ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

SUMMARY OF AUDITORS' REPORT ON THE SCOPE OF CARLETON UNIVERSITY'S RESPONSE TO THE QUALITY ASSURANCE AUDIT

NOVEMBER 2015

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AUDITORS' REPORT ON THE INSTITUTIONAL ONE-YEAR FOLLOW-UP RESPONSE ON THE QUALITY ASSURANCE AUDIT OF CARLETON UNIVERSITY

SUMMARY

The Ontario Universities Council on Quality Assurance (Quality Council) undertook an Audit of Quality Assurance at Carleton University in 2014. As with all such audits, the purpose was to assess the extent to which Carleton University is in compliance with its own Institutional Quality Assurance Processes (IQAP) and to affirm that institutional practices are consistent with the Quality Assurance Framework that governs quality assurance activities at publicly assisted Ontario Universities.

The Quality Assurance Framework requires that each institution submit a one-year follow-up response to the Quality Council. Carleton University submitted its One-year Response on August 13, 2015. This is a summary of the Auditors' Report on the Institutional One-Year Follow-Up Response on the Quality Assurance Audit of Carleton University.

Carleton University's One-year Response is extremely well organized and thorough in addressing the four recommendations listed in the Report on the Quality Assurance Audit of Carleton University of 2014. Each recommendation is accompanied by text that identifies the context for the recommendation, a detailed summary of progress made towards addressing the recommendation, and cross-references to the relevant sections of the revised IQAP. The One-year Response also deals systematically and thoroughly with the Audit Report's fourteen suggestions. Although response to suggestions is not mandatory, Carleton is to be commended for taking the suggestions seriously and for responding to them so thoroughly.

The auditors have concluded that the University's response and revised IQAP satisfactorily address the four recommendations, which are listed here with brief commentary.

Recommendation 1 (Carleton University must consistently follow its IQAP process for appointing potential external reviewers and confirming the arm's length status of potential reviewers.)

> The One-year Response lists no fewer than 12 sections in the revised IQAP that document the process for appointing external reviewers. The response and Section 9.2.5 of the revised IQAP indicate that the Office of the Vice-Provost will ensure that all conflict-of-interest guidelines are being followed. Section 9.2.5 also references appendix 8 of the IQAP, which outlines the conflict-of-interest guidelines.

Recommendation 2 (Carleton University must consistently comply with the processes for departmental involvement, participation, and communication in the preparation of self-study briefs, as per Section 5.1.4 of its IQAP.)

> The One-year Response outlines the extensive improvements to the processes in question, focusing especially on the preparation of learning outcomes. The recommendation was made with the intention of improving departmental involvement more generally, and the new Section 7.2.2.5 of the revised IQAP satisfies this recommendation.

Recommendation 3 (Carleton University must ensure that all degrees, diplomas, and sub-programs scheduled for review are reviewed according to its schedule and that the reviewers report on each program.)

> The One-year Response identifies a new section in the revised IQAP, 7.2.9.17, which notes that the Office of the Vice-Provost will ensure that external reviews are complete insofar as they deal with all of the programs to be covered in the review. On a go-forward basis, it will be helpful for the Office of the Vice-Provost to confirm that all programs for review are considered in the self-study when checking that document for completeness.

Recommendation 4 (Carleton University must ensure accuracy and transparency in listing all programs offered at the institution on the Programs in Scope document and Cyclical Program Review Schedule.)

> The new Programs in Scope section (Appendix 1a of the revised IQAP) is considerably more detailed than the version supplied for the original audit, and it now lists all concentrations and joint programs. Between this document and the Cyclical Program Review Schedule, it should be much easier to determine which programs and concentrations are to be included in a given review. A few minor inconsistencies involving alignment between the two documents remain but should be easily corrected.

The auditors commend Carleton University for the clarity and timeliness of its One-year Response. The institution's meticulous response both to the auditors' recommendations and to its suggestions is clear evidence of the seriousness with which Carleton University views the quality assurance process.

Carleton UNIVERSITY
Canada's Capital University

Office of the Vice-Provost and
Associate Vice-President (Academic)

August 13, 2015

Dr. Donna Woolcott
Executive Director
Ontario Universities Council on Quality Assurance
180 Dundas Street West, Suite 1100
Toronto, Ontario
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Dear Dr. Woolcott,

Enclosed with this letter is the response to the *Final Report on the Quality Assurance Audit of Carleton University*, dated September 2014.

Since receipt of the report, we have conducted a thorough review of our IQAP and our procedures and practices to respond to the four recommendations and fourteen suggestions included in the audit report. As a result of this review, as well as changes in policies and practices at Carleton and experience with the quality assurance regime, and following a consultative process with stakeholders, a revised IQAP has been submitted to the Quality Council for ratification. The enclosed report responds to each of the recommendations and suggestions and details the resulting changes made to the IQAP, as appropriate.

We would like to take this opportunity again to thank Drs. Morrison, Pierce and Sutherland, and indeed, yourself, for an audit that has provided us with very useful suggestions to enhance Carleton's Institutional Quality Assurance Process.

Yours sincerely,

Dr. John Shepherd, FRSC
Vice-Provost and Associate Vice-President (Academic)

c.c.: Dr. Peter Ricketts, Provost and Vice-President (Academic)
Dr. Andre Loiselle, Assistant Vice-President (Academic)
Jessica DeVries, Manager, Office of the Vice-Provost and Associate Vice-President (Academic)

RECOMMENDATION 1: Carleton University must consistently follow its IQAP process for appointing potential external reviewers and confirming the arm's length status of potential reviewers.

Recommendation 1 was made, in part, within the context of the new program approval process for the Bachelor of Health Sciences program. The comments related to this program suggest that the program leads were unaware or unsure of the process for determining conflict of interest. The Office of the Vice-Provost will ensure that this process is communicated to program leads.

The process for appointing external reviewers is set out in a revised IQAP (sections 3.5.2.3.2., 3.5.2.3.2.1., 3.5.2.3.3., 3.5.2.7.2., 3.5.2.7.2.1., 7.2.9.3.2., 7.2.9.3.2.1., 7.2.9.6., 7.2.9.6.1., 7.2.9.7., 9.2.2., and 9.2.3.) that Carleton submitted to the Quality Council for ratification on August 7th. This revised IQAP is enclosed with this response.

The process for reviewing and ensuring arm's length relationship of potential external reviewers is managed by the Office of the Vice-Provost. There are several ways in which this process is communicated to the academic units. Each program review cycle is launched with a workshop to which representatives from each program undergoing review in that cycle are invited. At this workshop, the milestones and timelines of the cyclical review process are described and the requirements for Volume 3 are explained. Following the workshop, each review team receives a document entitled "Guidelines for Volumes 2 and 3" (enclosed) which provides further information on the conflict of interest policy and the requirements for arm's length. Carleton's Conflict of Interest Policy constitutes Appendix 8 of its revised IQAP (enclosed). A template for Volume 3 is also provided (enclosed within the above mentioned Guidelines).

Following the submission of the three-volume brief to the Office of the Vice-Provost, staff in the Office review the full brief, including Volume 3, for completeness and compliance to the IQAP. Comments and suggestions are then communicated back to the unit in the form of a memo. During this review, the staff in the Office will determine any conflicts of interest of the proposed external reviewers by means of an internet search.

One of the programs for which this recommendation was made is a joint program, the cyclical review of which was led by the University of Ottawa. In accordance with articles 6.2 and 6.4.2 of the joint IQAP, as the Director of the Joint Institute was drawn from the University of Ottawa, the brief was developed according to the University of Ottawa's template and the review was undertaken according to articles 6.2.1.3a-g of the University of Ottawa's IQAP. The University of Ottawa's process in developing Volume 3 (*External Reviewers*) of the self-study requires the academic unit (or Joint Institute in this case) to contact potential external reviewers to inquire about their interest and availability to act as an external reviewer for the program in question. The communication also includes a request for an abbreviated curriculum vitae for inclusion in Volume 3. As such, the process by which the potential external reviewers for the cyclical review of the Biomedical Engineering program were contacted and arm's length status was determined was conducted in accordance with the University of Ottawa's IQAP.

RECOMMENDATION 2: Carleton University must consistently comply with the processes for departmental involvement, participation, and communication in the preparation of self-study briefs, as per Section 5.1.4 of its IQAP.

Partly in response to this recommendation and as a result of Carleton University's Pilot Project on Learning Outcomes Assessment, as well as from best practices from institutions in the United States, the Office of the Vice-Provost has implemented a new process, which emphasizes the need for and value of departmental involvement. In this process (revised IQAP sections 7.2.2.1-7.2.2.5), representatives from the Office of the Vice-Provost (the Assistant Vice-President (Academic) and the Program Assessment Coordinator) meet with the Chair or Director of the academic unit whose programs will be undergoing review, up to one year in advance of the launch of the review cycle. This meeting provides an opportunity for frank discussion on the value of program learning outcomes assessment and cyclical program review as well as to address any questions or concerns from the Chair/Director. The need for broad participation in the development of the program learning outcomes and the cyclical review is also discussed (7.2.2.1). Once the review team has been established (7.2.2.2), a second, similar meeting is held (7.2.2.3). This meeting will not be held until the review team has been established and its membership approved by the Office of the Vice-Provost. Again, the purpose of this meeting is provide an overview of the learning outcomes assessment process and to act as a forum for raising questions and concerns. Finally, a third meeting, a hands-on workshop on learning outcomes assessment is held with the review team and any other interested faculty, staff, and students involved in the program. This process has received positive feedback from units involved in the 2016-17 cycle (the first cohort for which this approach has been used). This new process provides units with support for developing their learning outcomes and assessments one year in advance of the review, greatly facilitating the review itself and allowing time for more meaningful reflection on the program learning outcomes. It also provides opportunities for faculty, staff, and students to raise questions and concerns and for those to be addressed. It fosters opportunities for broader engagement among those delivering the program through the learning outcomes and curriculum mapping exercises initiated at the workshop. Support is then available throughout the year and, indeed, throughout the formal review cycle to facilitate a meaningful, reflective, and critical program review. This is an example of how we are working with the units to foster a ground-up quality culture at Carleton University.

RECOMMENDATION 3: Carleton University must ensure that all degrees, diplomas, and sub-programs scheduled for review are reviewed according to its schedule and that the reviewers report on each program.

This recommendation was made with reference to the cyclical review of the graduate programs in Public Policy and Administration: Master's of Arts in Public Administration; PhD in Public Policy; and four graduate diplomas: Public Policy and Program Evaluation; Health Policy; Public Management; and Sustainable Development. The self-study prepared by the School of Public Policy and Administration includes all six programs listed above; however, the external reviewers chose to focus their comments on the graduate diplomas only on the Public Policy and Program Evaluation diploma. With reference to Suggestion 6 below, the revised IQAP now contains a mechanism for dealing with external reviewers' reports that do not fully address the evaluation criteria with respect to all the programs included in the review:

7.2.9.17. When received, the Office of the Vice-Provost will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that

the review is covering. If the Vice-Provost determines that the report is in any way deficient, the Office of the Vice-Provost will communicate with the review committee to rectify the situation.

The revised document, 'Background Information and Terms of Reference for External Reviewers' (enclosed) explicitly draws the attention of external reviewers to cover all programs identified in the self-study in their report.

RECOMMENDATION 4: Carleton University must ensure accuracy and transparency in listing all programs offered at the institution on the Programs in Scope document and Cyclical Program Review Schedule.

Appendix 1a to the revised IQAP, Programs in Scope (enclosed), has been revised to include all programs currently listed in Carleton University's undergraduate and graduate calendars. A review of the calendars was undertaken and any new programs approved since the IQAP was ratified in 2012 were added. Programs have been listed by Faculty and Academic Unit and program options, such as concentrations and specializations, have also been included in the listing.

The Cyclical Program Review Schedule has been revised to include newly approved programs and approved changes in the review schedule. Programs that have been closed since the IQAP was last ratified have been removed from the review schedule.

The review schedule identifies the program name, level (undergraduate or graduate), and partner institution as appropriate. Using the Cyclical Review Schedule and the Programs in Scope listing together, the programs included in a given review cycle can be determined. For example, the "political science" listing on the 2015-16 review schedule notes the undergraduate and graduate programs that are included in the review: the BA general, BA honours, MA, PhD, and the associated concentrations and specializations in those programs.

SUGGESTION 1: Carleton University should revisit the Joint IQAP with the University of Ottawa to ensure that the various institutional responsibilities involved in the review of joint programs are clearly defined and differentiated.

The joint IQAP between Carleton University and the University of Ottawa was ratified by the Quality Council in 2011. The University of Ottawa's IQAP underwent quality assurance audit in the 2013 cycle and the university has recently submitted to the Quality Council a revised IQAP which reflects the recommendations and suggestions that arose from the audit, as well as changes in institutional policies and practices. Similarly, Carleton University has submitted a revised IQAP to the Quality Council for ratification.

Following the ratification of the IQAPs of both institutions, the two universities will conduct a thorough review of the joint IQAP and submit a revised version for ratification by the Quality Council. The revised IQAP will reflect Suggestions 1-3 contained within the *Final Report of the Quality Assurance Audit of Carleton University*, as well as changes in policy and practice by each institution. Specifically, with regards to Suggestion 1, the joint IQAP will clearly describe the differentiated roles and responsibilities of the lead and supporting institutions in joint quality assurance processes.

The joint IQAP will be reviewed and revised during the 2015-16 academic year, with submission to the Quality Council anticipated in June 2016.

SUGGESTION 2: Carleton University should clarify the various stages and mechanisms for inter-institutional communication and approval in its Joint IQAP

Please see the response to Suggestion 1 above.

Since the audit, changes to practice have been made to facilitate inter-institutional communication and approval. The Ottawa-Carleton Committee on Graduate Quality Assurance (OCCGQA) has delegated the close review of proposals for new programs or major modifications to existing programs and cyclical program reviews to a sub-committee. The decisions of the sub-committee must ratified by the full committee. This has facilitated better coordination and scheduling between the two institutions. Furthermore, a Task Force of the Ottawa-Carleton Committee on Graduate Quality Assurance (OCGQA Task Force) has been struck to plan the meeting schedules, materials, and agendas. The membership of the Task Force is:

- Vice-Dean, Faculty of Graduate and Postdoctoral Studies, University of Ottawa
- Director of Quality Assurance, Faculty of Graduate and Postdoctoral Studies, University of Ottawa
- Coordinator, Quality Assurance, Faculty of Graduate and Postdoctoral Studies, University of Ottawa
- Manager, Office of the Vice-Provost and Associate Vice-President (Academic), Carleton University
- Program Review Officer, Office of the Vice-Provost and Associate Vice-President (Academic), Carleton University

The roles and membership of the OCCGQA, OCCGQA sub-committee, and Task Force will be reviewed and revised as appropriate in the revised joint IQAP.

SUGGESTION 3: Carleton University should amend the Joint IQAP to identify which institution assembles and ultimately maintains the materials documenting the new program or cyclical program review process for future potential audits.

Please see response to Suggestion 1 above.

The institution at which the Directorship of the joint program is held at the time of the review is that which leads the review. This leadership incudes ensuring that all the materials documenting the new program or cyclical program review are assembled. As such, the timelines and templates of the lead institution are those that are used for the development of the new program or the cyclical program review and that institution is also responsible for leading the intra-institutional coordination and ensuring that timelines and milestones are met.

Both institutions archive the documents for the approval of new joint programs and the cyclical review of existing joint programs in anticipation of audits.

As noted in the response to Suggestion 2, a Task Force has been struck to facilitate the coordination of the activities of the OCCGQA. These members also work together closely to ensure clear communication and efficient coordination between institutions.

SUGGESTION 4: Carleton University should clarify the role of the internal reviewer in the cyclical program review and new program proposal processes in its IQAP.

The role of the internal reviewer has been clarified and described in Section 9.3 of the revised IQAP:

9.3.1. The role of the internal reviewer is to accompany the external reviewers throughout the site visit and to act as a resource in explaining the university's administrative processes and practices as they apply to the administration and delivery of academic programs. The internal reviewer will therefore be present at all meetings except those with students and, possibly, the meeting the review committee holds towards the end of the site visit to consider their report. The internal reviewer may be present at this latter meeting if the review committee so desires. The internal reviewer plays no part in the outcome of the review or in the writing of the report. Internal reviewers are nonetheless available to the external reviewers should questions arise during the report-writing stage.

SUGGESTION 5: Carleton University should emphasize to the external reviewers the importance of addressing all aspects of the quality assurance evaluation.

The revised document, 'Background Information and Terms of Reference for External Reviewers' (enclosed) emphasizes to external reviewers the importance of addressing all aspects of the quality assurance evaluation. The document in particular draws the attention of external reviewers to the importance of addressing all the criteria contained in the IQAP in their report.

In addition, **Se**ction 9.4 of the revised IQAP, *Briefing the Review Committee*, describes the process through which external reviewers receive their instructions.

Section 9.4.1.2 in particular describes how these instructions are reinforced during the site visit:

9.4.1.2. This briefing will be reinforced at the initial meeting of the review committee during the site visit. This meeting will be with the Vice-Provost (or delegate). This meeting will allow the review committee to ask questions clarifying their role and responsibilities.

SUGGESTION 6: Carleton University should consider developing a mechanism for dealing with Reviewers' Reports that fail to address the evaluation criteria satisfactorily.

The revised IQAP now describes a process for dealing with external reviewers' reports that fail to address the evaluation criteria satisfactorily.

7.2.9.17 When received, the Office of the Vice-Provost will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the Vice-Provost determines that the report is in any way deficient, the Office of the Vice-Provost will communicate with the review committee to rectify the situation.

SUGGESTION 7: Carleton University should consider including a formal sign-off by the Office of Quality Assurance, indicating that the self-study is complete and compliant before the transition to CUCQA is made. This is especially important in cases where there is more than one version of the self-study resulting from revisions.

The revised IQAP now describes a process for formal sign-off by the Office of the Vice-Provost on briefs for new program approvals or cyclical program reviews.

3.3.4.6. The Office of the Vice-Provost ensures that the brief and accompanying documentation are complete and compliant with Carleton's IQAP. A memorandum to this effect is signed by the Vice-Provost and serves as a covering document when the brief is forwarded to CUCQA (please see 3.5.1 below).

7.2.8. The brief is forwarded to the Office of the Vice-Provost. This Office will ensure that the brief and accompanying documentation is complete and compliant. Once this Office is satisfied that the brief is complete and compliant, the staff in the Office forward the brief to CUCQA **(QAF 4.2.3.d)**. A memorandum to this effect is signed by the Vice-Provost and serves as a covering document when the brief is forwarded to CUCQA.

SUGGESTION 8: Carleton University should be consistent in its distinction between learning objectives and learning outcomes.

Carleton University has decided to focus on learning outcomes as the driver of its institutional quality assurance processes and therefore all references to learning objectives have been removed from the IQAP and associated materials. Individual faculty and academic units may still wish to articulate learning objectives for their courses and/or programs. While not a quality assurance requirement, assistance with articulating learning objectives can be provided at the course-level by the Education Development Centre and at the program-level by the Office of the Vice-Provost and Associate Vice-President (Academic).

The omittance of the term 'learning objectives' from the revised IQAP notwithstanding, the revised document, 'Background Information and Terms of Reference for External Reviewers' (enclosed), does clarify this distinction for external reviewers.

SUGGESTION 9: Carleton University should consider revising the program-approval process in its IQAP to reflect the fact that a program's proponents may be invited to meet with CUCQA.

The practice of inviting new program proponents to CUCQA has now been described in Section 3.5.2.5 of the revised IQAP:

3.5.2.5. The program lead(s) will be invited to attend a meeting of CUCQA to discuss the proposal and assist CUCQA with its deliberations. The program lead(s) may be accompanied by the relevant dean(s) and/or associate dean(s).

The similar practice of inviting the review team chair to CUCQA to discuss cyclical program review has now been described in Section 7.2.9.4 of the revised IQAP:

7.2.9.4. CUCQA will discuss this report and identify the concerns and issues it wishes to raise with the chair of the review team. The chair of the review team will be invited to meet with CUCQA to discuss these concerns and issues. The chair of the review team may be accompanied by the relevant dean(s) and/or associate dean(s).

SUGGESTION 10: Carleton University should ensure that documentation confirming approval by the Financial Planning Committee is included in the audit documents.

As a result of the audit, the Financial Planning Group (FPG) approval process has been made more transparent. Discussions between the Office of the Vice-Provost and the FPG have resulted in clearer expectations of the process and documentation required for FPG consideration of resource requests. As a result of these discussions, a new process has been developed to ensure that proposals are considered in a timely manner and that records of approval by FPG are retained.

Following approval by VPARC, the Office of the Vice-Provost, on behalf of the Provost, drafts a covering memo to FPG outlining the resources requested. The business plan and executive summary is enclosed with the memo. Following the meeting, the Provost, who is a member of FPG, communicates the outcome of the meeting to the program leads and relevant academic unit(s) and Faculty Dean(s). Record of the communication is maintained by the Office of the Vice-Provost. Approval by FPG means that the Faculty Dean(s) can submit within their annual budget proposal, the resources required for the program. This will ensure that documentation from FPG is available for future audits.

The role of FPG in program approval and quality assurance processes is described in the revised IQAP in sections 3.1.3.2., 3.3.3., 5.1.3., 5.1.3.1., and 5.4.2.

SUGGESTION 11: Carleton University should clarify the process of financial approval for new programs and better align the timelines for assessment of financial resources with those connected to academic approval.

The role of Financial Planning Group (FPG) in the approval of new programs has been described in Section 3.3.3 of the revised IQAP:

3.3.3.1. Upon approval by the Provost and the relevant deans, and if the proposed program requires additional resources, the Executive Summary is referred to FPG for a decision on whether or not such resources will be approved.

3.3.3.2. The outcome of FPG's deliberations is reported by the Office of the Provost to the relevant deans, the academic unit or program leads, and the Office of the Vice-Provost.

New programs can be proposed at any time during the year, which makes it difficult to align financial approval with the budget cycle. However, recent changes in practice should facilitate better communication with FPG and expedite the review of financial resources for new programs. FPG has shared its meeting schedule with the Office of the Vice-Provost and clearly outlined the documentation requirements and submission deadlines for its consideration of proposals. As described above, following approval by VPARC, the Office of the Vice-Provost, on behalf of the Provost, drafts a covering memo to FPG outlining the resources requested. The business plan and executive summary is enclosed with the

memo. Following the meeting, the Provost, who is a member of FPG, communicates the outcome of the meeting to the program leads and relevant academic unit(s) and Faculty Dean(s). Record of the communication is maintained by the Office of the Vice-Provost. Approval by FPG means that the Faculty Dean(s) can submit within their annual budget proposal, the resources required for the program.

SUGGESTION 12: Carleton University should consider defining the distinction between minor-major and major-major modifications more clearly, renaming them, and embedding those distinctions into its IQAP.

The distinction between major-major modifications and minor-major modifications has been described in the revised IQAP.

Major-major modifications are classified as "Track A" major modifications. As described in Section 5.3.1.1, Track A major modifications are substantial changes to an existing program and include: the merger of two or more programs; a new concentration or a nested or standalone minor; new bridging options for college diploma graduates; major changes to courses comprising a significant proportion of the program (33% or greater); a change in the language of program delivery; the establishment of an existing degree program at another institution or location; the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa.

All other major modifications are normally categorized as "Track B."

SUGGESTION 13: Carleton University should consider including in its IQAP clearly differentiated and articulated approval pathways, particularly with an accelerated and less complex one for the minor-major modifications.

The approval pathways for Track A and Track B major modifications have been differentiated in the revised IQAP. Sections 5.3.1.2 and 5.3.1.3 describes the documentation required for the submission and approval of Track A and Track B major modifications, respectively. The most significant change to the approval process for both types of major modifications is the role of the Vice-Presidents' Academic Research Council (VPARC). Whereas in the previous process, all proposals for major modifications required approval by VPARC (then APPIC), now only four types of Track A modification will be considered by VPARC: (1) major changes to courses comprising a significant proportion of the program (33% or greater); (2) a change in the language of program delivery; (3) the establishment of an existing degree program at another institution or location; (4) the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa. No other proposed major modifications (Track A or Track B) are considered by VPARC. In all other cases, the proposed major modification moves to the next step in the process.

SUGGESTION 14: Carleton University should consider establishing consistent parameters with respect to the way students are involved in cyclical program reviews, from the creation of the self-study phase to the posting of the Final Assessment Report and Implementation Plan.

Students are very important stakeholders in academic quality assurance. In recognition of this, every review team is required to include at least one student member (IQAP 7.2.2.2). Carleton University, through the Office of the Vice-Provost, is exploring various ways to increase awareness of quality assurance among students and increasing opportunities for their involvement. This includes the

establishment of student “communities of practice” which will bring together the student members of review teams to discuss common issues and empower them in their role as review team members. This will be piloted in the upcoming review cycle. Also in 2015-16, the Office of the Vice-Provost will be meeting with representatives of student governments to provide an overview of quality assurance and to seek their input and assistance on gaining greater student involvement. The Office is also actively looking at other institutions, both in Ontario and nationally and internationally, for best practices in fostering student involvement and engagement in quality assurance that can be adapted to the Carleton context.

The attention of external reviewers is drawn to the important role students should play in the cyclical program review process in the revised document, ‘Background Information and Terms of Reference for External Reviewers’ (enclosed).

Carleton UNIVERSITY | Office of the Vice-Provost and Associate Vice-President (Academic)

Institutional Quality Assurance Process

(Covering also the academic, non-vocational degree programs of Dominican University College)

Approved by Carleton University Senate
June 26, 2015

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1. Authorities (QAF 2.2.1., 2.2.2., 4.2.1.)

1.1. The authority responsible for the Institutional Quality Assurance Process (IQAP), its administration and application, is Carleton University's senior academic officer, the Provost and Vice-President (Academic). The Provost delegates this responsibility on a day-to-day basis to the Vice-Provost and Associate Vice-President (Academic) (hereinafter referred to as 'the Vice-Provost'), who chairs the Carleton University Committee on Quality Assurance (CUCQA) **(QAF 2.2.1; 4.2.1.a)**.

1.1.1. The Vice-Provost is responsible for the operationalization and implementation of all components of the Quality Assurance Framework (QAF), Carleton University's IQAP (covering also the non-vocational degree program of Dominican University College), and the Joint Carleton University and University of Ottawa IQAP for joint graduate programs. In addition, the Vice-Provost is responsible for the oversight and stewardship of related academic program and curriculum approval processes for components outside the scope of quality assurance narrowly defined, including undergraduate and graduate minor modifications to curriculum and programs as well as academic regulations.

1.2. The authoritative contacts between Carleton University and the Dominican University College are Carleton University's Vice-Provost and the Vice-President Academic Affairs of Dominican University College respectively.

1.3. The authoritative contact between Carleton University and the Ontario Universities Council on Quality Assurance (the Quality Council) is the Vice-Provost **(QAF 2.2.2; 4.2.1.b)**.

1.4. The authority responsible for the application of the IQAP to review individual undergraduate and graduate degree-level program entities within the scope of this IQAP is the Carleton University Committee on Quality Assurance (CUCQA). Program entities include proposed new programs, existing programs and major modifications to existing programs. The term 'program entity' is used to denote any item that is subject to quality assurance, and is a useful neutral term when dealing with items where it is not initially clear whether the item is a new program or a major modification, or a major modification or a minor modification **(QAF 2.2.1; 4.2.1.a)**.

As such CUCQA will:

1.4.1. Oversee the new program approval and the expedited approval process;

1.4.2. Oversee the major modification process;

1.4.3. Oversee cyclical program reviews;

1.4.4. Decide on the review cycle, taking into account the need for accreditation reviews in certain programs, and the need to co-operate with other universities, notably the University of Ottawa, on the review of joint programs at the graduate level **(QAF 4.1)**;

Commented [JD1]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

Commented [JD2]: 2.2.2 Identify contact: Identify the authoritative contact between the institution and the Quality Council. This will be the sole contact for communication between the institution and the Quality Council about the approval process.

Commented [JD3]: 4.2.1 Authority a) Identify the authority or authorities responsible for the IQAP and its application; b) Identify the authoritative contact between the institution and the Quality Council.

Commented [JD4]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

Commented [JD5]: 4.2.1 Authority a) Identify the authority or authorities responsible for the IQAP and its application

Commented [JD6]: 2.2.2 Identify contact: Identify the authoritative contact between the institution and the Quality Council. This will be the sole contact for communication between the institution and the Quality Council about the approval process.

Commented [JD7]: 4.2.1 Authority b) Identify the authoritative contact between the institution and the Quality Council.

Commented [JS8]: Responding to QC letter of 31-1-14.

Commented [JD9]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

Commented [JD10]: 4.2.1 Authority a) Identify the authority or authorities responsible for the IQAP and its application

Commented [JD11]: 4.1 Establish a cycle, not to exceed eight years, for the review of the institution's full complement of undergraduate programs of specialization and graduate degree and diploma programs, and indicate how the cycle may coincide with other internal reviews and professional accreditation

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1.4.5. Assume responsibility for ensuring that a balanced review of program quality is undertaken which ascertains that:

1.4.5.1. The program's intellectual profile and learning outcomes:

1.4.5.1.1. serve the strategic and academic plans of Carleton University or Dominican University College as appropriate (**QAF 2.1.1.a**; **QAF 4.3.1.a**);

1.4.5.1.2. are appropriate in relation to the current international and national profile of the discipline or interdisciplinary area **(QAF 2.1.4.a; QAF 4.3.3.a)**;

1.4.5.1.3. are distinctive in relation to those of comparable programs in Ontario and nationally **(QAF 2.1.4.b; QAF 4.3.3.b)**;

1.4.6. Ensure that the program's learning outcomes are consistent with the Graduate University Degree Level Expectations or the Undergraduate Degree Level Expectations as appropriate **(QAF 2.1.1.b; QAF 4.3.1.b)**;

1.4.7. Ensure that appropriate methods are in place to assess student achievement of program learning outcomes and Degree Level Expectations **(QAF 2.1.6.a; QAF 4.3.4.a)**;

1.4.8. Ensure that adequate plans are in place to document and demonstrate the level of performance of students consistent with Degree Level Expectations **(QAF 2.1.6.b; QAF 4.3.4.b)**;

1.4.9. Ensure that the program is appropriately designed and structured to achieve such outcomes **(QAF 2.1.3.a; QAF 4.3.3.c)**;

1.4.10. Ensure that, for graduate programs, students develop the necessary research and analytical/interpretative skills **(QAF 2.1.3.b)**;

1.4.11. Ensure that the program is adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity **(QAF 2.1.7; QAF 4.3.5)**;

1.4.12. Ensure that the admission requirements are such that a student entering the program can expect to complete it successfully and in a timely fashion **(QAF 2.1.2; QAF 4.3.2)**;

1.4.13. Ensure that there is sufficient program demand and enrolment as measured against program capacity **(QAF 2.1.9.c; QAF 4.3.6.b)**;

1.4.14. Ensure that students in program have a satisfactory educational experience, taking into account in particular the academic services provided by the university **(QAF 1.6: 'Academic Services; QAF 2.1.10.b; QAF 4.2.3.c.8)**;

Commented [JD12]: 2.1.1 Objectives a) Consistency of the program with the institution's mission and academic plans

Commented [JD13]: 4.3.1 Objectives a) program is consistent with the institution's mission and academic plans

Commented [JD14]: 2.1.4 Program Content a) Ways in which the curriculum addresses the current state of the discipline or area of study

Commented [JD15]: 4.3.3 Curriculum a) the curriculum reflects the current state of the discipline or area of study

Commented [JD16]: 2.1.4 Program content b) identification of any unique or program innovations or creative components

Commented [JD17]: 4.3.3 Curriculum b) Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs

Commented [JS18]: The elimination of 'objectives' here and in following sections is in response to the QC letter of 31-1-14.

Commented [JD19]: 2.1.1 Objectives b) Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations

Commented [JD20]: 4.3.1 Objectives b) program requirements and learning outcomes are clear, appropriate and align with the ...

Commented [JD21]: 2.1.6 Assessment of teaching and learning a) Appropriateness of the proposed methods for the assessment ...

Commented [JD22]: 4.3.4 Teaching and assessment a) Methods for assessing student achievement and the defined ...

Commented [JD23]: 2.1.6 Assessment of teaching and learning b) Completeness of plans for documenting and demonstrating th ...

Commented [JD24]: 4.3.4 Teaching and Assessment b) Appropriateness and effectiveness of the means of assessment, ...

Commented [JD25]: 2.1.3 Structure a) Appropriateness of the program's structure and regulations to meet specified program ...

Commented [JD26]: 4.3.3 Curriculum c) Mode(s) of delivery to meet the program's identified learning outcomes are appropriat ...

Commented [JD27]: 2.1.3 Structure b) For graduate programs, a clear rationale for program length that ensures that the progra ...

Commented [JD28]: 2.1.7 Resources for all programs a) adequacy of the administrative unit's planned utilization of exist ...

Commented [JD29]: 4.3.5 Resources Appropriateness and effectiveness of the academic unit's use of existing human, physi ...

Commented [JD30]: 2.1.2 Admission requirements: a) appropriateness of the program's admission requirements for th ...

Commented [JD31]: 4.3.2 Admission Requirements: Admission requirements are appropriately aligned with the learning outcon ...

Commented [JD32]: 2.1.9 Resources for undergraduate programs only c) planned/ anticipated class sizes

Commented [JD33]: 4.3.6 Quality Indicators b) Students: applications and registrations; attrition rates; time-to-completio ...

Commented [JD34]: 2.1.10 Quality indicators b) evidence of a program structure and faculty research that will ensure the ...

Commented [JD35]: 4.2.3 Self-study internal program perspective c) Ensure that the self-study will address and docum ...

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1.4.15. Ensure that the program prepares students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation **(QAF 4.3.6.c)**

Commented [JD36]: 4.3.6 Quality Indicators c) Graduates: rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match" and alumni reports on program quality when available and when permitted by FIPPA

1.5. Through its chair, CUCQA will report regularly to Senate on progress on new program approvals, major modifications, and cyclical program reviews. For cyclical program reviews, the update will reflect the implementation of recommendations agreed to in action plans and recorded in the final assessment reports and executive summaries. Such reports will be received first by the Senate Academic Program Committee (SAPC).

1.6. The Carleton University Committee on Quality Assurance (CUCQA) is constituted as follows:

1.6.1. The Provost (ex officio);

1.6.2. Vice-Provost (chair);

1.6.3. Assistant Vice-President (Academic) (vice chair);

1.6.4. Associate Dean, Programs & Awards, Faculty of Graduate and Postdoctoral Affairs (ex officio);

1.6.5. A Dean of a line Faculty, appointed on the recommendation of the Faculty Deans[i];

1.6.6. One senior faculty member from each of the university's five line Faculties with experience in the administration of graduate and/or undergraduate programs recommended to the Vice-Provost by the Faculty Deans – the normal period of appointment will be three years;

1.6.7. One senior NSERC-eligible faculty member and one senior SSHRC-eligible faculty member with experience in the administration of graduate and/or undergraduate programs recommended by the Vice-Provost – the normal period of appointment will be three years;

1.6.8. The University Librarian or delegate.

1.7. In constituting CUCQA, care will be taken to ensure that the majority of faculty members (please see 1.6.6. and 1.6.7. above) are individuals with established and continuing research records.

1.8. CUCQA is appointed by the Provost and its membership is ratified by Carleton University's Senate.

1.9. Carleton University's Institutional Quality Assurance Process, covering also the academic, non-vocational degree programs of Dominican University College, is subject to approval by the Quality Council and thereafter, whenever it is revised. (Please see Section 11: 'Ratification and Internal Governance').

2. Scope (including both Carleton University and Dominican University College)

2.1. Degree Level Program Entities (in scope) **(QAF 1.4)**

Commented [JD37]: 1.4 Scope of application of the institutional quality assurance processes

2.1.1. All proposed and existing doctoral programs excluding those that are joint programs with partner universities.

2.1.1.1. Doctoral programs will not be required to declare fields. However, if a doctoral program wishes to advertise a field in a hitherto general doctoral program, a second field will be identified (for example, 'general history' in contradistinction to 'public history', or 'general economics' in contradistinction to 'financial economics'). Doctoral programs may also establish concentrations (please see 2.7.4. below). New fields and concentrations will be approved by CUCQA as major modifications.

2.1.2. All proposed and existing master's programs excluding those that are joint programs with partner universities.

2.1.2.1. Master's programs will not be required to declare fields. However, if a master's program wishes to advertise a field in a hitherto general master's program, a second field will be identified (for example, 'general history' in contradistinction to 'public history', or 'general economics' in contradistinction to 'financial economics'). Master's programs may also establish concentrations (please see 2.7.4. below). New fields and concentrations will be approved by CUCQA as major modifications.

2.1.3. All proposed and existing for-credit graduate level diplomas as diplomas are defined in the QAF (please see 2.10.1. below).

2.1.4. All proposed and existing undergraduate programs, as well as all proposed and existing concentrations and minors nested within such programs or standalone minors as proposed to, approved or recognized by Carleton University's Senate and listed, in the case of Carleton University in the university's calendar and, in the case of Dominican University College, in the Dominican University College's prospectus.

Commented [JS38]: 'Specialization' is omitted here and in following sections to conform to the recommendations of the Rules and Regs working group. Please see 2.7.3. below.

2.1.5. All proposed and existing for-credit undergraduate-level certificates and undergraduate-level post-baccalaureate diplomas as proposed to, approved or recognized by the Carleton University's Senate and listed, in the case of Carleton University, in the university's calendar and, in the case of Dominican University College, in the Dominican University College's prospectus.

2.1.6. A list of all existing programs that fall within the scope of this IQAP is provided in appendices 1a (Carleton University) and 1b (Dominican University College), including distinct versions of the same program where the program is offered in more than one location or through more than one mode of delivery.

2.2. Out of Scope – Joint Programs **(QAF 1.4)**

2.2.1. Joint programs are indissoluble entities that cannot be reviewed separately according to the IQAPs of the two partner universities.

2.2.1.1. An IQAP for the considerable number of joint graduate programs of Carleton University and the University of Ottawa has been developed, passed by the Senates of both universities, and ratified by the Quality Council **(QAF Guide, Section 5)**. These joint programs are administered by Joint Ottawa-Carleton Institutes. This IQAP stipulates the following:

2.2.1.1.1. The self-study (Volume I of the brief) will explain clearly how input was received from faculty, staff and students at each institution. There will be a single self-study.

2.2.1.1.2. Selection of the reviewers will involve participation by each institution.

2.2.1.1.3. The selection of the internal reviewer or reviewers will require joint input.

2.2.1.1.4. The selection could include one internal reviewer from both partners; or

2.2.1.1.5. The selection could give preference to an internal reviewer who is from another joint program.

2.2.1.1.6. The site visit will involve both institutions. Reviewers will consult faculty, staff and students at each institution, preferably in person.

2.2.1.1.7. One joint response to the reviewers' report will be solicited from the participating academic units in each Joint Institute, including the graduate and relevant line deans.

2.2.1.1.8. Preparation of the Final Assessment Report and Executive Summary will require input from both institutions.

2.2.1.1.9. There will be one Final Assessment Report and Executive Summary that are subject to the appropriate governance processes at both institutions.

2.2.1.1.10. The Executive Summary and Implementation Plan for program enhancements will be posted on the university website of both institutions.

2.2.1.1.11. There will be an appropriate monitoring process for the Implementation Plan.

2.2.1.1.12. The Final Assessment Report and Implementation Plan will be submitted to the Quality Council by the lead institution on behalf of both institutions.

Commented [JD39]: 1.4 Scope of application of the institutional quality assurance processes

Commented [JD40]: Section 5 Approval and Review of Joint Programs Offered by Two or More Institutions

2.2.1.2. In the case of joint programs with other institutions where the number of programs is modest, the decision will be taken to follow the provisions and processes of the IQAP of one of one of the institution (QAF Guide, Section 5). In such cases, the process to be followed will ensure that:

2.2.1.2.1. The self-study brief clearly explains how input was received from faculty, staff and students at each partner institution. There will be a single self-study.

2.2.1.2.2. Selection of the reviewers involves participation by each partner institution.

2.2.1.2.3. Where applicable, selection of the internal reviewer requires joint input.

2.2.1.2.3.1. It could include one internal reviewer from both partners (this is impractical if there are multiple partners); and

2.2.1.2.3.2. It could give preference to an internal reviewer who is from another joint program with the same partner institution.

2.2.1.2.4. The site visit involves all partner institutions and preferably at all sites (with exceptions noted in footnote). Reviewers consult faculty, staff and students at each partner institution, preferably in person.

2.2.1.2.5. Feedback on the reviewers' report is solicited from participating units at each partner institution, including the deans.

2.2.1.2.6. Preparation of a Final Assessment Report and Implementation Plan for program enhancements requires input from each partner.

2.2.1.2.7. There is one Final Assessment Report and Implementation Plan that are subject to the appropriate governance processes at each partner institution.

2.2.1.2.8. The Final Assessment Report and Implementation Plan are posted on the university website of each partner.

2.2.1.2.9. Partner institutions agree on an appropriate monitoring process for the Implementation Plan.

2.2.1.2.10. The Final Assessment Report and Implementation Plan should be submitted to the Quality Council by all partners.

2.2.2. All out of scope joint programs are included in appendix 2.

2.3. Definitions of Program Entities **(QAF 1.6)**

2.3.1. The following definitions are offered as an addition and refinement specific to this IQAP of the definitions offered in Section 1.6 of the QAF and in the document, 'QAF Program Typology and Quality Council (QC) Involvement' (appendix 3[ii]).

Commented [JD41]: Section 5 Approval and Review of Joint Programs Offered by Two or More Institutions

Commented [JS42]: Responding to QC letter of 31-1-14.

Commented [JD43]: 1.6 Definitions

2.4. Program **(QAF 1.6 'Degree Program')**

2.4.1. A program is defined as a structured constellation of units of study (for example, courses, comprehensive examinations, theses, research projects, research essays, internships, practica and co-ops) bound together by:

2.4.1.1. A number of core mandatory units of study required of all those students enrolled in the program;

2.4.1.2. A number of learning outcomes common to all possible pathways and options for completing the program's requirements.

2.4.2. Successful completion of the program's requirements must lead to the award by Carleton's Senate of a credential (a degree, a graduate diploma, a post-baccalaureate diploma, or an undergraduate certificate).

2.4.3. A program without any one of these characteristics is not a program.

2.4.4. Three-year general bachelor's programs and four-year honours and major bachelor's programs at Carleton University are defined as separate programs with distinct learning outcomes. However, the addition of (i) a three-year general bachelor's program to an existing four-year honours or four-year 20-credit major's bachelor program or (ii) a four-year 20-credit major's bachelor program to an existing four-year honours bachelor's program will be treated as a major modification to an existing program (please see 2.6.1.1.15. and 2.6.1.1.16. below).

2.5. New Program **(QAF 1.6 'New Program' and QAF Guide, Section 7)**

2.5.1. The QAF defines a new program as being 'brand-new': that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution. The QAF further stipulates that a new program is 'any degree, degree program, or program of specialisation, currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied.' Carleton University and Dominican University College build on these definitions as follows:

2.5.1.1. A new program is defined as a proposed new program entity whose core requirements and learning outcomes are shared less than 60% with those of an existing program in the same institution (that is to say, either Carleton University or Dominican University College). 'Core requirements' are understood to be those requirements that must be fulfilled by all students in the program regardless of any concentration or option that they may choose to follow to complete the program requirements.

2.5.1.2. For example, a proposed new master's program entity in 'public history' is not a new program if the proposed new entity shares at least 60% of its core requirements and

Commented [JD44]: 1.6 Definitions

Commented [JS45]: Change of language here and in following sections to conform to recommendations of Rules and Regs working group.

Commented [JS46]: Adjust when nomenclature of these programs is finalised as a result of the Regs and Rules initiative.

Commented [JS47]: Comment for QC: 2.5.1.1. – 2.5.1.3. were in Carleton's original IQAP, approve by the Quality Council in March 2011.

Commented [JD48]: 1.6 Definitions

Commented [JD49]: Section 7 Examples of New Programs

Commented [JS50]: Responding to QC letter of 31-1-14.

learning outcomes with the pre-existing general master's program in history. This is likely, since a core objective in both cases may well be to train historians, even though the new program entity in 'public history' has a quasi-professional orientation and objective not shared with the general 'program.' In such a case, the new program entity constitutes a new concentration and possibly field (please see 2.7.4. below) within the master's program in history.

2.5.1.3. A contrary example is provided by a proposed new research master's program entity in architecture being a new program if its core requirements and learning outcomes are shared less than 60% with an already existing professional master's program in architecture. This is likely, since a core objective of the professional master's program is to prepare students for professional practice, whereas a core objective of the proposed new research master's entity in architecture is to prepare students to conduct research in the field of architecture, with a possible next step being enrolment in a doctoral program.

2.6. Major Modification **(QAF 1.6 'Major Modification to Existing Programs and QAF Guide, Section 6)**

Commented [JD51]: 1.6 Definitions

Commented [JD52]: Section 6 Major Modifications to Existing Programs

2.6.1. In addition to the general stipulation contained in the QAF that a major modification occurs when there are 'requirements that differ significantly from those existing at the time of the previous cyclical program review,' a major modification is defined for the purposes of this IQAP as a new program entity that is not a new program, but which fulfils one of the following conditions:

2.6.1.1. Requirements that differ significantly from those existing at the time of the previous cyclical program review, including:

2.6.1.1.1. The merger of two or more programs;

2.6.1.1.2. Change of program name or degree of an existing program or degree;

2.6.1.1.3. New bridging options for college diploma graduates;

2.6.1.1.4. Significant change in the laboratory time of an undergraduate program;

2.6.1.1.5. Change to admission requirements for graduate programs;

2.6.1.1.6. Significant change to admission requirements where it affects learning outcomes;

2.6.1.1.7. Significant changes to second language requirements;

2.6.1.1.8. The introduction, revision or deletion of an undergraduate thesis or capstone project or a new concentration or nested or standalone minor;

2.6.1.1.9. The introduction, revision or deletion of breadth requirements for undergraduate and graduate programs;

2.6.1.1.10. The introduction, revision or deletion of a work experience, co-op option, internship, practicum, portfolio, study abroad, and/or mention français;

2.6.1.1.11. At the master's level, the introduction or deletion of a research project, research essay or thesis, course-only, co-op, internship or practicum option;

2.6.1.1.12. The creation, deletion or re-naming of a field in a graduate program;

2.6.1.1.13. Any change to the requirements for graduate program candidacy examinations, field studies or residence requirements;

2.6.1.1.14. At the graduate level, addition or removal of an academic unit or program with respect to a collaborative program;

2.6.1.1.15. The addition of a 20-credit major bachelor's program to an already existing four-year honours bachelor's program;

Commented [JS53]: Responding to QC letter of 31-1-14.

2.6.1.1.16. The addition of a general bachelor's program to an already existing four-year honours or 20-credit major bachelor's program;

2.6.1.1.17. The closure of a undergraduate or graduate program, undergraduate certificate or undergraduate diploma or graduate diploma, or graduate collaborative program;

2.6.1.1.18. Major changes to courses comprising a significant proportion of the program (33% or greater).

2.6.1.2. Significant changes to the learning outcomes:

There are changes to program content, other than those listed above, that affect the learning outcomes, but do not meet the threshold for a 'new program'; for example:

2.6.1.2.1. The proposed new program entity consists *sui generis* of a reconsideration and modification in the existing program's learning outcomes – it is incumbent on academic units to ensure that the structure, design, and content of the program fulfill these learning outcomes as modified;

2.6.1.2.2. There are modifications to the structure, design and content of an existing program that occasion a modification in the program's learning outcomes – it is incumbent on academic units to ensure that learning outcomes accurately reflect any such modifications.

2.6.1.2.3. Significant changes to the faculty engaged in delivering the program and/or to the essential resources required to deliver the program as may occur, for example, when there have been changes to the existing mode(s) of delivery (e.g. different campus, online delivery, inter-institutional collaboration)

2.6.1.2.4. Changes to the faculty delivering the program: e.g. a large proportion of the faculty retires; new hires alter the areas of research and teaching interests;

2.6.1.2.5. A change in the language of program delivery;

2.6.1.2.6. The establishment of an existing degree program at another institution or location;

2.6.1.2.7. The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;

2.6.1.2.8. Changes to the essential resources, where these changes impair the delivery of the approved program.

2.6.2. In the case of Carleton University, where it is unclear whether a proposed significant change in program is a new program, a major modification, or a minor modification, a determination will be made by the Vice-Provost in consultation with the Provost, the Faculty Dean(s), and the academic unit or program authority. The decision of the Provost and Vice-President (Academic) will be binding. In the case of Dominican University College, consultation will occur between Carleton University's Vice-Provost, Dominican University College's Vice-President Academic Affairs, and the relevant Faculty Dean at Dominican University College. In the case of Dominican University College, the decision of Carleton's Vice-Provost and Dominican University College's Vice-President Academic Affairs will be binding **(QAF Guide, Section 6)**.

Commented [JD54]: Section 6 Major Modifications to Existing Programs

2.6.3. Carleton University and Dominican University College will report major modifications to the Quality Council annually in July. If CUCQA decides to have a major modification reviewed by the Quality Council, the expedited process will be followed.

2.7. Field, Concentration and Specialisation **(QAF 1.6)**

Commented [JD55]: 1.6 Definitions

2.7.1. A field occurs only at the graduate level, and is defined as an identifiable area of research activity undertaken by a group of faculty of sufficient number.

2.7.2. A concentration is defined as a structured constellation of units of study (for example, courses, comprehensive examinations, theses, research projects, research essays, internships, practica and co-ops) bound together by:

2.7.2.1. A number of core mandatory units of study required of all those students engaged in the concentration which are over and above those required for the program of which the concentration forms a part;

2.7.2.2. A number of learning outcomes common to the concentration which may be in addition to and distinct from those common to all possible pathways and options for completing the program of which the concentration forms a part; the learning outcomes of the concentration must be consistent with and support those of the program.

2.7.3. The term 'specialisation' is reserved for use only at the graduate level for collaborative programs as these are realised through the collaborative program's partner programs (e.g., 'master of arts in political science with a specialisation in African Studies').

2.7.4. At the graduate level, a field may also constitute a concentration if the field fulfils the definition of a concentration (please see 2.5.1.2. and 2.7.2. above).

2.8. Option **(QAF 1.6)**

Commented [JD56]: 1.6 Definitions

2.8.1. An option is defined as those units of study constituting a particular pathway that may be followed to complete the requirements for a program distinct from those units of study required to complete a concentration. Examples of options at the master's level are those constituted through a thesis, a research essay, a research project, course-only requirements, a co-op, internship or practicum. Examples of options at the undergraduate level are those constituted through a co-op, mention français or study abroad.

2.9. Minor **(QAF 1.6)**

Commented [JD57]: 1.6 Definitions

2.9.1. A minor, which occurs only at the undergraduate level, is defined for the purposes of this IQAP as a structured set of four or more credits that forms a distinct sub-set of an existing program (a nested minor) or a distinct area of study (a stand-alone minor) and which may be taken for credit as part of a program or programs other than the program from which the distinct sub-set of program elements for a nested minor is drawn. Minors will have learning outcomes specific to them. Carleton's calendar notes that a minor is 'a structured set of credits in a discipline or area of study that introduces the student to, or extends their knowledge of, that discipline or field.'

2.10. Diploma and Certificate **(QAF 1.6 'Diploma Program')**

Commented [JD58]: 1.6 Definitions

2.10.1. A graduate diploma is defined according to the definitions contained in the QAF **(QAF 1.6.)**.

Commented [JD59]: 1.6 Definitions

2.10.1.1. Type 1: Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs. When new, these programs require submission to the Quality Council for an Expedited Approval (no external reviewers required) prior to their adoption. Once approved, they will be incorporated into the institution's schedule for cyclical reviews as part of the parent program.

2.10.1.2. Type 2: Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification. When new, these programs require submission to the Quality Council for an Expedited Approval (no external reviewers required) prior to their adoption. Once approved, they will be incorporated into the institution's schedule for cyclical reviews as part of the parent program.

2.10.1.3. Type 3: A stand-alone, direct-entry program, generally developed by a unit already offering a related master's (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.

2.10.2. An undergraduate certificate is defined as a structured set of at least four undergraduate credits in a particular discipline or area of study that introduces the student to, or extends their knowledge of, that discipline or area of study. An undergraduate certificate is a stand-alone credential that may be taken concurrently with a bachelor's program or independently. It is normally constituted by a structured set of sequential year-level courses. Undergraduate certificates are not subject to approval or audit by the Quality Council.

2.10.3. A post baccalaureate diploma is defined as a stand-alone undergraduate credential intended:

1. to qualify a candidate for consideration for entry into a master's program;
2. to bring a candidate, who already possesses a bachelor's degree, up to a level of a bachelor's degree of 20 credits or more in another discipline;
3. to provide a candidate, who already possesses a 20-credit bachelor's degree in the same discipline, the opportunity to bring their previous studies to current equivalents and/or to examine alternative areas.

A post baccalaureate diploma is normally constituted by a minimum of 3.0 credits to a maximum of 5.0 credits of advanced undergraduate courses. Post-baccalaureate diplomas are not subject to approval or audit by the Quality Council (**QAF 1.6 'Diploma Program'**).

Commented [JD60]: 1.6 Definitions

3. New Program Approval

In the instance of joint graduate programs between Carleton University and Ottawa University, the process is subject to the Institutional Quality Assurance Process for Joint Graduate Programs between Carleton University and University of Ottawa as ratified by the Quality Council.

The Office of the Vice-Provost will ensure that all relevant deans and associate deans at Carleton University and the Dominican University College are kept informed of progress as the various steps of the New Program Approval (NPA) process are followed and that, by mutual agreement, the relevant deans and associate deans are invited to all meetings involving the Office of the Vice-Provost and the academic unit or program leads proposing the new program.

3.1 The Responsible Bodies at Carleton University **(QAF 2.2.1.)**

Commented [JD61]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

In the case of Carleton University, there are three sets of university bodies responsible for new program approval:

3.1.1. The Office of the Vice-Provost and the Carleton University Committee on Quality Assurance (CUCQA). CUCQA is concerned only with issues of quality assurance **(QAF 2.2.1.)**.

Commented [JD62]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

3.1.2. Departments, Institutes, Schools, Faculty Boards, Senate Committee on Curriculum, Admissions and Studies Policy, Senate Academic Program Committee and Senate. These bodies are concerned with issues involving the development and approval of academic programs in terms of the academic merit of those programs. Senate Academic Program Committee and Senate also approve or otherwise make recommendations concerning new programs coming from the Carleton University Committee on Quality Assurance **(QAF 2.2.1.)**.

Commented [JD63]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

3.1.3. Carleton University's Vice-Presidents' Academic and Research Council (VPARC) and the Carleton University Financial Planning Group (FPG) **(QAF 2.2.1.)**:

Commented [JD64]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

3.1.3.1. The membership of VPARC is: the President and Vice-Chancellor, the Provost and Vice-President (Academic) (co-chair), the Vice-President (Research and International) (co-chair), the Vice-President (Finance and Administration), the Vice-President (Students and Enrolment) and University Registrar, the Vice-Provost, the Associate Vice-President (Research and International), the Associate Vice-President Research (Strategic Partnerships and Operations), the Associate Vice-President (Teaching and Learning), the Deans, the University Librarian, the Assistant Vice-President (Academic), the Assistant Vice-President (Institutional Research and Planning), and the Director, the Discovery Centre for Undergraduate Research and Engagement.

3.1.3.2. FPG's membership is the President and Vice-Chancellor (chair), the Provost, the Vice-Presidents, the Assistant Vice-President (Institutional Research and Planning), and the Assistant Vice-President (Finance).

3.2. The Responsible Bodies for Dominican University College **(QAF 2.2.1.)**

Commented [JD65]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

In the case of Dominican University College, there are three sets of bodies responsible for new program approval:

3.2.1. The Office of the Vice-Provost at Carleton University, and the Carleton University Committee on Quality Assurance (CUCQA). CUCQA is concerned only with issues of quality assurance **(QAF 2.2.1.)**.

Commented [JD66]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

3.2.2. Carleton's Senate Academic Program Committee (SAPC) and Carleton's Senate. These bodies are concerned with the approval of academic programs in terms of the academic merit of those programs. They also approve or otherwise make recommendations concerning new programs coming from the Carleton University Committee on Quality Assurance **(QAF 2.2.1.)**.

Commented [JD67]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

3.2.3. Carleton's Senate Academic Program Committee (SAPC) and Carleton's Senate. These bodies are concerned only with the approval of academic programs in terms of the academic merit of those programs **(QAF 2.2.1.)**.

Commented [JD68]: 2.2.1 Identify authorities: Identify the authority or authorities responsible for the IQAP and its application

3.3. Initial New Program Approval Steps at Carleton University **(QAF 2.2.3)**

3.3.1. The Initial Role of VPARC

3.3.1.1. VPARC will be informed electronically as soon as it becomes apparent that a new program proposal is being considered.

3.3.1.2. Any member of VPARC can ask for this initiative to be placed on the agenda of the next VPARC meeting for initial discussion.

3.3.1.3. If such a request is not forthcoming or following the above discussion at VPARC (if satisfactory), the proposal will proceed to the Executive Summary stage.

3.3.2. The Executive Summary Stage

3.3.2.1. Fundamental to the Executive Summary will be the development and establishment of learning outcomes for the proposed program. The establishment of learning outcomes is fundamental to many components of new programs. Advice and support in developing these learning outcomes must be sought from the Office of the Vice-Provost, which will conduct a workshop on learning outcomes and their assessment for the academic unit or program leads. Consultations on the development of learning outcomes and their assessment should be conducted as widely as possible with academic colleagues.

3.3.2.2. Based on these learning outcomes, the Executive Summary will contain:

3.3.2.2.1. An executive summary of the program;

3.3.2.2.2. A section establishing that the program:

3.3.2.2.2.1. serves the University's Strategic Integrated Plan **(QAF 2.1.1.a)**;

3.3.2.2.2.2. is appropriate in relation to the current international and national profile of the discipline or interdisciplinary area **(QAF 2.1.4.a)**;

3.3.2.2.2.3. is distinctive in comparison to comparable programs in Ontario and nationally **(QAF 2.1.4.b)**;

3.3.2.2.2.4. has been assessed for its impact on existing programs, departments and Faculties and the library **(QAF 2.1.7.a; 2.1.7.c)**;

3.3.2.2.3. A section establishing student demand for the proposed program and establishing that graduates will be equipped on graduation for an appropriate career **(QAF 2.1.9.c)**;

Commented [JD69]: 2.2.3 Identify steps: identify the institutional steps required to develop and approve new programs

Commented [JD70]: 2.1.1 Objectives a) Consistency of the program with the institution's mission and academic plans

Commented [JD71]: 2.1.4 Program Content a) Ways in which the curriculum addresses the current state of the discipline or area of study

Commented [JD72]: 2.1.4 Program content b) identification of any unique or program innovations or creative components

Commented [JD73]: 2.1.7 Resources for all programs a) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program

Commented [JD74]: 2.1.7 Resources for all programs c) evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support and laboratory access

Commented [JD75]: 2.1.9 Resources for undergraduate programs only c) planned/anticipated class sizes

3.3.2.2.4. A business plan that establishes the financial viability of the proposed program and whether or not additional resources are required to deliver the program **(QAF 2.1.7.a; 2.1.7.c)**.

3.3.2.3. The Executive Summary is approved by the Provost and the relevant dean(s); all executive summaries for graduate programs must be approved by the Dean of the Faculty of Graduate and Postdoctoral Affairs.

3.3.2.4. Upon approval, the Executive Summary is submitted to VPARC for information only under the consent agenda for VPARC.

3.3.2.5. If a member of VPARC removes this information item from the consent agenda for discussion, and if VPARC has significant concerns with the proposed program, it can suspend development of the brief until the concerns have been addressed to its satisfaction or a decision has been taken not to proceed any further with the proposed new program.

3.3.3. The Role of FPG

3.3.3.1. Upon approval by the Provost and the relevant deans, and if the proposed program requires additional resources, the Executive Summary is referred to FPG for a decision on whether or not such resources will be approved.

3.3.3.2. The outcome of FPG's deliberations is reported by the Office of the Provost to the relevant deans, the academic unit or program leads, and the Office of the Vice-Provost.

3.3.4. The Preparation of the Brief **(QAF 2.2.5)**

3.3.4.1. If the required additional resources are approved by FPG, or if there is no need to refer the proposal to FPG because the proposed program does not require additional resources, the academic unit or program leads prepare the three-volume brief: volume I is the self-study, volume II is the faculty curricula vitarum, volume III is the list of proposed external reviewers, including additional members if required. Required documentation for the brief is set out below in section 8: 'The Brief.'

3.3.4.2. In preparation for this exercise, academic units or the program leads will attend a meeting with representatives of the Office of the Vice-Provost. The purpose of this meeting is to set a timeline for the approval of the program and to clarify the bodies responsible for assembling the information required for the brief, including the academic unit or program leads themselves, but including also, for example, the university's Office of Institutional Research and Planning (OIRP), and the Carleton University Research Office (CURO). The representatives of the Office of the Vice-provost will, at this meeting, provide the academic unit or program leads with a template for the development of the self-study customized for the proposed program on the basis of the Executive Summary.

Commented [JD76]: 2.1.7 Resources for all programs a) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program

Commented [JD77]: 2.1.7 Resources for all programs c) evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support and laboratory access

Commented [JD78]: In response to Audit Report:

Suggestion 10: Ensure that documentation confirming approval by the Financial Planning Committee is included in the audit documents

Suggestion 11: Clarify the process of financial approval for new programs and better align the timelines for assessment of financial resources with those connected to academic approval

Commented [JD79]: 2.2.5 Program proposal brief: Require the preparation of a Program Proposal Brief that addresses the above criteria and meets the requirements of the Quality Assurance Framework together with any further institutional requirements which it chooses to apply

3.3.4.3. Assistance in preparing the brief is provided by the Office of the Vice-Provost and Faculty associate deans.

3.3.4.4. Documentation for the self-study will include proposed calendar copy – program calendar copy customarily forms Appendix 1 of the self-study; course calendar copy Appendix 2; and Admissions calendar copy Appendix 3. Assistance in developing calendar copy should be sought from the Office of the Vice-Provost, which will assemble an appropriate team of experts as appropriate from the offices of the University Registrar or Graduate Registrar in consultation with these offices.

3.3.4.5. The brief will be approved by the relevant dean(s). All briefs for graduate programs must be approved by the Dean of the Faculty of Graduate and Postdoctoral Affairs. The deans may delegate this task to an associate dean.

3.3.4.6. The Office of the Vice-Provost ensures that the brief and accompanying documentation are complete and compliant with Carleton's IQAP. A memorandum to this effect is signed by the Vice-Provost and serves as a covering document when the brief is forwarded to CUCQA (please see 3.5.1 below).

Commented [JD80]: In response to audit report Suggestion 7: consider including a formal sign-off by the Office of Quality Assurance, indicating that the self-study is complete and compliant before the transition to CUCQA is made. This is especially important in cases where there is more than one-version of the self-study resulting from revisions.

3.3.5. The Role of Faculty Boards

3.3.5.1. Once the brief and accompanying documents have been certified by the Office of the Vice-Provost as being complete and compliant with Carleton's IQAP, the self-study is referred to the relevant Faculty Board for its consideration. Faculty Boards customarily have a program or curriculum committee that will examine all or some of the documentation that comprises the self-study. These committees may require or suggest modifications before the appropriate documentation is submitted to the Faculty Board for approval.

3.3.5.2. Once approved by the Faculty Board, the self-study is forwarded to the Office of the Vice-Provost. This Office forwards the self-study to:

3.3.5.2.1. The Senate Academic Program Committee (SAPC) and, for undergraduate programs only, the Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP) for their initial consideration. Concerns and issues raised by these bodies at this time are recorded by the Office of the Vice-Provost for onward transfer to CUCQA. CUCQA will ensure that such concerns and issues are addressed before the proposal is considered again by SAPC and SCCASP (please see 3.6. below).

3.4. Initial New Program Approval Steps at Dominican University College **(QAF 2.2.3)**

Commented [JD81]: 2.2.3 Identify steps: identify the institutional steps required to develop and approve new programs

3.4.1. The relevant Faculty prepares the three-volume brief **(QAF 2.2.5)**.

Commented [JD82]: 2.2.5 Program proposal brief: Require the preparation of a Program Proposal Brief that addresses the above criteria and meets the requirements of the Quality Assurance Framework together with any further institutional requirements which it chooses to apply

3.4.2. Assistance in preparing the brief is provided by the Vice-President Academic Affairs of Dominican University College. The Vice-President Academic Affairs may call upon Carleton

University's Vice-Provost and the Associate Dean (Programs and Awards) in Carleton University's Faculty of Graduate and Postdoctoral Affairs for advice.

3.4.3. The brief is approved by the Academic Council of Dominican University College. The Academic Council may have concerns and issues regarding the proposed program that it wishes to communicate to CUCQA. Carleton University's Vice-Provost, who chairs CUCQA, and Dominican University College's Vice-President Academic Affairs will consult during this phase of the approval process to ensure that each body is aware of, and has the opportunity to comment on, the concerns and interests of the other.

3.4.4. The brief, together with any concerns or issues that the Council may have, is forwarded to Carleton University's Office of the Vice-Provost. This Office ensures that the brief and accompanying documentation are complete and compliant with Carleton's IQAP.

3.5. The Quality Assurance Process **(QAF 2.2.3)**

Commented [JD83]: 2.2.3 Identify steps: identify the institutional steps required to develop and approve new programs

3.5.1. Once the brief has been approved by the relevant Faculty Board at Carleton or the Academic Council of Dominican University College, once the Office of the Vice-Provost at Carleton has accepted and recorded any issues or concerns expressed by SAPC and/or the SCCASP at Carleton or the Academic Council of Dominican University College, and once the Office of the Vice-Provost is satisfied that the brief is complete and compliant, this Office forwards the brief and any such issues or concerns to CUCQA.

3.5.2. The steps followed by CUCQA for new program approval are as follows:

3.5.2.1. The Office of the Vice-Provost will assign the brief to one of its members or another invited senior faculty member for a detailed review. This individual will be known as 'the discussant' or 'guest discussant' depending upon whether or not he or she is a member of CUCQA. The discussant will be at arm's length from the academic unit or program lead(s) proposing the program.

3.5.2.2. The discussant also receives a memorandum from the Office of the Vice-Provost drawing the discussant's attention to any issues or concerns that the Office feels the discussant may wish to consider that the staff of the Office has identified as a result of its review of the brief for the purposes of completeness and compliance.

3.5.2.3. The discussant will prepare a report for CUCQA. This report will:

3.5.2.3.1. Identify concerns or issues in the self-study and the volume of faculty curricula vitarum that the discussant feels CUCQA will need to discuss and address.

3.5.2.3.2. Prioritize the list of external academic reviewers and, if appropriate, external professional reviewers nominated by the program in Volume III of the brief to become members of the review committee.

3.5.2.3.2.1. The criteria in terms of which the discussant will prioritize the reviewers is contained in section 9 of this IQAP (please see 9.2.1. and 9.2.2. below) **(QAF 2.2.6)**

3.5.2.3.3. Not all external reviewers need be prioritized by the discussant if the discussant feels that some are not appropriate to participate in the site visit.

3.5.2.4. CUCQA will discuss the discussant's report, determining which issues and concerns it feels need to be addressed in the brief.

3.5.2.5. The program lead(s) will be invited to attend a meeting of CUCQA to discuss the proposal and assist CUCQA with its deliberations. The program lead(s) may be accompanied by the relevant dean(s) and/or associate dean(s).

3.5.2.6. As a result of its deliberations, CUCQA will decide whether the brief:

3.5.2.6.1. Is ready to be sent to the review committee in anticipation of the site visit.

3.5.2.6.2. Requires relatively minor improvements that can be signed off by the discussant or the Office of the Vice-Provost.

3.5.2.6.3. Requires more substantive improvements that require the brief to be considered again by CUCQA.

3.5.2.7. Once CUCQA has decided that it does not need to consider the brief again, it will make decisions on:

3.5.2.7.1. Supplementary questions in addition to the standard briefing that it wishes the review committee to consider;

3.5.2.7.2. The prioritization of external reviewers recommended in the discussant's report.

3.5.2.7.2.1. Criteria for the prioritization of external reviewers are contained in section 9 of this IQAP (please see 9.2.1. and 9.2.2. below)

3.5.2.8. CUCQA reserves the right to request additional nominations of external reviewers for the review committee if it deems this necessary.

3.5.2.9. The review committee will normally include an internal reviewer. The Vice-Provost, in consultation with the appropriate dean(s) and academic unit or program lead(s), will recommend an internal reviewer to be part of the review committee. The role of the internal reviewer is described in Section 9 of this IQAP (please see 9.3 below).

3.5.2.10. Through its chair, CUCQA will consult with the relevant Faculty Dean(s) either at Carleton University or Dominican University College as appropriate, on supplementary questions and the prioritization of external reviewers;

Commented [JD84]: 2.2.6 External Reviewers: Establish and describe a process for the selection and appointment of external reviewers and any others who will review the new program proposal.

Commented [JD85]: In response to Audit report suggestion 9: consider revising the program-approval process in its IQAP to reflect the fact that a program's proponents may be invited to meet with CUCQA

Commented [JD86]: Response to Audit Report Suggestion 4: clarify the role of the internal reviewer in the cyclical program review and new program proposal process in its IQAP

3.5.2.11. Through its chair, CUCQA will then confirm supplementary questions and review committee membership;

3.5.2.12. The Office of the Vice-Provost will invite the review committee to conduct the site visit;

3.5.2.13. In cases where supplementary questions are asked of the review team, the academic unit or program lead(s) will provide answers and commentary in a written report, such report to be shared with the review committee before the site visit occurs.

3.5.2.14. Relevant reports and information will be provided to the review committee in addition to the self-study and, where appropriate, answers provided by the academic unit or program lead(s) to supplementary questions.

3.5.2.15. The review committee will conduct the site visit. The site visit will be arranged by the Office of the Vice-Provost in consultation with the academic unit or program lead(s) and relevant Faculty Dean(s) in the case of Carleton University and in consultation with the relevant Faculty at Dominican University College, and according to a template provided by the Office of the Vice-Provost. This Office will ensure that proper arrangements have been made for consultation with faculty, students, staff, senior administrators, and, where appropriate, representatives of employers and professional associations before approving the site visit itinerary;

3.5.2.15.1. In the case of Carleton University, individual meetings will be established with the Provost and Vice-President (Academic), the Vice-Provost, the Faculty Dean(s) or their designate(s) (including at the graduate level, the Dean of the Faculty of Graduate and Postdoctoral Affairs), the chair or equivalent of the academic unit or the program lead(s), the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate;

3.5.2.15.2. In the case of Dominican University College, individual meetings will be established with the Vice-President Academic Affairs, the Faculty Dean, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate, as well as with Carleton University's Vice-Provost;

3.5.2.15.3. In the case of professional programs, meetings will be established with relevant professionals or employers in the field, and professional associations as appropriate.

3.5.2.15.4. Meetings of a more collective character will be arranged with faculty whom it is intended will teach in the program and are available. Where appropriate, meetings may also be arranged with representative groups of graduate and undergraduate students in cognate programs– such meetings will be exclusive to the students.

3.5.3. The review committee will prepare its report according to the generic and program-specific instructions it has received from the Office of the Vice-Provost (please see Section 9:

'Review Committee') – the report will be submitted to the Office of the Vice-Provost within one month of the site visit **(QAF 2.2.7)**;

3.5.4. When received by the Office of the Vice-Provost, the report will be forwarded to the Faculty Dean(s) and the academic unit or program lead(s), either at Carleton University or Dominican University College, for a response **(QAF 2.2.8)**. The covering memorandum containing the report will list all the issues, concerns and recommendations raised in the report to which the dean(s) and the academic unit or program lead(s) will need to respond. The response(s) can either be joint or separate;

3.5.4.1. The response(s) should:

3.5.4.1.1. Be brief on the positive elements of the report.

3.5.4.1.2. Address all the issues, concerns and recommendations contained in the report as identified in the covering memorandum to the dean(s) and academic unit or program lead(s) that contains the report.

3.5.4.1.3. Respond to each of these issues, concerns or recommendations. There may be issues, concerns and recommendations that the unit or program lead(s) do not wish to act on; however, a response to all those items is required, including the reasons why the unit or program lead(s) and dean(s) feel it is not appropriate to act on them.

3.5.5. The response is forwarded to the Office of Vice-Provost together with an amended version of the self-study that reflects the undertakings given in the response(s) regarding the issues, concerns and recommendations contained in the review committee's report.

3.5.6. The report, the response(s) and the amended self-study are forwarded to the discussant, who prepares a recommendation report. This recommendation report will comment on the issues, concerns, and recommendations contained in the review committee's report, the response to this report, and the manner in which the undertakings made in the response are reflected in the amended self-study. The discussant's recommendation report will recommend one of three outcomes:

1. *Recommended to commence;*
2. *Recommended to commence with report;*
3. *Not recommended to commence.*

3.5.7. The discussant's recommendation report will be considered by CUCQA, which will decide on one of these three outcomes **(QAF 2.2.9)**. CUCQA will authorize a final assessment report and executive summary. The final assessment report and executive summary will be prepared by the Vice-Provost. The final assessment report will contain the outcome decided by CUCQA, either:

1. *Recommended to commence;*
2. *Recommended to commence with report;*
3. *Not recommended to commence.*

Commented [JD87]: 2.2.7 Reviewers' report: the reviewers will normally provide a joint report that appraises the standards and quality of the proposed program and addresses the criteria set out in Section 2.1., including associated faculty and material resources. They will also acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.

Commented [JD88]: 2.2.8 Internal response: Require, in response to the reviewers' report and recommendations, responses from both the proposing academic unit and the relevant deans or their delegates.

Commented [JD89]: 2.2.9 Institutional approval: Based on the proposal brief, the reviewers report and the internal responses to both, and in accordance with its IQAP, the institution will determine whether or not the proposal meets its quality assurance standards and is thus acceptable or needs further modification.

3.5.7.1. In the case of (2), a report on certain issues will be required by CUCQA two to three years after the program commences.

3.5.8. The Office of the Vice-Provost will forward the final assessment report and executive summary to the dean(s) and the academic unit or program lead(s).

3.5.9. In the case of outcomes 2. and 3., an opportunity will be provided for an appeal by the dean(s) and/or the academic unit or program lead(s) either at Carleton University or Dominican University College as appropriate. The grounds for the appeal may be either to do with process or substance, and the dean(s) and/or academic unit or program lead(s) will be provided with an opportunity to meet with CUCQA to discuss these grounds.

3.5.9.1. In the case of Carleton University, if the dean(s) and/or academic unit or program lead(s) do not accept the outcome of the appeal to CUCQA, they may appeal to the Provost, whose decision is final and binding;

3.5.9.2. In the case of appeals from Dominican University College with respect to an appeal decision from CUCQA, Carleton University's Provost will consult with the Vice President Academic Affairs at Dominican University College in reaching a decision.

3.5.9.3. In the case of such appeals, the outcome will be recorded in the final assessment report and executive summary, including any change of outcome to the quality assurance process.

3.6. The Role of Senate Committee on Curriculum, Admissions, and Studies Policy (SCCASP), Senate Academic Program Committee (SAPC), and Senate **(QAF 2.2.9)**

Commented [JD90]: 2.2.9 Institutional approval: Based on the proposal brief, the reviewers report and the internal responses to both, and in accordance with its IQAP, the institution will determine whether or not the proposal meets its quality assurance standards and is thus acceptable or needs further modification.

3.6.1. In all cases, the Office of the Vice-Provost will forward the calendar language to SCCASP for SCCASP to approve. If SCCASP feels that it cannot approve the calendar language, it will return the calendar language to the academic unit or program lead(s) with an explanation of why approval is not possible. The academic unit or program lead(s) will review the calendar language and make the appropriate revisions.

3.6.2. In the case of undergraduate programs only, where SCCASP is responsible for making a recommendation to Senate on the issues of admission and academic regulations, the Office of the Vice-Provost will forward the amended self-study (please see 3.5.5. and 3.5.6. above) to SCCASP. If SCCASP feels that it cannot make such a recommendation, it will return the self-study to CUCQA with an explanation of why it cannot make such a recommendation. CUCQA will consider this explanation and reconsider, as appropriate, its decisions and the reasons for them in concluding the quality assurance process.

3.6.3. The Office of the Vice-Provost will forward the final assessment report and executive summary with supporting documentation to SAPC for SAPC to consider making a recommendation to Senate for approval. If SAPC feels that it cannot make such a recommendation, it will return the final assessment report and executive summary to CUCQA with an explanation of why it cannot make such a recommendation. CUCQA will

consider this explanation and reconsider, as appropriate, its decisions and the reasons for them in concluding the quality assurance process.

3.6.4. Senate will consider a favourable recommendation from SAPC, or a favourable joint recommendation from SAPC and SCCASP in the case of undergraduate programs, and decide whether or not to approve the new program. If Senate decides that it cannot approve the proposed program, it will return the final assessment report and executive summary to SAPC with an explanation of why it cannot make such an approval. SAPC will consider this explanation and reconsider, as appropriate, its original recommendation. In doing so, it may decide to return the final assessment report and executive summary to CUCQA for it to reconsider its decisions and the reasons for them in concluding the quality assurance process.

3.6.4.1. In the case of Carleton University, approval by Senate constitutes approval of the new program and ratification of the outcome of the quality assurance process;

3.6.4.2. In the case of Dominican University College, approval by Carleton University's Senate constitutes ratification of the outcome of the quality assurance process only.

3.7. Concluding Steps

3.7.1. In the case of Carleton University, following approval by Senate, the Office of the Vice-Provost will forward the final assessment report, executive summary and supporting documentation (including the proposal brief) to the Quality Council with a request that the program be approved to commence; in the case of Dominican University College, following ratification by Senate, the Office of the Vice-Provost will forward the final assessment report, executive summary and supporting documentation (including the proposal brief) to the Quality Council with a request that the program be approved to commence **(QAF 2.2.10)**.

3.7.2. Following submission to the Quality Council, Carleton University (with the approval of the Provost) or Dominican University College (with the approval of the Vice-President Academic Affairs) as appropriate may announce its intention to offer the program. It will be clearly indicated that approval is pending and no offers of admission will be made until the program is approved by the Quality Council: 'Prospective students are advised that offers of admission to a new program may be made only after the university's own quality assurance processes have been completed and the Ontario Universities Council on Quality Assurance has approved the program.' (**QAF 2.2.11**).

3.7.3. In the case of Carleton University, following approval by Senate and the Quality Council, the Office of the Vice-Provost will forward the final assessment report and executive summary to the Board of Governors (for information); In the case of Dominican University College, following ratification by Senate and the Quality Council, the Office of the Vice-Provost will forward the final assessment report and executive summary to the Board of Governors at Dominican University College (for information);

Commented [JD91]: 2.2.10 Quality Council Secretariat: After completion of any other requirements of its IQAP, the institution with submit the proposal brief together with all required reports and documents, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

Commented [JD92]: 2.2.11 Announcement of new programs: Subject to approval by the university's senior academic officer, an institution may announce its intention to offer a new undergraduate or graduate program in advance of approval by the Quality Council. When such announcements are made in advance of Quality Council approval, they must contain the following statement: 'Prospective students are advised that offers of admission to a new program may be made only after the university's own quality assurance processes have been completed and the Ontario Universities Council n Quality Assurance has approved the program.'

Commented [JD93]: In response to QC letter of Jan 31, 14 Announcement of new programs (QAF 2.2.11): The current IQAP does not appear to reflect the new language of the QAF (see 3.3.24)

3.7.4. Upon approval to commence, the program will begin within 36 months of the date of approval; otherwise approval will lapse **(QAF 2.4.2)**;

3.7.5. The first cyclical program review of any new program will be conducted no more than eight years after the date of the program's initial enrolment **(QAF 2.4.1)**;

3.7.6. If it becomes necessary to undertake a cyclical program review of a new program within three years in order to align it with other programs, an expedited process will be used to undertake the cyclical review of the new program (please see section 4 of this IQAP).

3.7.7. A chart is attached as appendix 4a that represents visually the above steps for new program approval at Carleton University. A chart is attached as appendix 4b that represents visually the above steps for Dominican University College.

3.8. Generic Criteria for New Program Approval **(QAF 2.2.4)**

3.8.1. The Program

3.8.1.1. Do the program's intellectual profile and learning outcomes serve the mission, and strategic and academic plans of Carleton University or Dominican University College? (**QAF 2.1.1.a**);

3.8.1.2. Do the program's intellectual profile and learning outcomes match the teaching and research strengths of the academic unit(s)? **(QAF 2.1.7.b)**;

3.8.1.3. Are the program's intellectual profile, curriculum and learning outcomes appropriate in relation to the current international, national, provincial profile of the discipline or interdisciplinary area? **(QAF 2.1.4.a)**;

3.8.1.4. Are the program's intellectual profile and learning outcomes distinctive in relation to those of comparable programs in Ontario and nationally? **(QAF 2.1.4.b)**;

3.8.1.5. Are the program's learning outcomes consistent with the Graduate Degree Level Expectations or the Undergraduate Degree Level Expectations, as appropriate? **(QAF 2.1.1.b)**;

3.8.1.6. Are the methods for assessing program learning outcomes appropriate (please see also 3.8.6.7. below)? **(QAF 2.1.6.a)**;

3.8.1.7. Does the program contain any unique curriculum, program innovations or creative components? **(QAF 2.1.4b)**;

3.8.1.8. Are the degree program's nomenclature and acronym appropriate (for example, Master's of Cognitive Science, M.Cog.Sc.)? **(QAF 2.1.1.c)**.

Commented [JD94]: 2.4.2 Implementation window: After a new program is approved to commence, the program will begin within thirty-six months of that date of approval; otherwise the approval will lapse

Commented [JD95]: 2.4.1 First cyclical review: the first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with the university's program review schedule.

Commented [JD96]: 2.2.4 Evaluation Criteria: Require at minimum the evaluation criteria specified in Framework section 2.1

Commented [JD97]: 2.1.1 Objectives a) Consistency of the program with the institution's mission and academic plans

Commented [JD98]: 2.1.7 Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program

Commented [JD99]: 2.1.4 Program content a) Ways in which the curriculum addresses the current state of the discipline or area of study

Commented [JD100]: 2.1.4 Program content b) identification of any unique or program innovations or creative components

Commented [JD101]: 2.1.1 Objectives b) Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations

Commented [JD102]: 2.1.6 Assessment of teaching and learning a) Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations

Commented [JD103]: 2.1.4 Program content b) Identification of any unique curriculum or program innovations or creative components

Commented [JD104]: 2.1.1 Objectives c) Appropriateness of degree nomenclature

3.8.2. Program Content

3.8.2.1. Is the program appropriately designed and structured to achieve the learning outcomes? **(QAF 2.1.3.a)**;

3.8.2.2. In the case of graduate programs, will the program design and structure enable suitably qualified students to complete the program in a timely fashion; the program proposal will establish the time period within which completion will be normally be expected, together with a rationale for this time period? **(QAF 2.1.3.b)**;

3.8.2.3. In the case of graduate programs, is there a sufficient level of education and activity in research; is there sufficient provision for the development of research and analytic/interpretative skills? (**QAF 2.1.4.c**);

3.8.2.4. In the case of graduate programs, is there evidence that a student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses? **(QAF 2.1.4.d)**;

3.8.2.5. In the case of undergraduate programs, is there evidence of planning for adequate numbers and quantity of planned/anticipated class sizes, provision of supervision of experiential learning opportunities and the role of adjunct and part-time faculty? **(QAF 2.1.9)**;

3.8.2.6. Does the program have an appropriate mode or modes of delivery? **(QAF 2.1.5)**;

3.8.2.7. Is there a clear indication of essential requirements?

3.8.3. Governance

3.8.3.1. Does the program have an appropriate governance and administrative structure?

3.8.4. The Faculty

3.8.4.1. Are there definitions and use of indicators that provide evidence of quality of the faculty (e.g. qualifications, research, innovations and scholarly record, appropriateness of collective faculty experience to contribute substantively to the proposed program)? **(QAF 2.1.8.a and QAF 2.1.10.a)**

3.8.4.2. Is there evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision? **(QAF 2.1.8.c)**

3.8.4.3. Is there evidence of adequate mentoring programs for junior faculty?

Commented [JD105]: 2.1.3 Structure a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations

Commented [JD106]: 2.1.3 Structure b) For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period

Commented [JD107]: 2.1.4 Program content c) for research-focuesed graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion

Commented [JD108]: 2.1.4 Program content d) Evidence that each graduate student is requirement to take a minimum of two-thirds of the course requirements from among graduate level courses

Commented [JD109]: 2.1.9 Resources for undergraduate programs only: Evidence of and planning for adequate numbers and quality of: a) faculty and staff to achieve the goals for the program; or b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; c) planned/anticipated class sizes; d) provision of supervision of experiential learning opportunities (if required); and e) the role of adjunct and part-time faculty

Commented [JD110]: 2.1.5 Modes of delivery: Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations

Commented [JD111]: 2.1.8 Resources for graduate programs only a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate

Commented [JD112]: 2.10.1 Quality and other indicators a) Definition and use of indicators that provide evidence of quality of the faculty (e.g. qualifications, research, innovations and scholarly record; appropriateness of collective faculty experience to contribute substantively to the proposed program)

Commented [JD113]: 2.1.8 Resources for graduate programs only: c) Evidence of how supervisory loads will be distributed, and the qualification and appointment status of faculty who will provide instruction and supervision.

3.8.5. Admission Requirements

3.8.5.1. Are the admission requirements appropriate for the learning outcomes established for the completion of the program? **(QAF 2.1.2.a)**

3.8.5.2. Are the admission requirements such that a student entering the program can expect to complete it successfully and in a timely fashion; are requirements additional or alternative to the foundational requirements (for example, second language competence) appropriate; are all admission requirements (e.g., minimum graduate point average, language proficiency, previous degrees) sufficiently well explained? **(QAF 2.1.2.b)**

3.8.6. The Students

3.8.6.1. Is there evidence of clear communication between students, faculty and programs and university administration (e.g., handbook for students with program details, processes, important deadlines, etc.; a web site; listserv)?

3.8.6.2. Are there sufficient mentoring programs and orientation days for graduate students?

3.8.6.3. In the case of graduate programs, is there evidence that financial assistance for students will be sufficient to ensure adequate quality and number of students? **(QAF 2.1.8.b)**

3.8.6.4. Is there evidence of program structure and faculty research that will ensure the intellectual quality of the student experience? **(QAF 2.1.10.b)**

3.8.6.5. In the case of graduate programs, is there evidence that the program has addressed the Tri-Council's guidelines statement concerning graduate students' professional skills?

3.8.6.6. Given the advising, mentoring and support provided by the program and the university more generally through its academic services, will students in the program have a satisfactory educational experience? **(QAF 1.6 'Academic Services' and QAF 2.1.10.b)**

3.8.6.7. Are the methods of student evaluation appropriate given admission requirements, degree level expectations, and learning outcomes; are there sufficient plans for documenting and demonstrating the level of performance of students consistent with the Graduate Degree Level Expectations and Undergraduate Degree Level Expectations? **(QAF 2.1.6.b)**

3.8.6.8. Will the program prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation? **(cf. QAF 4.3.6.c)**

Commented [JD114]: 2.1.2.a) Appropriateness of the program's admission requirements for the learning outcomes established for the completion of the program.

Commented [JD115]: 2.1.2 Admission requirements b) Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience

Commented [JD116]: 2.1.8 Resources for graduate programs only b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

Commented [JD117]: 2.1.10 Quality Indicators b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience

Commented [JD118]: 2.1.10 Quality Indicators b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience

Commented [JD119]: 2.1.6 Assessment of Teaching and Learning: b) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations

Commented [JD120]: 4.3.6 Quality Indicators c) Graduates: rates of graduation, employment six months and two years after graduation, post graduate study, "skills match" and alumni reports on program quality when available and when permitted by FIPPA.

3.8.7. Resources

3.8.7.1. Is the program adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity? **(QAF 2.1.7.b)**

3.8.7.2. Does the program have sufficient support staff, sufficient space, and sufficient library, laboratory and technological resources? **(QAF 2.1.7.a and QAF 2.1.7.c)**

3.8.8. Postdoctoral Fellows

3.8.8.1. Is there an adequate account of the number and length of appointment of postdoctoral fellows who can contribute to the program and of the character of their contribution?

3.9. Criteria Specific to Graduate Programs

3.9.1. In addition to the generic instructions for undergraduate and graduate programs, the attention of the review committee will be drawn to some matters specific to graduate programs.

3.9.2. A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.

3.9.2.1. Master's Programs

3.9.2.1.1. Master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed. This component can take the form of a thesis, a major research paper or short research papers within the courses required for the degree, a comprehensive examination, or other specified activity appropriate for the discipline or interdisciplinary area and designed to test the acquisition of analytical/interpretive skills. It is incumbent on the program to demonstrate in the brief that the requirements are appropriate for the discipline or interdisciplinary area and how their outcomes are achieved **(QAF 2.1.3.a).**

3.9.2.1.2. The research-oriented master's program in an academic discipline offered to the graduate with an honours undergraduate degree in that discipline is the most traditional sequence. Research-oriented master's programs in interdisciplinary areas have recently become more common, allowing innovative opportunities for students from a range of honours undergraduate degree programs. Advanced courses and the challenge of doing intensive research, usually resulting in a thesis, research project, major research paper or cognate essay, are provided as a means of developing the skills and intellectual curiosity required for doctoral studies and/or a leadership role in society **(QAF 2.1.3.a)**.

Commented [JD121]: 2.1.7 Resources for all programs: b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program

Commented [JD122]: 2.1.7 Resources for all programs a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources and any institutional commitment to supplement those resources.

Commented [JD123]: 2.1.7 Resources for all programs c) Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support and laboratory access

Commented [JD124]: 2.1.3 Structure a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations

Commented [JD125]: 2.1.3 Structure a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations

3.9.2.1.3. The course-based master's program offers advanced training to a similar clientele. While this type of program does not require the performance of research resulting in a thesis, it must contain elements that ensure the development of research and analytical/interpretive skills **(QAF 2.1.3.a)**.

3.9.2.1.4. The professional master's or graduate diploma program offers to the graduate of any one of several honours or more general undergraduate programs a coordinated selection of courses in a range of disciplines, together with the application of related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practising professionals. Such programs also need to develop research and analytical/interpretive skills relevant to the profession **(QAF 2.1.3.a)**.

3.9.2.2. Doctoral Programs

3.9.2.2.1. Independent original research and the preparation of a thesis are considered to be the essential core of doctoral studies. However, because thesis research is highly specialized, it is important that some mechanism be in place to ensure that breadth of knowledge and skills is acquired by doctoral students. This outcome can be achieved by course work, participation in colloquia, a comprehensive examination or other means. The brief needs to show clearly how breadth and research skills are achieved and evaluated[iii] **(QAF 2.1.3.a)**.

3.10. Steps to Monitor New Programs **(QAF 2.4.3)**

3.10.1. At the end of the second academic year after the program has commenced, new programs will be monitored, in the case of Carleton University, by the Vice-Provost and, in the case of the Dominican University College, by the Vice President Academic Affairs, in terms of:

3.10.1.1. Registrations compared to projected capacity;

3.10.1.2. Student retention (at the undergraduate level);

3.10.1.3. Completion of milestones agreed by the program (at the graduate level);

3.10.1.4. The quality of the student experience, as determined either through a survey (undergraduate programs) or focus groups (graduate programs).

3.10.1.5. Any challenges faced by the program and how these challenges are being addressed.

3.10.2. A brief report based on this monitoring will be filed with the Office of the Vice-Provost and forwarded to CUCQA. In consultation with the Provost and the Faculty Dean(s), CUCQA may require the Carleton University academic unit to make modifications and file a report on these modifications after a two- or three-year period. In consultation with the Vice President Academic Affairs, CUCQA may require the Dominican University College Faculty to make modifications and file a report on these modifications after a two- or three-year period.

Commented [JD126]: 2.1.3 Structure a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations

Commented [JD127]: 2.1.3 Structure a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations

Commented [JD128]: 2.1.3 Structure a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations

Commented [JD129]: 2.4.3 Monitoring: The IQAP will ensure monitoring of new programs

3.10.3. This process of monitoring will be in addition to any report requested by CUCQA as part of its recommendation that the program be approved to commence. In cases where the Quality Council requires a report as part of its approval to commence (or seconds such a recommendation from CUCQA), CUCQA will vet the appropriateness of the report before it is forwarded to the Quality Council.

4. Expedited Approval Process (QAF 3.2)

Commented [JD130]: 3.2 Expedited Approval Process

In the instance of joint graduate programs between Carleton University and Ottawa University, the process is subject to the Institutional Quality Assurance Process for Joint Graduate Programs between Carleton University and University of Ottawa as ratified by the Quality Council.

4.1. The expedited process for the approval of new collaborative programs, new for-credit graduate diplomas and, if a unit wishes (please see 4.4 below), a new field in a graduate program is the same as for new programs, except that a review committee will not be used and, as a consequence, no response to a review committee report will be required. The decision of CUCQA will be based solely on the submission of volumes I and II of the brief. However, CUCQA may require a written response to questions and concerns it has from the Faculty Dean(s) and the academic unit.

4.2. The criteria for approval are the same as for a new program approval including: degree level expectations, learning outcomes, admissions, structure, program content, mode of delivery, assessment of teaching and learning, resources, and quality and other indicators (please see 3.8. above).

4.3. New collaborative programs and new for-credit graduate diplomas will be monitored in the same fashion as a new program.

4.4. The establishment of a new or additional field (or the deletion of a field) in a graduate program does not require the approval of the Quality Council unless the academic unit in question wishes to state on its website that the new or additional field has been approved by the Quality Council. In this case, the proposal to establish a new or additional field is subject to an expedited approval process (**QAF 3.2**).The decision as to whether or not to seek this endorsement is that of the academic unit in question. Advice in making this decision may be sought from the Vice-Provost and the Dean of the Faculty of Graduate and Postdoctoral Affairs. If the academic unit does not seek Quality Council approval, the proposal for a new field will be treated as a major modification and follow the major modification process (please see 5 below).

5. Major Modifications (QAF 3.3)

Commented [JD131]: 3.3 Institutional identification of major modifications to existing programs

Steps for the Approval of Major Modifications

In the instance of joint graduate program between Carleton University and Ottawa University, the process is subject to the Institutional Quality Assurance Process for Joint Graduate Programs between Carleton University and University of Ottawa as ratified by the Quality Council.

5.1. The Responsible Bodies at Carleton

In the case of Carleton University, there are three sets of university bodies responsible for the approval of major modifications to existing programs:

5.1.1. The Office of the Vice-Provost and the Carleton University Committee on Quality Assurance (CUCQA). CUCQA is concerned only with matters of quality assurance.

5.1.2. Departments, institutes, Schools, Faculty Boards, Senate Committee on Curriculum, Admissions and Studies Policy, Senate Academic Program Committee and Senate. These bodies are concerned with the approval of academic programs in terms of the academic merit of those programs. Senate Academic Program Committee and Senate also approve or otherwise make recommendations concerning major modifications coming from the Carleton University Committee on Quality Assurance.

5.1.3. Carleton University's Vice-Presidents' Academic and Research Council (VPARC) and the Carleton University Financial Planning Group (FPG).

5.1.3.1. The membership of VPARC and FPG was set out under 3.1.3.1. and 3.1.3.2. above.

5.2. The Responsible Bodies at Dominican University College

In the case of Dominican University College, there are three sets of bodies responsible for the approval of major modifications to existing programs:

5.2.1. The Office of the Vice-Provost and the Carleton University Committee on Quality Assurance (CUCQA). CUCQA is concerned only with matters of quality assurance.

5.2.2. Faculties, Faculty Council and the Academic Council of Dominican University College. These bodies are concerned only with the approval of academic programs in terms of the academic merit of those programs.

5.2.3. Carleton's Senate Academic Program Committee and Carleton's Senate. These bodies are concerned with the approval of academic programs in terms of the academic merit of those programs. They also approve or otherwise make recommendations concerning major modifications coming from the Carleton University Committee on Quality Assurance

5.3. The Documentation

5.3.1. The scope of the documentation required for a major modification can vary according to the scope of the major modification. Some major modifications are substantial (for example, delivering an existing program entirely off-campus or entirely on-line), while others can be relatively modest (for example, a change to a capstone course or the introduction of a co-op option). In order to accommodate this variation two process tracks have been established: Track A, requiring an Executive Summary and Business Plan as well as the proposal form used for all major modifications; Track B, where required information is provided only on the form (unless a business plan is required). Even within these alternative tracks, the

amount and character of information required can vary according to the major modification in question. This being the case, the Office of the Vice-Provost provides assistance in the preparation of the required documentation. For these reasons, it is strongly recommended that, at the outset, advice on the documentation required is sought from the Office of the Vice-Provost.

Commented [JD132]: In response to Audit Report Suggestion 12: consider defining the distinction between minor-major and major-major modifications more clearly, renaming them, and embedding those distinctions into its IQAP

Suggestion 13: Consider including in its IQAP clearly differentiated and articulated approval pathways with an accelerated and less complex one for the minor-major modifications

5.3.1.1. The following are normally categorised as 'Track A' major modifications: the merger of two or more programs; a new concentration or a nested or standalone minor; new bridging options for college diploma graduates; major changes to courses comprising a significant proportion of the program (33% or greater); a change in the language of program delivery; the establishment of an existing degree program at another institution or location; the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa. All other major modifications are normally categorised as 'Track B' modifications.

5.3.1.2. Track A – Executive Summary and Business Plan

5.3.1.2.1. Track A modifications require an executive summary of the proposed modification, including the effect of the proposed modification on the program and its students; this document should address:

5.3.1.2.1.1. The character and substance of the modification, including the impact on the program's learning outcomes;

5.3.1.2.1.2. The rationale for the proposed modification, including the impact on the program's learning outcomes;

5.3.1.2.1.3. The effect of the modification on the existing program, including the effect on prospective and continuing students including, if appropriate, a transition plan (at Carleton advice should be sought from the Offices of the University Registrar or Graduate Registrar as appropriate);

5.3.1.2.1.4. The fit of the proposed modification with, as appropriate, Carleton's Strategic Integrated Plan or Dominican University College's mission and strategic and academic plans;

5.3.1.2.1.5. The manner in which the proposed modification serves the appropriateness of the program in relation to the current international and national profile of the discipline or interdisciplinary area;

5.3.1.2.1.6. The manner in which the proposed modification serves the distinctiveness of the program in comparison to comparable programs in Ontario and nationally;

5.3.1.2.1.7. The impact on other programs, other academic units and the library;

5.3.1.2.1.8. Student demand for the proposed modification;

5.3.1.2.1.9. That graduates will be equipped on graduation for an appropriate career;

5.3.1.2.1.10. The resources required to implement the major modification if additional resources are necessary, this information to be conveyed by means of a business plan;

5.3.1.3. Track B – Form

5.3.1.3.1. In instances where an executive summary is not required, a form addressing the following, as appropriate, will be prepared:

5.3.1.3.1.1. The character and substance of the modification, including the impact on the program's learning outcomes;

5.3.1.3.1.2. The rationale for the proposed modification, including the impact on the program's learning outcomes.

5.3.1.3.1.3. The effect of the modification on the existing program, including the effect on prospective and continuing students including a transition plan if appropriate (at Carleton, advice should be sought from the Offices of the University Registrar or Graduate Registrar as appropriate);

5.3.1.3.1.4. The fit of the proposed modification with, as appropriate, Carleton's Strategic Integrated Plan or Dominican University College's mission and strategic and academic plans;

5.3.1.3.1.5. The manner in which the proposed modification serves the appropriateness of the program in relation to the current international and national profile of the discipline or interdisciplinary area;

5.3.1.3.1.6. The manner in which the proposed modification serves the distinctiveness of the program in comparison to comparable programs in Ontario and nationally;

5.3.1.3.1.7. Its impact on existing programs, departments and Faculties and library;

5.3.1.3.1.8. Student demand for the proposed modification if a new field, concentration, minor or option is proposed;

5.3.1.3.1.9. That graduates will be equipped on graduation for an appropriate career;

5.3.1.3.1.10. The resources required to implement the major modification; if additional resources are necessary and cannot be covered by the relevant dean(s) or University Librarian, this information to be conveyed by means of a business plan.

5.4. The Initial Steps at Carleton University

5.4.1. The Role of VPARC

5.4.1.1. In the case of Carleton University, VPARC only considers the proposed major modification in the following four 'Track A' cases: major changes to courses comprising a significant proportion of the program (33% or greater); a change in the language of program delivery; the establishment of an existing degree program at another institution or location; the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa. No other proposed major modifications are considered by VPARC. In all other cases, the proposed major modification moves to the next step in the process. The steps to be followed if VPARC is to consider a major modification is as follows:

5.4.1.1.1. VPARC will be informed electronically as soon as it becomes apparent that a major modification requiring VPARC's consideration is being proposed.

5.4.1.1.2. Any member of VPARC can ask for this initiative to be placed on the agenda of the next VPARC meeting for initial discussion.

5.4.1.1.3. If such a request is not forthcoming or following the above discussion at VPARC (if satisfactory), the proposal will proceed to the Executive Summary stage.

5.4.1.1.4. If a proposed major modification is to be considered by VPARC, the Executive Summary is approved by the Provost and the relevant dean(s); all executive summaries for graduate programs must be approved by the Dean of the Faculty of Graduate and Postdoctoral Affairs.

5.4.1.1.5. Upon approval, the Executive Summary is submitted to VPARC for information only under the consent agenda for VPARC.

5.4.1.1.6. If a member of VPARC removes this information item from the consent agenda for discussion, and If VPARC has significant concerns with the proposed program, it can suspend development of the brief until the concerns have been addressed to its satisfaction or a decision has been taken not to proceed any further with the proposed new program.

5.4.2. The Role of FPG

5.4.2.1. If additional resources are required for any major modification and cannot be covered by the relevant dean(s) or the University Librarian, the modification is considered by FPG for a decision on whether or not such resources will be approved.

5.4.2.2. The outcome of FPG's deliberations is reported by the Office of the Provost to the relevant deans, the academic unit, and the Office of the Vice-Provost.

5.4.3. The Role of Faculty Boards

5.4.3.1. If FPG approves additional resources for the modification, or **i**f there is no need to refer the proposal to FPG because the proposed modification does not require additional resources or requires additional resource that can be covered by the relevant dean(s) or University Librarian, the academic unit (department/school/institute) may submit the documentation to the appropriate Faculty Board for consideration.

5.4.3.2. Faculty Boards customarily have a program or curriculum committee that will examine the relevant documentation. These committees may require or suggest changes before recommending the modification to the Faculty Board for approval.

5.4.3.3. With Faculty Board approval (including dates of approval), the documentation is forwarded to the Office of the Vice-Provost for consideration by CUCQA.

5.5. The Initial Steps at Dominican University College

5.5.1. In the case of Dominican University College, the relevant Faculty Council forwards the required documentation to Carleton University's Office of the Vice-Provost for onward transmission to CUCQA.

5.6. The Role of CUCQA

5.6.1. CUCQA will consider the documentation on major modifications it receives from Carleton University and Dominican University College and determine whether there are questions and concerns that it may have that should be raised with the appropriate bodies (academic units or Faculties).

5.6.2. The criteria for evaluation are drawn, as appropriate, from those for new program approval.

5.6.3. In the case of Dominican University College, the proposal, together with CUCQA's questions and concerns, are forwarded to the Vice-President Academic Affairs at Dominican University College.

5.6.3.1. The Vice-President forwards the proposal and CUCQA's recommendations to the Academic Council for its consideration.

5.6.3.2. The Academic Council considers the proposal and accompanying documentation. It may consult with the relevant Faculty before sending its recommendations via the Vice-President Academic Affairs to CUCQA – the proposal together with these recommendations as forwarded to CUCQA constitute approval of the major modification by Dominican University College.

5.7. The Role of Senate Committee on Curriculum, Admissions, and Studies Policy (SCCASP), Senate Academic Program Committee (SAPC) and Senate

5.7.1. In the case of Carleton, the proposal, together with CUCQA's recommendations are forwarded to the Senate Academic Program Committee (SAPC) and to the Senate Committee on Curriculum, Admission and Studies Policy, (SCCASP) for their consideration.

5.7.2. SAPC and SCCASP consider the proposal and accompanying documentation. They may consult with the academic unit before sending their recommendations to Senate;

5.7.3. In the case of Dominican University College, once CUCQA has agreed to the Academic Council's recommendations, CUCQA forwards those recommendations to SAPC and Senate for information.

5.7.4. In the case of Carleton, Senate approval signals both approval of the major modification and ratification of the outcome of the quality assurance process;

5.7.5. In the case of Dominican University College, Senate ratifies the outcome of the quality assurance process only.

5.8. Concluding Steps

5.8.1. Major modifications approved or ratified by Senate as appropriate are reported by Carleton University to the Quality Council annually in July **(QAF 3.4)**.

Commented [JD133]: 3.4 Annual report to the Quality Council: Each institution will file an annual report to the Quality Council which provides a summary of major program modifications that were approved through the university's internal approval process in the past year.

5.8.2. A chart is attached as appendix 5a that represents visually the above steps for major modification for Carleton University.

5.8.3. A chart is attached as appendix 5b that represents visually the steps for Dominican University College.

6. Minor Modifications

6.1. The approvals process for minor modifications will follow the Carleton University protocols as set out in appendix 6a and the Dominican University College protocols as set out in appendix 6b.

7. Cyclical Program Review

Existing undergraduate and graduate programs will be reviewed concurrently using the same process (with some components of the process specific to either graduate or undergraduate programs) and the same review committee. In this case, one external reviewer will be chosen for their experience and expertise in undergraduate education, and the other reviewer will be chosen for their experience and expertise in graduate education. It is felt that concurrent reviews are advantageous in that it is, on the whole, the same faculty who teach both undergraduate and graduate students and, on the whole, the same sets of resources that support both undergraduate and graduate programs. Undergraduate and graduate programs are in a symbiotic relationship (for example, the majority of teaching assistants in

undergraduate programs are graduate students). Decisions affecting one set of programs frequently affect the other.

A major exception to this principle of concurrent reviews will be in the case of academic units that have joint graduate programs with partner universities. In these cases, the reviews of the unit's graduate and undergraduate programs will have to be separate. However, with the agreement of the partner universities, it may be possible for the graduate program and the two, separate undergraduate programs of the partner universities to be reviewed within a sufficiently brief time period to allow use of the same external reviewers. In the instance of joint graduate program between Carleton University and the University of Ottawa, the process is subject to the Institutional Quality Assurance Process for Joint Graduate Programs between Carleton University and University of Ottawa as ratified by the Quality Council.

In the case of units in which the doctoral program is a joint program with a partner university, but the master's program is not, the master's programs at both institutions will be reviewed concurrently with the review of the doctoral program. This process mirrors that previously in place under Ontario Council of Graduate Studies (OCGS) regulations.

No more than eight years will elapse between cyclical program reviews of the same program.

The Office of the Vice-Provost will ensure that all relevant deans and associate deans at Carleton University are kept informed of progress as the various steps of the Cyclical Program Review process are followed and that, by mutual agreement, the relevant deans and associate deans are invited to all meetings involving the Office of the Vice-Provost and the academic unit **(QAF 4.1)**.

Commented [JD134]: 4.1 Schedule of Reviews

7.1. Authorities **(QAF 4.2.1.a)**

Commented [JD135]: 4.2.1 a) identify the authority or authorities responsible for the IQAP and its application; b) Identify the authoritative contact between the institution and the Quality Council

7.1.1. The authorities and bodies responsible for the conduct of cyclical program reviews are the same as described in sections 1.1-1.4, and sections 3.1 and 3.2 of this IQAP.

7.2. Steps for Cyclical Program Review

7.2.1. In the case of Carleton University, the academic unit prepares the three-volume brief: volume I is the self-study, volume II is the faculty curricula vitarum, volume III is the list of proposed external reviewers, including additional members if required. Required documentation for the brief is set out below in section 8: 'The Brief.' In the case of Dominican University College, the relevant Faculty prepares the three-volume brief **(QAF 4.2.3.b)**.

Commented [JD136]: 4.2.3 Self-study: Internal program perspective: b) Include any pertinent information which the institution deems appropriate for inclusion

7.2.2. In preparation for this exercise, the following steps will normally be undertaken in consultation with the relevant academic unit and deans(s):

7.2.2.1. The Chair or Director of the academic unit will meet with representatives from the Office of the Vice-Provost. At this meeting, the representatives from the Office of the Vice-Provost provide an overview of the learning outcomes and learning outcomes assessment process, which are fundamental to the conduct of the review. The representatives also explains to the chair or director the need to establish a review team

(please see 7.2.2.2. below). This meeting is held approximately a year before work begins on the self-study.

7.2.2.2. The academic unit preparing their self-study will establish a review team made up minimally, of the departmental chair or director, the graduate and/or undergraduate supervisors as appropriate, graduate and/or undergraduate administrators as appropriate, and at least one graduate or undergraduate student as appropriate. These principles will be followed in the case of interdisciplinary programs. The review team may include additional members at the discretion of the academic unit. The review team need not necessarily be chaired by the unit Chair or Director. It must, however, be chaired by a faculty member from the unit. In all cases, the membership of the review team will require the agreement of the Vice-Provost.

7.2.2.3. Following the meeting described in 7.2.2.1., representatives from the Office of the Vice-Provost meet with the review team as identified by the Chair and Director to the Vice-Provost. This meeting is not held until the review team has been established and agreed to by the Vice-Provost (please see 7.2.2.2. above). At this meeting, the representatives from the Office of the Vice-Provost provide an overview of the learning outcomes and learning outcomes assessment process, which are fundamental to the conduct of the review. This meeting is held approximately a year before work begins on the self-study.

7.2.2.4. Following the meeting described in 7.2.2.3, representatives from the Office of the Vice-Provost meet again with the review team to conduct a workshop on learning outcomes and their assessment. This meeting is held approximately a year before work begins on the self-study. Following this workshop, the representatives from the Office of the Vice-Provost continue to work with the review team as they develop learning outcomes and assessment plans.

7.2.2.5. Holding the three meetings described in 7.2.2.1., 7.2.2.3., and 7.2.2.4. allows sufficient time for the review team, in consultation with members of the academic unit, to develop successful learning outcomes and assessment plans that are subscribed to by the entire unit. The establishment of successful learning outcomes is fundamental to developing the content of many sections of the self-study.

7.2.2.6. Following these meetings, the Office of the Vice-Provost will prepare a customized template for each of the programs to be reviewed. This customized template is derived from a standardized template, paying attention, for example, to whether an academic unit's undergraduate and graduate programs are being reviewed in the same process or separately **(QAF 4.2.2)**.

Commented [JD137]: 4.2.2 The program or programs: Identify the specific program or programs that will be reviewed and identify, where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed.

7.2.2.7. In the fall of the year in which the cyclical review is launched, the Office of the Vice-Provost holds a workshop for all the academic units whose programs are scheduled for cyclical review. This workshop will clarify the bodies responsible for assembling the information required for the brief, including the academic unit itself but including also, for example, the university's Office of Institutional Research and Planning (OIRP), and the Carleton University Research Office (CURO). The Office of the Vice-Provost will, at

this meeting, describe the cyclical review process, the benefits of the process, and the institutional bodies responsible for the collection, aggregation and distribution of data.

7.2.3. The program's faculty, staff and students will be involved in the preparation of the self-study according to the customized template for their programs. The preparation may include: undergraduate student surveys, focus groups for faculty, staff and students, discussions involving stakeholder and the academic unit review team, as well as stakeholder review of the draft and the final self-study.

7.2.4. The self-study will be broad-based, reflective, forward-looking and include critical analysis. Importantly, consideration should be given in the self-study to possible improvements for the programs **(QAF 4.2.3.a)**.

7.2.5. In the case of Carleton University, assistance in preparing the brief continues to be provided by the Office of the Vice-Provost and Faculty associate deans.

7.2.6. In the case of Dominican University College, assistance in preparing the brief continues to be provided by the Vice-President Academic Affairs. The Vice-President Academic Affairs may call upon Carleton University's Vice-Provost and the Associate Dean (Programs and Awards) in Carleton University's Faculty of Graduate and Postdoctoral Affairs for advice.

7.2.7. The brief will be approved by the relevant dean(s). All briefs for graduate programs must be approved by the Dean of the Faculty of Graduate and Postdoctoral Affairs. The deans may delegate this task to an associate dean.

7.2.8. The brief is forwarded to the Office of the Vice-Provost. This Office will ensure that the brief and accompanying documentation is complete and compliant. Once this Office is satisfied that the brief is complete and compliant, the staff in the Office forward the brief to CUCQA **(QAF 4.2.3.d)**. A memorandum to this effect is signed by the Vice-Provost and serves as a covering document when the brief is forwarded to CUCQA.

7.2.9. The steps followed by CUCQA in reviewing existing programs are as follows:

7.2.9.1. The Office of the Vice-Provost will assign the brief to one its members or another senior faculty member for a detailed review. This member will be known as 'the discussant' or 'guest discussant' depending upon whether or not he or she is a member of CUCQA. The discussant will be at arm's length from the academic unit in which the existing program is located.

7.2.9.2. The discussant also receives a memorandum from the Office of the Vice-Provost drawing the discussant's attention to any issues or concerns that the Office feels the discussant may wish to consider that the staff of the Office has identified as a result of its review of the brief for the purposes of completeness and compliance.

7.2.9.3. The discussant will prepare a report for CUCQA. This report will:

Commented [JD138]: 4.2.3 Self-Study: Internal Program Perspective a) Include the submission of a self-study document that is broad-based, reflective, forward-looking and includes critical analysis.

Commented [JD139]: 4.2.3 Self-Study: Internal Program Perspective d) Identify the authority or authorities who will review and approve the self-study report to ensure that it meets the above

Commented [JD140]: In response to Audit Report Suggestion 7: consider including a formal sign-off by the Office of Quality Assurance, indicating that the self-study is complete and compliant before the transition to CUCQA is made.

7.2.9.3.1. Identify concerns or issues in the self-study and the volume of faculty curricula vitarum that the discussant feels CUCQA will need to discuss and address.

7.2.9.3.2. Prioritize the list of external academic reviewers and, if appropriate, external professional reviewers nominated by the program in Volume III of the brief to become members of the review committee.

7.2.9.3.2.1. The criteria in terms of which the discussant will prioritize the reviewers are contained in section 9 of this IQAP (please see 9.2.1. and 9.2.2. below).

7.2.9.4. CUCQA will discuss this report and identify the concerns and issues it wishes to raise with the chair of the review team. The chair of the review team will be invited to meet with CUCQA to discuss these concerns and issues. The chair of the review team may be accompanied by the relevant dean(s) and/or associate dean(s).

7.2.9.5. Following this meeting with the chair of the review team, CUCQA will come to one of three determinations with respect to the self-study:

7.2.9.5.1. The self-study is ready to be sent to the external reviewers in preparation for the site visit.

7.2.9.5.2. The self-study could benefit from relatively minor improvements. In such cases, CUCQA may delegate ensuring that such improvements have been made to the discussant and/or the staff in the Office of the Vice-Provost.

7.2.9.5.3. The self-study requires relatively major improvements which will require the self-study to be considered by CUCQA a second time.

7.2.9.5.4. These determinations will be communicated to the academic unit in writing by the Office of the Vice-Provost.

7.2.9.6. CUCQA will prioritize the external reviewers based on the prioritization recommended in the discussant's report.

7.2.9.6.1. Criteria for the prioritization of external reviewers are contained in section 9 of this IQAP (please see 9.2.1. and 9.2.2. below) **(QAF 4.2.4.b)**.

7.2.9.7. Not all external reviewers need be prioritized by CUCQA if CUCQA feels that some are not appropriate to participate in the site visit.

7.2.9.8. The Vice-Provost, in consultation with the appropriate dean(s) and academic unit, will normally recommend an internal reviewer to be part of the review committee. The role of the internal reviewer is described in Section 9 of this IQAP (please see 9.3 below).

7.2.9.9. Based on its deliberations, CUCQA may decide to pose supplementary questions in addition to the standard briefing that it wishes the review committee to consider.

Commented [JD141]: 4.2.4 External reviewers – external perspective b) describe how the members of the Review Committee are selected as well as any additional reviewers who might be included in the site visits.

Commented [JD142]: Response to Audit Report Suggestion 4: clarify the role of the internal reviewer in the cyclical program review and new program proposal process in its IQAP

7.2.9.10. Through its chair, CUCQA will consult with the relevant Faculty Dean(s), either at Carleton University or Dominican University College as appropriate, on supplementary questions and review committee membership;

7.2.9.11. Through its chair, CUCQA will then confirm supplementary questions and review committee membership;

7.2.9.12. The Office of the Vice-Provost will invite the review committee to conduct the site visit **(QAF 4.2.4.a)**;

7.2.9.13. In cases where supplementary questions are asked of the review team, the academic unit will provide answers and commentary in a written report, such report to be shared with the review committee before the site visit occurs.

7.2.9.14. Relevant reports and information will be provided to the review committee in addition to the self-study and, when appropriate, answers provided by the academic unit to supplementary questions **(QAF 4.2.4.d)**.

7.2.9.15. The review committee will conduct the site visit. The site visit will be arranged by the Office of the Vice-Provost in consultation with the academic unit and the relevant Faculty Dean(s), and according to a template provided by the Office of the Vice-Provost. This Office will ensure that proper arrangements have been made for consultation with faculty, students, staff, senior administrators and, where appropriate, representatives of employers and professional associations before approving the site visit itinerary **(QAF 4.2.4.d)**;

7.2.9.15.1. In the case of Carleton University, individual meetings will be established with Provost and Vice-President (Academic), the Vice-Provost, the Faculty Dean or his or her designate (including at the graduate level, the Dean of Graduate and Postdoctoral Affairs), the chair or equivalent of the academic unit, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate;

7.2.9.15.2. In the case of Dominican University College, individual meetings will be established with the Vice-President Academic Affairs, the Faculty Dean, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate, as well as with Carleton University's Vice-Provost;

7.2.9.15.3. Meetings of a more collective character will be arranged with faculty who are on the respective campus and available. Meetings will also be arranged with representative groups of graduate and undergraduate students – such meetings will be exclusive to the students. In the case of professional programs, meetings may be established with relevant professionals or employers in the field, and professional associations as appropriate.

Commented [JD143]: 4.2.4 External Reviewers – External Perspective a) Provide for an external evaluation

Commented [JD144]: 4.2.4 External reviewers – external perspective d) Identify what reports and information the Review Committee will receive in addition to the self-study.

Commented [JD145]: 4.2.4 External reviewers – external perspective d) Describe how site visits will be conducted, including how reviewers will meet with faculty, students, staff, and senior program administrators. In the case of professional programs, describe how the views of employers and professional association will be solicited and made available to the Review Committee

7.2.9.15.4. In the case of professional programs, meetings may be established with relevant professionals or employers in the field, and professional associations as appropriate.

7.2.9.16. The review committee will prepare its report according to the generic and program-specific instructions it has received from the Office of the Vice-Provost (please see the section 9: 'The Review Committee') – the report will be submitted to the Office of the Vice-Provost within one month of the site visit **(QAF 4.2.4.e)**.

7.2.9.17. When received, the Office of the Vice-Provost will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the Vice-Provost determines that the report is in any way deficient, the Office of the Vice-Provost will communicate with the review committee to rectify the situation.

7.2.9.18. When the Office of the Vice-Provost is satisfied that the report is complete, the report will be forwarded to the Faculty dean(s) and the academic unit, either at Carleton University or Dominican University College, for a response **(QAF 4.2.4.f)**. The covering memorandum containing the report will list all the issues, concerns and recommendations raised in the report to which the dean(s) and the academic unit will need to respond. The response(s) can either be joint or separate;

7.2.9.19. The response(s) should **(QAF 4.2.4.g)**:

7.2.9.19.1. Be brief on the positive elements of the report.

7.2.9.19.2. Address all the issues, concerns and recommendations contained in the report as identified in the covering memorandum to the dean(s) and academic unit that contains the report.

7.2.9.19.3. Respond to each of these issues, concerns or recommendations. There may be issues, concerns and recommendations that the academic unit does not wish to act on; however, a response to all those items is required, including the reasons why the unit and dean(s) feel it is not appropriate to act on them.

7.2.9.19.4. The response will form the basis for the Action Plan, which is the penultimate step in the cyclical program review process.

7.2.10. The response is forwarded to the Office of Vice-Provost.

7.2.11. The report and the response(s) are forwarded to the discussant, who prepares a recommendation report. This recommendation report will comment on the issues, concerns, and recommendations contained in the review committee's report, as well as the response to this report **(QAF 4.2.5.a)**. The discussant's recommendation report will recommend one of three outcomes:

1. Good quality;
2. Conditional approval to continue;

Commented [JD146]: 4.2.4. External reviewers – external perspective e) Identify to whom the Review Committee submits its report(s) and specify a time frame for its submission

Commented [JD147]: In response to Audit Report Suggestion 6: consider developing a mechanism for dealing with Reviewer's Reports that fail to address the evaluation criteria satisfactorily

Commented [JD148]: 4.2.4 External reviewers – external perspective f) Require those who produced the self-study to provide a brief written response to the report(s) of the Review Committee

Commented [JD149]: 4.2.4. External Reviewers – external perspective g) Identify the relevant dean(s) or academic administrator(s) responsible for the program, who will provide their responses to each of the following: 1) the plans and recommendations proposed in the self-study report; 2) the recommendations advanced by the Review Committee; 3) the program's response to the Review Committee's reports

Commented [JD150]: 4.2.5 Institutional perspective and report: a) describe how the self-study and the plans and recommendations issuing from it, and the reviewers' report and responses to it, will be assessed by institutional peers.

3. Not approved to continue.

7.2.12. The discussant's recommendation report will be considered by CUCQA, which will decide on one of these three outcomes. CUCQA will authorize a final assessment report and executive summary. The final assessment report and executive summary will be prepared by the Vice-Provost. The final assessment report will contain the outcome decided by CUCQA, either:
1. Good quality;
2. Conditional approval to continue; or
3. Not approved to continue.

7.2.13. The criteria for assigning the above three outcomes referred to in 7.2.11 and 7.2.12. are as follows:

7.2.13.1. Good quality will be assigned when CUCQA has no serious concerns about the quality of the program, when it is apparent that students are in receipt of a superior educational experience, and when the number and character of improvements recommended for the improvement of the program, while they may be significant, do not call into question the quality and/or viability of the program.

7.2.13.2. Conditional approval to continue will be assigned when CUCQA has serious concerns regarding the quality of the program that bring into question its quality and/or viability. The report required by CUCQA (please see 7.2.14 below) will list those issues that have to be addressed successfully if the program is to be re-categorised as being of good quality when the report is received by CUCQA.

7.2.13.3. Not approved to continue will be assigned when CUCQA has serious concerns regarding the quality and/or viability of the program that it does not feel can be addressed successfully.

7.2.14. In the case of outcome 1., CUCQA may require a report. This report may be with respect to any of the issues, concerns and recommendations contained in the report of the review committee, whether or not the academic unit has indicated that it will act on these in the response to the report, *or* with respect to possible plans and recommendations for program improvement contained in the self-study. In the case of outcome 2., a report is mandatory. If a report is required, CUCQA will set a deadline for its submission. In the case of the report required with respect to outcome 2., the deadline for the report will be twelve months after Senate has approved the final assessment report and executive summary (please see 7.2.17.3 below)

7.2.15. The outcome of the review will be communicated to the Faculty Dean(s) and the academic unit either at Carleton University or Dominican University College by the Office of the Vice-Provost.

7.2.16. This communication will request an Action Plan from the appropriate Faculty Dean(s) and academic unit **(QAF 4.2.5.c)**.

Commented [JD151]: 4.2.5 Institutional perspective and report: c) Unless already specified elsewhere in the IQAP, the Final Assessment Report will include an implementation plan that identifies: 1) who will be responsible for approving the recommendations set out in the Final Assessment Report; 2. Who will be responsible for providing any resources made necessary by those recommendations; 3. Who will be responsible for acting of those recommendations; and 4. Timelines for acting on and monitoring the implementation of those recommendations.

7.2.16.1. The Action Plan will address:

7.2.16.1.1. The issues that CUCQA has required be addressed when CUCQA is requiring a report.

7.2.16.1.2. The issues, concerns or recommendations contained in the review committee's report that the academic unit has indicated it will act on in the response to this report;

7.2.16.1.3. Possible plans and recommendations for program improvement contained in the self-study.

7.2.16.1.4. Changes in organization, policy or governance necessary to implement such recommendations and plans;

7.2.16.1.5. The resources, financial or otherwise, that will be required to implement such recommendations and plans;

7.2.16.1.6. The timeline for the implementation of such recommendations and plans;

7.2.16.1.7. The individuals responsible for the implementation of such recommendations and plans.

7.2.16.2. The Action Plan will conclude with the information provided in 7.2.16.1 presented in tabular form.

7.2.17. In the case of (2) and (3) under (7.2.12.), an opportunity will be provided for an appeal by the relevant Faculty Dean(s) and/or the academic unit. The grounds for the appeal may be either to do with process or substance, and the relevant Faculty Dean(s) and/or academic unit will be provided with an opportunity to meet with CUCQA to discuss these grounds;

7.2.17.1. If the relevant Faculty Dean(s) and/or academic unit do not accept the outcome of the appeal to CUCQA, they may appeal to the Provost, whose decision is final and binding; in the case of Dominican University College, the appeal will be lodged through the Vice-President Academic Affairs.

7.2.17.2. In the case of Dominican University College, Carleton University's Provost will consult with Dominican University College's Vice President Academic Affairs before arriving at a decision;

7.2.18. In the case of Carleton University the Action Plan will be approved by the relevant Faculty Dean(s). The relevant Faculty Dean(s) will, in consultation with the Provost, be responsible for providing any necessary additional resources required to implement the Action Plan. With the agreement of the Provost, the relevant Faculty Dean(s) and academic unit will be jointly responsible for acting on recommendations and plans contained in the Action Plan;

7.2.19. In the case of Dominican University College, Carleton University's Provost will consult with Dominican University College's Vice President Academic Affairs if any additional resources are required to implement the Action Plan;

7.2.20. If the Dean(s) and the unit cannot agree on the Action Plan, they will communicate to CUCQA the issues on which they can agree and those on which they cannot;

7.2.21. In the case of Carleton University the chair of CUCQA, the Vice-Provost, will in these circumstances attempt to broker an agreement to be reported to CUCQA.

7.2.22. In the case of Dominican University College, the Vice President Academic Affairs will be responsible for ensuring agreement on an Action Plan before communicating it to the Office of the Vice-Provost at Carleton University. The Dominican University College's Vice President Academic Affairs is free to consult with the Vice-Provost at Carleton University.

7.2.23. The Vice-Provost will author and CUCQA will authorize the final assessment report and executive summary. The final assessment report will contain the Action Plan and a final outcome (good quality, conditional approval, not approved to continue) with supporting documentation. The final assessment report may include a confidential section when it is necessary to address personnel issues **(QAF 4.2.5.b)**.

7.2.23.1. The final assessment report and the executive summary with supporting documentation will be submitted to the Provost for the Provost's consideration. The Provost is the institutional authority for approving the recommendations and plans in the final assessment report and its Action Plan;

7.2.23.2. In the case of Dominican University College, Carleton University's Provost will consult with Dominican University College's Vice President Academic Affairs, who may in turn report the outcome to Dominican University College's Academic Council for the purposes of consultation;

7.2.23.3. In the case of Carleton University, following input and approval from the Provost, the final assessment report and the executive summary with supporting documentation will be forwarded to SAPC for approval. Following approval by SAPC, the final assessment report, executive summary and Action Plan will be forwarded to Senate for approval. The role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the final assessment report and executive summary are reasonable in terms of the documentation on which they are based **(QAF 4.2.6.a)**.

7.2.23.4. With Senate approval, and in the case of outcomes 1. and 3. only as indicated in 7.2.12 above, the final assessment report and executive summary are forwarded to the Faculty Dean(s), the academic unit, the Board of Governors and the Quality Council, and the executive summary and Action Plan will be posted on the Carleton University's website **(QAF 4.2.6.a; 4.2.6.b)**.

Commented [JD152]: 4.2.5 Institutional perspective and report b) Describe how a Final Assessment Report, providing the institutional synthesis of the external evaluation and internal responses and assessments, will be drafted, which will: 1. Identifies any significant strengths of the program; 2. Identifies opportunities for program improvement and enhancement; 3 sets out and prioritizes the recommendations that are selected for implementation; 4. May include a confidential section (where personnel issues require to be addressed); and 5. Includes an institutional executive summary, exclusive of any such confidential information, and suitable for publication on the web.

Commented [JD153]: 4.2.6 Reporting requirements a) Provide for the distribution of the Final Assessment Report (excluding all confidential information) and the associated implementation plan, to the program, Senate and the Quality Council

Commented [JD154]: 4.2.6 Reporting requirements a) Provide for the distribution of the Final Assessment Report (excluding all confidential information) and the associated implementation plan, to the program, Senate and the Quality Council

Commented [JD155]: 4.2.6 Reporting requirements b) Require that the institutional executive summary of the outcomes of the review, and the associated implementation plan be posted on the institution's website and copies provide to both the Quality Council and the institution's governing body.

7.2.23.5. In the case of Carleton University, with Senate approval, and in the case of outcome 2. only as indicated in 7.2.12 above, the final assessment report and executive summary are forwarded to the Faculty Dean(s) and the academic unit only. The academic unit and dean(s) will be provided with an opportunity to file a report within twelve months of Senate approval (please see 7.2.14 above). There is every expectation that receipt of the report by CUCQA will result in the outcome of the review being upgraded to good quality, in which case the steps indicated above appropriate to this outcome will be followed.

7.2.23.6. In the case of Dominican University College the final assessment report and the executive summary with supporting documentation will be forwarded to SAPC and Senate for ratification; ratification will signal that SAPC and Senate are satisfied that due process has been followed and that the conclusions and recommendations contained in the final assessment report and executive summary are reasonable in terms of the documentation on which they are based **(QAF 4.2.6.a)**.

7.2.23.7. In the case of Dominican University College, with Senate approval, and in the case of outcomes 1. and 3. only as indicated in 7.2.11 above, the final assessment report and executive summary are forwarded to the Faculty Dean and the Board of Governors at Dominican University College, and then to the Quality Council. The executive summary and Action Plan will be posted on Carleton University's website and the website of Dominican University College as appropriate **(QAF 4.2.6.a; 4.2.6.b)**. The Executive Summary and Action Plan will be the only documents that are accessible to the public **(QAF 4.2.6.d)**.

7.2.23.8. In the case of Dominican University College, with Senate approval, and in the case of outcome 2. only as indicated in 7.2.12 above, the final assessment report and executive summary are forwarded to the Faculty Dean only. The Faculty Dean will be provided with an opportunity to file a report within twelve months of Senate approval (please see 7.2.14 above). There is every expectation that receipt of the report by CUCQA will result in the outcome of the review being upgraded to good quality, in which case the steps indicated above appropriate to this outcome will be followed.

7.2.24. A chart is attached as appendix 7a that represents visually the above steps for Carleton University. A chart is attached as appendix 7b that represent visually the above steps for Dominican University College.

7.3. Generic Criteria for Cyclical Program Review **(QAF 4.3)**

7.3.1. The Program

7.3.1.1. Do the program's intellectual profile and learning outcomes serve the mission, and strategic and academic plans of Carleton University or Dominican University College? **(QAF 4.3.1.a)**

7.3.1.2. Do the program's intellectual profile and learning outcomes match the teaching and research strengths of the academic units?

Commented [JD156]: 4.2.6 Reporting requirements a) Provide for the distribution of the Final Assessment Report (excluding all confidential information) and the associated implementation plan, to the program, Senate and the Quality Council

Commented [JD157]: 4.2.6 Reporting requirements a) Provide for the distribution of the Final Assessment Report (excluding all confidential information) and the associated implementation plan, to the program, Senate and the Quality Council

Commented [JD158]: 4.2.6 Reporting requirements b) Require that the institutional executive summary of the outcomes of the review, and the associated implementation plan be posted on the institution's website and copies provide to both the Quality Council and the institution's governing body.

Commented [JD159]: 4.2.6.d: Establish the extent of public access to: 1) information made available for the self-study; 2) self-study report; 3) report of the review committee: 4) specified responses to the report of the review committee

Commented [JD160]: 4.3 Evaluation criteria

Commented [JD161]: 4.3.1 Objectives a) program is consistent with the institution's mission and academic plans

7.3.1.3. Are the program's intellectual profile, curriculum and learning outcomes appropriate in relation to the current international, national, provincial profile of the discipline or interdisciplinary area? **(QAF 4.3.3.a)**

7.3.1.4. Are the program's intellectual profile and learning outcomes distinctive in relation to those of comparable programs in Ontario and nationally? **(QAF 4.3.3.b)**

7.3.1.5. Are the program's learning outcomes consistent with the Graduate Degree Level Expectations or the Undergraduate Degree Level Expectations, as appropriate? **(QAF 4.3.1.b)**

7.3.1.6. Are the methods for assessing program learning outcomes appropriate? **(QAF 4.3.4.a)**

7.3.1.7. Does the program contain any unique curriculum, program innovations or creative components? **(QAF 4.3.3.b)**

7.3.2. Program Content

7.3.2.1. Is the program appropriately designed and structured to achieve the learning outcomes? **(QAF 4.3.3.c)**

7.3.2.2. In the case of graduate programs, will the program design and structure enable suitably qualified students to complete the program in a timely fashion; the program proposal will establish the time period within which completion will be normally be expected, together with a rationale for this time period? **(QAF 4.3.8.a)**

7.3.2.3. In the case of graduate programs, is there a sufficient level of education and activity in research; is there sufficient provision for the development of research and analytic/interpretative skills?

7.3.2.4. In the case of graduate programs, is there evidence that a student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses? **(QAF 4.3.8.c.4)**

7.3.2.5. In the case of undergraduate program, is there evidence of planning for adequate numbers and quantity of planned/anticipated class sizes, provision of supervision of experiential learning opportunities and the role of adjunct and part-time faculty? **(cf. QAF 2.1.9)**

7.3.2.6. Does the program have an appropriate mode or modes of delivery? **(QAF 4.3.3.c)**

7.3.2.7. Is there a clear indication of essential requirements?

7.3.3. Governance

7.3.3.1. Does the program have an appropriate governance and administrative structure?

Commented [JD162]: 4.3.3 Curriculum a) the curriculum reflects the current state of the discipline or area of study

Commented [JD163]: 4.3.3 Curriculum b) Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs

Commented [JD164]: 4.3.1 Objectives b) program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate degree level expectations

Commented [JD165]: 4.3.4 Teaching and assessment a) Methods for assessing student achievement and the defined learning outcomes and Degree Learning Expectations are appropriate and effective.

Commented [JD166]: 4.3.3 Curriculum b) Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.

Commented [JD167]: 4.3.3 Curriculum c) Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective

Commented [JD168]: 4.3.8 Additional graduate program criteria a) evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements

Commented [JD169]: 4.3.8 Additional graduate program criteria c) 4. Sufficient graduate level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level

Commented [JD170]: 2.1.9. Resources for undergraduate programs only Evidence of and planning for adequate numbers and quality of: a) faculty and staff to achieve the goals of the program; or b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; c) planned/anticipated class sizes; d) provision of supervision of experiential learning opportunities (if required); and e) the role of adjunct and part-time faculty

Commented [JD171]: 4.3.3 Curriculum c) Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective

7.3.4. The Faculty

7.3.4.1. Are there definitions and use of indicators that provide evidence of quality of the faculty (e.g. qualifications, research, innovations and scholarly record; appropriateness of collective faculty experience to contribute substantively to the program)? **(QAF 4.3.6.a)**

7.3.4.2. Is there evidence of how supervisory loads are distributed, and the qualifications and appointment status of faculty who provide instruction and supervision? **(QAF 4.3.8.b)**

7.3.4.3. Is there evidence of adequate mentoring programs for junior faculty?

7.3.5. Admission Requirements

7.3.5.1. Are the admissions requirements appropriately aligned with the learning outcomes established for the completion of the programs? **(QAF 4.3.2)**

7.3.5.2. Are the admission requirements such that a student entering the program can expect to complete it successfully and in a timely fashion; are requirements additional or alternative to the foundational requirements (for example, second language competence) appropriate; are all admission requirements (e.g., minimum graduate point average, language proficiency, previous degrees) sufficiently well explained? **(cf. QAF 2.1.2.b)**

7.3.6. The Students

7.3.6.1. Is there evidence of clear communication between students, faculty and programs and university administration (e.g., handbook for students with program details, processes, important deadlines, etc.; a web site; listserv)?

7.3.6.2. Are there sufficient mentoring programs and orientation days for graduate students?

7.3.6.3. In the case of graduate programs, is there evidence that financial assistance for students is sufficient to ensure adequate quality and number of students?

7.3.6.4. Is there evidence of program structure and faculty research that will ensure the intellectual quality of the student experience? **(QAF 4.3.8.c.3)**

7.3.6.5. In the case of graduate programs, is there evidence that the program has addressed the Tri-Council's guidelines statement concerning graduate students' professional skills?

7.3.6.6. Given the advising, mentoring and support provided by the program and the university more generally through its academic services, will students in the program have a satisfactory educational experience?

7.3.6.7. Are the methods of student evaluation appropriate given admission requirements, degree level expectations, program learning outcomes; are there sufficient plans for documenting and demonstrating the level of performance of students consistent with

Commented [JD172]: 4.3.6 Quality Indicators a) Faculty: qualifications, research and scholarly record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty

Commented [JD173]: 4.3.8 Additional graduate program criteria b) Quality and availability of graduate supervision

Commented [JD174]: 4.3.2 Admissions requirements Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.

Commented [JD175]: 4.3.8 Additional graduate program criteria c) Definition and application of indicators that provide evidence of faculty, student, and program quality: 3) Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience

the Graduate Degree Level Expectations and Undergraduate Degree Level Expectations? **(QAF 4.3.4.a; 4.3.4.b)**

7.3.6.8. Will the program prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation?

7.3.6.9. Is there evidence of student input into undergraduate and graduate program improvement and development (e.g., exit surveys, student representation on committees, etc.)?

7.3.7. Resources **(QAF 4.3.5)**

7.3.7.1. Is the program adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity?

7.3.7.2. Does the program have sufficient support staff, sufficient space, and sufficient library, laboratory and technological resources?

7.3.8. Postdoctoral Fellows

7.3.8.1. Is there an adequate account of the number and length of appointment of postdoctoral fellows who can contribute to the program and of the character of their contribution?

7.3.9. Program Enhancement

7.3.9.1. Is there evidence of initiatives to be taken to enhance the quality of the program and the associated teaching and learning environment? **(QAF 4.3.7)**

7.4. Criteria Specific to Graduate Programs

7.4.1. In addition to the generic instructions for undergraduate and graduate programs, the attention of the review committee will be drawn to some matters specific to graduate programs.

7.4.2. A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.

7.4.2.1. Master's Programs

7.4.2.1.1. Master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed. This component can take the form of a thesis, a major research paper or short research papers within the

Commented [JD176]: 4.3.4 Teaching and Assessment a) Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective

Commented [JD177]: 4.3.4 Teaching and Assessment b) Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning objectives and the institution's (or program's own) statement of Degree Level Expectations.

Commented [JD178]: 4.3.5 Resources Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s).

Commented [JD179]: 4.3.7 Quality Enhancement: Initiatives taken to enhance the quality of the program and the associated learning and teaching environment

courses required for the degree, a comprehensive examination, or other specified activity appropriate for the discipline or interdisciplinary area and designed to test the acquisition of analytical/interpretive skills. It is incumbent on the program to demonstrate in the brief that the requirements are appropriate for the discipline or interdisciplinary area and how their outcomes are achieved **(QAF 4.3.1.b)**.

7.4.2.1.2. The research-oriented master's program in an academic discipline offered to the graduate with an honours undergraduate degree in that discipline is the most traditional sequence. Research-oriented master's programs in interdisciplinary areas have recently become more common, allowing innovative opportunities for students from a range of honours undergraduate degree programs. Advanced courses and the challenge of doing intensive research, usually resulting in a thesis, research project, major research paper or cognate essay, are provided as a means of developing the skills and intellectual curiosity required for doctoral studies and/or a leadership role in society **(QAF 4.3.1.b)**.

7.4.2.1.3. The course-based master's program offers advanced training to a similar clientele. While this type of program does not require the performance of research resulting in a thesis, it must contain elements that ensure the development of research and analytical/interpretive skills **(QAF 4.3.1.b)**.

7.4.2.1.4. The professional master's or graduate diploma program offers to the graduate of any one of several honours or more general undergraduate programs a coordinated selection of courses in a range of disciplines, together with the application of related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practising professionals. Such programs also need to develop research and analytical/interpretive skills relevant to the profession **(QAF 4.3.1.b)**.

7.4.2.2. Doctoral Programs

7.4.2.2.1. Independent original research and the preparation of a thesis are considered to be the essential core of doctoral studies. However, because thesis research is highly specialized, it is important that some mechanism be in place to ensure that breadth of knowledge and skills is acquired by doctoral students. This outcome can be achieved by course work, participation in colloquia, a comprehensive examination or other means. The brief needs to show clearly how breadth and research skills are achieved and evaluated[iv] **(QAF 4.3.1.b)**.

7.5. Major Modifications in the Brief for a Cyclical Program Review

7.5.1. Major modifications may be contained in the brief for a cyclical program review. In this circumstance, the major modification will be subject to the process described above in section 5, with the addition that the modification will be subject to comment in the report of the review committee, and will be contained in the documentation sent to the Quality Council.

Commented [JD180]: 4.3.1 Objectives b) program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate degree level expectations

Commented [JD181]: 4.3.1 Objectives b) program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate degree level expectations

Commented [JD182]: 4.3.1 Objectives b) program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate degree level expectations

Commented [JD183]: 4.3.1 Objectives b) program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate degree level expectations

Commented [JD184]: 4.3.1 Objectives b) program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate degree level expectations

Commented [JD185]: In response to QC letter of Jan 31 14: In terms of organization, members noted that major modifications appear in several sections of the IQAP, include section 7.3 Cyclical Program Reviews; this repetition is very confusing and does not seem to align with section 5.0.

7.6. Accredited Programs and Cyclical Program Review

7.6.1. On a case-by-case basis, provisions will be mutually agreed with the program and the relevant dean(s) for the substitution or addition of documentation or processes associated with the accreditation of a program, for components of the cyclical review process, when it is fully consistent with the requirements of this IQAP. A record of substitution or addition, and the grounds on which it was made, will be eligible for audit by the Quality Council **(QAF 4.2.7)**.

Commented [JD186]: In response to QC letter of Jan 31, 2014 - the IQAP does not appear to address whether professional programs requiring accreditation may combine such reviews with cyclical program reviews (QAF 4.2.2.d)

Commented [JD187]: 4.2.7 Use of accreditation and other external reviews in the Institutional Quality Assurance Process

7.7. Steps to Monitor the Action Plan

7.7.1. A report will be filed with the Office of the Vice-Provost by the Faculty Dean(s) and academic unit(s) when the timeline is reached for the implementation of each element of the Action Plan. This report will be forwarded to CUCQA for its review. In consultation with the Provost, CUCQA may request additional action or reports from the Faculty Dean(s) and/or the academic unit. Reports supplied by the Faculty Dean(s) and/or academic unit will be posted on the university's website **(QAF 4.2.6.c)**.

Commented [JD188]: 4.2.6 Reporting Requirements c) Provide for the timely monitoring of the implementation of the recommendations and the appropriate distribution, including web postings, of the schedule monitoring reports.

8. The Brief

The brief will be made up of three volumes.

8.1. Volume I: The Self-Study

8.1.1. Relevant criteria must be addressed in volume I of the brief with particular reference to section 3.4 for new program approvals, 4.2 for the expedited approval process, and 7.2 for cyclical program reviews.

8.1.2. The Office of the Vice-Provost will develop a customized template for the self-study of each program that is undergoing either the new program approval process, the expedited approval process, or the cyclical program review process that ensures that all the relevant criteria referred to in 8.1.1 are satisfactorily addressed.

8.2. Volume II: Faculty Curriculum Vitarum

8.2.1. Volume II will contain the curricula vitarum of core faculty, that is:

8.2.1.1. Any faculty, including distinguished research professors and adjunct research professors, authorized to supervise students in the program at the graduate level;

8.2.1.2. All faculty who teach courses in the program at the undergraduate level.

8.2.2. The curriculum vitarum must be in a standardized format current in the faculty or the discipline and approved in advance by the Office of the Vice-Provost.

8.2.3. The curriculum vitarum must contain full information on lifetime research and publications, and graduate supervisions, as well as all courses taught by the faculty member for the

previous three years. In addition, information on the professional experience and competence of faculty must be included for professional programs.

8.3. Volume III: The List of External Reviewers

8.3.1. Volume III will contain the list of nominated external academic reviewers.

8.3.1.1. A list of ten external academic reviewers is required with no more than two coming from any one Province or any one jurisdiction in other countries, and no more than one from any one institution.

8.3.1.1.1. In cases where undergraduate and graduate programs are being reviewed in the same process, five of the reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate education. The remaining five reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in graduate education

8.3.1.1.2. In cases where the review is of a graduate program only, all ten reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in graduate education.

8.3.1.1.3. In cases where the review is of an undergraduate program only, all ten reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate education.

8.3.1.1.4. At the discretion of CUCQA, an academic unit may be requested to supply a modest list of additional reviewers. This will be required, for example, in the case of programs of a professional character.

8.3.2. This volume will contain an abbreviated curriculum vitae for each reviewer according to a template provided by the Office of the Vice-Provost.

8.3.3. All reviewers must be free of a conflict of interest. The normal guidelines on conflict of interest will apply, and are attached as appendix 8.

9. The Review Committee

9.1. The Constitution of the Committee **(QAF 2.2.6; 4.2.4.a)**

9.1.1. In the case of all reviews, the Review Committee must contain at least two external academic reviewers.

9.1.2. In the case of all reviews, the Review Committee will normally contain one internal reviewer.

Commented [JD189]: 2.2.6 External reviewers: Establish and describe a process or the selection and appointment of external reviewers and any others who will review the new program proposal

Commented [JD190]: 4.2.4 External Reviewers – External Perspective a) Provide for an external evaluation

9.1.3. In the case of professional programs, the Review Committee must contain at least one external professional reviewer.

9.2. The Selection of Review Committee Members **(QAF 4.2.4.b)**

9.2.1. All external reviewers will be prioritized by the discussant and then CUCQA (please see 3.5.2.3.2 and 7.2.9.3.2 above). External reviewers are prioritized so that, if those ranked first are unavailable, the Office of the Vice-Provost can proceed to the next prioritized reviewers, thus making an additional meeting of CUCQA unnecessary. It should be emphasized that both the discussant and CUCQA are free not to prioritize external reviewers if either the discussant or CUCQA feel that they are not suitable to participate in the site visit (please see 3.5.2.3.3 and 7.2.9.7 above).

9.2.2. The criteria according to which external academic reviewers will be prioritized by the discussant (please see 3.5.2.3.2.1 and 7.2.9.3.2.1 above) and then CUCQA (please see 3.5.2.7.2.1 and 7.2.9.6.1 above) are as follows and are weighted equally:

9.2.2.1. The extent and character of the nominated external reviewer's experience in the administration of undergraduate and/or graduate programs;

9.2.2.2. The extent to which a nominated external academic reviewer's academic expertise, when combined with that of a second nominated external academic reviewer, matches and covers the intellectual profile of the program or programs in question.

9.2.3. The external professional reviewers will be senior and distinguished members of the relevant profession or of the appropriate external community who are not career academics but who have a strong interest in the role of postsecondary education in their profession or community. They will be prioritized according to these criteria.

9.2.4. The Vice-Provost, in consultation with the appropriate dean(s) and academic unit or program leads, will normally recommend an internal reviewer to be part of the Review Committee (please see 3.5.2.9 and 7.1.8.8 above).

9.2.4.1. The criteria for the selection of the internal reviewer are as follows and are weighted equally:

9.2.4.1.1. The internal reviewer must be at arm's length from the programs to be reviewed;

9.2.4.1.2. 9.2.3.1.1 notwithstanding, the internal reviewer's intellectual profile and administrative experience must be such that they can have a full appreciation of the profile and dynamics of the programs being reviewed;

9.2.4.1.3. The internal reviewer must have sufficient experience of the administration of academic programs at Carleton to be helpful to the external reviewers during the site visit and preparation of the review team's report;

Commented [JD191]: 4.2.4 External Reviewers – external perspective b) Describe how the members of the Review Committee are selected as well as any additional reviewers who might be included in the site visits

Commented [JD192]: In response to QC letter of Jan 31, 14: Reviewers for programs: It is not clear how many reviewers are required for undergraduate and graduate programs (3.3.12.2), nor how they are appointed.

IQAP section 3.3.12.3.2 indicates that CUCQA will determine the membership of the review committee – based on what?

Commented [JD193]: Response to Audit Report Suggestion 4: clarify the role of the internal reviewer in the cyclical program review and new program proposal process in its IQAP

9.2.5. The Office of the Vice-Provost will review all nominations to ensure that conflict of interest guidelines are being followed. The normal guidelines on conflict of interest will apply, and are attached as appendix 8.

9.3. The Role of the Internal Reviewer

9.3.1. The role of the internal reviewer is to accompany the external reviewers throughout the site visit and to act as a resource in explaining the university's administrative processes and practices as they apply to the administration and delivery of academic programs. The internal reviewer will therefore be present at all meetings except those with students and, possibly, the meeting the review committee hold towards the end of the site visit to consider their report. The internal reviewer may be present at this latter meeting if the review committee so desires. The internal reviewer plays no part in the outcome of the review or in the writing of the report. Internal reviewers are nonetheless available to the external reviewers should questions arise during the report-writing stage.

9.4. Briefing the Review Committee **(QAF 4.2.4.c)**

9.4.1. Undergraduate and graduate programs:

9.4.1.1. The review committee will be briefed in writing by the Office of the Vice-Provost. This briefing will include a generic statement on what is expected of the review committee, and may be supplemented by additional supplementary questions specific to the programs being reviewed that derive from questions and concerns that CUCQA has following a discussion of the documents submitted to it.

9.4.1.1.1. The generic instructions will refer to the university's autonomy in determining priorities for funding, space and faculty allocation, and will stress the need for confidentiality in the conduct of the review.

9.4.1.2. This briefing will be reinforced at the initial meeting of the review committee during the site visit. This meeting will be with the Vice-Provost. This meeting will allow the review committee to ask questions clarifying their role and responsibilities.

9.4.1.3. During the site visit, meetings will be held between the review committee and senior academic administrators, the academic unit, students, and graduates, as well as industry representatives, representatives from the professions, representatives from practical training programs, and employers as appropriate **(QAF 4.2.4.d)**.

9.4.1.4. The report of the review committee will be shaped by the criteria contained in this IQAP for both new program approval and cyclical program review, including an acknowledgement of strengths and innovative and creative components of the program. The report must specifically address all these criteria with respect to all the programs being reviewed. Excepting occasions when two languages are used or when contrary circumstances apply, the reviewers will normally provide a joint report that appraises the standards and quality of the program and addresses the criteria established (including associated faculty and material resources).

Commented [JD194]: 4.2.4 External Reviewers – External Perspective c) Describe the steps to be taken to ensure that all members of the Review Committee will: 1) understand their role and obligations; 2. Identify and commend the program's notably strong and creative attributes; 3) Describe the program's respective strengths, areas for improvement, and opportunities for enhancement; 4) Recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action; 5) Recognize the institution's autonomy to determine priorities for funding, space, and faculty allocation; 6) Respect the confidentiality required for all aspects of the review process

Commented [JD195]: In response to Audit Report Suggestion 5: emphasize to the external reviewers the importance of addressing all aspects of the quality-assurance evaluation

Commented [JD196]: 4.2.4 External reviewers – external perspective: d) Identify what reports and information the Review Committee will receive in addition to the self-study. Describe how site visits will be conducted, including how reviewers will meet with faculty, students, staff, and senior program administrators. In the case of professional programs, describe how the views of employers and professional associations will be solicited and made available to the Review Committee

9.4.1.5. In their report, the review committee will in addition be requested to pay particular attention to:

9.4.1.5.1. The appropriateness of programs' learning outcomes;

9.4.1.5.2. The appropriateness of methods to assess program-level learning outcomes;

9.4.1.5.3. Ways in which new and existing programs can be improved. Attention will be drawn to those the program can itself take and those that require external action.

9.4.1.5.4. Registrations in program against capacity;

9.4.1.5.5. With graduate programs, times-to-completion and graduation rates; with undergraduate programs, retention and graduation rates;

9.4.1.5.6. The level of achievement of students consistent with the learning outcomes of the program – at the graduate level, this will include a perusal of representative theses, research projects and research essays, as well as an assessment of numbers and quality of publications, and the number of external awards received by students.

9.4.2. Graduate Programs

9.4.2.1. In addition to the generic instructions for undergraduate and graduate programs, the attention of the review committee will be drawn to some matters specific to graduate programs (please see 9.4.2.2., 9.4.2.2.1. and 9.4.2.2.2 below).

9.4.2.2. A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.

9.4.2.2.1. Master's Programs

9.4.2.2.1.1. Master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed. This component can take the form of a thesis, a major research paper or short research papers within the courses required for the degree, a comprehensive examination, or other specified activity appropriate for the discipline or interdisciplinary area and designed to test the acquisition of analytical/interpretive skills. It is incumbent on the program to demonstrate in the brief that the requirements are appropriate for the discipline or interdisciplinary area and how their outcomes are achieved.

9.4.2.2.1.2. The research-oriented master's program in an academic discipline offered to the graduate with an honours undergraduate degree in that discipline is the most traditional sequence. Research-oriented master's programs in interdisciplinary areas have recently become more common, allowing innovative opportunities for students from a range of honours undergraduate degree programs. Advanced courses and the challenge of doing intensive research, usually resulting in a thesis, research project, major research paper or cognate essay, are provided as a means of developing the skills and intellectual curiosity required for doctoral studies and/or a leadership role in society.

9.4.2.2.1.3. The course-based master's program offers advanced training to a similar clientele. While this type of program does not require the performance of research resulting in a thesis, it must contain elements that ensure the development of research and analytical/interpretive skills.

9.4.2.2.1.4. The professional master's or graduate diploma program offers to the graduate of any one of several honours or more general undergraduate programs a coordinated selection of courses in a range of disciplines, together with the application of related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practising professionals.

9.4.2.2.1.5. Such programs also need to develop research and analytical/interpretive skills relevant to the profession.

9.4.2.2.2. Doctoral Programs

9.4.2.2.2.1. Independent original research and the preparation of a thesis are considered to be the essential core of doctoral studies. However, because thesis research is highly specialized, it is important that some mechanism be in place to ensure that breadth of knowledge and skills are acquired by doctoral students. This outcome can be achieved by course work, participation in colloquia, a comprehensive examination or other means. The brief needs to show clearly how breadth and research skills are achieved and evaluated[v].

10. Audit Process (provided as information for academic units)

10.1. Carleton University will be audited by the Quality Council on an eight year cycle under the terms outlined in the QAF.

10.2. The objective of the audit is to determine whether or not the institution, since the last review, has acted in compliance with the provisions of its IQAP for cyclical program reviews as ratified by the Quality Council.

10.3. The full audit process is described in the Quality Assurance Framework found at: http://oucqa.ca/audits/audit-process/

11.Ratification and Internal Governance

11.1. Carleton University's initial Institutional Quality Assurance Process, covering also the academic, non-vocational degree programs of Dominican University College, is subject to approval by the Quality Council and thereafter, whenever it is revised.

11.2. Internal Governance

Date	Body	Action	Notes
June 25, 2010	Senate, Carleton University,	Approval	Initial document
November 26, 2010	Senate, Carleton University	Information & comment	Report on feedback from Quality Council
January 28, 2011	Senate, Carleton University	Information & comment	Incorporated changes from Quality Council
March 25, 2011	Senate, Carleton University	Information & comment	Incorporate changes from Quality Council
March 31, 2011	Quality Council	Ratification of **CU IQAP**	Confirmation letter April 5, 2011
May 19, 2011	SAPC	For Information- **CU-DUC IQAP**	Tabled at Senate
February 2, 2012	SAPC	Approval	Revised document
February 8, 2012	CUCQA	Information	
February 17, 2012	Senate, Carleton University	Approval	
May 30, 2012	Quality Council	Ratification of CU-DUC IQAP	
November 5, 2013	CUCQA	Information	Revised document
November 21, 2013	SAPC	Approval	
November 29, 2013	Senate, Carleton University	Approval	
December 3, 2013	DUC Academic Council	Approval	
December 2013	Quality Council	Revisions requested	Incorporate changes from Quality Council
May 21, 2015	SAPC	Approval	
June 26, 2015	Senate	Approval	
August 26, 2015	Quality Council	Ratification	

End Notes

[i] The intention is that this position will be for duration of two-years, and will rotate among the Faculty Deans.

[ii] Appendix 3 –The Quality Assurance Framework stipulates that approval of a new field at the graduate level constitutes a major modification that can, if Quality Council approval is desired, follow the expedited approval process. However, Quality Council approval is optional for the institution and is only necessary if the institution wishes to advertise specifically that the Quality Council has approved the new field.

[iii] The six paragraphs under section 3.9.2 have been taken from the previous OCGS bylaws and adapted slightly for the purposes of this IQAP.

[iv] The six paragraphs under section 7.4.2 have been taken from the previous OCGS bylaws and adapted slightly for the purposes of this IQAP.

[v] The six paragraphs under section 9.4.2.2 have been taken from the previous OCGS bylaws and adapted slightly for the purposes of this IQAP.

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	African Studies	African Studies	Bachelor of Arts Combined Honours
Arts and Social Sciences	African Studies	African Studies	Bachelor of Arts General
Arts and Social Sciences	African Studies	specialization in African Studies	Collaborative Master's of Arts
Arts and Social Sciences	Canadian Studies	Canadian Studies	Bachelor of Arts Combined Honours
Arts and Social Sciences	Canadian Studies	Canadian Studies	Bachelor of Arts General
Arts and Social Sciences	Canadian Studies	Canadian Studies	Bachelor of Arts Honours
Arts and Social Sciences	Canadian Studies	Canadian Studies	Master's of Arts
Arts and Social Sciences	Canadian Studies	Canadian Studies	PhD
Arts and Social Sciences	Canadian Studies	Canadian Studies with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Canadian Studies	Canadian Studies with specialization in Political Economy	Collaborative PhD
Arts and Social Sciences	Cognitive Science	Cognitive Science	Bachelor of Cognitive Science General
Arts and Social Sciences	Cognitive Science	Cognitive Science	Master's of Cognitive Science
Arts and Social Sciences	Cognitive Science	Cognitive Science	PhD
Arts and Social Sciences	Cognitive Science	Cognitive Science with specialization in Biological Foundations of Cognition	Bachelor of Cognitive Science Honours

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	Cognitive Science	Cognitive Science with specialization in Cognition and Computation	Bachelor of Cognitive Science Honours
Arts and Social Sciences	Cognitive Science	Cognitive Science with specialization in Cognition and Psychology	Bachelor of Cognitive Science Honours
Arts and Social Sciences	Cognitive Science	Cognitive Science with specialization in Language and Linguistics	Bachelor of Cognitive Science Honours
Arts and Social Sciences	Cognitive Science	Cognitive Science with specialization in Philosophical and Conceptual Issues	Bachelor of Cognitive Science Honours
Arts and Social Sciences	Comparative Studies in Art and Culture	Cultural Mediations	PhD
Arts and Social Sciences	Comparative Studies in Art and Culture	Specialization in Digital Humanities	Collaborative Master's
Arts and Social Sciences	English Language and Literature	English	Bachelor of Arts Combined Honours
Arts and Social Sciences	English Language and Literature	English	Bachelor of Arts General
Arts and Social Sciences	English Language and Literature	English	Bachelor of Arts Honours
Arts and Social Sciences	English Language and Literature	English	Master's of Arts
Arts and Social Sciences	English Language and Literature	English	PhD
Arts and Social Sciences	English Language and Literature	English with concentration in Creative Writing	Bachelor of Arts Honours
Arts and Social Sciences	English Language and Literature	English with concentration in Drama Studies	Bachelor of Arts Honours
Arts and Social Sciences	English Language and Literature	English with specialization in African Studies	Collaborative Master's of Arts
Arts and Social Sciences	English Language and Literature	English with specialization in Digital Humanities	Collaborative Master's of Arts

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	French	French	Bachelor of Arts Combined Honours
Arts and Social Sciences	French	French	Bachelor of Arts General
Arts and Social Sciences	French	French	Bachelor of Arts Honours
Arts and Social Sciences	French	French and Francophone Studies	Master's of Arts
Arts and Social Sciences	French	French and Francophone Studies with specialization in African Studies	Collaborative Master's of Arts
Arts and Social Sciences	French	French and Francophone Studies with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Geography and Environmental Studies	Environmental Studies	Bachelor of Arts General
Arts and Social Sciences	Geography and Environmental Studies	Environmental Studies	Bachelor of Arts Honours
Arts and Social Sciences	Geography and Environmental Studies	Geography	Bachelor of Arts Combined Honours
Arts and Social Sciences	Geography and Environmental Studies	Geography	Bachelor of Arts General
Arts and Social Sciences	Geography and Environmental Studies	Geography	Bachelor of Arts Honours
Arts and Social Sciences	Geography and Environmental Studies	Geography	Master's of Arts
Arts and Social Sciences	Geography and Environmental Studies	Geography	Master's of Science
Arts and Social Sciences	Geography and Environmental Studies	Geography	PhD
Arts and Social Sciences	Geography and Environmental Studies	Geography with concentration in Physical Geography	Bachelor of Arts Honours

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	Geography and Environmental Studies	Geography with specialization in African Studies	Collaborative Master's of Arts
Arts and Social Sciences	Geography and Environmental Studies	Geography with specialization in Data Science	
Arts and Social Sciences	Geography and Environmental Studies	Geography with specialization in Political Economy	Collaborative PhD
Arts and Social Sciences	Geography and Environmental Studies	Geomatics	Bachelor of Arts Honours
Arts and Social Sciences	Geography and Environmental Studies	Geomatics	Bachelor of Science Honours
Arts and Social Sciences	Geography and Environmental Studies	Physical Geography	Bachelor of Science Honours
Arts and Social Sciences	History	History	Bachelor of Arts Combined Honours
Arts and Social Sciences	History	History	Bachelor of Arts General
Arts and Social Sciences	History	History	Bachelor of Arts Honours
Arts and Social Sciences	History	History	Master's of Arts
Arts and Social Sciences	History	History	PhD
Arts and Social Sciences	History	History with specialization in African Studies	Collaborative Master's of Arts
Arts and Social Sciences	History	History with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	History	History with specialization in Political Economy	Collaborative PhD
Arts and Social Sciences	History	Public History	Master's of Arts

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	History	Public History with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Humanities	Biology and Humanities	Bachelor of Humanities Combined Honours
Arts and Social Sciences	Humanities	Greek and Roman Studies	Bachelor of Arts Combined Honours
Arts and Social Sciences	Humanities	Greek and Roman Studies	Bachelor of Arts General
Arts and Social Sciences	Humanities	Greek and Roman Studies	Bachelor of Arts Honours
Arts and Social Sciences	Humanities	Humanities	Bachelor of Humanities Combined Honours
Arts and Social Sciences	Humanities	Humanities	Bachelor of Humanities Honours
Arts and Social Sciences	Humanities	Religion	Bachelor of Arts Combined Honours
Arts and Social Sciences	Humanities	Religion	Bachelor of Arts General
Arts and Social Sciences	Humanities	Religion	Bachelor of Arts Honours
Arts and Social Sciences	Humanities	Religion and Public Life	Master's of Arts
Arts and Social Sciences	Interdisciplinary Studies	Child Studies	Bachelor of Arts General
Arts and Social Sciences	Interdisciplinary Studies	Child Studies	Bachelor of Arts Honours
Arts and Social Sciences	Interdisciplinary Studies	Human Rights	Bachelor of Arts Combined Honours
Arts and Social Sciences	Interdisciplinary Studies	Human Rights	Bachelor of Arts Combined Honours

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	Interdisciplinary Studies	Human Rights	Bachelor of Arts General
Arts and Social Sciences	Interdisciplinary Studies	Human Rights	Bachelor of Arts Honours
Arts and Social Sciences	Linguistics and Language Studies	Applied Linguistics and Discourse Studies	Master's of Arts
Arts and Social Sciences	Linguistics and Language Studies	Applied Linguistics and Discourse Studies	PhD
Arts and Social Sciences	Linguistics and Language Studies	Applied Linguistics and Discourse Studies with specialization in African Studies	Collaborative Master's of Arts
Arts and Social Sciences	Linguistics and Language Studies	Applied Linguistics and Discourse Studies with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Linguistics and Language Studies	Applied Linguistics and Language Studies	Bachelor of Arts Combined Honours
Arts and Social Sciences	Linguistics and Language Studies	Applied Linguistics and Language Studies	Bachelor of Arts General
Arts and Social Sciences	Linguistics and Language Studies	Applied Linguistics and Language Studies	Bachelor of Arts Honours
Arts and Social Sciences	Linguistics and Language Studies	Linguistics	Bachelor of Arts Combined Honours
Arts and Social Sciences	Linguistics and Language Studies	Linguistics	Bachelor of Arts General
Arts and Social Sciences	Linguistics and Language Studies	Linguistics	Bachelor of Arts Honours
Arts and Social Sciences	Linguistics and Language Studies	Linguistics and Discourse Studies	Bachelor of Arts Combined Honours
Arts and Social Sciences	Philosophy	Ethics and Public Affairs	Graduate Diploma
Arts and Social Sciences	Philosophy	Ethics and Public Affairs	PhD

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	Philosophy	Philosophy	Bachelor of Arts Combined Honours
Arts and Social Sciences	Philosophy	Philosophy	Bachelor of Arts General
Arts and Social Sciences	Philosophy	Philosophy	Bachelor of Arts Honours
Arts and Social Sciences	Philosophy	Philosophy	Master's of Arts
Arts and Social Sciences	Philosophy	Philosophy with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Philosophy	Philosophy with specialization in Philosophy, Ethics and Public Affairs	Bachelor of Arts Honours
Arts and Social Sciences	Psychology	Psychology	Bachelor of Arts Combined Honours
Arts and Social Sciences	Psychology	Psychology	Bachelor of Arts General
Arts and Social Sciences	Psychology	Psychology	Bachelor of Arts Honours
Arts and Social Sciences	Psychology	Psychology	Bachelor of Science Honours
Arts and Social Sciences	Psychology	Psychology	Master's of Arts
Arts and Social Sciences	Psychology	Psychology	PhD
Arts and Social Sciences	Psychology	Psychology with concentration in Applied Psychology	Master's of Arts
Arts and Social Sciences	Psychology	Psychology with concentration in Applied Psychology	PhD
Arts and Social Sciences	Psychology	Psychology with concentration in Cognitive Psychology	Master's of Arts

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	Psychology	Psychology with concentration in Cognitive Psychology	PhD
Arts and Social Sciences	Psychology	Psychology with concentration in Developmental Psychology	Master's of Arts
Arts and Social Sciences	Psychology	Psychology with concentration in Developmental Psychology	PhD
Arts and Social Sciences	Psychology	Psychology with concentration in Forensic Psychology	Master's of Arts
Arts and Social Sciences	Psychology	Psychology with concentration in Forensic Psychology	PhD
Arts and Social Sciences	Psychology	Psychology with concentration in Health Psychology	Master's of Arts
Arts and Social Sciences	Psychology	Psychology with concentration in Health Psychology	PhD
Arts and Social Sciences	Psychology	Psychology with concentration in Personality and Social Psychology	Master's of Arts
Arts and Social Sciences	Psychology	Psychology with concentration in Personality and Social Psychology	PhD
Arts and Social Sciences	Sociology and Anthropology	Anthropology	Bachelor of Arts Combined Honours
Arts and Social Sciences	Sociology and Anthropology	Anthropology	Bachelor of Arts General
Arts and Social Sciences	Sociology and Anthropology	Anthropology	Bachelor of Arts Honours
Arts and Social Sciences	Sociology and Anthropology	Anthropology	Master's of Arts
Arts and Social Sciences	Sociology and Anthropology	Anthropology	PhD
Arts and Social Sciences	Sociology and Anthropology	Anthropology with specialization in African Studies	Collaborative Master's of Arts

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	Sociology and Anthropology	Anthropology with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Sociology and Anthropology	Anthropology with specialization in Political Economy	Collaborative PhD
Arts and Social Sciences	Sociology and Anthropology	Sociology	Bachelor of Arts Combined Honours
Arts and Social Sciences	Sociology and Anthropology	Sociology	Bachelor of Arts General
Arts and Social Sciences	Sociology and Anthropology	Sociology	Bachelor of Arts Honours
Arts and Social Sciences	Sociology and Anthropology	Sociology	Master's of Arts
Arts and Social Sciences	Sociology and Anthropology	Sociology	PhD
Arts and Social Sciences	Sociology and Anthropology	Sociology with concentration in Quantitative Methodology	Master's of Arts
Arts and Social Sciences	Sociology and Anthropology	Sociology with specialization in African Studies	Collaborative Master's of Arts
Arts and Social Sciences	Sociology and Anthropology	Sociology with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Sociology and Anthropology	Sociology with specialization in Political Economy	Collaborative PhD
Arts and Social Sciences	Studies in Art and Culture	Art History	Bachelor of Arts Combined Honours
Arts and Social Sciences	Studies in Art and Culture	Art History	Bachelor of Arts General
Arts and Social Sciences	Studies in Art and Culture	Art History	Bachelor of Arts Honours
Arts and Social Sciences	Studies in Art and Culture	Art History	Master's of Arts

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	Studies in Art and Culture	Art History with concentration in Art Exhibition and Curatorial Practices	Master's of Arts
Arts and Social Sciences	Studies in Art and Culture	Art History with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Studies in Art and Culture	Film Studies	Bachelor of Arts Combined Honours
Arts and Social Sciences	Studies in Art and Culture	Film Studies	Bachelor of Arts General
Arts and Social Sciences	Studies in Art and Culture	Film Studies	Bachelor of Arts Honours
Arts and Social Sciences	Studies in Art and Culture	Film Studies	Master's of Arts
Arts and Social Sciences	Studies in Art and Culture	Film Studies with specialization in African Studies	Collaborative Master's of Arts
Arts and Social Sciences	Studies in Art and Culture	Film Studies with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Studies in Art and Culture	History and Theory of Architecture	Bachelor of Arts General
Arts and Social Sciences	Studies in Art and Culture	History and Theory of Architecture	Bachelor of Arts Honours
Arts and Social Sciences	Studies in Art and Culture	Music	Bachelor of Arts Combined Honours
Arts and Social Sciences	Studies in Art and Culture	Music	Bachelor of Arts General
Arts and Social Sciences	Studies in Art and Culture	Music	Bachelor of Arts Honours
Arts and Social Sciences	Studies in Art and Culture	Music	Bachelor of Music Honours
Arts and Social Sciences	Studies in Art and Culture	Music and Culture	Master's of Arts

Faculty	Academic Unit	Program Title	Degree Designation
Arts and Social Sciences	Studies in Art and Culture	Music and Culture with specialization in Digital Humanities	Collaborative Master's of Arts
Arts and Social Sciences	Women's and Gender Studies	Women's and Gender Studies	Bachelor of Arts Combined Honours
Arts and Social Sciences	Women's and Gender Studies	Women's and Gender Studies	Bachelor of Arts General
Arts and Social Sciences	Women's and Gender Studies	Women's and Gender Studies	Bachelor of Arts Honours
Arts and Social Sciences	Women's and Gender Studies	Women's and Gender Studies	Master's of Arts
Arts and Social Sciences	Women's and Gender Studies	Women's and Gender Studies with specialization in African Studies	Collaborative Master's of Arts
Business	Institute of Technology Entrepreneurship and Commercialization	Technology Innovation Management	Master's of Applied Science
Business	Institute of Technology Entrepreneurship and Commercialization	Technology Innovation Management	Master's of Engineering
Business	Sprott	Accounting	Master's of Accounting
Business	Sprott	Business Administration	Master's of Business Administration
Business	Sprott	Business Administration with concentration in Business Analytics	Master's of Business Administration
Business	Sprott	Business Administration with concentration in Financial Management	Master's of Business Administration
Business	Sprott	Business Administration with concentration in International Business	Master's of Business Administration
Business	Sprott	Business Administration with concentration in International Development Management	Master's of Business Administration
Business	Sprott	Business Administration with concentration in International Development Management and specialization in African Studies	Collaborative Master's of Business Administration

Faculty	Academic Unit	Program Title	Degree Designation
Business	Sprott	Business Administration with concentration in Management Accounting	Master's of Business Administration
Business	Sprott	Business Administration with concentration in Management and Change	Master's of Business Administration
Business	Sprott	Business Administration with concentration in Technology Management	Master's of Business Administration
Business	Sprott	Business Administration with specialization in African Studies	Master's of Business Administration
Business	Sprott	Commerce	Bachelor of Commerce Honours
Business	Sprott	Commerce with concentration in Accounting	Bachelor of Commerce Honours
Business	Sprott	Commerce with concentration in Entrepreneurship	Bachelor of Commerce Honours
Business	Sprott	Commerce with concentration in Finance	Bachelor of Commerce Honours
Business	Sprott	Commerce with concentration in Information Systems	Bachelor of Commerce Honours
Business	Sprott	Commerce with concentration in International Business	Bachelor of Commerce Honours
Business	Sprott	Commerce with concentration in Management	Bachelor of Commerce Honours
Business	Sprott	Commerce with concentration in Marketing	Bachelor of Commerce Honours
Business	Sprott	Commerce with concentration in Supply Chain Management	Bachelor of Commerce Honours
Business	Sprott	International Business	Bachelor of International Business
Business	Sprott	International Business with concentration in Global Financial Management and Systems	Bachelor of International Business
Business	Sprott	International Business with concentration in International Marketing and Trade	Bachelor of International Business
Business	Sprott	International Business with concentration in Strategy and Human Resource Management	Bachelor of International Business
Business	Sprott	Management	PhD
Engineering and Design	Architecture	Achitecture Conservation	Graduate Diploma

Faculty	Academic Unit	Program Title	Degree Designation
Engineering and Design	Architecture	Architectural Studies	Master's of Architectural Studies
Engineering and Design	Architecture	Architecture	Master's of Architecture
Engineering and Design	Architecture	Architecture	PhD Architecture
Engineering and Design	Architecture	Conservation and Sustainability	Bachelor of Architectural Studies Honours
Engineering and Design	Architecture	Design	Bachelor of Architectural Studies Honours
Engineering and Design	Architecture	Urbanism	Bachelor of Architectural Studies Honours
Engineering and Design	Civil and Environmental Engineering	Architectural Conservation and Sustainability Engineering Stream A:	Bachelor of Engineering
Engineering and Design	Civil and Environmental Engineering	Architectural Conservation and Sustainability Engineering Stream B:	Bachelor of Engineering
Engineering and Design	Civil and Environmental Engineering	Civil Engineering	Bachelor of Engineering
Engineering and Design	Civil and Environmental Engineering	Environmental Engineering	Bachelor of Engineering
Engineering and Design	Electronics	Electrical Engineering	Bachelor of Engineering
Engineering and Design	Electronics	Engineering Physics	Bachelor of Engineering
Engineering and Design	Industrial Design	Design	Master's of Design
Engineering and Design	Industrial Design	Industrial Design	Bachelor of Industrial Design
Engineering and Design	Information Technology	Information Resource Management	Bachelor of Information Technology
Engineering and Design	Information Technology	Interactive Media and Design	Bachelor of Information Technology
Engineering and Design	Information Technology	Network Technology	Bachelor of Information Technology

Faculty	Academic Unit	Program Title	Degree Designation
Engineering and Design	Information Technology	Photonics and Laser Technology	Bachelor of Information Technology
Engineering and Design	Mechanical and Aerospace Engineering	Aerospace Engineering Stream A: Aerodynamics, Propulsion and	Bachelor of Engineering
Engineering and Design	Mechanical and Aerospace Engineering	Aerospace Engineering Stream B: Aerospace Structures, Systems and	Bachelor of Engineering
Engineering and Design	Mechanical and Aerospace Engineering	Aerospace Engineering Stream C: Aerospace Electronics and Systems	Bachelor of Engineering
Engineering and Design	Mechanical and Aerospace Engineering	Aerospace Engineering Stream D: Space Systems Design	Bachelor of Engineering
Engineering and Design	Mechanical and Aerospace Engineering	Biomedical and Mechanical Engineering	Bachelor of Engineering
Engineering and Design	Mechanical and Aerospace Engineering	Mechanical Engineering	Bachelor of Engineering
Engineering and Design	Mechanical and Aerospace Engineering	Mechanical Engineering with concentration in Integrated Manufacturing	Bachelor of Engineering
Engineering and Design	Mechanical and Aerospace Engineering	Sustainable and Renewable Energy Engineering Stream A: Smart Technologies for Power Generation and Distribution	Bachelor of Engineering
Engineering and Design	Mechanical and Aerospace Engineering	Sustainable and Renewable Energy Engineering Stream B: Efficient	Bachelor of Engineering
Engineering and Design	Systems and Computer Engineering	Biomedical and Electrical Engineering	Bachelor of Engineering
Engineering and Design	Systems and Computer Engineering	Communications Engineering	Bachelor of Engineering
Engineering and Design	Systems and Computer Engineering	Computer Systems Engineering	Bachelor of Engineering
Engineering and Design	Systems and Computer Engineering	Electrical and Computer Engineering with specialization in Data Science	
Engineering and Design	Systems and Computer Engineering	Software Engineering	Bachelor of Engineering
Engineering and Design		Biomedical Engineering with specialization in Data Science	Collaborative Masters of Applied Science
Public Affairs	Criminology and Criminal Justice	Criminology and Criminal Justice with concentration in Law	Bachelor of Arts General

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Criminology and Criminal Justice	Criminology and Criminal Justice with concentration in Law	Bachelor of Arts Honours
Public Affairs	Criminology and Criminal Justice	Criminology and Criminal Justice with concentration in Psychology	Bachelor of Arts General
Public Affairs	Criminology and Criminal Justice	Criminology and Criminal Justice with concentration in Psychology	Bachelor of Arts Honours
Public Affairs	Criminology and Criminal Justice	Criminology and Criminal Justice with concentration in Sociology	Bachelor of Arts General
Public Affairs	Criminology and Criminal Justice	Criminology and Criminal Justice with concentration in Sociology	Bachelor of Arts Honours
Public Affairs	Economics	Applied Economics	Bachelor of Arts Combined Honours
Public Affairs	Economics	Applied Economics	Bachelor of Arts Honours
Public Affairs	Economics	Applied Economics with concentration in Development	Bachelor of Arts Honours
Public Affairs	Economics	Applied Economics with concentration in International Political Economy	Bachelor of Arts Honours
Public Affairs	Economics	Applied Economics with concentration in Natural Resources, Environment, and Economy	Bachelor of Arts Honours
Public Affairs	Economics	Applied Economics with specialization in Quantitative and Mathematical Economics	Bachelor of Arts Honours
Public Affairs	Economics	Economics	Bachelor of Arts Combined Honours
Public Affairs	Economics	Economics	Bachelor of Arts General
Public Affairs	Economics	Economics	Bachelor of Arts Honours
Public Affairs	Economics	Economics	Master's of Arts
Public Affairs	Economics	Economics with concentration in Development	Bachelor of Arts Honours
Public Affairs	Economics	Economics with concentration in Financial Economics	Bachelor of Arts Honours
Public Affairs	Economics	Economics with concentration in Financial Economics	Master's of Arts
Public Affairs	Economics	Economics with concentration in International Political Economy	Bachelor of Arts Honours
Public Affairs	Economics	Economics with concentration in Natural Resources, Environment, and Economy	Bachelor of Arts Honours

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Economics	Economics with specialization in African Studies	Collaborative Master's of Arts
Public Affairs	Economics	Economics with specialization in Data Science	Collaborative Master's of Arts
Public Affairs	Economics	Economics with specialization in Quantitative and Mathematical Economics	Bachelor of Arts Honours
Public Affairs	European, Russian and Eurasian Studies	European and Russian Studies	Bachelor of Arts Combined Honours
Public Affairs	European, Russian and Eurasian Studies	European and Russian Studies	Bachelor of Arts General
Public Affairs	European, Russian and Eurasian Studies	European and Russian Studies	Bachelor of Arts Honours
Public Affairs	European, Russian and Eurasian Studies	European, Russian and Eurasian Studies	Graduate Diploma
Public Affairs	European, Russian and Eurasian Studies	European, Russian and Eurasian Studies	Master's of Arts
Public Affairs	International Affairs	Infrastructure Protection and International Security	Master's of Engineering
Public Affairs	International Affairs	Infrastructure Protection and International Security	Master's of Infrastructure Protection and International Security
Public Affairs	International Affairs	International Affairs	Master's of Arts
Public Affairs	International Affairs	International Affairs	Master's of Arts/J.D.
Public Affairs	International Affairs	International Affairs	PhD
Public Affairs	International Affairs	International Affairs with specialization in African Studies	Collaborative Master's of Arts
Public Affairs	Journalism and Communication	Communication	Master's of Arts
Public Affairs	Journalism and Communication	Communication	PhD
Public Affairs	Journalism and Communication	Communication Studies	Bachelor of Arts Combined Honours
Public Affairs	Journalism and Communication	Communication Studies	Bachelor of Arts General
Public Affairs	Journalism and Communication	Communication Studies	Bachelor of Arts Honours
Public Affairs	Journalism and Communication	Communication Studies with concentration in Communication and Identity	Bachelor of Arts Combined Honours
Public Affairs	Journalism and Communication	Communication Studies with concentration in Communication and Identity	Bachelor of Arts Honours

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Journalism and Communication	Communication Studies with concentration in Image, Politics and Persuasion	Bachelor of Arts Combined Honours
Public Affairs	Journalism and Communication	Communication Studies with concentration in Image, Politics and Persuasion	Bachelor of Arts Honours
Public Affairs	Journalism and Communication	Communication Studies with concentration in Media Industries and Institutions	Bachelor of Arts Combined Honours
Public Affairs	Journalism and Communication	Communication Studies with concentration in Media Industries and Institutions	Bachelor of Arts Honours
Public Affairs	Journalism and Communication	Journalism	Bachelor of Journalism Combined Honours
Public Affairs	Journalism and Communication	Journalism	Bachelor of Journalism Honours
Public Affairs	Journalism and Communication	Journalism	Master's of Journalism
Public Affairs	Law and Legal Studies	Conflict Resolution	Graduate Diploma
Public Affairs	Law and Legal Studies	Law	Bachelor of Arts Combined Honours
Public Affairs	Law and Legal Studies	Law	Bachelor of Arts General
Public Affairs	Law and Legal Studies	Law	Bachelor of Arts Honours
Public Affairs	Law and Legal Studies	Law with concentration in Business Law	Bachelor of Arts Combined Honours
Public Affairs	Law and Legal Studies	Law with concentration in Business Law	Bachelor of Arts Honours
Public Affairs	Law and Legal Studies	Law with concentration in Law, Policy and Government	Bachelor of Arts Combined Honours
Public Affairs	Law and Legal Studies	Law with concentration in Law, Policy and Government	Bachelor of Arts Honours
Public Affairs	Law and Legal Studies	Law with concentration in Transnational Law and Human Rights	Bachelor of Arts Combined Honours
Public Affairs	Law and Legal Studies	Law with concentration in Transnational Law and Human Rights	Bachelor of Arts Honours
Public Affairs	Law and Legal Studies	Legal Studies	Master's of Arts
Public Affairs	Law and Legal Studies	Legal Studies	PhD
Public Affairs	Law and Legal Studies	Legal Studies with specialization in African Studies	Collaborative Master's of Arts

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Law and Legal Studies	Legal Studies with specialization in Political Economy	Collaborative PhD
Public Affairs	Political Economy	Specialization in Political Economy	Collaborative PhD
Public Affairs	Political Science	Political Science	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science	Bachelor of Arts General
Public Affairs	Political Science	Political Science	Bachelor of Arts Honours
Public Affairs	Political Science	Political Science	Master's of Arts
Public Affairs	Political Science	Political Science	PhD
Public Affairs	Political Science	Political Science and Journalism	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Journalism with concentration in Canadian Politics	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Journalism with concentration in Comparative Politics and Area Studies (Global North)	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Journalism with concentration in Comparative Politics and Area Studies (Global South)	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Journalism with concentration in Gender and Politics	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Journalism with concentration in International Relations	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Journalism with concentration in North American Politics	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Journalism with concentration in Political Theory	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Journalism with concentration in Public Affairs and Policy Analysis	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Sociology	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Sociology with concentration in Canadian Politics	Bachelor of Arts Combined Honours

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Political Science	Political Science and Sociology with concentration in Comparative Politics and Area Studies (Global North)	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Sociology with concentration in Comparative Politics and Area Studies (Global South)	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Sociology with concentration in Gender and Politics	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Sociology with concentration in International Relations	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Sociology with concentration in North American Politics	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Sociology with concentration in Political Theory	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science and Sociology with concentration in Public Affairs and Policy Analysis	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in Canadian Politics	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in Canadian Politics	Bachelor of Arts General
Public Affairs	Political Science	Political Science with concentration in Canadian Politics	Bachelor of Arts Honours
Public Affairs	Political Science	Political Science with concentration in Comparative Politics and Area Studies (Global North)	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in Comparative Politics and Area Studies (Global North)	Bachelor of Arts General
Public Affairs	Political Science	Political Science with concentration in Comparative Politics and Area Studies (Global North)	Bachelor of Arts Honours

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Political Science	Political Science with concentration in Comparative Politics and Area Studies (Global South)	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in Comparative Politics and Area Studies (Global South)	Bachelor of Arts General
Public Affairs	Political Science	Political Science with concentration in Comparative Politics and Area Studies (Global South)	Bachelor of Arts Honours
Public Affairs	Political Science	Political Science with concentration in Gender and Politics	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in Gender and Politics	Bachelor of Arts General
Public Affairs	Political Science	Political Science with concentration in Gender and Politics	Bachelor of Arts Honours
Public Affairs	Political Science	Political Science with concentration in International Relations	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in International Relations	Bachelor of Arts General
Public Affairs	Political Science	Political Science with concentration in International Relations	Bachelor of Arts Honours
Public Affairs	Political Science	Political Science with concentration in North American Politics	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in North American Politics	Bachelor of Arts General
Public Affairs	Political Science	Political Science with concentration in North American Politics	Bachelor of Arts Honours
Public Affairs	Political Science	Political Science with concentration in Political Theory	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in Political Theory	Bachelor of Arts General
Public Affairs	Political Science	Political Science with concentration in Political Theory	Bachelor of Arts Honours

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Political Science	Political Science with concentration in Public Affairs and Policy Analysis	Bachelor of Arts Combined Honours
Public Affairs	Political Science	Political Science with concentration in Public Affairs and Policy Analysis	Bachelor of Arts General
Public Affairs	Political Science	Political Science with concentration in Public Affairs and Policy Analysis	Bachelor of Arts Honours
Public Affairs	Political Science	Political Science with specialization in African Studies	Collaborative Master's of Arts
Public Affairs	Political Science	Political Science with specialization in Political Economy	Collaborative PhD
Public Affairs	Public Affairs	Global and International Studies stream in Africa and Globalization	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Europe, Russia and the World	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Global and Transnational History	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Global Development	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Global Law and Social Justice	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Global Literatures	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Global Politics	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Globalization and the Environment	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Globalization, Culture, and Power	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in International Economic Policy	Bachelor of Global and International Studies General

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Public Affairs	Global and International Studies stream in Latin America and Caribbean Studies	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies stream in Migration and Diaspora Studies	Bachelor of Global and International Studies General
Public Affairs	Public Affairs	Global and International Studies with specializaiton in Global Law and Social Justice	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Africa and Globalization	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Europe, Russia and the World	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Global and Transnational History	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Global Development	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Global Literatures	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Global Politics	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Globalization and the Environment	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Globalization, Culture, and Power	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in International Economic Policy	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Latin America and Caribbean Studies	Bachelor of Global and International Studies Honours
Public Affairs	Public Affairs	Global and International Studies with specialization in Migration and Diaspora Studies	Bachelor of Global and International Studies Honours

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Public Affairs	Political Management	Master's of Political Management
Public Affairs	Public Affairs	Public Affairs and Policy Management with specialization in Communication and Information Technology Policy	Bachelor of Public Affairs and Policy Management
Public Affairs	Public Affairs	Public Affairs and Policy Management with specialization in Development Studies	Bachelor of Public Affairs and Policy Management
Public Affairs	Public Affairs	Public Affairs and Policy Management with specialization in Human Rights	Bachelor of Public Affairs and Policy Management
Public Affairs	Public Affairs	Public Affairs and Policy Management with specialization in International Studies	Bachelor of Public Affairs and Policy Management
Public Affairs	Public Affairs	Public Affairs and Policy Management with specialization in Public Policy and Administration	Bachelor of Public Affairs and Policy Management
Public Affairs	Public Affairs	Public Affairs and Policy Management with specialization in Social Policy	Bachelor of Public Affairs and Policy Management
Public Affairs	Public Affairs	Public Affairs and Policy Management with specialization in Strategic Public Opinion and Policy Analysis	Bachelor of Public Affairs and Policy Management
Public Affairs	Public Policy and Administration	Health Policy	Graduate Diploma
Public Affairs	Public Policy and Administration	Philanthropy and Non-Profit Leadership	Graduate Diploma
Public Affairs	Public Policy and Administration	Philanthropy and Non-Profit Leadership	Master's of Philanthropy and Non-Profit Leadership
Public Affairs	Public Policy and Administration	Public Management	Graduate Diploma
Public Affairs	Public Policy and Administration	Public Policy	PhD
Public Affairs	Public Policy and Administration	Public Policy and Administration	Master's of Arts in Public Policy and Administration
Public Affairs	Public Policy and Administration	Public Policy and Administration with concentration in Indigenous Policy and Administration	Master's of Arts in Public Policy and Administration

Faculty	Academic Unit	Program Title	Degree Designation
Public Affairs	Public Policy and Administration	Public Policy and Administration with concentration in Innovation, Science and Environment	Master's of Arts in Public Policy and Administration
Public Affairs	Public Policy and Administration	Public Policy and Administration with concentration in International and Development	Master's of Arts in Public Policy and Administration
Public Affairs	Public Policy and Administration	Public Policy and Administration with concentration in Policy Analysis	Master's of Arts in Public Policy and Administration
Public Affairs	Public Policy and Administration	Public Policy and Administration with concentration in Public Management	Master's of Arts in Public Policy and Administration
Public Affairs	Public Policy and Administration	Public Policy and Evaluation	Graduate Diploma
Public Affairs	Public Policy and Administration	Sustainable Development	Graduate Diploma
Public Affairs	Social Work	Social Work	Bachelor of Social Work
Public Affairs	Social Work	Social Work	Master's of Social Work
Public Affairs	Social Work	Social Work	PhD
Public Affairs	Social Work	Social Work with specialization in Political Economy	Collaborative PhD
Public Affairs & Arts and Social Sciences	School of Journalism and Communication & College of Humanities	Journalism and Humanities	Bachelor of Journalism and Humanities
Public Affairs & Engineering and Design	Graduate Committee on Sustainable Energy	Sustainable Energy	Master's of Applied Science
Public Affairs & Engineering and Design	Graduate Committee on Sustainable Energy	Sustainable Energy	Master's of Arts
Public Affairs & Engineering and Design	Graduate Committee on Sustainable Energy	Sustainable Energy	Master's of Engineering
Science	Biochemistry	Biochemistry	Bachelor of Science Honours
Science	Biochemistry	Biochemistry	Bachelor of Science Major

Faculty	Academic Unit	Program Title	Degree Designation
Science	Biochemistry	Biochemistry and Biotechnology	Bachelor of Science Combined Honours
Science	Biochemistry	Computational Biochemistry	Bachelor of Science Honours
Science	Biology	Biology	Bachelor of Arts Combined Honours
Science	Biology	Biology	Bachelor of Arts General
Science	Biology	Biology	Bachelor of Arts Honours
Science	Biology	Biology	Bachelor of Science General
Science	Biology	Biology	Bachelor of Science Honours
Science	Biology	Biology	Bachelor of Science Major
Science	Biology	Biology and Biotechnology	Bachelor of Science Combined Honours
Science	Biology	Biology and Earth Sciences	Bachelor of Science Combined Honours
Science	Biology	Biology and Physics	Bachelor of Science Combined Honours
Science	Biology	Biology with concentration in Ecology, Evolution and Behaviour	Bachelor of Science Honours
Science	Biology	Biology with concentration in Health Science	Bachelor of Science Honours
Science	Biology	Biology with concentration in Molecular and Cellular Biology	Bachelor of Science Honours
Science	Biology	Biology with concentration in Physiology	Bachelor of Science Honours
Science	Biology	Biology with specialization in Data Science	Collaborative Master's of Science
Science	Chemistry	Chemistry	Bachelor of Science General
Science	Chemistry	Chemistry	Bachelor of Science Honours
Science	Chemistry	Chemistry and Earth Sciences	Bachelor of Science Combined Honours
Science	Chemistry	Chemistry and Physics	Bachelor of Science Combined Honours
Science	Chemistry	Chemistry with concentration in Nanotechnology	Bachelor of Science Honours
Science	Chemistry	Food Science and Nutrition	Bachelor of Science Honours

Faculty	Academic Unit	Program Title	Degree Designation
Science	Chemistry	Nanoscience	Bachelor of Science Honours
Science	Computer Science	Computer Science	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science	Bachelor of Computer Science Major
Science	Computer Science	Computer Science Algorithms Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Biomedical Computing Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Computer and Internet Security Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Computer Game Development Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Management and Business Systems Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Mobile Computing Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Network Computing Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Psychology Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Robotics Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science Software Engineering Stream	Bachelor of Computer Science Honours
Science	Computer Science	Computer Science with specialization in Data Science	Collaborative Master's of Computer Science
Science	Computer Science	Human-Computer Interaction	Master's of Arts
Science	Computer Science	Human-Computer Interaction	Master's of Computer Science
Science	Computer Science	Human-Computer Interaction	Master's of Science

Faculty	Academic Unit	Program Title	Degree Designation
Science	Computer Science	Specialization in Data Science	Collaborative Master's
Science	Earth Sciences	Earth Sciences	Bachelor of Science General
Science	Earth Sciences	Earth Sciences	Bachelor of Science Honours
Science	Earth Sciences	Earth Sciences	Bachelor of Science Major
Science	Earth Sciences	Earth Sciences and Physical Geography	Bachelor of Science Combined Honours
Science	Earth Sciences	Earth Sciences with concentration in Geophysics	Bachelor of Science Honours
Science	Earth Sciences	Earth Sciences with concentration in Resource Economics	Bachelor of Science Honours
Science	Earth Sciences	Earth Sciences with concentration in Resource Valuation	Bachelor of Science Honours
Science	Earth Sciences	Earth Sciences with concentration in Vertebrate Paleontology and Paleocology	Bachelor of Science Honours
Science	Environmental Science	Environmental Science	Bachelor of Science Honours
Science	Environmental Science	Environmental Science	Bachelor of Science Major
Science	Environmental Science	Environmental Science with concentration in Biology	Bachelor of Science Honours
Science	Environmental Science	Environmental Science with concentration in Chemistry	Bachelor of Science Honours
Science	Environmental Science	Environmental Science with concentration in Earth Sciences	Bachelor of Science Honours
Science	Health Sciences	Health Science	Bachelor of Science General
Science	Health Sciences	Health Science	Bachelor of Science Honours
Science	Health Sciences	Health Science with concentration in Biomedical Sciences	Bachelor of Science Honours
Science	Health Sciences	Health Science with concentration in Disability and Chronic Illness	Bachelor of Science Honours
Science	Health Sciences	Health Science with concentration in Environment and Health	Bachelor of Science Honours

Faculty	Academic Unit	Program Title	Degree Designation
Science	Health Sciences	Health Science with concentration in Global Health	Bachelor of Science Honours
Science	Health Sciences	Health Science with concentration in Health Throughout the Lifespan	Bachelor of Science Honours
Science	Health Sciences	Health: Science, Technology and Policy	Graduate Diploma
Science	Health Sciences	Health: Science, Technology and Policy	Master's of Science
Science	Mathematics and Statistics	Biostatistics	Bachelor of Mathematics Combined Honours
Science	Mathematics and Statistics	Computational and Applied Mathematics	Bachelor of Mathematics Honours
Science	Mathematics and Statistics	Computer Mathematics	Bachelor of Mathematics General
Science	Mathematics and Statistics	Computer Science and Mathematics with concentration in Computing Theory and Numerical Methods	Bachelor of Mathematics Combined Honours
Science	Mathematics and Statistics	Computer Science and Mathematics with concentration in Statistics and Computing	Bachelor of Mathematics Combined Honours
Science	Mathematics and Statistics	Economics and Mathematics	Bachelor of Mathematics Combined Honours
Science	Mathematics and Statistics	Economics and Statistics	Bachelor of Mathematics Combined Honours
Science	Mathematics and Statistics	Mathematics	Bachelor of Mathematics Combined Honours and Master's of Science
Science	Mathematics and Statistics	Mathematics	Bachelor of Mathematics General
Science	Mathematics and Statistics	Mathematics	Bachelor of Mathematics Honours
Science	Mathematics and Statistics	Mathematics and Physics	Bachelor of Science Double Honours

Faculty	Academic Unit	Program Title	Degree Designation
Science	Mathematics and Statistics	Mathematics with specialization in stochastics	Bachelor of Mathematics Honours
Science	Mathematics and Statistics	Statistics	Bachelor of Mathematics Combined Honours and Master's of Science
Science	Mathematics and Statistics	Statistics	Bachelor of Mathematics General
Science	Mathematics and Statistics	Statistics	Bachelor of Mathematics Honours
Science	Mathematics and Statistics	Statistics with concentration in Actuarial Science	Bachelor of Mathematics Honours
Science	Neuroscience	Neuroscience	Bachelor of Science Combined Honours
Science	Neuroscience	Neuroscience	Master's of Science
Science	Neuroscience	Neuroscience	PhD
Science	Neuroscience	Neuroscience and Mental Health	Bachelor of Science General
Science	Neuroscience	Neuroscience and Mental Health	Bachelor of Science Honours
Science	Neuroscience	Neuroscience and Mental Health	Bachelor of Science Major
Science	Ottawa-Carleton Institute of Mathematics and Statistics	Specialization in Biostatistics	Collaborative Master's of Science
Science	Physics	Applied Physics	Bachelor of Science Honours
Science	Physics	Biology and Physics	Bachelor of Science Combined Honours
Science	Physics	Chemistry and Physics	Bachelor of Science Combined Honours
Science	Physics	Mathematics and Physics	Bachelor of Science Double Honours
Science	Physics	Physics	Bachelor of Science Major
Science	Physics	Physics (Experimental Stream)	Bachelor of Science Honours
Science	Physics	Physics (Theoretical Stream)	Bachelor of Science Honours

Philosophy Programs

Certificate in Philosophy: C.I.P.
Certificate in Philosophy (Applied Ethics): C.I.P. /A.E.
Bachelor of Philosophy: B. Ph.
Bachelor of Philosophy with a Minor in Ethics: B.Ph.(Eth)
Bachelor of Arts in Philosophy with a Minor in Ethics: B.A.Ph.(Eth)
Bachelor of Arts with concentration in Philosophy: B.A.Ph.
Bachelor of Arts with a Major in Philosophy and a Minor in Theology: B.A.sp.Ph.
Bachelor of Arts with Major in Theology and Minor in Philosophy: B.A.sp.Th
Bachelor of Arts with a Double Major in Philosophy and Theology: B.A.sp.Ph.Th.
Master in Philosophy: M.A.Ph
Doctorate in Philosophy: Ph.D

Theology Programs (Civil)

Certificate in Theology - CIT
Certificate in Philosophy and Theology - CIPT (Introduction to the Critical Thinking of the West)
Bachelor in Theology - B.Th.
Bachelor of Arts with Major in Theology and minor in Philosophy – BA.Sp.Th.
Bachelor of Arts with Honours in Theology and Philosophy – BA.Th.Ph.
Master in Theology – M.Th.
Master of Arts in Theology M.A.Th.
Doctorate in Theology Ph.D

Faculty	Academic Unit	Program Title	Degree Designation
Engineering and Design	Ottawa-Carleton Institute of Biomedical Engineering	Biomedical Engineering	Master's of Applied Science
Engineering and Design	Ottawa-Carleton Institute of Civil Engineering	Civil Engineering	Master's of Applied Science
Engineering and Design	Ottawa-Carleton Institute of Civil Engineering	Civil Engineering	Master's of Engineering
Engineering and Design	Ottawa-Carleton Institute of Civil Engineering	Civil Engineering	PhD
Engineering and Design	Ottawa-Carleton Institute of Environmental Engineering	Environmental Engineering	Master's of Applied Science
Engineering and Design	Ottawa-Carleton Institute of Environmental Engineering	Environmental Engineering	Master's of Engineering
Engineering and Design	Ottawa-Carleton Institute of Environmental Engineering	Environmental Engineering	PhD
Engineering and Design	Ottawa-Carleton Institute of Mechanical and Aerospace Engineering	Aerospace Engineering	Master's of Applied Science
Engineering and Design	Ottawa-Carleton Institute of Mechanical and Aerospace Engineering	Aerospace Engineering	Master's of Engineering
Engineering and Design	Ottawa-Carleton Institute of Mechanical and Aerospace Engineering	Aerospace Engineering	PhD
Engineering and Design	Ottawa-Carleton Institute of Mechanical and Aerospace Engineering	Materials Engineering	Master's of Applied Science
Engineering and Design	Ottawa-Carleton Institute of Mechanical and Aerospace Engineering	Materials Engineering	Master's of Engineering
Engineering and Design	Ottawa-Carleton Institute of Mechanical and Aerospace Engineering	Mechanical Engineering	Master's of Applied Science
Engineering and Design	Ottawa-Carleton Institute of Mechanical and Aerospace Engineering	Mechanical Engineering	Master's of Engineering
Engineering and Design	Ottawa-Carleton Institute of Mechanical and Aerospace Engineering	Mechanical Engineering	PhD

Faculty	Academic Unit	Program Title	Degree Designation
Engineering and Design	Ottawa-Carleton Institution of Electrical and Computer Engineering	Electrical and Computer Engineering	Master's of Applied Science
Engineering and Design	Ottawa-Carleton Institution of Electrical and Computer Engineering	Electrical and Computer Engineering	Master's of Engineering
Engineering and Design	Ottawa-Carleton Institution of Electrical and Computer Engineering	Electrical and Computer Engineering	PhD
Public Affairs	Economics	Economics	PhD
Science	Biology, Computer Sciences, & Mathematics and Statistics	Specialization in Bioinformatics	Collaborative Master's
Science	Ottawa-Carleton Chemistry Institute	Chemistry	Master's of Science
Science	Ottawa-Carleton Chemistry Institute	Chemistry	PhD
Science	Ottawa-Carleton Chemistry Institute	Chemistry with specialization in Chemical and Environmental Toxicology	Collaborative Master's of Science
Science	Ottawa-Carleton Chemistry Institute	Chemistry with specialization in Chemical and Environmental Toxicology	Collaborative PhD
Science	Ottawa-Carleton Chemistry Institute, Ottawa-Carleton Geoscience Centre, & Ottawa-Carleton Institute for Biology	Specialization in Chemical and Environmental Toxicology	Collaborative Master's of Science
Science	Ottawa-Carleton Chemistry Institute, Ottawa-Carleton Geoscience Centre, & Ottawa-Carleton Institute for Biology	Specialization in Chemical and Environmental Toxicology	Collaborative PhD
Science	Ottawa-Carleton Geoscience Centre	Earth Sciences	Collaborative Master's of Science
Science	Ottawa-Carleton Geoscience Centre	Earth Sciences	Master's of Science

Faculty	Academic Unit	Program Title	Degree Designation
Science	Ottawa-Carleton Geoscience Centre	Earth Sciences with specialization in Chemical and Environmental Toxicology	Collaborative Master's of Science
Science	Ottawa-Carleton Geoscience Centre	Earth Sciences with specialization in Chemical and Environmental Toxicology	Collaborative PhD
Science	Ottawa-Carleton Institute of Biology	Biology	Master's of Science
Science	Ottawa-Carleton Institute of Biology	Biology	PhD
Science	Ottawa-Carleton Institute of Biology	Biology with specialization in Bioinformatics	Collaborative Master's of Science
Science	Ottawa-Carleton Institute of Biology	Biology with specialization in Chemical and Environmental Toxicology	Collaborative Master's of Science
Science	Ottawa-Carleton Institute of Biology	Biology with specialization in Chemical and Environmental Toxicology	Collaborative PhD
Science	Ottawa-Carleton Institute of Computer Science	Computer Science	Master's of Computer Science
Science	Ottawa-Carleton Institute of Computer Science	Computer Science	PhD
Science	Ottawa-Carleton Institute of Computer Science	Computer Science with specialization in Bioinformatics	Collaborative Master's of Computer Science
Science	Ottawa-Carleton Institute of Mathematics and Statistics	Mathematics and Statistics	Master's of Science
Science	Ottawa-Carleton Institute of Mathematics and Statistics	Mathematics and Statistics	PhD
Science	Ottawa-Carleton Institute of Mathematics and Statistics	Mathematics and Statistics with specialization in Bioinformatics	Collaborative Master's of Science
Science	Ottawa-Carleton Institute of Mathematics and Statistics	Mathematics and Statistics with specialization in Bioinformatics	Collaborative PhD
Science	Ottawa-Carleton Institute of Physics	Physics	Master's of Applied Science
Science	Ottawa-Carleton Institute of Physics	Physics	Master's of Science
Science	Ottawa-Carleton Institute of Physics	Physics	PhD

QAF PROGRAM TYPOLOGY AND QUALITY COUNCIL INVOLVEMENT

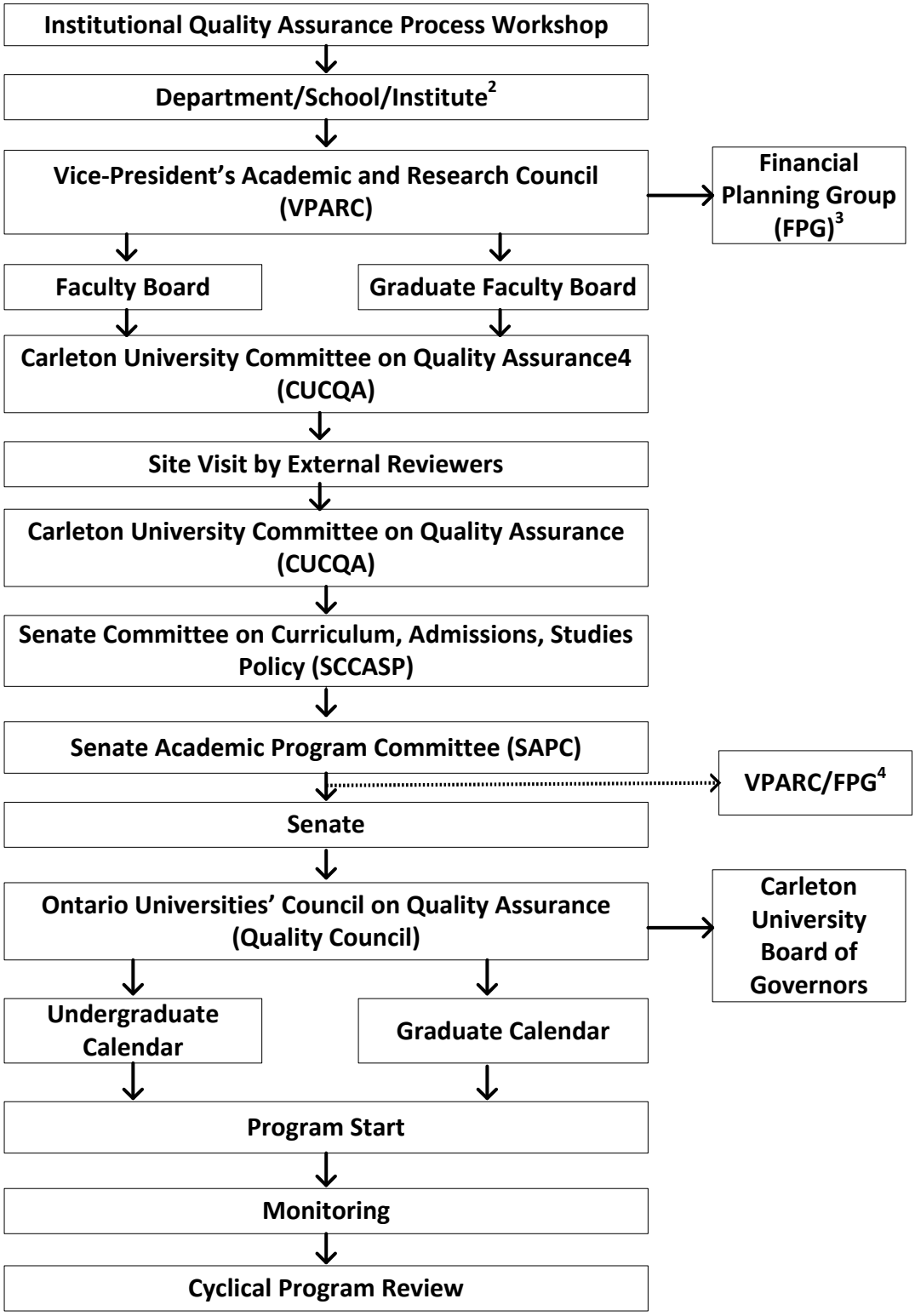
Program Type	IQAP	New Program Approval	Expedited Approval Process	Cyclical Program Review	Audit Sample Eligibility
Diploma – Graduate for-credit	Include	No	Yes	Yes	Yes
Degree (Undergraduate and Graduate)	Include	Yes	No	Yes	Yes
Degree Program (Undergraduate and Graduate)	Include	Yes	No Yes, for Graduate: 1. Collaborative Program 2. Field addition*	Yes	Yes
Program of Specialization (e.g. Honours, Major, Concentration, etc.)	Include	Yes	No	Yes	Yes
Emphasis, Option, Minor Program or similar	Include	No	No	No	No
Major Modification (Annual reports to the QC required on all Major Modifications)	Include	N/A	Yes, if requested by institution No, unless graduate Field addition	N/A	Yes

Note: universities may choose to include more program types in their IQAP- for example, undergraduate certificate and diploma programs and graduate certificate programs.

Appendix 3

*Field addition required to follow expedited approval proces only if Carleton University requests that the quality council approved the new field, otherwise the approval follows the major modificiation process

New Program Approval[1]



[1] The Vice-Provost and Associate Vice-President (Academic) will determine which proposals constitute new programs and which constitute major changes to existing programs. Includes expedited approval process for of new fields at the graduate level, new collaborative programs and new for-credit graduate diplomas.

[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

[3] Referred to FPG only if additional resources required. Deans may be able to satisfy VPARC that, while there are resource implications that need to be reviewed, no additional resources are required.

[4] The second referral to VPARC and FPG occurs only if the changes CUCQA and SAPC convey to Senate result in the need for additional resources above and beyond that already approved by FPG.

New Program Approval[1]

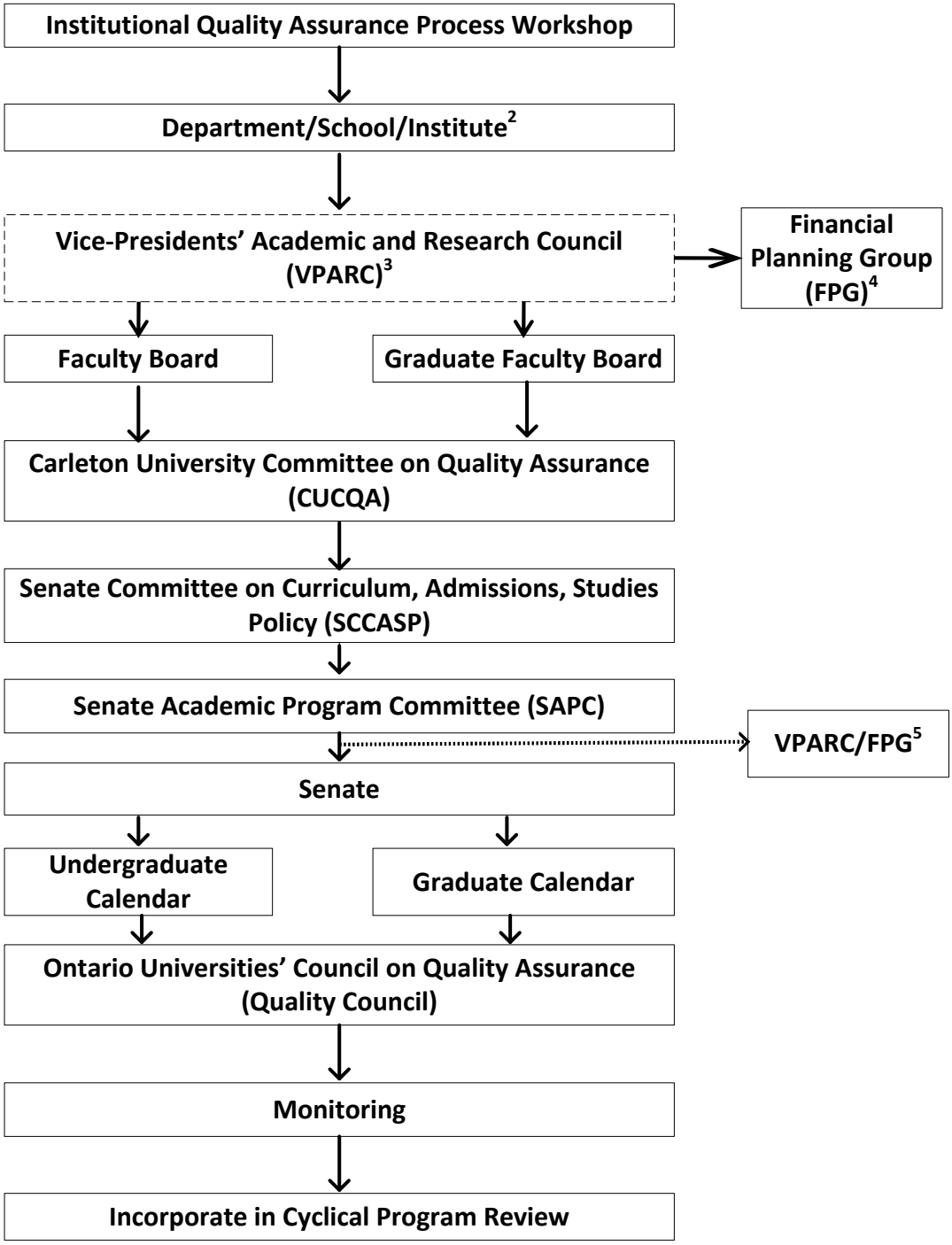
Dominican University College is affiliated with Carleton University for the purpose of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

[1] Carleton University's Vice-Provost and Associate Vice-President (Academic) and Dominican University College's Vice President Academic Affairs will meet as needed to determine which proposals constitute new programs and which constitute major changes to existing programs.

[2] Only required if CUCQA requests a change.

[3] Only for the purposes of ratifying the outcomes of the quality assurance process.

Major Modification[1]



[1] The Provost and Vice-President (Academic) will determine which program changes are major and which are minor.

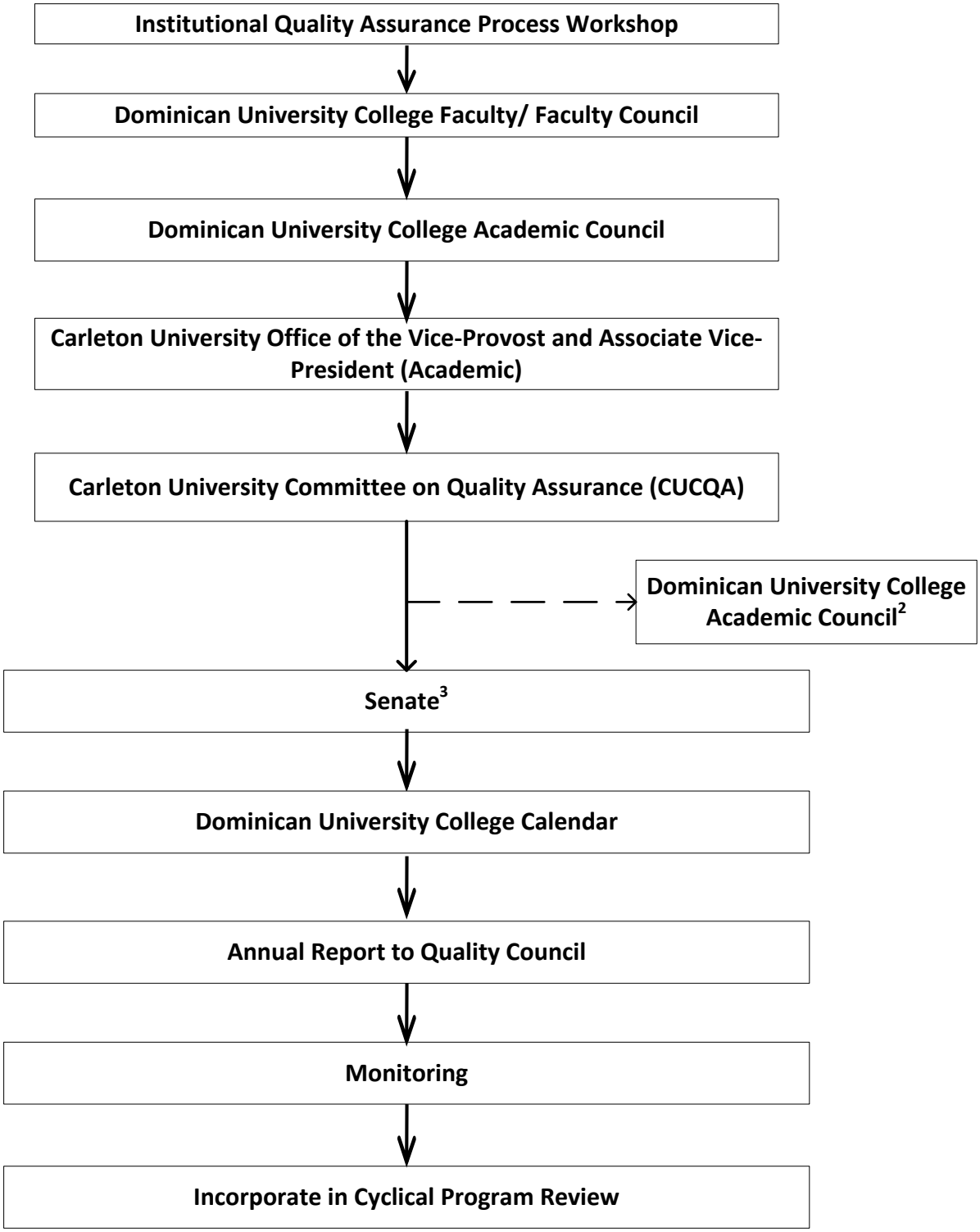
[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

[3] Referred to VPARC only if the major modification is one of the four types of "Track A" major modification requiring VPARC approval, as identified in 5.3.1.1 of Carleton's IQAP. All major modifications are reported to VPARC annually in May

[4] Referred to FPG only if additional resources required. Deans may be able to satisfy VPARC that, while there are resource implications that need to be reviewed, no additional resources are required.

[5] The second referral to VPARC and FPG occurs only if the changes CUCQA and SAPC convey to Senate result in the need for additional resources above and beyond that already approved by FPG.

Major Modification[1]



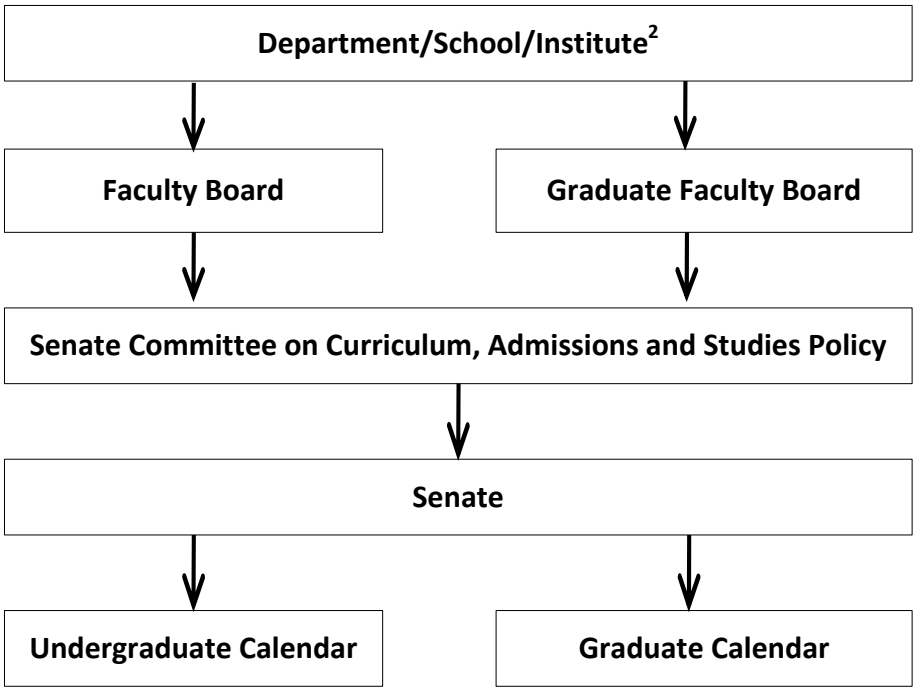
Dominican University College is affiliated with Carleton University of the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

[1] Carleton University's Vice-Provost and Associate Vice-President (Academic) And Dominican University College's Vice President Academic Affairs will meet as needed to determine which program changes are major and which are minor.

[2] Only required if the Carleton University Committee on Quality Assurance requests a changes

[3] Only for purposes of ratifying the outcome of the quality assurance process

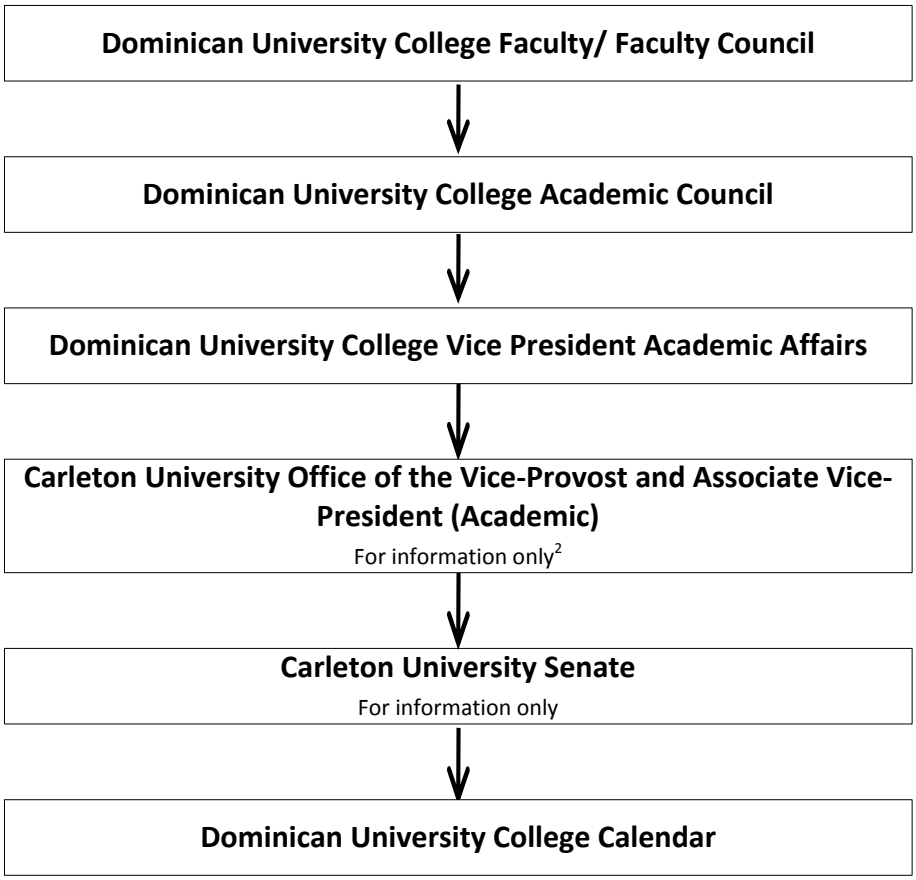
Minor Modifications[1]



[1] The Vice-Provost and Associate Vice-President (Academic) will determine which program changes are major and which are minor.

[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

Minor Modifications[1]

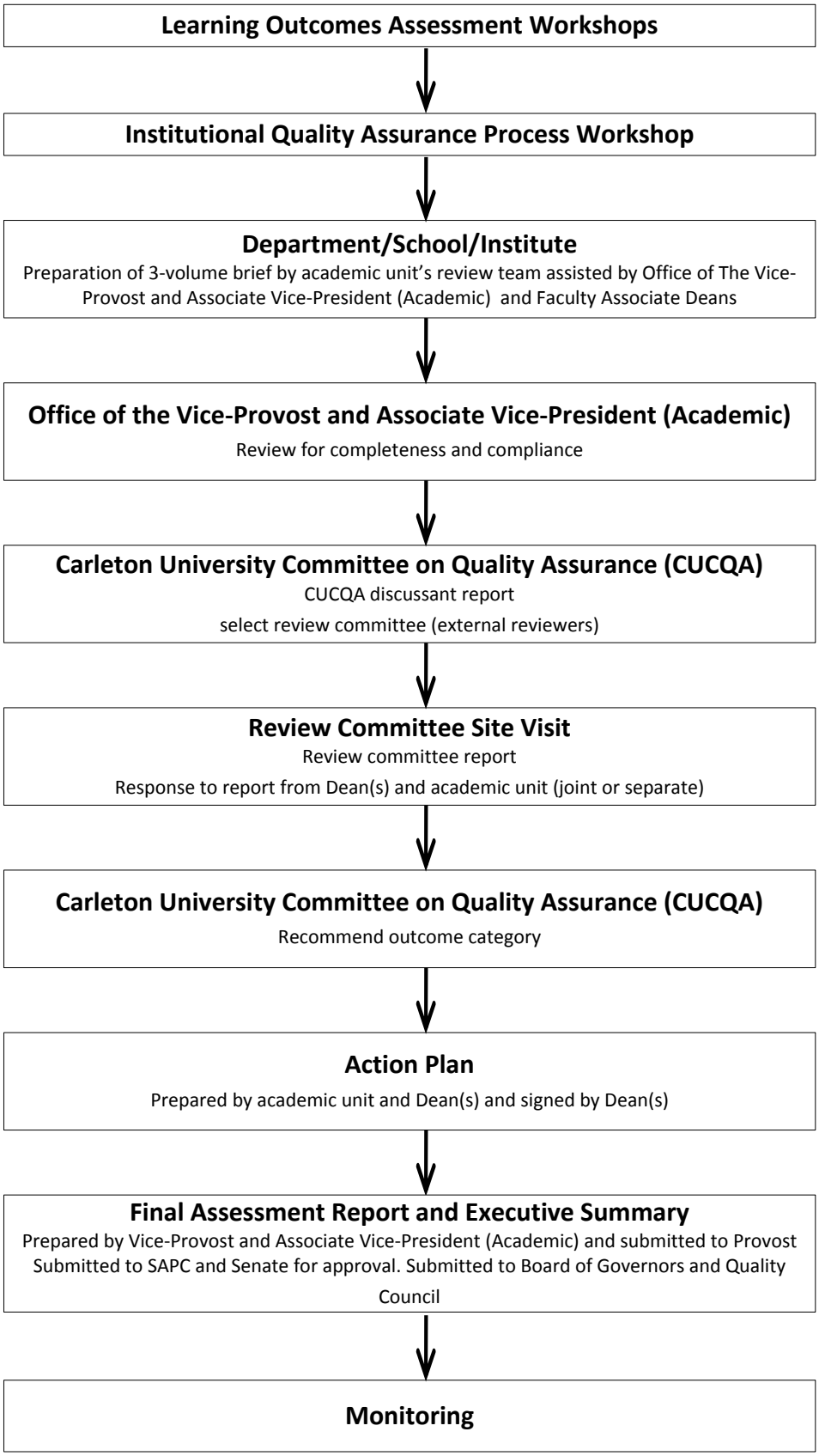


Dominican University College is affiliated with Carleton University for the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

[1] Carleton University's Vice-Provost and Associate Vice-President (Academic) and Dominican University College's Vice President Academic Affairs will meet as necessary to determine which program changes are major and which are minor.

[2] The Office of the Vice-Provost and Associate Vice-President (Academic) reserves the right to forward minor modifications to the Carleton University Committee on Quality Assurance if it feels that useful advice and/or comment could be provided to Dominican University College.

Cyclical Program Review



Cyclical Program Review

Institutional Quality Assurance Process Workshop

↓

Dominican University College Faculty/ Faculty Council
Preparation of 3-volume brief by academic unit's review team[1]

↓

Dominican University College Vice President Academic Affairs

↓

Office of the Vice-Provost and Associate Vice-President (Academic)
Review for completeness and compliance

↓

Carleton University Committee on Quality Assurance (CUCQA)
CUCQA discussant report
select review committee (external reviewers)

↓

Review Committee Site Visit
Review committee report
Response to report from Dean(s) and academic unit (joint or separate)

↓

Carleton University Committee on Quality Assurance (CUCQA)
Recommend outcome category

↓

Action Plan
Prepared by Dominican University College academic unit and Dean(s) and signed by Dean(s)

↓

Dominican University College Academic Council
For approval

↓

Final Assessment Report and Executive Summary
Prepared by Carleton University Vice-Provost and Associate Vice-President (Academic) and submitted to Carleton University Provost
Submitted to Carleton University's Senate Academic Program Committee and Senate for approval. Submitted to Board of Governors and Quality Council

↓

Monitoring

Dominican University College is affiliated with Carleton University for the purpose of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

[1] Dominican University College's Vice President Academic Affairs is free to call upon the assistance of Carleton University's Offices of the Vice-Provost and Associate Vice-President (Academic) or Faculty of Graduate and Postdoctoral Affairs Associate Dean (Programs and Awards).

[2] Only for the purposes of ratifying the outcomes of the quality assurance process.

Appendix 8

CONFLICT OF INTEREST GUIDELINES

Preamble

This Appendix contains guidelines on conflicts of interest relevant to the recommendations made by academic units on external and internal reviewers. These guidelines are guidelines only, and may not cover every eventuality. At Carleton University, cases and circumstances that do not fall within these guidelines should be referred to the Vice-Provost and Associate Vice-President (Academic). For Dominican University College, decisions on conflict of interest will be made jointly by the Vice President Academic Affairs and the Carleton University Vice-Provost and Associate Vice-President (Academic).

External Reviewers

The following individuals will be precluded from acting as external reviewers if they:

1. Have held an appointment at Carleton University or Dominican University College, including an appointment to an honorary rank or as a contract instructor;

2. Currently are or have been a member of a Joint Ottawa-Carleton Institute;

3. In the case of the School of Canadian Studies, currently hold or have held an appointment at Trent University;

4. Have previously acted as an external reviewer, external accreditation reviewer, or OCGS consultant on an academic program within the academic unit concerned;

5. Have, within the last seven years, served on a thesis supervisory committee within the academic unit concerned;

6. Have, within the last seven years, acted as an external examiner on a graduate thesis within the academic unit concerned;

7. Have, within the last seven years, been in a consultancy or contractual relationship, or conducted collaborative research and/or published with a member of the academic unit concerned;

8. Have, within the last seven years, made a significant contribution of any other kind to the intellectual life of the academic unit concerned.

Internal Reviewers

The following individuals will be precluded from acting as internal reviewers if they:

1. Have a familial relationship with a faculty member, staff member or student in the academic unit whose program is being reviewed;

2. Currently hold or have held a cross-appointment in the academic unit concerned;

3. Have, without holding a cross-appointment, taught in the academic unit concerned;

4. Have, within the last seven years, served on a thesis supervisory committee within the academic unit concerned;

5. Have, within the last seven years, acted as an internal examiner on a graduate thesis within the academic unit concerned;

6. Have, within the last seven years, been in a consultancy or contractual relationship, or conducted collaborative research and/or published with a member of the academic unit concerned;

7. Have, within the last seven years, made a significant contribution of any other kind to the intellectual life of the academic unit concerned.

Guidelines for Volumes II and III – New Program Approval and Cyclical Program Review

Volume II: Faculty Curricula Vitarum

Volume II will contain the *curricula vitarum* of all faculty listed under section D.1. of the self-study (Volume I).

1. *Who should be included?*

All faculty listed under sections D.1. of the self-study (Volume I) should have an up-to-date *curriculum vitae* included in Volume II.

The order in which the faculty *curricula vitarum* are presented in Volume II should follow the order in which faculty are listed in section D.1. The same category subheadings should be used.

2. *What format should be used for the curricula vitarum?*

It has been decided to dispense with a single format for all *curricula vitarum* such as that required by the previous OCGS appraisal process. The reason for this is that different conventions exist for *curricula vitarum* within different disciplines and different interdisciplinary areas. In other words, 'one size does not fit all.'

It has, however, been decided that each brief must adopt a standard format for the presentation of *curricula vitarum* in Volume II. This format must be approved in advance by the chair of CUCQA (the Vice-Provost and Associate Vice-President (Academic)).

In adopting a standard format, units and programs might wish to consider adopting the format required by each Faculty for the periodic submission of *curricula vitarum* by faculty as part of the CDI process.

While flexibility is being afforded in the adoption by academic units and programs of a standard format for the presentation of *curricula vitarum* in Volume II, there is minimal information that must be included. In certain instances, a uniform format for information will be required.

Please include a header indicating name and page x of y.

Notwithstanding the adoption of a particular standard format, therefore, *curricula vitarum* must minimally contain the following information in the manner indicated:

- *Name*;

- *Character of appointment*:

  - Administrative position (e.g., chair, director, dean);
  - Academic or honorary rank (e.g. associate professor, adjunct research professor);
  - Unit, units, program or programs to which appointed, together with percentage cross-appointments, if relevant.

- *Education*:

  - Degree, diploma or certificate designation;
  - Institution from which credential awarded;
  - Discipline or interdisciplinary area in which credential awarded;
  - Year of award;
  - The following format is suggested but not required:

DATE	DESGINATION	DISCIPLINE	INSTITUTION
1972	**B.A.**	**HISTORY**	**University of Moncton**
1974	**M.A.**	**HISTORY**	**University of Ottawa**
1979	**Ph.D.**	**HISTORY**	**University of Toronto**

- *Employment history*:

  - Year of commencement and conclusion;
  - Position/rank;
  - Department or program;
  - Institution.

- *Honours* [e.g., FRSC, other academic awards , both institutional and extra-institutional (e.g, research or teaching achievement awards), invited lectureships (e.g., Davidson Dunton Research Lecturer)].

- *Publications*:

  - Life-time summary:

Books or monographs authored*	Number
Books edited*	Number
Chapters in books*	Number
Papers in peer-reviewed journals*	Number
Papers in peer-reviewed conference proceedings*	Number
Government or technical reports	Number
Abstracts or papers presented	Number

Other (please specify and add rows if necessary, e.g., columns in newspapers for a journalism professor)	Number

- List of publications by category as above:

For existing programs: ***either*** lifetime; ***or***, for the period from the last appraisal of a unit's graduate programs, or the period from the last review of a unit's undergraduate program, whichever is the greater;
For new programs: ***either*** lifetime; ***or***, the last seven years:

- All items in the first five categories must be independently peer-reviewed (*);
- A government or technical report can be included as a monograph if the report contains original research and was peer-reviewed by qualified individuals not employed by the agency commissioning and publishing the report;
- All items must be ordered sequentially within a category by year of publication;
- In the case of multi-authored items, the principal author should be indicated in **bold** type, and any graduate students in *italics* (a principal author who is a graduate student will thus be indicated in ***italic bold*** type);
- For books, monographs, books edited and government or technical reports, the total page numbers must be indicated (e.g., viii, 234pp.);
- For chapters in books, papers and abstracts, the page numbers of the item must be indicated (e.g., 3-34);
- The above stipulations having been observed, items may be listed according to the customary bibliographical conventions of the discipline or interdisciplinary area.

- *Courses taught*:

For existing programs: during the period from the last appraisal of a unit's graduate programs, or the period from the last review of a unit's undergraduate program, whichever is the greater;
For new programs: the last seven years:

- Provide a separate list for graduate and undergraduate courses;
- In each case, list by year taught;
- Provide course title, course number, and credit weight.

- *Graduate students supervised*:

- Provide table of lifetime supervisions:

	COMPLETED	IN PROGRESS
MASTER'S TOTAL	Number	Number
MASTER'S THESIS	(Number)	(Number)
MASTER'S RESEARCH ESSAY	(Number)	(Number)

MASTER'S RESEARCH PROJECT	(Number)	(Number)
DOCTORAL	Number	Number
POST-DOCTORAL	Number	Number

- ***For existing programs***: provide a list of supervisions which either commenced or concluded within the period from the last appraisal of a unit's graduate programs, or the period from the last review of a unit's undergraduate program, whichever is the greater;

  For new programs (if appropriate): provide a list of supervisions which either commenced or concluded during the last seven years:

  - List sequentially by year of first registration;
  - Provide student name;
  - Indicate whether at doctoral or master's level: if master's level, whether thesis, research essay or research project;
  - Provide title of thesis, research essay or research project;
  - Provide year of first registration and year of completion, if completion has occurred.

- *External research funding*:

  For existing programs: during the period from the last appraisal of a unit's graduate programs, or the period from the last review of a unit's undergraduate program, whichever is the greater;
  For new programs: the last seven years:

  - List sequentially by year of the award's commencement – in providing dates, indicate year of commencement and year of conclusion (e.g.,2008-2011);
  - Indicate funding source (e.g., SSHRC, NSERC, CIHR);
  - Indicate type of award (e.g., SSHRC Standard Research Grant);
  - Indicate amount ***per year***:
  - Describe purpose of the award.

- *Internal research funding*:

  For existing programs: during the period from the last appraisal of a unit's graduate programs, or the period from the last review of a unit's undergraduate program, whichever is the greater;
  For new programs: the last seven years:

  - List sequentially by year of the award's commencement – in providing dates, indicate year of commencement and year of conclusion (e.g.,2008-2011) if these years are not the same;
  - Indicate funding source (e.g., Dean of Arts and Social Sciences);
  - Indicate type of award (e.g., University, Faculty);
  - Indicate amount ***per year***:
  - Describe purpose of the award.

- *Scholarly activities*:
    - Provide a list by self-generated categories, e.g.:
        - Member, editorial board;
        - Journal editor;
        - External examiner;
        - Assessor of research proposal;
        - Chair or member of local arrangements or program committee for conference;
    - List items sequentially by year within each category for the last seven years only.
- *Professional activities*:
    - Provide a list by self-generated categories, e.g.:
        - Consulting;
        - Developing and implementing or delivering workshops on innovative teaching methods, including modes of delivery;
        - Instances of non-academic, professional practice (e.g., for music, journalism, social work, political management or MIPIS faculty);

List items sequentially by year within each category for the last seven years only:

- A short narrative of explanation may be included for each item;
- This section of the *curriculum vitae* will be especially important for faculty appointed to the University's professional programs (e.g., journalism, social work) or programs with a strong professional orientation (e.g., master's in international affairs, master's in public policy and administrations);
- Faculty in such programs should be reminded that the ***program review committee*** will likely include one or more professional practitioners from outside academia.

Guidelines for Volumes III – New Program Approval and Cyclical Program Review

Volume III: List of External Reviewers

1. *External Academic Reviewers*

For all reviews, units and programs are required to provide a list of 10 proposed external reviewers, with no more than two coming from any one province or state, and no more than one from any one institution. External reviewers can be nominated from outside of Canada and the United States.

For simultaneous reviews of graduate and undergraduate programs, five of the reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate education, with the remaining five reviewers being senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in graduate education.

For approvals of new or reviews of existing undergraduate or graduate programs alone, a list of 10 external reviewers will still be required, with the 10 reviewers having either graduate or undergraduate experience as appropriate.

CUCQA will select two reviewers from these lists. The relevant Faculty Dean or Deans will be consulted on this selection.

In the case of simultaneous reviews of undergraduate and graduate programs, one reviewer with graduate expertise and one reviewer with undergraduate expertise will be chosen. Both reviewers will nonetheless be responsible for reviewing both the undergraduate and graduate programs in question.

Information on the proposed external reviewers will be provided in alphabetical order by the surname of each reviewer within each list (graduate and undergraduate for simultaneous reviews, graduate or undergraduate only for sole graduate or undergraduate reviews).

The following information is required:

1. Name.
2. Rank and position.
3. Institution (including current mailing address, telephone, email).
4. Degrees (designation, university, discipline, date).
5. Area or areas of specialization.
6. Professional experience and expertise relevant to service as an external reviewer at the undergraduate or graduate level as appropriate.

7. Recent scholarly work.
8. Details of previous affiliation with Carleton University.

An example of information provided is:

Name: Surname, First Name

Rank: Canada Research Chair (Professor)

Institution: ***** University (current mailing address, telephone, fax number, e-mail)

Degrees:

DATE	DESGINATION	DISCIPLINE	INSTITUTION
1972	**B.A.**	**HISTORY**	**University of Moncton**
1974	**M.A.**	**HISTORY**	**University of Ottawa**
1979	**Ph.D.**	**HISTORY**	**University of Toronto**

Areas of Specialization: Colonial North America

Professional Experience: Professor X's research focuses on colonial North America. Central to his research and teaching are the historical links between colonial North America and other parts of the world. This approach intersects with fields in the History Department. The Department currently offers courses in Atlantic History and will be introducing a course in World History. Many of the Department's courses are thematic and are transnational in their focus.

Recent Scholarly Work:

- *M*** S***: C*** T**** and the J****** (**** University Press, 2***)
- *The People of ******* (University of ***** Press, 19**)
- *The Patriots and the People* (University of ****Press, 19**)

Comment: these are books – scholarly work in any customary and acceptable format may be included.

Previous Affiliations with Carleton: None.

In responding to item 8 (previous affiliation with Carleton), units and programs should be aware of the conflict of interest guidelines for external reviewers provided in Appendix 8 of the IQAP.

These guidelines are guidelines only, and may not cover every eventuality. Cases and circumstances that do not fall within these guidelines should be referred to the Vice-Provost

and Associate Vice-President (Academic). Decisions on conflict of interest will be made by the Vice-Provost and Associate Vice-President (Academic).

The following individuals will be precluded from acting as external reviewers if they:

1) Hold a degree from the academic unit or program in question;
2) Have held an appointment at Carleton University, including an appointment to an honorary rank or as a contract instructor;
3) Currently are or have been a member of a Joint Ottawa-Carleton Institute;
4) In the case of the School of Canadian Studies, currently hold or have held an appointment at Trent University;
5) Have previously acted as an external reviewer, external accreditation reviewer, or OCGS consultant on an academic program within the academic unit concerned;
6) Have, within the last seven years, served on a thesis supervisory committee within the academic unit concerned;
7) Have, within the last seven years, acted as an external examiner on a graduate thesis within the academic unit concerned;
8) Have, within the last seven years, been in a consultancy or contractual relationship, or conducted collaborative research and/or published with a member of the academic unit concerned;
9) Have, within the last seven years, made a significant contribution of any other kind to the intellectual life of the academic unit concerned.

2. *External Professional Reviewers*

At the discretion of CUCQA, an academic unit or program may be requested to supply a modest list of additional reviewers. This may be appropriate, for example, in the case of programs of a professional or quasi-professional character. In such cases, external reviewers will be senior or distinguished members of the relevant profession or of the appropriate external community who are not career academics but have a strong interest in the role of education in their profession or community.

CUCQA will select one or reviewers from this lists. The relevant Faculty Dean or Deans will be consulted on this selection.

Units and programs will be required to provide the following information on proposed external professional reviewers:

1. Name.
2. Employment history including present position.
3. Current institution and department of employment (including current mailing address, telephone, email).

4. Education, including university degrees (designation, university, discipline, date), and other forms of professional credentials (designation, institution awarding credential, date).
5. Area or areas of professional specialization.
6. Professional experience and expertise relevant to service as an external reviewer at the undergraduate or graduate level as appropriate.
7. Evidence of strong interest in higher education as it relates to the nominee's profession.
8. Recent and notable professional accomplishments.
9. Details of previous affiliation with Carleton University.

As with external academic reviewers, external professional reviewers must have an arm's length relationship with the academic unit or program concerned.

In preparing a list of external professional reviewers, academic units and programs should bear in mind the conflict of interest guidelines.

Carleton University

Office of Quality Assurance (Academic Programs)

Institutional Quality Assurance Process

Cyclical Program Review Schedule: November 29, 2010 **UPDATED: August 7, 2015**

Protocol - UPRAC

Year: 2009-2010	Undergraduate	Graduate	Joint Partner
Directed Interdisciplinary Studies	✔		
Engineering: Aerospace and Mechanical	✔		
Engineering: Civil and Environmental	✔		
Engineering: Communications, Software, Computer,	✔		
European, and Russian Studies	✔		
History	✔		
Information Technology - IMD	✔		Algonquin College
Information Technology - NET	✔		Algonquin College

Protocol - UPRAC

Year: 2010-2011	Undergraduate	Graduate	Joint - Partner
Anthropology	✔		
Biology	✔		
Biochemistry/Biotechnology	✔		
Child Studies (IIS)	✔		
Computer Science	✔		
Industrial Design	✔		
Law	✔		
Mathematics and Statistics	✔		
Political Science	✔		
Sociology	✔		

Protocol - IQAP

Year: 2011-2012	Undergraduate	Graduate	Joint - Partner
Cultural Mediations		✔	
Environmental Science	✔		
Integrated Science	✔		
Public Policy and Administration		✔	
Technology Innovation Management		✔	

Protocol - IQAP

Year: 2012-2013	Undergraduate	Graduate	Joint - Partner
Business Administration		✔	
Canadian Studies	✔	✔	
Commerce	✔		
Earth Sciences	✔		
French	✔	✔	
~~Information Systems Science~~		✔	
International Business	✔		
Journalism	✔	✔	
Management		✔	
Public Affairs and Policy Management	✔		
Social Work	✔		
Biomedical Engineering		✔	University of Ottawa
Earth Sciences		✔	University of Ottawa
Electrical and Computer Engineering		✔	University of Ottawa
Mechanical and Aerospace Engineering		✔	University of Ottawa
Canadian Studies		✔	Trent University

Protocol - IQAP

Year: 2013-2014	Undergraduate	Graduate	Joint - Partner
Communication Studies	✔		
Criminology and Criminal Justice	✔		
~~Directed Interdisciplinary Studies (IIS)~~	✔		
Economics	✔		
European, Russian and Eurasian Studies	✔	✔	
Applied Linguistics and Language Studies		✔	
Philosophy - Carleton University	✔	✔	
Philosophy - Dominican University College	✔	✔	Conjoint degree programs
Physics	✔		
Chemistry - Chemistry and Toxicology		✔	University of Ottawa
Physics		✔	University of Ottawa

Protocol - IQAP/Engineering Accreditation

Year 2013-2014	Undergraduate	Graduate	Joint - Partner
Engineering -Architectural Conservation and	✔		
Engineering - Biomedical and Electrical	✔		
Engineering - Biomedical and Mechanical	✔		
Engineering - Communications	✔		
Engineering - Computer Systems	✔		
Engineering - Civil	✔		
Engineering - Electrical	✔		
Engineering - Environmental	✔		
Engineering - Physics	✔		
Engineering - Software	✔		
Engineering- Aerospace	✔		
Engineering - Mechanical	✔		
Engineering -Sustainable and Renewable Energy	✔		

Protocol - IQAP

Year: 2014-2015	Undergraduate	Graduate	Joint - Partner
Art History	✔	✔	
Cognitive Science	✔	✔	
English	✔	✔	
Environmental Studies	✔		
Film Studies	✔	✔	
Geography	✔	✔	
Geomatics	✔		
Greek and Roman Studies	✔		
History	✔	✔	
History and Theory of Architecture	✔		
Humanities	✔		
Music	✔	✔	
Political Economy		✔	
Psychology	✔	✔	
Religion	✔	✔	
Social Work		✔	
Sociology	✔	✔	
Bioinformatics		✔	University of Ottawa
Computer Science		✔	University of Ottawa
Philosophy - Dominican University College	✔	✔	Conjoint degree programs

Protocol - IQAP

Year: 2015-2016	Undergraduate	Graduate	Joint - Partner
Food Science and Nutrition	✔		
~~Global Politics~~	✔		
Human Rights	✔		

Law and Legal Studies	✔	✔	
Political Science	✔	✔	
Women's and Gender Studies	✔	✔	
Chemistry		✔	University of Ottawa
Civil Engineering		✔	University of Ottawa
Environmental Engineering		✔	University of Ottawa

Protocol - IQAP

Year: 2016-2017	**Undergraduate**	**Graduate**	**Joint - Partner**
African Studies	✔	✔	
Anthropology	✔	✔	
Chemistry	✔		
Computer Science	✔		
Economics		✔	
Industrial Design	✔	✔	
Information Technology - IMD	✔		Algonquin College
Information Technology - NET	✔		Algonquin College
Infrastructure Protection and International Security		✔	
International Affairs		✔	
Linguistics and Applied Language Studies	✔	✔	
Mathematics	✔		
Political Management		✔	
Statistics	✔		
Sustainable Energy		✔	
Economics		✔	University of Ottawa
Mathematics and Statistics		✔	University of Ottawa

Protocol - IQAP

Year: 2017-2018	**Undergraduate**	**Graduate**	**Joint - Partner**
Architecture	✔	✔	
Biochemistry	✔		
Biology	✔		
Biotechnology	✔		
Child Studies	✔		
Communication Studies	✔	✔	
Nanoscience	✔		
Neuroscience and Mental Health	✔		
Neuroscience	✔	✔	
Biology		✔	University of Ottawa
~~Neuroscience - *Behavioural Neuroscience*~~		✔	~~University of Ottawa~~

Protocol - IQAP

Year: 2018-2019	**Undergraduate**	**Graduate**	**Joint - Partner**
Cultural Mediations		✔	
Environmental Science	✔		
Human-Computer Interaction		✔	
Legal Studies		✔	
Public Policy and Administration		✔	
Technology Innovation Management		✔	

Protocol - IQAP

Year: 2019-2020	**Undergraduate**	**Graduate**	**Joint - Partner**
Business Administration		✔	
Canadian Studies	✔	✔	
Commerce	✔		
Earth Sciences	✔		
French	✔	✔	

Health Science, Technology and Policy		✔	
Information Technology - PLT	✔		Algonquin College
International Business	✔		
Journalism	✔	✔	
Management		✔	
Public Affairs and Policy Management	✔		
Social Work	✔	✔	
Biomedical Engineering		✔	University of Ottawa
Earth Sciences		✔	University of Ottawa
Electrical and Computer Engineering		✔	University of Ottawa
Mechanical and Aerospace Engineering		✔	University of Ottawa
Canadian Studies		✔	Trent

Year: 2019-2020	**Undergraduate**	**Graduate**	**Joint - Partner**
Engineering -Architectural Conservation and	✔		
Engineering - Biomedical and Electrical	✔		
Engineering - Biomedical and Mechanical	✔		
Engineering - Communications	✔		
Engineering - Computer Systems	✔		
Engineering - Civil	✔		
Engineering - Electrical	✔		
Engineering - Environmental	✔		
Engineering - Physics	✔		
Engineering - Software	✔		
Engineering- Aerospace	✔		
Engineering - Mechanical	✔		
Engineering -Sustainable and Renewable Energy	✔		

Protocol - IQAP

Year: 2020-2021	**Undergraduate**	**Graduate**	**Joint - Partner**
Criminology and Criminal Justice	✔		
Economics	✔		
European, Russian and Eurasian Studies	✔	✔	
Philanthropy and Non-Profit Leadership		✔	
Philosophy - Carleton University	✔	✔	
Physics	✔		
Chemistry - Chemistry and Toxicology		✔	University of Ottawa
Physics		✔	University of Ottawa
Philosophy - Dominican University College	✔	✔	Conjoint degree programs
Theology - Dominican University College	✔	✔	Conjoint degree programs

Protocol - IQAP

Year: 2021-2022	**Undergraduate**	**Graduate**	**Joint - Partner**
Art History	✔	✔	
Cognitive Science	✔	✔	
Computer Science	✔		
English	✔	✔	
Environmental Studies	✔		
Film Studies	✔	✔	
Geography	✔	✔	
Geomatics	✔	✔	
Greek and Roman Studies	✔		
Health Sciences	✔		
History	✔	✔	
History and Theory of Architecture	✔		
Humanities	✔		
Music	✔	✔	

Political Economy		✔	
Psychology	✔	✔	
Religion	✔	✔	
Social Work		✔	
Sociology	✔	✔	
Bioinformatics		✔	University of Ottawa
Computer Science		✔	University of Ottawa

Protocol - IQAP

Year: 2022-2023	**Undergraduate**	**Graduate**	**Joint - Partner**
Accounting		✔	
Ethics and Public Affairs		✔	
Food Science and Nutrition	✔		
Global and International Studies	✔		
Human Rights (IIS)	✔		
Law and Legal Studies	✔	✔	
Political Science	✔	✔	
Women's and Gender Studies	✔	✔	
Civil Engineering		✔	University of Ottawa
Environmental Engineering		✔	University of Ottawa

Protocol - IQAP

Year: 2023-24	**Undergraduate**	**Graduate**	**Joint - Partner**
African Studies	✔		
Anthropology	✔	✔	
Chemistry	✔		
Economics		✔	
Industrial Design	✔	✔	
Information Technology - IMD	✔		Algonquin College
Information Technology - NET	✔		Algonquin College
Information Technology - IRM	✔		Algonquin College
Infrastructure Protection and International Security		✔	
International Affairs		✔	
Linguistics	✔	✔	
Mathematics	✔		
Political Management		✔	
Statistics	✔		
Sustainable Energy		✔	
Chemistry		✔	University of Ottawa
Economics		✔	University of Ottawa
Mathematics and Statistics		✔	University of Ottawa

Protocol - IQAP

Year: 2024-2025	**Undergraduate**	**Graduate**	**Joint - Partner**
Architecture	✔	✔	
Biochemistry	✔		
Biology	✔		
Biotechnology	✔		
Child Studies	✔		
Communication Studies	✔	✔	
Nanoscience	✔		
Neuroscience	✔	✔	
Biology		✔	University of Ottawa
Theology - Dominican University College	✔	✔	Conjoint degree programs

Introduction

A new regime for academic quality assurance for Ontario's publically-assisted universities was established and took effect in 2011. This new regime replaced the appraisal process for new and existing graduate programs in Ontario administered by the Ontario Council on Graduate Studies (OCGS) as well as the Undergraduate Program Review (UPR) process for existing undergraduate programs. Under the new regime, all new and existing undergraduate programs, as well as major modifications to these programs, are reviewed under the jurisdiction of the Ontario Universities Council on Quality Assurance (the Quality Council), which was established in 2010 (http://www.cou.on.ca/quality.aspx).

The terms governing the processes according to which all these reviews are to be undertaken are contained in the Provincial Quality Assurance Framework (QAF). Each university was required to develop an Institutional Quality Assurance Process (IQAP). These IQAPs were to be consistent with the QAF (http://www1.carleton.ca/oqa/ccms/wp-content/ccms-files/qaf_plus_guide_may2011.pdf) and had to be ratified by the Quality Council.

Carleton's IQAP can be found at: http://www1.carleton.ca/oqa/ccms/wp-content/ccms-files/cu_duc_iqap_30may2012_qc_ratified.pdf.

This document is divided into four sections:

- ***The Purpose of Quality Assurance***: this section describes the purpose of academic quality assurance in Ontario and at Carleton.
- ***Towards a Quality Culture***: this section explains the importance of learning outcomes assessment and the Provincial degree-level expectations to the quality assurance process and the approaches that we have taken at Carleton in developing outcomes assessment and fulfilling the degree-level expectations.
- ***The Report***: this section explains the purpose of the external reviewers' report and the major issues it needs to address.
- ***The Criteria***: this section reproduces from Carleton's IQAP the criteria on which the report should be based.

The Purpose of Quality Assurance

Academic quality assurance can have two purposes: accountability and the continuous improvement of academic programs. These two purposes do not always coalesce seamlessly. This notwithstanding, the approach adopted at Carleton is to make continuous program improvement the objective of our IQAP. We feel that the successful achievement of this objective will adequately serve the goal of accountability.

The goal of accountability on its own does not necessarily serve the ends of continuous program improvement. The achievement of this goal minimally ensures that academic programs are of sufficient quality to justify public confidence and the investment of public funds.

The goal of continuous program improvement, on the other hand, encourages academic units to constantly review their programs in the service of providing students with the best possible educational experience. This goal forms the foundation for the development of a culture of academic quality.

It is the purpose of the new quality assurance regime in Ontario to institute such a culture. This aim is recorded in a 2011 publication from the Council of Ontario Universities (COU): *Ensuring the Value of University Degrees in Ontario: A Guide to Learning Outcomes, Degree Level Expectations and the Quality Assurance Process in Ontario* (http://cou.on.ca/wp-content/uploads/2015/05/COU-Ensuring-the-Value-of-University-Degrees-in-Ontario-November-2011.pdf). This Guide states that 'the intent of Ontario's quality assurance system is to foster a culture of quality in all university programs across the province' (p. 13).

This Guide provides valuable context on the new quality assurance regime and its cornerstones of learning outcomes assessment and degree-level expectations.

Towards a Quality Culture

LEARNING OUTCOMES AND THEIR ASSESSMENT

Learning outcomes and their assessment are fundamental to the new quality assurance regime in Ontario and the fostering of a quality culture. They represent an innovation not present in the previous OCGS and UPR professes. Their importance is emphasized in the COU Guide referenced above.

This Guide defines learning outcomes as 'what a student should know, and be able to do, after successful completion of an assignment, activity, class, course or program.' The program review process for which you are acting as an external reviewer is concerned with learning outcomes at the program level. In this sense, learning outcomes can be thought of as 'the knowledge, skills and values that a student will possess upon graduation.' As part of the review, you will be asked to comment on the adequacy and appropriateness of the program learning outcomes as well as methods for assessing their achievement in terms of your experience of the discipline or intellectual area in question.

Reference is sometimes made to 'learning objectives.' Indeed, the COU Guide uses the terms 'objectives' and 'outcomes' almost interchangeably in its description of the role of learning outcomes in university education (p. 10). There is, however, an important distinction between the two terms. 'Learning objectives' are what it is *intended* students will learn – including the skills they will acquire – as a consequence of completing their program. Typically, learning objectives represent a faculty-driven view of an academic program. 'Learning outcomes,' on the other hand, are what students *actually* take away with them upon graduation. They must therefore be expressed in a manner which allows them to be assessed. A common formulation is that, upon graduation, 'a student will be able to . . .' In this sense, and in contrast to learning objectives, learning outcomes represent a student-centred view of university education.

At Carleton, the Office of the Vice-Provost and Associate Vice-President (Academic) has responsibility for the administration of the new quality assurance regime. Because learning outcomes and their assessment are fundamental to this regime, it is this office that advises academic units on the development of program-level learning outcomes and their assessment. It is Carleton's Educational Development Centre, on the other hand, that advises faculty on learning outcomes and their assessment with respect to individual courses. Needless to say, there is close collaboration between these two offices.

The advent of learning outcomes and their assessment can represent a major shift in how academic units think about and deliver their programs. Their advent has not surprisingly met with resistance in some quarters. Our approach at Carleton has been to work with academic units in the development of learning outcomes and methods for their assessment so that units and their faculty, staff and students can experience the benefits of the new process as they go through it.

Two principles have guided the role of the Vice-Provost's Office in working with units. We have stressed that learning outcomes and their methods of assessment belong to the unit, not to any central body within the university. The role of the Vice-Provost's Office is to advise and support units in their work, not to become engaged in intellectual issues that are the preserve of the units, or to impose standardised methods of assessment. This is particularly important, since the character and profile of disciplines varies considerably and learning outcomes and methods for their assessment need to respect this.

The second principle has been to distance discussions about assessment from the use of the word 'measurement.' There is widespread reference in learning outcomes literature to their 'measurement.' This word has caused a negative – and, in our view, justifiable – reaction from many units, most notably in the arts and humanities. Our message has been that 'measurement' constitutes one method of learning outcomes assessment, but not the only one.

DEGREE-LEVEL EXPECTATIONS

Degree-level expectations are the second cornerstone of the new quality assurance regime. They represent the level of generic knowledge and skills that a student should obtain at the bachelor's, master's or doctoral level, irrespective of the discipline or intellectual area of the degree. As the COU Guide puts it: 'degree-level expectations are frameworks describing what students should know, and be able to do, after successful completion of a degree program at the bachelor's, master's and doctoral degree levels' (p. 7). Degree-level expectations in other words represent the academic standards of Ontario universities. Ontario's degree-level expectations can be found at: http://oucqa.ca/framework/appendix-1/. They are also to be found at the conclusion of the COU Guide.

As an external reviewer, you will be asked to comment on the success of a program's learning outcomes in fulfilling the relevant degree-level expectations. Given the relationship between degree-level expectations and learning outcomes, it is tempting for academic units – when developing program-level learning outcomes for the first time – to conceive them against the background of the degree-level expectations. This approach often detracts from the true purpose of learning outcomes and their assessment: 'what does this program achieve in educating students'? Our advice to programs has therefore been to suspend a concern with degree-level expectations while developing learning outcomes. Our experience is that, once developed, program-level learning outcomes will usually map successfully onto degree-level expectations. If gaps exist, these can be dealt with after a first draft of the learning outcomes has been developed.

The Report

OUTLINE OF THE VISIT

The Reviewer's Report should contain an outline of the visit (who was interviewed, what facilities were seen, and any other activities relevant to the review).

THE PROGRAMS

It is important that the Report cover all the programs referred to in the self-study. This requirement is obvious when the self-study includes programs at the bachelor's, master's and doctoral level. However, the self-study may include more than one program at any of these levels. In addition, at the graduate level, the self-study may include one or more diplomas at either the master's or doctoral level in

addition to the master's and doctoral programs themselves. All the programs that need to be covered in the Report will be clearly identified in the self-study.

CONTINUOUS PROGRAM IMPROVEMENT

The focus of the Report should be on an assessment of the strengths and weaknesses of the program. The most important part of the Report from the point of view of the university will be the recommendations that the Report makes for program improvement against the background of the Report's assessment of the program' strengths and weaknesses.

The Provincial QAF requires that self-studies be 'broad-based, reflective, forward-looking and include critical analysis.' This requirement is in the service of the development of a quality culture and the emphasis on continuous program improvement. Accordingly, for cyclical program reviews, Carleton's IQAP mandates a section of the self-study dedicated to program improvement (section I). We ask external reviewers to pay particular attention to the extent to which a self-study fulfills the QAF requirement and the extent to which the academic unit has made appropriate and realistic recommendations for program improvement in section I.

LEARNING OUTCOMES ASSESSMENT

The foundation for assessing the strengths and weaknesses of a program are the program's learning outcomes and the methods developed by the academic unit for their assessment. Are the program-level learning outcomes appropriate in the provincial, national and international environment? Do they satisfactorily fulfil the appropriate degree-level expectations? Is the curriculum mapped onto the learning outcomes in such a way that there is an efficient use of resources and students are provided with an excellent educational experience? Are the methods for assessing learning outcomes such that they will provide robust evidence in terms of which the program can be improved?

RESOURCES

It is tempting to equate program improvement with the need for additional faculty resources. The provision of these resources in the current financial climate for Ontario universities is challenging. We would therefore ask external reviewers to consider making a recommendation for additional faculty resources very carefully, and to make any such recommendation in a way that will support academic units in making a compelling and *evidence-based* case for these resources.

A common criticism of quality assurance processes from academic units and their faculty is that recommendations for additional faculty resources that are made frequently in the reports of external reviewers seldom if ever result in the allocation of these resources by the university. This recurring situation can compromise the credibility and effectiveness of quality assurance processes.

A question we ask external reviewers to consider carefully, therefore, is whether a program's curriculum achieves the program's leaning outcomes in an effective manner. For example, are there redundancies in curriculum offerings in terms of achieving program-level learning outcomes? Are there efficiencies that can be effected in program delivery that will offset the perceived need for additional faculty? This is where the distinction between faculty-driven 'learning objectives' and student-centred 'learning outcomes' becomes important. To be straightforward about it, we feel that a program's curriculum should be driven by what students need to know, be able to do and value on graduation,

not necessarily by what faculty want to teach.

There may in addition be other innovations that can offset the need for additional faculty resources at the same time as improving the student experience. There is evidence, for example, that effective forms of online and blended delivery can improve student engagement at the same time as allowing a greater number of students to be taught by the same number of faculty.

STUDENTS

The Quality Council is placing considerable emphasis on the role of students in the development of learning outcomes, methods for their assessment and, indeed, the cyclical review process itself. This emphasis is consistent with the emphasis placed on the importance of learning outcomes and a student-centred view of university education. As a consequence, it is a provincial requirement that there are student members on an academic unit's review team (the team that develops the self-study).

Perhaps the biggest challenge that Ontario universities are facing in implementing the new quality assurance regime is how to ensure an effective role for students in quality assurance processes. We would therefore ask external reviewers to be mindful of the need for student involvement in quality assurance processes and to make any recommendations they think helpful in achieving effective student involvement.

ASSESSING FACULTY COMPETENCE

In assessing the competence of the faculty, the external reviewers are urged to avoid reference to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each program area in view of the expertise and scholarly productivity of the faculty.

REVIEW CRITERIA

The criteria in terms of which reviews are to be conducted are contained in Carleton's IQAP and are reproduced in the final section of this document. They form the basis in terms of which the strengths and weaknesses of a program – together with the attendant issues referred to in this document – should be addressed. *It is important the external reviewers' reports refer to all the criteria*. Clearly, reports can be brief on those criteria that reviewers feel are being met successfully. The focus in this regard should rather be on criteria that give rise to issues and, as a consequence, on recommendations for program improvement.

THE OUTCOME OF THE REVIEW

It is incumbent on the Carleton University Committee on Quality Assurance to make one of three recommendations to Carleton's Senate Academic Program Committee and thence to Carleton's Senate as a result of cyclical program reviews:

- Good quality;
- Conditional approval to continue;
- Not approved to continue.

With respect to new program approvals, the three recommendations are:

- Recommended to Commence
- Recommended to Commence with Report
- Not Recommended to Commence

The responsibility for arriving at one of these recommendations in either case belongs to this Committee. ***External reviewers are therefore asked to refrain from making this recommendation in their Report.***

Criteria for the Review

Within this context, the criteria for the review of academic programs at Carleton University are as follows.

GENERAL

The criteria for the review of new programs and existing programs are virtually identical, and are as follows. Three minor exceptions will be noted at the end of this section.

The Program

- Do the program's intellectual profile and learning outcomes serve the mission, and strategic and academic plans of Carleton University or Dominican University College?

- Do the program's intellectual profile and learning outcomes match the teaching and research strengths of the academic unit(s)?

- Are the program's intellectual profile, curriculum and learning outcomes appropriate in relation to the current international, national, provincial profile of the discipline or interdisciplinary area?

- Are the program's intellectual profile and learning outcomes distinctive in relation to those of comparable programs in Ontario and nationally?

- Are the program's learning outcomes consistent with the Graduate Degree Level Expectations or the Undergraduate Degree Level Expectations, as appropriate?

- Are the methods for assessing program learning outcomes appropriate (please see also 3.8.8.7. below)?

- Does the program contain any unique curriculum, program innovations or creative components?

Program Content

- Is the program appropriately designed and structured to achieve the learning outcomes?

- In the case of graduate programs, will the program design and structure enable suitably qualified students to complete the program in a timely fashion; the program proposal will establish the time period within which completion will be normally be expected, together with a rationale for this time period?

- In the case of graduate programs, is there a sufficient level of education and activity in research; is there sufficient provision for the development of research and analytic/interpretative skills?

- In the case of graduate programs, is there evidence that a student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses?

- In the case of undergraduate programs, is there evidence of planning for adequate numbers and quantity of planned/anticipated class sizes, provision of supervision of experiential learning opportunities and the role of adjunct and part-time faculty?

- Does the program have an appropriate mode or modes of delivery?

- Is there a clear indication of essential requirements?

Governance

- Does the program have an appropriate governance and administrative structure?

The Faculty

- Are there definitions and use of indicators that provide evidence of quality of the faculty (e.g. qualifications, research, innovations and scholarly record, appropriateness of collective faculty experience to contribute substantively to the proposed program)?

- Is there evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision?

- Is there evidence of adequate mentoring programs for junior faculty?

Admission Requirements

- Are the admission requirements appropriate for the learning outcomes established for the completion of the program?

- Are the admission requirements such that a student entering the program can expect to complete it successfully and in a timely fashion; are requirements additional or alternative to the foundational requirements (for example, second language competence) appropriate; are all admission requirements (e.g., minimum graduate point average, language proficiency, previous degrees) sufficiently well explained?

The Students

- Is there evidence of clear communication between students, faculty and programs and university administration (e.g., handbook for students with program details, processes, important deadlines, etc.; a web site; listserv)?

- Are there sufficient mentoring programs and orientation days for graduate students?

- In the case of graduate programs, is there evidence that financial assistance for students will be sufficient to ensure adequate quality and number of students?

- Is there evidence of program structure and faculty research that will ensure the intellectual quality of the student experience?

- In the case of graduate programs, is there evidence that the program has addressed the Tri-Council's guidelines statement concerning graduate students' professional skills?

- Given the advising, mentoring and support provided by the program and the university more generally through its academic services, will students in the program have a satisfactory educational experience?

- Are the methods of student evaluation appropriate given admission requirements, degree level expectations, and learning outcomes; are there sufficient plans for documenting and demonstrating the level of performance of students consistent with the Graduate Degree Level Expectations and Undergraduate Degree Level Expectations?

- Will the program prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation?

Resources

- Is the program adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity?

- Does the program have sufficient support staff, sufficient space, and sufficient library, laboratory and technological resources?

Postdoctoral Fellows

- Is there an adequate account of the number and length of appointment of postdoctoral fellows who can contribute to the program and of the character of their contribution?

CRITERION SPECIFIC TO NEW PROGRAMS

- Are the degree program's nomenclature and acronym appropriate (for example, Master's of Cognitive Science, M.Cog.Sci.)?

CRITERIA SPECIFIC TO EXISTING PROGRAMS

- Is there evidence of student input into undergraduate and graduate program improvement and development (e.g., exit surveys, student representation on committees, etc.)?

- Is there evidence of initiatives to be taken to enhance the quality of the program and the associated teaching and learning environment?

ADDITIONAL CRITERIA FOR GRADUATE PROGRAMS

In addition to the generic instructions for undergraduate and graduate programs, the attention of the review committee will be drawn to some matters specific to graduate programs.

General

- A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.

Master's Programs

- Master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed. This component can take the form of a thesis, a major research paper or short research papers within the courses required for the degree, a comprehensive examination, or other specified activity appropriate for the discipline or interdisciplinary area and designed to test the acquisition of analytical/interpretive skills. It is incumbent on the program to demonstrate in the brief that the requirements are appropriate for the discipline or interdisciplinary area and how their outcomes are achieved**.**

- The research-oriented master's program in an academic discipline offered to the graduate with an honours undergraduate degree in that discipline is the most traditional sequence. Research-oriented master's programs in interdisciplinary areas have recently become more common, allowing innovative opportunities for students from a range of honours undergraduate degree programs. Advanced courses and the challenge of doing intensive research, usually resulting in a thesis, research project, major research paper or cognate essay, are provided as a means of developing the skills and intellectual curiosity required for doctoral studies and/or a leadership role in society.

- The course-based master's program offers advanced training to a similar clientele. While this type of program does not require the performance of research resulting in a thesis, it must contain elements that ensure the development of research and analytical/interpretive skills.

- The professional master's or graduate diploma program offers to the graduate of any one of several honours or more general undergraduate programs a coordinated selection of courses in a range of disciplines, together with the application of related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practising professionals. Such programs also need to develop research and analytical/interpretive skills relevant to the profession.

Doctoral Programs

- Independent original research and the preparation of a thesis are considered to be the essential core of doctoral studies. However, because thesis research is highly specialized, it is important that some mechanism be in place to ensure that breadth of knowledge and skills is acquired by doctoral students. This outcome can be achieved by course work, participation in colloquia, a comprehensive examination or other means. The brief needs to show clearly how breadth and research skills are achieved and evaluated[i].

[i] The six paragraphs under section 3.9.2 have been taken from the previous OCGS bylaws and adapted slightly for the purposes of this IQAP.