

# Revision to the *Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs*

Pan-Canadian Consultation

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January 23, 2025





# Outline

1. Background
2. Current Interpretive Statement
3. Proposed revisions to the Interpretive Statement
4. Consultation process
5. How to participate

# Background



# Problem analysis

- Dual-discipline programs are generally presented in one of three ways:
  1. X Engineering and Y Engineering
    - e.g. Electrical Engineering and Biomedical Engineering
  2. X and Y Engineering
    - e.g. Electrical and Biomedical Engineering
  3. X Y Engineering
    - e.g. Electrical Biomedical Engineering

# Problem analysis

## Criterion 3.6.4

“If a program, by virtue of its title, becomes subject to the content requirements for two or more engineering curricula, then the program must meet the Accreditation Board requirements for each engineering curriculum named”

## Interpretive Statement

“[...] the Accreditation Board seeks a rough balance in subject-specific content between the two disciplines named in a dual-discipline program title, and **the program must meet the Accreditation Board accreditation requirements for each discipline named**”

# Problem analysis

The Accreditation Board develops statements of interpretation to clarify the intent underlying certain key expectations which generate frequent inquiries and are not otherwise covered by the CEAB criteria.

# Working Group's conclusion



...“must meet the Accreditation Board accreditation requirements for each discipline named”



not appropriate for some programs



# Working Group's conclusion

- **Multi-discipline** programs instead of **dual-discipline** programs
- Multi-discipline programs **that are designed as an integration** of the material from multiple disciplines should be reviewed as a **single integrated discipline**
- Clarify program options

# Timeline

**MARCH 2023**

Working Group struck

**FEB 2024**

Direction given by the CEAB for a national consultation

**JANUARY 2025**

Execute consultation

**NOV 2023**

Proposed revisions discussed at the P&P/DLC joint meeting

Unexpected delays

# Current Interpretive Statement

# Current interpretive statement

## Program option

- equivalent of one semester of subject specific content in courses (ES and/or ED)

## Dual discipline program

- rough balance in subject-specific content between the two disciplines
- must meet the accreditation requirements for each discipline named

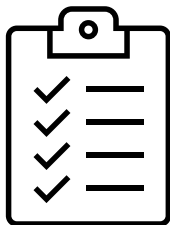
# Proposed revisions to the Interpretive Statement

# Proposed revisions

## Program option

- equivalent of one semester of subject specific content in courses (ES and/or ED)
- **the option name** should accurately describe the specific content

# Proposed revisions



## Criterion 3.6.5

The Accreditation Board must have evidence that all engineering options contain a significant amount of distinct curriculum content and that the **name of each option is descriptive of that curriculum content.**

Shall apply

Where such designations are referenced on the degree transcript or degree parchment to indicate that graduates have taken a structured specialization in an area of engineering within their degree program.

Shall not apply

No designation, or where the designation is in relation to a specialization that is not in the area of engineering

# Proposed revisions

As HEIs develop new programs or plan for changes to existing programs to introduce options or to change the program or option name, the HEI should consult with the CEAB Secretariat which can provide advice with respect to criteria that are related to the program title and this Interpretive Statement.

3.6.1

[...] All options in the program are examined. Following the principle of that a program is only as strong as its “weakest link”, a program is accredited only if all options meet the criteria.

3.6.2

An accredited program must have the word “engineering” in its title.

3.6.3

The title of an accredited engineering program must be properly descriptive of the curriculum content.

3.6.4

If a program, by virtue of its title, becomes subject to the content requirements for two or more engineering curricula, then the program must meet the Accreditation Board requirements for each engineering curriculum named.

3.6.5

The Accreditation Board must have evidence that all engineering options contain a significant amount of distinct curriculum content and that the name of each option is descriptive of that curriculum content.

3.6.6

The Accreditation Board must have evidence that the program name is appropriate for all students graduating in the program regardless of the option taken.



# Proposed revisions

## X and Y Engineering X Y Engineering

- used for degrees based on the **integration** of material
- appropriate where the program **does not** meet the accreditation requirements for **each discipline**

# Proposed revisions

## X Engineering and Y Engineering

- used for degrees that fully cover the content associated with **both** a program in “X Engineering” **and** a program in “Y Engineering”
- the program must meet the Accreditation Board accreditation requirements for **each engineering discipline** named

# Proposed revisions

## X and Y Engineering X Y Engineering

- Visits for such programs will assess the program as an integration of the named engineering disciplines.

## X Engineering and Y Engineering

- Visits for such programs will include program visitors who are able to independently assess each of the engineering disciplines.
- The material submitted by the HEI in advance of an accreditation visit shall include rationale and documentation (e.g. curriculum data tables, GA/CI materials) that enable a visiting team to carry out these independent assessments.

# Consultation process



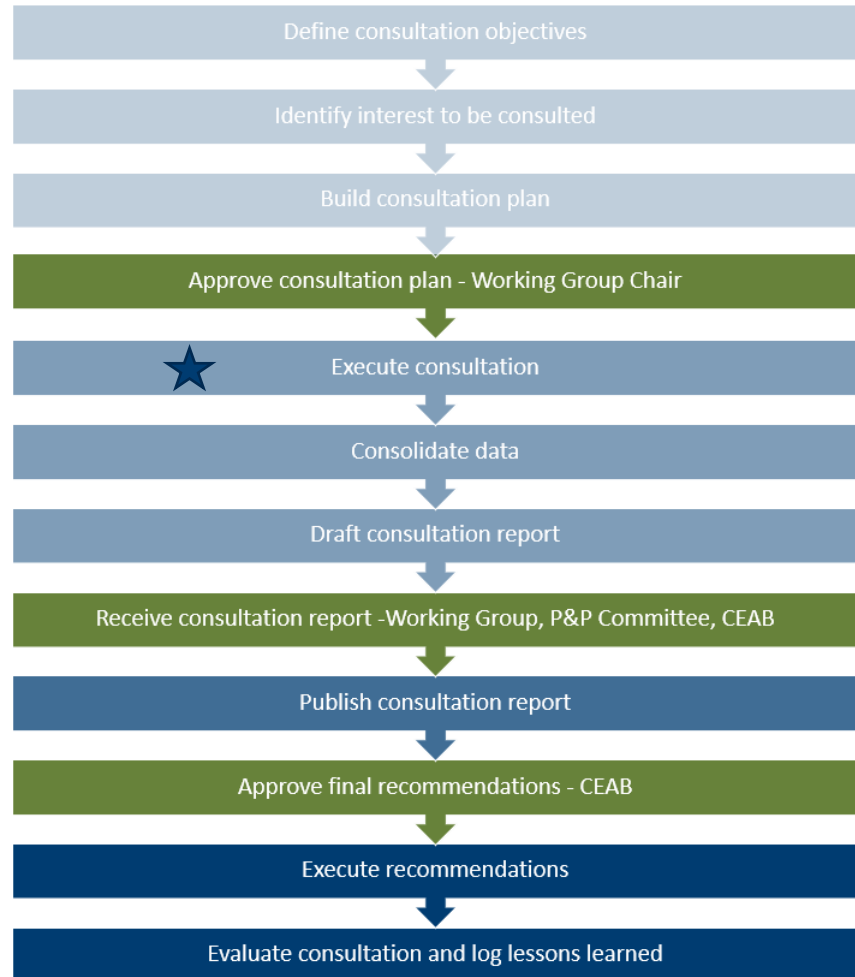
# National consultation

January 9 – February 14, 2025

Legend:

Decision point

Workplan process



# Consultation objectives

1. Inform interest holders of possible revisions to the Interpretive Statement.
2. Investigate interest holders' reactions to the proposed revisions.
3. Identify barriers to change to any of the revisions.
4. Consolidate and synthesize interest holders' feedback.
5. Develop an implementation plan that accommodates the diverse viewpoints of interest holders.

# Consultation questions

1. Does the revised *Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs* provide appropriate guidance to HEIs with respect to compliance with the CEAB criteria and to facilitating visiting team assessment of the programs?
2. What are the ramifications, both positive and negative, of implementing the revised Interpretive Statement?
3. Do you foresee there being any risks associated with the implementation of the revised Interpretive Statement? If yes, what are these risks and how can they be mitigated?

# Interest holders being consulted

- CEAB members
- Canadian Federation of Engineering Students (CFES)
- Engineering Deans Canada (EDC)
- Engineering regulators
- Higher Education Institutions (HEIs), including Program Industry Advisory Committee Members
- National Admissions Officials Group (NAOG)



# How to participate



# Next steps

- Kick-off webinars
  - January 23, 2025 (English)
  - January 24, 2025 (French)
- Interest holders meetings by request
- Written submissions

Written responses can be submitted to:  
[accreditation@engineerscanada.ca](mailto:accreditation@engineerscanada.ca)

or by mail to:

c/o Roselyne Lampron  
Engineers Canada  
300-55 Metcalfe St.  
Ottawa, ON K1P 6L5

Submission deadline: **February 14, 2025**

# Questions?



# Thank you!

