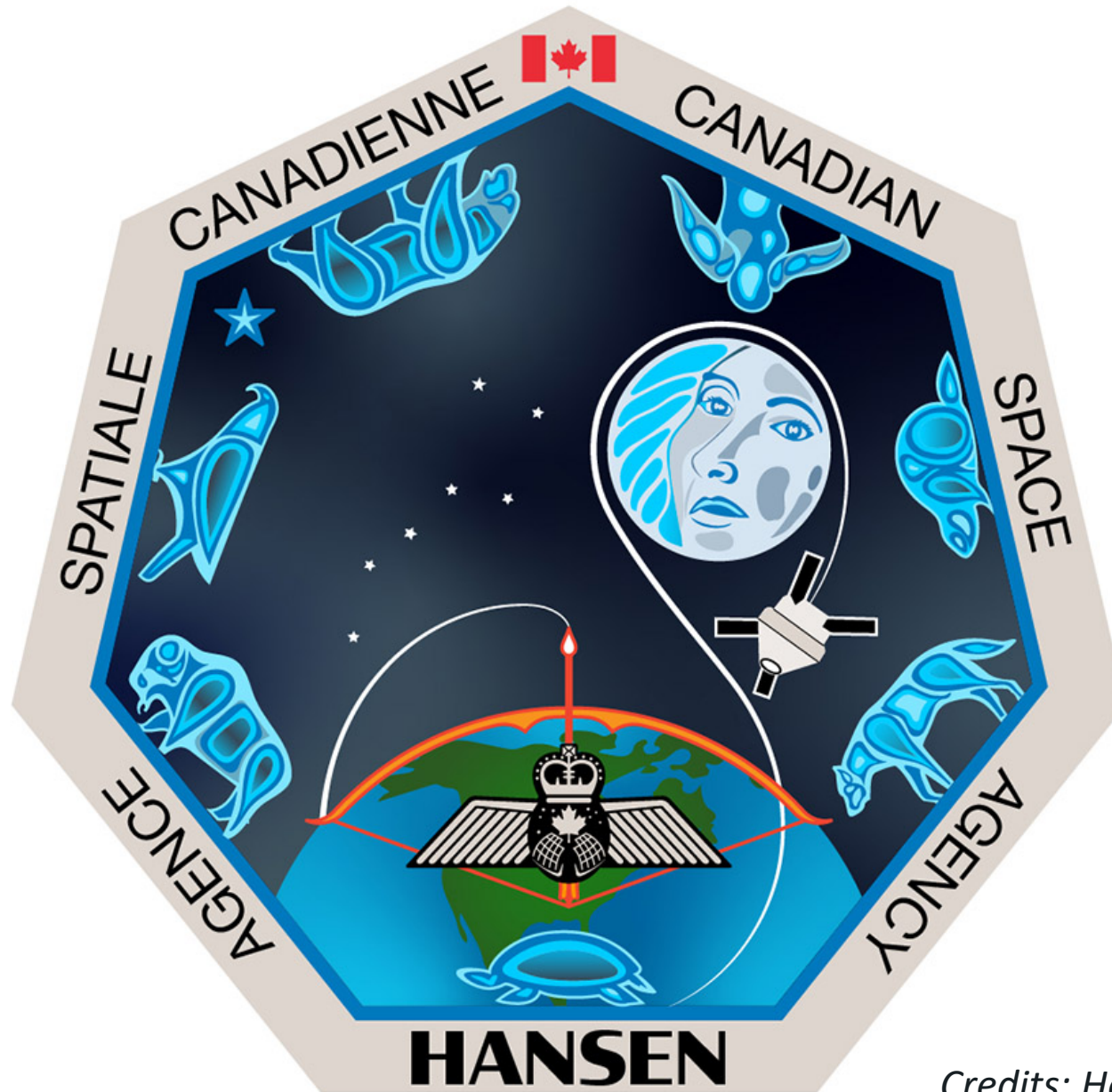


Proposed changes to CEAB accreditation criteria related to faculty licensure requirements

Pan-Canadian Consultation

Julius Pataky, Chair, CEAB's Policies and Procedures (P&P) Committee
June 22, 2026





Credits: Henry Guimond of the Turtle Lodge

Outline

- 1 Background
- 2 Proposed changes
- 3 Consultation process
- 4 How to participate
- 5 Q&A

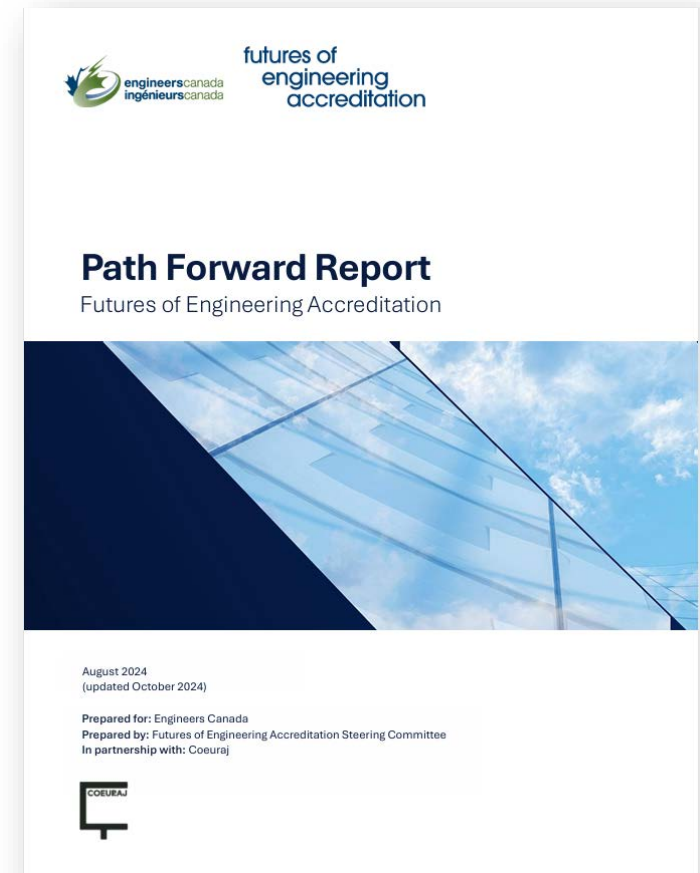


Background



Background

- **Futures of Engineering Accreditation (FEA) project:**
 - A multi-year journey focused on renewing the accreditation system and gathering input from the engineering ecosystem.
 - Culminated in the FEA [Path Forward Report](#) (October 2024), which comprises 18 recommendations.



Background

- **Realizing Futures of Engineering Accreditation (RFEA) strategic initiative:**
 - Implementation of the FEA Path Forward Report's recommendations approved by the Engineers Canada Board.
 - In October 2025, the CEAB was tasked with developing changes to address recommendations 7, 8, and 9 of the FEA Path Forward Report.



Background

RECOMMENDATION 7

Accept some of the recommendations presented by the Canadian Engineering Accreditation Board (CEAB) to address faculty license requirements, including:

- a. The CEAB should endorse the principle that engineering programs must have **substantial and meaningful involvement of licensed professionals** in the education of future professionals.
- b. The CEAB and visiting teams should interpret existing accreditation criteria related to the role of the professional engineer in the instruction of students in a manner that allows HEIs to have **more flexibility with respect to mechanisms to facilitate substantial and meaningful involvement of licensed professionals** in the engineering education process.
- c. The CEAB must require HEIs to demonstrate that graduates have developed the **expected level of understanding of, and commitment to, professionalism.**
- d. The CEAB **remove the Specific AUs criteria** and the requirement for the significant design experience to be conducted under the **professional responsibility of licensed faculty.**

Background

RECOMMENDATION 8

Explore the development of alternate ways for HEIs to demonstrate that students enrolled in engineering programs have **substantial and meaningful involvement with licensed professionals**.



RECOMMENDATION 9

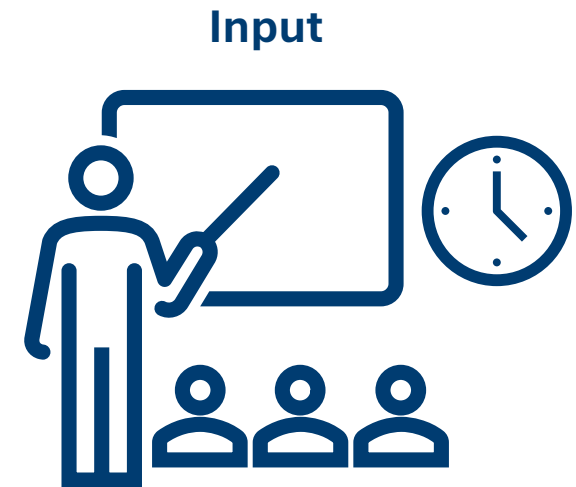
Formalize the CEAB's Temporary Exemption for Students Going on International Exchange by permanently integrating its core principles into accreditation policy.



Background

Specific AUs refer to minimum curriculum-hour requirements (Accreditation Units - AUs) that **must be delivered by faculty members** who hold, or are progressing toward, **professional engineering licensure in Canada.**

Specific AUs are calculated based on **direct contact time** between students and licensed instructors and are therefore an **input measure.**



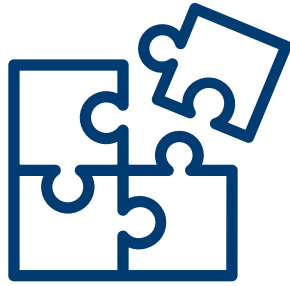
Background

Over time, several challenges have emerged regarding the reliance on Specific AUs.

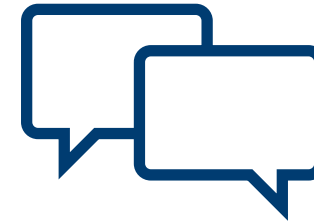


Measuring Specific AUs is a poor way to evaluate the impact of licensed professionals in the program.

Background



Through a **co-design approach**, the Policies and Procedures (P&P) Committee of the CEAB and the Deans Liaison Committee (DLC) of the EDC participated in numerous intensive working sessions to identify the changes required to the Specific AU requirements.



Provincial and territorial regulators were invited to discuss potential changes related to criteria requiring faculty licensure and the role of licensed professional engineers in student education.

Background

Purpose statement

The purpose of having substantial and meaningful involvement of professional engineers in the education of students is to ensure that graduates understand that the profession's foremost responsibility, within the context of a regulated profession in Canada, is to the public good.

Graduates must understand that licensure requires:

- technical competence;
- professionalism; and
- personal accountability.

Furthermore, graduates must understand that a self-regulating engineering profession must serve the public interest and that professional engineers must recognize their responsibilities and the expectations of government and society, thereby fostering an inclusive, ethically responsible professional community.



Meaningful involvement is characterized by a clear and intentional educational approach that supports the students' understanding.



Substantial involvement refers to engagement that is meaningful, sustained, and integral to the educational experience.



Background



Overall, the proposed changes to the criteria are intended to improve the clarity and consistency of accreditation requirements by moving away from Specific AUs and associated input-based licensure measures.



The refinements shift the emphasis from contact-time calculations to outcomes-focused, program-level expectations: **what graduates are expected to understand and what programs can demonstrate.**

Proposed changes



Proposed changes

PROPOSAL

It is proposed that criteria 3.1, 3.4.4.6, and 3.5.4 **be refined** and that criteria 3.4.4.1, 3.4.4.4, and 3.5.5 **be removed**.

Corresponding updates to the *Interpretive statement on licensure expectations and requirements* will also be made to ensure consistency with the proposed changes to the criteria.

Proposed changes

Criterion 3.1

CURRENT CRITERION	PROPOSED CHANGES
<p>GA Professionalism: An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.</p>	<p>GA Professionalism: Graduates must demonstrate an understanding of the roles and responsibilities of the professional engineer in society, within the context of a regulated profession in Canada. This includes an understanding of the significance of licensure and self-regulation, the importance of personal and professional accountability, and the profession's responsibility to serve the public good.</p>

Proposed changes

Criterion 3.4.4.1

CURRENT CRITERION	PROPOSED CHANGES
A minimum of 600 Accreditation Units (AU) of a combination of engineering science and engineering design curriculum content in an engineering program shall be delivered by faculty members holding, or progressing toward, professional engineering licensure as specified in the Interpretive statement on licensure expectations and requirements.	Remove this criterion and update the <i>Interpretive statement on licensure expectations and requirements</i> accordingly.

Proposed changes

Criterion 3.4.4.4

CURRENT CRITERION	PROPOSED CHANGES
A minimum of 225 AU of engineering design curriculum content in an engineering program shall be delivered by faculty members holding professional engineering licensure as specified in the <i>Interpretive statement on licensure expectations and requirements</i> .	Remove this criterion and update the <i>Interpretive statement on licensure expectations and requirements</i> accordingly.

Proposed changes

Criterion 3.4.4.6

CURRENT CRITERION	PROPOSED CHANGES
<p>The engineering curriculum must culminate in a significant design experience conducted under the professional responsibility of faculty licensed to practise engineering in Canada. The significant design experience is based on the knowledge and skills acquired in earlier work and it preferably gives students an involvement in team work and project management.</p>	<p>The engineering curriculum must culminate in a significant design experience conducted under the overall professional responsibility of a licensed professional engineer. Different models may be used to implement this requirement, provided that professional responsibility and accountability are clearly demonstrated. The significant design experience is based on the knowledge and skills acquired earlier in the programme and preferably provides students with involvement in teamwork and project management, reflecting contemporary engineering practice.</p> <p>Update the <i>Interpretive statement on licensure expectations and requirements</i> accordingly.</p>

Proposed changes

Criterion 3.5.4

CURRENT CRITERION	PROPOSED CHANGES
<p>Expertise and competence of faculty: Faculty delivering the engineering curriculum are expected to have a high level of expertise and competence, and to be dedicated to the aims of engineering education and of the self-regulating engineering profession, which will be judged by the following factors:</p> <ol style="list-style-type: none">The level of academic education of its members.The diversity of their backgrounds, including the nature and scope of their non-academic experience.Their ability to communicate effectively.Their experience and accomplishments in teaching, research and/or engineering practice.Their degree of participation in professional, scientific, engineering, and learned societies.Their appreciation of the role and importance of the self-regulating engineering profession, and of positive attitudes towards professional licensure and involvement in professional affairs.	<p>Expertise and competence of faculty: Faculty delivering the engineering curriculum are expected to collectively demonstrate a high level of expertise and competence. Taken as a whole, the faculty complement must demonstrate appropriate depth, diversity, and distribution of:</p> <ul style="list-style-type: none">• qualifications,• experience,• scholarship,• engineering practice, and• professional engagement <p>to support program outcomes.</p>

Proposed changes

Criterion 3.5.5

CURRENT CRITERION	PROPOSED CHANGES
<p>Professional status of faculty members: Faculty delivering curriculum content that is engineering science and/or engineering design are expected to be licensed to practise engineering in Canada.</p> <p>To evaluate this criterion, the Accreditation Board will rely on the <i>Interpretive statement on licensure expectations and requirements</i>, which is attached as an appendix to this document.</p>	<p>Remove this criterion and update the <i>Interpretive statement on licensure expectations and requirements</i> accordingly.</p>

Consultation process



Consultation

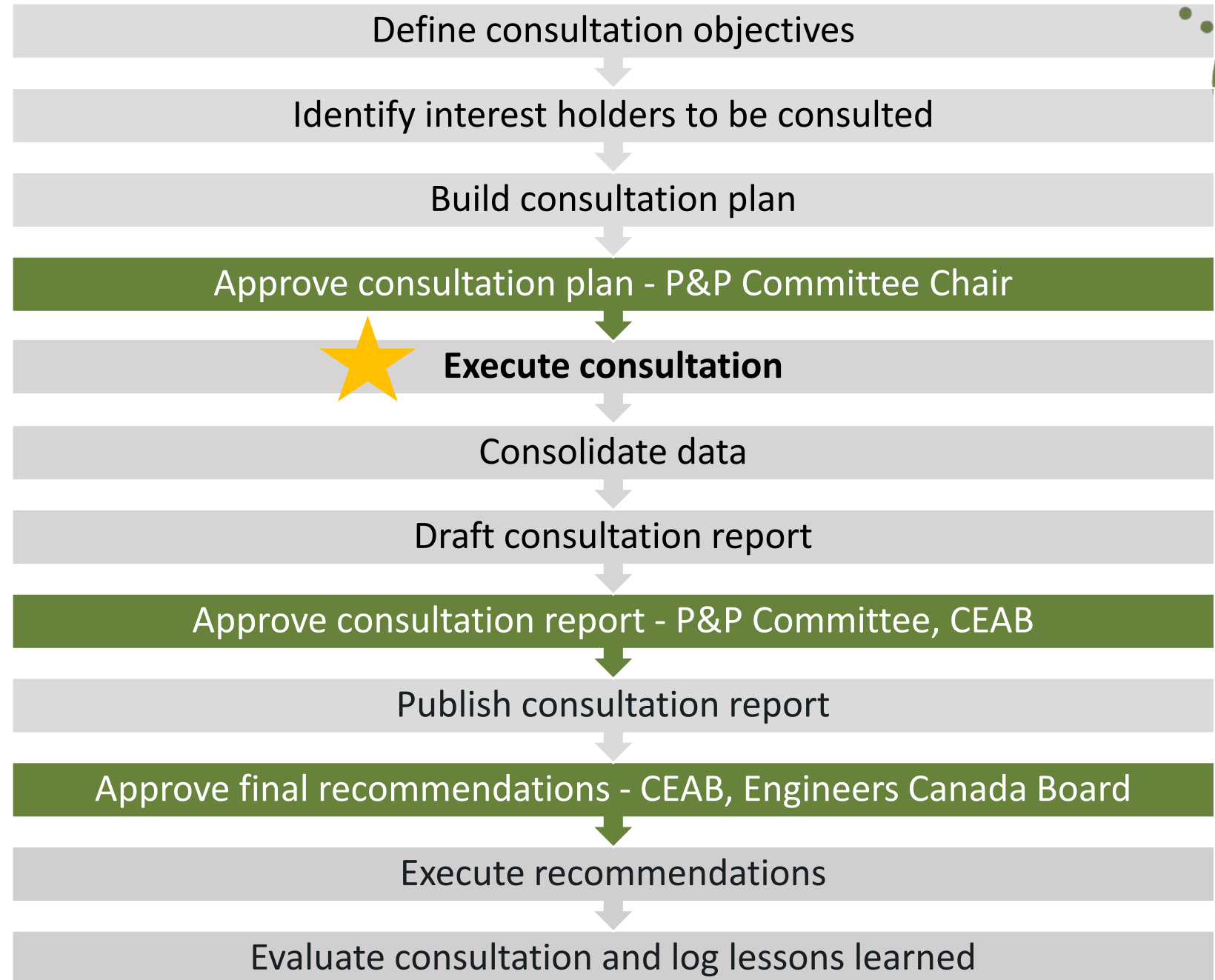
Period:

June 22 to August 3, 2026

Legend:

Decision

Process



Consultation objectives

- 1 **Inform** interest holders of possible changes to the CEAB accreditation criteria.
- 2 **Investigate** interest holders' reactions to the proposed changes.
- 3 **Identify** concerns, risks, and barriers related to the proposed changes.
- 4 **Consolidate** and **synthesize** interest holders' feedback.
- 5 **Develop** an implementation plan that accommodates the diverse viewpoints of interest holders.

Consultation questions

1. What are the implications of the proposal in terms of clarity, relevance, and overall impact?

3. What challenges or opportunities might arise from applying these criteria changes in meeting the accreditation requirements?

2. What aspects of the proposal may be missing or require further clarification?

4. What risks will be incurred by this implementation? How can these risks be mitigated?

Interest holders being consulted

- CEAB members
- Chief Executive Officers (CEO) Group
- National Admissions Officials Group (NAOG)
- Engineering Deans Canada (EDC)
- Higher Education Institutions (HEIs)
- Canadian Federation of Engineering Students (CFES)

How to participate



How to participate

- Attend kick-off webinars:
 - June 22, 2026 (English).
 - June 23, 2026 (French).
- Request a meeting (optional).
- Submit your feedback.

Submit your feedback:
accreditation@engineerscanada.ca

Deadline:
August 3, 2026.

Visit the consultation webpage!



A screenshot of the Engineers Canada website. The top navigation bar includes the logo for 'engineerscanada' and 'ingénieurscanada', and links for 'Home', 'Contact', 'FAQs', 'Member Login', social media icons for Facebook, Instagram, LinkedIn, and YouTube, a search icon, and a 'Français' language option. The main content area has a dark blue header with the text 'Consultation on proposed changes to accreditation criteria related to faculty licensure requirements'. Below this, the title 'Consultation on proposed changes to accreditation criteria related to faculty licensure requirements' is displayed in large white font. The page content is divided into two columns: 'Reports and consultations' on the left and a paragraph on the right stating: 'The Canadian Engineering Accreditation Board (CEAB) is soliciting feedback on revisions to accreditation criteria 3.1, 3.4.4.6, and 3.5.4, and on the removal of criteria 3.4.4.1, 3.4.4.4, and 3.5.5. It is to'.

Thank you! Questions?

