PEQAB
THE POSTSECONDARY EDUCATION QUALITY ASSESSMENT BOARD
COMMISSION D'ÉVALUATION DE LA QUALITÉ DE L'ÉDUCATION POSTSECONDAIRE

2026

Manual for Private, Out of Province and Other Institutions

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

Postsecondary Education Quality Assessment Board
315 Front Street West
15th Floor
Toronto, ON M7A 0B8
Telephone: 416-325-2422

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

Manual for Private, Out of Province and Other Institutions

This *Manual* is principally a guide for private, public and out of province organizations seeking consent of the Minister for a new program or consent renewal of a degree program pursuant to the *Post-secondary Education Choice and Excellence Act, 2000* (the Act). These are any organizations wishing to offer degree programming in Ontario that do not have an Act of Ontario legislation authorizing them to do so. Not all provisions apply to all types of organizations; most especially, PEQAB's process for private institutions includes an Organization Review (Sections 8 and 9), which typically does not apply to publicly assisted institutions in or out of province. Additionally, PEQAB's Organization Review provides the basis for PEQAB's Recommendation to the Minister when the Board receives a Ministerial referral under 7 (3) a of the Act, to review "other matters referred to it by the Minister and make recommendations."

This *Manual* outlines:

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

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

- Canadian quality assurance bodies, including the Ontario Universities Council on Quality Assurance (OUCQA), the Ontario College Quality Assurance Service (OCQAS), the Campus Alberta Quality Council (CAQC), the British Columbia Degree Quality Assessment Board (DQAB), the Maritime Provinces Higher Education Commission (MPHEC), the Saskatchewan Higher Education Quality Assessment Board (SHEQAB), Bureau de coóperation interuniversitaire (BCI) Quebec, Manitoba Ministry of Advanced Education and Training, Government of Northwest Territories' Department of Education, Culture and Employment, Indigenous Advanced Education & Skills Council (IAESC)
- Private and Out of Province Degrees in Ontario Group (POPDOG)

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

Postsecondary Education Quality Assessment Board Secretariat
315 Front Street West, 15th Floor, Toronto, ON M7A 0B8
Telephone: 416-325-2422 | E-mail: *peqab@ontario.ca*
Web: *http://www.peqab.ca*

Applications for the Minister's Consent

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

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

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

This *Manual* addresses only the Board's criteria and processes for the Review and Recommendation of applications referred to it by the Minister for degrees offered by private institutions, out of province and other institutions. Inquiries about the Act and its regulations, activities subject to the Act, and the Minister's requirements should be directed to the Universities Unit of the Postsecondary Education Programs Branch, Ministry of Colleges, Universities, Research Excellence and Security: postsecondaryeducationprogramsbranch@ontario.ca.

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1. Introduction

1.1 Quality Assessment in Context

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

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

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

1.2 Provincial, National and International Collaboration

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

The PEQAB framework is based on the best features of international frameworks, with modifications to suit the Ontario context. After its release, the PEQAB degree framework was adopted, with very minor modifications, for the review of undergraduate and graduate programs offered by Ontario public universities. Subsequently, the PEQAB Secretariat led a

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

ministry-wide initiative to develop a framework of all postsecondary qualifications offered in Ontario. The *Ontario Qualifications Framework (OQF)* is the only framework in Canada that includes descriptions of the full range of postsecondary education credentials, from certificates to doctoral degrees.

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

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

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

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

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

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

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

2. The Postsecondary Education Quality Assessment Board

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

2.1 Responsibilities and Legislative Requirements

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

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

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

2.2 Vision, Mission and Values

VISION: A stronger Ontario through high quality postsecondary student learning outcomes.

MISSION: To enhance the quality and integrity of Ontario's postsecondary education system.

VALUES:

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

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

2.3 Board Meetings

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

2.4 Secretariat

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

2.5 The PEQAB Website

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

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

3. Procedure for Review and Recommendation

3.1 Application Fees

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

The application fee, as determined by the Ministry, is $5,000 per application for a new program from Ontario's public institutions and $25,000 per application for a new program from private and out of province institutions. The application fee for program renewals is $5,000 regardless of the applicant type. An institution is invoiced the application fee once the Ministry refers it to PEQAB for quality assurance Review.

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

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

3.2 Review Fees and Charges

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

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

3.3 The Board's Procedures

This Section of the *Manual* includes a flowchart that outlines the process for reviewing an application to offer a degree program. Sections 5 through 9 describe the submission instructions, processes and Standards, benchmarks as well as documentation commonly submitted for Program Reviews.

3.4 Review Process

New Programs and Full Program Renewals

New programs and first program renewals undergo full Reviews by PEQAB as follows:
The Board receives the application, posts it on its website, gives a deadline for public comment, and strikes an External Expert Review Panel (EERP) for the Review, as appropriate and with input from the organization. The applicant institution is then informed of the composition of the EERP and is advised of any site visit. Agenda templates for the PEQAB in-person and virtual site visits can be found in **Appendix 13.1**.

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

Expedited Renewals

In addition to PEQAB's regular process for quality assurance in the context of consent renewals, PEQAB offers an expedited renewal process. Site visits and Program Evaluation Committee (PEC) recruitment are undertaken by the applicant institution. It is required that a PEQAB Senior Policy Advisor attends the PEC Orientation organized by the applicant institution. Orientations should take place at least 4-6 weeks in advance of the site visit, allowing sufficient time

for PEC members to review materials and become familiar with the process. PEQAB Secretariat staff are no longer required to attend the expedited site visit in their entirety; however, PEQAB Secretariat staff will be available on the day of the visit to consult virtually as needed and should be therefore made aware of the dates as soon as possible. At least one debrief session (in-camera) between PEC members and PEQAB Secretariat staff should be scheduled into the agenda on each of the site visit days, approximately 30 minutes in length, or as needed. Please consult the *Expedited Review Manual* for details on the eligibility, submission requirements and process.

Applicants wishing to undergo the Expedited Renewal process for their degree consent renewals may do so by notifying the PEQAB Secretariat prior to the appointment of a PEC and arranging for a PEQAB Senior Policy Advisor to consult and attend the Orientation.

Note: Every first program renewal must be completed as a Full Review rather than through an Expedited Renewal process. Subsequent program renewals may be expedited renewals for eligible institutions.

PEQAB Pre-Determination

To support applicants considering new degree proposals, the PEQAB Board has implemented a process for Pre-Determination. In any case where the viability of a new degree proposal will be crucially dependent on how PEQAB would interpret a particular Standard or benchmark, the PEQAB Board will consider a submission from the potential applicant, specific to that aspect.[2] The Board will provide a decision in advance of seeing the application and will be bound by that decision when it considers the full application. Applications for Pre-Determination are submitted directly to PEQAB: consult your Senior Policy Advisor or email peqab@ontario.ca for guidance specific to your submission.

To date, this process has been used to provide a Board Pre-Determination on what will be considered as the terminal credential for faculty in a new degree proposal. An additional use of PEQAB's Pre-Determination process may be found in System Coordination Review (see Section 4 for detail).

Amendments of Consent

The Ministry remains the authority in determining what changes are permitted during the period of consent and, as such, determines when to refer requests for changes and amendments. Amendments of consent are generally not required for changes designed to ensure program currency. As a best practice, institutions are encouraged to seek an amendment of consent for significant changes amounting to 30% or more of any aspect of the program. Examples include: program nomenclature, introduction of Majors, inclusion of bridges/ ladders that may significantly alter course content or admission criteria, addition of a program site or others.

[2] Please note that organizations that have not yet completed a successful Organization Review are not eligible for the Pre-Determination process.

Program amendments are assessed by PEQAB on a case-by-case basis and require approval of the Board, followed by a Recommendation to the Minister. Depending on the type of amendment one or more Standards or select benchmarks may be assessed.
As a general principle, institutions are encouraged to craft their submissions for amendment of consent to highlight any program aspects being changed while attesting that other elements remain unchanged and consistent with information previously reviewed. PEQAB then determines which Standards/ benchmarks would undergo a Review.

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

Pause, Withdrawal, Suspension and Termination of Consent
Institutions may choose to teach out a program under consent. Please consult PEQAB' Policy no. 15 published on its website: https://peqab.ca/en/policies.
In the case of a suspension or termination of consent/ program, a Teach-Out Plan is required, which typically includes:

- Rationale for program suspension or termination
- Detailed description of a communication plan to students
- Detailed description of student completion/ graduation plan
- Request for extension of consent in order to accommodate the last graduating cohort, as applicable.

3.5 Transparency of Review Documents

Review Documents Posted to PEQAB Website
New Programs
For each new program submission PEQAB posts on its website the full application submitted by a postsecondary institution, with the exception of personal information such as faculty CVs (Current Applications).

Renewals/Expedited Renewals/ Amendments
For each application to renew or amend consent PEQAB posts the application letter from the institution to the Minister, a program abstract and the program course schedule (if applicable).

PEQAB Recommendations and Final Reports
Immediately after the Board meeting at which PEQAB makes its Recommendation to the Minister, the PEQAB Recommendation and Final Report are shared with:

- The applicant institution

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

A PEQAB Final Report will reflect the EERP's or the PEC's findings, the institution's subsequent Response and commitments and will accompany the Board's Recommendation. Sharing PEQAB's Recommendation and Final Report with the institution provides greater transparency in terms of the Board's decisions and rationales, as well as greater opportunity for the applicant institution to improve the degree program. Once the Minister's Letter of Consent is issued, it is published on the PEQAB website under "Current Consents."

3.6 Opportunity for Applicant Comment

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

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

3.7 Opportunity for Public Comment on Applications

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

Comments will be further handled as follows.

Type of Comment	**Procedure**
Comments bearing on matters of **public policy**	• PEQAB Secretariat forwards comment to the Universities Unit (Postsecondary Education Programs Branch) • The Ministry's Postsecondary Education Programs Branch considers the comments as part of its standard public policy review.

Comments bearing on the review of the application against the **Board's criteria**	• PEQAB Secretariat shares comments with the External Expert Review Panel (EERP) • Any response to the comment from the applicant is shared with the EERP through the PEQAB Secretariat • EERP reviews any such comments as part of the regular Review and may address them in the Panel Report.

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

3.8 Withdrawal of an Application

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

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

3.9 Deemed Withdrawal from PEQAB Consideration

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

3.10 Reconsideration of a PEQAB Recommendation

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

Request for Reconsideration

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

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

Evaluation by a Neutral Third-Party Reconsideration Panel

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

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

- That the Board's original Recommendation of denial be affirmed
  OR
- That the Board's original Recommendation of denial be reconsidered.

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

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

Costs

Regarding the evaluation of the Reconsideration Panel:

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

3.11 PEQAB's Re-Application Gap Period

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

3.12 Integrity of the Process

Organization's Obligations

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

Regarding the applicant's submission of course schedules and the assignment of named instructors with specific qualifications to each of the course sections, PEQAB's expectations are the following. The Board understands that for both initial consent and renewal of consent, the assignment of instructors is inevitably future-directed and prospective. Individuals who have taught the various courses in the past may be the organization's best available indicator, but the Board understands such assignments as commitments for the future. That said, the Board anticipates that the organization has a good faith belief that the individuals it names against each course section (and their respective qualifications in versions of the course schedules without faculty names) are available to teach these courses going forward, either in general or for at least the next year. Further the Board considers that these named instructors are, at least, validly representative of (other) individuals holding the same level of qualification whom the organization intends to make available to teach these courses, whether through replacement, additional hires or by other means. In this connection, PEQAB will calculate the percentage of faculty with terminal credentials including all courses, both non-core/ Breadth and core courses (see Capacity to Deliver: Faculty Qualifications below) to the extent that submissions (see Appendices: Sample Course Schedules) identify instructors and their qualifications.

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

Board Members' Commitments

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

Confidentiality:

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

Communication:

- Members do not make public statements on any issues that are or have been under consideration by PEQAB or the Minister.
- Members do not communicate with the media regarding the deliberations or Recommendations or any matter relating to PEQAB.

Avoidance of Personal Gain:

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

Impartiality:

- Members deal with groups and persons, with staff and with each other in a manner that reflects open and honest communication, respect, fair play and ethical conduct.
- Members approach every application and every issue arising with an open mind and avoid doing or saying anything to cause any person to think otherwise.
- Members are independent in decision-making.

Collegiality:

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

Commitment:

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

3.13 Consent Process Overview

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

PEQAB

2. PEQAB Secretariat
   - Undertakes research to identify potential External Expert Review Panel members
   - Posts the application on the PEQAB website
   - Drafts a Review Strategy

3. Board (PEQAB)
   - Approves a motion with Recommendation to the Minister regarding the Organization Review outcome
   - Reviews the program consent application and approves Review Strategy
   - Approves a list of External Expert Review Panel (EERP) candidates

4. External Expert Review Panel (EERP)
   - Reviews the submission against PEQAB Standards and benchmarks
   - Attends a site visit at the applicant institution
   - Submits a written Report to PEQAB.

5. PEQAB Secretariat
   - Orients the EERP to PEQAB's Standards, benchmarks and process
   - Attends the site visit at the applicant institution (new/ full renewals
   - Provides the Panel Report to the applicant for Response
   - Provides the System Coordination Review Report to the applicant for a Response (if applicable)
   - Receives the applicant's Response to the EERP Report
   - Prepares the application, the Panel Report, the applicant's Response, System Coordination Review Report and any additional information required to formulate a draft Recommendation for Board consideration.

6. Board (PEQAB)
   - Approves a motion with Recommendation to the Minister.

7. PEQAB Secretariat
   - Distributes the PEQAB Recommendation and Final Report to Ministry, the applicant and the EERP
   - Posts the date of the Board's Recommendation on its website.

8. Minister/ Ministry
   - Considers PEQAB's Recommendation and any public policy or financial issues that may flow from the granting of a consent
   - Communicates the decision about consent to the applicant and to PEQAB.

9. PEQAB Secretariat
   - Posts PEQAB's Recommendation and the Minister's decision on PEQAB's website.

4. System Coordination Review

4.1 Submission Instructions

All private and out of province applicants seeking consent to offer a new program are required to undergo a System Coordination Review through PEQAB, similarly to many credentials offered by Ontario Colleges.[3] Public institutions (other than Colleges) subject to the guidelines outlined in this *Manual* do not need to complete System Coordination Reviews but may choose to do so.

Institutions must indicate the campus location where the future program in question will be delivered. This is required regardless of whether System Coordination is submitted through Option 1 or Option 2 below. Note that a PEQAB System Coordination Review is additional to any Ministry review of Appendix C/D Summary of Application.

Institutions submitting a System Coordination Review application may do so through one of the following two options below:

Option 1:
System Coordination Review submission can be included **as part of the Program Quality Review submission** to the ministry and will be subsequently referred to PEQAB.

- Institutions should indicate in their submission that a PEQAB System Coordination Review of Economic Need and Non-Duplication Considerations is desired. While applicants are welcome to use Summary of Application (Appendix C/D) as the basis of their submission, they should also complete the Economic Need and Non-Duplication Considerations section within the application package itself, directly responding to the benchmarks outlined below.
- Upon ministerial referral, the System Coordination Review and Program Quality Review will take place simultaneously through PEQAB, though System Coordination Review is typically completed first due to its relative brevity and lack of a site visit.
- In the event of an unsuccessful System Coordination Review outcome and a subsequent negative Board Recommendation, PEQAB will share an Interim Report with both the applicant and the Ministry. A positive System Coordination Review/ Board Recommendation will be shared with the Ministry once the Program Quality Review is completed.
- Note that the authority to grant consent and decisions on how to assess a positive or a negative PEQAB Recommendation regarding Economic Need or Non-Duplication remains with the Minister.

[3] Ontario College Master's and three-year bachelor's degrees are required to undergo a System Coordination through PEQAB, per Ministerial Directives. Four-year Ontario College Honours bachelor's degrees and do not require a mandatory System Coordination Review but have the option to complete a PEQAB System Coordination Review as well. See Colleges' Manuals for more information. System Coordination Review also is optional for any other Ontario public institutions.

Option 2:
Institutions can use PEQAB's **Pre-Determination process** (see section 3.4), where System Coordination Review materials are submitted directly to PEQAB, prior to program submission to the Ministry seeking ministerial consent.

- Institutions should craft their submission by responding to the Economic Need and Non-Duplication Considerations and their benchmarks outlined below.
- System Coordination Review submissions should be emailed directly to PEQAB via the respective Senior Policy Advisors or through peqab@ontario.ca. In this option submissions do not need to be sent to the Ministry.
- This option is valuable particularly for institutions seeking prior assurances from PEQAB that an application for ministerial consent for a new degree program will generally satisfy PEQAB's Economic Need and Non-Duplication Considerations. If it may not, institutions will find out prior to investing significant work and resources into program development and consent process.
- In the event of a negative Board Recommendation on a Pre-Determination System Coordination Review, PEQAB will only notify the applicant.
- Note that the authority to grant consent and decisions on how to assess a positive or a negative PEQAB Recommendation regarding Economic Need or Non-Duplication remains with the Minister.

4.2 System Coordination Review Committee

PEQAB leverages the expertise of its standing System Coordination Review Committee. Members are selected by the Board and typically possess the following personal and professional characteristics:

- Senior management experience in a degree granting institution
- Experience with professional, accrediting and regulatory bodies for higher education within and outside of Ontario
- A record of active scholarship on higher education system design issues
- A record of credibility within the sector.

Preference may be given to candidates with experience in the Ontario/Canadian educational context.

4.3 System Coordination Considerations

At the option of the applicant, the following two Considerations will be reviewed for new programs (renewals of consent do not undergo a System Coordination Review) by PEQAB, either through a Pre-Determination process or as part of the Program Quality Review as described above.

1. ECONOMIC NEED

The proposed degree program reflects economic needs within Ontario.

Benchmarks:

1. The submission reflects sufficient evidence of student demand.
2. The submission reflects sufficient evidence of labour market demand for the program's graduates.

Documentation commonly submitted

ALL (NEW PROGRAMS ONLY)

Evidence of the present and anticipated economic need for the program and how the program closes a skills gap in the labour force including, for example:

- An analysis of economic forecasts, job advertisements, surveys of employers, and evidence of student demand.
- Evidence of employer commitments to offer placements to students for the required work experience component of the program, to hire graduates or to provide financial support for the program and/or its students (e.g. letters of Recommendation from employers, demonstrating industry-readiness of graduates of the proposed program).
- Appendix C/D: Section 3: Summary of Application Form *Directions and Guidelines for Applying for Ministerial Consent under the Post-Secondary Education Choice & Excellence Act, 2000* will also be considered.

2. NON-DUPLICATION

The proposed degree program does not duplicate or closely approximate existing degree programs reasonably accessible[4] to students comprising the proposed student demand.

Benchmarks:

1. The submission reflects evidence of:
   a. Program distinctiveness.
   b. Student demand for the program that is not met by other similar programs (e.g. oversubscribed programs where a greater number of equally qualified candidates exists than there are spaces available).
2. Similar existing programs are not reasonably accessible in-person to prospective students.

Documentation commonly submitted

ALL (NEW PROGRAMS ONLY)

Provide:

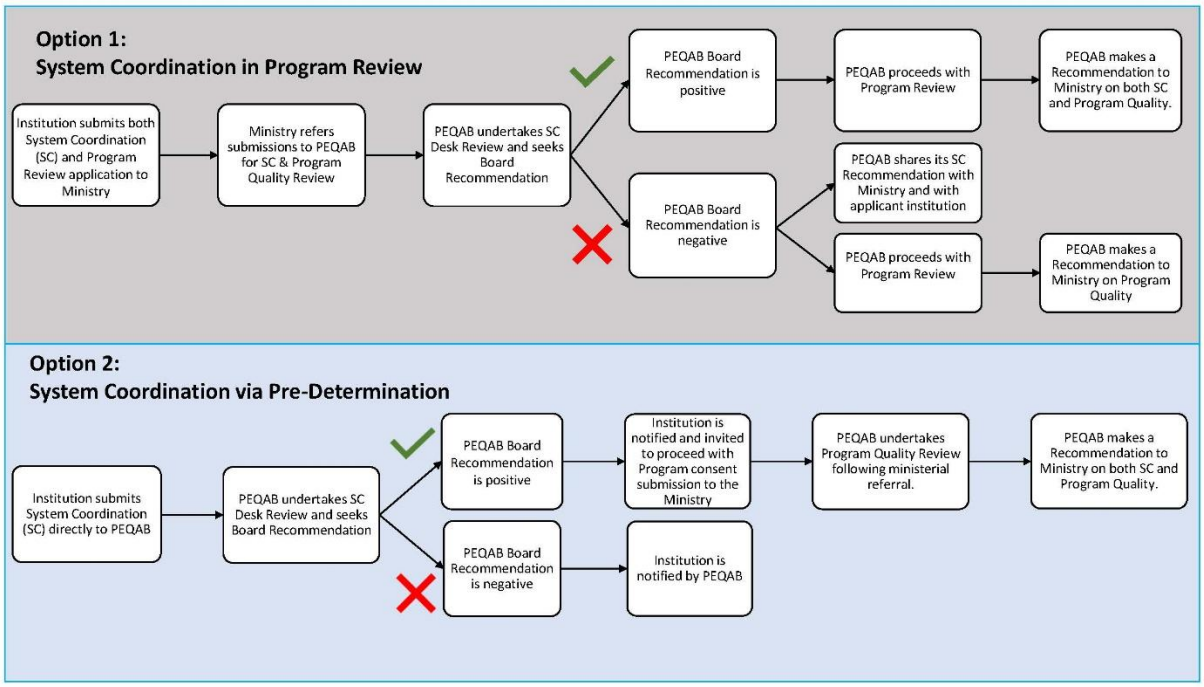
- A comparison of the proposed program with potentially related university and college programs
- A narrative explaining the uniqueness of the proposed program compared to any other similar programs.

[4] Online program delivery does not constitute a duplication.

- Appendix C/D: Section 3: Summary of Application Form *Directions and Guidelines for Applying for Ministerial Consent under the Post-Secondary Education Choice & Excellence Act, 2000* will also be considered.

4.4 Board Recommendation and Communication to the Ministry

The Board will communicate its Recommendation to the Ministry regarding the System Coordination Review either early on if it is negative and part of a referred Program Review submission package, or at the end of the Program Review process if the PEQAB Review results in a positive Recommendation to the Minister.



NB: System Coordination Review through PEQAB (either option above) is optional for four-year Honours Bachelor degrees. Institutions are still required to submit Appendix C/D to the Ministry.

5. Program Quality Review

5.1 Submission Instructions

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

All new private and out of province applicants also need to successfully complete an Organization Review, prior to receiving ministerial consent to offer degrees. Materials supporting an Organization Review are submitted at the same time as a Program Review Application for consent but are typically reviewed by PEQAB first. There is no additional Application Fee for an Organization Review.

Upon referral to the Board, the institution will be invoiced for the non-refundable application fee (see Section 3.1) payable to the Ontario Ministry of Finance and for the estimated Reviewer expenses. Organizations applying for Ministerial consent are required to submit all materials **electronically.** For details on what to include please see instructions below.

Send all materials electronically to
The Universities Unit (Postsecondary Education Programs Branch, MCURES) at:
postsecondaryeducationprogramsbranch@ontario.ca.

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

5.2 New Program

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

a. A copy of a letter of application to the Minister of Colleges, Universities, Research Excellence and Security, stating the program/programs for which consent is sought
b. A copy of the signed "Applicant Acknowledgement and Agreement" form as provided in the *Directives and Guidelines for Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000 (contact the ministry for this document)*
c. A completed Ministry Summary of Application Form (Appendix C/D)
d. A submission for the **Organization Review** (Private institutions only) prepared in accordance with this *Manual* including documents commonly submitted for the relevant Standards:

Introduction (details below)
Organization Review Standards:

1. Mission Statement and Academic Goals
2. Administrative Capacity
3. Ethical Conduct
4. Academic Freedom and Integrity
5. Student Protection
6. Financial Stability
7. Dispute Resolution
8. Organization Evaluation
9. Optional Material
10. Policies

e. A submission for **Program Review** prepared in accordance with the relevant *Manual*[5] including documentation commonly submitted for the following Standards:

Introduction (details below)
Program Quality Standards:

1. Degree Level
2. Admission, Promotion and Graduation
3. Program Content
4. Program Delivery
5. Capacity to Deliver
6. Credential Recognition
7. Regulation and Accreditation
8. Nomenclature
9. Internal Quality Assurance Process (IQAP)
10. Academic Freedom and Integrity
11. Student Protection
12. Optional Material
13. Policies (if not provided in the context of an Organization Review)

f. A submission for **System Coordination Review** (if applicable and if not submitted through Pre-Determination):

1. Economic Need
2. Non-Duplication

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

- Each part of the application, i.e. Organization Review (if applicable), System Coordination Review[6] and Program Review should represent a separate searchable PDF file. Policies and Optional Material can also be included as separate files. Supporting documentation (e.g. faculty CVs, letters of support) must be scanned and included in the electronic files. Please refrain from using external links.
- Submit a second set of electronic files containing the same materials as above but with confidential or proprietary and personal information removed, i.e. CVs, detailed course outlines and "Course Schedule 2" (see Appendix 13.2). These files will be posted on the PEQAB website and open to public commentary. Please ensure that this electronic file is compliant with the *Accessibility for Ontarians with Disabilities Act* (AODA). PEQAB requires that the applicant remove all personal information from the web version of the application prior to its being posted.
- Clearly indicate any information requested in a particular section that is not applicable to the submission or not available. For example, if advanced standing is not proposed, then include in the relevant section a statement that the policies on advanced standing are not applicable to this program.
- The submission will be reviewed against each of the Standards and benchmarks described in full detail below. Under each Standard/Consideration the documentation commonly submitted is listed.
- Only complete submissions will be processed. Submissions that do not follow this *Manual* or are incomplete will be returned to the applicant to be completed.

Application Introduction

Organization and Program Information

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

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

Provide contact information for:

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

[6] Applicants seeking the Board's Pre-Determination on System Coordination need to submit required materials responding to Economic Need and Non-Duplication Considerations only/directly to PEQAB. Applicants seeking a PEQAB Review of System Coordination at the same time as the program consent submission should include System Coordination Considerations section either within the main application for consent (clearly indicated) or as a separate file.

Table of Contents

Include a Table of Contents for the Program Review submission. Identify the items included within each section.

Executive Summary

Include an executive summary of your Program Review submission.

Program Abstract

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

5.3 Program Renewal (Full Review)[7]

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

a. A copy of a letter of application to the Minister of Colleges, Universities, Research Excellence and Security, stating the program/programs for which consent is sought

b. A copy of the signed "Applicant Acknowledgement and Agreement" form as provided in the *Directives and Guidelines for Applying for Ministerial Consent under the Post-secondary Education Choice and Excellence Act, 2000 (contact the ministry for this document)*

c. A completed Ministry Summary of Application Form (Appendix C/D)

d. A submission for the **Organization Review** if needed[8] (Private institutions only) prepared in accordance with this *Manual* including documents commonly submitted for the relevant Standards:

Introduction (details below)

Organization Review Standards:

1. Mission Statement and Academic Goals
2. Administrative Capacity
3. Ethical Conduct
4. Academic Freedom and Integrity
5. Student Protection
6. Financial Stability
7. Dispute Resolution
8. Organization Evaluation
9. Optional Material
10. Policies

[7] For Expedited Renewal process please consult PEQAB's *Expedited Renewal Manual*.

[8] Note that Organization Reviews are renewed every 5-7 years depending on the nature of programming offered and can be attached to any program consent renewal application.

e. A submission for **Program Review** prepared in accordance with the relevant *Manual*[9] including documentation commonly submitted for the following Standards:

Introduction (details below)
Program Quality Standards:

1. Degree Level
2. Admission, Promotion and Graduation
3. Program Content
4. Program Delivery
5. Capacity to Deliver
6. Credential Recognition
7. Regulation and Accreditation
8. Nomenclature
9. Internal Quality Assurance Process (IQAP)
10. Academic Freedom and Integrity
11. Student Protection
12. Optional Material
13. Policies (if not provided in the context of an Organization Review)

- Each part of the application, i.e. Organization Review (if applicable) and Program Review should represent a separate searchable PDF file. Policies and Optional Material can also be included as separate files. Supporting documentation (e.g. faculty CVs, letters of support) must be scanned and included in the electronic files. Please refrain from using external links.
- Submit a second set of electronic files containing the same materials as above but with confidential or proprietary and personal information removed, i.e. CVs, detailed course outlines and "Course Schedule 2" (see Appendix 13.2). These files will be posted on the PEQAB website and open to public commentary. Please ensure that this electronic file is compliant with the *Accessibility for Ontarians with Disabilities Act* (AODA). PEQAB requires that the applicant remove all personal information from the web version of the application prior to its being posted.
- Clearly indicate any information requested in a particular section that is not applicable to the submission or not available. For example, if advanced standing is not proposed, then include in the relevant section a statement that the policies on advanced standing are not applicable to this program.
- The submission will be reviewed against each of the Standards and benchmarks described in full detail below. Under each Standard/Consideration the documentation commonly submitted is listed.
- Only complete submissions will be processed. Submissions that do not follow this *Manual* or are incomplete will be returned to the applicant to be completed.

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

Application Introduction

Organization and Program Information

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

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

Provide contact information for:

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

Table of Contents

Include a Table of Contents for the Program Review submission. Identify the items included within each section.

Executive Summary

Include an executive summary of your Program Review submission.

Program Abstract

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

6. Program Quality Review Process

6.1 External Expert Review Panel

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

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

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

Criteria and Principles for Selecting External Expert Reviewers

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

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

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

The Board will normally ensure that:

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

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

The Board will also strive to:

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

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

External Expert Review Panel Report

The primary obligation of the Panel will be to provide its best judgement on the quality of the proposed program. To this end, the Panel will review applications against the Standards and benchmarks stated in Section 7. To assist in its deliberations, the Panel may request from the organization relevant information in addition to that contained in the application.

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

- A Review of
  - the application against each of the Board's Standards and benchmarks as stipulated in Section 7
  - the sufficiency, reliability, and validity of the evidence provided by the organization
  - evidence found during any site visit.
- A Recommendation, with reasons, on whether the proposed or existing program meets the Board's Standards and is of sufficient academic quality to be offered to the people of Ontario.

6.2 Board's Recommendation

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

Principles for Recommending Consent

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

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

Principles for Recommending Conditions of Consent or Accepting Commitments

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

Recording Commitments

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

7. Degree Program Quality Standards

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

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

7.1 Degree Programs

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

Bachelor's programs

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

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

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

7.2 Standards and Benchmarks

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

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

Degree Standards

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

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

1. Degree Level

Baccalaureate/Bachelor's Degree
ELEMENTS

1. Depth and Breadth of Knowledge

a. A general knowledge and understanding of many key concepts, methodologies, theoretical approaches, and assumptions in a discipline
b. A broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
c. An ability to gather, review, evaluate, and interpret information relevant to one or more of the major fields in a discipline
d. Some detailed knowledge in an area of the discipline
e. Critical thinking and analytical skills inside and outside the discipline
f. The ability to apply learning from one or more areas.

2. Conceptual & Methodological Awareness/Research and Scholarship

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

a. evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
b. devise and sustain arguments or solve problems using these methods.

3. Communication Skills

The ability to communicate the results of their study/work accurately and reliably, orally and in writing, to non-specialist audiences using structured and coherent arguments.

4. Application of Knowledge

a. The ability to review, present, and interpret quantitative and qualitative information to
  i. develop lines of argument
  ii. make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study
b. The ability to use a range of established techniques to
  i. analyze information
  ii. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study
  iii. propose solutions
c. The ability to make critical use of scholarly reviews and primary sources.

5. Professional Capacity/Autonomy

a. The qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring
  i. the exercise of personal responsibility and decision-making
  ii. working effectively with others
b. The ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study
c. Behaviour consistent with academic integrity and social responsibility.

6. Awareness of Limits of Knowledge

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

Baccalaureate/Bachelor's Degree: Honours
ELEMENTS

1. ***Depth and Breadth of Knowledge***
   a. *A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions in a discipline overall, as well as in a specialized area of a discipline*
   b. *A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines*
   c. *A developed ability to*
      i. *gather, review, evaluate, and interpret information*
      ii. *compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline*
   d. *A developed, detailed knowledge of and experience in research in an area of the discipline*
   e. *Developed critical thinking and analytical skills inside and outside the discipline*
   f. *The ability to apply learning from one or more areas outside the discipline.*
2. ***Conceptual & Methodological Awareness/Research and Scholarship***
   An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to
   a. *evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques*
   b. *devise and sustain arguments or solve problems using these methods*
   c. *describe and comment upon particular aspects of current research or equivalent advanced scholarship.*
3. ***Communication Skills***
   The ability to communicate information, arguments and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.
4. ***Application of Knowledge***
   a. *The ability to review, present, and critically evaluate quantitative and qualitative information to*
      i. *develop lines of argument*
      ii. *make sound judgements in accordance with the major theories, concepts, and methods of the subject(s) of study*
      iii. *apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline*
      iv. *where appropriate, use this knowledge in the creative process*
   b. *The ability to use a basic range of established techniques to*
      i. *initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information*
      ii. *propose solutions*
      iii. *frame appropriate questions for the purpose of solving a problem*
      iv. *solve a problem or create a new work*
   c. *The ability to make use of scholarly reviews and primary sources.*
5. ***Professional Capacity/Autonomy***
   a. *The qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring*

i. *the exercise of initiative, personal responsibility, and accountability in both personal and group contexts*
ii. *working reflectively with others*
iii. *decision-making in complex contexts*

b. *The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study*
c. *Behaviour consistent with academic integrity and social responsibility.*

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

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

Master's Degree
ELEMENTS

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

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

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

a. *A conceptual understanding and methodological competence that*
i. *enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline*
ii. *enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence*
iii. *enables a treatment of complex issues and judgements based on established principles and techniques*

b. *On the basis of that competence, has shown at least one of the following:*
i. *the development and support of a sustained argument in written form*
ii. *originality in the application of knowledge.*

3. ***Communication Skills***

The ability to communicate issues and conclusions clearly to specialist and non-specialist audiences.

4. ***Application of Knowledge***

Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

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

a. *The qualities and transferable skills necessary for employment requiring*
i. *the exercise of initiative, and of personal responsibility and accountability*
ii. *decision-making in complex situations, such as employment*

b. *The intellectual independence required for continuing professional development*
c. *The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research*
d. *The ability to appreciate the broader implications of applying knowledge to particular contexts.*

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

Cognizance of the complexity of knowledge and of the potential contributions of other

interpretations, methods, and disciplines.

Doctoral Degree
ELEMENTS

1. ***Depth and Breadth of Knowledge***
   A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice, including, where appropriate, relevant knowledge outside the field and/or discipline.
2. ***Conceptual & Methodological Awareness/Research and Scholarship***
   a. *The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems*
   b. *The ability to make informed judgements on complex issues in specialist fields, sometimes requiring new methods*
   c. *The ability to produce original research or other advanced scholarship of a quality to satisfy peer review and to merit publication.*
3. ***Communication Skills***
   The ability to communicate complex and/or ambiguous ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
4. ***Application of Knowledge***
   The capacity to
   a. *undertake pure and/or applied research at an advanced level*
   b. *contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.*
5. ***Professional Capacity/Autonomy***
   a. *The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations*
   b. *The intellectual independence required for continuing professional development*
   c. *The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research*
   d. *The ability to appreciate the broader implications of applying knowledge to particular contexts.*
6. ***Awareness of Limits of Knowledge***
   An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Benchmarks:

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

Documentation commonly submitted

NEW

- Show, from the courses and other supporting documentation, how this program will meet the knowledge and skills expectations detailed under the Elements of the relevant Degree Level Standard.

RENEWALS

- Show, with some examples from the courses and other supporting documentation, how this program meets the knowledge and skills expectations detailed under the six elements of the relevant Degree Level Standard.
- Demonstrate student achievement through the submission of:
  - samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program, (as per PEQAB's current *Guidelines for Compiling, Selecting and Distributing Samples of Student Work*, Appendix 13.4) OR
  - results from recognized, comparable or scalable evaluations of critical thinking, problem-solving and communication skills of students graduating from the program OR
  - results of other learning outcomes assessment models/management systems, as proposed by the institution (see Appendix 13.4).

2. ADMISSION, PROMOTION AND GRADUATION

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

Benchmarks:

Admissions

1. Admission requirements are appropriate to the learning outcome goals of the program and are as specified on the Ontario Qualifications Framework (OQF).
   - Admission to a bachelor's program normally requires at a minimum an Ontario Secondary School Diploma or equivalent,[10] and any additional requirements.
   - Mature students[11] have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level or an entrance examination.
   - Admission to a master's program normally requires a recognized undergraduate degree equivalent to the four-year honours degree standard identified in the PEQAB Degree Level Standard and the Ontario Qualifications Framework, in an appropriate specialization, or relevant bridging studies, with a high level of performance in the prerequisite studies.
   - Admission to a doctoral program normally requires a recognized master's degree in an appropriate specialization, or relevant bridging studies, with a high level of performance in the prerequisite studies.

[10] For credentials earned in Quebec, applicants should have a Secondary V diploma and at least one year (minimum 12 academic courses) in a CEGEP academic diploma program, with subjects at stated levels relevant to the degree program.
[11] Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enroll.

Advanced Standing and Degree Completion

2. For any type of advanced standing into the program, policies and procedures pertaining to bridging requirements, advanced standing, credit, and credential recognition are fair, reasonable, consistently applied and publicly accessible.[12]
3. For any bridging, advanced standing or block transfer arrangements into the upper years of the degree, the institution:
    - provides a gap analysis
    - identifies how it will measure the "degree of difficulty gap" and address the "content and skills gap" and the "breadth gap" (See Appendix 13.6).
    - includes an estimate of the number of students which are anticipated to complete the degree over the term of the consent and the number of such students who will complete via laddering in from another credential (NEW PROGRAMS).
    - includes actuals of the number of students which have completed the degree over the term of consent and the number of such students which laddered in from another credential (RENEWALS).

Prior Learning Assessment

4. Institutions proposing to award credit or advanced standing for learning that takes place outside formal postsecondary educational institutions have policies and procedures pertaining to prior learning assessment which are fair, reasonable, consistent and publicly accessible.
5. Institutional policy demonstrates that credit will be awarded only for learning that can be demonstrated and not for experience.
6. The institution does not award advanced standing of more than 50% of the total number of the credits of the program based on prior learning assessment.[13]

Promotion and Graduation

7. Conditions for promotion and graduation are consistent with the learning outcomes of the program and are reinforced by policies governing academic remediation, sanctions, suspension for students who do not meet minimum achievement requirements, and grading policies or guidelines.[14]

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[12] Advanced standing/academic credit transfer can be granted for prior learning achieved, typically in a program of the same or parallel credential level. As a best practice, advanced standing should not be awarded in a manner that conflates two discrete credential levels on the Ontario Qualifications Framework (e.g. honours bachelor's degree level courses should not be applied to satisfy course requirements in a master's degree). Rather, advanced standing should be applied to assist students in eliminating duplication or repetition in programs of similar level, for example where subject matter or learning outcome overlap exists between two undergraduate-level programs, e.g., Diploma to a Degree. In any case, institutions are encouraged to award credit fairly and judiciously and introduce additional bridging (i.e. make-up of any missing learning) to avoid eroding the differences between distinctive levels of learning. All decisions will be at the Registrar's discretion.

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

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

Documentation commonly submitted

ALL

- Provide information indicating how your requirements for admission (including direct admission and any proposed bridging, advanced standing or block transfer options), promotion, and graduation meet the Board's criteria.
- Provide reference to all admission, promotion, and graduation policies contained within the institution's policies file (see Appendix 13.3) and include at least the following:

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

  Advanced Standing and Degree Completion (if applicable)
  - the institution's published policies and procedures pertaining to credit transfer/recognition (including any bridging requirements for certificate/diploma to degree laddering)
  - details about the amount of credit students will receive toward the degree program, any special requirements of students to enter a degree completion arrangement, and the point of entry into the degree program.
  - for each degree completion arrangement, attach a gap analysis that includes at least a comparison of the program outcomes of the prior study with the program outcomes of the proposed degree, the gaps in knowledge and skills, and how these will be addressed (see Appendix 13.6).

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

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

RENEWALS

- Application/enrollment data
- Retention and graduation rates
- Include actuals of the number of students which have completed the degree over the term of consent and the number of such students which laddered in from another credential.

3. PROGRAM CONTENT

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

Benchmarks:

General

1. The program ensures an appropriate balance of theory and practice.
2. The curriculum (core[15]and non-core[16]) contributes to the achievement of
   a) Critical thinking, quantitative reasoning, written and oral communication skills
   b) Knowledge of society and culture, and skills relevant to civic engagement.
3. All courses provide exposure to increasingly complex theory at the degree level and, in applied or professional courses and where otherwise appropriate, the application of that theory to practice and to the demands of practice in the field(s).[17]
4. Where applicable, the curriculum reflects appropriate levels of Ontario, Canadian and Indigenous, that is First Nations, Métis and Inuit cultural, content.
5. The curriculum (core and non-core) reflects current knowledge in its field(s).
6. Learning outcomes in the subjects/courses enable graduates to meet or exceed the required outcomes for:
   a) Graduates from similar programs in Ontario and other jurisdictions
   b) The field(s) of study and/or practice
   c) Any relevant professional or accrediting body.

Program Advisory Committee

7. A Program Advisory Committee (PAC):
   a) For renewal applications, the PAC Includes academic experts in the field external to the organization (at least one), and for degrees in applied and professional areas of study, employers and representatives from industry and professional associations. For new applications, a Preliminary PAC of similar makeup or several stakeholders from the labour market and/or other PSE institutions have been consulted–representatives of which are to be available at the site visit–and the organization commits to forming, on program initiation, a PAC approximating best practice.
   b) Regularly comments on the currency of the curriculum in relationship to developments in the discipline/field of study as well as the relevant labour market
   c) Confirms the currency of the curriculum and, as appropriate, its relevance to the field(s) of practice

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

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

[17] Note that diploma-level General Education courses from non-degree programs can be used to satisfy a portion of the breadth requirement associated with a degree within a bridge/credit transfer scenario. Only first-year/lower-level breadth course requirements can be satisfied by General Education courses.

d) Endorses the program as represented in the application
e) Strives to achieve best practice.[18]

Non-Core (undergraduate programs only)

8. Non-core courses provide:[19]
   a) Knowledge of Indigeneity, that is First Nations, Métis and/or Inuit cultures, and at least two others of the following outside the core curriculum: i) humanities, ii) sciences, iii) social sciences, iv) global cultures, v) mathematics.
   b) More than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core fields of study.
9. In undergraduate programs,[20] the balance of core and non-core/breadth courses is normally achieved as follows:
   a) For four-year degrees, 20% of the program hours are in non-core courses and for three-year degrees 15%, which can be any degree level courses outside of the core[21]
   b) At least one non-core course is an elective, freely chosen by the student.

Work-Integrated Learning (WIL)

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

Research-focused Graduate Programs

11. Research-focused Graduate Programs:
    a) Provide sufficient opportunities and support for research and other scholarly activity
    b) Require student and faculty participation in the broader research community.

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

[19] Note the categories of courses below are addressed to the institution in terms of the kinds of non-core courses which must be available to students in the program; this benchmark does not dictate what kinds of non-core courses a student must take.

[20] Please note that second-entry programs (e.g., Bachelor of Education) do not require breadth curriculum.

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

Documentation commonly submitted

ALL

- Provide a course schedule (Course Schedule 1, see Appendix 13.2) stating for each academic year, and by semester, the following information:
  - the title of each course/other requirement
  - the mode/s of delivery
  - the type of course/other requirement
  - hours per course
  - course prerequisites, co-requisites, and restrictions
  - number of sections of the course anticipated for this degree program[22]
  - proposed instructors and their highest earned qualifications for each section. You may also additionally note qualifications in progress. If faculty is to be hired, indicate required credentials.
- For Breadth/non-core courses associated with the program, see Appendix 13.9.
- Provide a second course schedule (Course Schedule 2, see Appendix 13.2) that is identical to "Course Schedule 1," with the exception that it does not identify the names of instructors.
- Attach a table that indicates (or embed within the table for degree level outcomes, if these are provided in a table) the program level learning outcomes and the corresponding courses, course segments, or WIL outcomes that contribute to the program outcomes.
- Identify all requirements/options for WIL experiences in the program.
- Include a summary of the types of work experiences students will have in the WIL associated with the program, the institution's and the program/school/centre's plans to develop/further develop the WIL opportunities for students, and the level of support the institution and the program/school/centre extend/will extend to students seeking work-integrated learning experiences.
- Identify the learning outcomes of the WIL experiences associated with the program.
- Explain how students are evaluated against these stated learning outcomes.
- Indicate whether WIL experiences are paid or unpaid, and if unpaid provide a rationale. WIL experiences should be at a workplace, rather than online or within the context of a course.
- For any 'feeder' programs that may precede laddering/bridging (e.g. Diploma, Advanced Diploma or other programs) into degree courses, please also include the following information for each course:
  - course name
  - a listing/outline of major topics and/or key concepts and methodologies covered in the course
  - learning outcomes and links to any laddering/bridging course learning outcomes
  - sample course outlines
  - any additional information that may be pertinent (e.g. Provincial Program Standard)–optional
  - samples of student work at the end of the 'feeder' program–optional.

NEW PROGRAMS

- Summarize features of the program and any supporting resources to demonstrate that the knowledge and skill expectations in the six elements of the Degree Level Standard will be met.
- Provide course materials for each of the proposed core courses and any bridging course. Identify each course by name and/or course code as per the submitted Course Schedule.
- For each of these courses include the following:
  - a listing/outline of major topics and/or key concepts and methodologies to be covered in the course
  - examples of proposed resources (textbooks, course kits, and other).

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

- Identify the membership of the Preliminary PAC, including the members' names, occupations, related credentials, professional affiliations, and employers. If no formal PAC has been formed include detailed information about a) the Preliminary PAC members, b) how the Preliminary PAC was involved in the program planning and c) the plans for the formation of the PAC.

RENEWALS

- Provide course materials for each of the core courses and any bridging course. Identify each course by name and/or course code as per the submitted Course Schedule. Attach in whatever form is used at your institution for each core and any bridging course:
  - course Summary/Description (brief outline of the subject to be investigated)
  - course learning outcomes (these can be provided on a course by course basis or as a separate document incorporating all the core courses)
- For each of the core course and any bridging course, attach the materials which present the course to students on a week by week or module by module basis:
  - topics discussed week by week or module by module
  - an outline of the distribution of marks according to the kinds of assignment: (e.g. essays, multiple choice tests, final exams)
  - resources (e.g. textbooks, course kits, and other).
- If there are multiple sections of a course in which the above vary, attach the course materials for one which is representative. These should provide sufficient detail to allow Reviewers to knowledgeably review the Degree Level, the Program Content and other Standards.
- Identify the membership of the PAC, including the members' names, occupations, related credentials, professional affiliations, and employers. Attach information about the schedule of meetings and copies of relevant minutes of PAC meetings. Submit samples of student work from the terminal stage of the program clearly sorted into what the instructor considers minimally acceptable, average and exemplary work (see Appendix 13.4).

4. PROGRAM DELIVERY

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

Benchmarks:

Academic Feasibility

1. The program is organized in such a way that students can achieve the program and degree level learning outcomes within the prescribed period of study with a manageable, plausible, and well distributed workload that takes into account all the time required of a student to fulfill the requirements of their program.
2. The teaching methods:
   a) Meet the technical and progression requirements
   b) Are suited to achieve the intended program and degree level learning outcomes
   c) Take into account the requirements of a diversified student body
   d) Contribute to and enhance the creation of an academic/professional community among students and between students and faculty.
3. Student assignments and their assessments:
   a) Result in reasonable student workloads

b) Demonstrate the achievement of the stated program and degree level learning outcomes
c) Provide appropriate information to students about their achievement levels.

4. The institution has a policy for regular student evaluation of course content and delivery which is applied in the program.

Documentation commonly submitted

ALL

Provide:

- A narrative about the mode/s of delivery and how they support achievement of the expected and actual learning outcomes.
- The institution's published policies, academic calendar, student handbook and/or institutional website equivalents or other pertaining to quality assurance of program delivery method(s) and professional development opportunities of faculty contained the institution's policies file (see Appendix 13.3).Describe how you review and quality assure the appropriateness of the structure and method of program delivery.
- Describe how student assessments and the student workload are reviewed by the program as a whole and how these align with the stated program and degree level learning outcomes (e.g. through workload maps, tailored questions about the distribution of work across the semesters).
- Describe how you plan to engage students in discussions about program content and delivery.

5. CAPACITY TO DELIVER

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

Benchmarks:

General

1. The institution provides and maintains sufficient:
   a) Numbers of current faculty and other staff or associated hiring and/or succession plans for the program so as to ensure its sustainability in the context of normal staff turnover[23]
   b) Student and faculty access to learning and information resources[24]
   c) Facilities to support and deliver the program, to support independent student learning and academic gathering and to meet the demands of the projected student enrolment. Interdependence with other study programs is also considered.

[23] The required minimum faculty and staff members will depend upon the method of delivery, enrolments, and the complexity and variety of specializations and other factors; however, a single faculty member, in the absence of a practicable hiring or succession plan, would normally be insufficient to meet this benchmark. It remains up to the External Expert Reviewers to determine if a given faculty complement arrangement is sufficient for the program in question.

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

Faculty Qualifications for Undergraduate Programs[25]

2. All faculty[26] teaching in the professional or main field of study (core); acting as thesis/capstone supervisors and/or members of examining committees (where appropriate) and/or teaching non-core courses:
   a) have, where relevant, professional credentials and related work experience
   b) hold an academic credential at least one level (one column on the OQF) higher than that offered by the program
   c) engage in a level of scholarship, research, or creative activity sufficient to ensure their currency in the field[27]
   d) are adequately trained for the delivery mode/s.

3. For four-year degrees, at least 50% of the students' experience in the professional or main field of study and in the non-core areas is in courses taught by a faculty member holding the terminal academic credential in the field or in a closely related field/discipline.[28, 29] This threshold is 40% for three-year bachelor's degree programs.

[25] To satisfy the following benchmarks, and in compliance with the *Freedom of Information and Protection of Privacy Act,* the applicant has obtained the written consent of individual faculty members to submit their CVs to the Board. See Appendix 13.8.

[26] Exceptions to any benchmarks pertaining to faculty must be a) based on the absence of a related program credential in a university or other extraordinary circumstances b) justified in writing and approved by the Senior Academic Officer (e.g., Vice-President Academic or equivalent). The signed documents must be kept for review at the time of any request for consent or renewed consent.

[27] In assessing faculty members' currency and engagement with scholarship, research, or creative activity, the following may be considered, provided that these contributions are in a form (in a phrase adapted from Boyer) "subject to critical review and allowing use/exchange by other members of the scholarly community." In all cases, such contributions may take digital form. In general, the Board seeks evidence that faculty are intellectually engaged with developments in their fields, including but not limited to a) publishing and/or reviewing professional publications in their fields, b) participation and/or presentations at provincial, national, and international conferences, competitions, or exhibitions in their fields, c) engagement with the scholarship of teaching and learning as it applies to their fields, d) participation in regulatory and accrediting association workshops, degree audits, or related work in their fields, e) engagement in basic and/or applied research, labour market research, and/or related industry needs assessments, f) application of conceptual knowledge to current practice in their fields, such as reports to industry or consulting work, g) creative contributions to their fields through exhibitions or related forms and h) development of case studies in their fields.

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

[29] Although a doctorate is normally the terminal academic credential in traditional disciplines, in developing areas of study, a variety of credential packages may be deemed to constitute the terminal credential. In such areas, organizations are encouraged to apply to PEQAB in advance for a pre-determination (see Section 3.4) of what will "count" as the terminal credential package. For instance, to teach a degree in Culinary Arts it was determined by the Board, on the advice of an EERP, that a Certified Chef de Cuisine plus (any) master's degree plus relevant experience would constitute the terminal credential "package." See also the list of PEQAB Precedents: Non-Doctoral Terminal Credentials. Published on the PEQAB website.

Faculty Qualifications for Graduate Programs[30,31]

4. At least 80% of the students' experience in the program is in courses taught by a faculty member holding the terminal academic credential in the field or in a closely related field/discipline.[32,33]
5. All faculty acting as thesis/dissertation supervisors and/or as members of examining committees hold the terminal academic credential in the field or in a closely related field/discipline.
6. Faculty members have substantial records of scholarly contributions to the field/discipline and demonstrate their ongoing contribution to the advancement of the field/discipline through peer-reviewed research/scholarship, exhibitions, or other professional activity.

Include in this section of your submission the following attestation:
" _____ [institution] has on file and available for inspection, for all faculty and staff whose CVs are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CVs and agreeing to the institution's indirect collection of their personal information for PEQAB and the inclusion of their CVs in any documents/websites associated with the submission, review, and final status of the application."
See also Appendix 13.8 Faculty CVs.

Faculty Policies

7. The institution:
   a) Has on file evidence–supplied directly to the institution from the granting institution–of the highest academic credentials and any required professional credentials claimed by faculty members
   b) Performs due diligence with respect to the academic credibility of the credential granting institution for all qualifications claimed by faculty members
   c) Fairly and consistently verifies the equivalency of international credentials to those similarly named credentials offered by Canadian institutions
   d) Regularly reviews faculty performance, including student evaluation of teaching and/or supervision

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

[31] Exceptions to any benchmarks pertaining to faculty must be a) based on the absence of a related program credential in a university or other extraordinary circumstances; b) justified in writing with specific reference to the Board's Capacity to Deliver Standard and approved by the Vice-President Academic or equivalent. The signed document must be kept for review at the time of any request for renewed consent.

[32] Generally and in the context of a practicable schedule of teaching assignments, the percentage can be achieved if 80% of all faculty teaching in the program hold the terminal academic credential in the field or in a closely related field/discipline or if 80% of all courses or all hours in courses in the program are taught by faculty with a terminal academic credential in the field or in a closely related field/discipline.

[33] Although a doctorate is normally the terminal academic credential in traditional disciplines, in developing areas of study, a variety of credential packages may be deemed to constitute the terminal credential. In such areas, organizations are encouraged to apply to PEQAB in advance for a pre-determination of what will "count" as the terminal credential package (see section 3.4). For instance, to teach a degree in Culinary Arts it was determined by the Board, on the advice of an EERP, that a Certified Chef de Cuisine plus (any) master's degree plus relevant experience would constitute the terminal credential "package."

e) Supports the professional development of faculty including the promotion of curricular and instructional innovation, as well as technological skills, where appropriate
f) Specifies faculty teaching and supervision loads and availability to students.

Student Supports

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

Documentation commonly submitted

ALL

Provide CVs for all Faculty teaching core, non-core/Breadth and (if applicable) bridging courses (see Appendix 13.8 for core faculty and Appendix 13.9 for non-core/Breadth faculty).

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

NEW PROGRAMS

- Describe the on-site and electronic library resources available to faculty and students.
- Provide information about on- and/or off-site computer resources and web access available to students.
- Provide information about classroom space, and faculty and student working/meeting spaces.
- Describe any specialized equipment, workstations, and laboratory space available to students.
- Attach the institution's plan/schedule for the renewal and upgrading of resources including library resources, computers and computer access, classrooms, laboratory space and equipment.
- Provide a four-year projection of cumulative enrolment that accounts for projected attrition and a four-year plan indicating the number of academic staff assigned to the program.
- Include reference to the institution's policies on faculty credentials, performance, professional development etc. (see Appendix 13.3).
- Describe professional development opportunities of faculty.
- Describe how the institution supports and engages the program faculty in
  - reporting on levels of scholarship, research, and creative activity
  - reflecting on the results of the evaluation of teaching.
- Provide information on the main support services that will be available to students.

RENEWALS

- Provide current information on all of the above.
- Provide indicators of faculty currency and engagement with relevant scholarship, research or creative activity.

6. Credential Recognition

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

Documentation commonly submitted

ALL

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

NEW PROGRAMS

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

RENEWALS

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

7. Regulation and Accreditation

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

Documentation commonly submitted

ALL

If applicable:

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

8. Nomenclature

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

Benchmark:

1. The degree title conveys accurate information about the degree level, nature of the degree, and discipline or subject of study.
2. Majors[34] in Baccalaureate programs (if applicable): Normally to qualify as a Major and to be designated within the degree title, the Major area would be supported by courses or units/modules in courses which comprise approximately 30% or more of the degree program—typically 12 of 40 semester courses or the equivalent.[35] See Appendix 13.7.

Documentation commonly submitted

NEW PROGRAMS

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

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

[35] Note that multiple majors in a three-year bachelor's degree are not recognized as such/ not denoted within the program's nomenclature by PEQAB.

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

9. INTERNAL QUALITY ASSURANCE PROCESS (IQAP)

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

Benchmarks:

IQAP Policy

1. The institution's internal quality assurance processes ensure that curricula are appropriately designed and presented for all modes in which they are delivered.
2. The institution has implemented and published a policy and procedure for the periodic review of its degree programs, with such reviews occurring at regular intervals, normally in the range of five to seven years.
3. The institution uses appropriate instruments, processes and information to ensure the effective management and continuous improvement of the program and its delivery, including for example, course evaluations and faculty feedback, student achievement demonstrations, faculty and instructor performance, currency and engagement with scholarship, research, or creative activity.
4. Representatives from all relevant stakeholder groups at the institution are involved in the ongoing quality assurance procedures.

For initial program consent applications (new programs) only the organization's statement of IQAP policy and process are required. Similarly for full PEQAB renewal Reviews (including first renewal) only the organization's statement of IQAP policy and process are required.

Please note that each program's first renewal is to be conducted as a Full Review. For subsequent renewals, see *PEQAB's Expedited Manual* for options.

Documentation commonly submitted

ALL NEW PROGRAMS AND FULL (INCLUDING FIRST) RENEWAL

Provide:

- Organization's policies and procedures for periodic self-evaluation
- A narrative or policy which addresses how the organization will distinguish in its self-evaluation between the different modes of delivery (see Appendix 13.3).

See Expedited Manual for options.

10. Academic Freedom and Integrity

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

Benchmarks:

Academic Freedom

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

Academic Honesty

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

Intellectual Property, Ethical Research and Copyright

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

E-learning Components (if applicable)

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

Documentation commonly submitted

ALL

Include the organization's policies and procedures related to academic freedom and integrity.

11. STUDENT PROTECTION

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

Benchmark:

Public Information

1. Public reports, advertising and other materials, are produced in a thorough, accurate, and truthful manner.
2. Key information about the organization's policies and programs is published in its academic year calendar or is otherwise readily available to students and the public.[36]

Student and Consumer Interests

3. The organization follows ethical business practices and protects student and consumer interests in the following areas:
   a) Student recruitment practices
   b) The resolution of students' academic appeals, complaints, grievances, and/or other disputes
   c) Security of academic student records
   d) Payment schedule of fees, charges and refunds
   e) Student dismissal or withdrawals.
4. The organization ensures that students are aware of the organization's policies and procedures relevant to student life.[37]

E-learning Components (if applicable)

5. For courses and/or programs that incorporate blended, hybrid, or online delivery, students are informed about:
   a) The modes of delivery available to them
   b) The technological requirements of participation and the technical competence required of them

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

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

c) Any additional costs, beyond tuition and ancillary fees, associated with e-learning aspects of course/program delivery
d) The kinds of support and protection available to them.

Documentation commonly submitted

ALL

Include all the organization's policies and procedures related to integrity and ethical conduct in relation to students (see Appendix 13.3).

NEW PROGRAMS

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

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

8. Organization Review Process

All applications from private institutions are first reviewed against the Board's criteria for organizations. If the Organization Review results in a negative finding, the Board will not proceed with a Program Review and will forward its Recommendation to the Minister, based on the Organization Review.

A private or out of province institution undergoes an initial Organization Review at the time of the submission of its first degree program to PEQAB. A private or out of province institution will then undergo renewal Organization Reviews on a five to seven year basis according to and in connection with (any) one of its Program Reviews. Within that five to seven year period, the institution may choose to align its next renewal Organization Review with an upcoming renewal Program Review or with a new Program Review being submitted to PEQAB earlier. Note that Organization Review renewal submissions to PEQAB need to include the results of the organization's self-study under PEQAB's Organization Evaluation Standard. This will require that the self-study be completed in advance of the Organization Review, so that the institution's Report on that self-study can be included in the Organization Review renewal submission to PEQAB. See PEQAB's Organization Evaluation Standard, below.

Additionally, PEQAB's Organization Review as detailed below may provide the basis for PEQAB's Recommendation to the Minister when the Board receives a Ministerial referral under 7 (3) a of the Act, to review "other matters referred to it by the Minister and make recommendations" on, for example, an institution's readiness for expanded degree granting.

8.1 Organization Review Committee

The Organization Review Committee is a standing committee established by the Board to review the organizational soundness and capacity of private applicants.

Members of the Organization Review Committee are selected by the Board to reflect the several dimensions of consumer protection and organization quality, including but not limited to financial analysis, admission processes, registrarial functions, learning resources, and educational management. The Organization Review Committee may include persons with:

- Accounting certification and experience in corporate financial management
- Experience in admissions/registrarial roles, including admissions policies and academic records management in a degree granting institution
- Experience in managing learning resources
- Senior management experience in a degree granting institution
- Experience with professional, accrediting and regulatory bodies for higher education within and outside of Ontario.

8.2 Organization Review Panel

The PEQAB Board strikes a Panel from among the members of the Organization Review Committee to review each application from a private organization. The Organization Review Panel members must be free of any conflict of interest and be recognized by their peers for having a broad outlook, open mind and sound judgement. Depending on the nature and complexity of the application for a private organization, the Organization Review Panel will normally have between one and three members.

Organization Review Panel Report

The primary obligation of the Organization Review Panel is to provide its best judgement on the capacity of the institution to offer the proposed program. To this end, the Organization Review Panel is expected to review applications against the criteria stated in Chapter 6. To assist in its deliberations, the Panel may request from applicants any information in addition to that contained in the application.

Under the coordination of the Panel Chair, the Organization Review Panel will develop a Panel Report that includes at least the following information:

- A review of the application against each of the Board's Standards and benchmarks stipulated below
- A review of the sufficiency, reliability and validity of the evidence provided by the applicant
- A review of evidence found during any site visit
- An evaluation, with reasons, of whether the proposed organization meets the Board's criteria.

8.3 Review Outcome

The Board's Organization Review process will result either in an approval to proceed with a Program Review or, when an applicant has failed to meet the Board's Standards, a Recommendation to the Minister to deny consent.

9. Organization Review Standards

All private applicants seeking Ministerial consent must first undergo an Organization Review. The purpose of the Organization Review is to review the applicant's organizational character, financial viability and student protection policies and practices against the following Board Standards:

1. Mission Statement and Academic Goals
2. Administrative Capacity
3. Ethical Conduct
4. Academic Freedom and Integrity
5. Student Protection
6. Financial Stability
7. Dispute Resolution
8. Organization Evaluation

1. Mission Statement and Academic Goals

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 polices support the mission.

Documentation commonly submitted

ALL

- Provide the institution's approved mission statement and academic goals.
- Describe how your organization meets the Board's mission statement and academic goals requirements.

2. Administrative Capacity

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[38].

[38] Usually including a governing body that is responsible for a) managing the assets of the organization, b) maintaining the purpose, viability, and integrity of the institution, c) achieving institutional policies and goals, d) selecting administrative leadership e) and providing the appropriate physical, fiscal, and human resources.

2. The organization's reporting structure clearly 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 major 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 provide for succession planning.

Curriculum, Academic Policies, and Standards Development

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

Documentation commonly submitted

ALL

- Provide documents (e.g., articles of incorporation, partnership agreements, statutory authority, or other document(s)) that identify the organization's legal status and any relationship to parent, subsidiary, or other corporate groups.
- Provide an organization chart or hierarchical outline of the organization's governance and administrative structure. Include
  - a description of the responsibilities and authority of each body identified in the chart and the eligibility criteria for appointment to each body
  - information concerning the organization's reporting structure and the relationship among the governing and managing bodies.
- Attach a Business and/or Academic Plan (at least five years) for Ontario operations detailing the commitment to the academic quality of program content and delivery.
- Provide:
  - job descriptions for each senior administrative role in the organization. Include in each description the duties, responsibilities, decision-making authority, and required qualifications of the person in that role
  - copies of CVs of the individuals currently in senior administrative roles
  - the approved policies for succession planning.
- Attach an outline of the bodies, committees and individuals within the organization involved in the development and/or decision-making pertaining to curriculum, academic policies and academic standards and identify the role(s) of academic staff and students within these bodies and committees.

3. Ethical Conduct

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.

Documentation commonly submitted

ALL

- Provide the governing Board's statement of ethical standards pertaining to fair and honest business practices that guide the organization's business operations.

4. Academic Freedom and Integrity

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

Benchmarks:

Academic Freedom

- 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

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

Intellectual Property, Ethical Research and Copyright

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

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

E-learning Components (if applicable)

- 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
  - 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)

- 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
    - both students and faculty are permitted and expected to engage in an open dialogue with and about these various theories and opinions.

Documentation commonly submitted

ALL

Include the organization's policies and procedures related to academic freedom and integrity (see Appendix 13.3).

5. STUDENT PROTECTION

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

Benchmarks:

Public Information

1. Public reports, materials, and advertising are produced in a thorough, accurate, and truthful manner.
2. Key information about the institution's organization, policies and programs is published in its academic year calendar or is otherwise readily available to students and the public.[39]

Student and Consumer Interests

3. The organization follows ethical business practices and protects student and consumer interests in the following areas:
   - Student recruitment practices
   - Resolution of students' academic appeals, complaints, grievances, and/or other disputes
   - Security of academic student records
   - Payment schedule of fees, charges and refunds
   - Student dismissal or withdrawals.
4. The organization ensures that students are aware of the organization's policies and procedures relevant to student life.[40]

E-learning Components (if applicable)

5. For courses and/or programs that incorporate blended, hybrid or online delivery, students are informed about
   - Mode/s of delivery available to them
   - 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
   - Kinds of support and protection available to them.

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

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

Documentation commonly submitted

ALL

Include the organization's policies and procedures related to integrity and ethical conduct in relation with students (see Appendix 13.3).

NEW APPLICANTS

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

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

6. FINANCIAL STABILITY

The organization demonstrates financial stability and the financial resources to provide a stable learning environment and to ensure that students can complete the program.

Benchmarks:

1. The institution demonstrates financial capacity, including financial management procedures and appropriate planning to:
   a) Provide a stable learning environment
   b) Ensure that the number of students assumed in the business plan can complete the degree program if revenue falls short of the business plan or costs exceed the estimated allowances.
2. The organization's business plans address the organization's future educational, enrolment, physical and fiscal growth in Ontario:
   a) Including the most likely and the worst-case scenarios, projected over 5 years[41]
   b) Including a budget narrative, providing context and a rationale for the most likely scenario in the *Budget Template*—telling the "story" of how the organization intends to develop the proposed degree program over the next five years
   c) Demonstrating the organization's commitment to the academic quality of program content and delivery.
3. Financial information contained in the business plan indicates that the organization has:
   a) A financial base adequate to support activities consistent with its mission and educational objectives
   b) The required financial resources for start-up and ongoing operating costs associated with the delivery of the proposed program(s).
4. The institution has identified the source of funds to be invested.
5. The institution has a policy requiring the regular audit of the organization's financial methods, performance and stability by a qualified third-party accountant in accordance with generally accepted accounting practices.

[41] See the Budget Template http://www.peqab.ca/Publications/Handbooks%20Guidelines/PEQAB_BudgetTemplatePrivate2016.xlsx

6. The institution subscribes to an annual reporting format that will permit the Board to review whether the criteria described above are being met.

Documentation commonly submitted

ALL

Reporting and Audit

- Include a copy of the organization's policy for the regular audit of its financial methods, performance and stability by an arm's-length professional accountant.
- Include an audited financial statement (or, in the case of a newly established organization without a completed financial year, a pro forma financial statement) for the organization's most recent year of active operation, prepared by an accountant licensed pursuant to the *Public Accounting Act, 2004*.
- Include a document describing the organization's policy and format for annual internal financial reporting.

Subsidiary or Partner Organization

- If the organization is a subsidiary or partner of another organization/organizations, include an audited financial statement for all parent, partner, and subsidiary organizations for their most recent year of active operation, prepared by a qualified independent accountant.

Business Plans

Provide the following documentation (for operations in Ontario):

- A most likely and worst-case business plan/ budget for five years, which includes the revenue and expense sources by category.
- The assumptions embedded in the plan/budget for those years.

Note: The budget template incorporates the above but is not a required format.

Budget Narrative

Provide a budget narrative that covers:

- The relationship of the budget to the attainment of the institutional strategic/ academic plan/s
- Full details of the budget plan and projections
- Realistic achievability of the base plan
- Major risks to the most likely scenario and mitigation plans for the risks
- The likelihood of the worst-case scenario.

Note: The risk discussion could cover risks in the context of likelihood, consequences, causes and mitigation. Concentrate on the few risks that could materially affect the budget.

7. DISPUTE RESOLUTION

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.[42]

[42] Principles of natural justice should minimally include that individuals have a right to a) a fair and expeditious resolution of disputes b) know and understand the charges or complaints made against them, and c) be heard in response to charges or

2. The organization's policies ensure that charges or complaints against an individual are stated clearly and in writing. In addition, there are
   a) Administrator(s) responsible for dealing with complaints[43]
   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.

Documentation commonly submitted

ALL

Include the organization's policies and procedures related to dispute resolution in relation with faculty and students (see Appendix 13.3).

NEW APPLICANTS

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

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

8. ORGANIZATION EVALUATION

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) Self-study undertaken, with student input by administrators, faculty members and staff of the organization (See appendix 13.10 for details regarding the Self-Study).
   b) Review by an external Organization Evaluation Committee (OEC) and
   c) Institution's Response to the OEC Report (see below).
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.

complaints made against them, before any disciplinary decision is taken, and that institutions have an obligation to deal with complaints or grievances according to clear and reasonable deadlines and to establish and operate according to administrative processes that deal with disputes fairly and expeditiously at the informal level.

[43] This person may also facilitate the informal resolution of disputes.

Organization Evaluation Committee (OEC)
It is suggested that the OEC be comprised of at least two external subject-matter experts — one of which should be the OEC Chair. A majority of the members must have relevant expertise in the degree granting environment, be from outside the institution and be free of any conflict of interest.

The OEC evaluates the program based on the self-study, the organization's report of commitments/conditions, changes, developments and improvements (see below) and a site visit.

Report of the OEC and Applicant Response
The overarching purpose of the organization evaluation committee report is to review the appropriateness and quality of the organization's operation, policies and procedures, and to recommend any changes needed to strengthen that quality. The report must be addressed to the senior administration and be shared with the academic council and governing Board, together with a plan of action responding to the recommendations in the report.

Organizational Commitments, Conditions, Changes, Developments and Improvements
In addition to the self-study, unless imbedded in it, please provide a report on any commitments based on previous reviews and any changes to the organization and/or evidence of continuous organizational improvements.

<u>Executive Summary</u>
Include a brief executive summary of the report highlights and any changes and developments in the last 5 years and/or since the last Board review.

<u>Report on Commitments/Status of Action Plan</u>
List any commitments made during the last Board review of the organization and report on how these were addressed. Include commitments made in the submission (e.g., to execute a particular strategic plan) and also those made during the Board's review. Address significant organizational changes and provide an update (if applicable) on the status of the institution's action plan that responds to the findings of the self-study.

<u>Additional Information/Context</u>
Provide any information pertinent to the review of the program and the institution that has not been presented in other sections of the Organization Review submission. This could include:

- institutional or program context
- information on future plans or developments of the institution or program
- information on special challenges or developments over the period of consent
- any additional (proposed) changes that have not been addressed in the report on commitments, the self-study or the action plan and the rationale for these changes.

Documentation commonly submitted

ALL

Include the organization's policies and procedures for periodic review of its operational and administrative policies and procedures (see Appendix 13.3).

NEW APPLICANTS

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

RENEWALS

Provide:

- A copy of the self-study that was submitted to the OEC (See appendix 13.10)
- CVs of the members of the OEC
- The report of the OEC
- The organization's Response with timelines to the OEC report
- A report on any commitments based on previous reviews and any changes to the operational and administrative aspects of the organization.

10. Honorary Degrees

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

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

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

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

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

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

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

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

11. Criteria for the Use of term "University"

Ministerial consent is required to:

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

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

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

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

11.1 University

In accord with "educational standards recognized in Ontario and in other jurisdictions," the following criteria are generally related to the practices of universities in Ontario and university systems in major North American jurisdictions.

A university is a legally constituted academic organization that[44]

1. Has been assessed by PEQAB, within the previous two years, as having met all the Standards of PEQAB's Organization Review

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

2. Has a mission and practice including the creation of knowledge through research and/or scholarly activity and the dissemination of knowledge through teaching and publication
3. Has a structure in which authority is vested in academic staff, through membership in a senate, academic council or other appropriate elected body representative of faculty, for decisions affecting academic programs including admissions, content, graduation and related policies
4. Has policies, procedures and standards for admission, promotion, and graduation of students comparable to those of current Ontario universities
5. Has a board of governors or appropriate equivalent that
   - functions in an open and transparent manner
   - has control over the institution's finances and administration
   - uses the institution's resources to advance its mission and goals
6. Has a senior administration including a president, an academic vice-president (or equivalents) and other senior officers appropriate to the size of the institution and the range of its activities
7. Has degree level qualifications as its core teaching mission
8. Offers academic counselling and other student services appropriate to its programs
9. Constitutes a self-critical, cohesive academic community with a proven commitment to quality assurance, as evidenced by systems for regular cyclical in-ternal and/or external quality assessment of its academic programs
10. Possesses a policy on faculty qualifications (hiring, retention, promotion, professional development, compensation and termination) appropriate to the degree programs offered and to the mission of creating and disseminating knowledge
11. Maintains a sufficient number of faculty so that a minimum of 50% of an average degree student's experience will be with faculty members holding the terminal academic credential in the field or in a closely related field/discipline
12. Provides learning and related resources (e.g. classrooms, library, laboratories, equipment, research tools) necessary for students to achieve the learning out-comes for degree programs
13. Is committed to principles and practices of academic freedom and responsibility consistent with those adopted by Universities Canada at www.univcan.ca/media-room/media-releases/statement-on-academic-freedom
14. Has policies supportive of equity, diversity and inclusion.

11.2 Subsidiary of a University

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

11.3 A New University

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

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

12. Recognition of Prior Reviews

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

12.1 Recognition of Prior Reviews

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

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

12.2 Submission Requirements

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

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

13. Appendices

13.1 Suggested Site Visit Agenda Templates

How to use the templates

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

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

GENERAL SUGGESTIONS

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

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

OTHER BEST PRACTICES/RESPONSIBILITES

Applicant

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

Panel

- Where possible, the Panel is encouraged to submit requests for additional information in advance of the site visit. It is understood that the Panel may see the need to require additional material during and after the site visit.
- It is also suggested that, in addition to the initial orientation, the Panel meet before the site visit with the PEQAB Senior Policy Advisor at least one additional time and usually just prior to the site visit. This will help focus on the key issues for discussion during the site visit.
- The Panel may want to consider holding an informal team meeting after the Exit Interview to discuss the next steps, including timelines and the approach to and distribution of

responsibilities in writing the Report. This meeting could become part of the official agenda if desired.

PEQAB Secretariat Staff

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

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

On-site visit

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

NAME OF APPLICANT
NAME OF PROGRAM - NEW PROGRAM/FULL RENEWAL

Site Visit: DATE & LOCATION

External Expert Review Panel:
PEQAB Representative(s):

Time	***Topics/Areas of Focus/Session***	***Participants***
9:00 – 9:30	***Welcome and Introduction/Coffee*** *Overview of the institution and program* *Institution should include a short presentation (10 min max).*	• *Expert Review Panel and PEQAB* • *Senior administration* • *Program coordinator and/or Chair* • *Dean of the relevant Faculty/School* • *Program Development and Quality Assurance*
9:30 – 10:30	***Academic Program Overview, Outcomes, and Delivery*** *Discussion of topics related to program structure and content, including details of curriculum, program outcomes, content, course outlines, bridges (if applicable), research capacity and academic pathways.*	• *Program coordinator and/or Chair (i.e. person(s) responsible for the oversight of the program)* • *Dean* • *Program content developer(s)/consultant(s) or faculty with intimate program content knowledge*

	Possibility of including the faculty plan and institutional policies as applicable.	
10:30 – 10:45	**BREAK**	

10:45 – 11:45	***Academic and Student Support Services***
	
	Institutional support for the program, students and faculty.
		• *Participants may include representatives from enabling and support areas such as*
		  ○ *Student Services & Organizational Resources/Student Affairs*
		  ○ *WIL/Co-op Education and Career Services*
		  ○ *Enrolment Services*
		  ○ *Financial Aid and Student Awards*
		  ○ *Marketing*
		  ○ *Research Services, Library*
		  ○ *Program Development and Quality Assurance*

11:45 – 12:30	***Program Currency and Relevance to the Field(s) of Practice****	• *Representatives of the Program Advisory Committee (or pre-PAC for new programs)*
12:30 – 1:30	***Panel Lunch and Meeting with Students**** *Meeting with current and past students to discuss student experience in the program, related program and the institution in general. Discussion may include a range of topics, both academic and non-academic.*	• *Current students and program alumni from the same or related program*
1:30 – 2:30	***Faculty Roundtable**** *Overview of the proposed program from the faculty's point of view, including faculty's and program's resources (IT, laboratory, library, computing facilities, other equipment), faculty's research capacity and the currency in their field. Topics may also cover the Program Content Standard.*	• *Meeting with Faculty currently teaching or anticipated to teach in the proposed program. Please include full-time and part-time members* *Please note that senior administrators/program management such as Chair or Program Coordinator should not participate in this session.*
2:30 – 3:00	***Tour of Facilities***	*Institution's representatives*
3:00 – 3:30	***Panel Caucus (Panel only)****	*PEQAB/ Panel*

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

Virtual-site visit

Note: All sessions with an asterisk should be held **"in camera"** without institutional participation.*

NAME OF APPLICANT
NAME OF PROGRAM–NEW PROGRAM/RENEWAL

External Expert Review Panel:
PEQAB Representative(s):

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

11:30-12:30	**BREAK/Panel & PEQAB Debrief**		*Institution disconnects*
12:30 – 1:30	***Academic and Student Support Services*** *Institutional support for the program, students and faculty.*	• *Participants may include representatives from enabling and support areas such as* o *Student Services & Organizational Resources/Student Affairs* o *WIL/Co-op Education and Career Services* o *Enrolment Services* o *Financial Aid and Student Awards* o *Marketing* o *Research Services, Library* o *Program Development and quality assurance* o *Program Development and Quality Assurance Program Development and Quality Assurance*	*Institution's Zoom/ Teams link*
End of first day			

Virtual Site Visit - Day 2: DATE

Time	***Topics/Areas of Focus/Session***	***Participants***	***URL of Meeting and Password***
9:00 – 10:00	***Meeting with Students/ Alumni**** *Meeting with current and past students to discuss student experience in the program, related program and the institution in general. Discussion may include a range of topics, both academic and non-academic.*	*Current students and program alumni from the same or related program.* *Please note that senior administrators/program management such as Chair or Program Coordinator, should not participate in this session.*	*Institution's Zoom/ Teams link (institution disconnects for in-camera session)*
10:00 – 11:00	***Faculty Roundtable**** *Overview of the proposed program from the faculty's point of view, including faculty's and program's resources (IT, laboratory, library, computing facilities, other equipment), faculty's research capacity and the currency in their field. Topics may also*	*Meeting with Faculty currently teaching or anticipated to teach in the proposed program. Please include full-time and part-time members.* *Please note that senior administrators/program management such as Chair or Program Coordinator, should not participate in this session.*	*Institution's Zoom/ Teams link (institution disconnects for in-camera session)*

	cover the Program Content Standard.		
11:00 – 11:15	**BREAK**		
11:15 – 12:00	***Program Currency and Relevance to the Field(s) of Practice****	• *Representatives of the Program Advisory Committee (or pre-PAC for new programs)*	*Institution's Zoom/ Teams link (institution disconnects for in-camera session)*
12:00 – 12:30	**LUNCH**		
12:30 – 1:00	***Panel Caucus****	• *Panel and PEQAB representative*	*Institution's Zoom/ Teams link (institution disconnects for in-camera session)*
1:00 – 1:30	***Concluding Meeting/Exit Interview***	• *Senior administration* • *Program coordinator and/or chair* • *Dean of the relevant faculty* • *Program Development and Quality Assurance*	*Institution's Zoom/ Teams link*
End of site visit			

Organization Review Site Visit

Please note that this template is a suggestion only, for new applicants who find it useful. Noting that Organization Reviews can vary, and it is expected that the same group of senior administrators will likely participate in the entire visit (i.e., speak to all Standards), the structure and organization of topics can change as needed, provided all Standards are addressed. In some cases, site visits for Organization Reviews can also be omitted, at the choice of the institution and at PEQAB's discretion.

NAME OF APPLICANT
Site Visit: DATE & LOCATION

External Expert Review Panel:
PEQAB Representative(s):

Time	***Topics/Areas of Focus/Session***	***Participants***	***URL of Meeting and Password***
8:30 – 9:00	*Panel Briefing and Preparation**	• *Panel and PEQAB representative only, following the institution's opening of the session/ link.*	*Institution's Zoom/ Teams link*

9:00 – 9:30	*Panel Welcome and Introduction* *Overview of the organization/ institution* *Institution could include a short presentation*	• *Senior administration, including President, Chief Operations Officer, Vice President of Finance, Board of Governors representative, Vice President Academic and/ or others in a position to speak to the Organization Review Standards.*	
9:30 – 11:00	*Discussion to be guided by the Panel. The following Standards could be addressed in this session, naturally deriving from institution's overview:* • *Mission Statement and Academic Goals* • *Administrative Capacity Standard*	• *Participants at the institution's discretion, drawn from the group above (likely the same group).* • *Vice President Academic and/ or Dean(s) should be involved to discuss academic goals.*	
11:00 – 11:15	**BREAK**		
11:15 – 12:00	• *Financial Stability Standard*	• *Participants at the institution's discretion, drawn from the group above (likely the same group).* • *Vice President of Finance of CFO, etc., should be involved to discuss academic goals.*	
12:00 – 12:15	*Panel/ PEQAB Debrief**		
12:15 – 1:00	**LUNCH**		
1:00 – 2:00	*Tour of campus/ facilities (video or in-person) and related discussion of institutional supports*	*At the institution's discretion*	
2:00 – 3:00	*Discussion could focus on institutional policies and related Standards, such as:* • *Ethical Conduct* • *Academic Freedom and Integrity* • *Student Protection*	• *Senior administration, including President, Chief Operations Officer, Vice President of Finance, Board of Governors representative, Vice*	

	• *Dispute Resolution* • *Organizational Evaluation*	*President Academic and/ or others in a position to speak to the Organization Review Standards.*	
3:00 – 3:15	*Panel/ PEQAB Debrief**		
3:15 – 3:30	**BREAK**		
3:30 – 4:00	*Faculty roundtable, if desired. Range of topics could be covered, mainly to gauge the current employee's/ teaching faculty's experience at the institution.*	*Faculty members outside of institution's administration. **	
4:00 – 4:30	*Panel Caucus**	*Panel and PEQAB only*	
4:30 – 5:00	*Concluding Meeting/ Exit Interview*	• *Senior administration, including President, Chief Operations Officer, Vice President of Finance, Board of Governors representative, Vice President Academic and/ or others in a position to speak to the Organization Review Standards.*	
End of site visit			

13.2 Sample Course Schedules

In determining the course schedule, institutions will of course draw on instructors who have taught the various courses in the past, but the focus should be on instructors who are anticipated to teach each section of the course going forward. (**See Section 3.12 Integrity of the Process: Organization's Obligations). Anticipated mode of delivery for each course should be indicated as well (i.e. in-person, hybrid or online asynchronous/synchronous) if known.**

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

Year and Semester		Course Title	Total Core Course Semester Hours	Total Non-Core Course Semester Hours	Course Prerequisites and Co-requisites	Instructor(s)	Instructor's Highest Qualification Earned and Discipline of Study
	YEAR 1						
Semester 1		Intro to Biology 101, Section 1[45] Intro Biology 101, Section 2	48		Not applicable	Prof. Lee Prof. Rinaud	PhD Biology PhD Biology
		Contemporary Canadian Literature (Liberal Arts)		56	Not applicable	Prof. Cooper Prof. Chan	PhD English PhD English
Semester 2		Biology 102 Section 1 Biology 102, Section 2	48		Biology 101	Prof. Rinaud Faculty to be hired	PhD Biology MA minimum, PhD preferred
		Ethical Practices in Genetic Research		46	Philosophy 101	Prof. Andrews	PhD Biochemistry
	YEAR 2						
Semester 1		Biology 200	48		Biology 102	Prof. Patel	MSc Biology
Semester 2							

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

	Subtotal Course Hours	144	102			
	Total Program Hours	246				

Sample Undergraduate Course Schedule 2 (for website)

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

13.3 Policies

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

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

Please identify for each policy:

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

These policies will be provided to the External Expert Panel for each Program Review for the limited consideration of whether the policy has been appropriately implemented within the program under Review.

These policies will also be reviewed as a whole, typically by a member of PEQAB's Organization Review Committee during the Review of the organization's first degree Program. Subsequently that Review will be renewed on a seven (7) year basis. The PEQAB Secretariat will maintain a schedule indicating the last full Policy Review for each organization with degree programs under consent and will consult with each organization as the renewal approaches to establish a date for the next Policy Review.

Policies to be Submitted

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

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

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

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

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

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

13.4 Guidelines for Collection of Student Work Samples

Collecting Samples of Student Work

To facilitate the External Expert Review Panel's (EERP)/Program Evaluation Committee's (PEC) Review of samples of student work for evidence that the expected learning outcomes related to the Degree Level Standard have been achieved, the following is recommended:

That
- The institution select and sort student work into what it considers exemplary, average and minimally acceptable performance categories allowing External Expert Review Panel members/PEC members to select samples from among these three categories
- Samples be from the terminal stage of the program

- Samples are from a range of courses and a variety of instructors, ideally include the capstone project and are generally representative of the program being reviewed
- Samples include student work from the different modes of delivery where applicable
- All personal identifiers be removed from the samples of student work[46]
- The institution provide the details of the assignments (i.e. a copy of the question or topic that the student receives) and, where available, the rubrics against which the assignments were graded
- If possible, samples be unmarked (i.e. void of grading and instructor comments)
- The sample size be large enough for random selection, i.e. that the sample size from the core courses in the program be at least 20% of the total number of students in the program (e.g. 20 samples if 100 students are enrolled in the program under Review) and in no case less than 15 samples.

Non-core/breadth courses (if applicable)

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

Providing Samples of Student Work and Student Privacy

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

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

Information and Privacy Commissioner of Ontario: *Anonymized copies of student work (essays, exams and other) submitted in courses may be made available to the External Expert Review Panel members as a part of the quality assurance process for academic degree programs in Ontario.*

13.5 Other Assessments of Learning Outcome Achievements of Students/Graduates

As a supplement to the Review of random samples of student work that reflect exemplary, average, and minimally acceptable performance from the terminal years of the degree program (as per PEQAB's current *Guidelines for Samples of Student Work*, see Appendix 13.4), student achievement can also be demonstrated through:

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

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

13.6 Principles in Reviewing Bridges/Laddering into Degrees

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

1. **The content and skills gap**: if the first two years of the degree have developed skills and knowledge different from the two years of the "feeder" program (e.g. a diploma or advanced diploma-level program), a make-up, reach-back, or bridge of courses is required to cover any remaining gap.
2. **The breadth gap:** students in a non-degree program relevant to feeding into the degree will have taken no degree level breadth courses, and this presents a gap that needs to be addressed to ensure transfer students still meet all degree level learning outcomes. To avoid the undue burden that transfer students would face if they were to complete all degree level breadth courses, in addition to their full 'core' load over the third and fourth year of the degree, it is permissible to count non-core diploma level courses at full credit

value towards the 20% breadth requirement (bridging may be required for some programs). Non-degree/general education courses can only satisfy the 'basic' or introductory level and not the requirement for upper-level breadth courses.

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

13.7 Principles for Majors

Introducing Majors

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

Existing Programs

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

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

New Programs

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

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

13.8 Faculty CVs

- Attach CVs of all faculty and professional staff who will be assigned to deliver the courses and other requirements in the program.
- Ensure that all CVs submitted with this application include at least the following:
  - Name
  - Earned degrees (specify discipline area and label degrees in progress for fewer than 7 years "in progress")
  - Scholarly and professional activities[47]
  - Employment history
  - Research funding
  - Publications.

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

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

Notice of Collection:
Curriculum Vitae Release

To download this form as a Word doc click here

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

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

By submitting your CV to the institution, you are consenting to the institution's disclosure of your personal information to MCURES and PEQAB in accordance with s. 42(1)(b) of the *Freedom of Information and Protection of Privacy Act, 1990* ("FIPPA"), as well as to PEQAB's indirect collection of your personal information in accordance with s. 39(1)(a) of FIPPA.

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

Should you wish to discuss the collection, use or disclosure of your personal information with your institution, please contact: *[institutional representative, business title and email]*

By signing this form, the faculty member listed below:

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

  _____

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

Name: _____ Date: _____

Signature: _____

13.9 Documentation Commonly Submitted for Non-Core/Breadth (undergraduate)

In addition to the core curriculum, four-year degrees must offer 20% of the program as non-core or Breadth curriculum. Breadth curriculum for each institution should be reviewed every seven years by PEQAB; it may coincide with a Program Quality Review but does not need to. Full Breadth curriculum should include all degree-level courses that may be offered to students of any/all degree programs at the applicant institution. Breadth courses must provide:

- Knowledge of Indigeneity, that is First Nations, Métis and/or Inuit cultures, and at least two others of the following areas outside the core curriculum: humanities; sciences; social sciences; global cultures or mathematics.
- More than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core field of study.
- At least one Breadth course must be an elective, freely chosen by the student.
    - *Institutions are welcome to designate mandatory Breadth courses for certain degrees if those represent a natural complement to a degree's core field of study (e.g. Nursing may be well served by Breadth courses in Psychology, Sociology, etc.).*

PEQAB relies on its Breadth Review Standing Committee to complete each Desk Review. Institutions wishing to undertake a Breadth review with PEQAB should submit the following directly to PEQAB:

- Course outlines/teaching and learning plans (TLPs) in the format used at the institution for all relevant Breadth/non-core courses.
- CVs of all faculty and professional staff who will be assigned to deliver Breadth/non-core courses.
- Samples of student work from Breadth courses (See Appendix 13.4). Provide at least 12 samples for each of the categories, minimally acceptable, average, and exemplary for a minimum of 36 samples, drawn from the full range of Breadth courses.

Institutions wishing to undertake a partial Breadth review strictly in the context of one degree program Quality Review can discuss this option with their respective PEQAB Senior Policy Advisor.

13.10 Requirements for Internal Organization Review Self-Study

An Internal Organization Review is required under the Organization Evaluation Standard (8) in the case of renewals of Organization Review applications for consent. An Internal Organization Review comprises a Self-Study undertaken by the institution and subsequently reviewed by an Organization Evaluation Committee (OEC) and a site visit with the OEC, as outlined within this Manual, Section 9.

Self-Study

The self-study should be undertaken by administrators, faculty members and staff of the organization based on evidence relating to organizational performance against PEQAB Organization Review Standards (see Section 9). In addition to the appropriate benchmarks and requirements as outlined in the Documentation Commonly Submitted for all Standards, institutions are invited to reflect on the strengths, weaknesses, desired improvements and future directions through a thorough, frank and accurate analysis based on evidence relating to organizational performance against PEQAB's Standards and benchmarks. Institutions should also reflect on the following:

- The continuing adequacy of the organization's
  - mission statement and academic goals to accurately identify the academic character and aspirations of the organization
  - governance structure and qualified administrative capacity necessary to organize and manage a competent institution of higher learning with appropriate participation by qualified academic staff and in consultation with students
  - ethical conduct and businesses practices in its dealings with administrative, academic and support staff, students, regulators, suppliers, and the public in general.
- The continuing accuracy and completeness of the institution's public reports, materials, and advertising and the key information about the organization and determining that it is readily available to potential and current students
- Organization's commitment to, and the continuing appropriateness of, its academic freedom and integrity policies in that they:
  - recognize and protect the rights of individuals in their pursuit of knowledge; clearly define the ownership of the intellectual products of employees and students; uphold formal ethical research standards and foster and enforce academic honesty.
- The continued financial stability of the organization and of the adequacy of its financial resources to provide a stable learning environment and to ensure that students can complete the program with the stated learning outcomes
- The continuing appropriateness of the organization's policies, with necessary updates as needed.