



CPA Accreditation Standards for Ontario Post-Secondary Institutions

Standards for the accreditation of in-person
graduate programs for advanced standing
in the CPA Professional Program

Volume 1

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1 INTRODUCTION

Chartered Professional Accountants (“CPAs”) play a vital role in Canadian and global business, operating at the heart of Canada's capital markets. Ensuring CPAs have the technical knowledge, leadership skills, critical thinking, and deep understanding of the forces shaping our economy is critical.

Post-Secondary Institutions are essential in preparing future CPAs in Ontario to play this role by delivering high-quality, relevant education programs. This document outlines the CPA Accreditation Standards for Ontario PSIs, and the requirements CPA Ontario uses to accredit, assure the quality of, and continuously monitor in-person graduate programs delivered by Ontario PSIs in partnership with CPA Ontario. These accredited programs deliver components of the CPA Professional Program in accordance with the Standards.

Accreditation of graduate programs in Canada is the responsibility of the Provincial and Territorial Bodies, as defined by the legislative and regulatory framework in their respective jurisdictions. In Ontario, CPA Ontario is responsible for accrediting graduate programs delivered within the province.

This document is built on Baseline Standards, developed collaboratively by PTBs across the country. These form the foundation for PTB specific accreditation requirements and processes but can vary by jurisdiction to uphold the creditability and rigor of the CPA designation, maintain public trust in CPAs and enable student mobility across Canada.

1.1 Overview of the CPA Professional Program

The CPA Professional Program is a bold path to becoming a CPA — one that prepares future CPAs for any industry, any challenge, and any possibility, no matter how markets, business or the world evolves. The program integrates education with practical experience, enabling students to develop essential technical excellence in accounting, a strong foundation in ethics with real-world experience and future-focused skills. With flexible learning formats, a foundation of practical experience, and a streamlined path to the designation, aspiring CPAs will enter the profession with confidence and real-world readiness from day one.

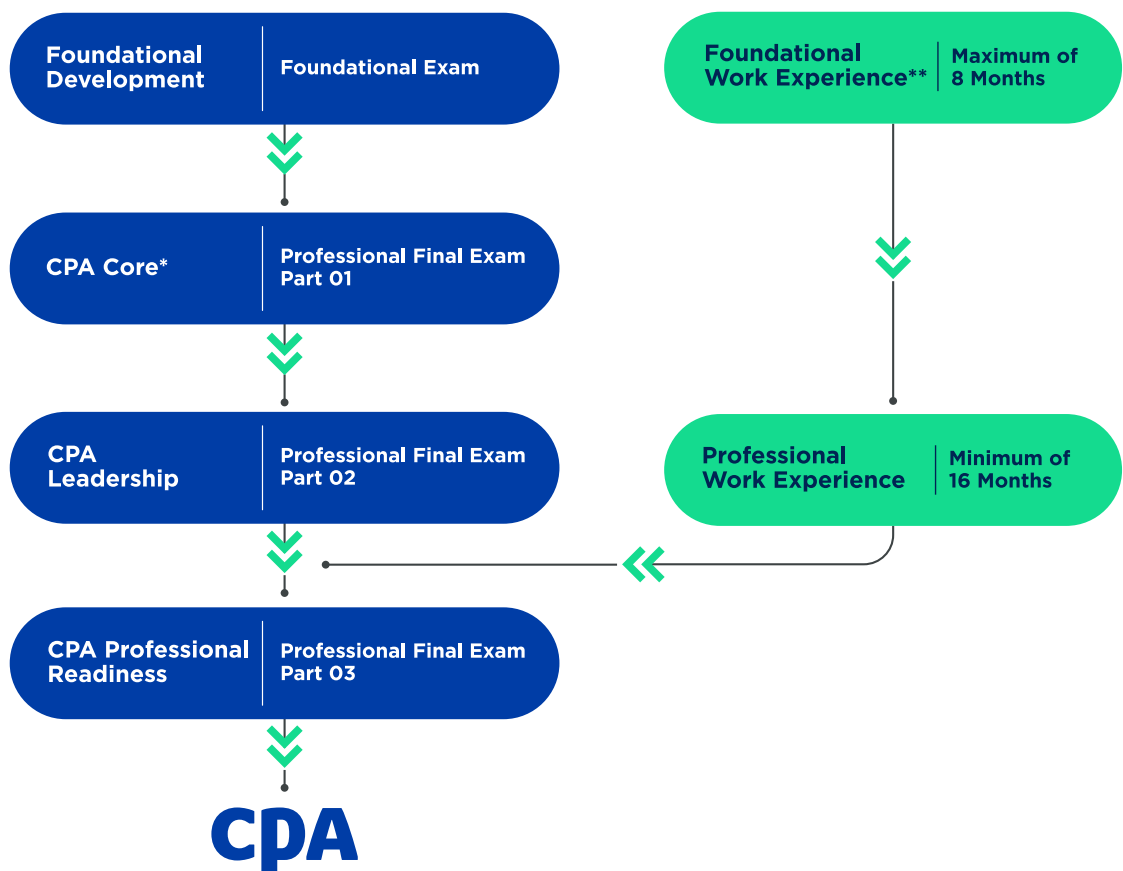
In Ontario, learning is structured around accredited programs delivered in-person or online, in partnership with leading PSIs.

The CPA Professional Program’s design was developed collaboratively by all PTBs. Each jurisdiction is responsible for developing and delivering the program’s module components in alignment with common learning outcomes required by the CPA Profession. Exam

components are administered regionally but remain standardized nationally, ensuring common standards of entry to the profession and mobility across Canada and internationally.

As outlined below, the CPA Professional Program consists of:

- The Foundational Development module and exam;
- Three professional modules and exams: CPA Core (Common and Licensure), CPA Leadership, and CPA Professional Readiness; and
- Foundational and professional work experience.



*Those seeking licensure must pass the Licensure version of CPA Core and pass the Licensure version of PFE 1.

**This work experience can be completed before the Foundational Development module.

Entry into the CPA Professional Program requires students, both Canadian and international, to either successfully complete specific courses which provide the required entry level knowledge to succeed in the program or successfully complete the Knowledge Assessment which checks whether students have the entry level knowledge required to begin the Foundational Development Module.

The Foundational Development Module builds the foundational technical and professional competencies a student will rely on throughout their CPA career. This module strengthens the skills that support sound judgment, effective communication, and confident decision-making.

The CPA Core Module helps build the core knowledge and competencies needed to understand and work with financial statements and financial information. Students also learn how financial data supports key activities in organizations, including collaborating with external auditors. Students will select one of two learning pathways in this module:

1. CPA Core – Common: this path strengthens specific competencies in such areas as financial reporting, assurance and trust, data and data analytics and taxation.
2. CPA Core – Licensure: this path supports those pursuing a career in public accounting, providing added depth in financial and non-financial reporting, assurance, taxation, and data analytics to meet licensure requirements and gain flexibility for success across the profession.

The CPA Leadership Module strengthens critical thinking and decision-making skills and explores how to go beyond the numbers when advising an organization. It deepens a student's CPA ethical mindset and integrates competencies across topics such as finance, assurance, management accounting, sustainability, and equity diversity inclusion through case-based learning.

The CPA Professional Readiness Module is an intensive, five-day in-person education experience culminating in the third and final professional exam. It uses case-based learning to help students, who will work in teams, navigate emerging global issues. It hones a student's CPA ethical mindset, their mastery of CPA advanced professional competencies and tests them on their application of the [*CPA Code of Professional Conduct*](#), all in real-world scenarios.

1.2 CPA Competency Map 2.0

The [CPA Competency Map 2.0](#) sets out the competencies required of a CPA on the path to, and upon certification, grounding them in the critical knowledge, technical skills, and ethical mindset for which the CPA Profession is already known.

Derived from the CPA Competency Map 2.0 are a set of learning outcomes that are expected to be achieved through CPA Professional Program modules, or set of defined graduate-level courses, and which will be tested in professional examinations.

More information on learning outcomes and examination expectations can be found in the CPA Professional Program Academic Guide.

1.3 Purpose of Accreditation Standards

These Standards are used by CPA Ontario to accredit, assure the quality of, and continuously monitor graduate programs at PSIs that deliver components of the CPA Professional Program.

This document sets out the Standards for in-person graduate programs. These Standards are principles-based and have the following objectives:

- Protecting the public interest;
- Ensuring high-quality graduate level CPA education; and
- Providing a student pathway to the CPA designation.

1.4 Application and Review of Baseline Standards

An interprovincial standards committee, composed of representatives from all PTBs, will oversee the application, interpretation, and ongoing maintenance of the Baseline Standards. This committee will meet at least annually, and the Baseline Standards will be formally reviewed every three years, or more frequently if required.

1.5 Definitions

The following terms are used in this document, in addition to terms defined elsewhere.

1.5.1 Accreditation

“Accreditation” means the formal approval granted by CPA Ontario for a Graduate Program delivered by an Ontario PSI, establishing it as an Accredited PSI in accordance with these Standards.

1.5.2 Accredited In-Person Graduate Program

A Graduate Program, accredited by CPA Ontario, that delivers the equivalent of the Foundational Development Module, the CPA Core (Common and/or Licensure) Module, the CPA Leadership Module and the Foundational Development Examination, Substantially In-Person. These programs will follow a structured course-based format and deliver education aligned to the learning outcomes derived from CPA Competency Map 2.0.

1.5.3 Accredited PSI

“Accredited PSI” means a Degree-Granting PSI that has received Accreditation under Accreditation Standard 1 of these Standards.

1.5.4 Baseline Standards

“Baseline Standards” means the foundational requirements that guide PTB accreditation criteria and processes. PTBs may establish standards that exceed the Baseline Standards where necessary to uphold the credibility and rigor of the CPA designation and maintain public trust in the profession.

1.5.5 CPA Accreditation Standards for Ontario PSIs or Standards

“CPA Accreditation Standards for Ontario PSIs” or “Standards” means the set of requirements, criteria, and processes established by CPA Ontario that govern the accreditation, delivery, quality assurance, and ongoing oversight of graduate programs offered by PSIs in Ontario for the purpose of preparing students for CPA certification.

1.5.6 CPA Competency Map 2.0

The “CPA Competency Map 2.0” is the publication adopted by CPA Ontario that profiles the competencies required of a CPA on the path to, and upon certification.

1.5.7 CPA Core Module

The second module in the CPA Professional Program that builds core knowledge and competencies to understand and work with financial statements and financial information.

It has two pathways:

- CPA Core – Common – strengthens competencies in financial reporting, assurance and trust, data and data analytics and taxation.
- CPA Core – Licensure - adds depth in financial and non-financial reporting, assurance, taxation and data analytics to meet licensure requirements and gain flexibility for success across the profession.

1.5.8 CPA Leadership Module

The third module in the CPA Professional Program that strengthens critical thinking and decision-making skills; deepens the CPA ethical mindset and integrates competencies across finance, assurance, management accounting, sustainability, and equity diversity inclusion through case-based learning.

1.5.9 CPA Professional Readiness Module

The final five-day, in-person module in the CPA Professional Program is designed to prepare students for professional practice within the regulated CPA Profession. The module develops students’ CPA ethical mindset and advanced professional competencies through applied, case-based learning. Students demonstrate their ability to apply the [CPA Code of Professional Conduct](#) and work collaboratively on complex and emerging issues.

1.5.10 CPA Professional Program

“CPA Professional Program” means the new CPA certification program designed to prepare future CPAs to lead across industries in a fast-changing economic, technological and social environment. It blends essential technical excellence in financial and non-financial reporting, assurance, taxation and data analytics and a strong foundation in ethics with real-world experience and future-focused skills that evolve alongside the demands of a world

redefined by AI. With flexible learning formats, a foundation of practical experience, and a streamlined path to the CPA designation, aspiring CPAs will enter the profession with confidence and real-world readiness from day one.

1.5.11 CPA Professional Program Academic Guide

“CPA Professional Program Academic Guide” means the resource for PSIs that:

- Provides guidance on interpreting the CPA Competency Map 2.0;
- Describes, through representative learning outcomes, the level of knowledge and skills that students need to demonstrate to be successful in each CPA Professional Program module and meet the expectations required at the point of obtaining the CPA designation.
- Provides the blueprints for the Knowledge Assessment and final examinations for each of the CPA Professional Program modules.

1.5.12 CPA Qualifying Courses

“CPA Qualifying Courses” means the following 15 courses:

Seven (7) required courses as follows:

- Intermediate Financial Reporting 1;
- Intermediate Financial Reporting 2;
- Advanced Financial Reporting;
- Corporate Finance;
- Audit and Assurance;
- Taxation; and
- Intermediate Management Accounting.

Eight (8) additional business courses selected from the PSI’s course offerings, which may include prerequisite courses for the required seven listed above, but may not include any anti-requisites to those seven courses.

1.5.13 Credit Hour

“Credit Hour” means each instruction hour per week of a one-semester course of academic learning, or the equivalent, that:

- is attributed as a credit hour by the PSI that offers it as a degree-credit course; and
- is part of a three-credit hour course that provides:
 - a minimum of three hours’ instruction time per week over a minimum 12-week term; or
 - a maximum of 12 hours’ instruction time per week over a minimum three-week term, provided that if a student is enrolled in one or more courses during a shortened term, the student must be limited to a total of 12 instruction hours per week.

1.5.14 Degree

“Degree” means an undergraduate degree granted by a Degree-Granting PSI or other equivalent indicator of academic achievement granted by an academic institution.

1.5.15 Degree-Granting PSI

“Degree-Granting PSI” means a PSI that is a member of Universities Canada or Colleges and Institutes Canada (or their successor organizations), is fully accredited by the appropriate regulatory authority to grant degrees and is recognized by CPA Ontario.

1.5.16 Foundational Development Module

The first module in the CPA Professional Program designed to build the core technical, professional, and decision-making competencies essential for a CPA career by integrating key subject areas – such as financial reporting, assurance and trust, analytics, sustainability and taxation – while strengthening foundational and advanced professional skills and applying ethical thinking and professional skepticism in decision-making.

1.5.17 Foundational Development Examination

“Foundational Development Examination” means:

- the CPA Ontario examination that students are required to successfully complete on completion of the Foundational Development Module; or
- the equivalent evaluation offered by an Accredited PSI.

1.5.18 Graduate Program

A program offered by a PSI after the completion of an undergraduate degree that demonstrates advanced academic achievement beyond the undergraduate level. Graduate Programs typically lead to a graduate diploma, graduate certificate, or master’s degree.

1.5.19 Grade-Point-Average or GPA

“Grade-Point Average” or “GPA” means having met or exceeded a 70% overall average on the courses making up the required 120 Credit Hours or equivalent. The 70% overall average is calculated using the top 120 Credit Hours completed.

1.5.20 Knowledge Assessment

“Knowledge Assessment” means the examination used to assess a student’s expected entry level knowledge.

1.5.21 Post-Secondary Institution or PSI

“PSI” means a Degree-Granting PSI established under an Act of the Ontario Legislature, authorized to confer degrees; publicly funded; offering academic programs beyond the secondary level, and operating within the provincial quality assurance framework.

1.5.22 Provincial and Territorial Bodies or PTBs

PTBs means the Chartered Professional Accountant bodies of all Canadian provinces and territories and of Bermuda.

1.5.23 Substantially In-Person

A program format in which students are required to complete the majority of learning activities, assessments, and interactions through in-person attendance. While limited online components may be included, they must be supplementary and cannot replace the core in-person requirements necessary to achieve learning outcomes derived from the CPA Competency Map 2.0.

2 ADMISSION REQUIREMENTS FOR THE CPA PROFESSIONAL PROGRAM

2.1 Admission Requirements

Ontario PSIs must set admission standards for their Accredited In-Person Graduate Programs that meet or exceed the admission requirements for the CPA Professional Program in Ontario. In Ontario, *Regulation 9-3 – CPA Professional Program: Student Registration, Obligations and Standing* outlines the required academic requirements for students in the CPA Professional Program. To begin the program with an Accredited PSI, students must first register as a student with, and meet all registration requirements of, CPA Ontario, including the requirements of the CPA Ontario Student Code of Conduct and Student Contract.

To enter the CPA Professional Program in Ontario, students must have:

- A Degree or equivalent;
- 120 Credit-Hours or equivalent;
- Achievement of a minimum Grade Point Average in respect of those 120 Credit Hours; and
- Entry level knowledge demonstrated by:
 1. Successful completion of the CPA Qualifying Courses; or
 2. Passing the Knowledge Assessment.

Entry-level knowledge whether obtained through completion of the CPA Qualifying Courses, or the Knowledge Assessment, must have been completed within three years of enrolling in the Foundational Development module. For students completing the CPA Qualifying Courses, the final course must have been completed within three years prior to enrollment.

3 ACCREDITATION STANDARDS

3.1 Accreditation Standard 1 – Accreditation Options

The Standards outlined in this document only apply to the accreditation of Accredited In-Person Graduate Programs.

Accredited PSIs must deliver the following components of the CPA Professional Program:

- Foundational Development Module;
- CPA Core Module – Common and/or Licensure;
- CPA Leadership Module;
- An equivalent of the Foundational Development Examination.

3.2 Accreditation Standard 2 - Eligibility for Accreditation

To be eligible to apply for 2027 Accreditation, PSIs in Ontario must:

- Be a PSI accredited by CPA Ontario, in good standing in 2026, and delivering a graduate diploma or master's program in accordance with the previous accreditation framework.

To be eligible to apply for new Accreditation (earliest 2030), PSIs in Ontario must:

- Be a Degree-Granting PSI;
- Demonstrate at least three years' strong student examination writer numbers and student examination performance on the three CPA Professional Program Final Examinations – Part 1 A and B (CPA Core), Part 2 (CPA Leadership) and Part 3 (CPA Professional Readiness) (pass rates by writers who completed undergraduate or graduate education at the PSI); and
- Provide formal acknowledgment from senior administration demonstrating:
 - A strong and sustained investment in accounting programs
 - Allocation of faculty resources needed to deliver high-quality graduate education; and
 - Ongoing growth (or plans to develop) a strong pipeline of highly qualified, market-ready CPAs.

3.3 Accreditation Standard 3 - Quality Assurance Policies

3.3.1 Quality Assurance Framework

Accredited PSIs shall maintain a documented quality assurance framework that ensures consistent delivery of high-quality graduate education, reliable assessment of learning, and content alignment with the learning outcomes derived from the CPA Competency Map 2.0.

The quality assurance framework should include policies and procedures addressing:

- Review and update of processes for curriculum development, learning outcomes, delivery methods, and assessment design;
- Cyclical program reviews conducted internally by the Accredited PSI;
- Cyclical reviews conducted by the provincial body responsible for overseeing quality assurance processes in Ontario (e.g., Ontario Universities Council on Quality Assurance);
- Program/student data collection, reporting and outcomes monitoring;
- Stakeholder feedback mechanisms (students, faculty, employers, CPA Profession) to inform program enhancements;
- Continuous monitoring of faculty qualifications, sufficiency and teaching effectiveness;
- Assessment of quality and integrity controls (e.g. academic integrity); and
- Student supports (academic advising, academic accommodations, complaints/appeals, accessibility and inclusion best practices).

3.3.2 Governance and Accountability

Accredited PSIs must have clearly defined governance structures that assign responsibility for academic quality, policy compliance, curriculum oversight, and continuous improvement. Quality assurance responsibilities must be regularly reviewed and documented.

3.3.3 Performance Thresholds

Accredited PSIs will be evaluated annually by CPA Ontario against an established performance threshold (to be set by CPA Ontario after at least one full cycle of examination results) based on student performance on the two CPA Professional Final Examinations – Part 1 (CPA - Core) and Part 2 (CPA Leadership) (the “Performance Threshold”). If the Performance Threshold is not met, or if quality assurance concerns are identified, the Accredited PSI must implement time-bound corrective action plans with measurable outcomes in the form of a performance improvement plan that is approved by CPA Ontario. CPA Ontario will monitor progress and may apply any of the following actions if required improvements are not achieved:

More than 5% below the Performance Threshold:

- Issuance of a formal warning;
- Meeting with the Dean, Program Director and Faculty;
- Creation of a performance improvement plan that is to be implemented immediately; and
- Setting of performance improvement targets.

Up to 5% below the Performance Threshold:

- Meeting with Dean, Program Director and Faculty; and
- Creation of a performance improvement plan that is to be implemented on a schedule to be mutually agreed with CPA Ontario.

Continued decline after performance improvement plan:

- Accreditation status may be amended (see section 4.2)

CPA Ontario shall review and assess the Performance Threshold against expected performance on these exams on an annual basis and may adjust it as CPA Ontario may deem appropriate in its sole discretion.

3.3.4 Transparency and Record-Keeping

Accredited PSIs must maintain complete records of quality assurance activities, reviews, audits, and performance outcomes for a minimum of the full term of Accreditation plus one year, and make these records available to CPA Ontario for audit and compliance purposes.

3.4 Accreditation Standard 4 – The Learning Environment

3.4.1 Substantially In-Person

The Accredited In-Person Graduate Program must provide a Substantially In-Person learning environment that provides students with access to appropriate faculty-student ratios, interactive learning, individualized and group feedback, innovative teaching methods including the use and education on the use of AI, and other activities that support achievement of the learning outcomes. The Accredited PSI's management and faculty are responsible for fostering an environment that promotes a high-quality, engaging learning experience for students.

3.4.2 Teaching and Learning Methodologies

The Accredited In-Person Graduate Program must employ an appropriate level of diverse teaching and learning methodologies that prioritize competency development. This includes:

- Incorporating varied learning approaches suited to competency development;
- Providing activities that promote active, experiential, and reflective learning; and
- Offering robust formative feedback to support and reinforce learning.

3.5 Accreditation Standard 5 – Admission Requirements and Student Achievement

3.5.1 Admission Requirements

Students must meet the higher of:

- The admission requirements of the Accredited In-Person Graduate Program; or
- The admission requirements set out in section 2.1

Accredited PSIs may establish admission requirements that exceed those in section 2.1.

3.5.2 Student Achievement

The Accredited PSI must establish and define student achievement criteria for successful completion of the Accredited In-Person Graduate Program, including requirements such as GPA, course passing grades, and evaluation passing grades.

3.6 Accreditation Standard 6 - Program Design

The Accredited PSI must demonstrate their Accredited In-Person Graduate Program achieves the required learning outcomes for Foundational Development, CPA Core – Common and/or CPA Core - Licensure, and CPA Leadership as described in the CPA Professional Program Academic Guide. To support high-quality program design, the Accredited PSI must ensure the program’s structure, content and course sequencing enable students to achieve these learning outcomes. The Accredited PSI must also continuously review and update its formal curriculum to reflect any changes in the required learning outcomes.

The Accredited PSI must keep curriculum maps linking courses and assessments to learning outcomes and ensure instructional methods and assessments are sufficient to achieve them. Ongoing evaluation using student performance and program-level results must inform documented improvements within the Accredited PSI’s quality assurance framework.

3.7 Accreditation Standard 7 - Grandfathering and Transition

There is no grandfathering provision under the CPA Professional Program for PSIs accredited by CPA Ontario under the previous accreditation framework. PSIs with a Graduate Program accredited by CPA Ontario as of 2026 must reapply for new Accreditation under these Standards.

3.8 Accreditation Standard 8 - Faculty Qualification, Sufficiency, and Involvement

3.8.1 Faculty Qualification

Teaching faculty must be highly qualified in accounting, aware of the economic and technological forces impacting the work of CPAs, up-to-date on evolving areas of expertise, and able to deliver relevant, up-to-date education. Faculty should include a blend of tenured academics and CPAs having spent time at the forefront of business and Canada’s changing economy.

The majority of full-time faculty in the Accredited In-Person Graduate Program must be Ontario CPAs in good standing. The Accredited PSI may not include a new faculty member in its Accredited In-Person Graduate Program who has been revoked as a member by CPA Ontario for disciplinary reasons.

Faculty must be able to demonstrate that they are bringing in expertise from other faculty areas to complement existing faculty skill sets in order to help students integrate technical competence in accounting with niche expertise around key areas, for example: entrepreneurship, sustainability, AI, data, law and economics.

Accredited PSIs must have fair and equitable hiring and promotion policies that consider expertise in CPA competency development.

3.8.2 Faculty Sufficiency

Accredited PSIs must maintain adequate faculty resources to ensure a stable and sustainable teaching environment. Faculty sufficiency is critical to deliver consistent, high-quality education and meet these Standards.

This includes having enough qualified faculty members to deliver all required courses on a systematic and regular basis, avoiding delays or interruptions in program delivery. Faculty sufficiency should account for:

- Coverage of key areas: ensuring all subject areas in the Competency Map 2.0 are taught by appropriately qualified faculty.
- Workload balance: distributing teaching, research, and administrative responsibilities fairly to prevent overextension and maintain instructional quality.
- Contingency planning: having strategies in place to address unexpected faculty absences or departures without compromising program continuity.
- Student-faculty ratio: maintaining ratios that support effective learning, engagement, and access to faculty support.
- Stability: recruiting and retaining faculty to sustain program growth and avoid reliance on short-term or temporary faculty appointments.

3.8.3 Faculty Educational Involvement

Faculty shall actively contribute to the success of the Accredited In-Person Graduate Program through meaningful academic engagement. This includes preparing, delivering and supervising courses, participating in curriculum development, and engaging in student mentoring and support. Faculty are expected to uphold academic integrity, foster a learning environment aligned with the learning outcomes derived from CPA Competency Map 2.0, and ensure the curriculum remains relevant through timely updates informed by developments in CPA skills and competencies.

3.8.4 Faculty Profession Involvement

Faculty must maintain active engagement with the CPA Profession to ensure the relevance and currency of the Accredited In-Person Graduate Program. This includes participation in professional development activities, involvement in CPA committees or working groups, contributions to research or publications related to accounting practice, and ongoing interaction with industry/employer stakeholders. Such engagement helps faculty stay informed about emerging trends, regulatory changes, and evolving competency requirements, thereby enhancing the quality and applicability of the education provided.

3.9 Accreditation Standard 9 - Evaluation Methodologies

The Accredited PSI must use a variety of evaluation methods that are appropriate for assessing competency development and achievement of the learning outcomes required by the CPA Professional Program.

Evaluation methodologies should:

- Align with the learning outcomes and include both formative and summative assessments to measure decision competencies, specific competencies and foundational and sub-foundational competencies;
- Incorporate diverse approaches such as case analysis, written assignments, presentations, examinations, and experiential learning assessments;
- Provide timely, constructive feedback to support continuous improvement and learning;
- Enable students to regularly assess their own development, provide evidence of competence and support them in their ongoing education journey;

- Ensure fairness, transparency, and academic integrity in all assessment processes;
- Be regularly reviewed and updated by the Accredited PSI to reflect best practices in higher education and evolving professional standards; and
- Demonstrate that students in the program are acquiring the skills and competencies needed to succeed as a CPA.

The Accredited PSI must outline how the content and coverage of the learning outcomes is formally assessed, which may include individual, written, and proctored where appropriate and/or group evaluation.

3.9.1 Accommodation and Appeals

Accredited PSIs must have clear and accessible policies for:

- **Academic accommodations**, including processes for requesting, evaluating and implementing accommodations in assessments; and
- **Appeals of evaluation decisions**, including timelines, procedures, and written decisions.

3.10 Accreditation Standard 10 - Ethics Policies

The Accredited PSI must have written ethics policies that promote integrity, professionalism, transparency, and accountability in all academic and administrative activities.

These policies should:

- Uphold academic and professional rigor and align with the *CPA Code of Professional Conduct*;
- Support education grounded in CPA ethical values and social responsibility;
- Position the Accredited PSI as a model of ethical conduct, reinforcing the credibility and integrity of the CPA Professional Program;
- Apply to faculty, staff, and students, fostering an equitable, respectful, and inclusive environment;
- Address academic honesty, confidentiality, conflicts of interest, and responsible resource use;
- Include clear procedures for reporting, investigating, and resolving ethical breaches;

- Be effectively communicated to all stakeholders and reinforced through training;
- Ensure transparent and accountable management of assessments and related processes; and
- Demonstrate accountability to students and external partners.

3.11 Accreditation Standards 11 - Employer Involvement

To enhance the quality of training and strengthen the connection between formal education and workplace performance, the Accredited PSI shall actively engage employers and CPA practitioners in its program delivery.

To achieve this, the Accredited PSI must:

- Establish an advisory committee with employer participation and include representatives from CPA Ontario, to align program content with market needs and improve employability;
- Facilitate ongoing dialogue and ad hoc exchanges with employers, conducted at minimum annually, to ensure mutual understanding and program adaptability;
- Incorporate professional practice into the Accredited In-Person Graduate Program to prepare for successful entry into the CPA Profession; and
- Ensure that employers and CPAs involved in the Accredited In-Person Graduate Program provide insights into the role of CPAs within organizations and the broader business community, reinforcing the practical application of CPA competencies.

4 PROCESSES AND QUALITY ASSURANCE FOR ACCREDITATION STANDARDS

Accreditation will be based on a close, collaborative, and ongoing partnership between CPA Ontario and Accredited PSIs. This partnership is essential to ensuring that education delivered by Accredited PSIs remains aligned with the evolving expectations of the CPA Profession, supports strong student outcomes, and maintains the integrity of the CPA Professional Program. By working together through regular communication, shared accountability, and mutual commitment to high standards and academic rigor, CPA Ontario and Accredited PSIs create the ecosystem necessary for long term program success and graduate preparedness.

4.1 Application, Self-Assessment and Site Visit

To initiate the Accreditation process, the PSI must notify CPA Ontario of its intention to seek Accreditation under these Standards. The PSI must then submit its application during the designated application window using the guidelines provided in the Appendix.

The review process includes:

- Submission of an application package that includes a self-assessment, documentation demonstrating how the PSI meets the Standards, and additional materials such as:
 - A statement of support from senior administration (e.g., the President or Dean) endorsing an In-Person Graduate Program in professional accountancy;
 - A self-assessment of how the courses align with the learning outcomes required by the CPA Profession, including detailed course outlines;
 - Documented evidence showing how the program meets the Standards set out in section 3.
- Review of the application by the CPA Ontario Accreditation Advisory Committee; and
- A site visit.

4.1.1 Self-Assessment

The self-assessment requires PSIs to evaluate their proposed program design and courses against the required learning outcomes. This process enables PSIs to identify strengths, address gaps, and demonstrate how the program prepares students for the competencies and expectations of the CPA Profession, including graduate readiness and success on CPA examinations. A summary of the self-assessment process and its results is sufficient to meet this requirement; submission of a course-to-learning outcome mapping is optional.

4.1.2 CPA Ontario Accreditation Advisory Committee

The CPA Ontario Accreditation Advisory Committee (“AAC”) provides CPA Ontario with Accreditation recommendations and expertise in competency-based education. Final accreditation decisions rest with CPA Ontario.

The AAC supports CPA Ontario to ensure that Accredited In-Person Graduate Programs:

- Align to the learning outcomes derived from the CPA Competency Map 2.0
- Adhere to the Standards
- Demonstrate quality, rigour and relevance to the CPA Profession

The AAC is responsible for:

- Performing a review of initial accreditation and renewal applications in accordance with these Standards.
- Performing a review of any substantive curriculum changes between renewal cycles—to confirm alignment with these Standards and learning outcomes.
- Identifying risks, gaps and quality concerns observed during the review.
- Participating in review activities, which may include email correspondence, meetings, and site visits – virtual, in-person or hybrid – with PSIs.
- Provide CPA Ontario with a final recommendation to grant full, conditional or no Accreditation.
- Periodically review the Standards and recommend updates where application, interpretation, or clarity require improvement.

4.1.3 Site Visits

Site visits are a core component of Accreditation and may be conducted by CPA Ontario. While documentation provides important evidence, site visits enable CPA Ontario to independently verify that the Standards are effectively implemented in practice. Through direct engagement with faculty, students, administrators, alumni and employers, the site visit provides evidence regarding the learning environment, curriculum and assessment design, faculty resources, student support and quality assurance activities. Site visits may be conducted virtually, in a hybrid format, and/or in-person.

4.2 Accreditation Decisions

Following the review, one of three decisions will be issued:

- **Accreditation** – Granted when a PSI demonstrates their In-Person Graduate Program meets these Standards. Initial Accreditations will be granted for a three-year period. Accreditation renewals will be granted for a period of up to five years.
- **Conditional Accreditation** - Granted for a defined period when specific changes required by CPA Ontario are still outstanding, when final course outlines or required documentation are pending, or when PSI governance approvals have not yet been finalized.

Note: Students enrolled during a period of Conditional Accreditation will retain accredited status for the duration of their program, even if full accreditation is not ultimately achieved.

- **No Accreditation** – Accreditation is not granted. The PSI may reapply after a period determined by CPA Ontario, not exceeding three years.

4.3 Reporting

The AAC will prepare a report for CPA Ontario senior leadership outlining:

- A description of the In-Person Graduate Program’s achievements with respect to these Standards;
- Any recommendations for changes or improvement; and
- A recommended outcome of the PSI’s accreditation application.

CPA Ontario will notify the PSI of its final decision. For Accreditation, the notification may include suggested improvements. For Conditional Accreditation, the notification will outline the required changes or outstanding documentation. For a denial of Accreditation, the notification will provide the reasons, the changes required, and the earliest date the PSI may re-apply.

4.4 Approval and Appeal Decisions

The CPA Ontario President & Chief Executive Officer (“CEO”) is the decision-maker who grants, renews, or revokes accreditation on behalf of CPA Ontario. The CEO may delegate their authority, in whole or in part, on a revocable basis, to a CPA Ontario Executive Vice-President or Senior Vice-President.

If Accreditation is not granted, the PSI may request a review of the decision within thirty days of receiving the notification. The review will be conducted by a team comprised of members of the AAC that are independent of the original evaluators. No review is available for decisions granting Conditional Accreditation.

4.5 Effective Date of Accreditation

The later of the date CPA Ontario formally approves the Accreditation, and January 1, 2027 (the Standard’s effective date).

4.6 Annual Monitoring

Accredited In-Person Graduate Programs are subject to annual reviews by CPA Ontario. This review is conducted to review exam results, ensure and facilitate continuous improvement and determine whether the PSI’s Accreditation status may be affected.

The annual review will include:

- i. the impact of revisions to the learning outcomes required by the CPA Profession;
- ii. changes to the program, or its courses, proposed by the Accredited PSI or suggested by CPA Ontario, including changes to the content, the learning environment, evaluations or faculty qualifications and sufficiency;
- iii. defined performance metrics for the program's graduates; and
- iv. an annual report submitted by the Accredited PSI outlining enrolment and graduation data and trends, faculty resourcing and qualifications, quality assurance findings, student experience results, summaries of academic misconduct incidents, and any additional information agreed upon and requested by CPA Ontario.

CPA Ontario will work in partnership with the Accredited PSIs to develop the monitoring plan, to be reviewed at least annually.

4.6.1 Results of CPA Professional Final Examinations

CPA Ontario will annually review the first-time writer pass rates on the CPA Professional Final Examinations – Part 1 (CPA Core) and Part 2 (CPA Leadership). The first two years of Accreditation will serve as a transition period. If the Accredited In-Person Graduate Program's results on the 2027 or 2028 examinations fall below the performance threshold (to be set after at least one full cycle of examination results), CPA Ontario will work collaboratively with the Accredited PSI during the transition period to support improvements in future outcomes.

Accredited PSIs must not publicly disclose CPA Final Examination pass rates (on a student or aggregated basis) without the express prior written consent of CPA Ontario. CPA Ontario may publicly disclose Accredited PSI performance metrics on an aggregated basis, including but not limited to, student pass rates by GPA.

4.6.2 Program Performance Reviews and Risk-Based Audits

CPA Ontario may conduct periodic program performance reviews and risk-based audits to ensure ongoing compliance with CPA Ontario *Regulation 9-3 – CPA Professional Program: Student Registration, Obligations and Standing*, and policy directives for the CPA Professional Program. Evaluation results will be shared with the Accredited PSI to support continuous improvement. These evaluations will not affect a student's advanced standing in the CPA Professional Program. Accredited PSIs must address gaps identified through a

corrective action plan with defined timelines. Failure to do so may affect Accreditation status.

4.7 Accreditation Review Cycle

Initial Accreditation will be granted for a three-year period. After the three-year period, Accreditation renewals will be granted for a period of up to five years.

At least one year and no more than 15 months prior to the expiry of the PSI's then current term of Accreditation, the Accredited PSI must notify CPA Ontario in writing of its intention to renew.

4.8 Program Changes and Notification

Between formal Accreditation and annual monitoring by CPA Ontario, Accredited PSIs must promptly notify CPA Ontario in advance of any material changes proposed to be made to their Accredited In-Person Graduate Program. CPA Ontario will assess the impact of these proposed changes and determine whether the PSI's Accreditation status may be affected. Accredited PSIs will be informed of the expectations, required timelines for implementation, and whether CPA Ontario approval is needed before the proposed changes take effect.

CPA Ontario may require an Accredited PSI to make changes to its Accredited In-Person Graduate Program where CPA Ontario determines that such changes are necessary based on updated learning outcomes or Standards. Accredited PSIs will be informed of the expectations and required timelines for implementation.

CPA Ontario will inform Accredited PSIs of any material updates to:

- The learning outcomes required by the CPA Profession;
- The CPA Competency Map 2.0;
- The CPA Professional Program Academic Guide; and
- These Standards.

4.9 Student Record-Keeping Requirements

The Accredited PSI shall maintain complete and accurate records relating to each student in its Accredited In-Person Graduate Program, including records relating to accommodation and discipline processes and outcomes, for the duration of the student's participation in the Accredited In-Person Graduate Program plus two years, and shall make those records available to CPA Ontario promptly upon request. The Accredited PSI agrees to provide institutional testimony relating to its students or student records as may be necessary to support the regulatory processes of CPA Ontario.