Nipissing University Institutional Quality Assurance Process: Policy and Procedures (IQAP)

Governing Cyclical Program Reviews, New Programs and Program Revisions

Recommended to Senate
by the Planning and Priorities Committee

May 7, 2013
Revised May 17, 2013
Approved May 21, 2013

Submitted to the Quality Council
of the Council of Ontario Universities
June 10, 2013
Approved June 28, 2013

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Nipissing University Policy on Quality Assurance

Office of Accountability	Vice-President, Academic and Research
Administrative Responsibilities	The Vice-President, Academic and Research (VPAR) is the administrative authority responsible for the University's quality assurance policy and procedures for new and existing programs and is Nipissing's authoritative contact to the Quality Council. The Office of the VPAR administers the day-to-day workings of the process. The Deans are responsible for providing advice and support for new program proposals and for assisting and supporting academic units undergoing cyclical review. Academic and Non-Academic Units are responsible for the self-study process in a cyclical review of an existing program and for responding to the external program report(s). Academic units are often the proponents of new academic programs and must be significantly involved in consultation about new programs. The Planning and Priorities Committee (PPC) is a committee of Senate, which replaced the former Program Reviews and Appraisals Subcommittee and the Academic Planning Committee. PPC has similar representation and composition as the committees it replaced. Senate is responsible for approving quality assurance policy and procedures, new programs, and program reviews.
Approver	Internal: PPC and Senate Final authority rests with the Quality Council of Ontario
Scope	This policy applies to new and existing undergraduate and graduate degree programs and for-credit diplomas offered in full by Nipissing University or in part by Nipissing University in partnership with another post secondary institution and applies to all campuses (North Bay, Muskoka and Brantford). In Arts and Science, Physical and Health Education, and Applied and Professional Studies, unit reviews are conducted at the department/school level. The Bachelor and Graduate Education programs are reviewed at the faculty level. All new programming is subject to an internal quality assurance process and program proposals for new graduate, undergraduate and for-credit graduate diploma programs are subject to a full internal process and then approval by the Quality Council.

	All existing undergraduate programs of specialization, graduate degree programs and for-credit graduate diploma programs are subject to periodic cyclical review conducted at a minimum of once every eight years
Contact Officer	Assistant to the VPAR
Date Approved	May 21, 2013, Senate
Date for Next Review	Fall 2017 (Revision of this policy and procedure is subject to Quality Council Ratification)
Related Policies, Procedures and Guidelines	Stage I and II program approval process
Policies Superseded by this Policy	Existing Nipissing University Institutional Quality Assurance Process: Policy and Procedures (June 30, 2011)
Policy Number	4.1.2013 S

Purpose of the Policy

The primary purpose of the Institutional Program Quality Assurance Policy (IQAP) and associated procedures is to ensure the high quality of, and to promote standards of excellence in Nipissing's new and existing academic programs. The IQAP has been developed by the Ontario Universities Council on Quality Assurance (referred to as the "Quality Council") to be consistent with the protocols contained in the Quality Assurance Framework. It is subject to ratification by the Quality Council initially and thereafter, when it is revised.

The process ensures program quality through periodic external and internal assessments of programs within an academic unit. The review provides the University with the opportunity to create a record of achievement identifying how the programs within a unit contribute to the goals and missions of the University. Reviews include a critical consideration of the history, accomplishments and resources required to support the program(s) offered in the unit, and assist in setting the future direction of the unit and its programs in the context of overall University planning. Degree level expectations, combined with peer-reviewed judgment by expert disciplinary and interdisciplinary scholars, provide benchmarks for assessing a program's standards and quality.

Reviews may be at the departmental/school or faculty level, including all sites, across departments/schools and faculties for interdisciplinary programs.   Other purposes include the following:

- Inform decision-makers and relevant bodies about the strengths and weakness of programs;

- Provide the information and data necessary for the modification, expansion or termination of a program;

- Provide all relevant information to the Planning and Priorities Committee (PPC), departments, divisions, schools and faculties to assist in the program planning process;

- Provide information essential to the allocation of human and other resources;

- Assure the University community, the Board of Governors and the public that Nipissing's programs conform to the highest standards and are consistent with similar programs offered elsewhere.

Definitions

Academic Unit: The Department/School in the Faculty of Arts and Science, and the Faculty of Applied and Professional Studies, and the Faculty of Education where the program is housed. In the case of programs in Education the academic unit is the Schulich School of Education.

Arm's Length External Peer Reviewers: Arm's length peer reviewers are external referees who are not previous supervisors, collaborators, departmental colleagues (past or present) or co-authors with faculty members in the previous six years.

Certificates: Awarded at the time of graduation to students who have met the requirements for the certificate, according to the requirements of the participating unit.

Common Degree Framework: An identified set and sequence of courses, and/or units of study, research and practice within areas of disciplinary or interdisciplinary study, that must be completed in fulfillment of the requirements for the awarding of the degree.

Degree: An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with OCAV's Degree Level Expectations and Nipissing University's expression of these expectations (Appendix A).

Degree Level Expectations: The Degree Level Expectations established by OCAV serve as Ontario universities' academic standards and identify the knowledge and skill

outcome competencies that reflect progressive levels of intellectual and creative development. They may be expressed in subject specific or in generic terms. Graduates at specified degree levels (e.g., BA, MSc) are expected to demonstrate these competencies. Academic units will describe Nipissing University's expectations in terms appropriate to its academic program.

Diploma Programs: Offered in Education and may consist of a combination of summer sessions and internships.

Major Program Modifications: A major program modification to an existing program is one in which the requirements, learning outcomes, faculty complement or changes to delivery mode differ significantly from those existing at the time of the previous cyclical program review. Such modifications can include but are not limited to

a) Requirements that differ significantly from those existing at the time of the previous cyclical program review
   - The merger of two or more programs;
   - New bridging options for college graduates;
   - Significant changes in laboratory time for the undergraduate program;
   - Introduction or deletion of an undergraduate thesis or capstone project;
   - Introduction or deletion of work experience, co-op internship or practicum;
   - At the graduate level the introduction or deletion of a research project, research essay or thesis, course-only, internship or practicum option;
   - The creation or deletion of a field in a graduate program;
   - Any change to the requirements for a graduate program, candidacy examination, fields studied or residence requirements;
   - Major changes to courses comprising a significant proportion of the program.

b) Significant Changes to Learning Outcomes
   - Changes to program content that affect the learning outcomes but do not meet the threshold for a new program.

c) Faculty Changes
   - A large portion of new hires that alter the areas of research and teaching,
   - A language change in program delivery,
   - The establishment of a degree program at another location or institution,
   - Offering a formerly Face-to-Face program online.

The Planning and Priorities Committee will review such changes.

Minor Program Modifications: A minor program modification is a change of a less substantive nature, (i.e. new course proposal, changes to required courses in a degree program). USC or GSC may recommend the changes and forward them to Senate for approval.

New Programs: Any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body which has not previously been approved by the Quality Council, its predecessors, or any intra-institutional approval

processes that previously applied. A change of name only does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program, whether a major with the same designation already exists). To clarify, for the purposes of this Framework, a 'new program' is 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 Nipissing University.

Planning and Priorities Committee: The Planning and Priorities Committee (PPC) is a committee of Senate, which replaced the Program Reviews and Appraisals Subcommittee and the Academic Planning Committee. PPC has similar representation and composition as the committees it replaced.

Program: The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of the requirements for a particular degree. Programs at the undergraduate level include all minors, majors, specializations, honours specializations and certificates, as well as all professional and graduate programs offered by an academic unit in all delivery modes either solely or in partnership with another academic unit or post-secondary institution.

Quality Council: The Ontario Universities Council on Quality Assurance (the Quality Council) is an arm's length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs. The Quality Council is responsible for the approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle.

Revisions: A revision is a change of a housekeeping nature (i.e. course number changes). USC or GSC will approve the changes and forward the changes to Senate for Information only to ensure that the changes are included in the calendar. Senate may request a vote on any item sent for information.

Senate Graduate Studies Council (GSC): GSC engages in on-going review and oversight of all matters related to graduate studies, including but not limited to graduate curriculum, academic regulations and policies (including degree and program requirements), academic standards, academic awards and academic or non-academic student services, and makes recommendations to Senate as necessary and appropriate.

Senate Undergraduate Studies Committee (USC): USC engages in on-going review and oversight of all matters related to undergraduate studies, including but not limited to undergraduate curriculum, academic regulations and policies (including degree and program requirements), academic standards, academic awards and academic or non-academic student services, and makes recommendations to Senate as necessary and appropriate.

PROCEDURES

Institutional Program Quality Assurance Procedures

Contact Person: Assistant to the Vice-President, Academic and Research

Purpose: These procedures set out the steps that must be followed in the quality assurance process for the cyclical review of existing programs, new program proposals and major modifications to existing programs.

Procedures: The steps and actions that must be undertaken to implement the Program Quality Assurance Policy are set out below.

Part 1: Cyclical Review of Existing Programs
Part 2: New Program Proposal Approval Process
Part 3: Modification of an Existing Program

Part 1: Cyclical Review of Existing Programs

General Provisions

Periodic cyclical reviews are conducted of all existing undergraduate programs of specialization, graduate degree programs, and for credit diploma programs at a minimum of once every eight years. Such reviews provide the basis upon which university decisions may be made (program continuance, modification or discontinuance).

Reviews take place on an 8-year cycle. In professional programs (e.g., Nursing, Education), where there are regularly scheduled reviews for accreditation, efforts will be made to time the reviews to coincide with professional accreditation and to balance their respective objectives. However, the review of the unit must meet all requirements specified in the NU-IQAP. In consultation with the Dean, the Vice-President, Academic and Research will determine the degree to which the substitution or addition of documentation or processes associated with the accreditation of a program can be made, for components of the NU-IQAP, provided these changes are fully consistent with the requirements established in the NU-IQAP. A record of the substitution or addition, and the grounds on which it was made will be made available and will be eligible for audit by the Quality Council.

The review process is typically completed over an 18-month period as indicated below. Depending on the circumstances alternate time frames may be considered.   All programs, graduate and undergraduate housed in an academic unit including all

Part 1: Cyclical Review of Existing Programs (cont'd)

minors, majors, specializations, honours specializations and certificates as well as all professional and graduate programs offered by an academic unit in all delivery modes either solely or in partnership with another academic unit or post-secondary institution (Appendix B) will be reviewed at the same time.

A master list of Nipissing's current program offerings together with the schedule for cyclic review is found in Appendix B. The office of the VPAR will maintain an updated master list of the programs identifying the academic units responsible for each program.

Cyclical program reviews are comprised of five principal components:
1. Self Study (internal program perspective) ;
2. External evaluation (peer review) with a report and recommendations of quality improvement;
3. Institutional evaluation of the self study and the external assessment report, resulting in recommendations for program quality improvement or change;
4. Preparation and adoption of a plan to implement the recommendations, and monitor the implementation;
5. Follow-up reporting on the principal findings of the review, and the implementations of recommendations.

Scheduling and Timing of Reviews

The Office of the Vice-President, Academic and Research in consultation with the Deans and the PPC, maintains a schedule of reviews identifying the academic units responsible for each program. The Office of the VPAR will notify the academic units responsible for programs scheduled for review one year in advance of the commencement of the review.

Year 1
- *January*: The Office of the VPAR confirms with the academic and service units the programs to be reviewed in the upcoming academic year, provides information to the units regarding guidelines for the self-study.
- *April 01*: The Office of the VPAR requests a list of proposed external and internal reviewers from units undergoing review. PPC will rank the most appropriate reviewers from the list.
- *April/May (for reviews in Fall semester); June/July (for reviews in Winter semester)*: The VPAR and the Dean meet with the unit Chair/Director to clarify procedures concerning the Review.
- *July 01 (for reviews in Fall semester); October 01 (for reviews in Winter semester)*: Academic units submit self studies to the Dean(s). Dean(s) provide(s) feedback and facilitate improvement.

• Part 1: Cyclical Review of Existing Programs (cont'd)

- *August 15 (for reviews in Fall semester); November 15 (for reviews in Winter semester)*: Self-studies submitted to the office of the VPAR. The self-study is reviewed and approved by the VPAR to ensure that it meets the requirements of a self-study. If the unit does not agree with the VPAR's decision, the matter is submitted to the PPC for resolution. Regardless of the VPAR's decision regarding the self-study, the self-study is always submitted to PPC before being sent to external reviewers.
- *August/September (for reviews in Fall semester); December/January (for reviews in Winter semester)*: Self-study is submitted to PPC.
- *October to early December or January to April*: Site visits.
- One month after site visit: Report from Review Committee submitted to Office of the Vice-President, Academic and Research for review at PPC.
- Approximately two months after Report received: Responses from Academic Unit and Dean(s) reviewed at PPC.

Year 2
- *November*: PPC reviews draft Final Assessment Reports.
- *December*: PPC submits Final Assessment Reports to Senate and forwards to the Quality Council

Year 3
- Academic Units submit follow-up reports in accordance with stipulated timelines.
- *By December 01*: PPC submits Annual Implementation Report to Senate.

A: Self-Study Document (Internal Program Perspective)

The **self-study** is prepared initially by all members of the unit (faculty, staff and students) and should address all the points listed under the Evaluation Criteria (Appendix C) for all programs within the unit, as well as history, current status, pending changes, strengths, challenges, opportunities and future plans. All members of the unit, including those in the Bracebridge and Brantford campuses, and other academic units and/or partner institutions if applicable should play an active and contributing role in the development of the self-study. Programs offered in collaboration with other units or post-secondary institutions must include written input to the self-study document from faculty, staff and students at each partner academic unit or post-secondary institution (Appendix B). The focus of the self-study should be on key issues. This requires a frank but balanced consideration of both strengths and areas for improvement, and strategies for future changes. It is also essential that the self-study take into consideration the larger institutional issues and the vision, mission, goals and priorities of the University.

The **self-study** report serves as the primary document for the external unit review team. The most successful reviews are assisted by self-studies that are well organized, clearly written, and complete but concise. While the most successful reviews result from

Part 1: Cyclical Review of Existing Programs (cont'd)

inclusive processes that involve the majority, if not all, of the members (faculty, staff and students) of the unit at each stage of the review, the quality of the self-study may be enhanced if a small steering group is responsible for its preparation and drafts are circulated to all members for comment and input.

The **self-study** report should be broad-based, reflective, forward-looking and include critical analysis. Guidelines for Self-Appraisal in the Unit Review are found in Appendix D.

The **self-study** will identify any pertinent information, which the institution deems appropriate for inclusion such as:

a. A brief **history** of the unit, the **goals** of the unit, and the place of the unit in the continuing development of the university.

b. An overview of the unit's **staffing** profile, research, administrative structure and resources and infrastructure. The Library will provide (as an appendix) a description and assessment of **Library resources** related to the unit under review.

c. A **curriculum vitae** in a standardized format, such as that used by one of the Tri-Council's that summarizes the important information about the academic contributions and credentials of each member should be included in an appendix.

d. A description and analysis of the unit's **undergraduate programs**, admission requirements, structures and curriculum and the extent to which they meet the learning outcomes. This should include reference to modes of delivery (distance, face-to-face, on-line, weekend), use of technology in teaching and interdisciplinary programs offered in partnership with other units on campus (including the Muskoka and Brantford campuses), or with other post-secondary institutions. Mechanisms developed within the unit to evaluate and enhance learning outcomes and student engagement should also be described. Summaries of relevant student surveys will be provided (as an appendix) by the Office of Institutional Planning and Analysis.

e. A description and analysis of the unit's **graduate programs**. This should include information about student completion, student financial support, program reputation and currency, effectiveness of supervisory policies and practices, infrastructure available, and community and employment links. Information will also be provided (as an appendix) from the Office of Research Services and Graduate Studies.

f. A description and analysis of the unit's **research** and community service programs, including partnerships with other units, institutions and organizations.

g. An overview of student (undergraduate and graduate) **enrollment** patterns (1- to 5-year horizon) and projected enrollment trends within the discipline. The former will be provided (as an appendix) by the Office of Institutional Planning and Analysis.

h. A report on **student assessment** of programs in the unit, employment opportunities (including community service learning, internships, practica and information on past graduate students) and related data.

Part 1: Cyclical Review of Existing Programs (cont'd)

    i.   A critical analysis of the unit's strengths, challenges and areas of potential development (opportunities).

    j.   A description of the unit's future plans and program directions within the context of the university's vision, mission, goals and priorities, and the development of the discipline itself.

The **self-study** will address and document the following:

1. Consistency of the program's learning outcomes with the institution's mission and Degree Level Expectations, and how its graduates achieve those outcomes;
2. Program-related data and measures of performance, including applicable provincial, national and professional standards (where available);
3. Integrity of the data;
4. Evaluation criteria and quality indicators identified in Appendix C;
5. Concerns and recommendations raised in previous reviews;
6. Areas identified through the conduct of the self-study as requiring improvement;
7. Areas that hold promise for enhancement;
8. Academic services that directly contribute to the academic quality of each program under review.
9. Participation of program faculty, staff, and students in the self-study and how their views will be obtained and taken into account. The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers.

The Dean of the relevant Faculty will review and provide feedback to the Unit regarding the self-study report to ensure that it meets the above. With or without revisions, it will then be submitted to the VPAR who will also review, make changes as appropriate and approve the self-study report. If the unit does not agree with the VPAR's decision, the matter will be submitted to PPC for resolution.

B: <u>External Evaluation (Peer Review)</u>

Selection of the Review Team

Typically, the review team will consist of four members. Two of these members (including the Chair) will be well-respected, impartial experts in the particular discipline or area, chosen from other universities and independent of Nipissing University. The reviewers should be at "arm's-length" from the program under review and will be required to declare the same in writing. The other two members normally will be chosen from the Nipissing University community, one representing a closely related discipline or area, and the other representing the University-at-large. Members of the review team should be chosen to avoid any conflict of interest. Wherever appropriate, one of the two internal members may be replaced by a representative of the relevant professional

Part 1: Cyclical Review of Existing Programs (cont'd)

community. The size of the review team will be determined by the size, level of the degrees offered and the complexity of the unit under review.

After review of the self-study/ies for the programs, including the list of proposed external reviewers, PPC will identify a ranked list of the most appropriate external reviewers and internal members. The Office of the VPAR will contact proposed reviewers directly, confirm those willing and able to serve, and oversee the arrangements for a campus site visit. The visits will normally be scheduled over two consecutive days.

Review Committee Instructions

The Office of the Vice-President, Academic and Research will provide to each member of the review Committee a copy of standard instructions with respect to the review and the preparation of the committee's report, which will direct the reviewers, for each program under review, to:
- Set out roles and obligations.
- Identify and commend the program's notably strong and creative attributes.
- Describe the program's or programs' respective strengths, areas for improvement and opportunities for enhancement using the Evaluation Criteria (Appendix C).
- Recommend specific steps taken to improve the program, distinguishing between those the unit can make itself and those that require external action.
- Recognize the institution's autonomy to determine priorities for funding, space and faculty allocation.
- Respect the confidentiality of the review process.

In addition, members of the Review Committee may be asked to respond to special instructions from the Vice-President, Academic and Research in the final report. Such instructions may include:
- Issues of special concern identified by the VPAR and/or PPC for the program under review.
- Concerns and/or recommendations raised in previous external reviews of a program.

If possible, the VPAR will schedule a teleconference with the Review Committee a few weeks prior to the site visit.

Review Materials

The OVPAR, in cooperation with the Dean and the Chair/Director of the unit whose program(s) is (are) under review, will ensure that the external reviewers receive all required information and documents indicated below, including any additional materials that the Vice-President, Academic and Research, and the Dean may deem helpful to the assessment process.

Part 1: Cyclical Review of Existing Programs (cont'd)

1. The **self-study** report of the unit whose program(s) are under review, including an indication of the program outcomes in light of the University's Mission Statement, University's strategic plan (and that of the unit where applicable), and Nipissing University's Guidelines for University Degree Level Expectations (Appendix A);

2. Full **details** of the program(s), including program and course descriptions, calendar information, program outcomes;

3. Standard, short format **curriculum vitae** of tenured/tenure-track and limited term faculty members, including full-time and part-time instructors;

4. Plans for **new programs** and courses, if applicable;

5. **Enrolment** data: current, projected and for the preceding five-year period;

6. Information on current **teaching loads**, showing number of courses and students taught by each faculty member including full-time and part-time instructors;

7. **Course outlines**; grading systems/assessment methods;

8. Aggregate information regarding the **quality of courses** taught in the program(s);

9. A **grade distribution profile** of all courses for the past five years;

10. **Feedback from graduates and students** of the program(s), gathered from questionnaire;

11. **Feedback from employers** where applicable;

12. A description of teaching, laboratory and research space, and equipment as applicable;

13. Faculty **teaching awards** and recognition;

14. Faculty **research awards**, including funding amounts and sources since the previous review;

15. Faculty Statements on **Library** and IT holdings, resources (prepared in collaboration with the Library and University Technology Services), with commentary on special features of the collection/services;

16. Employment, postgraduate scholarships and career data on program **graduates**, as available; success in entry into graduate and professional programs;

Part 1: Cyclical Review of Existing Programs (cont'd)

17. Details of structures and procedures within the unit for facilitating **new initiatives** in teaching, research and community service learning;

18. Interdisciplinary courses; cross appointments;

19. **Budgetary** information on the program(s) (excluding faculty salaries), with a breakdown of major budget items;

20. **Schedule** of activities during the site visit.

The reviewers shall have received all documents at least two weeks prior to their visit to the campus during the regular academic semester while classes are in session.

Site Visits

The Office of the VPAR will finalize the visit schedule in consultation with the academic units being reviewed which shall work jointly to provide a draft schedule listing the individuals to be interviewed and further details respecting availability. The general format and guidelines for the site visit is found in Appendix E.

The review team will visit the university together for two to three days during the regular teaching semester prior to preparing their report. While on campus the review team will consult widely with academic and administrative staff, students, administrators, alumni and external partners involved with the programs and activities of the unit under review. They should meet with the faculty individually and/or in groups, with staff independently as a group, with undergraduate students independently as a group, with graduate students independently as a group, with the Librarian, the Dean and, where possible, with the Vice-President, Finance and Administration, the Assistant Vice-President, Research, the Vice-President, Operations, and the Vice-President, Academic and Research. Where appropriate, the faculty from the Muskoka and Brantford campuses will be invited to participate, as well as members from other units or post-secondary institutions involved in collaborative programs.

Reviewers' Report

Within four weeks of the site visit, the reviewers shall prepare one report that addresses the Evaluation Criteria described in Appendix C and provide:

a. An assessment of the numbers and diversity of academic and non-academic staff and their responsibilities; the resources provided and the appropriateness of their use; the effectiveness of the unit's organization; the suitability of the work space; the relations of the unit to others; the quality of educational opportunities provided to students—both graduate and undergraduate; and the effectiveness of the means or measures to evaluate student and program success.

b.   Part 1: Cyclical Review of Existing Programs (cont'd)

b. An opinion on the quality of the research and scholarly activities of the unit and the programs offered, and the effectiveness of the relationships between teaching and research - at both the graduate and undergraduate levels.

c. A considered assessment of the weaknesses and strengths of program(s) with reference to, *inter alia*, the assessment criteria listed above. They will also suggest steps that units/Faculty of Education [FE] might take – with and without additional resources - to improve their program. The spirit of the review should be formative and constructive.

d. Specific recommendations that will be a catalyst for re-examining and revisioning in the short term (next two years), medium term (3 to 5 years) and long term (5+ years) to support the unit in its future advancement and development.

The report should be presented in the format described in Appendix F. While preparing the report, the Vice-President, Academic and Research and the Dean of the Faculty, will be available to the review team to provide any additional information requested. Although the report is primarily the responsibility of the external reviewers, the internal reviewers will be provided an opportunity to comment on the draft report.

The findings and recommendations of the review team should be presented in the form of a brief, concisely written report (with an executive summary) that will be received by the Vice-President, Academic and Research on behalf of PPC. The report should clearly distinguish those recommendations the unit is responsible for and identify those that require action external to the unit under review.

Comments on individuals in the unit under review should not be included with the reviewers' report. Any reviewers' comments or observations regarding individuals in the unit or other confidential information is to be included in a confidential report under separate cover to the Vice-President, Academic and Research for distribution to the Dean of the Faculty. These comments may not necessarily be forwarded to the department or the Planning and Priorities Committee.

Provided that matters of individual sensitivity or confidentiality are handled with discretion or deleted, the report will be made available to the Dean, the unit under review, PPC and other interested parties.

The report will be considered a public document and at the completion of the review process will be available (on request) to members of Senate along with the unit's response.

C: Institutional Evaluation of the Self Study and External Assessment Report

Part 1: Cyclical Review of Existing Programs (cont'd)

Unit Response

On receipt of the report the members of the unit will meet in committee for discussion. The Dean and the unit head will then meet with PPC to review the report. Based on the report, comments received from PPC and relevant university planning documents, the unit will then prepare a formal written response. The response will address the issues raised and clearly outline priorities and future directions over the next three to five years - where possible describing goals and timelines for achieving them. As such the unit response should be prepared in close partnership with the Dean. The Dean will submit an independent response to PPC that describes:

a. Any changes in organization, policy or governance that would be necessary to meet the recommendations,
b. The resources that would be required to support and implement selected recommendations,
c. A proposed timeline for implementation of the selected recommendations,
d. A rationale for the selection of recommendations to be implemented.

The response and any subsequent comments from PPC will inform the unit's and the faculty's long-term planning and strategy development.

PPC Response

Following a full review of all reports, including the self-study, the VPAR (or his/her designate) shall prepare for PPC a report (excluding all personal information) that summarizes the findings and conclusions of the undergraduate and graduate quality review for the programs of the unit. This report will include a statement of the strengths and weaknesses of the programs, and the action to be taken by both the unit and the administration on the recommendations arising from the undergraduate and graduate program review. The format for this Report is found in Appendix G. The Final Assessment Report (excluding all confidential information), and Executive Summary and Implementation Plan shall be recommended by PPC to Senate for approval. The Institutional Executive Summary of the outcomes of the review and the associated Implementation Plan shall be posted on the website and presented to the Board of Governors of the University, with a copy provided to the Quality Council.

Role of Vice-President, Academic and Research

a. The Office of the Vice-President, Academic and Research will ensure the distribution of the Final Assessment Report (excluding all confidential information) and the associated Implementation Plan for the Unit, Senate and the Quality Council.
b. The Office of the Vice-President, Academic and Research will ensure that the Institutional Executive Summary and the associated Implementation Plan are

Part 1: Cyclical Review of Existing Programs (cont'd)

    c. posted on the Nipissing University website and copies provided to both the Quality Council and Senate.

Role of Deans' Office(s)

    a. The Dean's office will provide for the timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, or the scheduled monitoring reports.

    b. The Dean's Office will establish the extent of public access to the:
        1. Information made available for the self-study;
        2. Self-study report;
        3. Report of the Review Committee; and
        4. Specified responses to the report of the Review Committee.

It is expected that the report from the Review Committee will be afforded an appropriate level of confidentiality.

D: Preparation and Adoption of Plans to Implement the Recommendations

The Vice-President, Academic and Research, and the Dean, working with the members of the unit under review, will make every effort to address issues that were identified for program improvement. However, there can be no assurance that all of the reviewers' suggestions and recommendations will be implemented.

The Final Assessment Report will include an Implementation Plan that identifies:

1. The Senate as responsible for approving the recommendations set out in the Final Assessment Report;
2. The Vice-President, Academic and Research will be responsible for providing any resources made necessary by those recommendations;
3. The Dean and the Chair/Director will be responsible for acting on those recommendations;
4. Timelines for acting on and monitoring the implementation of those recommendations will be developed by the Dean in consultation with the unit.

E: Follow-Up Reporting on the Principal Findings of the Review and the Implementation of Recommendations

Fifteen to eighteen months after the formal written response is received by PPC, the Chair/Director and Dean will meet with PPC to describe progress on the implementation of the recommendations.

Part 1: Cyclical Review of Existing Programs (cont'd)

Four years after the review (and mid-way before the next review) PPC will initiate a follow-up with the unit. The unit will be asked to prepare and submit a brief report in which members of the unit comment on the consequences of the review and initiatives undertaken in response to it and any comments from PPC. In particular they will be asked to describe initiatives and plans for the coming 3 to 4 years until the next review takes place. The follow-up will be reported to Senate and the report and any comments from PPC will be made available on request.

Part 2: New Program Proposal Approval Process

Origins of New Programs

Academic units(s) responsible for new programs will undertake detailed planning work, however the initial conceptualization for a new program may come from a number of sources including groups of faculty members or students, groups of academic units, administration, collaboration with other institutions or a body group external to the University. No matter what the initial source the Planning and Priorities Committee (PPC) will consider all new programs. When a new program is being considered, the proposer should first assess whether or not it would be considered a new program. The Chair of PPC and the Chair of the Undergraduate Studies Committee (USC) or the Graduate Studies Committee (GSC), as appropriate, will make final determination jointly if the program is a new program. A new program will be one that would require significant resources to support and maintain, particularly faculty or capital, or that might encompass a new degree or disciplinary area, or a graduate program in an area or unit that previously did not offer a program at the proposed level.   (Refer to New Programs in the Definitions section.)

If the proposal is not considered to be a new program, it will then follow the process for the Expedited Process (Section 3) for the approval of Major Modifications to academic programs through PPC and USC or GSC. If the proposal is deemed to be a new program, it will proceed as follows. (See also Appendix H).

Stage I: Letter of Intent

The process of developing a new program requires a detailed presentation to afford a critical assessment of its academic merits and sustainability.

Consequently, before significant time and energy are invested, two key questions must be addressed:

1. How will the proposed program fit into the Faculty's plans and priorities and contribute to the University's vision, mission, goals and emphases?
2. How might the resources required by the major new program be made available?

The Letter of Intent provides a high level overview of the program and its origin, and allows for consideration of the above two questions. As appropriate, the Letter of Intent should address:

1. Fit of the program with the University's and Faculty's planning priorities as specified above under Evaluation Criteria 1-10 (Appendix I) and the Senate approved criteria (Appendix J).
2. Student demand and anticipated growth of the program (local, provincial, national).

Part 2: New Program Proposal Approval Process (cont'd)

3. Current and proposed faculty and other teaching and research resources required to support the program.
4. Other resources required: infrastructure, operating budget, library, capital, space, student service for satellite locations, as well as how they will be provided.
5. Confirmed and potential external financial support.
6. Possible and confirmed partnerships with other units and institutions.

The Letter of Intent must be approved by the sponsoring Faculty Council(s), and Graduate Council for graduate programs, before it is submitted for discussion at PPC. The Letter of Intent is to be succinct, no more than 4 or 5 pages and, therefore, the oral presentation to PPC will be an important part of the process. This stage should not be viewed as a pre-approval process, but rather as an opportunity to explore issues and identify both opportunities and areas of concern that will need to be addressed in the Stage II formal submission.

Written comments (including any advice) will be provided by PPC and copied to the appropriate Dean and either USC or GSC. A copy of the Letter of Intent will be forwarded by PPC with a motion to Senate recommending approval to progress to Stage II.

At this stage PPC may determine that the program being considered is not a major new program and so it need not come back to PPC. In this case, Stage II would not be required and, and as noted above, the proposal would follow the established paths of approval for changes to academic programs through USC or the GSC.

Stage II: Presentation of the Proposal Following Completion of Stage I

Assuming the proposed program has been designated as a major new program, Stage II involves the proposer preparing the formal proposal package for consideration by PPC and, if approved, guiding it through the appropriate academic committees and external approval processes. The New Program Proposal will focus on the aspects outlined as the required information for PPC (below). The expectation is that the document would be between 10 and 15 pages.

The role of PPC in this Stage is to consider the detailed proposal in light of the two key questions identified in Stage I. Following discussion with the Dean (or designate) and the proposer of the program, PPC will indicate in writing to either USC or the GSC, whether or not PPC is satisfied that the two key questions have been addressed. If PPC has further advice to offer, that will also be included in the written response. A copy will be sent to the Dean and the proposer. If concerns are raised, the Dean will determine either to revise the proposal to address the concerns and resubmit to PPC, or suspend the proposal, informing Faculty Council of the decision.

Part 2: New Program Proposal Approval Process (cont'd)

All new program proposals are to meet the guidelines of the Faculty or unit making the proposal.

For the Stage II process to PPC, the following guidelines indicate information that is to be considered in the proposal:

A. Resource and Planning Information (required for PPC)

1. A detailed description of how the program fits within the University's and Faculty's planning priorities as specified above under Evaluation Criteria 1-10 (Appendix I), the Senate approved criteria (Appendix J), as well as respond to the issues raised in the Quality Council's program proposal brief (Appendix L).
2. Details of the program's impact on the home unit and other units; if appropriate, letters of support should be included.
3. An assessment of the long-term costs (budget) of the program, including those related to infrastructure changes necessitated by the program.
4. An assessment of immediate costs and how they will be addressed.
5. A confirmation that the proposed timeline for phasing in the program is feasible from a resource standpoint.
6. An assessment of impacts on relevant academic and non-academic units, including library, information services and student services.

Note: (1) The budget aspects should be presented in tabular form as appropriate.
(2) For the purposes of calculating the costs of full-time faculty, the average faculty salary will be used for the final year of the projections.
Realistic numbers should be used for the other years.
(3) Estimates of revenues (tuition and BIU grants) shall be vetted by Finance and/or the Registrar and based on the "net new students" expected in the program.
(4) Overhead and administrative charges equal to 40% of other costs shall be included in the estimates.

Once PPC has given conditional approval of the New Program Proposal, the committee will send out the proposal for external review.

B. Administration and Coordination of External Review of New Programs

The coordination of the review is the responsibility of the Vice-President, Academic and Research working with the Planning and Priorities Committee (PPC) and the Dean.

Selection of Review Team

Typically, the review team will consist of at least one member for new undergraduate

Part 2: New Program Proposal Approval Process (cont'd)

programs and at least two members for graduate programs. In both cases a site visit is required. Members of the review team should be chosen to avoid any conflict of interest and will normally be associate or full professors, or the equivalent, with program management experience. The external referees should not be previous supervisors, collaborators, departmental colleagues (past or present) or co-authors with faculty members in the previous six years.

The proposing unit will provide the names of four to six nominees for the external members of the team to the Vice-President, Academic and Research. A brief statement about each of the external nominees, including a description of their qualifications and a rationale for their participation in the review, must accompany the submission. The Vice-President, Academic and Research, in consultation with the Dean will select the review team to ensure balance and expertise on the review team.

Site Visit

The reviewers shall have received all documents relating to proposed new program (as submitted to PPC) at least two weeks prior to their visit to the campus, which will occur during the regular academic semester while classes are in session.

The review team will visit the university together for two to three days during the regular teaching semester prior to preparing their report. While on campus the review team will consult widely with academic and administrative staff, students, administrators, alumni and external partners involved with the proposed program under review. They should meet with the faculty individually and/or in groups, with staff independently in a group, with students independently in a group, with the Librarian, the Dean and, where possible, with the Vice-President, Operations, the Assistant Vice-President, Research, the Vice-President, Finance and Administration, the Vice-President, Academic and Research and the President. Where appropriate, the faculty from the Muskoka and Brantford campuses, as well as members from other units and/or post-secondary institutions involved in collaborative programs will be invited to participate.

The visit of the review team will be advertised widely to the university community with an invitation for those who have a vested interest in the proposed program to contribute a written brief or to meet with the review team. The schedule of interviews during the visit will be developed by the proposing unit with input from the office of the Vice-President, Academic and Research.

Reviewers' Report

Within four weeks of the site visit, the reviewers shall prepare a joint report that appraises the standards and quality of the proposed program and addresses the criteria 1-10 (Appendix I), including the associated faculty and material resources, and Senate Requirements (Appendix J). They will also be invited to acknowledge any clearly

Part 2: New Program Proposal Approval Process (cont'd)

innovative aspects of the proposed program together with recommendations about any essential or otherwise desirable modifications to it. The proposed format for this Report is found in Appendix K.

Internal Response

After receiving the reviewers' report the Vice-President, Academic and Research will invite both the proposing academic unit and the relevant Dean as well as members from other units and/or post-secondary institutions involved in collaborative programs to respond to the report and recommendations of the reviewers.

C. Final Approval

Based on the New Program Proposal, the Reviewers' Report and the internal responses to the reviewers' report, PPC will determine whether or not the New Program Proposal satisfies the two key questions or requires further modification. PPC may decide at this time to suspend the whole process.

Once PPC has given final approval of the New Program Proposal, the committee will recommend approval of the program to Senate. Following Senate approval, the New Program Proposal and the Business Plan are submitted to the Audit and Finance Committee of the Board; Senate, if required, may recommend to the Audit and Finance Committee of the Board that the necessary resources for the program be approved. Depending upon the nature of the resources required (especially where significant new resources including faculty and staff positions are required), the Board may defer approval until consideration of the University Budget. Only after the proposal has received Stage II approval by Senate and approval of the Business Plan by the Board, is the program proposal sent by the Vice-President, Academic and Research to Quality Council for approval.   The Vice-President, Academic and Research is responsible for ensuring that the required supporting documentation for the Quality Council is included with the proposal. The format for the report to be submitted to the Quality Council is found in Appendix L.

D. Actions Following Stage II Approval

Approval by Senate constitutes formal academic approval for the program, but not approval to offer the program. Once Senate has granted approval, a full curriculum proposal is prepared and submitted to Faculty Council for further development and approval. Once approved, the curriculum is sent to either USC or GSC for approval and recommendation to Senate for approval pending Quality Council approval.

Part 2: New Program Proposal Approval Process (cont'd)

Curriculum Details Required by USC or GSC:

1. Program overview that includes comparisons to similar programs elsewhere.
2. The overall program requirements, including admission standards, program regulations, learning outcomes and degree requirements.
3. A description of each course within the proposed program, including topics covered.
4. All necessary course change inventory forms (new, changed, deleted). These must adhere to a prescribed USC format.
5. Response to any duplication issues.
6. A timeline for phasing in the program.
7. Inter-disciplinary opportunities for the proposed program.
8. Documentation of consultation with other units within the university regarding cooperation in program delivery.
9. Partnerships with other post-secondary institutions, including letters of support.
10. For new graduate programs, a uniform and brief 1-2 page CV that summarizes the important information about the academic contributions and credentials of the faculty members.

Announcement of New Programs

Following submission to the Quality Council, the institution may announce its intention to offer the program, provided clear indication is given that approval by the Quality Council is pending and that no offers of admission will be made until and unless the program is approved by the Quality Council.

Transition into the Academic Unit and Unit Review Process

The first intake of students will occur within thirty-six months after the date the program is approved to commence. After its first intake of students, the program will then be incorporated into the regular academic unit review process, which must happen within eight years. One to two years after the major new program becomes operational, the Head of the academic unit and the Dean will meet with PPC to discuss the program's progress.

[1]**Note:**   A document "Guide for Proposals for New Doctoral and Master's Degree Programs, and Master's/Graduate Certificates" is available from the Office of Research Services to assist developers in developing major new programs.

[2]**Note:**   Each new course proposal must include the identification of any courses at other Ontario universities that are deemed either to be equivalent to, or to substantially overlap the proposed course so that as new courses are added, we are compiling and maintaining our own provincial "transfer-credit and anti-requisite" database.

Part 3: Modification of an Existing Program

Program Approval Administration

As with proposals for new programs, the Vice-President, Academic and Research shall have overall responsibility for the approval process for revisions to existing academic programs. The Vice-President, Academic and Research will work closely with USC or GSC, Senate, the Deans of the Faculties, the Chairs of the Departments and/or Directors of the Schools, and the faculty of the Departments or Schools to coordinate and implement program revisions.

Modifications to Existing Programs

All revisions to existing programs including collaborative programs on the recommendation of Faculty Council shall be sent PPC. If the changes are minor revisions, then they can proceed through the USC or GSC to Senate.

A. <u>Major Modification</u>

As noted in the Definitions section of the IQAP Policy statement a major program modification to an existing program is one in which the requirements, learning outcomes, faculty complement or changes to delivery mode differ significantly from those existing at the time of the previous cyclical program review. Major modifications may include:
1. The merger of two or more programs;
2. Changes the fundamental nature, intent, and/or structure of the program;
3. Requires substantial new resources;
4. Adds a new for credit graduate diploma;
5. New bridging options for college graduates;
6. Significant changes in laboratory time for the undergraduate program;
7. Introduction or deletion of an undergraduate thesis or capstone project;
8. Introduction or deletion of work experience, co-op internship or practicum;
9. At the graduate level, the introduction or deletion of a research project, research essay or thesis, course-only, internship or practicum option;
10. The creation or deletion of a field in a graduate program (requires Quality Council approval);
11. Any changes to the requirements for a graduate program, candidacy examination, field studied or residence requirements;
12. Major changes to courses comprising a significant proportion of the program, typically more than 1/3 of the total program;
13. A new minor, emphasis, specialization or study abroad opportunity in an undergraduate program.

Part 3: Modification of an Existing Program (cont'd)

Significant Changes to Learning Outcomes

Changes to program content that affect the learning outcomes but do not meet the threshold for a new program.

Faculty Changes

1. A large portion of new hires that alter the areas of research and teaching;
2. A language change in program delivery;
3. The establishment of a degree program at another location or institution;
4. Offering a formerly face-to-face program online.

B. Identifying a Major Modification: Preparing a Proposal

Stage I: Letter of Intent

An academic unit intending to propose one or more major modifications to an existing program must submit a proposal using the appropriate Stage I template to the PPC.

The Letter of Intent must be approved by the Faculty Council before it is submitted to PPC. In cases where it is unclear whether the proposed change is a major modification, PPC will make a binding determination.

Written comments including any advice will be provided by PPC and copied to the appropriate Dean and either USC or GSC. A copy of the Letter of Intent will be forwarded by PPC with a motion to Senate recommending approval to progress to Stage II. At this stage, PPC may determine that a program under consideration is not a major modification and need not come forward to PPC. In this case, Stage II would not be required and would follow the established paths for approval of changes to academic programs to USC or GSC.

Stage II

A proposal for a major modification to a program should follow the Stage II approval process and must include:
1. A detailed description of, and rationale for, the changes to the program;
2. Details of the resource implications (if any) of the changes;
3. An explanation of how the revised program would fit with Nipissing University's Vision, Mission and strategic direction;
4. Evidence of consultation with all academic units; and
5. Certification from the Dean(s) that the proposed changes are appropriate and desirable for the academic program of the university.

Part 3: Modification of an Existing Program (cont'd)

The relevant evaluation criteria in Appendix C and Appendix I should also be applied to the preparation of a proposal.

If it is deemed a major modification, USC/GSC will consult with PPC regarding whether a proposed modification should be submitted to the Quality Council for expedited approval. Expedited approval means that external reviews are not deemed necessary. Submission to the Quality Council is not required for major modifications except for changes to graduate FIELDS of study, in which case it is mandatory and a full proposal brief for Stage II addressing the components of the Evaluation Criteria in Appendix C and Appendix I is necessary.

Once USC/GSC has approved a proposal, it will be recommended to Senate as meeting the University's quality assurance standards. The recommendation to Senate may include the further recommendation that the proposal be submitted to the Quality Council for approval, in which case the proposal will be submitted to Senate in Proposal Brief format as required by the Quality Council.

Should Senate require that the proposal be submitted to the Quality Council, The Office of the VPAR will ensure that the Proposal Brief be submitted to the Quality Council.

From time to time it may be that the cyclical review process may reveal that a sequence of minor modifications have amounted to a major modification. Such major modifications need not be separately approved but will be reported.

Required Annual Report to Quality Council

USC and GSC will maintain a list of major modifications approved by Senate and will report the list to PPC as requested.

PPC will prepare an annual report of major modifications approved by Senate and submit the report to the Quality Council. The report will include any major modifications identified through the cyclical review process.

C. Minor Modification

A minor program modification is a change of a less substantive nature, (i.e. new course proposal, changes to required courses in a degree program) USC or GSC may recommend the changes and forward them to Senate for approval.

D. Revisions

A revision is a change of a housekeeping nature (i.e. course number changes) and USC or GSC will approve the changes and forward the changes to Senate for Information

Part 3: Modification of an Existing Program (cont'd)

only to ensure that the changes are included in the calendar. Senate may request a vote on any item sent for information.

[1]**Note:** A document "Guide for Proposals for New Doctoral and Master's Degree Programs, and Master's/Graduate Certificates" is available from the Office of Research Services to assist developers in developing major new programs.

[2]**Note:** Each new course proposal must include the identification of any courses at other Ontario universities that are deemed either to be equivalent to, or to substantially overlap, the proposed course so that as new courses are added, we are compiling and maintaining our own provincial "transfer-credit and anti-requisite" database.

Appendix A
Nipissing University Degree Level Expectations – Undergraduate and Graduate

	Baccalaureate/Bachelor's Degree *This degree is awarded to students who have demonstrated:*	**Baccalaureate/Bachelor's Degree: Honours** *This degree is awarded to students who have demonstrated:*

1. Depth and Breadth of Knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline,
	b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines,
	c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline,
	d) Some detailed knowledge in an area of the discipline,
	e) Critical thinking and analytical skills inside and outside the discipline,
	f) Ability to apply learning from one or more areas outside the discipline.
		a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline,
		b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines,
		c) a developed ability to:
		  i) gather, review, evaluate and interpret information; and
		  ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline,
		d) a developed, detailed knowledge of and experience in research in an area of the discipline,
		e) developed critical thinking and analytical skills inside and outside the discipline,
		f) the ability to apply learning from one or more areas outside the discipline.

2. Knowledge of Methodologies	... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: ▪ evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and ▪ devise and sustain arguments or solve problems using these methods.	... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: ▪ evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; ▪ devise and sustain arguments or solve problems using these methods; and ▪ describe and comment upon particular aspects of current research or equivalent advanced scholarship.

	Baccalaureate/Bachelor's Degree *This degree is awarded to students who have demonstrated:*	Baccalaureate/Bachelor's Degree: Honours *This degree is awarded to students who have demonstrated*:

3. Application of Knowledge	a) the ability to review, present, and interpret quantitative and qualitative information to:
	  i) develop lines of argument;
	  ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and
	b) the ability to use a basic range of established techniques to:
	  i) analyze information;
	  ii) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;
	  iii) propose solutions; and
	c) the ability to make use of scholarly reviews and primary sources.
		a) the ability to review, present and critically evaluate qualitative and quantitative information to:
		  i) develop lines of argument;
		  ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
		  iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
		  iv) where appropriate use this knowledge in the creative process; and
		b) the ability to use a range of established techniques to:
		  i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
		  ii) propose solutions;
		  iii) frame appropriate questions for the purpose of solving a problem;
		  iv) solve a problem or create a new work; and
		c) the ability to make critical use of scholarly reviews and primary sources.

4. Communication Skills	... the ability to communicate accurately and reliably, orally and in writing to a range of audiences.	... the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	... an understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	... an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

	Baccalaureate/Bachelor's Degree *This degree is awarded to students who have demonstrated:*	Baccalaureate/Bachelor's Degree: Honours *This degree is awarded to students who have demonstrated*:
6. Autonomy and Professional Capacity	a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: ▪ the exercise of personal responsibility and decision-making; ▪ working effectively with others; b) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.	a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: ▪ the exercise of initiative, personal responsibility and accountability in both personal and group contexts; ▪ working effectively with others; ▪ decision-making in complex contexts; b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.

Updated: October 24, 2005
Working Group on University Undergraduate Degree Level Expectations
Ontario Council of Academic Vice-Presidents

Accepted by OCAV, May 16, 1996
Approved by COU, December 13, 1996
Amended by OCAV, February 27, 1997
Approved by COU Executive Committee, March 7, 1997
Amended by OCAV, February 5, 1998
Approved by COU Executive Committee, March 13, 1998
Amended by OCAV, October 13, 1999
Amended by OCAV, May 18, 2000
Amended by OCAV, May 16, 2001
Amended by OCAV, Oct. 15, 2003
Amended by OCAV, Feb. 5, 2004
Amended by OCAV, Oct. 12, 2006
Approved by OCAV, Feb. 8, 2010
Approved by COU Executive Heads, April 22, 2010

Appendix A (cont'd)
Nipissing University Degree Level Expectations – Undergraduate and Graduate

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to a) Undertake pure and/or applied research at an advanced level; and b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:

4. Professional capacity/ autonomy	a) The qualities and transferable skills necessary for employment requiring:
	   i) The exercise of initiative and of personal responsibility and accountability; and
	   ii) Decision-making in complex situations;
	b) The intellectual independence required for continuing professional development;
	c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
	d) The ability to appreciate the broader implications of applying knowledge to particular contexts.
		a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;
		b) The intellectual independence to be academically and professionally engaged and current;
		c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
		d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Updated: October 24, 2005
Working Group on University Undergraduate Degree Level Expectations
Ontario Council of Academic Vice-Presidents

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Amended by OCAV, Oct. 15, 2003
Amended by OCAV, Feb. 5, 2004
Amended by OCAV, Oct. 12, 2006
Approved by OVAV, Feb. 8, 2010
Approved by COU Executive Heads, April 22, 2010

Appendix B
Cycle of Periodic Reviews for Academic Programs at Nipissing University

Academic Unit	Programs	Last Review	New Review Schedule	Comments
Sociology	4 yr BA – Combined Major 3 yr BA – Single and Combined Major	**Fall 2007**	**Fall 2015**	**8 years**
Fine Arts	4 yr BFA- Major 3 yr BA - Single and Combined Major	**Winter 2009**	**Fall 2017**	**8 years**
School of Business	3 and 4 yr BBA 3 yr BA – Single and Combined Major in Administrative Studies 3 yr BComm - Single Major – Financial Services	**Winter 2008**	**Fall 2016**	**8 years**
Geography	3 and 4 yr BA – Single or Combined Major 3 and 4 yr BA – Environmental Geography – Single Major 4 yr BSc –Environmental Science & Physical Geography – Single Major	**Winter 2009**	**Fall 2017**	**8 years**
Criminal Justice	4 yr BA – Single Major	**Winter 2009**	**Fall 2017**	**8 years**
Psychology	3 and 4 yr BA – Single or Combined Major 3 and 4 yr BSc – Single	**Fall 2012**	**Fall 2020**	**8 years**
Nursing	4 yr BSc Nursing	**Fall 2009**	**Fall 2016**	**7 years**
Child and Family Studies (Muskoka)	3 yr BA Single Major	**Winter 2013**	**Fall 2021**	**8 years**
Culture and the Arts (Muskoka)	3 yr BA Single Major	**Deferred**	**Fall 2013**	**8 years**
English Studies	3 and 4 yr BA – Single and Combined Major	**Winter 2010**	**Fall 2018**	**8 years**
Faculty of Education	BEd BEd – Consecutive Program 4 yr Concurrent BA/BEd – Brantford *(02-03)* and North Bay *(04-05)* MEd	**Winter 2007**	**Fall 2014**	**7 years**
Social Welfare	3 yr BA – Single or Combined Major	**Winter 2013**	**Fall 2021**	**8 years**
Mathematics and Computer Science	3 and 4 yr BSc – Single and Combined Major with Computer Science 3 and 4 yr BA – Single and Combined Major 3 yr and 4 yr BSc – Single or Combined Major with Math 3 yr BA – Single or Combined MSc Mathematics	**Winter 2013**	**Fall 2021**	**8 years**

Academic Unit	Programs	Last Review	New Review Schedule	Comments
Gender Equality and Social Justice – GESJ	3 yr & 4 yr BA – Single or Combined Major	**Winter 2013**	**Fall 2021**	**8 years**
Biology	3 and 4 yr BSc 4 yr BSc Environmental Biology and Technology – Single Major	**Winter 2013**	**Fall 2021**	**8 years**
PPE - Philosophy, Political Science and Economics	3 yr BA and 4 yr Combined Major-Philosophy 4 yr BA – Combined Major-Political Science 3 yr BA – Single and Combined Major-Political Science 3 yr BA – Single and Combined Major - Economics	**Winter 2005/2006**	**Fall 2014**	**8 years**
Native Studies	3 yr BA – Single and Combined Major	**Winter 2005**	**Fall 2013**	**8 years**
History and Classical Studies	3 and 4 yr BA – Single and Combined Major-History 3 yr BA – Single and Combined Major-Classical Studies MA - History	**Winter 2006**	**Fall 2013**	**7 years**
Religions & Cultures	4 yr BA – Combined Major 3 BA – Single and Combined Major	**Deferred**	**Fall 2013**	**8 years**
Physical & Health Education – *New* (start 2007)	4 yr BPHE		**Fall 2015**	**8 years**

Appendix C
Evaluation Criteria for Cycling Program Reviews

In accordance with the Ontario Universities Council on Quality Assurance Quality Assurance Framework, this review must recognize the autonomy of the University to determine priorities for funding, space and faculty allocation. The review must also address any concerns or recommendations raised in previous reviews as well as the following points:

1. Consistency of the program with the institution's mission and academic plans; the program requirements and learning outcomes are clear, appropriate and align with the standards, educational goals and learning outcomes of the Institutions degree level expectations;

2. Appropriate alignment of the admission requirements with the learning outcomes established for completion of the program;

3. Appropriateness of the program's structure and curriculum to meet its learning outcomes;

4. That the curriculum reflects the current state of the discipline or area of study;

5. Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.

6. Initiatives taken to enhance the quality of the program and associated teaching and learning environment;

7. Appropriateness and effectiveness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning outcomes;

8. Appropriateness of the methods used for evaluating student achievement of the defined learning outcomes and degree level expectations and, where possible, consideration of the effectiveness of the methods used especially in the students' final year, to clearly demonstrate achievement of the program learning outcomes and Nipissing University's statement of Degree Level Expectations (Section 2.0);

9. The level of achievement of students, consistent with the educational outcomes/goals for the program and the degree, and institutional standards, as well as the consideration of achievement of undergraduate degree level expectations;

10. Appropriateness and effectiveness of the use of existing human/physical/financial resources;

11. The definition of indicators that provide evidence of quality of faculty, quality of students (applications and registrations), the outcomes of the program (graduation rate, length of studies, etc.), graduates and such other appropriate indicators as defined by the unit whose program is under review.

12. For graduate programs:
    A. Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
    B. Quality and availability of graduate supervision.
    C. Definition and application of indicators that provide evidence of faculty, student and program quality, for example:
       1. Faculty: funding, honours and awards, and commitment to student mentoring;
       2. Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
       3. Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
       4. Sufficient number of graduate level courses for students to meet the requirement that two-thirds of their courses are at the graduate level.

Appendix D
Guidelines for Self-Appraisal in the Unit Review

FEATURE	Very Informative	Less Informative
GOAL/PURPOSE	The self-study is aimed at quality improvement. Self-study asks for analysis of strengths and weaknesses, and asks how improvements can be made.	The self-study is aimed at defending or justifying the status quo.
FOCUS	The Self-study focuses on the undergraduate and graduate programs as required by NU-IQAP and the Quality Assurance Framework.	The Self-study focuses on the academic unit rather than on the undergraduate/graduate programs.
CHARACTER/NATURE OF REPORT	The Self-study is reflective, analytical, self-critical, and evaluative.	The Self-study is descriptive rather than reflective, analytical, self-critical, and evaluative.
TREATMENT OF CURRICULUM	The curriculum is critically examined, with an eye to degree level expectations, learning objectives, learning outcomes, and to change and improvement.	The curriculum is described.
DEGREE LEVEL EXPECTATIONS/LEARNING OBJECTIVES/ OUTCOMES	The Self-study expresses degree level expectations and learning objectives that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance and commitment of resources.	The Self-study does not address or only superficially addresses Degree Level Expectations, learning objectives or learning outcomes.
TREATMENT OF DATA	Data are analyzed – e.g., Used as the basis for performance indicators. Data analysis contributes to the assessment of strengths and weaknesses of the program(s)	Raw data are attached as appendices, or used only in a descriptive manner.
AUTHORSHIP	The Self-study results from a participatory self-critical process and documents involvement in its preparation by all faculty in the unit, and of students.	The Self-study is written by the Chair, without evidence of buy-in (or sometimes even knowledge) of faculty and students.
STUDENT INVOLVEMENT	The Self-study shows active involvement of students in the agenda-setting, the self-analysis, and the preparation of the Self-study.	There is no evidence of active involvement of students in the preparation of the Self-study.
STUDENT ROLE	Students contribute to the preparation of the Self-study, as well as meet with the	Students meet with the external reviewer(s), but have no input to the Self-study.

FEATURE	Very Informative	Less Informative
	external reviewer(s).	
STUDENT SURVEY	A student survey provides another valuable source of input to the Self-study.	Missing or if a student survey, is conducted after the Self-study is prepared, and so makes no input to that Report.
RELATIONSHIP TO EXTERNAL CONSULTANT MANDATE	The Self-study does address, and inform, all of the issues external consultants are asked to review.	The Self-study does not address, or inform, all of the issues external consultants are asked to review.
NU-IQAP/QUALITY ASSURANCE FRAMEWORK ELEMENTS	The Self-study does explicitly address each of the "elements" specified in the NU-IQAP and the Quality Assurance Framework.	The Self-study does not explicitly address each of the "elements" specified in the NU-IQAP and the Quality Assurance Framework.
INSTITUTIONAL CRITERIA	The institution does specify the criteria of program quality used in its program review process.	The institution does not specify the criteria of program quality used in its program review process.

DL-B
October 2002
Fall 2004
Spring 2008
November 2010
May 2013

Appendix E
Guidelines and Format for the Site Visit

General

1. The expenses for the site visit will be paid for by the Office of the VPAR.

2. The schedule of interviews will be developed by the proposing unit with input from the Office of the VPAR.

3. Only expenditures approved by the Office of the VPAR will be covered by that office.

4. To the extent possible, all members of the review team, both internal and external, will attend all scheduled meetings and interviews.

5. The site visit will usually be two or three days in duration (two nights).

6. If a teleconference (Review Team and VPAR) is not possible before the site visit, the VPAR will meet with the Review Team either on the evening of Day 1 or the morning of Day 2.

Proposed Schedule Format

Day 1   -   External reviewers arrive in afternoon or evening

Day 2   -   Other interviews and meetings (staff/students/faculty/others)
         -    Possible working lunch with faculty
         -    Working dinner of the review team, possibly with the Dean and/or VPAR

Day 3   -   More interviews and meetings (staff/students/faculty/others)
         -    Possible working lunch with faculty
         -    Wrap-up meeting of the review team with the Dean and/or VPAR

Appendix F
Cyclical Review: Reviewers' Report Template

Reviewers are asked to provide an Appraisal Report evaluating the standards and quality of the unit and programs undergoing external review, commenting on the points below. The following template is based on the terms of reference for program appraisals under the NUQAP and highlights the critical elements that must be considered. You are welcome to use this template if it is helpful in organizing your response. Reviewers should make note of any recommendations on any essential and/or desirable modifications.

Faculty/Division under review:	
Program(s) under review:	
Commissioning Officer:	
Date of scheduled review:	

Review Summary (please provide a summary of your findings)**:**

1. Program Evaluation Criteria

A. *Objectives*

- **Consistency of the program with the University's mission and Faculty/unit's academic plans.**

B. Admission requirements

- **Appropriateness of admission requirements for the learning outcomes of the program.**

C. Curriculum and Program Delivery

- **Curriculum reflects the current state of the discipline or area of study.**
- **Appropriateness of the program's structure, curriculum and length to its learning outcomes and degree level expectations.**
- **Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.**
- **Opportunities for student learning beyond the classroom.**

D. *Assessment of Learning*

- **Appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and degree level expectations.**

E. *Quality Indicators*

- **Assessment of program against national and/or regional comparators.**
- **Quality of applicants and admitted students.**
- **Student completion rates and time to completion.**
- **Quality of the educational experience, teaching, and graduate supervision.**
- **Implications of any data (where available) concerning post-graduation employability.**

2. *Research*

- **Scope, quality and relevance of faculty research activities.**
- **Appropriateness of the level of activity relative to appropriate regional comparators.**
- **Appropriateness of research activities for the undergraduate and graduate students in the Faculty.**

3. *Relationships*

- **Strength of the morale of faculty, students and staff.**
- **Scope and nature of relationships with cognate Faculties, academic departments and units.**
- **Extent to which the Faculty, Department or unit had developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs.**
- **Scope and nature of the Faculty, Department, or unit's relationship with external government, academic and professional organizations.**
- **Social impact of the Faculty, Department, or unit in terms of outreach and impact locally and nationally.**

4. *Organizational and Financial Structure*

- **The appropriateness and effectiveness of the Faculty, Department, or unit's organizational and financial structure.**
- **The appropriateness with which resource allocation, including space and infrastructure support, has been managed.**
- **Opportunities for new revenue generation.**
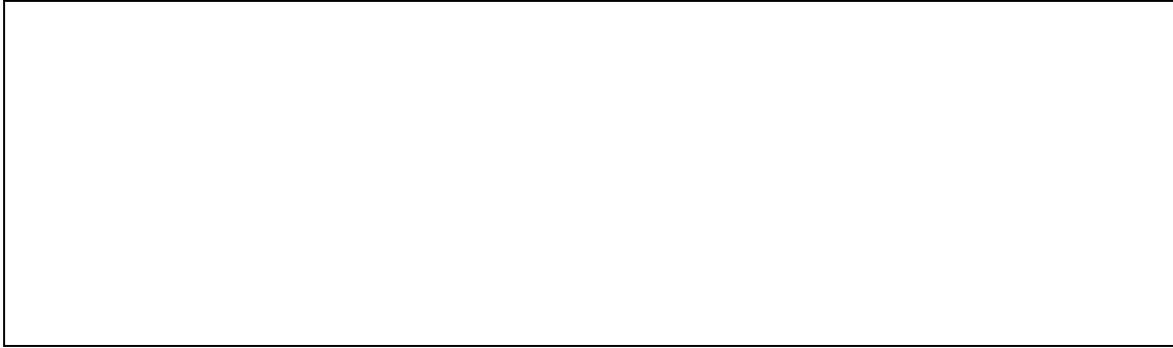
5. *Long-Range Planning Challenges*

- **Consistency with the University's Academic and/or Strategic Plan.**
- **Appropriateness of:**
  - **Complement Plan, including balance of tenure-stream and non-tenure stream faculty;**
  - **Enrollment Strategy;**
  - **Management and Leadership.**
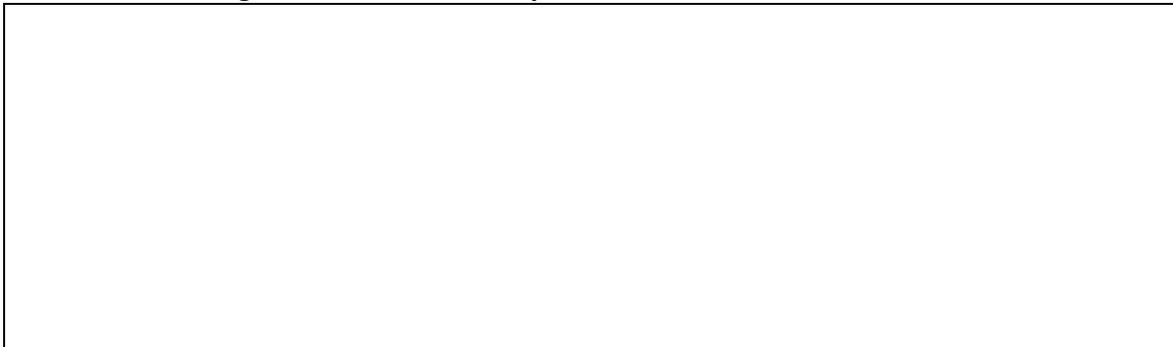
Appendix G
PPC – Final Assessment Report to Senate

A. Basic Information

1. The Self Study was presented to the PPC on <u>XXX</u>.

2. The Review Committee consisted of two external reviewers: <u>XXX</u> and <u>YYY</u>, and two internal reviewers, <u>AAA</u> and <u>BBB</u>.

3. The site visit occurred on <u>XXX</u>.

4. The Reviewers' Report was received on <u>XXX</u>.

5. The Unit's response was provided on <u>XXX</u>.

6. The Faculty Dean's response was received on <u>XXX</u>.

7. The Assistant Vice-President, Research and Graduate Studies' response (if required) was received on <u>XXX</u>.

The academic programs offered by the Centre which were examined as part of the review included:

    <u>List all programs.</u>

This review was conducted under the terms and conditions of the IQAP approved by Senate.

B. Summary of PPC Conclusions

C. PPC comments by key review criteria (see Appendix C and Appendix F)

Objectives

Admission Requirements

Curriculum

Teaching and Assessment

Resources

Quality Indicators

Additional Graduate Program Criteria (if appropriate)

Quality Enhancement

D. Specific Recommendations

Recommendation   Responsible   Projected Date

Appendix H
New Program Approval Process

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                        │   Department    │
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                                 ▼
                        ┌─────────────────┐
                        │     Faculty     │
                        └────────┬────────┘
                                 │
                                 ▼
          ┌──────────────────────────────────┐
          │               PPC                │──────────►  Stage 1
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   │ (Undergraduate Studies  │  │  (Graduate Studies      │
   │      Committee)         │  │      Committee)         │
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                │     Quality Council     │
                └─────────────────────────┘
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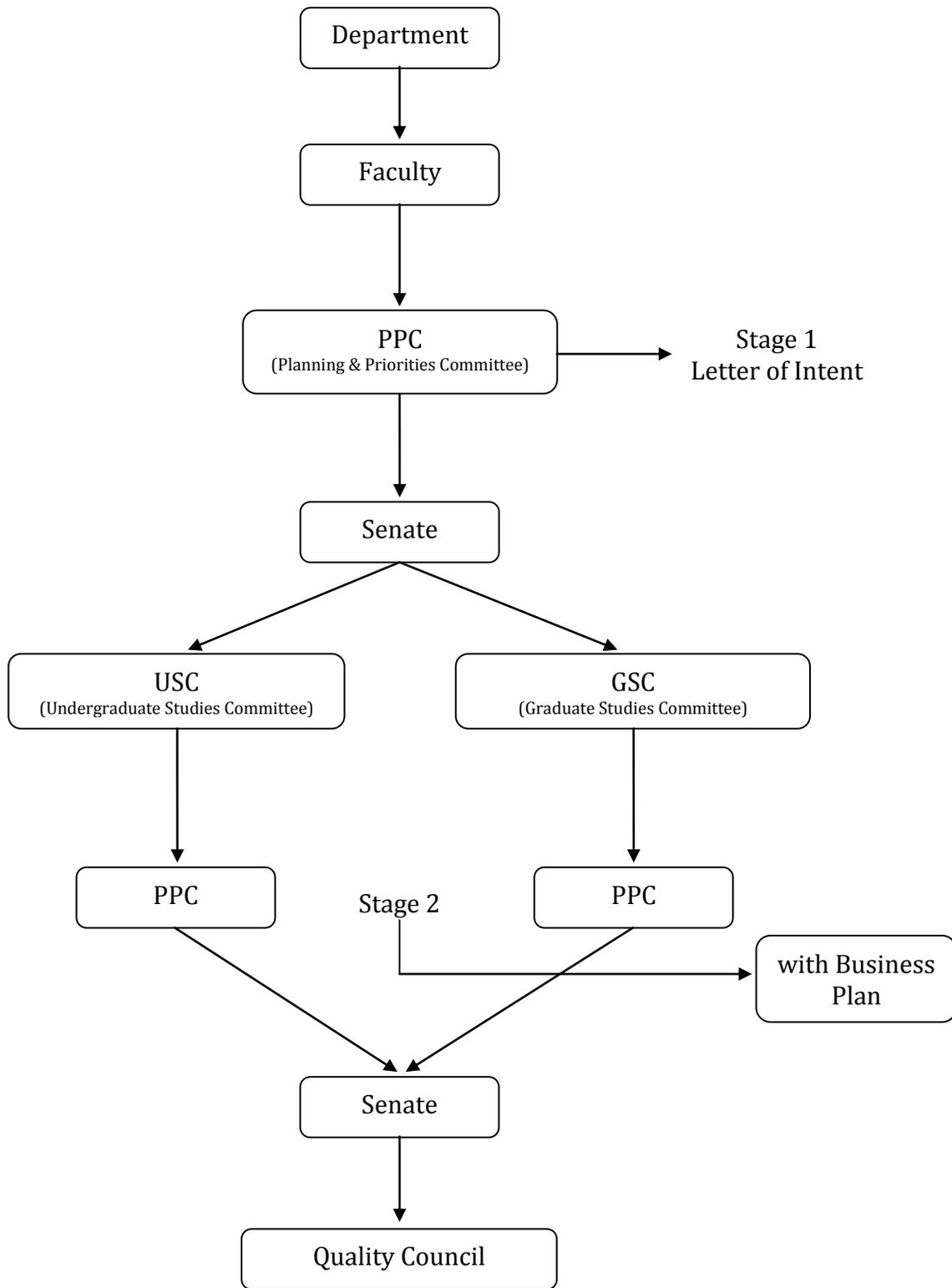
Appendix I
Evaluation Criteria for New Program Approvals

1. **Objectives**
   a. Consistency of the program with the general objectives of the institution's mission and academic plans and with the standards, educational goals and learning objectives of the degree;
   b. Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's undergraduate and graduate Degree Level Expectations (Sections 2.2 and 2.3 respectively);
   c. Appropriateness of degree nomenclature.

2. **Admission Requirements**
   a. Admission requirements must be appropriately aligned with the learning outcomes established for completion of the program (e.g., achievement and preparation), for the learning objectives of the institution and the program;
   b. Sufficient explanation of alternative requirements, if any, for admission into any degree program, as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

3. **Degree Structure**
   a. The program's structure and regulations must be appropriately aligned to meet the specific learning outcomes and degree level expectations (Sections 2.2 and 2.3);
   b. For programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period;
   c. How the curriculum addresses the current state of the discipline or area of study;
   d. Identification of any unique curriculum or program innovations or creative components

4. **Research**
   a. For research-focused undergraduate and graduate programs, a clear indication of the nature and suitability of the major Research requirements for degree completion.
   b. **For Graduate programs only**, a minimum of two-thirds of the course requirements must be from among graduate level courses.

5. **Delivery Mode**
   a. Appropriateness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning objectives and degree level expectations.

6. **Assessment of teaching and learning**
   a. Appropriateness of the proposed methods for the assessment of student achievement of the intended learning outcomes and Degree Level Expectations (Sections 2.2 and 2.3);

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 (Sections 2.2 and 2.3).

7. **Resources for all programs**
   a. Appropriate use of the existing human/physical/financial Resources, and any institutional commitments to supplement those resources to support the program;
   b. Participation of a sufficient number of faculty, including full-time tenured appointments, with evidence of their competence and academic expertise to teach and/or supervise in the area of the proposed program;
   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.

8. **Resources for Undergraduate Programs Only**
   Evidence of and planning for adequate numbers and quality of:
   a. Faculty and staff to achieve the objectives of the program,
   b. 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.

9. **For Graduate Programs Only:**
   a. Evidence that faculty have recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an intellectual climate.
   b. Where appropriate evidence that financial assistance for students is sufficient to ensure adequate quality and number of students.
   c. Evidence of how supervisory loads will be distributed and the qualifications and appointment status of faculty who will provide instruction and supervision.

10. **Quality and Other Indicators**
    a. Definition and use of indicators that provide evidence of quality of the faculty (i.e. qualifications, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the proposed program). Faculty CVs should be in a standardized format, such as that used by one of the Tri-Councils.
    b. Evidence of program structure and faculty research that will ensure the intellectual quality of the student experience.

Appendix J
Nipissing University Criteria for Program Development

In accordance with the processes approved by Senate, June 4, 2008, the proposal must address each criterion as it pertains to the proposed program development. The program proposal should identify where the program meets or addresses the strategic criteria. It is understood and expected that not all of the criteria will be relevant to a specific program proposal.

A. Academic Fit and Relevance
   1. To what extent does the program fit with Nipissing's mix of academic programs?
   2. How relevant is this program to the academic activities of Nipissing?
   3. Does this program strengthen the academic offerings of Nipissing?

B. Interdisciplinarity
   1. Does this program involve interdisciplinary approaches?
   2. Does this program involve two or more departments or program areas? Identify them.
   3. Does this program involve collaboration between the Faculty of Arts and Science, the Faculty of Applied and Professional Studies, and/or the Faculty of Education?

C. Critical Inquiry Initiative (CII)
   Does this program involve one or more of the following components of the CII?
   1. Internationalisation:
      a. Does this program have international content?
      b. Does this program provide for students to gain a formal international experience as part of the program of studies? Is it mandatory or preferred?
      c. Does this program have appeal to international students?
   2. Service/Experiential Learning
      a. Does this program have a formal service learning or experiential learning component? If so, what is it?
      b. If there is no formal component, is there a way that students can incorporate a service learning experience into their program?
   3. Research Opportunities
      a. Does this program have a formal research component for the students? If so, what is it?
      b. If there is no formal research component, are there ways that students can incorporate a direct research experience in their program?

D. External Partnerships
   1. Has this program been developed in partnership with any external groups?
   2. If so, how has the partnership been incorporated into the program?
   3. How will students benefit from this partnership?

E. <u>Access for First Generation Students</u>
   1. Does this program provide any specific ways to attract first generation students?
   2. How does this program contribute to increasing access for students who have traditionally not attended university?
   3. Are there any ways in which this program can be promoted to first generation students?

F. <u>University–College Collaboration</u>
   1. Does this program involve any formal collaboration between Nipissing University and a college? If so, what is the nature of the collaboration?
   2. If not, is there potential for the program to link into a college in some manner?

G. <u>Graduate Studies</u>
   1. Is this a graduate level program?
   2. If so, is it in an area of established research strength at Nipissing University?

H. <u>Teaching and Learning Excellence</u>
   1. In what ways does this program promote excellence in teaching and learning?
   2. Does this program incorporate any innovative approaches or techniques for teaching and learning?
   3. Does this program define clear learning outcomes for the students?

I. <u>Regional Need and Relevance</u>
   1. What regional need does this program address?
   2. How is this program relevant to the region(s) we serve?
   3. How is this program unique or distinctive to Nipissing?

J. <u>Environment and Sustainability</u>
   1. Does this program have content that is directly related to the environment and sustainability?
   2. Does this program contribute to a better understanding and awareness of the environment and sustainability?
   3. How will this program help our students become better citizens in terms of the environment and sustainability?

K. <u>Program Sustainability (Business Plan)</u>
   1. Does this program meet a demonstrated demand?
   2. Does this program provide students with the credentials and learning outcomes that are required for successful application in their careers and lives after university?
   3. Is there compelling evidence to support the anticipated enrolments in this program?
   4. How is this program sustainable over the long term?

Appendix K
Sample Template for Reviewers' Reports for New Programs

This template is available for download from the Quality Council's website and may be adapted to meet the needs of an institution's approved IQAP.

Reviewers' Report on the Proposed (INSERT DEGREE) Program in (INSERT PROGRAM NAME) at (INSERT UNIVERSITY)

(REVIEWER 1)   (REVIEWER 2)
UNIVERSITY ADDRESS   UNIVERSITY ADDRESS

1. **OUTLINE OF THE REVIEW**
   Please indicate whether this review was conducted by desk audit or site visit. For those reviews that included a site visit, please indicate the following:
   - Who was interviewed
   - What facilities were seen
   - Any other activities relevant to the appraisal

2. **EVALUATION CRITERIA**
   NOTE: Reviewers are asked to provide feedback on each of the following Evaluation Criteria. *(Institutions are to add to these criteria if their IQAP includes additional criteria.)*

   2.1 **Objectives**
       - Consistency of the program with the institution's mission and academic plans.
       - Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations.
       - Appropriateness of degree nomenclature.

   2.2 **Admission Requirements**
       - Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
       - 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.

   2.3 **Structure**
       - Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations.
       - For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

   2.4 **Program content**
       - Ways in which the curriculum addresses the current state of the discipline or area of study.

- Identification of any unique curriculum or program innovations or creative components.
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

2.5   Mode of delivery
Comment on the appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.

2.6   Assessment of teaching and learning
- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.

2.7   Resources for all programs
- 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.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- 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.

2.8   Resources for graduate programs only
- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

2.9   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.

2.10   Quality and other indicators *(to be inclusive of the institution's own additional quality indicators)*
- Definition and use of indicators that provide evidence of quality of the faculty (*e.g.*, qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

NOTE: Reviewers are urged to avoid using references 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 of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

3. OTHER ISSUES

4. SUMMARY AND RECOMMENDATIONS
NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Signature:_____

Date:_____

Signature:_____

Date:_____

Appendix L
New Program Proposal Brief for Council on Quality Assurance

"[Click here and type the University(s) Name]"

Program Proposal Brief
of the
[Degree]
in
[discipline]

Submitted to the
Ontario Universities Council on Quality Assurance
[date]

NOTE – This Template should be used for submission of a Proposal Brief for one of the categories described below. Minor adjustments will need to be made to the Template accordingly, although the basic information in the Evaluation Criteria is common to all programs:

- **New Program:** Any degree, degree program, or program of specialization, 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.
- **Program of Specialization** (*e.g.,* a **major**, **honours program**, **concentration** or similar): An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed in full or partial fulfillment of the requirements for the awarding of a degree, and is recorded on the graduate's academic record.
- **Expedited Approvals:** The Quality Council will normally require only an **Expedited Approval** process where:
  a) an institution requests endorsement of the Quality Council to **declare a new Field in a graduate program**. (Note: Institutions are not required to declare fields in either master's or doctoral programs.); or
  b) there is a proposal for a **new Collaborative Program**; or
  c) there are proposals for **new for-credit graduate diplomas;** or
  d) there are **Major Modifications to Existing Programs**, as already defined through the **IQAP**, proposed for a degree program or program of specialization. (Note: Applies only in cases where an institution requests a Quality Council review of a major modification.)

  As Expedited Approvals do not require the use of external reviewers, Appendices 1 and 2 do not apply.

The Template should be used in conjunction with the Quality Assurance Framework.

INTRODUCTION

1.1   Objectives of the program

 [Describe the consistency of the program with the institution's mission and academic plans.

Also describe the program's requirements and associated Learning Outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations, and the degree nomenclature.]

1.2   Admission requirements

[Describe the program's admission requirements for the Learning Outcomes established for completion of the program.

Explain any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.]

1.3   Structure

[Describe the program's structure and regulations to meet specified program Learning Outcomes and Degree Level Expectations.

For graduate programs, provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.]

1.4   Program content

[Describe the ways in which the curriculum addresses the current state of the discipline or area of study.

Identify any unique curriculum or program innovations or creative components.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

Provide evidence[1] that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.]

1.5   Mode of delivery

[Describe the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.]

1.6   Assessment of teaching and learning

[Describe the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.

Detail the plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.]

---

[1]   *Including course requirements, with course numbers and course names.*

1.7   Resources for the proposed program

[Describe 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.

Provide evidence of participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.

Provide 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.]

1.8   Resources for graduate programs only

[Provide evidence[2] that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

Provide evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.]

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.]

1.10   Quality and other indicators

[Define and provide indicators that provide evidence[2] of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.]

1.11   Fields in a graduate program [optional]

[If a graduate program wishes to have a Quality Council endorsed field, please provide the following information:]

The master's program comprises the following fields: ... [list, as applicable]
The PhD program comprises the following fields: ... [list, as applicable]

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[2]   *Faculty CVs provided should be in a standardized format, such as that used by one of the Tri-Councils.*

Appendix 1:

External Reviewer(s)' Report

[Please insert the External Reviewer(s)' Report here.]

APPENDIX 2:

Institutional Response to the External Reviewer(s)' Report

(Section 2.2.8)

[Please insert the institution's response to the External Reviewer(s)' Report here.]