:

Personnel Management:

1. Ensure employees are well trained/qualified for their positions and are engaged and committed to the success of the school. Establishes employee development plans for direct reports
2. Establish performance goals and metrics for campus leadership positions in accordance with home office standards. Meets on a scheduled basis with direct reports (one to ones) to provide for direction, support and accountability.
3. Follow established practices and guidelines for disciplining personnel, including possible termination.
4. Provide ongoing, regular feedback and completes formal, written review at least annually.
5. Responsible directly & indirectly for hiring, retention and development of all staff employees.

Licensing/Accreditation:

1. Secure licenses/approvals in a timely manner for the school, programs, instructors, etc.
2. Ensures that programs adhere to accreditation rules and regulations through all day-to-day operations.
3. Ensures that the school adheres to provincial career college rules & regulations.
4. Submit all licensing/accreditation reports in an accurate and timely fashion to the Director of Academics and Chief Operating Officer.
5. Draft accreditation reports and submits to the Director of Academics and to the Chief Operating Officer.

Student Body:

1. Create and maintain an open feedback system among students, faculty, and administration.
2. Promote student activities so students have opportunity for involvement other than just in the classroom experiences.
3. Evaluate retention status of students through an analysis of pre-school and in-school drops and takes appropriate actions to minimize these losses.

Graduate Employment and Public Relations:

1. Ensure that, at a minimum, 85% of available graduates are employed in related employment within 90 days of graduation.
2. Maintain accurate employment service and graduation records.
3. Promote local involvement by self, staff, and students to promote the reputation and recognition of Herzing College and its graduates in the community.
4. Establish and maintain political relationships to remain informed of legislative changes and the impact to private for-profit institutions.

Instruction:

1. Ensure that standards and requirements for graduation are upheld and consistent with our published criteria.
2. Review and address student evaluations, comments, and suggestions on instructional processes.

Admissions:

1. Ensure that all students admitted meet entrance standards as published and as provided to educational licensing authorities/accrediting commissions.
2. Ensure all advertising/promotional material is accurate and conforms to applicable regulations.
3. Establish realistic start projections and marketing plans by program, and provides oversight for implementation.

Budgeting and Expense Control:

1. Manage staffing levels to appropriate levels and budget parameters – encourages utilization of existing staff before deciding to hire new positions.
2. Evaluate key expense areas on a regular basis to manage and control costs.
3. Adhere to approval level authorities for long term contract, leases, or capital equipment purchases.

Administration:

1. Ensure compliance with administrative processes and reporting.
2. Assess administrative functions on a regular basis for efficiency and effectiveness.
3. Set the tone and culture for the campus.
4. Attend a variety of networking opportunities, is active in the community, legislative events, chamber events, employers, etc.

Facilities:

1. Maintain physical premises that are welcoming, presentable and in safe condition for employees and students.
2. Ensure proper protocol is implemented and medical standards are followed in those areas where required.
3. Adhere to all lease requirements.
4. Manage scheduling of classes to optimize use of equipment, technology and space.
5. Maintain inventory record of Herzing owned equipment, including transfers and disposals.
6. Maintain cost effective relationships with vendors for products and services purchased.

OTHER DUTIES:

Other duties as assigned.

QUALIFICATION REQUIREMENTS:

- Commercially astute: (understands financial and operational implications on actions of business; understands and adapts to local market characteristics).
- Demonstrates integrity and ethics– leads through open, honest communication; makes decisions with the high ethical standards of the institution in mind.
- Organized; able to draft project plans and communicate them effectively to various parties.
- Disciplined yet dynamic; able to focus on quality outcomes across short time scales and adapt quickly to change as necessary.
- Results-oriented.
- Ability to network with outside organizations (B2B, Legislative, Affiliation, etc).
- Exhibits a strong sense of urgency.

JOB DESCRIPTION

TITLE: Chief Operating Officer

DEPARTMENT: Executive

JOB PURPOSE AND REPORTING STRUCTURE:

The Chief Operating Officer is accountable for the oversight and optimization of system-wide operations and the implementation and review of the organization's strategic plan. The COO ensures all operations are conducted in conformance with high integrity and adhere to regulatory standards. The COO reports to the President.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess a bachelor's degree in business admin, MBA preferred, with extensive experience in career education teaching and leadership of faculty.

PRIMARY DUTIES AND RESPONSIBILITIES:

This list of duties and responsibilities is not all inclusive and may be expanded to include other duties and responsibilities, as management may deem necessary from time to time.

- Working together with campus leadership to formulate annual budgets that advance the mission and support academic quality assurance.
- Spearheading strategies to steer the College's future in a positive direction.
- Driving the organization's operating capabilities to surpass student satisfaction, retention, and organizational goals.
- Introducing tactical initiatives to control costs..
- Supporting the development, implementation and oversight of marketing initiatives and budgets system-wide.
- Delegating responsibilities to ensure staff members grow as capable participants.
- Employing various initiatives to coach & mentor employees to optimize their capabilities.
- Completing performance reviews of campus leadership.
- Assessing and implementing improved processes and new technologies, and collaborating with management regarding the implementation of these improvements.
- Supervising the marketing and advertising personnel and the marketing budget development and implementation.
- Overseeing new program and online curriculum development through the National Director of Academics.
- Monitoring KPI's and budgets and working with campus presidents to implement corrective action where necessary.
- Directing the efficient and effective operations of support services.
- Managing designated human resource functions..
- All other duties as assigned.

JOB DESCRIPTION

TITLE: College System
President

DEPARTMENT: Administration

DATE: January 1, 2022

JOB PURPOSE AND REPORTING STRUCTURE:

The College System President oversees the strategic direction of the Herzing College System and ensures its mission and values are followed. The Chief Operating Officer, the Vice President of Finance and the Director of Government Relations report to this position. This position reports to the Board of Directors of Herzing Institutes of Canada Ltd.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess appropriate education, master's degree or higher is preferred, with extensive experience in career education and institutional leadership.

PRIMARY DUTIES AND RESPONSIBILITIES:

Primary duties of the System President are to ensure the system colleges adhere to their mission and values, achieve their operational and budgetary projections, and maintain high student satisfaction, retention and employment results while adhering to all accreditation and regulatory requirements, educational quality and ethical standards. The System President has the following specific responsibilities:

Personnel Management:

1. Through the corporate staff ensure employees are well trained and qualified for their positions and are engaged and committed to the success of the colleges and that employee development plans are utilized.
2. Hires, supervises and reviews personnel in key corporate leadership positions: Chief Operating Officer, Vice-President of Finance, and Director of Government Relations Approves performance goals and metrics for corporate leadership positions. Meets on a scheduled basis with direct reports to provide for direction, support and accountability.
3. Ensures appropriate practices and guidelines are followed for disciplining personnel, including possible termination. Approves the hiring or termination of corporate leadership positions and Campus Presidents.
- 4 Approves HR policies and employee benefit programs

Licensing/Accreditation:

1. Receives annual reports on accreditation status, any special reports and any concern of not meeting standards..

Student Body:

Interacts with students to receive first hand information on educational quality and services when visiting a campus or at graduations attended,

Academics:

1. Ensure that standards and requirements for graduation are being upheld and consistent with the colleges' published criteria.
2. Ensure the quality assurance process is being followed with the curriculum
3. Ensure opportunities for research are reappropriate level are available for faculty, staff and students.

Budgeting and Expense Control:

1. Approves annual operating and capital budgets for the colleges and the corporate office
2. Reviews monthly financial statements and request explanations of significant deviations from budget action plans to correct deficiencies.
3. Approves expenditures above a certain level per the Purchasing Policy
4. Responsible for ensuring the financial strength and financial stability of the Corporation.

Facilities:

1. Ensures physical premises that are welcoming, presentable and in safe condition for employees and students.
2. Approves all leases and lease modifications or extensions..
3. Approves initial and any changes to space design.

OTHER DUTIES:

Other duties as assigned by the Board of Directors

QUALIFICATION REQUIREMENTS:

- Commercially astute: (understands financial and operational implications on actions of the colleges.)
- Demonstrates integrity and ethics– leads through open, honest communication; makes decisions with the high ethical standards of the institution in mind.
- Excellent communicator with internal and external constituencies.
- Embraces and demonstrates institutional values.

JOB DESCRIPTION

TITLE: VP Finance and Treasurer

DEPARTMENT: Corporate

DATE: May 2015

JOB PURPOSE AND REPORTING STRUCTURE:

The role of the VP of Finance & Treasurer is to provide oversight of the daily operations within the Accounting department, to develop the annual budget, to ensure timely creation and distribution of monthly financial statements, to develop staff, to lead process improvement initiatives while maintaining a solid internal control structure. The VP of Finance & Treasurer supervises all corporate accounting and human resources staff. This role reports to the president with dotted line reporting to the Chief Operating Officer.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess bachelor's degree in accounting, CA preferred.

PRIMARY DUTIES AND RESPONSIBILITIES:

A) Oversight

1. Generate monthly financial statements within 20 days of month end at a campus level.
2. Supervise AR, AP, cash, and other monthly accounting activity to ensure proper accounting and timely processing.
3. Lead continuous improvement and efficiencies; understand and communicate the reason for doing duties.
4. Ensure that bank reconciliations for bank accounts managed by the department are completed in an efficient, timely manner, and reconciling items are proper.
5. Ensure all payroll is paid timely and accurately and all entries are accurate and integration/process is efficient.
6. Continuously develop staff; understand job duties, communicate expectations and goals, answer questions, and ensure they have the appropriate resources and training.
7. Communicate department priorities and deadlines, assist staff in prioritizing their work to align with department priorities.
8. Set up roles and access with the accounting system, and banking software to ensure segregation of duties and internal controls are proper.

9. Assist staff in developing exception reporting and oversee ongoing reporting for executive management that is created/run by the staff.
10. Assist staff in creating training for campuses and other departments.
11. Delegate and follow-up when it's reasonable to do so.

B) Other:

1. Cash reporting, as required, assist with treasury management.
2. Payroll integration
3. Lead system upgrade and change testing, keep current on software capabilities.
4. Act as a liaison between the campuses, and other departments, and home office
5. Complete the year-end financial statement audit.
6. Fixed asset accounting and reporting.
7. GST/HST and other tax reporting.
8. Create document policies and procedures.
9. Account for investment activity.
10. Other projects or duties as assigned.

C) Communication and Problem Resolution:

1. Build strong working relationships with staff, campuses, and other departments.
2. Provide exemplary customer service to campuses and other departments.
3. Correspond and interact with others in a professional manner.
4. Respond to inquiries in a timely manner.
5. Keep supervisor apprised of outstanding issues and seek guidance on non-routine items.

D) Other Duties

1. Perform other duties as assigned.

QUALIFICATION REQUIREMENTS:

- Strong knowledge and understanding of Canadian generally accepted accounting principles (GAAP) and/or IFRS..

- Excellent managerial and mentoring skills.
- Ability to effectively manage time, multi-task, and prioritize work load.
- Attention to detail, while still focusing on larger picture.
- Proactively resolve problems when able, and otherwise offer potential solutions.
- Maintain confidentiality and demonstrate integrity and ethical behavior.
- Excellent verbal and written communication skills.
- Adapt quickly to change, think creatively, display flexibility, and use sound judgment.
- Positive and professional attitude.
- Strong work ethic.

EDUCATION and/or EXPERIENCE REQUIREMENTS:

- Bachelor's degree in Accounting, CA preferred.
- Supervisory experience of an accounting department for at least seven years.
- Advanced Excel user, including Pivot Tables and formulas.
- Proficient user of accounting software, Great Plains experience is a plus

JOB DESCRIPTION

TITLE: Director of Career Development/Associate Director of Career Development

DEPARTMENT: Administration

DATE: April 2014

JOB PURPOSE AND REPORTING STRUCTURE:

This position involves graduate employment outcome reporting, strong knowledge of employment services, customer service and administrative services in a College Career Development Department. This is a management position. This position reports to the Campus President with dotted line reporting to the Chief Operating Officer.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess appropriate education and experience; bachelor's degree is preferred.

PRIMARY DUTIES AND RESPONSIBILITIES:

- 1) Manages/executes the following campus career development tasks:
 - a. Searches for internships and applicable jobs; matching available opportunities to students and graduates.
 - b. Assists students and graduates with professional document preparation in a classroom setting and/or one-on-one meetings (resumes, cover letters).
 - c. Fields incoming requests and conducts regular outreach with students and graduates via email, fax, telephone, and social media providing one-on-one internship and employment-related guidance.
 - d. Records documentation of communication and progress of internship and job searches via CampusVue system.
 - e. Provides consistent outreach and support to student population beginning at enrollment to maintain contact and develop rapport.
 - f. Prepares, files, and maintains student and graduate employment files via CampusVue system.
 - g. Gathers, develops, and shares career related resources to support employment services efforts.
- 2) Perform the functions listed above in conjunction with managing the career development team.
- 3) Meet regularly with direct reports to provide support, guidance and feedback regarding work.

- 4) Network with community members and employers while promoting Herzing College, its programs, and its students and graduates to generate internship and job opportunities.
- 5) Plan and manage campus events including graduations, career fairs, and advisory board meetings.
- 6) Develop and implement marketing and outreach strategies for the Department of Career Development.
- 7) Generate and analyze employment outcomes reports on a regular basis to confirm accuracy and accountability for employment data.
- 8) Document and report graduate employment percentages and internship placement rates.
- 9) Perform quality assurance checks of employment data reports to confirm accuracy.
- 10) Monitor employment services practices to ensure compliance.
- 11) Answer and troubleshoot challenging employment services questions or situations; utilizing appropriate resources to respond and resolve inquiries.
- 12) Recruit, hire and train new team members.
- 13) Provide continuous training and development for team members.
- 14) Meet regularly with career development staff to provide support, guidance, and feedback regarding work performance.
- 15) Conduct reviews of career development staff members.
- 16) Other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

Supervise, manage and lead Department of Career Development.

FUNCTIONAL COMPETENCIES:

- **Ensures graduate employment goal:** Ability to stay focused on key activities that consistently result in graduate placements.
- **Achieves a high level of student satisfaction:** Capacity and commitment to anticipate student needs and consistently achieve high satisfaction scores from student surveys.
- **Event Planning:** Ability to plan and administer special events for the campus such as graduation.
- **Ensures file accuracy:** Displays a high level of attention to detail. Ensures all student/graduate information is submitted thoroughly and with no errors.
- **Uses communication and technology tools appropriately and in a timely manner:** Uses a number of tools to effectively communicate with students and graduates. Conducts appropriate discussions with students/graduates and follows through on discussions.
- **Build strong employer relations:** Develop and strengthen effective relationships with outside employers. Develop rapport and trust with area employers. Refers students for internship and graduates for employment opportunities.

MANAGEMENT COMPETENCIES:

- **Recognizes and develops staff:** Creates strong morale and spirit. Shares successes. Creates a climate in which people want to do their best. Empowers and invites input from others. Holds frequent development discussions and is aware of each person's career goals. Constructs compelling development plans and executes them.
- **Seeks and values the opinion of others:** Practices attentive and active listening. Has the patience to hear people out. Gives appropriate consideration to varied opinions before making a final decision.
- **Initiates discussion about progress of the organization:** Regularly discusses status and successes of the organization. Keeps staff informed.
- **Provides opportunities for growth:** Encourage growth opportunities for the Career Development team through special projects or cross company interactions.
- **Creates vision:** Ability and willingness to drive to a shared future, setting a positive example and inspiring others. Drives the vision for their function.

QUALIFICATION REQUIREMENTS:

- Detail-oriented personality: organized, persistent, and determined.
- Training and experience in networking, human relations, human resources, resume writing, interviewing, sales, communication, customer service and presentation skills.
- Time management skills required.

EDUCATION and/or EXPERIENCE REQUIREMENTS:

- Appropriate education required, Bachelor degree preferred.
- 3 years related work experience.

JOB DESCRIPTION

TITLE: Director of Government Relations

DEPARTMENT: Corporate Office

DATE: 2/18/21

JOB PURPOSE AND REPORTING STRUCTURE:

The Director of Government Relations is primarily responsible for representing the Herzing College System with provincial and national and career college organizations and governmental entities and espousing policies in the best interest of Herzing College students, the Herzing College System and the general interests of private career colleges and doing so in consonance with appropriate responsibility to the general public.

EDUCATION/EXPERIENCE REQUIREMENTS

Individual should possess appropriate education, bachelor's degree or above and have extensive experience in the career college sector of post-secondary education along with experience in serving on education boards and representing career colleges' interests with government entities.

RESPONSIBILITIES

- Serve on provincial and national career college association boards to the extent possible..
- Be available and capable of serving in leadership roles on career college association boards.
- Report to leaders of the Herzing College System on regulatory and other governmental issues affecting the Colleges' students or the Colleges' operations.
- Be a recognized spoke person for the equal treatment of career college students in regarding student financial aid as compared to other post-secondary institutions.
- Communicate to government entities the position of the career college sector of higher education with respect to existing or proposed regulations or laws either as a leader of a career college board or in the name of the Herzing College System.

REPORTS TO:

Herzing College System President

Director of Integrated Learning

Reporting to the National Director of Academics, the Director of Integrated Learning oversees the management and development of curriculum materials for the diploma, degree, and Kompass professional development programs

Responsibilities:

- Work with National Director of Academics to identify courses that require the development of course materials including, but not limited to, PowerPoint presentations, assignments, projects, quizzes, test banks, lecture videos, etc.
- Responsible for hiring and staff management for Learning Content Specialists.
- Direct the Learning Content Specialists in the development of course content for online, classroom, or hybrid delivery.
- Oversee the development of training materials for Herzing faculty and staff.
- Work with external subject matter experts on the development of course materials.
- Work with Lambda, the host of our learning management system, Moodle. This includes, but is not limited to, updates, installing modules, determining service levels, setting style rules and layout guidelines.
- Work with VitalSource in getting access to e-books, determining which courses need textbooks and which do not, maintaining access to books in active courses, and troubleshooting issues with technical support.
- Create schedules for development available for management to see the process with due dates where necessary.
- Participate in program submission to ministries through curriculum support.
- Attend curriculum committee meetings to help direct the process and provide support for how the material will be delivered.
- Manage the development of Herzing learning materials intended to replace the need for textbooks.
- Attend Dean's meetings to provide support for online content, teaching methodologies using virtual tools, and to act as a resource for issues of curriculum or online training.
- Source and implement new technologies to increase the quality and/or student engagement.
- Direct and oversee content audits of existing programs for further development opportunities.
- Access and upload instructor resources for textbooks from the publisher where required.

Qualifications:

- Post-secondary education in adult education, educational technology, or instructional design.

- 3 years of related work experience in technology-based education, or equivalent combination of education and experience.
- Experience in online course development and/or in teaching in an online environment, including assessment of student outcomes.
- Excellent writing, editing, communication and documentation skills.
- Demonstrated ability to meet deadlines.
- Demonstrated experience with one or more of the major LMS, including Blackboard, Desire2Learn, Moodle, or Canvas. Preference given to Moodle experience.
- Good knowledge of other course development and visual design skills.
- Excellent communicator online (Zoom, GTM and Teams).
- Experience with computerized systems.
- Excellent customer service and interpersonal/collaborative skills.
- Management and leadership skills.

JOB DESCRIPTION

TITLE: Director of Communications Marketing

DEPARTMENT: Admissions

DATE: 2/18/21

JOB PURPOSE AND REPORTING STRUCTURE:

The Director of Marketing Communications role is primarily focused on the duties and responsibilities related to the institution's brand management and the coordination of marketing activities designed to promote our programs in local and national markets. These activities are in coordination with campus leadership. The Director of Marketing Communications works in alignment with the Director of Inbound Marketing and reports to the Chief Operating Officer.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess appropriate education, bachelor's degree in marketing or communications preferred. Experience developing and managing marketing initiatives in post-secondary education is also preferred.

RESPONSIBILITIES

All items below are applicable to all Herzing College, Herzing Trades and Kompass campuses

- Develop and update print and digital collateral as needed
- Perform minor website updates (text and images) and maintenance
- Minor creative requests
- Coordinate all website and creative requests with vendors that cannot be completed internally
- Provide marketing support to all campuses and coordinate all requests
- Maintain and develop brands
- Monitor and post on social media platforms
- Coordinate any professional video and photography shoots
- Write and send-out email blasts
- Write marketing copy for all purposes
- Develop strategy, write copy and implement workflows
- Monitor and write copy for social media advertising
- Develop promotional plans for marketing initiatives and coordinate with other members of the marketing team.

JOB DESCRIPTION

TITLE: Director of Trades Division

DEPARTMENT: Administration

DATE: July 2019

JOB PURPOSE AND REPORTING STRUCTURE:

The Director of Trades Division oversees daily operations of the trades division operation in accordance with established policies, goals, and financial targets. The role oversees operations for two units in Toronto and Cambridge, Ontario. The position reports to the Toronto Campus President.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess appropriate education, bachelor's degree or higher is preferred, with extensive experience in career education teaching and leadership of faculty.

PRIMARY DUTIES AND RESPONSIBILITIES:

Primary duties of the Director of Trades Division are to ensure the divisions attains its operational and budgetary projections while maintaining high student satisfaction, adherence to all accreditation requirements, educational quality and ethical standards. Specific responsibilities include the following:

Personnel Management:

1. Ensure employees are well trained/qualified for their positions and are engaged and committed to the success of the school. Establishes employee development plans for direct reports
2. Establish performance goals and metrics for campus leadership positions in accordance with home office standards. Meets on a scheduled basis with direct reports (one to ones) to provide for direction, support and accountability.
3. Follow established practices and guidelines for disciplining personnel, including possible termination.
4. Provide ongoing, regular feedback and completes formal, written review at least annually.
5. Responsible directly & indirectly for hiring, retention and development of all staff employees.

Licensing/Accreditation:

1. Secure licenses/approvals in a timely manner for the school, programs, instructors, etc.
2. Ensures that programs adhere to accreditation rules and regulations through all day-to-day operations.
3. Ensures that the school adheres to provincial career college rules & regulations.
4. Submit all licensing/accreditation reports in an accurate and timely fashion to the VP of Academics and Campus President.

OTHER DUTIES:

Other duties as assigned.

OTHER ROLE REQUIREMENTS:

- Commercially astute: (understands financial and operational implications on actions of business; understands and adapts to local market characteristics).
- Demonstrates integrity and ethics– leads through open, honest communication; makes decisions with the high ethical standards of the institution in mind.
- Organized; able to draft project plans and communicate them effectively to various parties.
- Disciplined yet dynamic; able to focus on quality outcomes across short time scales and adapt quickly to change as necessary.
- Results-oriented.
- Ability to network with outside organizations (B2B, Legislative, Affiliation, etc).
- Exhibits a strong sense of urgency.

JOB DESCRIPTION

TITLE: Director/Associate Director of Admissions

DEPARTMENT: Academics

DATE: April 2014

JOB PURPOSE AND REPORTING STRUCTURE:

The Director/Associate Director of Admissions is responsible for the planning, implementation, and control of all aspects of admissions for the college. This includes but is not limited to hiring, training, and supervising all Admissions staff. In addition, the role ensures that Admissions Advisors understand thoroughly the regulations that are applicable to their activities in the province, in the accreditation guidelines affecting their activities, the policies of the college and the educational programs offered.

The position reports to the Campus President (with dotted-line reporting to the National Director of Academics).

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess appropriate education and experience; bachelor's degree or higher is preferred.

PRIMARY DUTIES AND RESPONSIBILITIES:

- Lead the management of admissions training and development. This will include training with a focus on the enrollment process required skill set.
- Participate as a member of the campus/corporate advertising committee providing input and feedback for the annual advertising and marketing budget.
- Lead the Admissions team through personal example of understanding and demonstrating the entire Admissions process according to Herzing policies and procedures. Employee should be receptive to feedback and direction when necessary.
- Ensure proper use of the lead/student management system, Live Chat and other tools in the Admissions Department activities.
- Manage Admissions Department staffing and training: hire to achieve targeted staffing levels and ensure new hires receive proper training. Ensure continuous training for Advisors is conducted.
- Admissions management: Ensure fair and timely reviews occur and that any substandard performance is being addressed (corrective action). Develop staff with talent for potential advancement.
- Motivate and train the Advisors; review their performance; one-on-one weekly meetings with the individual Advisor to receive input and review performance. Complete observations and evaluations to provide accurate and useful feedback.

- Maintain awareness of competitive course offerings, costs, and perceived benefits by other schools versus Herzing. Develop methods of comparing ourselves to competition favorably or suggesting changes if need be.
- Follow all local, provincial, and Herzing guidelines as they apply to student admissions.
- Ensure that Admissions team has a thorough understanding and written list of features and benefits of each of program of study.
- Observe the competitive marketplace and local employment opportunities to recommend potential program offerings.
- Evaluate inquiry flow by program and suggest advertising and marketing adjustments to the system marketing department.
- Take initiative to learn and share information when appropriate.
- Attend meetings, conference calls, and submits requested information /reports in a timely fashion.
- May perform analysis in efforts to strategize and improve division metrics.
- Other duties as assigned

ADDITIONAL DUTIES AND RESPONSIBILITIES – DIRECTOR of ADMISSIONS:

- Manage the advertng budget.
- Manage community outreach initiatives.

SUPERVISORY RESPONSIBILITIES:

Supervise, manage and lead the Admissions Department.

FUNCTIONAL COMPETENCIES:

- **Follows the enrollment process:** Implements a step by step approach following established procedures so as to not overlook critical pieces of information.
- **Completes paperwork and applications in a timely and accurate manner:** Employee ensures accuracy and efficiency in submitting applicant information.
- **Uses communication and technology tools appropriately and in a timely manner:** Uses a number of tools to effectively communicate with prospective students. Conducts appropriate discussions with prospective students. Follows through on discussions with vital information and details until all questions are answered.
- **Conducts in-person or phone interviews in an engaging and professional manner:** Employee engages prospective students in conversation to build rapport and collect information. This information is then disseminated to the appropriate parties.
- **Achieves a high level of student satisfaction:** Capacity and commitment to anticipate student needs and consistently achieve high satisfaction scores from student surveys.

MANAGEMENT COMPETENCIES:

JD-Director-Associate Director of Admissions

by: _____

Reviewed and approved

- **Recognizes and develops staff:** Creates strong morale and spirit. Shares successes. Creates a climate in which people want to do their best. Empowers and invites input from others. Holds frequent development discussions and is aware of each person's career goals. Constructs compelling development plans and executes them.
- **Seeks and values the opinion of others:** Practices attentive and active listening. Has the patience to hear people out. Gives appropriate consideration to varied opinions before making a final decision.
- **Initiates discussion about progress of the organization:** Regularly discusses status and successes of the organization. Keeps staff informed.
- **Provides opportunities for growth:** Encourage growth opportunities for the Admissions team through special projects or cross company interactions.
- **Creates vision:** Ability and willingness to drive to a shared future, setting a positive example and inspiring others. Drives the vision for their function.

QUALIFICATION REQUIREMENTS:

- Need excellent interpersonal, organizational, communication & computer skills.
- Strong analysis skills necessary.
- Some evenings/Saturdays required for Admissions events.

JOB DESCRIPTION

TITLE: Educational Funding Director

DEPARTMENT: Administration

DATE: 2/2/20

JOB PURPOSE AND REPORTING STRUCTURE:

This position involves customer service, a working knowledge of financial aid regulations and departmental policies and procedures. This is a management position within the campus. The position reports to the Campus President.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess minimum post-secondary diploma; bachelor's degree is preferred. Experience in educational funding & education finance or related experience required.

PRIMARY DUTIES AND RESPONSIBILITIES:

1. Manage Financial Aid Department that:
 - a. Assists students with the completion of the Application for Student Aid.
 - b. Conducts financial aid appointments with students (and parents or spouse if applicable).
 - c. Assists student with completing loan entrance counseling and exit counseling.
 - d. Performs needs analysis, awards aid and provides financial aid packages via an award letter to students.
 - e. Repackages student aid when necessary.
2. Manage Fiscal Department that:
 - a. Is responsible for the collections process and attaining collections goals.
 - b. Collects and posts student payments.
 - c. Processes stipend checks to relieve accounts of credit balances in accordance with local funding regulations.
 - d. Disburses financial aid onto student accounts.
 - e. Performs withdrawal calculations when students withdraw.
3. Ensure that all student files meet with provincial compliance and student loan default standards.
4. Complete & produce internal KPI reports as well as external reports as needed by provincial and or federal regulators.

5. Oversee administrative staff & functions along with HR oversight as needed.
6. Utilize the school's data management system (CampusVue) to enter data and maintain all student financial aid and payment records.
7. Train new financial aid/administrative staff and provide continued training for current staff members as per campus requirements.
8. Utilize the appropriate regulatory resources to retrieve information for student and staff inquiries.
9. Adhere to all Herzing, and other related rules and regulations.
- .
10. Other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

Supervise, manage and lead educational funding department.

FUNCTIONAL COMPETENCIES:

- **Conducts effective financial responsibility counseling sessions:** Conducts effective discussions with prospective students to inform and counsel on financial aid opportunities. Keeps current on available resources and shares appropriately with individuals.
- **Prepares needs analysis with complete accuracy:** Displays a high level of attention to detail. Ensures all student financial aid documents are submitted thoroughly and with no errors. Communicates alternative financial loan options for students.
- **Develops budget sheet and award letters:** Completes required documentation and discusses with prospective or current students. Ensures award letters are prepared accurately and delivered on time.
- **Uses communication and technology tools appropriately and in a timely manner:** Uses a number of tools to effectively communicate with prospective students. Conducts appropriate discussions with prospective students. Follows through on discussions with vital information and details until all questions are answered.
- **Achieves a high level of student satisfaction:** Capacity and commitment to anticipate student needs and consistently achieve high satisfaction scores from student surveys.

MANAGEMENT COMPETENCIES:

- **Recognizes and develops staff:** Creates strong morale and spirit. Shares successes. Creates a climate in which people want to do their best. Empowers and invites input from others. Holds frequent development discussions and is aware of each person's career goals. Constructs compelling development plans and executes them.
- **Seeks and values the opinion of others:** Practices attentive and active listening. Has the patience to hear people out. Gives appropriate consideration to varied opinions before making a final decision.
- **Initiates discussion about progress of the organization:** Regularly discusses status and successes of the organization. Keeps staff informed.
- **Creates vision:** Ability and willingness to drive to a shared future, setting a positive example and inspiring others. Drives the vision for their function.

- Excellent customer service.
- Excellent organizational and time management skills required.
- Exceptional knowledge of Microsoft Office to include: Word, Excel and Outlook.
- Exceptional knowledge of CampusVue
- Cumulative accuracy level of 99% must be maintained.
- Proven experience in leading projects to success.
- Strong project management skills.
- May be required to work nights and weekends.



TITLE: Inbound Marketing Manager

DEPARTMENT: Admissions

DATE: 2/2/19

JOB PURPOSE AND REPORTING STRUCTURE:

As the Inbound Marketing Manager, you will be responsible for the promotion of our brand, including oversight of organic and paid search marketing. The role also includes activities related to the nurturing of existing inquiries. The role works in coordination with the Director of Marketing Communications and admissions leadership at the different campuses. The role reports to the Chief Operating Officer.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess appropriate education, bachelor's degree in marketing preferred. Experience developing and managing marketing initiatives in post-secondary education is also preferred

Responsibilities:

- Build and manage a rich content/editorial calendar that attracts a qualified audience to our websites and related properties (including blog posts, whitepapers, ebooks, reports, webinars, infographics, etc.).
- Create, manage, and execute multi-channel marketing campaigns leveraging SEO, social media, inbound marketing, email, mail/print campaigns and events to drive student recruitment.
- Grow new inquiries, including marketing-qualified inquiries, by converting site traffic through calls-to-action, landing pages, and lead generation content.
- Support efforts to optimize our marketing automation and lead nurturing processes through email, content, and social channels.
- Manage analytics to understand how our inbound marketing activity turns into new student recruitment, and continually refine our process to convert inquiries to students.
- Create monthly reports containing a robust description of monthly activity, suitable advice and recommendations and a clear summary of performance against the key performance indicators and metrics.
- Propose new and improved inbound marketing campaign ideas.
- Ensure core values and brand are reflected in all marketing activity.
- Work with the Director of Marketing Communications to create great and distribute online and offline material.

Additional Skills/experience

- Experience in digital marketing preferred
- Excellent communicator and creative thinker, with an ability to use data to inform all decisions.
- Proficiency in marketing automation and blogging software in order to generate traffic, convert visitors into inquiries, and then nurture them (using dynamic workflows) into converted customers.
- Efficient organizational and time management skills
- Data driven and research oriented

JOB DESCRIPTION

TITLE: National Director of Academics – diploma & non-degree granting

DEPARTMENT: Education

DATE: 2/2/20

JOB PURPOSE AND REPORTING STRUCTURE:

The National Director of Education is a leadership position guiding all of the education functions for five campus locations in Ontario, Manitoba and Quebec (i.e. curriculum development, faculty development, accreditation and compliance, procedure and policy formation) as well as an avenue to identify and coordinate the common concerns and goals of each campus. In addition to the principal role the position will also oversee and audit general academic policies and procedures for all campuses in the system. The position will report to the Chief Operating Officer.

EDUCATION/EXPERIENCE REQUIREMENTS

Applicants should possess at least a bachelor's degree in education, Master Degree preferred, with extensive experience in career education teaching and leadership of faculty.

PRIMARY DUTIES AND RESPONSIBILITIES:

The National Director of Education is management position within the organization, the duties of the position are administrative and supervisory in nature and encompass all academic functions at the campuses.

These duties and responsibilities fall into three major areas: Education, Compliance, and Development. In addition to the specific duties listed below, the System Director of Education will manage academics for Kompass, professional development division.

A. Education

1) Curriculum

- i. Program alignment, curriculum consistency, managing curriculum collection and storage.
- ii. Work with Campus Deans and other managers on curriculum committee calls to bring programs closer together where possible.
- iii. Collection and review and assessments to maximize the depth of available content and to ensure the robustness of our assessment tools.
- iv. Scheduling. Leading the mission of optimizing scheduling to maintain class size average at sustainable levels.

2) Administrative support (system wide duties)

- v. Review common forms, outlines, syllabi, policies, manuals.
- vi. Ensure quality controls such as surveys are used and the data acted upon..
- vii. Lead and support the use of Herzing support system including but not limited to; CRM (Campus Login), LMS (Moodle) Campus Login, Moodle.
- viii. Work with executive team to develop, publish, and implement Herzing Bulletins and policies for the system.

3) Faculty Support

- i. Assist in establishing common practices, policies, orientation, common forms/contracts.
- ii. Lead the practice and support system for training new faculty into the Herzing way (P.R.I.C.E).
- iii. Work with executive team to develop procedures and best practices for the system.
- iv. Support all academic deans and teaching staff through in- school observations, feedback, and regular development.

4) Educational aspects of internships

- i. Coordinate with Directors of Career development to: standardize the reporting and quality control of placements to include student expectations, and evaluations by preceptor, student, and host employer.
- ii Support/Drive the need for regular substantive advisory board meetings

5) Operations

- i. Provide support and guidance in the hiring process for education management at the campuses.
- ii. Standardize the procedures and forms for SAP and other academic progress tracking: academic probation, attendance probation, mid-way meetings, SAP recovery plans, and termination documentation
- iii. Ensure educational leaders are using CRM (Campus Login) effectively to create new programs/courses while maintaining the integrity of historical data.
- iv. Liaison between faculty and administrators on issues of licenses and IT requirements where possible.
- v. Support academic and operational leaders at the campus.
- vi. Work with executive team to develop and manage new initiatives.
- vii. Review new programs and program revisions along with all reporting to the ministry in Ontario prior to submission.

B. Compliance

1) Accreditation (Provincial & Programmatic)

- i. Ensure that all accreditation standards are being adhered to.
- ii. Ensure adherence to all ministry regulations related to academics.
- iii. Ensure there are mechanisms in place to provide educational training to faculty.
- iv. Ensure Faculty files are compliant with ministry and Herzing internal compliance standards, for example, but not necessarily all inclusive- confidentiality, IP, content creation and ownership forms.

2) Operations

- i. Ensure programs are maintained and delivered within the parameters set by regulators. (Delivery/operations & marketing/promotion. ????)
- ii. Deliver and enforce the instructional mandate for the development, implementation and control of learning objectives/outcomes.
- iii. Ensure there are common/appropriate procedures for storing grades, transcripts, and records in compliance with Herzing and regulatory requirements. Verify ad mission standards are being followed.
- iv. Participate in setting and evaluating Herzing admissions criteria for programs.
- v. Support the transition to Herzing best practices and models.

C. Development

- i. Work with campus staff, stakeholders, and industry experts to develop and refine programs.
- ii. Look for opportunities to maximize efficiencies in program delivery.
- iii. Provide the mechanism and opportunity to share best practices and innovations across the system.
- iv. Lead initiatives to create new potentially more efficient scheduling models to maximize class sizes and minimize instructional costs.
- v. Work with executive team to plan, develop, & launch new initiatives.

OTHER DUTIES:

Other duties as assigned.

SUPERVISORY RESPONSIBILITIES:

The position is a dotted-line to the campus education management and by extension program chairs and/or department heads. The National director of Academics will communicate regularly with the campus presidents and academic deans to convey findings and recommendations including written report after campus visit, normally twice a year.

TRAVEL

This position requires overnight travel, estimated at six to eight times a year to visit campuses or attend meetings.



JOB DESCRIPTION

TITLE: VICE PRESIDENT ACADEMICS **DEPARTMENT:** Administration
DEPARTMENT: March 2011 **TRACK / FLSA:** Management / Exempt
JOB CODE:

JOB PURPOSE AND REPORTING STRUCTURE:

Reporting directly to the President and CEO of Herzing College, the Vice President Academic (VPA) is the senior academic officer for the College and is responsible for the outcomes achieved for the degree programs and courses at the College.

Working closely with the President, the VPA will coordinate the Institutional Management Agreement (IMA) for all programs, including Academic Upgrading, Continuing Education, Trades and Technology, and University Transfer.

The VPA is also responsible for applied research, program development services, program quality assurance and the College library.

PRIMARY DUTIES AND RESPONSIBILITIES:

- Strategic planning for the development and growth of programs and service delivery.
- Responsible for the overall quality of courses and programs, ensuring programs meet appropriate educational standards for accreditation, transfer, program review and renewal.
- Develop and establish positive relationships and collaborations with clients, communities, stakeholders and other institutions.
- Create partnerships and facilitate a collaborative approach to delivery of programs.
- Work with fellow Executive Committee members to develop and implement College-wide strategic plans and budgets.
- As an executive member, actively participate at Board of Governors meetings and on other committees.
- Build, sustain and celebrate relationships with faculty and staff and promote healthy employee and labour relations.

OTHER DUTIES:

Other duties as assigned.

QUALIFICATION REQUIREMENTS:

- As the VPA, you will have a PhD or Master's Degree along with several years of work experience in

the post-secondary sector in the areas of instruction, administration and planning.

- Educational management experience in proprietary education is a plus.
- Must be capable of providing leadership and inspiration to faculty.
- Must be highly structured and organized.
- Must be sufficiently technically oriented to understand the technology objectives of the programs offered.
- Must be capable of writing in clear and communicative manner and delivering organized, informative presentations.

OTHER REQUIREMENTS:

- Strong leadership skills to guide, inspire and support staff, faculty and students across campuses, and the ability to build a culture that supports our values of collaboration, inclusion, success and accountability.
- Knowledge of Indigenous ways of knowing and experience working with Indigenous communities, organizations and culture.
- A commitment to equity, diversity and inclusion.
- Familiarity with the post-secondary system in Ontario, governance structures, Board of Governors, collective agreements and bargaining.
- Broad knowledge of various academic disciplines and the program offered at our institution.
- Knowledge of program design, implementation and evaluation methods.
- Outstanding skills in communication, negotiation and problem solving, and demonstrated successes in strategic planning and fiscal management.

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Appendix 9
Corporate Office
Services

General:

Management support, process review, and sharing of best practices.

HR:

Payroll, HR records, benefits, employee handbook, onboarding and termination paper work, best practices management (harassment policy, etc.)

Accounting and finance:

Banking, finance, payables, accounting records, monthly P and L's, any audits required, taxes, government financial reporting, credit management, investment management (Wood Gundy), credit applications.

Admissions:

Marketing and website support and development, blogs, social media support, advertising and admissions support center.

Counseling:

General counseling available online by a professional counselor. (Admissions, financial, academic and career counseling is done at the campus).

Academic:

Course developers to help ensure course objectives are met, to add interest and variety to the instructional process and material and ensure the courses are well adopted to online delivery.

Career services:

Provide opportunity for collaboration and sharing of best practices.

Professional development:

Kompass certificate courses online (These are courses designed to help a person in his or her existing career and are offered free other than a \$50 registration fee to graduates.)

Sharepoint management:

Share repository for items such as HR forms, policies and procedures.

Legal:

Assistance with any serious issues from suppliers, employee, or students. Trademark and patent issues, facility lease negotiation and review.

Advertising:

Marketing reports, analysis and planning.

IT:

Manage contract and service for student management system, Campuslogin. Establish procedures for access to Campus Login and rights. Negotiate system wide contracts for other software services.

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Appendix 10

**PGWP (Post
Graduate Work
Permit) Student
Acknowledgement;
International
Student Agent
Agreement; Agent
Referral Form**

Post Graduate Work Permit Student Acknowledgement

International Student Information

1. Completion of your program of choice does NOT guarantee a Post Graduate Work Permit. All programs at Herzing College Montreal qualify for the PGWP, but every student's situation is looked at individually. Information about the Post Graduate Work Permit can be found at the Citizenship and Immigration Canada website. <https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/work/after-graduation.html>
2. Overall employment rates do not guarantee employment in Canada or anywhere else. They are based on statistics from the Montreal campuses but are not intended to guarantee employment.

International students are required to:

1. Ensure that they are able to communicate adequately in one of the two official languages, otherwise their internship must be held at the college.
2. Make an appointment with our Internship Coordinator twenty (20) weeks prior to the start of their internship; To confirm the status of their co-op work permit that is required before starting the internship.
3. Make an appointment with their Admissions Advisor 16 weeks before the expiry of their documents (CAQ, Study Permit).
4. Provide documents (CAQ, study permit, health insurance), as otherwise the student will be put on the waiting list.
5. Obtain health insurance valid for the duration of their studies through Herzing College health insurance provider.

Student Name

Student Signature

Date

June 10, 2020

AGENT # XXXXXXXX

Greetings from **Herzing College**, Canada!

Attached is your agent agreement. If you are in agreement, **please sign and return the agreement (by fax, email or mail) to us as soon as possible.**

Should you require additional promotional material or if you have questions regarding our college, programs or services, please visit the Herzing College website at **www.herzing.ca** or contact me directly.

I look forward to a successful working relationship.

Regards,



Tony Lo Manto
Director of Admissions

Please Refer to your Agent name and number when corresponding with Herzing College

INTERNATIONAL STUDENT AGENT AGREEMENT

You are authorized to recruit international students on behalf of Herzing College Canada. The International Office will provide you with:

1. Appropriate promotional material
2. Authorization letter
3. College orientation program
4. Assistance with international recruitment related issues, such as fee structure, admission cycle, and contacts.

You agree to:

1. Recruit only international students who you believe meet the academic and admission requirements of the College;
2. Represent the College in a professional and courteous manner and maintain a professional image at all times;
3. Pre-screen potential applicants to ensure their eligibility to enter Canada on a study visa.
4. Abide by any local regulations in your country and region in the conduct of your activities with respect to recruiting students.
5. You agree to not charge students for services related to referring them to Herzing College.
6. If a student's status changes during the course of his/her studies, you agree to replace expired documents.
7. Abide by the policies of Herzing College as promulgated from time to time.

In exchange for your services, the International Office of Herzing College will pay you 15% of the tuition fee collected from each student you recruit, subject to the following:

- The 15% includes all applicable taxes. You agree that you are operating an independent business and you are completely responsible for all of your own expenses. The College will not be responsible for any costs incurred by the agent while performing or attempting to perform any of the activities outlined in this agreement.
- **The payment of all tuition and fees is to be made by the student directly to Herzing College or by cheque, money order or transfer to the order of Herzing College.**

Montreal Campus

- **For all programs: The student must start class, pay all Administrative fees, pay tuition for the first 26 weeks, and be in school 30 days prior to the College issuing a cheque or transfer for 15 % of the program tuition contract amount. Once payment has been received by the College, a list of students will be sent to the agent by the college for invoicing. If the agent's invoice is generated from this approved list, the cheque or wire for 15% will be issued to the agent within 30 days. Any student NOT on the list can be treated on a separate invoice, as they will not have been preapproved and will cause further delays. The agent must send an invoice for the commission amount no later than 4 months after the student has started their program.**

Ottawa and Toronto Campus

- **The student must start class and pay for all International fees including 20% of the total program contract amount, prior to the College issuing a check for 15% of the program contract amount. Once payment has been received by the College, a check for 15% will be issued to the agent within 30 days. The agent must send an invoice for the commission amount no later than 4 months after the student has started their program.**
- This is a one-time only fee for service and does not apply to returning International students in Canada or students taking additional courses or programs.

The period of this agreement is from the date indicated. Either party, for any reason, with written notification can terminate this agreement. In the event of termination of this agreement, any monies earned by the agent for students already enrolled will be paid to the agent as the tuitions are paid and earned.

The address, phone, and e-mail of the agent is as indicated below and the College is to be informed immediately of any changes.

Agent Name:

Address:

Phone:

Mobile:

Fax :

E-mail :

Web site:

X



For:
Date: May 6th, 2019

Tony Lo Manto
Director of Admissions
For: Herzing College
Date: May 6th, 2019

June 10, 2020

AGENT # XXXXXXXX

TO WHOM IT MAY CONCERN:

Please be advised that **XXXXXXXX** has been authorized to act as an International Student Agent on behalf of **Herzing College**, Canada.

In this capacity **XXXXXXXX** is qualified to represent our College with respect to the International Student Program on admission information, developing business and industry linkages and providing general information and assistance to individuals or groups who may be interested in our College. Please provide **XXXXXXXX** with the cooperation, discounts and assistance that you would normally provide to an Educational Representative from Canada.

Should you have any concerns or questions regarding **XXXXXXXX** please contact this office immediately by telephone at (514) 935-7494, by email at tlomanto@mtl.herzing.ca or by fax at (514) 933-6182. Thank you for your anticipated cooperation.

Regards,



Tony Lo Manto
Director of Admissions

HERZING
COLLEGE



Appendix 11
Enrolment Contract

Enrollment Contract (Draft including Degree enrollment 022022)

This Enrollment Contract is subject to the Private Career Colleges Act, 2005 and the regulations made under the Act

The undersigned applicant hereby makes application as a student of **Herzing College** as of: (today's date) for training for the following:

APPLICANT INFORMATION

MR. MISS MRS. MS.

Name: _____ Date of Birth: _____

Mailing Address:

City: _____ Province: _____ Postal Code: _____

Phone: _____ Alternative Phone: _____ Email Address: _____

Permanent Address (if different from mailing address):

City: _____ Province: _____ Postal Code: _____

Country: _____ Phone: _____

PROGRAM INFORMATION

Name of Program: _____

Diploma Start Date: _____ Diploma End Date: _____

Degree Start Date: _____ Degree End Date (estimated): _____

Resident Modality

Class Meets on the Following Days: Monday to Friday Monday to Thursday

Class Times: _____

Online Modality

Credential to be awarded upon Successful Completion of Program: Certificate Diploma Degree

Language of Instruction: _____ Location of Practicum: _____

ADMISSION REQUIREMENTS

Diploma Programs	Degree Programs
<input type="checkbox"/> Diploma Program: Have an Ontario Secondary School Diploma or equivalent; or <input type="checkbox"/> Be at least 18 years of age and pass a Superintendent approved qualifying test	Refer to the Student Manual for degree requirements for Admission.

This application is submitted as a Canadian Citizen Landed Immigrant Other

I have interviewed the applicant and certify that in my judgment the applicant meets the requirements and standards of the college. I recommend this applicant for acceptance as a student on the basis of this Contract. I further state that I have made no

I have read and understand this Enrollment Contract including the Terms and Conditions of Enrollment set forth on the following pages and I acknowledge that no verbal statements have been made contrary to what is contained in this Enrollment

verbal statements or promises, which are contrary to the terms set forth in this Enrollment Contract. Contract.

Admissions Advisor _____ Date _____

Student _____ Date _____

PAYMENT SCHEDULE

A \$500 Registration Fee is due at the time of enrollment and is credited toward total tuition.

Students enrolled in certain programs may be eligible for financial assistance. Note: Your eligibility for assistance is determined solely by the Ontario Student Assistance Program and not by the college. If a student exercises their right to self-direct the loan, this student will be treated as a self-paying student at the college. For programs approved for student loan purposes, the Payment Schedule may be complete upon confirmation of the loan award amount.

Diploma Program Fees

Registration fee:	_____	Other Compulsory Fees:	_____
Tuition fees:	_____	Field Trips:	_____
Book fees:	_____	Professional Exam Fees:	_____
Expendable supplies:	_____	Optional Fees:	_____
Uniform & Equipment:	_____		
Total fees:	_____		

Degree Program Fees

Semester Tuition fees:	_____	International Fees:	_____
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The Program Costs are payable in equal consecutive monthly payments of \$_____ starting the first day of class until balance of the Program Fees has been paid in full. I hereby undertake and agree to pay, or see to payment of, the fees indicated above in accordance with the terms of this Enrollment Contract. I understand if the financial assistance or the other benefits I have applied for do not cover the total cost of the Program Fees that I am liable for the uncovered cost and will make provisions to pay same.

Herzing College reserves the right to charge a student \$_____/Week for the scheduled length of a course to retake failed courses.

The student plans to apply for the following financial assistance:

Canada-Ontario Integrated Student Loan Bank Loan Other: _____

Or

Self-funded Second Career (MTCU) Other: _____

Program Fees include Course Material Fees for e-books and other textual materials provided in class.

Acknowledgement

I, _____, acknowledge that I have received a copy of:

- The Statement of Students' Rights and Responsibilities Issued by the Superintendent of Private Career Colleges
- The Consent to Use of Personal Information
- The Payment Schedule
- The College's Fee Refund Policy
- The College's Student Complaint Procedure
- The College's Policy Relating to the Expulsion of Students
- The College's Policy relating to Sexual Violence

(Signature of Student)

Date

Herzing College does not guarantee employment for any student who successfully completes a vocational program offered by Herzing College.

It is understood that fees are payable in accordance with the fees specified in this Enrollment Contract and all payments of fees shall become due forthwith upon a statement of accounting being rendered. **Herzing College** reserves the right to cancel this Enrollment Contract if the undersigned student does not attend classes during the first 14 days of the program begins. **For information regarding cancellation of this Enrollment Contract and refunds of fees paid, see section 25 to 33 of O. Reg. 415/06 made under the Private Career Colleges Act, 2005.**

The student is entitled to receive a copy of the signed contract immediately after it is signed.

I certify that I have read, understood, and have received a copy of this Enrollment Contract.

The undersigned student hereby undertakes and agrees to pay, or see to payment of, the fees specified in this Enrollment Contract in accordance with the terms of this Enrollment Contract.

(Signature of Student)

Date

Herzing College agrees to supply program to the above-named student upon the terms herein mentioned. **Herzing College** may cancel this Enrollment Contract if the above-named student does not meet the admission requirements before the program begins.

(Admissions Signature)

Date

Consent to Use of Personal Information

Private career colleges (PCCs) must be registered under the *Private Career Colleges Act, 2005*, which is administered by the Superintendent of Private Career Colleges. The Act protects students by requiring PCCs to follow specific rules on, for example, fee refunds, training completions if the PCC closes, qualifications of instructors, access to transcripts and advertising. It also requires PCCs to publish and meet certain performance objectives that may be required by the Superintendent for their vocational programs. This information may be used by other students when they are deciding where to obtain their training. The consent set out below will help the Superintendent to ensure that current and future students receive the protection provided by the Act.

I, _____, allow Herzing College to give my name, address, telephone number, e-mail address and other contact information to the Superintendent of Private Career Colleges for the purposes checked below:

- To advise me of my rights under the *Private Career Colleges Act, 2005* including my rights to a refund of fees, access to transcripts and a formal student complaint procedure; and
- To determine whether Herzing College has met the performance objectives required by the Superintendent for its vocational programs

I understand that I can refuse to sign this consent form and that I can withdraw my consent at any time for future uses of my personal information by writing to Herzing College. I understand that if I refuse or withdraw my consent the Superintendent may not be able to contact me to inform me of my rights under the Act or collect information to help potential students make informed decisions about their educational choices.

(Name of Student)

(Signature of Student)

Date

TERMS AND CONDITIONS OF ENROLLMENT**THIS ENROLLMENT CONTRACT IS SUBJECT TO THE PRIVATE CAREER COLLEGES ACT, 2005 AND THE REGULATIONS MADE THEREUNDER.**

The College provides career services to assist graduates wherever possible to obtain suitable employment. The graduate is entitled to these services upon graduation and payment of fees in full. These services are offered as long as the student wishes to avail himself/herself of them, and the student follows the policies and procedures of the career services department. The services consist of the following:

1. Assistance in developing an appropriate resume.
2. Assistance with preparing for interviewing.
3. Reviewing the progress and results of interviewing.
4. Assistance in identifying potential employers.
5. Referring students to employers requesting graduates if any such requests are received.

THE OBLIGATIONS OF THE APPLICANT/STUDENT ARE:

- A. To comply with all the rules and guidelines set forth in the Student Handbook located on the Herzing College Student Portal site.
- B. To attend classes regularly and to perform all lessons and assignments to the best of his/her ability.
- C. To make all payments provided for in this agreement. (Failure to attend classes or complete assignments does not affect your obligation to make payments).
- D. Should the student for any reason find it necessary to cancel this registration or withdraw from study, the student must provide notice in WRITING to the College administration. Ceasing to attend classes or verbally notifying a teacher or the office of the intention not to continue does not constitute withdrawal. This agreement shall be in full force and effect until the College is in full receipt of written notification of cancellation by the student. Once written notification has been received, the withdrawal will then be handled in accordance with the Regulation of the Private Career Colleges Act, 2005, Fee Refund Policy as Prescribed under sections 25 to 33 of O.Reg.415/06, which are attached. (Note: Once a student has completed one half of the entire program of 12 months or less, he or she will be liable for the total fee for the course. If the program is longer than 12 months, the student will be obligated for 12 months of fees after completing 6 months of the program)

THE OBLIGATIONS OF THE COLLEGE ARE:

- A. To hold classes and provide instruction for the course period as specified on the first page of this contract.
- B. To provide applicants with the loan repayment history of their program.
- C. To provide students with a statement of their financial account with the College upon request and to issue refunds in conformance with regulations referred to above and as attached.
- D. To provide grades and progress reports on a timely basis.
- E. To maintain students' academic transcripts or provide for their maintenance for 25 years.
- F. To provide a diploma (or certificate as appropriate) to all students successfully completing the program and paying all fees.
- G. To provide the career services to graduates referred to above.

OTHER PROVISIONS:

The college reserves the right to dismiss any student in accordance with the Student Expulsion Policy Guide.

It is understood that the "Enrollment Contract" and the "Terms and Conditions" constitute this entire agreement between the student and the College. The Enrollment Contract may only be amended by written agreement and signed both by the student and on behalf of the College by the President/Director of the College and not by verbal agreement.

STUDENT GRIEVANCE AND COMPLAINT PROCEDURES

Should a student have a concern, a complaint, or a dispute during their studies pertaining to their instructor, a class, their program, an administrator at the college, or any action, there are two ways to voice that concern. The first is an informal method whereby the student seeks out a resolution with the appropriate individual. If a resolution is provided, there is no need to further the situation. If a satisfactory resolution is not achieved, the student should submit a formal complaint/grievance in accordance with the following guidelines.

1. Grievances/Complaints may be addressed to the senior person in the office which the matter pertains:
Academic Dean: Nabila Khalid (nkalid@tor.herzing.ca)
Director of Admissions: Sonia Kaushal (skaushal@tor.herzing.ca)
Director of Career Development: Byron Thomas (bthomas@tor.herzing.ca)
Director of Educational Funding: Lesli Hovious (lhovious@tor.herzing.ca)
Campus President: Sonia Kaushal (skaushal@tor.herzing.ca)
2. A Grievance/Complaint form, which can be accompanied by a formal written letter, should be filled out and submitted within 15 calendar days of the occurrence of the matter about which the grievance/complaint is being made. A student should describe briefly, but completely, the nature of the grievance/ complaint and the solution sought.
3. Once a Grievance/Complaint form has been lodged in writing, the student and/or a representative may make an oral submission which will be transcribed into the complaint form and submitted for them if necessary. A resolution to the complaint will be provided by the college within seven days from the day the complaint was received.
4. Grievances/Complaints addressed to an official of the College other than the Campus President may be resubmitted to the Campus President, Sonia Kaushal (skaushal@tor.herzing.ca) if the complainant is not satisfied with the resolution. The Campus President will render a written decision including the reasons for the decisions within seven days of receipt of the complaint.
5. If not satisfied with the decision of the Campus President or the grievance or complaint is in regard to the Campus President, the student may appeal a Grievance/Complaint to an Appeals Board composed of three (3) staff members, none of whom have been instructors of the student, two of whom will be appointed by the College President and one of whom can be selected by the student.

Any such appeal must be made within thirty (30) days for a grade, probation, penalty, or suspension and within three (3) months for a termination. A request to be heard before the Appeal Board must be in writing to the College President and it must set forth in significant detail the basis for the appeal. An Appeal Board hearing will be held within two weeks from the day the appeal board request was received by the college. The appealing student is permitted to have the assistance of a representative in front of the Appeal Board and provide additional evidence to support his/her case. A written decision of the Appeal Board will be provided within seven days from the day of the Appeal Board Hearing or any adjournment thereof.

6. If not satisfied with the decision at the campus level or the grievance or complaint is in regard to the Campus President, the student may send a written appeal to the Home Office, attention Vice President of Canadian Operations, Frank Cianciaruso (frankc@herzing.ca) or the College President, Henry Herzing (hherzing@herzing.ca) and the respective officer in the Home Office will attempt to render a decision within seven days and the decision will be issued to the student in writing with reasons for the decision. However, any student appeal to the Home Office regarding a decision of an Appeals Board may only be based upon an allegation or allegations of improper procedure or prejudice by the Appeal Board and not as to an interpretation and decision relative to the facts of the case.
7. The Grievance/Complaint form will be filed in a central Grievance/Complaint file at the College, a copy will be placed in the student's file, and a copy of any actions will be provided to the student at each stage of the process. All Grievance/ Complaint files are kept at the campus for a minimum of three years.
8. Upon completion of the formal appeal procedures, if the student is not satisfied with the College's efforts to resolve the issue, the student may take the complaint with all documentation of the process to date to the Superintendent of Private Career Colleges provided the student is attending a program approved under the **Private Career Colleges Act, 2005 (PCCA, 2005)**.
9. **After following the above procedures, any unresolved dispute or claim (including physical or personal injury, mental anguish, etc., of any kind) by or between a student and Herzing College (or any of the College Employees, officers, directors, or staff) arising from, or pertaining to, enrollment in, and/or participating in, any education program offered by Herzing College shall be resolved by binding arbitration by a single arbitrator mutually appointed by the student and the college. In the event the parties cannot agree on the selection of an arbitrator, one will be selected by the Canadian Arbitration Association. The arbitrator selected will make a final determination binding upon both parties. In the event the student brings the claim for arbitration the student shall pay 50% of the arbitrator's fees unless otherwise determined by the arbitrator.**

STUDENT EXPULSION POLICY GUIDE

Herzing College is committed to taking all reasonable steps to ensure the students have the opportunity to successfully complete their programs. The College has a commitment to ensure that all students are treated fairly and equitably. Students who do not support the academic and ethical goals of the College for themselves and their fellow students may be subject to penalties, up to and including expulsion. In general, the College will attempt to resolve a situation without expulsion. Verbal warning, written warnings and suspension may precede this final and most serious of actions. Where the College deems the integrity, safety or wellbeing of the College, students, staff, clients, visitors, and other guests is in danger then expulsion may be applied at the College's discretion at any point in the process. In conjunction with this policy, the College will have to ensure that students receive and are aware of its code of conduct, its academic policy, and its attendance policy.

The following outlines the conditions under which a student may be expelled with cause:

- ACADEMIC DISHONESTY** (i.e.: cheating – plagiarism – unapproved collaboration – alteration of records, etc.)
- OUTSTANDING FEES** (Students must stay in good financial standing with educational funding office)
- CODE OF CONDUCT** (All students are required to adhere to the College's published code of conduct. . Students who are found under the influence of drugs and/or alcohol or carrying weapons will be subject to immediate expulsion.)
- SIGNIFICANT OMISSIONS OR ERRORS IN ADMISSIONS DOCUMENTATION** (The College has a responsibility to ensure students have been admitted in accordance with the registration requirements for the program. Students who knowingly misrepresent their applications are subject to immediate expulsion.)
- ACADEMIC STANDING** (Students who fail to achieve the required academic standing in their programs may be expelled from the program. The College may at its discretion offer alternatives to a student and these are outlined in the academic policies for the program of study.)
- ATTENDANCE** (Students must achieve the required attendance as stated in college policy or be subject to expulsion.)
- HARASSMENT OR DISCRIMINATION** (The College does not condone harassment or discrimination of any student, staff, client or visitor to the College. In determining what constitutes harassment or discrimination, the College refers to The Provincial Human Rights Code. Students requiring more specific information may refer to the specific code as posted on the Provincial website.)
- MISUSE OF COLLEGE PROPERTY** (Students who damage, misuse, steal or otherwise use the property in a way that is prohibited may be expelled and required to make restitution.)
- ENDANGERMENT OF STAFF OR STUDENTS** (Students who by action or neglect in any way endanger the safety of themselves or others may be expelled.)

Prior to expulsion, depending on the severity and nature of the situation, the College may take intermediate steps at its discretion including **Verbal warning – written warning – suspension**

Fee Refund Policy as Prescribed under s. 25 to 33 of O. Reg. 415/06**Full refunds**

25. (1) A private career college shall refund all of the fees paid by a student under a contract for the provision of a vocational program in the following circumstances:
1. The contract is rescinded by a person within two days of receiving a copy of the contract in accordance with section 36 of the Act.
 2. The private career college discontinues the vocational program before the student completes the program, subject to subsection (2).
 3. The private career college charges or collects the fees,
 - i. before the registration was issued for the college under the Act or before the vocational program was approved by the Superintendent, or
 - ii. before entering into a contract for the provision of the vocational program with the student, unless the fee is collected under subsection 44 (3).
 4. The private career college expels the student from the college in a manner or for reasons that are contrary to the college's expulsion policy.
 5. The private career college employs an instructor who is not qualified to teach all or part of the program under section 41.
 6. The contract is rendered void under subsection 18 (2) or under section 22.
 7. If a private career college fails to, or does not accurately, provide in the itemized list provided to the Superintendent under section 43 a fee item corresponding to a fee paid by a student for the provision of a vocational program, the college shall pay the student,
 - i. in the case of an item not provided by the college, the full amount of the fee for the item, and
 - ii. in the case of a fee in excess of the amount of the fee provided for the item, the difference between the amount of the fee for the item provided to the Superintendent and the fee collected.
- (2) A full refund is not payable in the circumstances described in paragraph 2 of subsection (1) if the discontinuance of the vocational program coincides with the private career college ceasing to operate.
- (3) A refund is not payable under paragraphs 1 to 6 of subsection (1) unless the student gives the private career college a written demand for the refund.
- (4) A refund under subsection (1) is payable by the private career college within 30 days of the day the student delivers to the college,
 - (a) in the case of a rescission under section 36 of the Act, notice of the rescission; or
 - (b) in the case of a refund under paragraphs 2 to 6 of subsection (1), a written demand for the refund.

Partial refund where student does not commence program

26. (1) If a student is admitted to a vocational program, pays fees to the private career college in respect of the program and subsequently does not commence the program, the college shall refund part of the fees paid by the student in the following circumstances:
1. The student gives the college notice that he or she is withdrawing from the program before the day the vocational program commences.
 2. In the case of a student who is admitted to a vocational program on the condition that the student meet specified admission requirements before the day the program commences, the student fails to meet the requirements before that day.

3. The student does not attend the program during the first 14 days that follow the day the program commenced and the college gives written notice to the student that it is cancelling the contract no later than 45 days after the day the program has commenced.
- (2) The amount of a refund under subsection (1) shall be an amount that is equal to the full amount paid by the student for the vocational program, less an amount equal to the lesser of 20 per cent of the full amount of the fee and \$500.
- (3) A refund under subsection (1) is payable,
 - (a) in the case of a refund under paragraph 1 of subsection (1), within 30 days of the day the student gives notice of withdrawing from the program;
 - (b) in the case of a refund under paragraph 2 of subsection (1), within 30 days of the day the vocational program commences; and
 - (c) in the case of a refund under paragraph 3 of subsection (1), within 45 days of the day the vocational program commences.
- (4) For the purposes of paragraph 3 of subsection (1), it is a condition of a contract for the provision of a vocational program that the private career college may cancel the contract within 45 days of the day the vocational program commences if the person who entered the contract with the college fails to attend the program during the 14 days that follow the day the vocational program commences.
- (5) A private career college that wishes to cancel a contract in accordance with subsection (4) shall give written notice of the cancellation to the other party to the contract within 45 days of the day the vocational program commences.

Partial refunds: withdrawals and expulsions after program commenced

27. (1) A private career college shall give a student who commences a vocational program a refund of part of the fees paid in respect of the program if, at a time during the program determined under subsection (3),
 - (a) the student withdraws from the program after the program has commenced; or
 - (b) the student is expelled from the program in circumstances where the expulsion is permitted under the private career college's expulsion policy.
- (2) This section does not apply to vocational programs described in sections 28 and 29.
- (3) A private career college shall pay a partial refund under this section only if the withdrawal or expulsion from the vocational program occurs at a time during the program determined in accordance with the following rules:
 1. In the case of a vocational program that is less than 12 months in duration, the withdrawal or expulsion occurs during the first half of the program.
 2. In the case of a vocational program that is 12 months or more in duration,
 - i. for the first 12 months in the duration of the program and for every subsequent full 12 months in the program, the withdrawal or expulsion occurs during the first six months of that 12-month period, and
 - ii. for any period in the duration of the vocational program remaining after the last 12-month period referred to in subparagraph i has elapsed, the withdrawal or expulsion occurs in the first half of the period.
- (4) If the student withdraws or is expelled from a vocational program within the first half of a period referred to in subsection (3), the amount of the refund that the private career college shall pay the student shall be equal to the full amount of the fees paid in respect of the program less,
 - (a) an amount that is equal to the lesser of 20 per cent of the full amount of the fees in respect of the program and \$500; and
 - (b) the portion of the fees in respect of the portion of the period that had elapsed at the time of the withdrawal or expulsion.

- (5) If the student withdraws or is expelled from a vocational program during the second half of a period referred to in subsection (3), the private career college is not required to pay the student any refund in respect of that period.
- (6) A private career college shall refund the full amount of fees paid in respect of a period that had not yet commenced at the time of the withdrawal or expulsion.

Partial refunds: distance education programs

28. (1) This section applies to a vocational program that is offered by mail, on the internet or by other similar means.
- (2) A private career college shall give a student who commences a vocational program referred to in subsection (1) a refund of part of the fees paid in respect of the program if,
 - (a) the student withdraws from the program, or the student is expelled from the program in circumstances where the expulsion is permitted under the private career college's expulsion policy; and
 - (b) at the time of the withdrawal or expulsion, the student has not submitted to the private career college all examinations that are required in order to complete the program.
- (3) The amount of the refund that a private career college shall give a student under subsection (1) shall be determined in accordance with the following rules:
 1. Determine the total number of segments in the vocational program for which an evaluation is required.
 2. Of the total number of program segments determined under paragraph 1, determine the number of segments in respect of which an evaluation has been returned to the student.
 3. The amount of the refund that the private career college shall pay the student shall be equal to the full amount of the fees paid in respect of the program less,
 - i. an amount that is equal to the lesser of 20 per cent of the full amount of the fees in respect of the program and \$500, and
 - ii. the portion of the fees in respect of the number of segments determined under paragraph 2.
- (4) A private career college is not required to give a student any refund if the student, at the time of withdrawal or expulsion, has been evaluated in respect of more than half of the total number of segments in the program.

Partial refunds: non-continuous programs

1. This section applies to a vocational program approved by the Superintendent to be provided through a fixed number of hours of instruction over an indeterminate period of time.

A private career college shall give a student who commences a vocational program referred to in subsection (1) a refund of part of the fees paid in respect of the program if, before completing the required number of hours of instruction,

the student has given the college notice that he or she is withdrawing from the program; or

the student is expelled from the program in circumstances where the expulsion is permitted under the private career college's expulsion policy.

The amount of the refund that a private career college shall give a student under subsection (1) shall be equal to the full amount of the fees paid in respect of the program less,

11 Kodiak Cres. Toronto,

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an amount that is equal to the lesser of 20 per cent of the full amount of the fees in respect of the program and \$500; and

a portion of the fees in respect of the program that is proportional to the number of hours of instruction that have elapsed at the time of the withdrawal or expulsion.

A private career college is not required to give a student any refund if the student, at the time of withdrawal or expulsion, has completed more than half of the required number of hours of instruction in a program.

No retention of refund

A private career college shall not retain, by way of deduction or set-off, any refund of fees payable to a student under sections 25 to 29 in order to recover an amount owed by the student in respect of any service or program other than a vocational program offered by the private career college.

Treatment of books and equipment

In calculating a refund under sections 25 to 29, a private career college may retain the retail cost of books or equipment that the private career college supplied to the student if the student,

fails to return the books or equipment to the private career college within 10 days of the student's withdrawal or expulsion from the program, or

returns the books or equipment to the private career college within the 10-day period referred to clause (a), but fails to return it unopened or in the same state it was in when supplied.

Refund for international students

A notice to a private career college that is provided by or on behalf of an international student or of a prospective international student and that states that the student has not been issued a temporary resident visa as a member of the student class under the Immigration and Refugee Protection Act (Canada) is deemed to be,

notice of a rescission of the contract for the purposes of section 36 of the Act if the notice is given within two days of receiving a copy of the contract; and

notice that the student is withdrawing from the program for the purposes of paragraph 1 of subsection 26 or clause 29 (2) (a) if the notice is received on or before half of the duration of the program has elapsed.

Currency

Any refund of fees that a private career college is required to pay under the Act shall be paid in Canadian dollars.

Fees are charged for degree programs on a semester basis. Withdrawals in the first two weeks will not incur tuition costs. Fee increases will not be implemented without a one semester period of notice.

SEXUAL VIOLENCE POLICY

Effective Date: January 1, 2017

Review Date: December 12, 2016

1. Purpose

- 1.1 Herzing college is committed to providing its students with an educational environment free from sexual violence, treating its students who report incidents of sexual violence with dignity and respect and appropriately accommodating the needs of students who are affected by sexual violence.
- 1.2 Herzing College has adopted this sexual violence policy which defines sexual violence and outlines the colleges reporting, investigation, training and disciplinary responses to complaints of sexual violence made by students that have occurred on campus or at a Herzing College hosted event.
- 1.3 The person accused of engaging in sexual violence will be referred to as the “Respondent” and the person making the allegation as the “Complainant”.

2. Definitions

- 2.1 **Sexual Violence** - Sexual violence means any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.
- 2.2 **Consent**- The Criminal Code of Canada defines consent as the voluntary agreement of the complainant to engage in the sexual activity in question. The code also outlines that no consent is obtained if; the agreement is expressed by the words or conduct of a person other than the complainant, the complainant is incapable of consenting to the activity, the accused counsels or incites the complainant to engage in the activity by abusing a position of trust, power or authority, the complainant expresses by words or conduct, a lack of agreement to engage in the activity, or the complainant, having consented to the activity previously, expresses by words or conduct, a lack of agreement to continue to engage. It is important to know that these are not the only ways where no consent is obtained, and there may be other circumstances
- 2.3 **Sexual Assault**- is any assault of sexual nature that violates a person’s sexual integrity
- 2.4 **Sexual Harassment**- is a form of discrimination that involves unwanted behavior that intimidates or causes another person offence or humiliation. It is vexatious comment or conduct that is known or ought to be known to be unwelcome. Sexual Harassment can take on a variety of forms including cyber-harassment

- 2.5 **Stalking**- is defined as criminal harassment under the Criminal Code of Canada. It can consist of repeatedly following from place to place the person or anyone known to them, repeatedly communicating with, directly or indirectly, the person or anyone known to them, besetting or watching the dwelling house, or place where the person or anyone known to

11 Kodiak Cres.
Toronto, ON M3J 3E5

them, resides, works, carries on business or happens to be, or engaging in threatening conduct directed at the other person or any member of their family.

- 2.6 **Voyeurism**- The Criminal Code of Canada defines voyeurism as anyone who surreptitiously observes –including by mechanical or electronic means- or makes visual recordings of person who is in circumstances that give rise to a reasonable expectation of privacy
- 2.7 **Sexual Exploitation**- any person who commits an offence who is in a position of trust or authority towards a young person who for a sexual purpose touches, directly or indirectly, with a part of the bod or with an object, any part of the body of the young person, or for sexual purposes, invites, counsels, or incites a young person to touch, directly or indirectly, with a part of the body or object, the body of any person including the body of the person who invites counsels or incites.

3. Training, Reporting and Responding to Sexual Violence

- 3.1 Herzing College shall include a copy of the Sexual Violence Policy in every contract made between it and its students, and provide a copy of the Sexual Violence Policy to career college management (corporate directors, controlling shareholders, owners, partners, other persons who manage or direct the career college's affairs, and their agents), instructors, staff, other employees and contractors and train them about the policy and its processes of reporting, investigating and responding to complaints of sexual violence involving its students.

3.2 The Sexual Violence Policy shall be published on Herzing College's website

3.3 Herzing College management, instructors, staff, other employees and contractors will report incidents or complaints of sexual violence to Robin Day (Herzing College Sexual Violence Designate, rday@herzing.ca (Robin Day) upon becoming aware of them

3.4 Students who have been affected by sexual violence or who need information about support services should contact Sonia Kaushal (skaushal@tor.herzing.ca)

3.5 Subject to section 4 below, Herzing College will attempt to keep all personal information of persons involved in the investigation confidential except in those circumstances where it

believes an individual is at imminent risk of self-harm, or of harming another, or there are reasonable grounds to believe that others on its campus or the broader community are at risk. This will be done by:

- (i) ensuring that all complaints/reports and information gathered as a result of the complaint/reports will be only available to those who need to know for purposes of investigation, implementing safety measures and other circumstances that arise from any given case; and

- (ii) ensuring that the documentation is kept in a separate file from that of the Complainant/student or the Respondent.

3.6 Herzing College recognizes the right of the Complainant not to report an incident or make a complaint about sexual violence or not request an investigation and not to participate in any investigation that may occur.

3.7 Notwithstanding 3.6, in certain circumstances, Herzing College may be required by law or its

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internal policies to initiate an internal investigation and/or inform police without the complainant's consent if it believes the safety of members of its campus or the broader community is at risk.

3.8 In all cases, including 3.6 above, Herzing College will appropriately accommodate the needs of its students who are affected by sexual violence. Students seeking accommodation should contact Sonia Kaushal (skaushal@tor.herzing.ca)

In this regard, Herzing College will assist students who have experienced sexual violence in obtaining counselling and medical care, and provide them with information about sexual violence supports and services available in the community as set out in **Appendix A** attached hereto. Students are not required to file a formal complaint in order to access supports and services.

4. Investigating Reports of Sexual Violence

4.1 Under this Sexual Violence Policy, any student of Herzing College may file a report of an incident or a complaint to Robin Day (rday@herzing.ca) in writing. The other officials, offices or departments that will be involved in the investigation are:

Sonia Kaushal, Campus President

Frank Cianciaruso, Vice President Operations

*In the event that the complaint is being made against the Campus President or the Vice President, the Campus President and/or Vice President will not be involved in the investigative process as an investigator

4.2 Upon receipt of a report of an incident or a complaint of alleged sexual violence being made, Alysha Doria will notify the Campus President and the Vice President, and promptly:

- 4.2.1 determine whether an investigation should proceed and if the Complainant wishes to participate in an investigation;
- 4.2.2 determine who should conduct the investigation having regard to the seriousness of the allegation and the parties involved;
- 4.2.3 determine whether the incident should be referred immediately to the police;

In such cases or where civil proceedings are commenced in respect of allegations of sexual violence, Herzing College may conduct its own independent investigation and make its own determination in accordance with its own policies and procedures; and

- 4.2.4 determine what interim measures ought to be put in place pending the investigation process such as removal of the Respondent or seeking alternate methods of providing necessary course studies.

4.3 Once an investigation is initiated, the following will occur:

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- 4.3.1 the Complainant and the Respondent will be advised that they may ask another person to be present throughout the investigation;
- 4.3.2 interviewing the Complainant to ensure a complete understanding of the allegation and gathering additional information that may not have been included in the written complaint such as the date and time of the incident, the persons involved, the names of any person who witnessed the incident and a complete description of what occurred;
- 4.3.3 informing and interviewing the Respondent of the complaint, providing details of the allegations and giving the Respondent an opportunity to respond to those allegations and to provide any witnesses the Respondent feels are essential to the investigation;
- 4.3.4 interviewing any person involved or who has, or may have, knowledge of the incident and any identified witnesses;
- 4.3.5 providing reasonable updates to the Complainant and the Respondent about the status of the investigation; and
- 4.3.6 following the investigation, the Herzing College Designate will:

- 4.3.6.1 review all of the evidence collected during the investigation;

4.3.6.2 determine whether sexual violence occurred; and if so

4.3.6.3 determine what disciplinary action, if any, should be taken as set out in Section 5 below.

5. Disciplinary Measures

5.1 If it is determined by Herzing College that the respondent did engage in sexual violence, immediate disciplinary or corrective action will be taken. This may include, but is not limited to:

- 5.1.1 Disciplinary action up to and including termination of employment of instructors or staff; or
- 5.1.2 Expulsion of a student; and/or
- 5.1.3 The placement of certain restrictions on the Respondents ability to access certain premises or facilities; and/or
- 5.1.4 Any other actions that may be appropriate in the circumstances

6. Appeal

6.1 If the Complainant or the Respondent is not satisfied with the decision, he or she may appeal the decision to an appeals board composed of three staff members (3), none of whom are an instructor of the student, two of whom will be appointed by the Campus President, and one selected by the Complainant or Respondent. If the complaint involves

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the Campus President, two of the appeal board members will be selected by the Vice President

6.2 Any such appeal must be made within thirty (30) days. A request to be heard before the Appeal Board must be in writing to the College President and it must set forth in significant detail the basis for the appeal. An Appeal Board hearing will be held within two weeks from the day the appeal board request was received by the college. The one making the appeal is permitted to have the assistance of a representative in front of the Appeal Board and provide additional evidence to support his/her case. A written decision of the Appeal Board will be provided within seven days from the day of the Appeal Board Hearing or any adjournment thereof.

6.3 If not satisfied with the decision of the appeal board, a written appeal may be sent to the Home Office, attention Vice President of Canadian Operations, Frank Cianciaruso (frankc@herzing.ca) or the College President, Henry Herzing (hherzing@herzing.ca) and the respective officer in the Home Office will attempt to render a decision within seven days issued in writing with reasons for the decision. However any appeal to the Home Office regarding a decision of an Appeals Board may only be based upon an allegation or allegations of improper procedure or prejudice by the Appeal Board and not as to an interpretation and decision relative to the facts of the case.

6.4 After following the above procedures, any unresolved dispute or claim (including physical or personal injury, mental anguish, etc., of any kind) by or between a student and Herzing College (or any of the College Employees, officers, directors, or staff) arising from, or pertaining to, enrolment in, and/or participating in, any education program offered by Herzing College shall be resolved by binding arbitration by a single arbitrator mutually appointed by the student and the college. In the event the parties cannot agree on the selection of an arbitrator, one will be selected by the Canadian Arbitration Association. The arbitrator selected will make a final determination binding upon both parties. In the event the student brings the claim for arbitration the student shall pay 50% of the arbitrator's fees unless otherwise determined by the arbitrator.

7. Making False Statements

7.1 It is a violation of this Sexual Violence Policy for anyone to knowingly make a false complaint of sexual violence or to provide false information about a complaint.

7.2 Individuals who violate this Sexual Violence Policy are subject to disciplinary and/or corrective action up to and including termination of employment of instructors or staff or expulsion of a student.

8. Reprisal

8.1 It is a violation of this Sexual Violence Policy to retaliate or threaten to retaliate against a complainant who has brought forward a complaint of sexual violence, provided information related to a complaint, or otherwise been involved in the complaint investigation process.

8.2 Individuals who violate the Sexual Violence Policy are subject to disciplinary and/or corrective action, up to and including termination of employment of instructors or staff or expulsion of a student.

9. Review

9.1 Herzing College Shall ensure that student input is taken into consideration when developing reviewing and amending the Sexual Violence Policy

9.2 Herzing College shall review its Sexual Violence Policy three years after the initial

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implementation and amend where appropriate

10. Collection of Student Data

10.1 Herzing College shall collect and be prepared to provide upon request by the Superintendent of Private Career Colleges such data and information as required according to Subsections 32.3 (8), (9) and (10) of Schedule 5 of the Private Career Colleges Act, 2005 as amended.

Appendix A:

[Hope 24/7 \(formerly the Sexual Assault/Rape Crisis Centre of Peel\)](#)

Crisis: 1-800-810-0180

Office: (905) 792-0821

<http://hope247.ca/>

[Women's Support Network of York Region](#)

1-800-263-6734

905-895-7313

[Distress Centers of Toronto](#)

Toronto, ON, M5C

2J4 416-408-4357

www.torontodistresscentre.com

[Toronto Rape Crisis Centre/Multicultural Women Against Rape](#)

Toronto, ON, M5T

2T2 416-597-1171

www.trccmwar.ca **[Assaulted](#)**

[Women's Helpline](#) Toronto,

ON, M5T 2W2

416-863-0511

www.awhl.org

[Working Women Community Centre - North York East Centre 5](#)

Fairview Mall Drive, Suite 478, Toronto, Ontario, M2J 2Z1

www.workingwomencc.org

[Catholic Family Services of Toronto - North Toronto Office - Phoenix Program, Violence Against Women Services](#)

Newtonbrook Plaza, 5799 Yonge St, Ste 300, Toronto, ON, M2M 3V3

www.cfstoronto.com

[Women's College Hospital](#)

76 Grenville St, Toronto, ON M5S 1B2

Switchboard 416-323-6400 * Patient Inquiry 416-323-6100

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Appendix 12
Online Requirements
Disclosure

HERZING COLLEGE

Online Requirements Disclosure

1. A minimum of 20 hours per week MUST be devoted to this program. To successfully complete most students will require more than this minimum.
2. For students taking Access some assignments continually build on the previous assignments therefore must be completed and marked before proceeding. This requires short deadlines which could require up to 3 or more assignments per week including discussion posts. You may need to start and submit an exercise during the same day. Apple/MAC versions of MS Office do not come with MS Access.
3. Test, midterms and final exams are only available for completion on a particular date (24 hour period). These dates will be made available at the start of the course. After activation of exam, the instructor specified exam length window is given before access is denied.
4. Attendance is recorded by submitting all assignments by the due date. Failure to submit assignments on time means that you are marked absent from the course for that week. Manitoba Advance Education and Training has instituted a policy that requires a Private Vocational Institution to withdraw any student who exceeds 10% absent hours of the total hours of the program.
5. Instructor information is provided on the website and response to your inquiries will be within 24 hours during the week. Some instructors may, at their discretion, respond during weekends.
6. With Flex-Ed both on-ground and online classes are running concurrently. You may join the on-ground class for one day or multiple days if desired. Advise your instructor when you are attending due to parking, classroom space, etc.
7. Textbooks are available online as an eBook. Multiple devices typically will be necessary to work simultaneously with a program and textbook. Establishing a separate study area within your environment will also assist in staying focused on your studies.
8. Computer Requirements:
 - Windows 7 or newer
 - MAC/Apple computers are **NOT** supported as they do not function with the software that is used in your course. (Microsoft Windows would be required to be installed in a dual-boot environment on a MAC with extensive configuration)
 - High speed internet connection such as cable modem or DSL
 - 2 GHz processor; 4 GB RAM; 8 GB free hard drive space
 - Use of webcam, speakers, and microphone required for presentations
 - The online system is optimized for desktop displays; tablet and smartphone users should use the Mobile Apps
 - Herzing College does not provide computer and software support for personal devices. You are responsible for your device's maintenance, upkeep, software installation, repairs, etc.

I have read, understood, and received a copy of the above guidelines.

Print Name

Signature

Date

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Appendix 13
Herzing Institutes of
Canada, Ltd. Audit
for 2020

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Appendix 14
Toronto Campus
Operating Statement
for 2020 (internal)

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Appendix 15
Audit Requirement
Policy

Resolution of the Board of Directors of Herzing Institutes of Canada, Ltd, (the Corporation) this 12 th day of November, 2021

The Board of Directors of the Corporation hereby pass the following resolution:

Whereas, Herzing College, Toronto Campus has applied for ministerial concert to offer a bachelor degree and

Whereas the ministry currently requires a financial audit of the Corporation completed by Independent Certified Public Accounting firm in order for it to be able to offer the diploma programs at Herzing College, Toronto Campus, and

Whereas it has been the policy to have an independent audit be completed in accordance with Canadian accounting standards for private enterprises of the Corporation's operations in the past,

It is hereby resolved there shall be an annual independent audit of the Corporations financial operations including a supplemental schedule of the revenue and expenses of the Herzing College, Toronto Campus.

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Appendix 16
Audit for Herzing
Holdings, Inc. For
2019

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Appendix 17
Herzing Institutes of
Canada, Ltd.
Guarantee

Resolution of the Board of Directors of Herzing Institutes of Canada, Ltd. Inc. this 12th day of November 2021.

The Board of Directors of Herzing Institutes of Canada, Ltd. hereby adopts the following resolution:

Whereas Herzing Institutes of Canada, Ltd. through Herzing College, Toronto Campus is in the process of submitting an application for ministerial consent to offer a bachelor degree in Ontario, and

Whereas it is important that the ministry be assured that students who enroll in the bachelor program will receive a quality education to complete the program, therefore

Be it hereby resolved:

Herzing Institutes of Canada, Ltd. will provide funds to Herzing College, Toronto Campus to the extent needed in the future to ensure that a quality education is provided through the scheduled completion date to any students enrolled in the bachelor degree program.

Certified a true copy,

A rectangular area of the document is completely redacted with a dense, black, grainy pattern, obscuring the signature of the Assistant Secretary.

Lori Gardener, Assistant Secretary

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Appendix 18
Herzing Holdings,
Inc. Guarantee

Resolution of the Board of Directors of Herzing Holdings, Inc., (the Corporation) this 15 th day of November, 2021

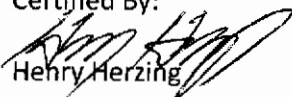
The Board of Directors of the Corporation hereby passes the following resolution:

Whereas, Herzing College, Toronto Campus has applied for ministerial consent to offer a bachelor's degree and

Whereas Herzing Holdings, Inc. wishes to support Herzing College, Toronto Campus in this effort,

It is hereby resolved: Herzing Holdings, Inc., for good and valuable consideration, hereby guarantees that the applied for program will be offered for sufficient time to complete its students on a normal schedule.

Certified By:


Henry Herzing

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Appendix 19

Process of Monthly Financial Reporting

Financial Reporting Policy

Herzing College provides regular internal monthly financial reporting to senior management. The reports are reviewed against the budgets and planning to ensure financial strength of the organization.

This applies to Herzing Institutes of Canada, Inc. and Herzing Institutes of Montreal, Ltd.

1. Management prepares an annual budget that includes student population for the next fiscal year, revenue, expenses. Planning includes fixed assets purchase planning, marketing, staffing requirements.
2. Regular reporting provided by the finance department include:
 - a) Weekly cash flow reporting
 - b) Monthly operating revenue and expenses compared to budget
 - c) Fixed asset purchased compared to budget
 - d) Key performance indicators such as student past due balances are reviewed monthly.
 - e) Other reports as required by government organizations, Herzing management are provided when requested.
3. The monthly operating revenue and expenses are provided in detail to the campus president and reviewed with Chief Operating Officer.

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Appendix 20

Most Likely Projection of Enrolments

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Appendix 21
Worst Case
Projection of
Enrolments

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Appendix 22
Herzing Institutes of
Canada, Ltd. -
Stipulating Financial
Reporting to the
Board of Governors

Resolution of the Board of Directors of Herzing Institutes of Canada, Ltd, (the Corporation) this 12th day of November 2021

The Board of Directors of the Corporation hereby passes the following resolution:

Whereas Herzing College, Toronto Campus has applied for ministerial consent to offer a bachelor degree, and

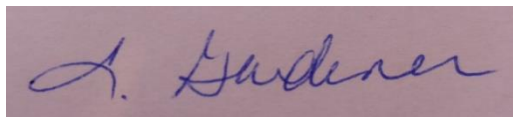
Whereas it is necessary to have a Board of Governors, representing student and public interest, which is in overall control of the College, its policies and curriculum, and

Whereas the Herzing College, Toronto Campus is part of the Corporation, and

Whereas it is important for the Board of Governors to have current financial information on the Corporation's performance and its balance sheet, it is therefore hereby resolved:

Resolved: The Board of Directors of the Corporation hereby directs management to provide a statement of current financial operating results and balance sheet to the Board of Governors at each of its meetings or upon request.

Certified a true copy:



Lori Gardener, Assistant Secretary