Report on the 2025 consultation on the revisions to the CEAB Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs

June, 2025

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1. Introduction

1.1 Description of the issue requiring consultation

Dual-discipline programs are generally presented in one of three ways:

- X Engineering and Y Engineering (e.g. Electrical Engineering and Biomedical Engineering).
- X and Y Engineering (e.g. Electrical and Biomedical Engineering).
- X Y Engineering (e.g. Electrical Biomedical Engineering).

While preparing for an accreditation visit to dual-discipline programs, members of a visiting team discussed how to properly assess programs for their content. The issue stems from program titles. According to the *Accreditation Criteria and Procedures* (2024), as per criterion 3.6.4,

> "[i]f 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" (p. 16).

Furthermore, Appendix 4 – *Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs* states that

> "[…] 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" (p. 54).

Other than criterion 3.6.3, which states that "the title of an accredited engineering program must be properly descriptive of the curriculum content" (p. 16), there are no discipline-specific requirements for a program.

1.2 Description of the Working Group created to address the issue

At its March 2023 meeting, the Canadian Engineering Accreditation Board (CEAB) Policies and Procedures (P&P) Committee struck a Working Group to study the *Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs* (Interpretive Statement) and make a recommendation to the Committee on any necessary revisions.

In its review of the Interpretive Statement, the Working Group came to the conclusion that the requirement that programs that include multiple disciplines in the name "must meet the Accreditation Board accreditation requirements for each discipline named" was prescribing a level of review that would not be appropriate for some programs that include significant material from multiple disciplines but are not designed to meet the accreditation requirements of each discipline independently. In many cases, programs that include multiple disciplines in the name are designed as an integration of the material from multiple disciplines. Such programs should be reviewed as a

single integrated discipline rather than through the lens of separate disciplines. The Working Group also recommends renaming the Interpretative Statement to *Interpretive Statement on Curriculum Content for Options and Multi-Discipline Programs* to better represent the possible integration of more than two disciplines.

The revisions to the Interpretive Statement were discussed at a joint P&P and Engineering Deans Canada (EDC) Deans Liaison Committee (DLC) meeting in November 2023. This discussion led to a holistic review of the Interpretive Statement, including the section concerning program options. At their February 2024 meeting, the CEAB members directed the Working Group to consult with the various interest holders that will be affected by the proposed changes in a national consultation.

The Working Group was composed of the following members.

Members

- Ernie Barber, Engineers Canada Board Director appointee to the CEAB
- Étienne Duquette, National Admissions Officials Group appointee
- Ray Gosine, CEAB Member, Chair of the Working Group
- Nicholas Krouglicof, CEAB Member
- Julius Pataky, CEAB Member
- Heather Sheardown, Engineering Deans Canada appointee

Secretariat support

- Roselyne Lampron, Accreditation Program Advisor

2. Consultation scope and methodology

2.1 Consultation objectives

The primary objectives of the consultation on the proposed revisions to the Interpretive Statement were to:

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.

The consultation process had four guiding principles:

1. Be inclusive of all relevant interest holder groups.
2. Be transparent.
3. Be procedurally fair.
4. Encourage feedback (both positive and constructive).

2.2 Consultation approach

In keeping with Engineers Canada's consultation process (Appendix 4), the consultation team sent out a general call for comments. The consultation team included:

- Roselyne Lampron, Accreditation Program Advisor
- Ray Gosine, Chair, Working Group

To standardize the consultation process as much as possible, the team developed the following materials in both languages, French and English:

- An invitation to participate that outlines the process for collecting interest holders' feedback, details how the feedback will be utilized, and explains that the feedback will be summarized and shared with interest holders (Appendix 5).
- A standard-issue presentation slide deck (Appendix 6).
- Consultation notifications included in the monthly Accreditation Matters newsletter.
- Engineers Canada dedicated web page to inform readers about the consultation process and outcomes.

The consultation period took place from January 9, 2025, to February 14, 2025. All interest holders were invited to participate in two introductory webinars, one in English and one in French. These webinars were recorded and made publicly accessible on the Engineers Canada website. The webinars provided:

- Background on the Working Group creation and purpose.

- An overview of the proposed revisions.
- The ways by which each interest holder group would be consulted.

The English introductory webinar was held on January 23, 2025, with 33 participants. The French introductory webinar was held on January 24, 2025, with nine participants.

All interest holders were then invited to:

- Request a meeting to provide feedback on the proposed revisions.
- Submit written feedback.

2.3 Website statistics

Page/Item	Unique page views	Average time spent	Number of downloads
(2025) Consultation on revisions to the CEAB Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs webpage	192	02:46	N/A
(2025) Consultation portant sur les révisions de l'Énoncé d'interprétation du BCAPG : Matière des cours dans les options d'un programme et dans les programmes bidisciplinaires page Internet (en français)	61	04 :50	N/A
Revised Interpretive Statement	N/A	N/A	13
Énoncé d'interprétation révisé	N/A	N/A	4

2.4 Interest holders

The following interest holders were invited to participate in the consultation:

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

2.5 Key questions asked of each interest holder

Each interest holder was asked to respond to the following 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?

3. Findings

3.1 List of interest holders that provided feedback

Table 1 lists the interest holders that provided feedback, the method by which feedback was provided, and the date it was received.

Table 1: List of stakeholders that provided feedback

Interest holder	Feedback method	Date received
Gisela Hippolt-Squair, Director, Member Engagement & Communications Association of Professional Engineers and Geoscientists of Alberta (APEGA)	Email	06/02/2025
Patrick Savard, Executive Directeur Ordre des ingénieurs du Québec (OIQ)	Letter	11/02/2025
Carol Jaeger, Professor of Teaching and Associate Dean University of British Columbia	Letter	12/02/2025
Pierre Mertiny, Professor, Mechanical Engineering and Associate Dean University of Alberta	Letter	12/02/2025
Aaron Phoenix, Admissions Engineer Association of Professional Engineers and Geoscientists of Saskatchewan (APEGS)	Letter	13/02/2025
Suzanne Kresta, Dean and Professor, Faculty of Sustainable Design Engineering University of Prince Edward Island	Letter	14/02/2025
Roydon Fraser, P.Eng.	Letter	15/02/2025
Engineering Deans Canada's (EDC) Deans Liaison Committee (DLC)	Memo	21/04/2025

Feedback was received from eight individuals, HEIs, organizations, and regulators. In total, approximately 30 points of input were generated via the consultation process.

3.2 Feedback received

The following section summarizes the feedback received, highlighting common trends, areas of consensus, and key considerations for the next steps.

3.2.1. Summary of perspectives and recommendations

- **Enhanced education and professional perspective:** It was noted that the revised Interpretive Statement would likely result in enhanced training for engineering students and a better perspective for Canadian provincial and territorial regulators regarding engineers' skills and professional practice scope.

- **Visiting team members training:** It was noted that training for visiting team members should be offered to ensure they understand the revised Interpretive Statement and its implications.
- **Program naming:** Concerns were shared about the potential need for institutions to change program names due to the revisions.
- **Distinct curriculum content**: Several respondents expressed the need for clarity on the term "distinct" as stipulated in Criterion 3.6.5 and referenced in the revised Interpretive Statement: "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."
- **Multidisciplinary options:** It was suggested that the Interpretive Statement acknowledges that options may be multidisciplinary in nature, not just specializations within a single discipline.
- **Threshold for specialization:** It was suggested to reduce the current requirement that an option in an engineering program must include the equivalent of one semester (or 1/8 of program content) of specific content in engineering science and/or engineering design that forms the knowledge base for an option content to better reflect the interdisciplinary nature of modern engineering education.
- **Specialization recognition:** It was noted that degree transcripts can recognize elective course choices and specific program options taken by students. This recognition can appear on transcripts, parchments, or both. However, if an elective stream is only indicated on the transcript, it should not be considered equivalent to a program option included in the degree title on the parchment and should not face the same accreditation requirements.
- **Option names:** It was noted that the Interpretive Statement should not include other forms of designations or university credentials such as certificate, minor, specialization, focus area, stream, theme, and pathway, with the category of options as covered by criterion 3.6.5. These designations fall within the guidelines of university senates and the rules of the appropriate provincial education authorities. They can vary greatly across HEIs and often include courses from different departments or faculties.
- **Degree:** It was suggested that the term "degree" be used instead of "degree certificate" to avoid confusion with micro-credentials.
- **Supporting HEIs flexibility and innovation:** It was noted that the revised Interpretive Statement is lengthy compared to the current one and appears to be restrictive. Seeking a balance between providing clarity and avoiding micromanagement of programs was suggested. The need for HEIs to have flexibility and scope for innovation while ensuring compliance with accreditation standards was emphasized.

3.2.2. Integration of interest holders' input

The Working Group carefully reviewed all feedback received throughout the consultation process. Each comment, suggestion, and concern was considered to identify common themes, areas for improvement, and key priorities. Based on this input, the Working Group refined their work, ensuring that the insights provided by interest holders were meaningfully integrated into the revised Interpretive Statement. Adjustments were made to enhance clarity, address concerns, and align with interest holders' expectations. Appendix 3 illustrates the adjustments made to the revised Interpretive Statement.

4. Recommendations to the CEAB

In light of the feedback received through the 2025 consultation on the revisions to the CEAB *Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs*, now titled *Interpretive Statement on Curriculum Content for Options and Multi-Discipline Programs*, the Working Group recommends that the CEAB adopt the following revised version of the Interpretive Statement:

Interpretive statement on curriculum content for options and multi-discipline programs

The Accreditation Board develops statements of interpretation to provide guidance and to clarify the intent underlying certain key expectations that generate frequent enquiries and are not otherwise covered by the Accreditation Board accreditation criteria. The following statement of interpretation addresses the issue of curriculum content for options and multi-discipline programs.

The CEAB recognizes that the content and names of programs continue to evolve as approaches to student learning, and societal opportunities and challenges, drive engineering to new and often more integrative disciplines that incorporate innovative, specialized technologies. Furthermore, the CEAB understands and respects the need for higher education institutions (HEIs) to have flexibility and scope for innovation in their programs with scope for program and option names to appropriately represent the program. This interpretive statement is intended to support such flexibility and innovation while providing guidance and clarity to HEIs to facilitate compliance with Criteria 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5, and 3.6.6, and to visiting teams regarding assessment of compliance with these criteria. The program and option name must be reflective of the focus of the degree awarded to the graduate.

Program and Options Names

HEIs use a variety of terms, such as certificate, option, minor, specialization, focus area, stream, theme, and pathway, to describe a set of structured learning activities (e.g. courses) that provide either disciplinary specialization or multi-disciplinary exposure within the engineering degree program. This may correspond to a sub-discipline of the engineering degree discipline or a sub-discipline of another discipline, including non-engineering disciplines. Reference to options in

Criterion 3.6.5 and in this Interpretive Statement also includes the variety of terms mentioned above or other such designations **that are referenced on the degree parchment**. Where such a designation identifies an area of engineering within the degree program, Criterion 3.6.5 shall apply. Where a designation does not appear on the degree parchment, or where the designation appearing on the degree parchment is in relation to a non-engineering discipline, Criterion 3.6.5 shall not apply.

The names for both options and programs should be appropriately descriptive of the content of the options and programs, avoid confusion, and promote clarity, particularly for the regulators, employers and the public, in terms of the educational credentials of program graduates. The HEI shall explain their choice of option and program names in the Questionnaire in the responses to Criterion 3.6.3 and Criterion 3.6.5. 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 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5, and 3.6.6 and this Interpretive Statement based on the specific plans of the HEI. In the case where program option designations appear on degree parchment, the Accreditation Board seeks the equivalent of one semester (or 1/8 of program content) of specific content in engineering science and/or engineering design that forms the knowledge base for an option. The option name should accurately describe the specific content that constitutes the option. In accordance with Criterion 3.6.3, the "title of an accredited engineering program must be properly descriptive of the curriculum content", and this criterion is evaluated as a part of the regular accreditation visit process.

In accordance with Criterion 3.6.5, there is a requirement that there is "a significant amount of distinct curriculum content and that the name of each option is descriptive of that curriculum content", and this criterion is evaluated as a part of the regular accreditation visit process. Here, "distinct" is interpreted to mean "readily identifiable" such that the required curriculum content that is the basis for the option would be evident in a review of the learning activities undertaken by a student in the program. The term "distinct" is not interpreted as meaning "different from" other degree parchment designations. Hence, an HEI may choose to offer a single program, for example Bachelor of Electrical Engineering (Power Systems Option), and Criterion 3.6.5 would be met if the program included the equivalent of one semester (or 1/8 of program content) of engineering science and/or engineering design in the area of Power Systems.

Multidisciplinary and Integrative Programs

The CEAB supports innovation in engineering education, including the offering of programs that include significant content from multiple conventional or established programs, or content that represents new disciplines. Typically, these programs have program names of the form:

- X and Y Engineering (e.g. Electrical and Biomedical Engineering)
- X Y Engineering (e.g. Electrical Biomedical Engineering)
- X Engineering and Y Engineering (e.g. Electrical Engineering and Biomedical Engineering)

Program names of the forms ‘X and Y Engineering’ and ‘X Y Engineering’ are typically used for degrees based on the integration of material normally associated with a program in ‘X Engineering’ and a program in ‘Y Engineering’. Such program names are appropriate where the program **does not cover** the breadth and depth of material in a manner that would **independently** meet the Accreditation Board accreditation requirements (i.e., Criterion 3.6.4) for **each engineering discipline** but where program elements in ‘X Engineering’ and ‘Y Engineering’ are included and integrated in terms of both engineering science and engineering design content at senior levels in the program. The program should include a rough balance in subject-specific content between the engineering disciplines included in the program name. The program must draw on material from each named discipline and must demonstrate the integration of the named disciplines, including in the capstone design component. Graduates of such programs should demonstrate, for example in meetings with the visiting team during a visit, an understanding that they cannot represent themselves as having the education qualifications in ‘X Engineering’ and/or in ‘Y Engineering’ but rather they will have the educational qualification of a graduate who has completed a degree with substantial identifiable elements of the named engineering disciplines and an integration of material from these disciplines. Visits for such programs will assess the program as an integration of the named engineering disciplines. Where an HEI believes that a program of the form “X and Y Engineering” and “X Y Engineering” meets the Accreditation Board accreditation requirements separately for **each engineering discipline** named, the HEI may request a program visit to be carried out in the manner described below for programs of the form “X Engineering and Y Engineering”.

Program names of the form ‘X Engineering and Y Engineering’ are typically used for degrees that fully cover the depth and breadth of content normally associated with **both** a program in ‘X Engineering’ **and** a program in ‘Y Engineering’. Graduates of such programs can reasonably represent themselves as having education qualifications in ‘X Engineering’ and in ‘Y Engineering’. As such, the program must meet the Accreditation Board accreditation requirements for **each engineering discipline** named. It is understood that there may be common curriculum that would reasonably be included in either engineering discipline (e.g. mathematics, natural science, complementary studies, and some engineering science and design) and there isn’t a requirement for a duplication or replacement of material that would reasonably be viewed as being a component of either discipline. The capstone design experience(s) must draw on material from each named engineering discipline and must include design elements from each of the named disciplines. 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.

For the purpose of accreditation, the preceding statement of interpretation should be carefully considered in the development and maintenance of such offerings. As indicated previously, HEIs should consult with the CEAB Secretariat which can provide advice with respect to Criteria 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5, 3.6.6, and this interpretive statement based on the specific plans of the

HEI. Furthermore, the Secretariat can ensure that an appropriate visiting team is constituted to be able to assess the program.

5. Definitions

CEAB, AB: The Canadian Engineering Accreditation Board, or simply the Accreditation Board. Though referred to as a "Board" the CEAB is technically a committee of the Board of Directors of Engineers Canada.

Engineers Canada Board: The Board of Directors of Engineers Canada.

Higher education institution, HEI: A post-secondary institution, which would refer to an institution offering educational programming after high school.

Regulators: The provincial and territorial associations established under law to regulate the practice of professional engineering within their respective jurisdictions, and who are the Members of Engineers Canada, as defined in the Articles of Continuance.

Working Group: For the purposes of this report, a working group is a subcommittee operating for a defined period with a specific task. Working groups may include members who are not members of the committee or Board that created the working group.

Appendices

Appendix 1: Current Interpretive Statement

The current *Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs* can be found on page 54 of the *Accreditation Criteria and Procedures* (2024) here.

Appendix 2: Revised Interpretive Statement

The revised Interpretive Statement presented to the interest holders during the consultation process consists of the following.

Interpretive Statement on Curriculum Content for Options and Multi-Discipline Programs

The Accreditation Board develops statements of interpretation to clarify the intent underlying certain key expectations which generate frequent enquiries and are not otherwise covered by the Accreditation Board accreditation criteria. The following statement of interpretation addresses the issue of curriculum content for options and multi-discipline programs.

The CEAB recognizes that the content and names of programs continue to evolve as approaches to student learning and societal opportunities and challenges drive engineering to new and often more integrative disciplines. Furthermore, the CEAB understands and respects the need for higher education institutions (HEIs) to have flexibility and scope for innovation in their programs with scope for program and option names to appropriately represent the program. This interpretive statement is intended to support such flexibility and innovation while providing clarity to HEIs to facilitate compliance with Criteria 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5 and 3.6.6, and guidance for visiting teams in regard to assessment of compliance with these criteria.

Program and Options Names

HEIs use a variety of terms, such as certificate, option, minor, specialization, focus area, stream, theme, and pathway, to describe a set of courses that give students a level of specialization within their degree program. This specialization may be a sub-discipline of their degree discipline or a sub-discipline of another discipline, including non-engineering disciplines. Reference to options in Criterion 3.6.5 and in this Interpretive Statement also includes the variety of terms mentioned above or other such designations **that are referenced** on the degree transcript or on the degree parchment. Where such designations are used to indicate that graduates have taken a structured specialization in an area of engineering within their degree program, Criterion 3.6.5 shall apply. Where a designation does not appear on the degree transcript or degree parchment, or where the designation is in relation to a specialization that is not in the area of engineering, Criterion 3.6.5 shall not apply.

The names for both options and programs should be appropriately descriptive of the content of the options and programs, avoid confusion, and promote clarity, particularly for employers and the public, in terms of the educational credentials of program graduates. The HEI shall explain their choice of option and program names in the Questionnaire in the responses to Criterion 3.6.3 and Criterion 3.6.5. 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 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5 and 3.6.6 and this Interpretive Statement based on the specific plans of the HEI.

In accordance with Criterion 3.6.3, the "title of an accredited engineering program must be properly descriptive of the curriculum content", and this criterion is evaluated as a part of the regular accreditation visit process.

In accordance with Criterion 3.6.5, there is a requirement that there is "a significant amount of distinct curriculum content and that the name of each option is descriptive of that curriculum content", and this criterion is evaluated as a part of the regular accreditation visit process.

In the case where program option designations appear on degree transcripts or degree parchments, the Accreditation Board seeks the equivalent of one semester (or 1/8 of program content) of specific content in engineering science and/or engineering design that forms the knowledge base for an option. The option name should accurately describe the specific content that constitutes the option.

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Appendix 3: Adjustments made to the Revised Interpretive Statement

This appendix outlines the adjustments made to the revised Interpretive Statement based on the feedback received during the consultation process.

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HEIs use a variety of terms, such as certificate, option, minor, specialization, focus area, stream, theme, and pathway, to describe a set of structured learning activities (e.g courses) ~~courses~~ that provide ~~give students~~ either disciplinary specialization or multi-disciplinary exposure ~~a level of specialization~~ within the~~ir~~ engineering degree program. This may correspond to ~~specialization may be~~ a sub-discipline of the~~ir~~ engineering degree discipline or a sub-discipline of another discipline, including non-engineering disciplines. Reference to options in Criterion 3.6.5 and in this Interpretive Statement also includes the variety of terms mentioned above or other such designations **that are referenced ~~on the degree transcript~~ or ~~on the degree parchment~~parchment**. Where such a designation~~s~~ identifies ~~are used to indicate that graduates have taken a structured specialization in~~ an area of engineering within the ~~their~~ degree program, Criterion 3.6.5 shall apply. Where a designation does not appear- on the degree parchment ~~on the degree transcript or degree parchment~~, or where the designation appearing on the degree parchment is in relation to a non-engineering discipline, ~~specialization that is not in the area of engineering,~~ Criterion 3.6.5 shall not apply.

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In accordance with Criterion 3.6.5, there is a requirement that there is "a significant amount of distinct curriculum content and that the name of each option is descriptive of that curriculum content", and this criterion is evaluated as a part of the regular accreditation visit process. Here, "distinct" is interpreted to mean "readily identifiable" such that the required curriculum content that is the basis for the option would be evident in a review of the learning activities undertaken by a student in the program. The term "distinct" is not interpreted as meaning "different from" other degree parchment designations. Hence, an HEI may choose to offer a single program, for example Bachelor of Electrical Engineering (Power Systems Option), and Criteria 3.6.5 would be met if the program included the the equivalent of one semester (or 1/8 of program content) of engineering science and/or engineering design in the area of Power Systems.

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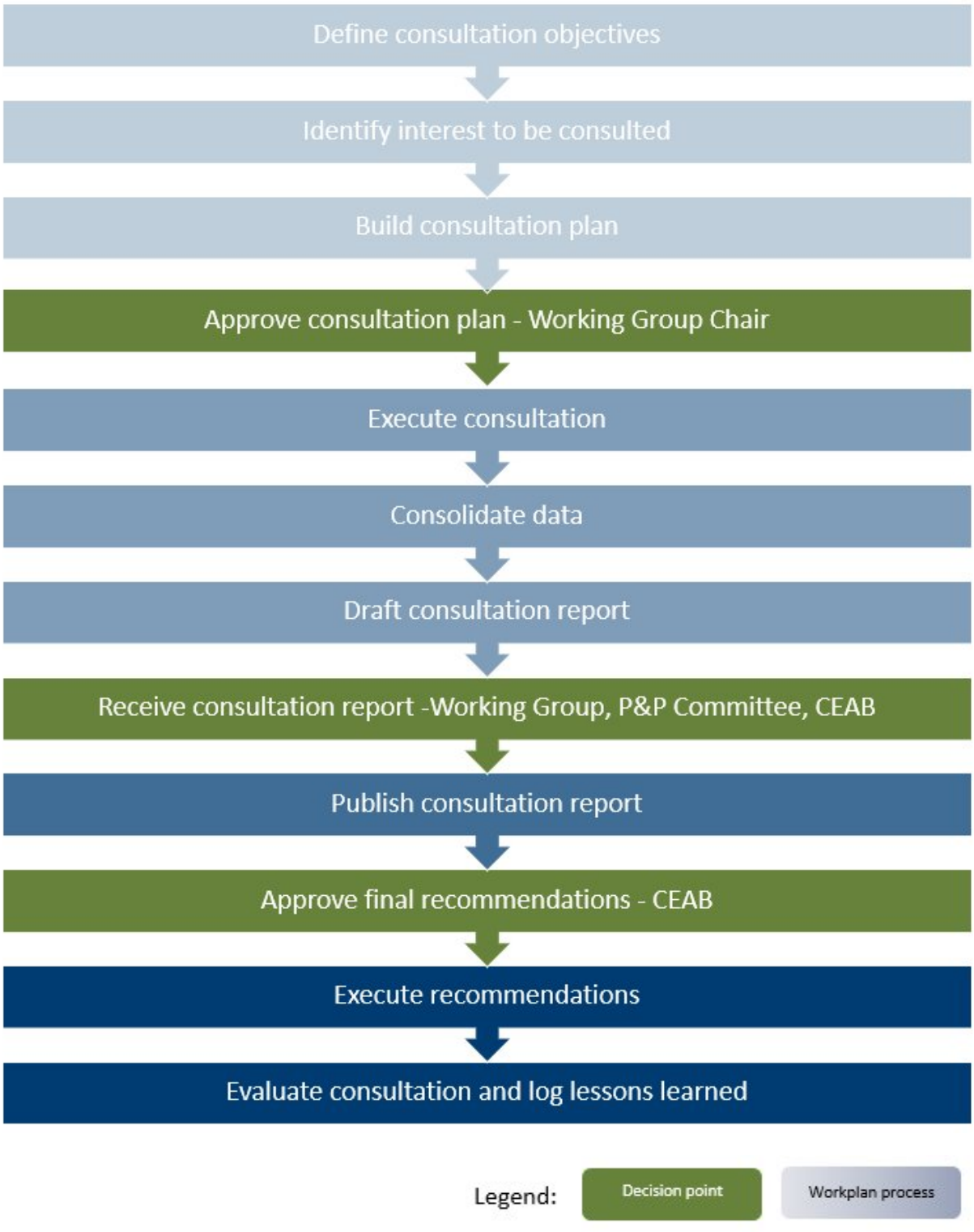
- X Y Engineering (e.g. Electrical Biomedical Engineering)
- X Engineering and Y Engineering (e.g. Electrical Engineering and Biomedical Engineering)

Program names of the forms ‘X and Y Engineering’ and ‘X Y Engineering’ are typically used for degrees based on the integration of material normally associated with a program in ‘X Engineering’ and a program in ‘Y Engineering’. Such program names are appropriate where the program **does not cover** the breadth and depth of material in a manner that would **independently** meet the Accreditation Board accreditation requirements (i.e., Criterion 3.6.4) for **each engineering discipline** but where program elements in ‘X Engineering’ and ‘Y Engineering’ are included and integrated in terms of both engineering science and engineering design content at senior levels in the program. The program should include a rough balance in subject-specific content between the engineering disciplines included in the program name. The program must draw on material from each named discipline and must demonstrate the integration of the named disciplines, including in the capstone design component. Graduates of such programs should demonstrate, for example in meetings with the visiting team during a visit, an understanding that they cannot represent themselves as having the education qualifications in ‘X Engineering’ and/or in ‘Y Engineering’ but rather they will have the educational qualification of a graduate who has completed a degree with substantial identifiable elements of the named engineering disciplines and an integration of material from these disciplines. Visits for such programs will assess the program as an integration of the named engineering disciplines. Where an HEI believes that a program of the form “X and Y Engineering” and “X Y Engineering” meets the Accreditation Board accreditation requirements separately for **each engineering discipline** named, the HEI may request a program visit to be carried out in the manner described below for programs of the form “X Engineering and Y Engineering”.

Program names of the form ‘X Engineering and Y Engineering’ are typically used for degrees that fully cover the depth and breadth of content normally associated with **both** a program in ‘X Engineering’ **and** a program in ‘Y Engineering’. Graduates of such programs can reasonably represent themselves as having education qualifications in ‘X Engineering’ and in ‘Y Engineering’. As such, the program must meet the Accreditation Board accreditation requirements for **each engineering discipline** named. It is understood that there may be common curriculum that would reasonably be included in either engineering discipline (e.g. mathematics, natural science, complementary studies and some engineering science and design) and there isn’t a requirement for a duplication or replacement of material that would reasonably be viewed as being a component of either discipline. The capstone design experience(s) must draw on material from each named engineering discipline and must include design elements from each of the named disciplines. 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.

For the purpose of accreditation, the preceding statement of interpretation should be carefully considered in the development and maintenance of such offerings. As indicated previously, HEIs should consult with the CEAB Secretariat which can provide advice with respect to Criteria 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5, 3.6.6 and this interpretive statement based on the specific plans of the HEI. Furthermore, the Secretariat can ensure that an appropriate visiting team is constituted to be able to assess the program.

Appendix 4: Engineers Canada's consultation process



Appendix 5: Consultation invitation email

RE: Consultation on revisions to the CEAB Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs // Consultation portant sur les révisions de l'Énoncé d'interprétation du BCAPG : Matière des cours dans les options d'un programme et dans les programmes bidisciplinaires

(le français suit)

(Distribution: Chief Executive Officers Group, National Admissions Officials Group)

Dear colleagues,

The Canadian Engineering Accreditation Board is soliciting feedback on:

Title	Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs
New document OR major/minor changes to an existing document	Major changes to an existing document Current Interpretive Statement Revised Interpretive Statement
Consultation open date	January 9, 2025
Consultation closed date	February 14, 2025
Anticipated end user of the document	Higher Education Institutions and visiting teams
Who directed/ requested the work	Canadian Engineering Accreditation Board (CEAB)
Specific questions asked during the consultation	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?

Context

At their February 2024 meeting, the Accreditation Board directed the P&P Working Group to review the Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs (Working Group) to consult interest holders on the revisions to the Interpretive Statement as it relates to CEAB accreditation criteria and procedures. The consultation period will take place from January 9, 2025, to February 14, 2025.

How to participate

1. Introduction to the consultation process – webinar
   Any individual within your organization who may be interested is invited to attend one of our scheduled introduction webinars. By clicking their preferred option below, participants will be provided with instructions on how to register:
   - January 23, 2025: 1:00 pm – 2:00 pm Eastern (English). Click here to register.
   - January 24, 2025: 1:00 pm – 2:00 pm Eastern (French). Click here to register.

   The introduction webinar will provide an overview of the revisions and define the ways by which we will consult each interest holder group. Any individual who is not able to participate in the live webinar will be able to access the webinar recording on the Engineers Canada website.

2. Webinar meeting with organization officials
   Should you or your colleagues wish to organize a web meeting to discuss the revisions to the Interpretive Statement, please email accreditation@engineerscanada.ca to schedule the meeting.

3. Submit written feedback
   You are invited to participate in the consultation through any of the means listed above. Additionally, you are invited to submit a formal written response. Written responses should be directed to accreditation@engineerscanada.ca or by mail to:

   P&P Working Group to review the Interpretive Statement on Curriculum Content
   for Options and Dual-Discipline Programs
   c/o Roselyne Lampron
   Engineers Canada
   300-55 Metcalfe St.
   Ottawa, ON K1P 6L5

Written responses must be received by **February 14, 2025.**

How your feedback will be used

All feedback from all interest holders will be collected and presented to the Working Group, CEAB, and Engineers Canada Board. A summary of all feedback received will be circulated to interest holders and posted on the Engineers Canada website.

Background

Dual-discipline programs are generally presented in one of three ways:

- X Engineering and Y Engineering (e.g. Electrical Engineering and Biomedical Engineering).
- X and Y Engineering (e.g. Electrical and Biomedical Engineering).
- X Y Engineering (e.g. Electrical Biomedical Engineering).

In its review of the current *Interpretive Statement on Curriculum Content for Options and Dual-Discipline Programs*, the Working Group came to the conclusion that the requirement that programs that include multiple disciplines in the name "must meet the Accreditation Board accreditation requirements for each discipline named" was prescribing a level of review that would not be appropriate for some programs that include significant material from multiple disciplines but are not designed to meet the accreditation requirements of each discipline independently. In many cases, programs that include multiple disciplines in the name are designed as an integration of the material from multiple disciplines.

Such programs should be reviewed as a single integrated discipline rather than through the lens of separate disciplines. The work of the Working Group also clarified the section of the Interpretive Statement regarding program options.

The CEAB directed the Working Group to conduct a national consultation with the various interest holders that will be affected by the revisions to the Interpretive Statement. The goal is to clarify the CEAB criteria for both HEIs and visiting teams and, therefore, facilitate the process of demonstrating compliance and conducting compliance reviews. This will enable engineering programs to better prepare for CEAB visits and guide CEAB visiting teams in assessing such programs.

On behalf of the Working Group, the Accreditation Board, and Engineers Canada, thank you for considering this invitation. Should you have any questions, please do not hesitate to contact me (mya.warken@engineerscanada.ca or at 1-877-408-9273 extension 206) or Roselyne Lampron (roselyne.lampron@engineerscanada.ca or at 1-877-408-9273 extension 222).

Best regards,

Mya Warken
Manager, Accreditation

****
(*Le message en anglais précède*)

Objet : Consultation portant sur les révisions de l'Énoncé d'interprétation du BCAPG : Matière des cours dans les options d'un programme et dans les programmes bidisciplinaires

(Distribution : Groupe des chefs de direction, Groupe national des responsables de l'admission)

Cher.ères collègues,

Le Bureau canadien d'agrément des programmes de génie demande de la rétroaction sur :

Titre	Énoncé d'interprétation *: Matière des cours dans les options d'un programme et dans les programmes bidisciplinaires*
Nouveau document OU révisions majeures/mineures à un document existant	Révisions majeures Énoncé d'interprétation actuel Énoncé d'interprétation révisé
Date d'ouverture de la consultation	9 janvier 2025
Date de fin de la consultation	14 février 2025
Utilisateur final anticipé du document	Établissements d'enseignement supérieur et équipes de visiteurs
Qui a demandé cette initiative	Bureau canadien d'agrément des programmes de génie (BCAPG)
Questions spécifiques posées pendant la consultation	1. La version révisée de l'*Énoncé d'interprétation : Matière des cours dans les options d'un programme et dans les programmes bidisciplinaires* fournit-elle une

	orientation adéquate aux EES sur la conformité aux normes du BCAPG et facilite-t-elle l'évaluation des programmes par l'équipe de visiteurs? 2. Quelles seraient les incidences, à la fois positives et négatives, de la mise en oeuvre de l'Énoncé d'interprétation révisé ? 3. Prévoyez-vous des risques associés à la mise en œuvre de l'Énoncé d'interprétation révisé? Si oui, quels sont ces risques comment peuvent-il être atténués?

Contexte

Lors de sa réunion de février 2024, le Bureau d'agrément a invité le Groupe de travail du Comité P&P à examiner l'*Énoncé d'interprétation : Matière des cours dans les options d'un programme et dans les programmes bidisciplinaires* (le Groupe de travail) en vue de consulter les parties intéressées concernant les révisions de l'Énoncé d'interprétation en ce qui a trait aux normes et procédures du BCAPG. La période de consultation se déroulera du 9 janvier au 14 février 2025.

Façon de participer

1. Présentation du processus de consultation – webinaire
   Toute personne intéressée de votre organisme est invitée à assister à l'un de nos webinaires. Après avoir cliqué sur l'une des options ci-dessous, les participants recevront les instructions pour s'inscrire :
   - Le 23 janvier 2025 : de 13 h à 14 h, HAE (en anglais). Veuillez vous inscrire ici.
   - Le 24 janvier 2025 : de 13 h à 14 h, HAE (en français). Veuillez vous inscrire ici.

   Dans le webinaire de présentation, nous passerons en revue les révisions et définirons les modalités de consultation de chaque groupe de parties intéressées. Si vous n'êtes pas en mesure d'assister au webinaire en direct, vous en trouverez un enregistrement sur le site internet d'Ingénieurs Canada.

2. Webinaire avec les représentants des organismes
   Si vous ou vos collègues souhaitez organiser une réunion en ligne pour discuter des révisions de l'Énoncé d'interprétation, veuillez envoyer un courriel à accreditation@engineerscanada.ca pour fixer une date.

3. Soumission de commentaires par écrit
   Vous pouvez participer à la consultation d'une des façons indiquées ci-dessus. Vous pouvez également soumettre vos réponses écrites à l'adresse : accreditation@engineerscanada.ca ou par la poste au :

   Groupe de travail du Comité P&P chargé de la révision de l'Énoncé d'interprétation : Matière des cours dans les options d'un programme et dans les programmes bidisciplinaires
   À l'attention de Roselyne Lampron
   Ingénieurs Canada
   55, rue Metcalfe, bureau 300
   Ottawa (Ontario) K1P 6L5

Les réponses écrites doivent nous parvenir au plus tard le **14 février 2025**.

Utilisation des commentaires reçus
Les commentaires de toutes les parties intéressées seront colligés et présentés au Groupe de travail, au Bureau d'agrément et au conseil d'Ingénieurs Canada. Un résumé de tous les commentaires reçus sera envoyé aux parties intéressées et affiché dans le site Web d'Ingénieurs Canada.

Renseignements généraux
Les programmes bidisciplinaires sont généralement intitulés de l'une des trois façons suivantes :

- Génie X et génie Y (p. ex. génie électrique et génie biomédical).
- Génie X et Y (p. ex. génie électrique et biomédical).
- Génie X Y (p. ex. génie électrique biomédical).

Lors de son examen de l'*Énoncé d'interprétation : Matière des cours dans les options d'un programme et dans les programmes bidisciplinaires* dans sa version actuelle, le Groupe de travail a conclu que l'exigence selon laquelle les programmes qui incluent plusieurs disciplines dans le titre « doivent satisfaire toutes les normes d'agrément du Bureau d'agrément pour chaque discipline identifiée dans le titre » prescrivait un niveau d'examen qui ne serait pas approprié pour certains programmes comprenant des matières provenant de plusieurs disciplines, mais qui ne sont pas conçus pour satisfaire aux exigences d'agrément de chaque discipline de manière indépendante. Dans de nombreux cas, les programmes dont le titre indique plusieurs disciplines sont conçus comme une intégration des matières de plusieurs disciplines. Ces programmes doivent donc être examinés en tant que discipline intégrée unique plutôt que sous l'angle de disciplines distinctes. Les travaux du Groupe de travail ont également servi à clarifier la section de l'Énoncé d'interprétation ayant trait aux options de programme.

Le BCAPG a invité le Groupe de travail à mener une consultation nationale avec les différentes parties intéressées qui seraient touchées par les modifications apportées à l'Énoncé d'interprétation. L'objectif est de clarifier les normes du BCAPG à la fois pour les EES et les équipes de visiteurs et de faciliter ainsi le processus de démonstration de la conformité et de vérification de la conformité. Cela permettra aux programmes de génie de mieux se préparer aux visites du BCAPG et orientera les équipes de visiteurs du BCAPG dans l'évaluation des programmes nommés ainsi.

Au nom du Groupe de travail, du Bureau d'agrément et d'Ingénieurs Canada, je vous remercie de prendre cette invitation en considération. Si vous avez des questions, n'hésitez pas à communiquer avec moi (mya.warken@engineerscanada.ca ou 1 877 408-9273, poste 206) ou avec Roselyne Lampron (roselyne.lampron@engineerscanada.ca ou au 1 877 408-9273, poste 222).

Meilleures salutations,

Mya Warken
Gestionnaire, Agrément

Appendix 6: Consultation presentation slidedeck

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

Pan-Canadian Consultation

Ray Gosine
Chair, P&P Working Group
January 23, 2025

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Outline

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

Background

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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

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

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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

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

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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.

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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**

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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

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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.

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Consultation process

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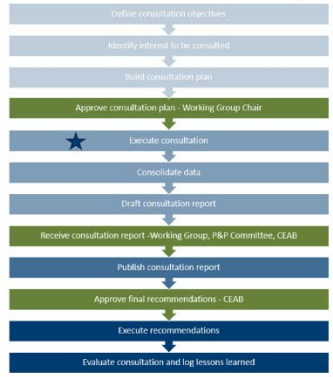
National consultation

January 9 – February 14, 2025



Legend: Decision point | Workplan process

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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.

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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?

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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)

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How to participate
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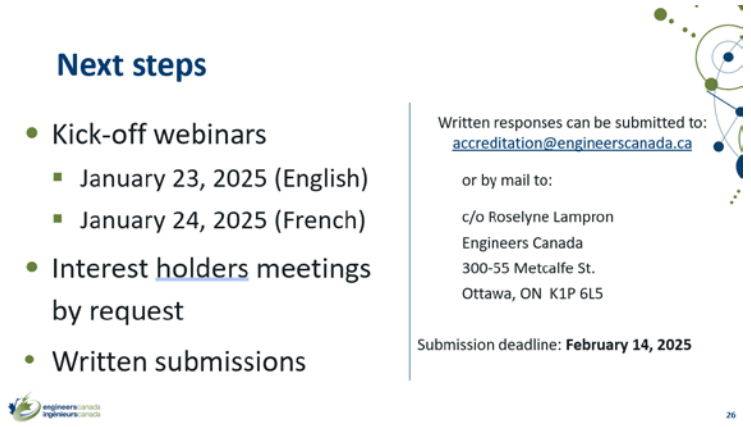
Next steps
Kick-off webinars
January 23, 2025 (English)
January 24, 2025 (French)
Interest holders meetings by request
Written submissions
Written responses can be submitted to:
accreditation@engineerscanada.ca
or by mail to:
c/o Roselyne Lampron
Engineers Canada
300-55 Metcalfe St.
Ottawa, ON K1P 6L5
Submission deadline: February 14, 2025
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Questions?
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Thank you!
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