



# **QUALITY ASSURANCE HANDBOOK**

Policies, procedures and resources  
to guide undergraduate and graduate  
program development and improvement at UOIT

**UOIT Academic Council  
June 15, 2010, revised June 9, 2011**



## QUALITY ASSURANCE HANDBOOK

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*(Templates and supplementary guidelines available on request)*

## INTRODUCTION

The UOIT Quality Assurance Handbook was developed to inform and guide undergraduate and graduate program development and improvement at the university. This document sets out the general academic governance structure that frames the university's program offerings and brings together the various policies, procedures and protocols that facilitate and support their ongoing improvement. In this way, the university can ensure ongoing academic coherence and integrity in its curricula while remaining rigorous and consistent in the expansion and refinement of program offerings.

On June 9, 2011, the UOIT handbook was ratified by the Ontario Universities Council on Quality Assurance (Quality Council) as being consistent with the substance and principles as set out in the provincial Quality Assurance Framework that came into effect on April 23, 2010. Under this framework, Ontario universities were required to develop quality assurance processes that incorporate provincial degree level expectations, and are consistent with its protocols and with the institution's own mission and mandate. The Quality Council is an independent, arm's length body that has been vested with the final authority for the administration of the framework and for decisions concerning the approval of new programs and compliance with program audit guidelines at universities in Ontario.

The handbook is intended to serve as a reference tool that integrates the policies and procedures relating to curriculum development and outlines the specific mandates of officers and committees as relevant within the context of program and curricular development. The policy statements as approved by Academic Council define the university's commitment to the different aspects of quality assurance and the broad level responsibilities for carrying out this commitment. The associated procedures will be revisited and revised as our experience with the document evolves and grows. At the same time, it is hoped that colleagues will draw attention to any errors or omissions in the document or improvements that can be made to it, so that it can remain informative and helpful over the longer term.

UOIT Academic Council  
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## **1. QUALITY ASSURANCE AT UOIT**

UOIT is committed to ensuring the highest quality of learning experience for students while maintaining the highest integrity of its academic programs. To do this, the university has in place policies and procedures that are consistent with the Ontario Quality Assurance Framework,<sup>1</sup> and promote quality assurance in the ongoing review and improvement of curriculum and courses, the periodic review of program offerings, and the development of new programs. UOIT's quality assurance processes are designed to ensure that all academic programs at the university:

- Align with UOIT's mission, values and strategic plans
- Remain coherent, rigorous and relevant
- Make the best use of resources available to them
- Are subject to continuous quality improvement based on empirical evidence and collegial judgment
- Draw upon and enhance existing strengths at the university

The establishment and oversight of both the policy and procedural aspects relating to the approval of new programs, program revisions and program review are the responsibility of the UOIT Academic Council.

### **A. QUALITY ASSURANCE PROCESS**

The quality assurance framework at UOIT encompasses the full range of curricular and programmatic endeavours at both the graduate and undergraduate levels, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding. The framework extends to new and continuing undergraduate and graduate degree and diploma programs whether offered in full, in part, or conjointly by any institutions federated or affiliated with the university. This framework also applies to programs offered in partnership, collaboration or other such arrangement with other post-secondary institutions including colleges, universities, or other institutes.

UOIT's quality assurance framework encompasses the following processes:

1. The ongoing review and refinement of existing programs, ranging from minor course changes through to the introduction of new options and streams;
2. The cyclical review of existing programs;
3. The establishment of new degree programs; and
4. The establishment of new non-degree programs.

In the subsequent sections of this document, the policies and procedures that define and guide these four facets of quality assurance are described in greater detail, along with an overview of the requirements for advancing curricular improvements that will inevitably result from their implementation. The document also includes resource material and templates to supplement these processes.

### **B. ROLES AND RESPONSIBILITIES**

#### **1. PROVOST AND ASSOCIATE PROVOSTS**

The Provost is responsible for the overall academic direction and development of the university. In the context of quality assurance, the Provost is responsible for ensuring that the policies and procedures

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<sup>1</sup> For further information, see: "Quality Assurance Framework," Ontario Universities Council on Quality Assurance (April 27, 2010)

established under this framework are carried out. The Provost shall be the authoritative contact between UOIT and the Quality Council.

The Provost's Office, through the Associate Provosts (Associate Provost Academic and Associate Provost and Dean of Graduate Studies), coordinates the day to day management of the quality assurance process, and works in collaboration with Deans and units to implement the procedures for developing and assessing academic programs, including coordinating internal and external appraisals and pulling together key institutional data and other indicators of program quality.

The Provost's Office will also maintain all documentation associated with curricular changes, program modifications, new program proposals, accreditation reports, and program reviews, proposals and briefs, reviewers' reports, responses and plans for implementation, for a period of ten years. The documentation will then be entered into the university archives, exclusive of any personal or confidential information.

## **2. FACULTY DEANS**

Faculty Deans have overall responsibility for the direction and development of the academic and intellectual life of the Faculty and the management of its resources. In the context of the quality assurance framework, deans ensure that established protocols are carried out, including:

- Initiating program development
- Planning for the compilation and analysis of information
- Appointing program teams to prepare reports and documentation as required
- Facilitating active involvement by faculty in the participating program and within the broader community
- Ensuring appropriate consultation with key stakeholders
- Coordinating responses where appropriate, and
- Developing plans to implement any recommendations resulting from these processes.

## **3. PROGRAMS AND FACULTIES**

Programs and Faculties, under the leadership of the Dean, are responsible for ongoing program development, improvement and review, designing curricular changes, and readying them for consideration through the various levels of collegial review.

## **4. ACCREDITATION BODIES**

Some programs fall under a provincial, federal or international accreditation standard. Such programs undergo an independent review process by the accrediting body. Recommendations from the accreditation review process are reviewed by the appropriate faculty. Program changes resulting from accreditation processes are reviewed by the appropriate Faculty Council and an accreditation oversight committee where established before proceeding to the appropriate standing committee of Academic Council.

## **5. FACULTY COUNCILS**

Faculty Councils have responsibility for the approval of new programs and courses, policies of the Faculty including admission to its programs, academic standards, curriculum and degree requirements, and long-range academic planning. Faculty Councils also have delegated authority from Academic Council to approve such routine changes in curriculum as changes to existing courses and the deletion of courses. These are reported to CPRC on an annual basis to enable a comprehensive audit of the changes across the university and facilitate their integration into the undergraduate and graduate calendars.

## **6. CURRICULUM AND PROGRAM REVIEW COMMITTEE**

The Curriculum and Program Review Committee (CPRC), chaired by the Associate Provost Academic, is charged with examining proposals for new undergraduate degree and non-degree programs and major changes to existing programs and recommending their approval, as appropriate, to Academic Council. Under its terms of reference, the Committee is responsible for:

- Ensuring the academic quality of the proposal and the adequacy of the plan for resources to support it.
- Looking for evidence that the proposal has emerged from unit planning processes and will meet the standards established by relevant external bodies.
- Encouraging, wherever possible, cooperation and consultation among academic units including the promotion of complementary programming.
- Flagging for the Executive Committee's attention matters bearing on academic policy.

CPRC is also responsible for receiving and reviewing annual summary reports of all curricular changes made by Faculties at the end of the calendar year to ensure ongoing consistency and coherence in program offerings and to facilitate the integration of the changes into the undergraduate calendar.

Further, CPRC is responsible for receiving and reviewing reports, recommendations and action plans arising out of the cyclical review of undergraduate programs and reporting annually to the Executive Committee and then to Academic Council on the outcomes of all program reviews conducted during the academic year, the implementation of recommendations from previous reviews, and the schedule of reviews for the next academic year.

## **7. GRADUATE STUDIES COMMITTEE**

The Graduate Studies Committee (GSC), chaired by the Dean of Graduate Studies, is charged with maintaining the academic standards set by Academic Council and examining proposals for new graduate degree and non-degree programs and major changes to existing programs and recommending their approval, as appropriate, to Academic Council. Under its terms of reference, the Committee also takes responsibility for:

- Ensuring the academic quality of the proposal and the adequacy of the plan for resources to support it.
- Looking for evidence that the proposal has emerged from unit planning processes and will meet the standards established by relevant external bodies.
- Encouraging, wherever possible, cooperation and consultation among academic units including the promotion of complementary programming.
- Identifying and addressing matters bearing on academic policy.

The Graduate Studies Committee is also responsible for receiving and reviewing annual summary reports of all graduate curricular changes made by Faculties at the end of the calendar year to ensure ongoing consistency and coherence in program offerings and to facilitate the integration of the changes into the graduate calendar.

Further, the Graduate Studies Committee is responsible for receiving and reviewing reports, recommendations and action plans arising out of the cyclical review of graduate programs and reporting annually to the Executive Committee and then to Academic Council on the outcomes of all program reviews conducted during the academic year, the implementation of recommendations from previous reviews, and the schedule of reviews for the next academic year.

## **8. NON-DEGREE PROGRAM OVERSIGHT COMMITTEE**

The Non-Degree Program Oversight Committee, comprised of the Associate Provost, Academic (Chair), the Dean/delegate of Graduate Studies, deans/delegates of Faculties from units offering certificate programs, and the Director, Academic Planning and Operations, is responsible for approving, assessing and monitoring all certificate programs offered by the university. In reviewing new certificate programs, the Committee takes responsibility for ensuring the academic quality of the proposal and the adequacy of the plan for resources to support it. The Committee will be responsible for reporting all new certificate programs to the appropriate standing committee (Graduate Studies Committee or Curriculum and Program Review Committee), which will in turn report these programs for information to Academic Council.

## **9. ACADEMIC COUNCIL**

Under the UOIT By-Laws and specifically with respect to UOIT's quality assurance framework, UOIT's Academic Council is responsible for advising the Board of Governors on the establishment and termination of degree programs. Academic Council also holds delegated authority from the Board to establish and regulate the academic standards for admission to and graduation from the University, the curricular policies and procedures of the University, and the contents and curricula of all courses of study. Other matters that fall under the mandate of Academic Council not related to curriculum are outlined on the Academic Council website.

All proposals put forward by Faculty Councils are considered by the appropriate standing committee of Academic Council, such as the Graduate Studies Committee, and the Curriculum and Program Review Committee, which in turn presents them to Academic Council for approval or for information as appropriate.

## **10. BOARD OF GOVERNORS**

The UOIT Act (2002) invests in the Board of Governors responsibility for planning, determining policies for and providing for the overall development of the university, including approving strategic plans, budgets and expenditure plans. In this context, all proposals that lead to the establishment or termination of degree programs, the establishment or de-establishment of Faculties, institutes and chairs and councils within those Faculties, and university strategic plans are subject to final approval by the Board.

## **11. QUALITY COUNCIL**

The Ontario Universities Council on Quality Assurance (Quality Council), established in April 2010, is charged with overseeing quality assurance processes for programs leading to degrees, diplomas and certificates at Ontario's publically assisted universities. The Quality Council ratifies institutional quality assurance procedures, and any substantive change to these procedures, and undertakes regular audits of these processes for compliance with the provincial framework on an eight year cycle. In addition, the Quality Council approves institutional quality assurance procedures, and reviews all proposals for new degree programs, major modifications to existing programs and summary reports of program reviews.

## **12. MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES**

Proposals for new degree programs may also require external funding approval by the Ministry of Training, Colleges and Universities following approval by the Board. The process and documentation requirements for new program briefs outlined in this handbook are designed to meet the submission requirements of the Ministry.

### **13. REGISTRAR'S OFFICE**

The Registrar's office is responsible for the implementation of records relating to new undergraduate programs and curricular changes once approved or reported to Academic Council, ensuring that students meet the admission requirements of the program, and that requirements for the degree have been fulfilled upon graduation.



## 2. REPORTING REQUIREMENTS

All curricular items concerning academic programs must flow through the appropriate standing committee of Academic Council, and subsequently reported to Academic Council for information or approval. This includes new degree programs and their associated regulations, new minors, specializations and concentrations, new diploma programs, new courses, and also any deletions or revisions to these items. In those cases where program development and review are solely related to undergraduate level study, the standing committee assigned to conduct quality assurance reviews is the Curriculum and Program Review Committee (CPRC). At the graduate level, the Graduate Studies Committee (GSC) is the body assigned to conduct quality reviews. For the purposes of this document, references to CPRC/GSC should be taken to relate to the corresponding level of study.

### A. CURRICULUM APPROVAL PROCESS

Curricular improvement and change occurs at different levels, from changes to individual courses through to major academic program initiatives, and the requirements for documenting and reporting these items are categorized as follows.

#### i. Changes to degree programs (See Section 3)

Program review and improvement takes place on an ongoing basis and can result in curricular changes at three different levels:

- **Minor curricular changes** fall under the Faculty Council purview, normally through its curriculum committee, and must be reported to CPRC or GSC in **mid-November** each year in the form of an annual summary report.
- **Minor program adjustments** are reported to Academic Council through its appropriate standing committee (CPRC/GSC). These changes must be presented to the committees for quality review following their approval by Faculty Council. To be included in the academic calendars for the subsequent academic year, proposals must be received by the committees no later than **mid-November**.
- **Major modifications to existing programs such as the introduction of new program streams and options** are subject to full review and approval by Academic Council upon the recommendation of CPRC/GSC and following approval by Faculty Council. These changes are also reported annually to the Quality Council under the provincial quality assurance framework.

#### ii. Reviews of existing degree programs (See Section 4)

The reports and action plans of program reviews are presented to CPRC/GSC following assessment by external reviewers and subsequent response by the program under review. The outcomes of the reviews are reported to Academic Council, and subsequently reported to the Board of Governors and the provincial Quality Council under the quality assurance framework. Curricular improvements arising from the review will subsequently be brought forward as changes to existing programs as outlined in part (i) above.

#### iii. New degree programs (See Section 5)

All proposals leading to the establishment of new degree programs are subject to external review prior to their presentation and approval by Faculty Council. These proposals are then subject to a full review by Academic Council upon the recommendation of CPRC /GSC. In addition, the new program proposals are also appraised by the Quality Council under the provincial quality assurance framework and may also require review by the Ministry for funding purposes.

#### **iv. New non-degree programs (See Section 6)**

New non-degree programs, such as certificates and short courses, are reviewed by the Non-Degree Program Oversight Committee following approval by the Faculty Council of the sponsoring unit. These proposals are subsequently reviewed by CPRC/GSC and reported for information to Academic Council.

Further details on the policies, procedures and documentation requirements for these processes are outlined in the following sections. In addition, a flow chart and summary table outlining the approval process for specific curricular changes are provided in Sections 7-A and 7-B.

### **B. CONSULTATION**

Deans and programs must ensure that appropriate consultation takes place with the Faculties and programs that may be affected by any proposal being put forward. Consultation is particularly critical in cases where the changes involve offerings that are shared among programs and/or which may affect different groups of students (e.g., changes to courses that are core courses in other programs, cross-listed courses, changes to pre-requisites, co-requisites and degree credit exclusions). Evidence must be provided to demonstrate that this consultation has taken place.

Further, where there are possibilities for efficiencies to be achieved in the design and delivery of the program by collaborating with other units, it is expected that these will be fully explored prior to their review by Faculty Council and that the nature and outcomes of these discussions will be included within the proposal going forward. This requirement does not empower other units to stand in the way of new academic initiatives, but rather it is intended to ensure that all possible avenues of cooperation will have been fully considered in the initial stages.

For major academic initiatives, such as new programs, new diplomas, and new streams, specializations and options within existing programs, proposers must consult with the Provost at the initial stages to ensure that any resource requirements are appropriately addressed before work on the proposal proceeds. In addition, at the time of their review by Faculty Council and by CPRC/GSC, all proposals for new initiatives and programs must include statements from the following areas:

- The Provost, commenting on resource implications
- The Registrar or the Dean of Graduate Studies, assessing the demand for the new initiative, admissions considerations, and the availability of support for its implementation
- The Chief Librarian, assessing the adequacy of library holdings to support the initiative

### **C. ANNUAL REPORTS OF FACULTY COUNCILS**

Faculty Councils, under the leadership of the Dean, are required to submit to CPRC and GSC in mid-November an annual report that summarizes all of the curricular changes that have been made by the Faculty during that calendar year and that are to be incorporated into the academic calendars for the following year. (See Section 8-C Annual reporting template.)

It is important to note that any change to courses or curricula must be presented to Academic Council for approval or information before it can be included in the academic calendars. To this end, the deadline for submission of annual reports to the committees is aligned with the calendar production schedule to ensure that these timelines are met.

The reports also enable the committees to conduct a comprehensive audit of curricular changes across the university and identify emerging trends and issues that may be addressed on a university-wide basis.

### **3. CHANGES TO EXISTING DEGREE PROGRAMS**

#### **PREAMBLE**

For existing degree programs, the following policy and procedures set out the process for defining and documenting changes to courses and programs to facilitate their review and approval under the provincial quality assurance framework.

#### **A. POLICY**

Deans and Faculties must plan for the ongoing refinement and improvement of new and continuing programs and for making major and minor modifications to them when it is considered appropriate to do so. These changes may be prompted by feedback from students, faculty and staff participating in the program, by matters arising through the course of its delivery, or as a result of a full examination of the curriculum through accreditation or the cyclical program review process.

In the planning for these changes, proposers must take into consideration the impact the changes may have on the human, instructional, physical and financial resources and provide a plan to address them. In addition, as even minor changes can have implications for students in other courses and programs, there must be open consultation with those who may be affected by the changes, as well as with those who are key to its implementation, including the Provost, the Registrar's office or the Office of Graduate Studies, and the Library.

All modifications to existing degree programs shall be subject to approval by the unit's Faculty Council(s) and subsequent review and approval by the appropriate Academic Council standing committee (CPRC or GSC) and approval by Academic Council where appropriate, in accordance with prescribed procedures and documentation requirements (see below). In addition, major modifications to programs shall also be subject to review by the provincial Quality Council.

#### **B. PROCEDURES**

Modifications to existing degree programs range from changes to individual courses and curricular offerings, through minor adjustments to programs and regulations, to major program modifications, such as the introduction of new specializations and options.

##### **1. MINOR CURRICULAR CHANGES**

Minor curricular changes are generally defined as those changes to individual courses and curricular offerings that do not affect the overall program requirements, including:

- Changes to course sequencing, such as the re-arrangement or re-ordering of current offerings within a program without changing the overall program requirements
- New elective courses and the deletion of elective courses
- Changes to course titles and course descriptions
- Changes to course numbers, credit weighting of elective courses, and contact hours in lecture, lab, tutorial or other components
- Changes to prerequisites, co-requisites, cross-listed courses, credit restrictions and/or credit exclusions
- Changes in the design, mode of delivery, course learning outcomes, teaching and assessment methods of an individual course
- Other minor changes to individual course offerings that do not affect the overall program requirements

Minor curricular changes fall under the purview of the Faculty Council, normally through its curriculum committee. Changes to courses that are core courses in other programs must be reviewed by each Faculty Council responsible for the affected programs. Changes must be reported to CPRC/GSC in summary form at the end of the year prior to their implementation and incorporation into the undergraduate and graduate calendars.

Reports for minor curricular changes must use the Annual Curriculum Reporting Template, and be accompanied by corresponding Course Change and New Course Templates (see Section 8 - Templates).

## 2. MINOR PROGRAM ADJUSTMENTS

Minor program adjustments are defined as changes to degree requirements and/or learning outcomes that may require a plan for transitioning cohorts of students to meet different requirements over time, including:

- The introduction of new required courses
- The deletion of required courses
- Other changes to degree requirements or program learning outcomes
- New academic requirements or changes to existing requirements

Minor adjustments to programs and regulations must be presented directly to CPRC or GSC for consideration following their approval by Faculty Council. The committee will conduct a quality review of the program proposal using the UOIT Program Quality Review Criteria as set out in Section 7-C. Any changes must receive this committee's approval prior to their implementation and inclusion in the academic calendars. The outcomes of the review are subsequently reported to Academic Council for information.

Proposal briefs for minor program adjustments must include the following documentation:

- Summary of the proposed change, setting out the rationale and context for it
- Description of the ways in which the proposed change will enhance the academic opportunities for students, or the issues or challenges that the proposed change are intended to address
- If the proposed change involves students/faculty from other programs or courses, provide an account of the process of consultation with those units and measures taken to minimize the impact of the change on students
- Timeline for the implementation of the proposed change and transition plan for current students if applicable
- Analysis of the financial and enrolment implications
- Calendar copy and program maps for the proposed change that clearly highlight the revisions to be made to the existing curriculum
- Completed templates for all new courses and changes to existing courses that result from the change (see Section 8 - Templates).

### 3. MAJOR PROGRAM MODIFICATIONS

Major program modifications are defined as those modifications that constitute a significant change to the design and delivery of an existing program. The Quality Council defines major modifications to include the following program changes<sup>1</sup>:

- a) Requirements that differ significantly from those existing at the time of the previous cyclical program review;
- b) Significant changes to the learning outcomes;
- c) Significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus, online delivery, inter-institutional collaboration);
- d) The addition of a new field to an existing graduate program. This modification is subject to an Expedited Approval. Note that institutions are not required to declare fields for either master's or doctoral programs.

For greater clarity, the Quality Council has provided the following examples to illustrate changes that normally constitute a significant change and would therefore be considered a major program modification:

- The merger of two or more programs
- New bridging options for college diploma graduates
- Significant change in the laboratory time of an undergraduate program
- The introduction or deletion of an undergraduate thesis or capstone project
- The introduction or deletion of a work experience, cooperative education, internship or practicum, or portfolio
- At the master's level, the introduction or deletion of a research project, research essay or thesis, course-only, co-op, internship or practicum option
- The creation, deletion or re-naming of a field in a graduate program
- Changes to the requirements for graduate program candidacy examinations, field studies or residency requirements
- Changes to courses comprising a significant (i.e., one-third) proportion of the program
- Other changes to program content that affect the learning outcomes, but do not meet the threshold of a 'new program'
- Changes to the faculty delivering the program that alter the areas of research and teaching interests (e.g. a large proportion of the faculty retires; new hires)
- A change in the language of program delivery
- The establishment of an existing degree program at another institution or location
- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa
- Change to full- or part-time program options, or vice versa
- Changes to the essential resources, where these changes impair the delivery of the approved program

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<sup>1</sup> Ontario Universities Council on Quality Assurance, Quality Assurance Framework, 1.6 , April 22, 2010 (p. 6).

Program modifications that will result in a more substantial change to its nature and content will require review and approval in accordance with Section 5 on New Degree Programs. The final determination of whether a program modification constitutes a significant change or a new program shall rest with the CPRC or GSC chair as appropriate.

Proposal briefs for major program modifications must be prepared in accordance with part C below and must include evidence that appropriate consultation has taken place. Once proposals are approved by Faculty Council, they will be subject to quality review by CPRC/GSC using the UOIT Program Quality Review Criteria as set out in Section 7-C. Once approved, the proposal will be sent to the Executive Committee of Academic Council, and subsequently to the Academic Council for review and approval. These changes are also reported annually to the provincial Quality Council under the quality assurance framework. New for-credit diploma programs at the graduate level will be subject to expedited review by the Quality Council. Other major modifications may also be submitted to the Quality Council for expedited review if the institution so requests.

## C. MAJOR PROGRAM MODIFICATIONS – PROPOSAL BRIEFS

Proposals briefs for major modifications of academic programs must include the following documentation:

### 1. INTRODUCTION

- Brief background on the existing program and rationale for new program component
- Overview of the new program component, indicating the career and academic opportunities for graduates and other evidence of fit with the mission, mandate and strategic plans of the university
- Description of how the new program component fits into the broader array of program offerings, particularly those areas of teaching and research strengths and complementary areas of study

### 2. DEGREE REQUIREMENTS

#### a. Program learning outcomes

Description of the abilities that graduates of the new program component are expected to demonstrate in the following areas consistent with the provincial degree level expectations:

- |   |                                       |
|---|---------------------------------------|
| 1. Depth and breadth of knowledge                                     | 4. Communication skills               |
| 2. Knowledge of methodologies/<br>Research and scholarship (Graduate) | 5. Awareness of limits of knowledge   |
| 3. Application of knowledge   | 6. Autonomy and professional capacity |

(see Sections 7-D Degree level expectations and 7-E Program learning outcomes)

#### b. Admission requirements

An outline of the requirements for admission to the new program component, including additional requirements or procedures, and recognition of prior learning experience

#### c. Program structure

Calendar copy and program maps for the new program component showing courses and/or research components offered each semester, and indicating courses currently offered, new courses, and required courses provided by other units; describe also any experiential or other applied learning opportunities that are part of the new program component

#### d. Program content

Proposed course outlines, using the New Course Template, indicating calendar level course

descriptions, pre-requisites and co-requisites, credit weight, hours of class, labs and tutorials, mode of delivery and teaching methods, assessment of student learning, and intended learning outcomes

**3. RESOURCE REQUIREMENTS**

**a. Faculty members**

List of core faculty associated with the new program component, including appointment status, home unit, areas of teaching and research interests, supervisory experience (graduate programs only), and any new faculty requirements and gaps they would be expected to fill

**b. Additional academic and non-academic human resources**

Details of the administrative requirements for the new program component, including support staff, adjunct and part-time faculty, supervision of experiential learning opportunities, and any other additional academic and non-academic human resources

**c. Physical resource requirements**

Details of the physical resource requirements for the new program component including library holdings, information technology support and student services, special equipment, and space requirements (classrooms, laboratory, graduate student work/study space, other)

**4. BUSINESS PLAN**

**a. Statement of funding requirements**

A summary statement of the funding required to support the new program component, including projected enrolments, start-up and continuing costs

**b. Statements of resource availability**

Statements attesting to the adequacy of resources to support the program from Deans who may have faculty members involved in or are contributing resources to the new program component, the Registrar or the Dean of Graduate Studies, the Chief Librarian and the Provost



## **4. REVIEW OF DEGREE PROGRAMS**

### **PREAMBLE**

For existing degree programs, the following policy and procedures set out the process for conducting a cyclical review of individual programs to ensure that they continue to meet provincial quality assurance requirements and to support their ongoing rigour and coherence.

#### **A. POLICY**

Deans and Faculties must plan for the review of academic new and continuing programs, including the preparation of a self study that presents the details of the program requirements along with an analysis of the indicators of quality that will facilitate an assessment of those components against UOIT's Program Quality Review Criteria (see Appendix 7-C).

##### **1. REVIEW SCHEDULE**

The Provost, in consultation with the Deans, shall maintain a university-wide schedule to ensure that each academic program is subject to review once every eight years. (For the current review schedule, see Appendix 7-F.) To the extent possible, the schedule of reviews should take into account other review processes, including professional accreditation appraisals (see below).

##### **2. PROGRAMS FOR REVIEW**

For the purposes of this policy, a degree program is defined as a complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by the university to fulfill the requirements for a particular degree. Where a program involves faculty and courses from more than one unit, the deans involved must confirm to the Provost the unit which shall hold the locus of responsibility for the review. In addition, for those programs that are offered in more than one mode, at different locations, or having complementary components (e.g., bridging options, experiential education options, etc.), the distinct versions of the program shall be identified and reviewed (See Appendix 7-G). Joint programs, and other programs offered in collaboration with other post-secondary institutions must follow the quality assurance guidelines for the approval and review of programs (see Appendix 7-H).

##### **3. REVIEW PROCESS**

In the planning for the review, the process must provide for input from members of the academic community associated with the program, including faculty, staff, students and graduates. Where appropriate, comment from the broader community, such as representatives from industry, the professions or employers may also be sought.

Program reviews are subject to quality review by reviewers external and at arm's length to the program under review, in accordance with prescribed procedures and documentation requirements (see below). Upon completion of the external review, a plan for improvement shall be prepared by the unit and presented to the unit's Faculty Council. The review process and outcomes shall then be assessed by the appropriate standing committee of Academic Council (CPRC or GSC). In those cases where the program review includes both undergraduate and graduate components, separate reports will be submitted to the CPRC and GSC concerning the components relevant to the mandate of each committee. The outcomes of the review shall be then reported to Academic Council, the Board of Governors and the provincial Quality Council under the quality assurance framework.

##### **4. PROGRAM REVIEWS AND ACCREDITATION**

Program reviews and professional accreditation appraisals, while they involve similar processes and documentation requirements, are two distinctly separate processes with different goals and outcomes.

The purpose of an accreditation review is to evaluate and measure a program against a set of principles and standards set by an external professional accreditation body. In contrast, the purpose of a program review is to critically examine the components of a program with the assistance of outside reviewers with the goal of improving the quality of the program for students. While there are a number of criteria that must be assessed during the course of a program review, its purpose is not solely to demonstrate the positive aspects of the program, but also to outline the challenges and concerns that will lead to improvements for the future.

Therefore, while it is often helpful for programs undergoing an accreditation to also complete their program review within the same year in order to utilize the same or similar data, each review will normally be completed separately and involve separate reviewers to ensure that all criteria are met. On a case-by-case basis, the Provost may approve the concurrent review of a program for both accreditation and program review purposes, and will detail how the criteria and requirements of each process will be met, including a description of how reviewers are selected.

## **B. PROCEDURES**

Procedures for program reviews involve five components: the development a self-study brief by the program under review; external evaluation to provide recommendations on program quality improvement; internal response to review and recommendations; preparation and approval of an implementation plan; and subsequent reporting on the implementation of recommendations.

### **1. SELF-STUDY BRIEFS**

Self-study briefs for each program under review must be prepared and reviewed by a Program Review Assessment Team, comprised of faculty, staff and students and appointed by the Faculty Dean. The self-study brief will form the basis of the program review and must clearly set out the indicators of program quality against which the program is to be assessed. The brief should be broad-based, reflective and forward-looking and should demonstrate how the program advances the university's mission. The brief must also present evidence to support an assessment of the program requirements, program learning outcomes and degree level expectations, along with the human and physical resources involved. In addition, the brief should address any concerns and recommendations raised in previous reviews. The brief may also identify specific aspects of the program on which feedback is sought. A checklist of documentation requirements for the self-study brief is set out in part C below, and the self study guidelines for program reviews (Section 7-I).

The Assessment Team will work in collaboration with the Office of the Provost to pull together key institutional data and other indicators of program quality that will inform the self-study. The Team may also provide for comment from other members of the program, and from the broader university and external communities as appropriate.

Upon its completion, the Dean will review the self-study brief to ensure that it presents the full range of evidence to support an assessment of program quality. The Dean may also highlight any areas of opportunity or institutional constraints that may need to be taken into account as part of the review.

### **2. EXTERNAL REVIEW AND REPORTING**

The Dean in consultation with the Assessment Team will recommend to the Provost two faculty members to serve as external reviewers of the program. Reviewers must be tenured or equivalent, be active and respected in their field, have program management experience, and be at arm's length from the program under review (See Section 7-J Arm's length guidelines). For undergraduate programs, one reviewer must be external to the university, and the second reviewer may be either internal to the university but from outside the discipline engaged in the program, or external to the university. For graduate programs, two reviewers must be external to the university, and the third reviewer may be either internal to the university but from outside the discipline engaged in the program, or external to the university.

Recommendations must be accompanied by a rationale for the selection and a brief biographical statement and/or *curriculum vitae* for each candidate.

The Provost's office will organize a site visit to provide an opportunity for the reviewers to assess the standards and quality of the program and to prepare a report that addresses the UOIT Program Quality Review Criteria as set out in Section 7-C. In advance of the visit, the Provost's office will send to the reviewers the unit's self-study brief, a cover letter by the Dean, along with any additional material or information that may be needed to inform the assessment. During the site visit, reviewers will have an opportunity to meet with the Assessment Team, and with other faculty, students, staff, senior academic administrators, and any others who can most appropriately provide informed comment, to discuss aspects of the self-study in the context of the program quality review criteria. Reviewers will be required to respect the confidentiality of all aspects of the process and recognize the institution's autonomy to determine priorities for funding, space and faculty allocation.

Reviewers will submit a report to the Dean which addresses the substance of the self-study and the program quality review criteria as outlined in Section 8-E. Where circumstances permit, the report will be prepared jointly by the reviewers. Reviewers will be invited to acknowledge any clearly innovative aspects of the program together with recommendations on specific steps to be taken to improve the program, distinguishing between those the program can itself take, and those that require external action. Normally, the report will be completed within 30 days of the site visit (See Section 7-K Reviewer's report template).

### **3. RESPONSE TO REPORT**

Upon receipt of the reviewers' report(s), the Dean and the Assessment Team will consider its recommendations, including consideration of any financial or other resource implications. The Dean will work with the Assessment Team to prepare a response to the report to the Provost that will include an agreed-upon plan for improvement and the proposed timelines for implementation. Where the plan involves additional resources and/or possible changes in organization, policy or governance, the Dean will include a statement from the Provost on the ways in which those recommendations will be addressed. The Dean will also provide for comment on the plan from other members of the program through the unit's Faculty Council.

### **4. APPROVAL PROCESS**

The Provost will then present the self study brief, together with the reviewers' report(s) and the Dean's and Assessment Team's response to the appropriate standing committee of Academic Council (CPRC or GSC). In those cases where the program review includes both undergraduate and graduate, separate reports will be submitted to the CPRC and GSC concerning the components relevant to the mandate of each committee. It is expected that these reports and recommendations will be afforded an appropriate level of confidentiality.

The reviewing committee will examine the outcomes of the review and prepare a Final Assessment Report that synthesizes the reports and recommendations resulting from the review, identifies the strengths of the program as well as the opportunities for program improvement and enhancement, and outlines the agreed-upon plans for improvement. The report must also be accompanied by an Executive Summary of the outcomes of the review and associated implementation plan, exclusive of confidential information, that is suitable for publication.

In May each year, the Provost's Office will prepare an annual report to Academic Council that includes the Executive Summaries of all program reviews completed during the academic year at both the undergraduate and graduate levels, comments on the progress of the implementation of recommendations from previous program reviews, outlines the schedule of reviews for the next academic

year, and discusses any policy or procedural considerations arising out of the review as identified by CPRC and GSC.

The annual report will be sent to the Executive Committee of Academic Council, and subsequently to Academic Council for review and approval. Upon approval, the report will be provided to the Board of Governors, posted on the UOIT website, and sent to the Quality Council as required under the provincial quality assurance framework.

## **5. SUBSEQUENT REPORTING ON THE IMPLEMENTATION OF RECOMMENDATIONS**

Eighteen months following the completion of the review, the Provost's Office will request from the Dean a brief follow up report that outlines the progress that has been made in implementing the agreed upon plans for improvement. A summary of the progress report will be included in the annual report to Academic Council on program reviews.

## **C. CYCLICAL PROGRAM REVIEWS – SELF STUDY BRIEFS**

Self study briefs for cyclical reviews of academic programs must include the following documentation:

### **1. INTRODUCTION**

#### **a. Background**

- Brief background on the program under review, and where there is more than one mode or site involved, details of the distinct versions of the program that are being reviewed
- Description of the career and academic opportunities for graduates and other evidence of fit with the mission, mandate and strategic plans of the university
- Description of how the program fits into the broader array of program offerings, particularly those areas of teaching and research strengths and complementary areas of study
- Summary of the specific areas on which feedback is being sought, including aspects of the program that may require improvement, features that hold promise for enhancement, and any concerns or recommendations raised in previous reviews

### **2. DEGREE REQUIREMENTS**

#### **a. Program learning outcomes**

- Description of the abilities that graduates of the program are expected to demonstrate in the following areas consistent with the provincial degree level expectations:
 

1. Depth and breadth of knowledge	4. Communication skills
2. Knowledge of methodologies/ Research and scholarship (Graduate)	5. Awareness of limits of knowledge
3. Application of knowledge	6. Autonomy and professional capacity
- (See Sections 7-D Degree level expectations and 7-E Program learning outcomes.)
- Data that demonstrates the ways in which graduates of the program meet these expectations, including final year academic achievement, academic awards, exit surveys, rates of graduation, employment six months and two years after graduation, post-graduate study, “skills match” and alumni reports on program quality, and input from employers and professional associations where applicable

<p><b>b. Admission requirements</b></p> <ul style="list-style-type: none"> <li>• An outline of the requirements for admission to the program, including additional requirements or procedures and recognition of prior learning experience</li> <li>• Admissions data that reports on applications, registrations, entering averages, attrition rates, time-to-completion graduation rates</li> </ul> <p><b>c. Program structure</b></p> <ul style="list-style-type: none"> <li>• Calendar copy and program maps for the program showing courses offered each semester and/or research components, and identifying any experiential or other applied learning opportunities for students, and/or any distinct versions of the program and any innovative or creative aspects of its design or delivery</li> <li>• Data to demonstrate the performance of students (final year academic achievement, academic awards, class-sizes)</li> </ul> <p><b>d. Program content</b></p> <ul style="list-style-type: none"> <li>• Course outlines, indicating calendar level course descriptions, pre-requisites and co-requisites, credit weight, hours of class, labs and tutorials, mode of delivery and teaching methods, assessment of student learning, intended learning outcomes</li> <li>• Data to demonstrate the quality of the student experience and satisfaction (course evaluations, NSSE results, percentage of classes taught by permanent or non-permanent (contractual faculty), and other indicators of program quality)</li> </ul>
<p><b>3. RESOURCE REQUIREMENTS</b></p> <p><b>a. Faculty members</b></p> <p>List of the core faculty including appointment status, home unit, teaching strengths, research and scholarly record, supervisory record (graduate programs only), and other indicators of faculty quality</p> <p><b>b. Additional academic and non-academic human resources</b></p> <p>Details of additional academic and administrative services and support allocated to the program, including support staff, adjunct and part-time faculty and their qualifications, supervision of experiential learning opportunities, and other additional academic and non-academic human resources</p> <p><b>c. Physical resources</b></p> <p>Details of the physical resources associated with the program, including library holdings, information technology support and student services, special equipment, and space utilization (class-sizes, classrooms, laboratories, graduate student work/study space, other)</p> <p><b>d. Financial resources</b></p> <p>Summary statement on the financial resources that support the program, including sources of support for graduate students (graduate programs only)</p>



## 5. NEW DEGREE PROGRAMS

### PREAMBLE

For new degree program initiatives, the following policy and procedures set out the process and documentation requirements to facilitate their development, approval and ongoing success.

#### A. POLICY

Deans and Faculties must plan for ongoing development of new program initiatives, including the design and delivery of the curriculum, the refinement of program requirements, the determination of learning outcomes consistent with the provincial degree level expectations, and the assessment of student achievement of the learning outcomes (see Sections 7-D Degree level expectations and 7-E Program learning outcomes).

For clarity, a ‘new program’ is any new offering that has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the university. The final determination of whether a proposed offering constitutes a new program shall rest with the CPRC or GSC chair as appropriate.

In the planning for any new degree program, the Dean, in consultation with the Provost, must also determine the human, instructional and physical resources needed to implement the program and ensure its ongoing operation. The financial impact of the new degree program on existing programs must also be examined, and consideration must be given to possible collaborations with other units and the possibility of obtaining additional funds from internal or external sources.

In addition, there must be broad consultation with members of the academic community, including faculty, staff and students who may be affected by the initiative, and with those who are key to its implementation, including the Provost, the Registrar or the Dean of Graduate Studies, and the Chief Librarian.

New degree program proposals are subject to quality review by external appraisers under the provincial quality assurance framework, and in accordance with prescribed procedures and documentation requirements (see below). Upon the completion of the external appraisal, the proposal shall be approved by the Faculty Council of the sponsoring unit, and subsequently by the appropriate Academic Council standing committee (CPRC or GSC), and by Academic Council. Proposals leading to the establishment of new degree programs must also be approved by the UOIT Board of Governors. In addition, new degree programs are subject to review by the provincial Quality Council under the quality assurance framework and may also require review by the Ministry for funding purposes.

All new academic programs will be subject to periodic review subsequent to their implementation, with the first review occurring within eight years of the start of the program, in accordance with UOIT’s procedures for program reviews.

#### B. PROCEDURES

Procedures for new programs involve six components: the development a proposal brief by the initiating program; external evaluation to provide an assessment of program quality; internal response to assessment; approval of proposal; submission of proposal to the Quality Council and MTCU as appropriate, and subsequent review of program as part of the university’s program review process.

##### 1. PROPOSAL BRIEFS

Detailed proposals for all new degree programs must be prepared and reviewed by the Faculty curriculum committee and Faculty Council. The proposal brief must clearly set out the rationale for the program, including the ways in which the program advances the university’s mission and mandate, and addresses

the need and demand for graduates of the program. The proposal must also detail the requirements of the program, along with details of the human, physical and financial resources required. A checklist of requirements is set out in part C below.

## **2. EXTERNAL REVIEW AND REPORT**

The Dean in consultation with the Faculty curriculum committee will recommend to the Provost the names of those who may serve as reviewers of the program. One reviewer will be engaged to review undergraduate programs, and two reviewers will be engaged to review graduate programs. All reviewers must be external to the university, tenured or equivalent, have program management experience at another university, and be at arm's length to the program under review (See Section 7-J Arm's length guidelines). Recommendations must be accompanied by a rationale for the selection and a brief biographical statement and/or *curriculum vitae* for each candidate.

The Provost's office will organize a two-day site visit to provide an opportunity for the reviewers to assess the standards and quality of the proposed program. For undergraduate programs, the review may also be conducted by video conference or equivalent method if the reviewer is satisfied that the off-site option is acceptable.

The reviewers will submit to the Dean a report that appraises the standards and quality of the proposed program and addresses the UOIT Program Quality Review Criteria as set out in Section 7-C. Reviewers will be invited to acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to the program. Normally, the report will be prepared within 30 days of the site visit.

## **3. RESPONSE TO REPORT**

Upon receipt of the reviewers' assessment, the Dean with the Faculty curriculum committee will consider the recommendations of the report and prepare a response.

## **4. APPROVAL PROCESS**

The proposal brief, together with the reviewers' report and the Dean's and Faculty curriculum committee's response, will be reviewed by Faculty Council and subsequently presented to the appropriate standing committee of Academic Council (CPRC or GSC). Once approved by the committee, the proposal will be sent to Academic Council for review and approval, through the Executive Committee. Proposals that lead to the establishment of degree programs are also subject to final approval by the Board of Governors.

## **5. SUBMISSION TO THE QUALITY COUNCIL AND THE MINISTRY**

Once internal approvals for new programs have been obtained, the program proposal must be submitted to the Quality Council for review. Following its submission to the Quality Council, the university may announce its intent to offer the program, provided that clear indication is given that approval by the Quality Council is pending and that no offers of admission will be made until approval is received. After a program is approved to commence, the program will begin within thirty-six months of that date of approval, otherwise the approval will lapse.

If a review is required for funding purposes, the proposal will also be submitted to the Ministry of Training, Colleges and Universities (MTCU).

## **6. SUBSEQUENT REVIEW OF ACADEMIC PROGRAMS**

New programs will be reviewed and refined on an ongoing basis in accordance with Section 4. Approved programs will be entered into the schedule of academic program reviews and the first review will take place no more than eight years after the start of the program, and every eight years hence, in accordance with UOIT's procedures for program reviews.

## C. NEW DEGREE PROGRAMS - PROPOSAL BRIEFS

Proposal briefs for new degree programs must include the following documentation:

### 1. INTRODUCTION

#### a. Background

- Rationale for the program indicating the career and academic opportunities for graduates and other evidence of fit with the mission, mandate and strategic plans of the university
- Brief program abstract indicating how the nomenclature for the proposed program is appropriate for the program content and is consistent with current usage in the discipline, and highlighting innovative or distinguishing aspects of the program. Indicate also whether the program is a professional program and/or a full cost recovery program
- Description of the ways in which the program fits into the broader array of program offerings, identifying areas of teaching and research strengths and complementary areas of study, specifying resources significant to the program such as research chairs, research units, library collections, or special facilities, and noting any external financial support for the program such as facility/equipment, grants, or other donations or gifts

#### b. Student Demand

- Statement on the general need and student demand for the program and projected duration
- Projected enrolment levels for the first five years of operation, specifying the intended steady-state enrolment and the year in which it will be achieved
- Estimates of demand through application statistics, e.g., number of enquiries, applications received, number of qualified applicants, and domestic vs international interests

#### c. Societal Need

- Evidence of the need for graduates of the program in specific fields (academic, public and/or private sector, to address socio-cultural, economic, scientific or technological needs of society), and whether the need is local, regional, provincial or national, and duration of the need
- For professional programs, a description of the program's congruence with current regulatory requirements of the profession

#### d. Duplication

- Description of similar or complementary programs elsewhere in Ontario with evidence to justify any duplication based on societal need or student demand
- An indication as to why the program is being offered on a "stand-alone" basis rather than as a joint program offered with another institution

### 2. DEGREE REQUIREMENTS

#### a. Program learning outcomes

Description of the abilities that graduates of the new program are expected to demonstrate in the following areas consistent with the provincial degree level expectations:

- |   |                                       |
|---|---------------------------------------|
| 1. Depth and breadth of knowledge                                   | 4. Communication skills               |
| 2. Knowledge of methodologies / Research and scholarship (Graduate) | 5. Awareness of limits of knowledge   |
| 3. Application of knowledge   | 6. Autonomy and professional capacity |

(See Sections 7-D Degree level expectations and 7-E Program learning outcomes)

**b. Admission requirements**

An outline of the requirements for admission to the program, including additional requirements or procedures, and recognition of prior learning experience, if appropriate

**c. Program structure**

- Calendar copy and program maps showing courses and/or research components offered each semester, and indicating courses currently offered, new courses, and required courses provided by other units
- Description of any experiential or other applied learning opportunities within the program
- Description of the ways in which the structure of the program will ensure the intellectual quality of the student experience

**d. Program content**

Proposed course outlines, using the New Course Template, indicating calendar level course descriptions, pre-requisites and co-requisites, credit weight, hours of class, labs and tutorials, mode of delivery and teaching methods, assessment of student learning, and intended learning outcomes

**3. RESOURCE REQUIREMENTS**

**a. Faculty members**

- List of core faculty including appointment status, home unit, teaching strengths, research and scholarly record, supervisory experience (for graduate programs only), and other indicators of faculty quality
- Statement on new faculty requirements and gaps they would be expected to fill

**b. Additional academic and non-academic human resources**

Details of administrative requirements, including support staff, adjunct and part-time faculty, supervision of experiential learning opportunities, or other additional academic and non-academic human resources

**c. Physical resource requirements**

Details of the physical resource requirements including library holdings, information technology support and student services, special equipment, and space requirements (classrooms, laboratory, graduate student work/study space, other)

**d. Student support requirements (graduate programs only)**

**4. BUSINESS PLAN**

**a. Statement of funding requirements**

Summary statement of funding required to support the program, including projected enrolments, and start-up and continuing costs, including student support costs (graduate programs only)

**b. Statements of resource availability**

Statements attesting to the adequacy of resources to support the program from Deans who may have faculty members involved in or are contributing resources to the program, the Registrar, the Chief Librarian and the Provost

## 6. NEW NON-DEGREE PROGRAMS

### PREAMBLE

For new non-degree program initiatives, including certificates, short courses, workshops and other programs of study comprised of non-degree credit courses, the following policy and procedures set out the process and documentation requirements to facilitate their development, approval and ongoing success.

#### A. POLICY

Deans and Faculties may plan for the development of new certificates and other non-degree program initiatives focused on professional development, in accordance with the UOIT Framework on Non-Degree Programs (see supplementary guidelines and protocols).

In the planning for any new non-degree program initiative, the Dean, in consultation with the Provost, must also determine the human, instructional and physical resources needed to implement the program and ensure its ongoing operation. The financial impact of the new program on existing programs must also be examined, and consideration must be given to possible collaborations other units and the possibility of obtaining additional funds from internal or external sources.

All new certificates and other non-degree programs must be put forward by the Faculty Council of the sponsoring unit, in accordance with prescribed procedures and documentation requirements (see below). Proposals shall be subject to review by the Non-Degree Program Oversight Committee and upon approval are reported to Academic Council following review by the appropriate standing committee of Academic Council (CPRC/GSC). All certificates and other non-degree programs will be subject to periodic review as determined by the Non-Degree Program Oversight Committee.

#### B. PROCEDURES

All certificates and other non-degree programs must include the documentation as outlined below and using the criteria and requirements set out in the UOIT Framework on Non-Degree Programs. Once proposals are approved by Faculty Council of the sponsoring unit, they will be reviewed by the Non-Degree Program Oversight Committee. All new non-degree programs must be reported for information to Academic Council, following review by CPRC or GSC.

#### C. NEW NON-DEGREE PROGRAMS – PROPOSAL BRIEFS

Proposal briefs for certificates, short courses, workshop and other programs comprised of non-degree courses must provide the following documentation:

##### 1. INTRODUCTION

- Provide a brief rationale for the new program
- Include a brief overview of the program, indicating the career and professional needs that will be addressed within the community and other evidence of fit with the mission, values and strategic plans of the university
- Describe how the program fits into the broader array of academic and non-academic program offerings, particularly areas of teaching and research strengths and complementary areas of study

## **2. DEGREE REQUIREMENTS**

### **a. Program learning outcomes**

Describe the abilities that participants in the program are expected to demonstrate in the following areas where appropriate:

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1. Depth and breadth of knowledge | 4. Communication skills               |
| 2. Knowledge of methodologies     | 5. Awareness of limits of knowledge   |
| 3 Application of knowledge        | 6. Autonomy and professional capacity |

(See Section 7-D Degree level expectations and 7-E Program learning outcomes)

### **b. Admission requirements**

Outline the requirements for admission to the program, including additional requirements or procedures, and recognition of prior learning experience

### **c. Program structure**

Provide an outline of the program requirements, including course outlines, pre-requisites and co-requisites, credit weight, hours of class, labs and tutorials, mode of delivery and teaching methods, assessment of student learning, and intended learning outcomes

## **3. RESOURCE REQUIREMENTS**

### **a. Faculty members**

List core faculty including appointment status, home unit, areas of teaching and research interests for the program and identify new faculty requirements and gaps they would be expected to fill

### **b. Additional academic and non-academic human resources**

Describe administrative requirements for the program, including support staff, adjunct and part-time faculty, supervision of experiential learning opportunities, and other academic and non-academic human resources

### **c. Physical resource requirements**

Describe physical resource requirements for the program, including library holdings, information technology support and student services, special equipment, and space requirements (classrooms, laboratory, other)

## **4. BUSINESS PLAN**

### **a. Statement of funding requirements**

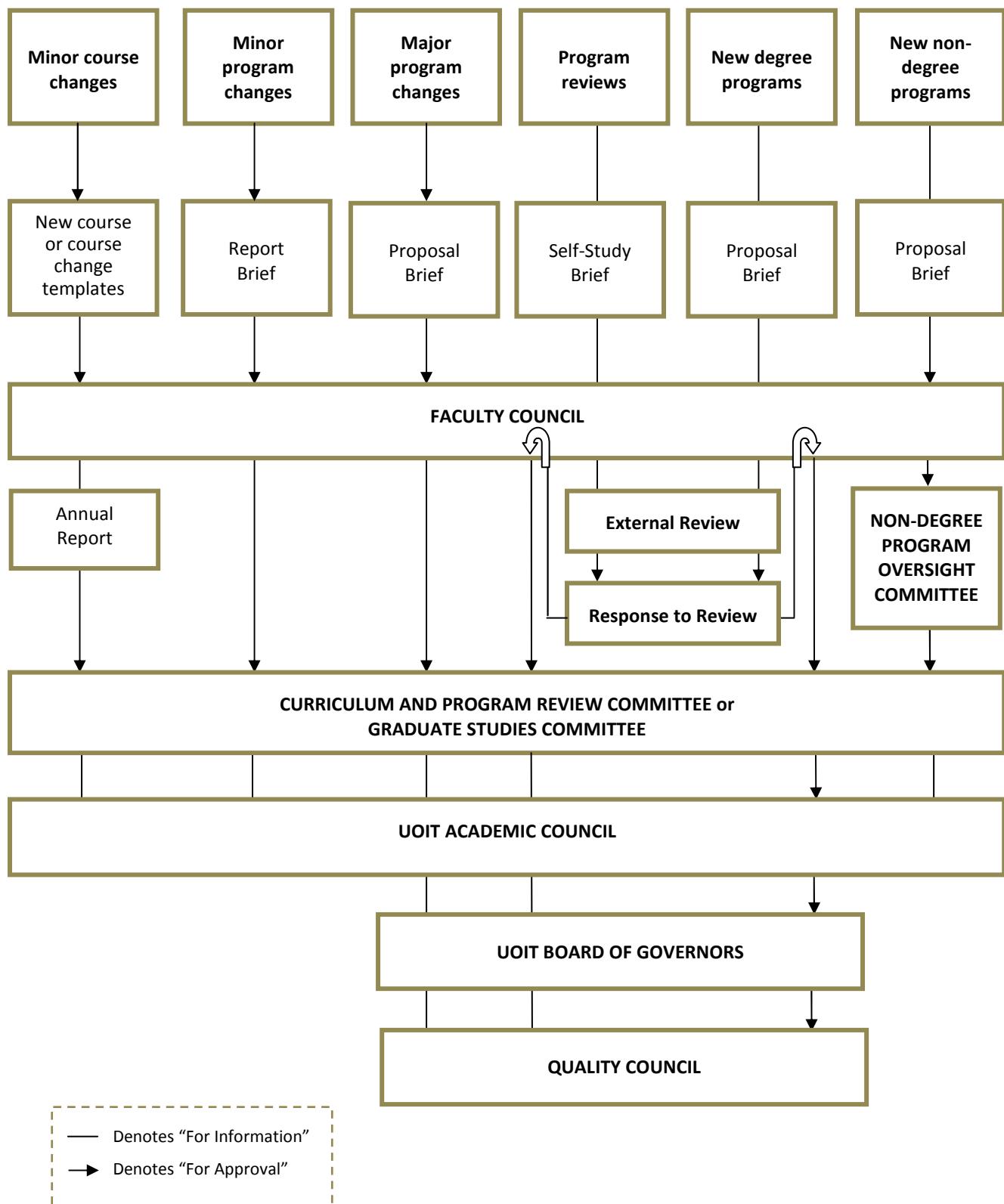
Provide a summary statement of funding required to support the new non-degree program, including projected enrolments, and start-up and continuing costs

### **b. Statements of resource availability**

Include statements attesting to the adequacy of resources to support the program from Deans who may have faculty members involved in or are contributing resources to the new program component, the Registrar, the Chief Librarian and the Provost.

## APPENDIX 7-A

## UOIT QUALITY ASSURANCE FLOW CHART



**APPENDIX 7-B****UOIT CURRICULUM APPROVAL PROTOCOL**

<i>Type of change</i>	<i>Final approval</i>	<i>Documentation required</i>
Minor changes to course sequencing		
Changes to course titles and course descriptions		
Changes to courses numbers, credit weighting, lab/lecture/tutorial/other contact hours	Faculty Council CPRC/GSC for information	Course change template
Changes to prerequisites/co-requisites, cross-listed courses, credit restrictions or credit exclusions		
Changes in design, mode of delivery, learning outcomes, teaching and assessment methods of individual courses		
New elective courses/deletion of elective courses	Faculty Council CPRC/GSC for information	New course template
New required courses/deletion of required courses		
New academic requirements	CPRC /GSC Academic Council for information	Report brief for minor program adjustments
Minor changes to degree requirements or learning outcomes		
New non-degree programs		
Introduction/elimination of new options, such as cooperative education programs, internships, practica, bridging options		
introduction/deletion of an undergraduate thesis or capstone project		
introduction or deletion of an undergraduate thesis or capstone project	Academic Council Quality Council for information	Proposal brief for major program modifications
Changes to courses comprising a significant (i.e., one third) proportion of program		
Introduction/re-naming/elimination of fields minors and specializations		
Introduction of new diploma programs comprised of undergraduate degree credit courses		
Introduction of new diploma programs comprised of graduate degree credit courses	Academic Council Quality Council (expedited review)	Proposal brief for major program modifications
Introduction of certificates, short courses, workshops and other non-degree offerings	Non-Degree Program Committee Academic Council for information	Proposal brief for non-degree programs
New degree programs	Board Quality Council/MTCU	Documentation for new programs

**APPENDIX 7-C****UOIT PROGRAM QUALITY REVIEW CRITERIA**

The provincial quality assurance framework sets out criteria against which all new degree programs, new specializations and options, and reviews of existing programs must be assessed. These criteria, adapted to suit UOIT's academic standards and context as outlined below, address different aspects of program quality and support ongoing rigour and coherence in the university's offerings. The documentation requirements and indicators outlined in UOIT's policies and procedures for program review and development are designed to demonstrate the ways in which the criteria may be met.

**1. Program goals**

- a. Does the program align with the mission, mandate and strategic plans of the university?
- b. Are the program's requirements and associated learning outcomes clear and appropriate for addressing the university's degree level expectations?
- c. How do graduates of the program demonstrate achievement of the learning outcomes?
- d. For new program proposals, is the degree nomenclature appropriate?

**2. Admission requirements**

- a. Are the program's admission requirements appropriately aligned with the learning outcomes established for the completion of the program?
- b. For new programs, are alternative requirements for admission to the program, if any, sufficiently explained, such as recognition of prior work or learning experience?

**3. Structure**

- a. For new programs, are the program's structure and regulations appropriate to meet specified learning outcomes and degree level expectations?
- b. In what ways does the structure of the program ensure the intellectual quality of the student experience and their professional development?
- c. For new graduate programs, is there a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period?
- d. For existing graduate programs, is the students' time to completion both monitored and managed in relation to the program's defined length and program requirements?

**4. Program content**

- a. In what ways does the curriculum reflect the current state of the discipline or area of study?
- b. What are the unique curriculum or program innovations or creative components in the content and/or delivery of the program relative to other such programs?
- c. For graduate programs, is there evidence that each student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses?
- d. For research focused graduate programs, is there a clear indication of the nature and suitability of the major research requirements for degree completion?

**5. Modes of delivery**

- a. Are the proposed modes of delivery (including, where applicable, distance or online delivery) appropriate and effective to meet the program's learning outcomes?

## **6. Assessment of student learning**

- a. Are the proposed methods for the assessment of student achievement appropriate and effective to meet the intended program learning outcomes and degree level expectations?
- b. Are the means for documenting and demonstrating the level of performance of students effective and consistent with the university's degree level expectations?

## **7. Resources**

- a. For existing programs, is the unit's utilization of the existing human/physical/financial resources appropriate and effective in delivering the program?
- b. For new programs, is the unit's utilization of the existing human/physical/financial resources, and any additional commitments to supplement those resources, adequate to support the program?

For new undergraduate programs, this includes the:

- i. Participation of faculty and staff of sufficient number and quality to achieve the goals of the program, or evidence of plans and the commitment to provide the necessary resources in step with the implementation of the program
- ii. Appropriateness of collective faculty expertise to contribute substantively to the program and to ensure the intellectual quality of the student experience
- iii. Planned/anticipated class-sizes
- iv. Provision of supervision of experiential learning opportunities (if required)
- v. The role of adjunct and part-time faculty.

For new graduate programs, this includes the:

- i. Participation of faculty and staff of sufficient number and quality who are competent to teach and/or supervise in the program
- ii. Evidence that faculty have recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate
- iii. Financial assistance for students to ensure adequate quality and numbers of students
- iii. Distribution of supervisory loads and the qualifications and appointment status of faculty who provide instruction and supervision.
- c. For all new programs, is there evidence to demonstrate that there are adequate resources to sustain the quality of scholarship produced by students, including library support, information technology support and laboratory access?

## **8. Quality enhancement**

- a. For existing programs, what initiatives have been undertaken to enhance the quality of the program and the associated learning and teaching environment?
- b. For new programs, is the program structure and faculty research sufficient to ensure the intellectual quality of the student experience?
- c. For graduate programs, is the quality and availability of graduate supervision appropriate?

## DEGREE LEVEL EXPECTATIONS

**Ontario Council of Academic Vice Presidents (OCAV)**  
**Guidelines for University Undergraduate Degree Level Expectations**

<b>BACCALAUREATE/BACHELOR'S DEGREE: HONOURS<sup>1</sup></b>	
<i>This degree is awarded to students who have demonstrated:</i>	
<b>1. Depth &amp; Breadth of Knowledge</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>c. A developed ability to: <ul style="list-style-type: none"> <li>• Gather, review, evaluate and interpret information; and</li> <li>• Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline</li> </ul> </li> <li>d. A developed, detailed knowledge of and experience in research in an area of the discipline</li> <li>e. Developed critical thinking and analytical skills inside and outside the discipline</li> <li>f. The ability to apply learning from one or more areas outside the discipline</li> </ul>
<b>2. Knowledge of Methodologies</b>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> <li>• Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques</li> <li>• Devise and sustain arguments or solve problems using these methods, and</li> <li>• Describe and comment upon particular aspects of current research or equivalent advanced scholarship</li> </ul>
<b>3. Application of Knowledge</b>	<ul style="list-style-type: none"> <li>a. The ability to review, present and critically evaluate qualitative and quantitative information to: <ul style="list-style-type: none"> <li>• Develop lines of argument</li> <li>• Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study</li> <li>• Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline</li> <li>• Where appropriate use this knowledge in the creative process</li> </ul> </li> <li>b. The ability to use a range of established techniques to: <ul style="list-style-type: none"> <li>• Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information</li> <li>• Propose solutions</li> <li>• Frame appropriate questions for the purpose of solving a problem</li> <li>• Solve a problem or create a new work</li> </ul> </li> <li>c. The ability to make critical use of scholarly reviews and primary sources.</li> </ul>

<sup>1</sup> For 3-Year Degrees see: [www.cou.on.ca/content/objects/UPRACGuidelineswithDegreeExpectationsFinal.pdf](http://www.cou.on.ca/content/objects/UPRACGuidelineswithDegreeExpectationsFinal.pdf)

<b>4. Communication Skills</b>	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
<b>5. Awareness of Limits of Knowledge</b>	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.
<b>6. Autonomy &amp; Professional Capacity</b>	<p>a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> <li>• The exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>• Working effectively with others;</li> <li>• Decision-making in complex contexts;</li> </ul> <p>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</p> <p>c. Behaviour consistent with academic integrity and social responsibility.</p>

## MASTER'S DEGREE<sup>2</sup>

***The Master's Degree is awarded to students who have demonstrated:***

<b>1. Depth &amp; Breadth of Knowledge</b>	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.
<b>2. Research &amp; Scholarship</b>	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> <li>• Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</li> <li>• Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</li> <li>• Enables a treatment of complex issues and judgments based on established principles and techniques; <b>and</b>, on the basis of that competence, has shown at least one of the following: <ul style="list-style-type: none"> <li>- The development and support of a sustained argument in written form; or</li> <li>- Originality in the application of knowledge.</li> </ul> </li> </ul>
<b>3. Application of Knowledge</b>	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.
<b>4. Communication Skills</b>	The ability to communicate ideas, issues and conclusions clearly.
<b>5. Awareness of Limits of Knowledge</b>	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

<sup>2</sup> From the Ontario Council on Graduate Studies (OCGS) By-Laws, Section 6.2.4, January 2008

<b>6. Autonomy &amp; Professional Capacity</b>	<ul style="list-style-type: none"> <li>a. The qualities and transferable skills necessary for employment requiring:           <ul style="list-style-type: none"> <li>• The exercise of initiative and of personal responsibility and accountability; and</li> <li>• Decision-making in complex situations; and</li> </ul> </li> <li>b. The intellectual independence required for continuing professional development;</li> <li>c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</li> <li>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</li> </ul>
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<b>DOCTORAL DEGREE<sup>3</sup></b>	
<i>The Doctoral Degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:</i>	
<b>1. Depth &amp; Breadth of Knowledge</b>	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
<b>2. Research &amp; Scholarship</b>	<ul style="list-style-type: none"> <li>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;</li> <li>b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</li> <li>c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</li> </ul>
<b>3. Application of Knowledge</b>	The capacity to <ul style="list-style-type: none"> <li>• Undertake pure and/or applied research at an advanced level; and</li> <li>• Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</li> </ul>
<b>4. Communication Skills</b>	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
<b>5. Awareness of Limits of Knowledge</b>	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.
<b>6. Autonomy &amp; Professional Capacity</b>	<ul style="list-style-type: none"> <li>a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</li> <li>b. The intellectual independence to be academically and professionally engaged and current;</li> <li>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</li> <li>d. The ability to evaluate the broader implications of applying knowledge to particular contexts.</li> </ul>

<sup>3</sup> From the Ontario Council on Graduate Studies (OCGS) By-Laws, Section 6.4.1, January 2008

## PROGRAM LEARNING OUTCOMES

Under the provincial quality assurance framework, academic programs must be reviewed and appraised in relation to the learning outcomes that have been developed specifically for the program by the unit. Program learning outcomes describe the level of knowledge, skills and abilities that students are expected to be able to demonstrate at the time of their graduation from the program. These outcomes form the basis for appraising the appropriateness and effectiveness of the different elements of the programs curriculum.

Program learning outcomes focus on the level of learning and achievement at the end of a program, and as such they serve to bring coherence and rigour to academic programs in a number of important ways:

- For units and programs, they can inform and guide in the development of curriculum that builds toward these outcomes throughout the course of study.
- For programs and instructors, they can facilitate the design of individual course outcomes that will contribute these outcomes.
- For instructors, they can enable them to more effectively structure their courses to meet the program outcomes and to plan methods of evaluation and assessment that will demonstrate students' achievement of them.
- For students, they can provide a clear sense of direction for their study and future career planning.
- For program coordinators, they serve to clarify requirements for credit and lead to the identification of possible learning gaps and so facilitate the transfer of students within and between programs.
- For employers, professional associations and other community partners, they can serve as effective guide for assessing the performance of the program and its graduates and ensure transparency and accountability in fulfilling the university's mission and mandate.

Program learning outcomes are not simply a listing of what is taught through the program, nor are they a listing of discrete skills. Rather, they are statements about the level of achievement that are expressed in terms of what the learner is expected to know, understand and be able to do on completion of the course of study for the program. For example, if the aims of a program are to have students develop an understanding or appreciation of certain concepts or fields of knowledge, the program learning outcomes should identify the specific ways in which students will show that they have obtained this understanding or appreciation.

### Developing Program Learning Outcomes

In developing program learning outcomes, it is helpful to consider what it is that students will be able to demonstrate at the end of the program, including any requirements for professional practice. In the context of the provincial degree level expectations, these may describe the abilities that graduates will be able to demonstrate in the following areas:

- |  |                                       |
|--|---------------------------------------|
| 1. Depth and breadth of knowledge                          | 4. Communication skills               |
| 2. Knowledge of methodologies/<br>Research and Scholarship | 5. Awareness of limits of knowledge   |
| 3. Application of knowledge                                | 6. Autonomy and professional capacity |

Each learning outcome should be written in future tense and comprise an action verb, an object of the verb, and a clause or phrase that provides the context or condition. The statements should identify specific measurable skills, understandings, and knowledge acquisition that can be demonstrated with evidence and therefore can be assessed.

Possible action verbs may include:

Analyse	Appraise	Apply	Calculate	Choose	Compare
Contrast	Create	Criticize	Demonstrate	Derive	Describe
Design	Develop	Differentiate	Discuss	Explain	Evaluate
Extrapolate	Formulate	Identify	List	Measure	Name
Plan	Plot	Postulate	Predict	Present	Propose
Recall	Recognize	Relate	Synthesize	Use	Utilize

### A Sampling of Program Learning Outcomes

Below are some examples of the program learning outcomes that have been developed for UOIT programs. For a full list of outcomes for these and other UOIT programs, see program proposals on the T-drive at T:\DegreeProposals.

**Bachelor of Engineering in Automotive Engineering - *This degree is awarded to students who have demonstrated the ability to:***

- Apply knowledge of mathematics, physics, chemistry, engineering science and engineering techniques to identify, formulate, analyze and solve problems
- Make use of information technology and of computer hardware and software to solve problems, to acquire and process data
- Communicate effectively in written, spoken and visual form with both technical experts and with members of the general public on automotive engineering matters
- Have strong independent learning and analytical skills and be an effective member of multi-disciplinary and multi-cultural teams, either as a team member or as a project manager
- Recognize and value of the alternative outlooks that people from various social, ethnic and religious backgrounds may bring to automotive engineering
- Appreciate the importance of new and emerging technologies, and the strategies available for life-long learning

**Bachelor of Arts in Criminology and Justice – *The graduate has reliably demonstrated the ability to:***

- Apply an in depth knowledge of systems involved in the process and pursuit of justice, including roles and requirements of stakeholders and services.
- Comply with the norms, values, guidelines, codes of conduct, relevant professional codes, and ethical requirements in the workplace
- Apply knowledge of the major concepts and theoretical perspectives including legal, sociological and political, underlying the justice system
- Conduct and interpret research related to justice
- Apply knowledge of the philosophical, societal and historical issues which impact the justice system

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For advice and assistance in developing and refining learning outcomes for courses and programs, contact the UOIT Teaching and Learning Centre.

**APPENDIX 7-F****CYCLE OF PROGRAM REVIEWS**

The following schedule of program reviews below has been established to ensure that every academic program offered by the university, including majors, specializations, fields, and options associated with specific programs, is subject to review once every eight years in accordance with the UOIT policies and procedures for quality assurance.

PROGRAM REVIEW CYCLE							
Review Yr	Business & IT	Social Sci & Huma	Energy & Nuclear	Engineering	Health Sciences	Science	Education
1. 2011-12		BA Forensic Psych (2019)					BA AEDT (2019)
2. 2012-13				BEng Auto BEng Electrical BEng Software	BAHSc	BSc Computing Sci PhD/MSc Comp Sci	
3. 2013-14	B Information Technology		BEng Energy Systems		BHSc(Kin & Specializations)	BSc Physics BSc (Gen)	
4. 2014-15	MITS	BA Legal Studies	BSc Health Physics		BHSc MLSC MHSc	PhD/MSc Mats Sci PhD/MSc MCSc	
5. 2015-16		BA Criminology MA Criminology		PhD/MASc/MEng ECE MASc/MEng Auto	BScN	BSc Biol Sci PhD/MSc ABS	
6. 2016-17	B Commerce MBA	BA Communication	BEng Nuclear PhD/MASc/MEng Nuclear G-Dpl Nucl Tech G-Dpl Nucl Design Eng	BEng Mech BEng Manuf PhD/MASc/MEng Mech			MA (Edu)/MED G-Dpl Digi Tech
7. 2017-18						BSc Chemistry	
8. 2018-19		BA Commun Dev BA Forensic Psych	BASc Nuclear Power MEng (UNENE)	MEng & Mgmt G-Dpl Eng Mgmt		BSc Forensic Sci BSc A&I Math	BEd (I/S) BEd (P/J)
2019-20	CYCLE REPEATS						

**APPENDIX 7-G****LIST OF UOIT PROGRAMS**

The following programs are subject to review once every eight years in accordance with the UOIT policies and procedures for quality assurance. The program review will include all majors, specializations, fields, and options associated with specific programs, as well as those programs that are offered jointly or in collaboration with other post-secondary institutions and are identified below. New programs and program options under development will be added to the list once final approval is achieved.

FACULTY	PROGRAM OF STUDY	FIELDS/SPECIALIZATIONS/OPTIONS
<b>BUSINESS &amp; INFORMATION TECHNOLOGY</b>	Master of Business Administration	Finance field Marketing field International Business field Logistics & Supply Chain Management field
	Bachelor of Commerce - Accounting Bachelor of Commerce - Finance Bachelor of Commerce - Marketing Bachelor of Commerce - Org Behaviour/HR Management	Accounting minor Finance minor Marketing minor Organizational Behaviour and Human Resources Management minor
	Master of Information Technology Security	
	Bachelor of Information Technology in Game Development and Entrepreneurship	Game Production minor Operation Management minor Game Programming minor
	Bachelor of Information Technology in Networking and Information Technology Security	Operations Management minor Management minor
	Master of Arts in Education	Education & Digital Technologies field
<b>EDUCATION</b>	Master of Education	Education & Digital Technologies field
	Bachelor of Arts in Adult Education and Digital Technology	
	Graduate Diploma in Education & Digital Technologies	
	Bachelor of Education – Primary/Junior	
	Bachelor of Education – Intermediate/Senior	
	Master of Arts in Education	
<b>ENERGY SYSTEMS &amp; NUCLEAR SCIENCE</b>	Doctor of Philosophy in Nuclear Engineering	Nuclear Power & Energy Applications field Radiological & Health Physics field
	Master of Applied Science in Nuclear Engineering Master of Engineering in Nuclear Engineering	Nuclear Power field Radiological & Health Physics field
	Graduate Diploma in Nuclear Technology	Fuel Materials & Chemistry Operations & Maintenance Reactor Systems Health Physics Safety, Licensing & Regulatory Affairs Radiological Applications
	Master of Engineering in Nuclear Engineering – UNENE administered program	
	Graduate Diploma in Nuclear Design Engineering	
	Bachelor of Engineering in Nuclear Engineering	& Management option
	Bachelor of Engineering in Energy Systems Engineering	
	Bachelor of Science in Health Physics & Radiation Science	
	Bachelor of Applied Science in Nuclear Power	
	Master of Applied Science in Automotive Engineering Master of Engineering in Automotive Engineering	

<b>ENGINEERING &amp; APPLIED SCIENCE</b>	Bachelor of Engineering in Automotive Engineering	& Management option & Public Policy option
	Doctor of Philosophy in Electrical & Computer Engineering	Communications & Signal Processing field Software Systems field Control Systems field
	Master of Applied Science in Electrical & Computer Engineering Master of Engineering in Electrical & Computer Engineering	Communications & Signal Processing field Software Systems field Control Systems field
	Bachelor of Engineering in Electrical Engineering	& Management option & Public Policy option
	Bachelor of Engineering in Manufacturing Engineering	& Management option & Public Policy option
	Doctor of Philosophy in Mechanical Engineering	Energy & Thermofluids Engineering field Mechatronics and Manufacturing Engineering field Automotive Engineering
	Master of Applied Science in Mechanical Engineering Master of Engineering in Mechanical Engineering	Energy & Thermofluids Engineering field Mechatronics & Manufacturing Engineering field Engineering Design field
	Bachelor of Engineering in Mechanical Engineering	Comprehensive Mechanical Engineering program Energy Engineering option Mechatronics Engineering option & Management option & Public Policy option
	Bachelor of Engineering in Software Engineering	& Management option & Public Policy option
	Master of Engineering in Engineering Management (offered in collaboration with the Faculty of Business and Information Technology and the Faculty of Energy Systems and Nuclear Science)	
<b>HEALTH SCIENCES</b>	Graduate Diploma in Engineering Management (offered in collaboration with the Faculty of Business and Information Technology and the Faculty of Energy Systems and Nuclear Science)	
	Master of Health Sciences	Community Health field Health Informatics field Kinesiology field
	Bachelor of Health Science	Human Health Science specialization Public Health specialization
	Bachelor of Health Science in Kinesiology	Kinesiology – Exercise Science specialization Kinesiology – Health & Wellness specialization Kinesiology – Rehabilitation specialization
	Bachelor of Health Science in Medical Laboratory Science	
	Bachelor of Allied Health Sciences	
	Bachelor of Science in Nursing	
	Doctor of Philosophy in Modelling and Computational Science	Computational Physical Sciences field Scientific Computing field

SCIENCE	Master of Science in Modelling and Computational Science	
	Bachelor of Science in Applied & Industrial Mathematics	Cooperative Education option & Management option
	Doctor of Philosophy in Applied Bioscience (offered in collaboration with the Faculty of Health Sciences)	Biomolecular Science field Ecosystem Health field Forensic Bioscience field Human Health Biology field
	Master of Science in Applied Bioscience (offered in collaboration with the Faculty of Health Sciences)	Biomolecular Science field Ecosystem Health field Forensic Bioscience field Human Health Biology field
	Bachelor of Science in Biological Science	Complementary Studies Environmental Toxicology specialization Life Sciences specialization Pharmaceutical Biotechnology specialization Cooperative Education option & management option
	Bachelor of Science in Chemistry	Chemistry Comprehensive program Biological Chemistry specialization Pharmaceutical Chemistry specialization Cooperative Education option & Management option
	Doctor of Philosophy in Computer Science (offered in collaboration with the Faculty of Business and Information Technology)	Software Design field Networks & IT Security field Digital Media field Information Science field
	Master of Science in Computer Science (offered in collaboration with the Faculty of Business and Information Technology)	Software Design field Networks & IT Security field Digital Media field Information Science field
	Bachelor of Science in Computing Science	Computing Science Comprehensive program Digital Media specialization Cooperative Education option & Management option
	Bachelor of Science in Forensic Science	Biology specialization Chemistry specialization Psychics specialization Psychology specialization & Management option
	Doctor of Philosophy in Materials Science (joint with Trent)	Materials Chemistry field Materials Physics field Biomaterials field Theoretical and Computational Materials Science field
	Master of Science in Materials Science (joint with Trent)	
	Bachelor of Science in Physics	Physics Comprehensive program Energy & the Environmental Physics specialization Astrophysics specialization Cooperative Education option & Management option
	Bachelor of Science (General)	

<b>SOCIAL SCIENCE AND HUMANITIES</b>	Bachelor of Arts in Communication	Comprehensive program Digital Media, Culture & Society specialization Globalization, Communication and Social Change specialization Communication minor
	Bachelor of Arts in Community Development and Policy Studies	Comprehensive program Community Development and Policy Studies minor
	Master of Arts in Criminology	Inequality & Crime Cybercrime
	Bachelor of Arts in Criminology & Justice	Comprehensive program Criminal Justice specialization Gender, Sexualities & Justice specialization Race, Ethnicity & Justice specialization Youth, Crime & Justice specialization Criminology & Justice minor
	Bachelor of Arts in Forensic Psychology	Comprehensive program Forensic Psychology minor
	Bachelor of Arts in Legal Studies	Comprehensive program Alternate Dispute Resolution specialization Human Rights Law specialization Information Law specialization Legal studies minors: Legal Studies Alternative Dispute Resolution minor Human Rights Law minor Information Law minor
	Master of Science in Forensic Psychology	Pending
	Doctor of Philosophy in Forensic Science	Pending

**APPENDIX 7-H****APPROVAL AND REVIEW OF JOINT PROGRAMS**

*Reproduced below are suggestions for the approval and review of programs offered by two or more institutions prepared by the COU Quality Council (November 2010).*

Reviews of Joint Programs and other inter-institutional programs are governed by the IQAPs of the participating university/universities granting the degree. Partner institutions may, but are not required to, use Joint IQAPs (which require the same approval process as IQAPs for individual institutions). Whether a Joint, and separately approved IQAP is used, or whether the separate institutions prefer to build their joint processes into their separate IQAPs, the following are the Quality Council's suggestions for inclusion in the IQAP related to both new program approval and cyclical program reviews:

1. The self-study brief clearly explains how input was received from faculty, staff and students at each partner institution. There will be a single self-study.
2. Selection of the reviewers involves participation by each partner institution.
3. Where applicable, selection of the “internal” reviewer requires joint input.
  - a. It could include one internal from both partners (this is impractical if there are multiple partners); and
  - b. It could give preference to an internal reviewer who is from another Joint program, preferably with the same partner institution
4. The site visit involves all partner institutions and preferably at all sites (with exceptions noted in footnote). Reviewers consult faculty, staff, and students at each partner institution, preferably in person.
5. Feedback on the reviewers’ report is solicited from participating units at each partner institution, including the Deans.
6. Preparation of a Final Assessment Report and Implementation Plan requires input from each partner.
7. There is one single Final Assessment Report and Implementation Plan which go through the appropriate governance processes at each partner institution.
8. The Final Assessment Report and Implementation Plan are posted on the university website of each partner.
9. Partner institutions agree on an appropriate monitoring process for the Implementation Plan.
10. The Final Assessment Plan and Implementation Plan should be submitted to the Quality Council by all partners.

## SELF-STUDY GUIDELINES FOR PROGRAM REVIEWS

The self study forms the basis of the review process and should involve reflective and analytical thinking by all members of a program or unit (faculty, students and staff) in order to prepare a frank, objective and balanced appraisal of strengths and areas for improvement. The self study report is the primary document on which the review is based and, therefore, should be well organized, clearly written and concise.

While data and statistical information are a necessary part of the document, they should be selected for their relevance rather than their volume and presented as effectively as possible and accompanied by a clear interpretive statement. Consultants and members of the reviewing committee should not be expected to have to carry out their own analyses or to extract the relevant information from a compendium of ill-digested information.

*Adapted below are guidelines for creating an effective self-study produced by COU Quality Council (October 2010).*

FEATURE	POOR PRACTICE	BEST PRACTICE
GOAL/PURPOSE	The self study is aimed at defending or justifying the status quo	The self study is aimed at quality improvement. Self appraisal analyses strengths and weaknesses, and asks how improvements can be made
FOCUS	The self study focuses on the academic unit (department), rather than on the undergraduate/graduate program	The self study focuses on the undergraduate or graduate program under review
CHARACTER/NATURE OF REPORT	The self study report is descriptive rather than reflective, analytical, self-critical, and evaluative	The self study report is reflective, analytical, self-critical, and evaluative
TREATMENT OF CURRICULUM	The curriculum is described	The curriculum is critically examined, with an eye to degree level expectations and learning outcomes, and to change and improvement
DEGREE LEVEL EXPECTATIONS/ LEARNING OUTCOMES	The self study does not address or only superficially addresses degree level expectations, learning objectives, or learning outcomes	The self study expresses degree level expectations and learning outcomes that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance, and commitment of resources
TREATMENT OF DATA	Raw data are attached as appendices, or used only in a descriptive manner	Data are analyzed (e.g. used as the basis for performance evaluation). Data analysis contributes to the assessment of strengths and weaknesses of the program
AUTHORSHIP	The self study is written by the Chair, without evidence of buy-in (or sometimes even knowledge) of faculty and students	The self study results from a participatory self-critical process and reports on the involvement in its preparation of all faculty in the program, and of students

<b>STUDENT INVOLVEMENT</b>	There is no evidence of active involvement of students in the preparation of the self study report	The self study report shows active involvement of students in the agenda-setting, the self analysis, and the preparation of the Report
<b>STUDENT ROLE</b>	Students meet with the external reviewer(s), but have no input to the self study	Students contribute to the preparation of the self study report, as well as meet with the external reviewer(s)
<b>STUDENT SURVEY</b>	The student survey is missing or if included is conducted after the self study is prepared, and so does not serve to inform the report	A student survey provides another valuable source of input to the self study
<b>RELATIONSHIP TO EXTERNAL REVIEWER MANDATE</b>	The self study does not address, or inform, all of the issues external reviewers are asked to review	The self study addresses and informs all of the issues external reviewers are asked to review
<b>IQAP/QUALITY ASSURANCE FRAMEWORK ELEMENTS</b>	The self study does not explicitly address each of the “elements” as required under as required under the Quality Assurance Framework	The self study explicitly addresses each of the elements as outlined in the self study documentation requirements (Section 4-C) as required under the Quality Assurance Framework
<b>INSTITUTIONAL CRITERIA</b>	The institution does not specify the criteria of program quality used in its program review process	The self study facilitates an assessment of the program based on the Program Quality Review Criteria (Section 7-C) as required under the Quality Assurance Framework

## GUIDELINES ON ARM'S LENGTH IN THE SELECTION OF REVIEWERS

*Reproduced below are guidelines on the definition of “arm’s length” to aid in the selection of reviewers for new programs and program reviews prepared by the COU Quality Council (October 2010).*

Best practice in quality assurance ensures that reviewers are at arm’s length from the program under review. This means that reviewers/consultants are not close friends, current or recent collaborators, former supervisor, advisor or colleague. Arm’s length does not mean that the reviewer must never have met or even heard of a single member of the program. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the program. It may be helpful to provide some examples of what does and does not constitute a close connection that would violate the arm’s length requirement.

Examples of what does not violate the arm’s length requirement:

- Appeared on a panel at a conference with a member of the program
- Served on a granting council selection panel with a member of the program
- Author of an article in a journal edited by a member of the program, or of a chapter in a book edited by a member of the program
- External examiner of a dissertation by a doctoral student in the program
- Presented a paper at a conference held at the university where the program is located
- Invited a member of the program to present a paper at a conference organized by the reviewer, or to write a chapter in a book edited by the reviewer
- Received a bachelor’s degree from the university (especially if in another program)
- Co-author or research collaborator with a member of the program more than seven years ago
- Presented a guest lecture at the university
- Reviewed for publication a manuscript written by a member of the program

Examples of what does violate the arm’s length requirement:

- A previous member of the program or department under review (including being a visiting professor)
- Received a doctoral degree from the program under review
- A regular co-author and research collaborator with a member of the program, within the past seven years, especially if that collaboration is ongoing. Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- The doctoral supervisor of one or more members of the program

### ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS/CONSULTANTS

External reviewers/consultants should have a strong track record as academic scholars and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions. This combination of experience allows a reviewer to provide the most valuable feedback on program proposals and reviews.

## **PROGRAM REVIEWERS' ASSESSMENT/REPORT**

Under UOIT's Quality Assurance Framework, all programs must be reviewed every eight years to ensure that they meet provincial guidelines and promote their ongoing rigour and coherence. A significant component of this review is the assessment by external reviewers of the standards and quality of the program under review. To this end, reviewers are asked to:

1. Study the self-study brief, along with any other material provided by the Faculty Dean of the program under review.
2. Become familiar with the UOIT Program Quality Review Criteria and the procedures regarding program reviews (See CPR Handbook Section 4 and Appendix 7-C).
3. Visit the program under review to examine the physical facilities and meet with the Assessment Team, and with other faculty, students, staff, senior academic administrators, and any others who can most appropriately provide informed comment, to discuss aspects of the self-study in the context of the program quality review criteria.
4. Prepare a report to the Dean that addresses the substance of the self-study and the program quality review criteria, focusing on the following areas:
  - a) Based on an assessment of data and information about the program, what are the most significant indicators of the program's performance to date in the following areas:
    - (i) In achieving consistency with UOIT's mission and mandate and degree level expectations
    - (ii) In meeting the standards of the discipline and the learning outcomes of the program in its admission requirements, design and structure of the curriculum, modes of delivery and teaching methods, methods used to evaluate student progress, and utilization of existing human/physical/financial resources.
    - (iii) In demonstrating a level of achievement among students that is consistent with the learning outcomes of the program and degree level expectations.
  - b) What are the main strengths and most innovative or creative attributes of the program and how can the best use be made of them?
  - c) What are the main challenges faced by the program and how can they be addressed?
  - d) To what extent does the program meet its goals and learning objectives and what can be done to strengthen the outcomes?
  - e) What are the most important steps to be taken to enhance the quality of the program, distinguishing between those the program can itself take and those that require external action?
5. Any other aspects of the program on which feedback is sought should also be addressed in the report. Where possible, the report should be prepared jointly by the reviewers and should be completed within 30 days of the site visit. Throughout the process, reviewers are required to respect the confidentiality of all aspects of the process and avoid using references to individuals and to recognize the institution's autonomy to determine priorities for funding, space and faculty allocation.
5. Respond to any queries from the Dean and the Assessment Team following receipt of the report.