



Institutional Quality Assurance Process (IQAP)

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Table of Contents

Preamble	5
Authorities	6
Definitions	9
Quick Reference to Algoma University Undergraduate Program Components and Stand-Alone Credentials	13
Abbreviated Definitions with Examples for Program Components	13
Abbreviated Definitions with Examples for Stand Alone Credentials	14
Scope	15
1.0 Guidelines for New Program Approvals.....	16
1.1 Scope	17
1.2 Contact	17
1.3 Evaluative Criteria	18
1.4 Quick reference of level of approval required for new programs and major changes to existing programs.....	21
1.5 Steps in New Program Approval Process.....	22
Stage 1: Conceptual Stage	22
Stage 2: Preparation of a new program concept summary.....	22
Stage 3: Development of a full new program proposal.....	23
Stage 4: External review.....	24
Stage 5: Reviewer(s) report	25
Stage 6: Internal response	26
Stage 7: Institutional approval	26
Stage 8: Quality Council Secretariat.....	26
Stage 9: Announcement of new programs	26
Stage 10: Decision of Quality Council	27
Stage 11: Program Implementation.....	27
Stage 12: Steps to Monitor New Programs	28
2.0 Guidelines for Program Revisions	29
2.1 Authority	29

2.2 Scope	29
2.3 Contact	29
2.4 Evaluative Criteria	29
2.5 Steps in Program Revision Process	30
2.6 Reporting.....	33
3.0 Guidelines for Cyclical Undergraduate Program Reviews	35
3.1 General Principles	35
3.2 Schedule of Reviews	35
3.3 Authority	35
3.4 Scope.....	36
3.5 Institutional Manual.....	36
3.6 The Process	37
3.6.1 Preparing for the Program Review	37
3.6.2 Forming the Self-Study Committee	37
3.6.4 Requirements of the Self-Study.....	38
3.6.5 Submission of the Self-Study	43
3.6.5 Review of the Self-Study	43
3.6.5 Acceptance of the Self-Study and Assignment of External Reviewers	44
3.6.6 The Review Committee.....	44
3.6.7 Review Committee Briefing	45
3.6.8 The Site Visit.....	45
3.6.9 Guidelines for the Review Committee Report.....	46
3.6.10 Steps Following Completion of the Report.....	46
3.6.11 Reporting Requirements.....	48
3.7 Evaluative Criteria	49
Appendix A: University Undergraduate Degree Level Expectations	51
Appendix B: Program Review Schedule 2017/18 to 2022/23	57

Preamble

Algoma University aspires to provide academic programs within a learning environment that exceeds disciplinary standards and prepares graduates for further study, employment, and community engagement. The objects of the university are the pursuit of learning through scholarship, teaching and research within a spirit of free enquiry and expression. As stated in Bill 80, Algoma University's special mission is to:

- a) Be a teaching-oriented university that provides programs in liberal arts and sciences and professional programs, primarily at the undergraduate level, with a particular focus on the needs of northern Ontario; and
- b) Cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site.

Algoma University's Institutional Quality Assurance Process (IQAP) provides a framework for quality assurance processes that are consistent with the mission of the university and its expression of the university degree level expectations. This framework demonstrates Algoma University's firm commitment to maintaining high quality academic standards and to developing and refining quality assurance processes that will result in continuous program improvements. The IQAP aligns Algoma University's quality assurance policies and procedures with the framework of the Ontario Universities Council on Quality Assurance (the "Quality Council").

The IQAP guidelines replace the General Principles and Guidelines Governing Undergraduate Program Reviews approved by Senate in January 2002. The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. All publicly assisted universities in Ontario associated with the Quality Council have committed to participating in an audit process once every eight years. The Quality Assurance audit will determine whether an institution, since its last review, has acted in compliance with the provisions of its IQAP, as ratified by the Quality Council.

The threshold framework for degree expectations are the Ontario Council of Academic Vice-Presidents (OCAV) Guidelines for Degree Level Expectations (attached as Appendix A). Following a period of consultation, the Algoma University Senate adopted the OCAV Degree Level Expectations as its institutional framework for quality assurance on November 5, 2010. The OCAV framework for degree expectations supports academic departments in planning and/or revising curricula and in communicating program-level learning outcomes to current and prospective students. As of July 1, 2011, all program reviews shall use degree-level expectations and program-level learning outcomes as the guidelines from which to base expectations of graduates.

The IQAP consists of three distinct sections, as outlined below:

1. Guidelines for New Program Approvals
2. Guidelines for Program Revisions
3. Guidelines for Cyclical Program Reviews

Each section describes in detail the policies and procedures to be followed in each area. The Quality Council will use the IQAP as a benchmark to determine Algoma University's compliance with its own quality assurance processes through an 8-year audit cycle.

Algoma University presently offers only undergraduate programming and therefore the IQAP is limited to an undergraduate focus. The IQAP will be revised and resubmitted for re-ratification in the future should Algoma University be granted the authority to offer graduate degrees.

Authorities

The authority responsible for the IQAP, its administration and application, is Algoma University's Chief Academic Officer. The Chief Academic Officer chairs the Algoma University Quality Assurance Committee (QualCom), a committee of the Algoma University Senate that oversees the application of the IQAP to new and existing programs. Through its Chair, the committee reports regularly to Senate. The Chief Academic Officer may delegate operational responsibility for the administration and application of the IQAP to another academic or administrative officer.

The Algoma University Quality Assurance Committee (QualCom) is constituted as follows:

- a) The Chief Academic Officer;
- b) One representative from each Faculty with an established record in program administration delegated by the Faculty for a 3-year term;
- c) The University Registrar;
- d) The Director, Program Quality and Experiential Learning;
- e) Two students.

The Senate of Algoma University, established in 2008 by the Legislature of the Province of Ontario by virtue of The Algoma University Act, 2008, S.O. 2008, C-13, has the duties, subject to the approval of the board with respect to the expenditure of funds, the power to determine and regulate the educational policy of the University and, without limiting the generality of the foregoing, has the power:

- a) To make recommendations to the Board with respect to the establishment, change or termination of programs and courses of study, schools, faculties, divisions and departments;

- b) To advise the President of the University on the staffing needs of the academic departments;
- c) To appoint the faculty deans, including the Academic Dean, and the divisional or departmental chairs as may be required from time to time;
- d) To determine the curricula of all programs and courses of study, the standards of admission to the University and continued registration therein, and the qualifications for degrees, diplomas and certificates of the University;
- e) To conduct examinations, appoint examiners and decide all matters relating thereto;
- f) To hear and determine appeals from the decisions of the faculty councils on examinations and on applications for admission;
- g) To award fellowships, scholarships, bursaries, medals, prizes and other marks of academic achievement;
- h) To authorize the Chancellor, the vice-chancellor or such other person as may be determined by the Senate, to confer degrees, honorary degrees, diplomas and certificates on behalf of the University in accordance with section 6;
- i) To create councils and committees as it deems necessary to exercise its powers;
- j) To make by-laws for the conduct of its affairs, including by-laws respecting the conduct of the election of its members.
- k) And any further powers required as being necessary and incidental in its exercise in order to uphold the Objects of the University and achieve its Special Mission.

Definitions

Academic Services: Academic Services are defined as those services integral to a student's ability to achieve the learning outcomes expected from a program. Such services would typically include, but are not limited to, academic advising and counseling appropriate to the program, information technology, library and laboratory resources directed towards the program, and internships, co-operative education and practicum placement services – where these experiential components are a required part of a program. Excluded from academic services are items deemed to be co-curricular such as intramural and extramural activities, residence services, food services, health and wellness services, psychological services, financial aid services and career services, except where any of these services are specifically identified to be an integral part of the academic program.

Certificate: An undergraduate certificate is a structured set of 30 credits in a particular discipline or area of study that introduces students to, or extends their knowledge of, that discipline or area of study. An undergraduate certificate is a stand-alone credential that may be taken concurrently with a bachelor's program or independently. It is normally comprised of a structured set of sequential year-level courses and does not require completion of a post-secondary credential for admission.

Degree: An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV's Degree Level Expectations and the institution's own expression of those Expectations insert hyperlink.

Degree Level Expectations: The Degree Level Expectations established by OCAV serve as Ontario universities' academic standards and identify the knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development. They may be expressed as subject-specific or in generic terms. Graduates at specified degree levels (e.g., BA, MSc) are expected to demonstrate these competencies. Each university has undertaken to adapt and describe the degree level expectations that will apply within its own institution. Likewise, academic units will describe their institution's expectations in terms of appropriate to its academic program(s).

Degree Program: The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements of a particular degree.

Diploma Program: Universities may grant diplomas in acknowledgement of students' participation in either for-credit or not-for-credit activities at the undergraduate and graduate level. Not-for-credit and for-credit undergraduate diploma programs are not subject to approval or audit by the Quality Council.

Honours Diploma: An honours diploma is a distinct type of for-credit diploma program that consists of a structured set of 30 credits comprising the year four honours requirements of a degree program. An honours diploma is a stand-alone credential with criteria for admission to be completed consecutively by students who have previously graduated from a general degree program in the same area of study. The honours diploma is available in select program areas for which the university has an approved honours degree.

Inter-Institutional Program Categories:

Conjoint Degree Program: A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university, which is approved by the university's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.

Dual Credential Program: A program of study offered by one or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.

Joint Degree Program: A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.

Major: An identified set and/or sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed in full or partial fulfillment of the requirements for the awarding of a degree, and is recorded on the graduate's academic record (e.g., Bachelor of Arts in Geography where **Geography** is the major).

Major Modifications: A major modification to a program of study is defined as the following:

- a) Requirements for the program that differ significantly from those existing at the time of the previous cyclical review
 - a. The merger of two or more programs;
 - b. New bridging options for college diploma graduates;
 - c. Change of program name or degree of an existing program or degree;
 - d. Major changes to courses comprising a significant proportion of the program (33% or greater);
 - e. The admission, promotion, and graduation requirements for the program where the change has an impact on the learning outcomes of the program;
 - f. The deletion or addition of a specialization or minor;
 - g. The length of the program;

- h. Introduction or deletion of an undergraduate thesis or capstone project.
 - i. The introduction or deletion of a work experience requirement, including internships and practicums
 - j. Introduction or deletion of breadth requirements.
 - k. The closure or suspension of an undergraduate program, major, or certificate.
- b) Significant changes to the learning outcomes
- a. Changes to program content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a new program.
- 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.
- a. The mode of delivery such that a majority of required course credits in the program will be delivered using the new mode (33% or greater);
 - b. Changes to the faculty delivering the program: e.g., a large proportion of the faculty retires or new hires alter the areas of research and teaching interests;
 - c. A change in the language of program delivery;
 - d. The establishment of an existing degree program at another institution or location;
 - e. Change to full- or part-time program options, or vice versa;
 - f. Changes to the essential resources, where these changes impair the delivery of the approved program.

Minor: An identified set and/or sequence of courses in a discipline or field that either introduces or extends knowledge of that discipline or field. Minors are only available to registered Algoma University students and are available only to students who have declared a major in another discipline. Minors are to be completed concurrently with a degree program on an optional basis and are recorded on the graduate's academic record.

Minor Modifications: A minor modification is defined as a small change to a program that does not change the fundamental nature, purpose, or the learning outcomes of the program. Minor modifications include, but are not limited to changes to:

- a) Course descriptions
- b) Course prerequisites
- c) Mode of delivery for a small number of courses

Mode of Delivery: The means or medium used in delivering a program (e.g., lecture format, distance, on-line, problem-based, compressed part-time, different campus, inter-institutional collaboration or other non-standard form of delivery).

New Program: Any degree, degree program, or program of specialization, currently approved by the Senate or equivalent governing body, which has not been previously approved for that

institution by the Quality Council, its predecessors, Ministerial consent, or any intra-institutional approval process that previously applied. A new program is 'brand-new': that is to say, the program has substantially different learning outcomes from those of any existing approved programs offered by Algoma University (e.g., a new honours program where a major with the same designation already exists).

Program of Specialization (e.g., a major, honours program, concentration, or similar): Refer to the definition of *Major*.

Specialization: A specialization is a defined set of courses which provides students with specific expertise, knowledge, and/or practice and so further distinguishes the program in a recognizable way. Successful completion of a specialization is recorded on the transcript. A specialization is available only to students majoring in the discipline in which the specialization is offered (e.g., a student majoring in Business Administration may enroll in a specialization in Human Resources to further their expertise in a specialty area).

Stream: A stream is a pattern of courses in a program that guides the student's studies based on area(s) of interest but does not result in a designation on a diploma or other formal recognition.

Quick Reference to Algoma University Undergraduate Program Components and Stand-Alone Credentials

Abbreviated Definitions with Examples for Program Components

Program Component	Example
<p>Degree Program</p> <p>The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements for a particular degree.</p>	Bachelor of Arts
<p>Major</p> <p>An identified set and/or sequence of courses, and/or other units of study, which is completed in full or partial fulfillment of the requirements for the awarding of a degree, and is recorded on the graduate's academic record.</p>	Bachelor of Arts in Geography where Geography is the major.
<p>Specialization</p> <p>A specialization is a defined set of courses which provides students with a specific expertise, knowledge, and/or practice and so further distinguishes the program in a recognizable way.</p>	Bachelor of Computer Science with a specialization in Computer Game Technology & Creative Arts
<p>Minor</p> <p>An identified set and/or sequence of courses in a discipline or field that either introduces or extends knowledge of that discipline or field.</p>	Bachelor of Arts in Geography with a minor in Law and Justice
<p>Stream</p> <p>A stream is a pattern of courses in a program that guides a student's study based on area(s) of interest but does not result in a designation on a diploma or other formal recognition.</p>	Students majoring in Music can choose Music courses from lists organized according to area of interest e.g., Music history and appreciation, Music theory, Music pedagogy and practical musicianship, and Music performance.

Abbreviated Definitions with Examples for Stand Alone Credentials

<i>Program Component</i>	<i>Example</i>
<p>Degree Program</p> <p>The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements for a particular degree.</p>	<p>Bachelor of Arts</p>
<p>Certificate</p> <p>A structured set of 30 credits in a particular discipline or area of study that introduces students to, or extends their knowledge of, that discipline or area of study.</p>	<p>Certificate in Community Economic and Social Development</p>
<p>Honours Diploma</p> <p>An honours diploma is a distinct type of for-credit diploma program that consists of a structured set of 30 credits comprising the year four honours requirements of a degree program. An honours diploma is a stand-alone credential with criteria for admission to be completed consecutively by students who have previously graduated from a general degree program in the same area of study. The honours diploma is available in select program areas for which the university has an approved honours degree.</p>	<p>Students who have graduated with a Bachelor of Science in Biology can apply and be admitted to an <i>Honours Diploma in Biology</i>. This student would be enrolled in the same courses as a student in the fourth year of the Honours Bachelor of Science in Biology.</p>

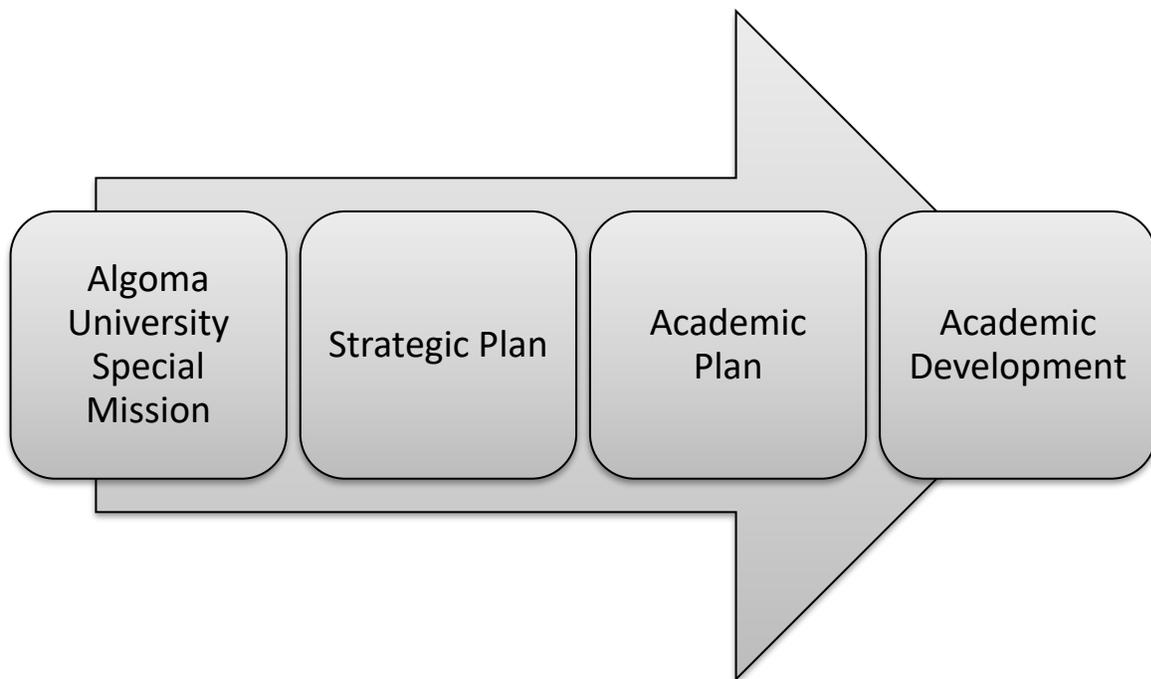
Scope

The IQAP applies to all of the following degree-level program entities:

- i. All proposed and existing undergraduate programs, as well as all proposed and existing specializations and minors within such programs as proposed to or established by the University's Senate and listed upon Senate approval in the undergraduate calendar.
- ii. All proposed and existing for-credit undergraduate-level diplomas and certificates as proposed to or established by the University's Senate and listed upon Senate approval in the undergraduate calendar.
- iii. All proposed and existing undergraduate inter-institutional programs, including dual credential and/or joint degree programs, as proposed to or established by the University's Senate and listed upon Senate approval in the undergraduate calendar.

1.0 Guidelines for New Program Approvals

One of the ways Algoma University grows is by implementing new academic offerings that create a distinctive university. As such, the university encourages the development of new academic programs that are responsive to regional needs and contribute to provincial and regional capacity. The process to initiate, develop, review, and approve new academic programs is sufficiently flexible to gather input and suggestions from a variety of sources. All new program initiatives will align with the Algoma University Strategic Plan and the Algoma University Academic Plan.



Ideas for new program development may be introduced for many reasons, including:

- Response to recognized student demand.
- Response to new and changing government priorities.
- Response to regional need for a program.
- Support of vision and strategic objectives of the university.
- Response to educational needs of Anishinaabe communities.
- Support of growth in quality and excellence.
- Enhancement of program offerings for current and future students.
- Response to inter-faculty and inter-institutional initiatives.
- Support of four strategic directions for research: Biological and Environmental Sciences; Information Technology; Community Economic and Social Development; and, Anishinaabe Governance, Culture, and Health.
- Revenue generation.

It is important to note that since establishing itself as an independent university in June 2008, Algoma University has been required to have its new academic programs approved by the Minister of Advanced Education and Skills Development on the advice of the Postsecondary Education Quality Assessment Board (PEQAB), an arms-length advisory agency to the Ministry of Advanced Education and Skills Development. Ministerial consent for all new degree programs will be required until such time as Bill 80 (An Act to Establish Algoma University and Dissolve Algoma University College) is amended to give Algoma University the power to grant its own degrees in new areas of study. In many areas, the institutional process for new program approvals is identical whether the university is seeking program approval from the Quality Council or from the Minister of Training, Colleges and Universities on the advice of PEQAB. In areas where it is different, the different processes are clearly defined in that section.

As of the approval date for this policy, Algoma University will follow the institutional process for new program approvals as described for seeking approval through PEQAB. When Bill 80 is amended, Algoma University will immediately transition to the institutional process for new program approval as described in its IQAP. The sections of this policy describing processes necessary to prepare for approval through PEQAB will be removed from the policy when Algoma University's legislation is amended.

In the province of Ontario, the Ministry of Advanced Education and Skills Development (MAESD) has developed a set of evaluative criteria for the review of all "non-core" undergraduate programs. The principal criteria are attested to by the President of the institution and evaluated by the Ministry for new program proposals in order to align program funding approvals with the Differentiation Policy Framework and Strategic Mandate Agreements (SMAs). The evaluative criteria of Algoma University's IQAP are guided by the MAESD criteria for evaluation.

1.1 Scope

The new program approvals protocol applies to all new for-credit undergraduate and graduate degree programs. A new program is any degree program, or major, which has not been previously approved for Algoma University by the Quality Council, Ministerial consent, or any intra-institutional approval process that has previously been applied. A new program is 'brand-new': that is to say, the program has substantially different learning outcomes from those of any existing approved programs offered by Algoma University (e.g., a new honours program where a major with the same designation already exists).

1.2 Contact

The Chief Academic Officer (CAO) or designate is the sole contact for communication between Algoma University and the relevant approval body about the approval process.

1.3 Evaluative Criteria

New programs and major modifications to programs are evaluated against the following criteria:

Nomenclature

- The program name and degree designation are appropriate to program content and consistent with current usage in the discipline and practices at Algoma University.

Objectives

- The program is consistent with the vision, special mission, strategic objectives of the university, and with the academic principles of the Academic Plan. The program fits into the broader array of program offerings, particularly in areas of teaching and research strength.
- The program requirements and associated learning outcomes are consistent with Algoma University's expression of the undergraduate degree level expectations (Appendix A).

Societal Context

- There is convincing evidence of student demand for the program.
- The proposal clearly demonstrates how students were engaged in the development process.
- The program does not directly duplicate that offered by another Ontario university, unless there is evidence of justification of the duplication based on student demand and/or societal need.
- The proposal presents convincing evidence that graduates of the program are needed in specifically identified fields (academic, public, and/or private sector).
- For professional programs, the proposal ensures congruence with current regulatory requirements of the profession and demonstrates how the regulatory body was involved in the development process.

Admissions

- The admission requirements are appropriate for the learning outcomes established for completion of the program.
- Sufficient explanation of alternative requirements for admission, if any, such as minimum grade-point average, degree completion arrangements for college transfer students, additional languages or portfolios, along with how the program recognizes prior work or learning experience.
- For transfer arrangements and bridge programs proposing more than the standard level of transfer credits, a gap analysis based on learning outcomes has been completed and presented.

Structure

- The program's structure and regulations are appropriate to facilitate meeting specified program-level learning outcomes and degree level expectations.
- For programs involving work experience or a placement component, the Department will describe: a) the learning outcomes of the work experience; and, b) the supports the university will extend to students in order to develop and maintain placement opportunities.

Program Content

- A representative program development advisory committee played a central role in ensuring community input to the curriculum and that the curriculum addresses the current and future state of the discipline or area of study.
- The program was designed to maximize the graduates' potential for employment and promotion in their field and further study
- The ways in which the curriculum addresses the current state of the discipline or area of study are described.
- The program includes some unique curriculum, program innovation, or creative component that adds to the strength of the program.
- The learning outcomes of the program are developed in a logical and progressive manner through the core and elective course content.

Mode of Delivery

- The proposed mode of delivery is appropriate to the intended program learning outcomes and undergraduate degree level expectations.
- The university has the expertise and resources to support the proposed mode of delivery and to ensure its effectiveness.

Assessment of Teaching and Learning

- The proposed methods for assessment of student achievement are appropriate to the program-level learning outcomes and the undergraduate degree level expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with Algoma University's statement of its degree level expectations (Appendix A).

Resources for all Programs

- The planned utilization of existing human, physical, and financial resources, and any institutional commitment to supplement these resources, is adequate to deliver the program.
- The planned faculty hiring schedule is of a sufficient number and quality to create a faculty complement that is competent to teach and/or supervise in the program.
- There are adequate resources to sustain the quality of scholarship produced by undergraduate students, including library support, information technology support, and laboratory access (if applicable).

- There is evidence of planning and adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and part-time faculty.

Quality

- The program provides a learning environment that meets-or-exceeds disciplinary standards and prepares graduates for further study, employment, and community engagement.
- The proposal defines and uses indicators that provide evidence of quality of the faculty (e.g. qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- The program structure and research activity of faculty creates an environment that will ensure the intellectual quality of the student experience.

1.4 Quick reference of level of approval required for new programs and major changes to existing programs

***note this chart was prepared while Algoma was required to obtain Ministerial consent for new degree options. When Algoma University has its legislation amended to include the ability to grant degrees in new areas of study, this chart will be amended.*

Program Type	Senate	External Consultants	PEQAB (Ministerial consent)	Quality Council	MAESD
New degree	Yes	Yes (selected by PEQAB)	Yes	No	Yes in non-core areas
Major modification to existing program	Yes	No	No	No (but notification required)	No (reporting only)
Certificate in an existing program	Yes	No	No	No	No (reporting only)
New inter-institutional degree	Yes	Yes (selected by PEQAB)	Yes	No	Yes
New specialization in existing program	Yes	No	No	No (but notification required)	No

1.5 Steps in New Program Approval Process

Stage 1: Conceptual Stage

Suggestions for new program proposals can come forward from a variety of sources, including:

- Individual faculty members
- Departments or Divisions
- Administration
- Board members
- Students
- Staff
- Community members
- Partners

Suggestions from individual faculty members must receive support from the Department or Faculty before proceeding through the approvals process. If the initiative does not receive Department or Faculty support, the faculty member(s) may take the idea to the CAO, who may work with the appropriate Chairs to try and establish a level of support. The CAO provides a preliminary assessment of how closely the suggestion meets the objectives of the Strategic Plan and the Academic Plan when deciding on the extent to which he/she will try and garner support. If the CAO is not able to establish any level of support from the appropriate Department or Faculty, the suggestion will not proceed further.

Suggestions from administration, Board members, staff, partners, or current students will be brought to the attention of the CAO. The CAO will raise the idea with the appropriate Faculty or Department Chair. If agreed, the Faculty or Department Chair will work within their respective area to establish the level of support and identify a core group of faculty to develop the suggestion further. If a group of current faculty cannot be identified, the idea will not proceed further, with the exception of situations where the proposed program is in a discipline or field where the university has no existing faculty expertise. In this situation, the CAO can constitute a program development team to move the suggestion forward.

Stage 2: Preparation of a new program concept summary

The faculty member or program development team leader prepares a new program concept summary that briefly summarizes the suggestion and resource implications of developing the idea further). A new program concept summary must be completed before the program proceeds to the next stage. The concept summary is presented to the Department and then to the Faculty. Once endorsed by the Faculty, the concept summary moves on to Academic Planning and Priorities (AppCom) for consideration. AppCom approval is needed in order to move the new program to the next stage of the process. In the case where the proposed

program is in an area for which there is no existing department, the concept summary is presented by the program development team to the Faculty in which the program would be most likely to reside. Program proposals for which there is no existing department require endorsement by a Faculty before moving to AppCom for consideration. For multi-disciplinary and interdisciplinary programs, the summary requires endorsement by all involved Departments and Faculties.

The purpose of the new program concept summary is to provide a framework and mechanism for determining priorities for program development. The summary provides a front-line filter where the university Senate can consider the merits of program proposals and associated resource requests.

The decision of AppCom is informed by the following principles (not presented in order of importance).

- Does the new program idea align with the vision, special mission, Strategic Mandate Agreement (SMA) and Strategic Plan of the university?
- Does the new program idea align with the academic foundations and themes of the Academic Plan?
- Does the idea have broad-based support within the Department, university, and/or community?
- Is there preliminary evidence with respect to student demand and societal need for the program?
- Is there preliminary evidence to support the financial viability of the program? Are there sufficient financial, human, and infrastructure (e.g., space) resources available to initiate and support the program, either within existing budgets or based on revenue generated by the program?

Stage 3: Development of a full new program proposal

At this stage, a full new program proposal brief is prepared. The new program proposal brief is a detailed outline of all program components, including any specializations and/or streams that are being proposed. Course syllabi included in the new program proposal package are prepared using the template provided. The new program proposal brief addresses each of the evaluative criteria listed in Section 1.3. The completed new program proposal requires approval by the following bodies in the order listed below. *Important Note: The chain of approval for the new program proposal is different depending on whether the university is submitting the program proposal to PEQAB or to the Quality Council. Please refer to the appropriate process as outlined below.*

Central to the new program proposal is the development and establishment of learning outcomes for the proposed program. Advice and support in developing these learning

outcomes can be sought from the Office of the Chief Academic Officer or from QualCom members. The established learning outcomes are fundamental to the new program proposal.

PEQAB

1. The Department(s)
2. The Faculty(s)
3. QualCom
4. Academic Planning and Priorities
5. Senate

QUALITY COUNCIL

1. The Department(s)
2. The Faculty(s)
3. QualCom
4. Academic Planning and Priorities
5. Senate

Stage 4: External review

PEQAB

The internal review process ends at this stage. A proposal is prepared and submitted to the Postsecondary Education Quality Assessment Board (PEQAB). From this point on, PEQAB manages the appointment of assessors, the reviewer's report, and the final approval of the program.

While the university's legislation requires it to seek Ministerial consent for new programs through PEQAB, the approvals process ends at this stage.

Once Ministerial consent is granted, the Registrar is responsible for completing the University Program Approvals Process for Non-Core programs and the FaxBack form for Core programs and forwarding to the MAESD for approval. The Registrar will adhere to the submission cycle of MAESD.

QUALITY COUNCIL

The internal review process continues at this stage. For approved programs, the Department or program development team will submit a list of external reviewers to QualCom. The list must include a minimum of eight nominations. QualCom selects a minimum of one reviewer for undergraduate programs. Normally, external reviewers are associate or full professors, or the equivalent, with program management experience. A background and/or demonstrated

experience assisting programs in incorporating employability objectives into curriculum design is desirable. External reviewers are at arm's length from the program under review. Preference is given to external reviewers with experience in institutions of similar size and with characteristics similar to Algoma University. The Conflict of Interest Policy for External Program Review Consultants must be followed during the assignment of external reviewers.

Nominations will include the following information:

- Name and contact information (current telephone number and email address)
- Rank and position
- Institution
- Degrees - designation, university, discipline, etc.
- Area of research expertise
- Previous affiliation with the university (if any), and association with individual members of faculty, e.g. student/professor, co-author, close personal friend

The Office of the CAO makes the initial contact with the external consultant(s) to finalize the appointment and to confirm that the external consultant(s) are free from conflict of interest as defined in the Conflict of Interest Policy for External Program Review Consultants.

Normally, external reviews of new undergraduate programs are conducted on-site, but may be conducted by desk audit, video-conference, or an equivalent method if the external reviewer is satisfied that the off-site option is acceptable.

For on-site visits, the Office of the CAO ensures accommodations and travel arrangements of the external consultant(s) are made. The Office of the CAO prepares an agenda for the review in consultation with the external reviewer(s). The Office of the CAO provides the external reviewer(s) with the complete new program proposal and the Reviewers' Report on the Proposed Program Template prior to the review.

Stage 5: Reviewer(s) report

The external reviewer(s) provide a joint report using the template Reviewers' Report on New Program Proposal. The report appraises the standards and quality of the proposed program and addresses the evaluative criteria defined in Section 1.3 of this policy. The reviewer(s) are invited to acknowledge any clearly innovative aspects of the proposed program together with make recommendations on any essential or otherwise desirable modifications to it. The external reviewers' report is received by the Office of the CAO within six weeks of the site visit. The Office of the CAO is responsible for forwarding the report to the relevant Department and Faculty Chair(s).

Stage 6: Internal response

Algoma University has thirty days from receipt of the external reviewers' report to prepare a response to the report. Responses from both the proposing Department and/or program development team and the CAO or delegate are prepared.

Stage 7: Institutional approval

The external reviewers' report and the internal responses from the proposing Department or program development team and the CAO are forwarded to AppCom for consideration. Based on the new program proposal, the Reviewers' Report, and the internal responses, AppCom prepares a recommendation as to whether or not the program meets the evaluative criteria in Section 1.3, and should thus be recommended for approval to the Senate.

AppCom may recommend to the proposing Department or program development team that modifications be made. The recommendations are made to the proposing Department or program development team for their consideration. If modifications are made, the revised proposal can be brought forward to AppCom for approval without the completion of a second external review.

If AppCom makes a positive recommendation, the proposal will proceed to Senate for institutional approval.

The institution has the authority to stop the whole process at this or any subsequent point.

Stage 8: Quality Council Secretariat

The new program proposal, together with all other associated reports and internal responses to them, is submitted to the Quality Council Secretariat using the submission template of the Quality Council. The submission template will specify whether or not the proposed program will be a cost-recovery program.

In parallel, the University Registrar will submit the Program Approval Request Submission and the Program Approval Certification Form to the MAESD for funding and OSAP eligibility. MAESD approval is contingent upon approval by the Quality Council.

Stage 9: Announcement of new programs

Following the submission of the new program proposal to the Quality Council, and subject to the approval of the CAO, Algoma University may announce its intention to offer the program, provided that all communications clearly state that approval by the Quality Council is pending and that no offers of admission will be made until and unless the program is approved by the

Council. When such announcements are made in advance of Quality Council approval, they must contain the following statement “Prospective students are advised that offers of admission to a new program may be made only after the university’s own quality assurance processes have been completed and the Ontario Universities Council on Quality Assurance has approved the program.”

Stage 10: Decision of Quality Council

The Quality Council’s Appraisal Committee reviews and appraises the completed file. This committee may seek further information from the university, in which case it provides reasons for its requests to the institution. If no further information is required, the Appraisal Committee, through the Quality Council, advises the university of the assessment, including one of the following recommendations:

- a) Approval to commence;
- b) Approval to commence, with report;
- c) Deferral for up to one year during which time the university may address identified issues and report back; or
- d) Against approval.

If the Quality Council’s recommendation is one of b), c), or d), Algoma University may, within sixty days, make an appeal to, or request a meeting with, the Appraisal Committee for reconsideration. Normally, the grounds for seeking reconsideration are that the institution will be providing new information, or that there were errors of fact in the Appraisal Committee’s commentary, or there were errors of process. Following such communication, the Appraisal Committee revisits and may revise its assessment. The Quality Council receives the final recommendation of the Appraisal Committee. Having received and considered the Appraisal Committee’s final assessment and recommendation, along with any additional comments from the institution on the assessment, the Quality Council makes a final decision.

The Quality Council conveys its decision through the CAO and reports it for information to the Ontario Council of Academic Vice-Presidents (OCAV) and to the Ministry of Advanced Education and Skills Development (MAESD). The Quality Council and Algoma University post information about decisions on approval to commence new programs on their respective websites, together with a brief description of the program.

At this point, Algoma University may make offers of admission to the program.

Stage 11: Program Implementation

After a new program is approved to commence, it must begin within thirty-six months of that date of approval; otherwise the approval will lapse.

Stage 12: Steps to Monitor New Programs

At the end of each of the first three academic years following the commencement of a new program, new programs will be monitored by the CAO based on the evaluative criteria for existing programs in Section 3.13.

A brief annual report on this monitoring is filed by the CAO to Academic Planning and Priorities (AppCom) and the Quality Assurance Committee (QualCom). AppCom may require the Department to make modifications and file a report on these modifications after at least a three-year period.

The annual report of the CAO includes information such as:

- *Registrations compared to enrolment projections.*
- *Student retention.*
- *The quality of the student experience, as determined either through a survey, focus group, or other means.*

The first cyclical review for any new program is conducted no more than seven years after the date of the program's initial enrolment and normally in accordance with Algoma University's program review schedule. Note that for new undergraduate programs that received Ministerial consent through PEQAB, program reviews will occur prior to the fourth year of operation, in preparation for an application for renewal of Ministerial consent through the Postsecondary Education Quality Assessment Board (PEQAB).

2.0 Guidelines for Program Revisions

This section of the IQAP describes the internal approvals process and the expedited approvals process that can be utilized when existing programs are revised. All program revisions are expected to align with the Algoma University Strategic Mandate Agreement, Strategic Plan, and Academic Plan.

2.1 Authority

The Chief Academic Officer (CAO) or designate is responsible for this policy and its application.

The CAO chairs the Algoma University Quality Assurance Committee (QualCom), a committee of the Algoma University Senate that oversees the application of the IQAP to reviews for new and existing programs. Through its Chair, the committee reports regularly to Senate. Departments, Faculties, Curriculum Committee, Academic Planning and Priorities, Academic Standards and Teaching and Learning Committee, and Academic Regulations and Petitions Committee are additional bodies concerned with the approval of academic program revisions in terms of their academic merit and the resource implications of revisions. Major modifications to programs are approved by the university Senate based on recommendations from QualCom.

2.2 Scope

All program revisions are subject to Algoma University's internal quality assurance policies and processes. In some instances, a program revision is considered a "major modification" to a program. In these instances, approval may be sought, but is not required, from the Quality Council through an expedited program approvals protocol.

The expedited program approvals protocol applies when:

- a) There is a major modification to an existing program and Algoma University requests a Quality Council review of the modification.

2.3 Contact

The CAO or designate is the sole contact for communication between Algoma University and the relevant approval body about the approval process.

2.4 Evaluative Criteria

Internal quality assurance processes consider the applicable evaluative criteria in Section 1.3 of this policy when considering program revisions.

2.5 Steps in Program Revision Process

Step One:

Determine whether or not the revisions are being introduced to a program that was approved with Ministerial consent through PEQAB. If this is the case, the following listing must be reviewed to determine whether PEQAB considers the proposed change to be a major modification to the program. If the proposed revision is included on the list below, the revisions must proceed through internal approvals and a request for amendment of consent must be submitted to the Minister of Advanced Education and Skills Development (MAESD). If the proposed revision is not to a program that was approved with Ministerial consent through PEQAB, skip to step two.

Some types of program changes require the PEQAB Board's review and recommendation. They include, but are not limited to:

1. Changes in learning outcomes that
 - a. Require a restatement of program learning outcomes,
 - b. Require approval by an accrediting or regulatory body,
 - c. Eliminate or add a field in a graduate program,
 - d. Eliminate or add a minor or stream in an undergraduate program;
2. Change in the length of the program;
3. Introduction of a work experience requirement where none was reviewed during the application process;
4. Deletion, or reduction of a work experience requirement;
5. Change in the mode of delivery such that Internet, asynchronous, distance or distributed delivery
 - a. Is introduced where none was reviewed during the application process,
 - b. That was reviewed during the application process and the consent holder wishes to (i) make available at least double the number of requirements/courses in which any of these delivery methods is the principle method of delivery, or (ii) make available more than 50% of program requirements using any of these methods, regardless of the number proposed during the application and review process;
6. Change in the admissions, promotion, and graduation requirements;
7. Introduction of policies and procedures on advanced standing or credit recognition where none were reviewed during the application process;
8. Material change in the policies and procedures pertaining to advanced standing or credit recognition that were reviewed during the application process;
9. Change in the organization's mission or governance structure; and,

10. Any other change that places the university in a position of being unable to conform to the Board's standards and benchmarks.

Step Two:

If the proposed revisions are to an existing program that was not approved with Ministerial consent through PEQAB, the first step is to consider whether or not the proposed changes represent a major or minor modification to the program.

The Quality Council defines a major modification as the following:

- a) Requirements for the program that differ significantly from those existing at the time of the previous cyclical 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.

Algoma University has expanded the above to further clarify its internal definition of what constitutes a major modification by providing examples for each of the categories:

Major Modifications: A major modification to a program of study is defined as the following:

- d) Requirements for the program that differ significantly from those existing at the time of the previous cyclical review
 - a. The merger of two or more programs;
 - b. New bridging options for college diploma graduates;
 - c. Change of program name or degree of an existing program or degree;
 - d. Major changes to courses comprising a significant proportion of the program (33% or greater);
 - e. The admission, promotion, and graduation requirements for the program where the change has an impact on the learning outcomes of the program;
 - f. The deletion or addition of a specialization or minor;
 - g. The length of the program;
 - h. Introduction or deletion of an undergraduate thesis or capstone project.
 - i. The introduction or deletion of a work experience requirement, including internships and practicums
 - j. Introduction or deletion of breadth requirements.
 - k. The closure or suspension of an undergraduate program, major, or certificate.
- e) Significant changes to the learning outcomes
 - l. Changes to program content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a new program.

- f) 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.
 - m. The mode of delivery such that a majority of required course credits in the program will be delivered using the new mode (33% or greater);
 - n. Changes to the faculty delivering the program: e.g., a large proportion of the faculty retires or new hires alter the areas of research and teaching interests;
 - o. A change in the language of program delivery;
 - p. The establishment of an existing degree program at another institution or location;
 - q. Change to full- or part-time program options, or vice versa;
 - r. Changes to the essential resources, where these changes impair the delivery of the approved program.

In cases where it is unclear whether a proposed significant change in program is a major modification, a determination is made by QualCom. The decision of QualCom is binding.

Step Three:

When a major modification is identified, the Algoma University Revised Program Template must be completed in its entirety. The documentation required for a major modification can vary according to the scope of the major modification. Some program modifications are substantial (e.g., the establishment of an existing degree in a compressed format in a new location) while others are less so (e.g., the establishment of a new bridging option for college diploma graduates). There are three sections in the template (Section A; required to be completed for all program revisions; Section B; required to be completed for all major modifications; and Section C; required to be completed for major modifications classified as substantial). The amount and type of information required in the template varies depending on the nature of the proposed change. It is highly recommended assistance is sought from the Office of the CAO or a QualCom member for advice and assistance in the preparation of the template.

The following major modifications are normally categorized as substantial: the merger of two or more programs; major changes to courses comprising a significant proportion of the program (33% or greater); change in language of program delivery; the deletion or addition of a specialization or minor; the closure or suspension of an undergraduate program, major, minor, or certificate; the mode of delivery such that a majority of required course credits in the program will be delivered using the new mode (33% or greater); and, the establishment of an existing degree program at another institution or location. All other major modifications are normally categorized as standard.

In cases where it is unclear whether a proposed major modification is substantial or standard, a determination is made by QualCom. The decision of QualCom is binding.

The Revised Program Template requires approval at the university level, but is not required to go forward to the Quality Council. The internal process requires Departmental, Faculty, QualCom, Academic Planning and Priorities, and Senate approvals. The curriculum changes are evaluated using the applicable evaluative criteria in Section 1.3 of the IQAP.

When a major modification is identified, Algoma University has the option of requesting endorsement from the Quality Council by submitting a Proposal Brief, which will include:

- a) A description of, and rationale for, the proposed changes; and
- b) Application of the relevant criteria outlined in Section 1.3, to the proposed changes.

The Quality Council reviews major modification proposals through its expedited approval process.

For minor modifications, the Algoma University Revised Program Template (Section A only) is completed. This form requires approval at the level of the Department, the Faculty, Curriculum Committee, and Senate. Minor modifications to courses, the addition of new courses, and the addition or deletion of streams require approval from the Department, the Faculty, and Curriculum Committee. Minor modifications are brought to Senate for information only and are not dealt with by QualCom.

2.6 Reporting

Algoma University submits to the Quality Council an annual report that provides a summary of major program modifications that were approved through the university's internal approval process in the past year. It is the responsibility of the Director, Program Quality and Experiential Learning to submit a report to the Quality Council by July 31 of each year. The annual report includes:

- a) A description of, and rationale for, the proposed changes; and
- b) Application of the relevant criteria outlined in Section 1.3, to the proposed changes.

The report is submitted using the template provided by the Quality Council.

3.0 Guidelines for Cyclical Undergraduate Program Reviews

3.1 General Principles

To monitor and improve the quality of its undergraduate programs, Algoma University regularly reviews its academic programs. The purpose of the review process is to assure the quality and relevance of the university's programs through an analytical and comprehensive analysis of the program. This analysis provides an opportunity for systematic reflection that will result in recommendations for actions to enhance the quality of the program.

Cyclical undergraduate program reviews have six principal components:

- a) Self-study;
- b) External peer review with report and recommendation on program quality improvement;
- c) Institutional evaluation of the self-study and an external assessment report resulting in recommendations for program quality improvement;
- d) Preparation and adoption of plans to implement the recommendations and to monitor their implementation;
- e) Reporting on the principal findings of the review; and,
- f) Implementation of the recommendations.

The benchmarks for assessing a program's standard and quality are the university undergraduate degree level expectations (Appendix A) and program learning outcomes.

3.2 Schedule of Reviews

The Quality Assurance Committee (QualCom) will establish a 7-year cycle for reviews. For a current review schedule, refer to Appendix B.

All programs operating under Ministerial consent for a 5-year period will be reviewed prior to the 4th year of operation. This is in preparation for an application for renewal of Ministerial consent through the Postsecondary Education Quality Assessment Board (PEQAB) within 5 years.

3.3 Authority

The Chief Academic Officer (CAO) or designate is responsible for this policy and its application.

The CAO or designate serves as the authoritative contact between Algoma University and the Quality Council.

3.4 Scope

This policy applies to all degree programs at Algoma University, including degree programs and inter-institutional programs as defined in the IQAP. The review cycle includes all joint, multi-disciplinary, interdisciplinary, multi-sited and inter-institutional programs, and all modes of delivery.

In some cases, accreditation reviews can substitute for some portions of the review process. In the case where an accreditation review is substituted for a portion of Algoma University's undergraduate review process, the accreditation review must be fully consistent with the requirements of the Quality Assurance Framework of the Quality Council. A record of such substitution or addition is signed by the CAO and kept on file in the CAO's Office. The record of substitution outlines the grounds on which the substitution or addition was made and is made available to the Quality Council auditors upon request.

For single discipline programs offered in more than one location, a single review can be completed, provided that the single review addresses how the evaluative criteria are met in each location and with each different mode of delivery. The review must address the distinctive attributes of each location and delivery mode.

Interdisciplinary programs are considered to be distinct entities, and will be included in the schedule of cyclical reviews.

3.5 Institutional Manual

The Office of the CAO provides for the preparation and maintenance of an institutional manual that describes the cyclical program review process and supports such reviews. This manual will include:

1. Guidance on the conduct of rigorous, objective and searching self-studies, and descriptions of the potential benefits that can accrue from them;
2. Criteria for the nomination and selection of arm's length external peer reviewers;
3. Identification of who is responsible for the collection, aggregation and distribution of institutional data and outcome measures required for self-studies;
4. The format required for the self-study and external reviewers' reports; and
5. The institution's cycle for the conduct of undergraduate and graduate program reviews.

3.6 The Process

This policy describes the process from start to finish in detail. A quick reference checklist outlining the steps and associated timelines is available at the following link [\[\]](#).

3.6.1 Preparing for the Program Review

In preparation for the program review process, the CAO or designate calls a meeting with the Department Chairs for the programs under review in the year before the review commences. At this meeting, the CAO provides an overview of learning outcomes and learning outcomes assessment, which are fundamental to the review. This meeting is held approximately six months prior to the official notification from the CAO to the Chairs of the forthcoming program review. Following this meeting, representatives from the Office of the CAO meet again with the program faculty to conduct a workshop on learning outcomes and their assessment.

On September 1 of the year of the review, the CAO notifies the Department Chair in writing of the forthcoming program review and provides him or her with a copy of the IQAP and the IQAP Manual.

3.6.2 Forming the Self-Study Committee

The self-study is conducted by a Self-Study Committee. The Self-Study Committee is assembled by the Department Chair in consultation with the CAO. The Self-Study Committee is normally led by the Department Chair, and includes a minimum of one faculty member from the program under review, a faculty member from another department who is at arm's length from the program under review, and two upper-year students who are majoring in the program under review. If the Department Chair is the only full-time faculty member from the program under review, full-time faculty from a cognate program within the department will be called upon to serve on the committee (e.g., a program review for the Bachelor of Arts in Music will include a minimum of one faculty member from the Visual Arts program). The Self-Study Committee need not be chaired by the Department Chair in instances where a program is housed in a department where the Department Chair is not a faculty member from the program under review. It must, however, be chaired by a full-time faculty member from the program under review.

The Algoma faculty on the Self-Study Committee should be senior faculty (preferably associate or full professors) with program management experience. The Self-Study Committee will participate directly in the preparation of the *Critical Analysis of the Program under Review* section of the self-study document. The Self-Study Committee will actively seek the input and views of program faculty, staff, students, and community stakeholders, early in the self-study process.

The Self-Study Committee Chair submits the composition of the Self-Study Committee to the CAO by October 15.

Once the Self-Study Committee has been constituted, the CAO or designate calls a meeting with the Self-Study Committee. This meeting normally occurs between October 15 and December 1. In this meeting, the Office of the CAO provides clear direction on expectations for the self-study, provides a customized Self-Study Template with program data included, and reviews key aspects of learning outcomes and their assessment. The CAO or designate reviews the manual previously provided to the Department Chair that describes: the cyclical review process; the benefits of the process; the criteria for selection of members of the review committee; who is responsible for the collection, aggregation and distribution of data and outcome measures required for the self-study; the format of the self-study; the format for the report of the Review Committee; and, the cycle for undergraduate program reviews.

The Self-Study Committee ensures that a program's faculty, staff, and students are actively involved in the preparation of the self-study. The preparation is an active process that includes activities such as: student surveys; focus groups for faculty, staff, and students; discussions with external stakeholders; advisory committee meetings; retreats and meetings with program faculty; as well as stakeholder review of the various drafts of the self-study.

3.6.4 Requirements of the Self-Study

The self-study is a fundamental part of the review. The self-study document is a broad-based, reflective, and forward-looking document. It includes a critical analysis of the program under review. The CAO or designate monitors the progress of the self-study and ensures it is completed in accordance with the review schedule.

The Chair of the Self-Study Committee is required to meet with the CAO by February 1 to discuss progress on the self-study to date. The final version of the Self-Study is submitted to the Faculty Chair by August 1 (11 months from the time the Department Chair received written notification of the forthcoming review). The CAO works with the Faculty Chair to monitor the August 1 submission deadline.

The Department Chair shall submit the self-study to the Faculty Chair in four separate sections as outlined below. Submissions are to be submitted electronically in a pdf format. Assistance in organizing and formatting the self-study is provided by the Office of the CAO.

- Section One - Critical analysis of the program under review
- Section Two - Curricula vitarum of the faculty
- Section Three - List of proposed consultants
- Section Four- Supplementary Appendices

Section One

Critical Analysis of the Program under Review

The content in this section of the self-study will facilitate the assessment of the program's alignment with the evaluative criteria in Section 3.7 of the IQAP. The self-study will address and document concerns and recommendations raised in previous reviews. The Self-Study will address questions such as those listed below (the points below serve as examples and do not represent a complete list):

- Is the program consistent with the vision, special mission, Strategic Mandate Agreement, and Strategic Plan of the university, and with the Academic Plan? Does the program fit into the broader array of program offerings, particularly in areas of teaching and research strength?
- Algoma University programs are designed to develop student's professional capacity/autonomy for employment, further study, and community involvement. Is the program designed to maximize the graduates' potential for employment and promotion in their field of study and further study?
- Are the program requirements and associated learning outcomes consistent with Algoma University's expression of the undergraduate degree level expectations?
- Does the curriculum reflect the current state of the discipline or area of study? Does the curriculum ensure continuing relevance to the field of practice it serves?
- Are the learning outcomes appropriate and clear? Is the program appropriately designed and structured to achieve the learning outcomes?
- Are the means of assessment (particularly in the students' final year of the program) appropriate and effective to demonstrate achievement of the program learning outcomes and the university undergraduate degree level expectations?
- Are the student success and student experience indicators used in the self-study consistent with a quality undergraduate program?
- Does the department and institution undertake initiatives to enhance the quality of the program and the associated learning and teaching environment?

A self-study shall require statements relating to the evaluative criteria in Section 3.7 of this policy. Self-studies shall follow the Self-Study Template provided by the Office of the CAO. Section One of the self-study must address the questions below at a minimum.

1.1 Objectives

- Does the program align with the special mission, strategic and academic plans of Algoma University?
- What are the mission and objectives of the program under review and how do these relate to the pedagogical objectives of the department?

- How does the program function in relation to other programs and academic units at Algoma University?
- How does the program under review fit in relation to comparable programs in Ontario, Canada, and elsewhere? Are the program learning outcomes distinctive in relation to comparable programs?
- Are the program requirements and program learning outcomes appropriate in relation to the current profile of the discipline or interdisciplinary area, provincially, nationally, and internationally? How do the program learning outcomes align with Algoma University's expression of the University Undergraduate Degree Level Expectations (UUDLEs)?
- What are the standards of any associated regulatory, accrediting body, or professional association (if applicable)? How does the program under review assess itself in relation to these standards (where applicable)?

1.2 Admissions

- Are the admission requirements appropriately aligned with the learning outcomes established for the completion of a program?
- Are the admission requirements such that a student entering the program can expect to complete it successfully and in a timely fashion? Are additional requirements appropriate and clearly explained?
- Are the admission requirements contributing to enrolment goals, student retention, and high graduate rates?

1.3 Curriculum

- Does the curriculum reflect the current state of the discipline or area of study? How does the department ensure the curriculum is of continued relevance to the field of practice the program serves?
- Is the program appropriately designed and structured to achieve the learning outcomes?
- How was input from community stakeholders used to review the curriculum?
- Does the program contain any significant innovation or creativity in the content and/or delivery of the program?
- Is the program designed to maximize the graduates' potential for employment and promotion in their field of study?

- Does the program have an appropriate mode or modes of delivery to achieve the program level learning outcomes and University Undergraduate Degree Level Expectations (UUDLEs) onto which the outcomes are mapped?

1.4 Teaching and Assessment

- Are the methods for assessing program learning outcomes appropriate?
- Are the methods of assessment (particularly in the students' final year) appropriate and effective in demonstrating achievement of the program learning outcomes and the UUDLEs?
- Are the methods of student evaluation appropriate given the admission requirements and program learning outcomes?

1.5 Students

- How has student input been used to inform program improvement and development?
- Will the program prepare students for future employment with respect to careers for which the program could reasonably be expected to provide preparation?
- Analyze indicators of student success in the assessment of program quality (e.g., applications and registrations; retention rates; time-to-completion; final year academic achievement; graduation rates; academic awards; student in-course reports on teaching; post-graduate employment; alumni comments).
- Relate faculty input measures to the student experience (e.g., faculty qualifications; research and scholarly records of faculty; class sizes; percentage of courses taught by full-time and part-time faculty; faculty-to-student ratios).
- Does program structure ensure the quality of the student experience?
- Assess outcomes for program graduates (e.g., employment six months and two years after graduation; postgraduate study; skills match and alumni reports).

1.6 Resources

- Is the program adequately resourced with respect to physical and information resources (e.g., library, equipment, space, furnishings, hardware, software, and other technological resources)?
- Are resources required to maintain and deliver the program available and used effectively?
- Is the program adequately resourced with a sufficient number of faculty with appropriate levels of teaching expertise, and of continuing research and publishing activity?

1.7 Quality Enhancement

- What initiatives are being taken to enhance the quality of the program and the associated teaching and learning environment?
- How has the program responded to the concerns and recommendations raised in the previous review?

Section Two

The Curricula Vitarum of the Faculty

There is a section containing the c.v.'s for all program faculty. C.V.'s are presented for all full-time faculty who regularly teach courses in the program as well as for all part-time faculty who have taught in the program in the past five years. The c.v.'s are presented in a common c.v. (C.C.V.) format and are presented separately from the section on the program.

Section Three

The List of Proposed Consultants

Normally, proposed consultants are active and respected in their field, are at the rank of associate or full professor, and have program management experience. A background and/or demonstrated experience assisting programs in incorporating employability objectives into curriculum design is desirable. External reviewers are at arm's length from the program under review. It is recommended the Department propose consultants who are from institutions that possess characteristics similar to Algoma University, for example small, primarily undergraduate institutions. The Department presents to QualCom at least eight nominations for proposed consultants. The Department will not contact the nominees with respect to the nominations. The Conflict of Interest Policy for External Program Review Consultants must be followed during the assignment of external reviewers.

The Department provides a list containing the following information for each nominee:

- Name and contact information (current telephone number and email address)
- Rank/position
- Institution/firm – current address, including telephone number
- Degrees – designation, university, discipline
- Area of research expertise
- Professional experience/expertise relevant to the consultancyship

Section Four: Supplementary Appendices

Use this section for any supplementary material referred to in Section One: *Critical Analysis of the Program under Review*.

3.6.5 Submission of the Self-Study

The final version of the Self-Study is submitted by the Department Chair to the Faculty Chair by August 1 (11 months from the time the Department Chair received written notification of the forthcoming review). The CAO is responsible for working with the Faculty Chair to monitor the August 1 submission deadline. Submissions are to be submitted electronically in a pdf format in accordance with the Self-Study Template provided by the Office of the CAO.

The Faculty Chair is responsible for providing to the Department a first tier of review for the self-study report. The Faculty Chair works with the Department to prepare a version of the self-study report that is acceptable to the Faculty and the Department.

When the self-study is deemed acceptable by the Faculty Chair, the Self-Study Sign-Off Sheet is completed and signed. All four sections of the completed self-study, accompanied by the Sign-Off Sheet, are submitted by the Faculty Chair to the CAO. The CAO immediately forwards the self-study to QualCom for consideration. The CAO is responsible for ensuring the completed self-study is received by QualCom by September 1.

3.6.5 Review of the Self-Study

QualCom ensures the self-study report meets all of the criteria listed in Section 3.7 and that it is a critically reflective and forward-looking document with specific plans and projections, not simply a compilation of facts and figures.

QualCom is responsible for ensuring the self-study report adequately addresses all of the evaluative criteria for program reviews. QualCom members from the academic unit in which the program is located will declare a conflict of interest and will not be involved in decisions for self-study reports for programs in their unit. QualCom will discuss the report and identify any concerns or issues it wishes to raise with the Chair of the Self-Study Committee. The Chair of the Self-Study Committee will be invited to a QualCom meeting to discuss these issues and concerns. The Chair of the Self-Study Committee may be accompanied by the relevant Faculty Chair or another member of the Self-Study Committee, as appropriate.

Following this meeting, QualCom will make one of three decisions with respect to the Self-Study:

- i. The Self-Study is ready for external review and a motion is passed to accept the completed self-study;
- ii. The Self-Study could benefit from minor improvements. QualCom will prepare a letter advising the Self-Study Committee Chair of the improvements and will delegate a committee member to work with the Self-Study Committee Chair to complete these improvements; or,

- iii. The Self-Study requires relatively major improvements which will require the Self-Study to be considered by QualCom a second time.

QualCom's decision will be communicated by the CAO to the Department Chair in writing, with correspondence copied to the Faculty Chair.

3.6.5 Acceptance of the Self-Study and Assignment of External Reviewers

Once QualCom passes a motion to accept the self-study report, QualCom appoints two external reviewers from the list of proposed consultants advanced by the Department in Section Three of the self-study. Both external reviewers must be from outside the university. There are a minimum of two such reviewers for graduate programs.

The CAO or designate makes the initial contact with the external consultants to confirm availability and that the proposed reviewers are free of any conflict of interest as defined in the Conflict of Interest for External Program Review Consultants. Following such confirmation, the Office of the CAO finds an appropriate time for the site visit and prepares an agenda. Contact with potential external reviewers will occur as early as possible in the fall term. The site visit will occur during the fall term in year two of the review.

The agenda will include:

- Meeting with CAO
- Meeting with University Registrar
- Meeting with the Department Chair
- Meetings with faculty members in the department/program
- Meetings with students and alumni
- Meeting with the Faculty Chair
- Meeting with other persons, at the reviewers' request
- Tour of the facilities

The Office of the CAO ensures accommodation and travel arrangements for the external reviewers are coordinated.

3.6.6 The Review Committee

The Review Committee is comprised of the two external reviewers. The work of the Review Committee occurs in year two of the review in accordance with the timelines in this section of the policy.

At the discretion of the CAO additional members may be assigned to the Review Committee. This might be appropriate, for example, in the case of professional programs or programs

leading to membership in regulated professions. In such cases appropriately qualified and experienced people selected may be added to the Review Committee.

3.6.7 Review Committee Briefing

Prior to the site visit, the Review Committee receives a written briefing from the CAO or designate that includes the following:

1. A statement recognizing the university's autonomy in determining priorities for funding, space, and faculty allocation;
2. The roles and obligations of the Review Committee;
3. The evaluative criteria for existing program reviews;
4. Any additional questions QualCom wishes the Review Committee to consider;
5. A description of the Review Committee's role in identifying the program's notable strengths, areas for improvement, and opportunities for enhancement;
6. A statement that indicates all aspects of the review process are confidential;
7. The Review Committee report guidelines, including a request to distinguish between recommendations for improvement that the Department can itself undertake and those that require external action in the report;
8. A tentative schedule of Review Committee meetings;
9. The university's mission and current strategic and academic plans;
10. Any other relevant documents that guide planning (e.g., Strategic Mandate Agreement)
11. The completed self-study;
12. Algoma University's Institutional Quality Assurance Process (IQAP) document;
13. A copy of the Department's previous final review, if applicable; and,
14. A statement from the CAO commenting on the self-study.

The Review Committee requests from the CAO any additional information it deems necessary prior to the site visit.

3.6.8 The Site Visit

September – December

During the site visit, the Review Committee meets *in camera* with the CAO. In this meeting, the Review Committee will discuss procedural details, review the Review Committee briefing, identify additional information that it might require, and ask questions clarifying its roles and responsibilities.

The Review Committee will then meet with: faculty; staff, and students within the Department; the Faculty Chair; the University Registrar; graduates of the program; employers of graduates; and any other members of the university community that can provide information (e.g. Librarian, Director of Information Technology Services, etc.). Before concluding the visit, the

Review Committee will meet with the CAO for a debriefing session. They will provide preliminary oral feedback on the outcome of the visit and an evaluation of the process.

3.6.9 Guidelines for the Review Committee Report

The Review Committee report should address the substance of both the self-study report and the evaluative criteria in Section 3.13. The spirit of the review is constructive.

In its report, the Review Committee responds to the issues identified in the Department's self-study report and to issues that arise during the site visit. The report provides a considered overview of the program's strengths, areas for improvement, and opportunities for enhancement. In its report, the Review Committee will recommend specific steps to be taken to improve the program. In doing so, it will distinguish between those steps the Department can itself take, those that require the administration's action, and those that require additional resources. The Review Committee's Report will follow the template provided by the Office of the CAO.

The Review Committee's central objective is to assess how current programs could be improved to serve students given the available resources. In light of financial restraints, any recommendations, including faculty or resources, must be considered in the context of current financial resources.

The report will address the evaluative criteria as outlined in Section 3.7.

3.6.10 Steps Following Completion of the Report

On behalf of the Review Committee, the external consultants will produce a report using the Reviewers' Report on Existing Program template. The report is submitted to the CAO no later than one month after the site visit. The CAO will ensure the report is complete and has adequately addressed all the evaluative criteria with respect to the program review. If the CAO finds the report to be deficient in any way, the CAO will communicate with the Review Committee to rectify the situation.

When the CAO is satisfied that the report is complete, the report is forwarded to the Self-Study Committee Chair, the Department Chair (if different from the Self-Study Committee Chair), and the Faculty Chair. The report will be accompanied by a summary listing all the issues, concerns, and recommendations raised in the report to which the unit will need to respond. The CAO has one month from receipt of the Reviewers' Report to forward a complete report along with the summary of issues, concerns, and recommendations.

The Department that conducted the self-study will respond to the contents of the Reviewers' Report within one month. The response addresses all issues, concerns, and recommendations in the report. There may be items the Department does not wish to implement, however, a

response to these items is still required outlining the reasons why the Department feels it is not appropriate to implement the items. The response forms the beginning of the Implementation Plan, an important product of the program review process. The CAO monitors the one month deadline for submission.

Once the CAO has received the Department's response, the CAO provides a response to the Review Committee's report addressing each of the following:

1. The plans and recommendations proposed in the self-study report;
2. The recommendations advanced by the Review Committee;
3. The Department's response to the Review Committee's report(s);
4. Any changes in organization, policy, or governance that would be necessary to meet the recommendations;
5. The resources, financial and otherwise, that will be provided to support the implementation of selected recommendations; and,
6. A proposed timeline for the implementation of these recommendations.

The CAO forwards the Department's response and the CAO's response to QualCom. QualCom studies the documents and prepares a report on program quality using the issues, concerns, and recommendations emerging from the reports. The report on program quality will recommend one of the following three outcomes:

1. Good quality;
2. Good quality with minor concerns; or,
3. Identified with quality concerns.

The criteria for program quality outcomes are as follows:

1. Good quality – QualCom has no serious concerns about program quality, as it is apparent that students are receiving a sound educational experience. The number and nature of the recommendations for quality enhancement, while they may be significant, do not impact the overall quality or viability of the program.
2. Good quality with minor concerns – QualCom has some concerns about the quality of the program. The recommendations for quality improvement need to be implemented in order to enhance the overall quality and viability of the program.
3. Identified with quality concerns – QualCom has significant concerns about the quality of the program. Intervention is needed in order to transform the program into one that is viable and of high quality. Programs identified as category three may be recommended for closure.

The report on program quality will be forwarded from QualCom to AppCom. AppCom reviews the report and prioritizes the recommendations that are selected for implementation. AppCom prepares a cover letter summarizing the prioritized recommendations and sends the report on program quality along with the summary of prioritized recommendations to the Self-Study

Committee Chair, Department Chair (if different from Self-Study Chair), and the Faculty Chair. AppCom requests the Department Chair and Faculty Chair work together to create a first draft of the Implementation Plan that includes the proposed timelines for implementation of the recommendations, who will be responsible for acting on these recommendations, and any resources that will be required.

The Department Chair is given a one month deadline for the submission of the draft Implementation Plan. The CAO monitors the one month submission deadline.

The CAO will author, and AppCom will approve, the Final Assessment Report that summarizes and evaluates the Review Committee's report, the internal responses, the report on program quality, the final recommendation, and the final implementation plan. The Final Assessment Report provides an institutional synthesis of the external evaluation and internal responses, and will:

- Identify any significant strengths of the program;
- Identify opportunities for program improvement and enhancement;
- Set out and prioritize the recommendations that are selected for implementation;
- Address personnel issues, if necessary (this section will be confidential); and,
- Contain an institutional Executive Summary that is suitable for publication on the web.
- Include the final Implementation Plan that identifies:
 - What bodies are responsible for approving the recommendations in the Final Assessment Report;
 - What bodies are responsible for providing any resources made necessary by those recommendations;
 - What bodies are responsible for acting on these recommendations; and,
 - Timelines for the implementation of these recommendations and the monitoring thereof.

AppCom forwards the completed Final Assessment Report to Senate for approval.

3.6.11 Reporting Requirements

AppCom distributes the approved Final Assessment Report (FAR) and its associated Implementation Plan to the Department, and the Faculty Chair. The Office of the CAO sends the FAR to the Quality Council.

The Office of the CAO posts the institutional Executive Summary and the Implementation Plan on the web. The Office of the CAO provides copies to both the Quality Council and the Board of Governors of Algoma University.

The Department prepares a report of the status of the Implementation Plan 18 months following Senate approval of the Final Assessment Report (FAR). The CAO monitors the completion of the status report. The Department submits the status report to the CAO who submits it to AppComm for review. In consultation with QualCom, AppCom may request

additional information or action from the Department. When AppCom is satisfied with the 18-Month Status Report, AppCom forwards a recommendation to Senate for approval of the report. The Office of the CAO forwards the Senate-approved status report to the Board of Governors for information. The Office of the CAO posts the approved 18-month status report on the web and forwards it to the Quality Council.

All documents created in the review process are afforded an appropriate level of confidentiality, and are made publically available only under the direction of the CAO.

3.7 Evaluative Criteria

Existing programs will be evaluated using the following criteria:

Objectives

- The program is consistent with the vision, special mission, and strategic objectives of the university, and with the academic principles of the Academic Plan. (QAF 4.3.1.a)
- The program requirements and associated learning outcomes are consistent with Algoma University's undergraduate degree level expectations (Appendix A). (QAF 4.3.1.b)

Admissions

- The admission requirements are appropriate for the learning outcomes of the program. (QAF 4.3.2)

Curriculum

- The curriculum reflects the current state of the discipline or area of study and is of continuing relevance to the field of practice it serves. (QAF 4.3.3a)
- The learning outcomes are appropriateness and clear. (PEQAB)
- There is evidence of significant innovation or creativity in the content and/or delivery of the program relative to other such programs. (QAF 4.3.3.b)
- The mode of delivery is appropriate to the intended program learning outcomes and undergraduate degree level expectations. (QAF 4.3.3.3.c)
- The learning outcome achievements of students/graduates compares well with – 1) program's stated learning outcomes and standards; 2) degree-level standard (refer to Appendix A for degree level guidelines); 3) the opinions of employers, students, and graduates; and 4) standards of any related regulatory, accrediting or professional associations(s) (PEQAB)

Teaching and Assessment

- The methods for assessing student achievement are appropriate to the program learning outcomes and the undergraduate degree level expectations. (QAF 4.3.4.a)
- The means of assessment are appropriate and effective in clearly demonstrating achievement of the program learning outcomes and the degree level expectations (especially in the final year of the program (QAF 4.3.4.b).

Resources

- The Department's use of existing human, physical, and financial resources are appropriate and effective in delivering its program(s). (QAF 4.3.5.)

Students

- Students have been an integral part of the review process.
- The program is designed to maximize the graduates' potential for employment and promotion in their field and further study. (PEQAB)
- Student experience and student success indicators have been critically analyzed in the assessment of program quality, including applications and registrations; attrition rates; time to completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching; post-graduate employment; and, alumni comments (QAF 4.3.6.b)
- Faculty input measures have been critically analyzed in the assessment of program quality, including faculty qualifications; research and scholarly records of faculty; class sizes; percentage of faculty taught by permanent or nonpermanent (sessional) faculty; and, faculty-to-student ratios (QAF 4.3.6.a)
- The program structure contributes to the quality of the student experience.
- Graduate outcomes have been critically analyzed in the assessment of program quality, including employment six months and two years after graduation; postgraduate study; skills match; and , alumni reports (PEQAB and QAF 4.3.6.c)

Quality Enhancement

- The Department undertakes initiatives to enhance the quality of the program and the associated learning and teaching environment (QAF 4.3.7.)

References

Algoma University acknowledges the following IQAP's were referenced in the creation of policy revisions approved by Algoma University Senate on September 8, 2017:

- *Carleton University*
- *Brock University*

Appendix A: University Undergraduate Degree Level Expectations

BACHELOR'S DEGREE: GENERAL

General Bachelor's degree programs are normally designed to require some conceptual sophistication, and specialized knowledge in at least one discipline or field.

Such programs typically require less intensive disciplinary specialization than an academically-oriented honours program and less preparation for employment in a field of practice than a honours program in an applied or professional area of study.

In addition to personal and intellectual growth, the programs may prepare students for some second-entry professional degree programs, employment in a variety of fields, or advanced entry into an honours program of study in the field.

Normally these programs do not prepare students for direct entry into graduate study. They are typically six to eight semesters in duration (normally 90 to 120 credits, or the equivalent).

This degree is awarded to students who have demonstrated:

Depth and Breadth of Knowledge

- a. A general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline;
- b. A broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;
- c. An ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline;
- d. Some detailed knowledge in an area of the discipline;
- e. Critical thinking and analytical skills inside and outside the discipline;
- f. The ability to apply learning from one or more areas.

Knowledge of Methodologies

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

- a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and
- b. Devise and sustain arguments or solve problems using these methods.

Application of Knowledge

- a. The ability to review, present, and interpret quantitative and qualitative information to:
 - i. develop lines of argument;
 - ii. make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and
- b. The ability to use a basic range of established techniques to:
 - i. analyse information;
 - ii. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;
 - iii. propose solutions; and
- c. The ability to make use of scholarly reviews and primary sources.

Communication Skills

The ability to communicate accurately and reliably, orally and in writing to a range of audiences.

Awareness of Limits of Knowledge

An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.

Professional Capacity/Autonomy

- a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
 - i. the exercise of personal responsibility and decision-making;
 - ii. working effectively with others;
- b. The ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and
- c. Behaviour consistent with academic integrity and social responsibility.

BACHELOR'S DEGREE: HONOURS

Bachelor's degree programs in this category are normally designed to require more conceptual sophistication, specialized knowledge, and intellectual autonomy than a general bachelor's degree program. Students in honours bachelor's programs learn by doing, with a focus on deepening their mastery of the knowledge and methods of the discipline and/or field. Such programs normally require students to prepare, under supervision, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercises that demonstrate methodological competence and capacity for independent intellectual/creative work.

In addition to personal and intellectual growth, **academically-oriented** programs are primarily designed to prepare students for entry into graduate study in the field, second-entry professional degree programs, or employment in a variety of fields, and they usually provide a deeper and broader disciplinary knowledge than an honours bachelor's degree in an applied or professional

area of study. They are typically eight semesters in duration (normally 120 credits, or the equivalent).

A **profession-oriented** honours bachelor's degree is normally designed to require a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented degree program but with the disciplinary content oriented to a professional field of practice. Students in professional programs learn by doing, with a focus on preparing for entry into a professional field of practice. Such programs incorporate a blend of theory and practice, and normally include a terminal project or other practice-based exercises intended to develop and demonstrate the student's readiness for employment in the professional field of practice. Professions are often practiced within in a regulatory framework, and programs may require accreditation by a regulatory body or professional association. In addition to personal and intellectual growth, the programs are primarily designed to prepare students for employment in the field of practice, second-entry professional degree programs, or, depending on the content of the program and the field, entry into either graduate study or bridging studies for an appropriate graduate program. Classroom instruction is typically eight semesters or more in duration (normally 120 credits, or the equivalent) and may be supplemented by required professional experience (e.g., supervised practica or internships).

An honours bachelor's program in an **applied area of study** is normally designed to require a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program but with the disciplinary content oriented to an occupational field of practice. Students in applied programs learn by doing, with a focus on preparing for entry into an occupational field of practice. Such programs incorporate a blend of theory and practice, and normally include a terminal project or other practice-based exercises intended to develop and demonstrate the student's readiness for employment in the occupational field of practice. In addition to personal and intellectual growth, the programs are primarily designed to prepare students for employment in the field of practice, second-entry professional degree programs, or, depending on the content of the program and the field, entry into either graduate study or bridging studies for an appropriate graduate program. Classroom instruction is typically eight semesters in duration (normally 120 credits, or the equivalent) and may be supplemented by required workplace experience (e.g., two to four supervised co-operative work terms).

This degree is awarded to students who have demonstrated:

Depth and Breadth of Knowledge

- a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;
- b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;

- c. A developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;
- d. A developed, detailed knowledge of and experience in research in an area of the discipline;
- e. Developed critical thinking and analytical skills inside and outside the discipline;
- f. The ability to apply learning from one or more areas outside the discipline.

Knowledge of Methodologies

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

- a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
- b. Devise and sustain arguments or solve problems using these methods; and
- c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.

Application of Knowledge

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

Communication Skills

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.

Awareness of Limits of Knowledge

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.

Professional Capacity/Autonomy

- a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
 - i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
 - ii. working effectively with others;
 - iii. decision-making in complex contexts;
- b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and
- c. Behaviour consistent with academic integrity and social responsibility.

Appendix B: Program Review Schedule 2019/20 to 2025/26

Program Review Schedule 2019/20-2025/26

Academic Program	Timetable for Review	Last Completed Review
Computer Science	2019/20	2012/13
Biology	2019/20	2012/13
Visual Arts	2020/21	2013/14
Geography	2021/22	2014/15
Business Administration *multiple sites	2021/22	2014/15
Economics	2021/22	2014/15
Psychology *multiple sites	2022/23	2015/16
Environmental Science	2021/22	N/A
Anishinaabe Studies	2022-23	N/A
English	2023/24	2016/17
Sociology	2023/24	2016/17
Music	2023/24	2016/17
CESD *multiple sites	2023-24	2016-17
Law and Justice	2024-25	2017-18
Political Science	2024-25	2017-18
Anishinaabemowin	2025-26	2018/19
History	2025-26	2018/19
Social Work *multiple sites	2023-24**	2018/19

** Please note that review dates can change based on Ministerial review of the program