



OCAD UNIVERSITY

INSTITUTIONAL QUALITY ASSURANCE PROCESS (IQAP)

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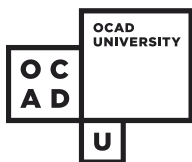
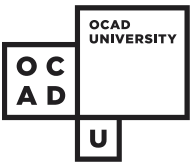


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1. INSTITUTIONAL QUALITY ASSURANCE PROCESS OVERVIEW

The OCAD University Institutional Quality Assurance Process (IQAP) describes the policy and procedures for developing, reviewing and approving new undergraduate and graduate program proposals, and proposing changes to, or undertaking periodic cyclical review of, existing programs offered solely by OCAD University (OCAD U) or in full, in part, or conjointly with any other post-secondary institution. This extends to programs offered in partnership, collaboration or other such arrangement with other postsecondary institutions including colleges, universities or institutes. The IQAP (including its Appendices) specifies what is required internally by OCAD U's governance processes in fulfilling the mandate of the Ontario Universities Council on Quality Assurance (the Quality Council) Quality Assurance Framework.

1.1 Scope of the Policy

OCAD U is committed to providing the best possible education for its students and promoting standards of excellence in the University's new and existing programs. OCAD U's IQAP Policy, which embeds the requirements stipulated in the Quality Assurance Framework (QAF) of the Quality Council, defines the necessary steps to be taken at OCAD U for introducing new undergraduate and graduate programs and/or making major or minor changes to existing programs, including program closures, and undertaking cyclical program reviews. The policy also outlines the protocol for the institutional audit of quality assurance processes.

OCAD U's Academic Plan, Strategic Plan and Strategic Mandate Agreement will often provide the framework for the creation of new programs and/or major revisions in response to:

- Government initiatives;
- Planned improvements to academic quality;
- The availability of new resources/opportunities or a decrease in resources;
- Growth of new knowledge and developments in a field requiring the introduction of a new sequence of courses to facilitate dissemination of that new knowledge;
- Increased demand for access to programs by students and increased demand for program graduates from employers and post-graduate programs.

1.2 Guiding Principles

- The IQAP is committed to the principles articulated in Part One of the QAF that guide and inform quality assurance in Ontario universities;
- Quality Assurance is a shared priority for faculty, staff, administrators and students and is driven by the goal of continuous and measurable improvement (QAF Principle 13). It is a faculty-driven process supported broadly by members of the OCAD U community through consultation and contribution of effort, resources and data;

- The Senate of OCAD U holds ultimate responsibility for the IQAP (QAF Principle 7);
- The process for introducing new programs or making program changes must be clearly defined and consistent with OCAD U policy and congruent with OCAD U's Academic Plan, Strategic Plan and Strategic Mandate Agreement;
- Structured, ongoing analysis of program quality through cyclical review and between cyclical reviews will guide curriculum improvements and drive the adoption of effective innovations;
- All new and continuing undergraduate and graduate degree/diploma programs (see definitions in Appendix A) whether offered in full, in part, or conjointly by any institutions federated and affiliated with OCAD U, as well as programs offered in partnership, collaboration or other such arrangement with other postsecondary institutions including colleges, universities or institutes, fall under the purview of this policy;
- Program design must reflect financial viability and sustainability. The cost of introducing new programs must be considered and on-going funding sources determined as part of the approval process;
- The distinction between new programs and major modifications to programs as delineated in this document will determine how new programs and specializations of existing programs are determined.

1.3 Responsibilities

1.3.1 Faculty

Faculty, under the leadership of academic administration, are responsible for undertaking a self-study when programs for which they are responsible are undergoing cyclical program review. Faculty may initiate the proposal of new academic programs, major modifications or minor modifications to existing programs and are significantly involved in consultation. In both cyclical program reviews and new program proposals, faculty are responsible for proposing nominations for external members of the External Review Committee to the Dean, for drafting the schedule for the site visit of the External Review Committee, and responding to the External Review Report. For cyclical program reviews, faculty are responsible for implementing and reporting on the External Review recommendations in the Final Assessment Report and Implementation Plans that are within their purview. Faculty are responsible for ensuring relevant student participation in quality assurance activities such that student perspectives inform the development, revision and review of programs.

For new program development and cyclical program review, a faculty member (normally the program chair or graduate program director for cyclical program reviews) will act as the team lead to coordinate these processes. They will be responsible for ensuring the completion of the new program proposal or self-study brief in a timely manner including establishing the new program proposal or Program Review Team; meeting regularly with their team to gather and review perspectives from faculty, students, alumni and academic support units (detailed in sections 2.2.2. and 5.4); and coordinating the writing of the proposal or review. The team lead will also be responsible for coordinating the site visit and coordinating the completion of the final reports after the external review stage and the subsequent monitoring reports.

1.3.2 Deans

The Deans are responsible for advising and assisting the academic programs undergoing cyclical program review. They are responsible for approving members of the Program Review Team and assisting the Vice-President, Academic and Provost in ensuring that the self-study is complete and addresses all of the required evaluation criteria. They approve the Program Review Team's nominations of external reviewers, participate in the Internal Response to the External Review Report, oversee preparation of the Final Assessment Report, and ensure that faculty in the program follow up on and report back to the Senate Quality Assurance Committee (SQAC) on recommendations included in the Final Assessment Report and Implementation Plan. The Deans are responsible for providing advice and support for new program proposals, striking the New Program Proposal Working Group, overseeing the drafting of the Letter of Intent for initial proposals and major modifications, approving the New Program Proposal Working Group's nominations of external reviewers and overseeing the development of and signing off on proposals and monitoring reports for new and existing programs to SQAC.

1.3.3 Vice-President, Academic and Provost

The Vice-President, Academic and Provost is the administrative authority responsible for the University's IQAP Policy and procedures for new and existing programs. The Vice-President, Academic and Provost is the Authoritative Contact between OCAD U and the Quality Council for all matters, including new program approvals, cyclical program reviews, expedited approvals, and major modifications. The Vice-President, Academic and Provost is the final arbiter in deciding whether a proposal constitutes a new program or a major modification or whether a proposal constitutes a major or a minor modification. The Vice-President, Academic and Provost serves as Vice-Chair of Senate and is Chair of both the Senate Academic Policy & Planning Committee (SAPPC) and SQAC. The Office of the Vice-President, Academic and Provost supports the day-to-day processes governed by OCAD U's IQAP.

1.3.4 Senate

Senate is responsible for approving the IQAP policy and any subsequent revisions. Senate is also responsible for approving new degree programs, new collaborative specializations, new for-credit graduate diplomas, new fields in a graduate program, and major modifications to existing programs. Senate receives for approval Final Assessment Reports on cyclical program reviews and the Vice-President, Academic and Provost's Annual Report on Quality Assurance.

1.3.5 Senate Academic Policy & Planning Committee (SAPPC)

The SAPPC is responsible for reviewing and approving the Letter of Intent for initial proposals for any new programs, and major modifications that involve program closures. The SAPPC conducts an assessment of whether the proposed new program or major modification will be supported and appropriately resourced. In all cases, the SAPPC will consider how closely proposals align with the objectives of the University's institutional plans (e.g. Academic Plan, Research Plan, Strategic Plan and Strategic Mandate Agreement). The SAPPC does not exercise oversight on the New Program

Proposal Briefs as these are the purview of the Senate Undergraduate Studies Committee and Senate Graduate Studies Committee.

1.3.6 Senate Graduate Studies Committee (SGSC)

The SGSC is responsible for reviewing and approving the Letter of Intent for initial proposals for any new graduate program and for any graduate program major modifications, after its approval by SAPPC, as applicable. The SGSC is responsible for reviewing and recommending for approval to Senate proposals for major modifications to existing graduate degree programs, proposals for new collaborative specializations, and proposals for new fields in an existing graduate program. The SGSC has oversight of new graduate degree or for-credit diploma program proposal development and recommends to Senate the approval of new graduate programs. The SGSC approves all graduate-level minor modifications.

1.3.7 Senate Undergraduate Studies Committee (SUSC)

The SUSC is responsible for reviewing and approving the Letter of Intent for initial proposals of any new undergraduate program and for any undergraduate program major modifications, after its approval by SAPPC, as applicable. The SUSC is responsible for reviewing and recommending for approval to Senate proposals for major modifications to existing undergraduate degree programs. The SUSC has oversight of all new undergraduate degree program proposal development and recommends to Senate the approval of new undergraduate programs. The SUSC approves all undergraduate-level minor modifications.

1.3.8 Senate Quality Assurance Committee (SQAC)

The SQAC has oversight of the University's compliance with its IQAP and processes. The SQAC is responsible for recommending to Senate any proposed revisions to OCAD U's IQAP Policy. The SQAC is responsible for the oversight of all aspects of the University's cyclical program review processes, including approval of all Final Assessment Reports and Implementation Plans for all cyclical program reviews. The SQAC reviews monitoring reports for both New Programs and Cyclical Program Reviews. The SQAC holds final approval on the selection of external reviewers for new program proposals and cyclical program reviews. The SQAC is also notified of major modifications and new program development. The SQAC also prepares and recommends to Senate the approval of the Vice-President, Academic and Provost's Annual Report on Quality Assurance.

1.3.9 Institutional Analysis

The Office of Institutional Analysis collects, aggregates and distributes institutional data to faculty undertaking self-studies for the cyclical review process as well as ongoing program review between self-studies in order to implement recommendations made in the Final Assessment Reports as per the Implementation Plan as necessary, and also for the Proposal Briefs for new programs or major modifications as necessary. The Office of Institutional Analysis works closely with the Faculty & Curriculum Development Centre (FCDC) to support faculty in ongoing efforts to develop and renew

program curricula and in cross-campus curriculum enhancement initiatives through the collection, aggregation, distribution and analysis of institutional data.

1.3.10 Faculty & Curriculum Development Centre (FCDC)

The FCDC supports program areas with a range of resources, programs and services in support of the University's IQAP including support for articulating learning outcomes and mapping curricula against [Undergraduate Degree-Level Expectations](#) or [Graduate Degree-Level Expectations](#) for the purposes of cyclical program reviews or the development of new programs or major modification proposals as required.

1.3.11 Audit, Finance and Risk Committee (AFRC)

The Audit, Finance and Risk Committee is a committee of OCAD University's Board of Governors and receives for information Letters of Intent for both new program proposals and, as applicable, major modification proposals. The primary purpose of the Audit, Finance and Risk Committee is to advise the Board on matters related to the planning, allocation, monitoring and evaluation of all financial resources of the University in keeping with its needs, purposes and strategic objectives, to ensure the appropriate controls and accountabilities exist within the University and are sound as they relate to finance, statutory and regulatory compliance, and financial policy requirements, as per the Board of Governors General By-Laws. Once Senate has granted its final approval of any new program proposal or, as applicable, major modification proposal, they are sent to the AFRC for recommendation for approval to the Board of Governors as an endorsement of the financial viability of the proposed program(s).

2. PROTOCOL FOR NEW UNDERGRADUATE OR GRADUATE PROGRAM APPROVAL

2.1 Overview

New programs must be submitted for approval through OCAD U's IQAP. The submissions must employ the New Program Proposal Template (available from the [OCAD U IQAP Resource Site](#)) and address the New Program Evaluation Criteria that align with the requirements of QAF 2.1.2 (see Appendix B).

Proposals for New Programs flow through OCAD U's academic governance structures as illustrated in *Figure 1*. Proposals for new undergraduate or graduate programs require the approval of Senate prior to submission to the Quality Council for review and approval. At the undergraduate level, components of new programs can include minors, specializations and for-credit certificate or diploma programs (see Definitions in Appendix A). At the graduate level, new programs can include fields, and type 1, type 2 and type 3 graduate diplomas (see Appendix A). New program proposals should be in alignment with the principles and priorities of OCAD U's Academic and Strategic Plans.

The OCAD University Senate must approve the proposal for all new degree programs. Similarly, the Senate must approve the proposal of all proposed closures to any of its programs resulting in a degree. Senate-approved proposals for new undergraduate degrees and graduate degrees will be forwarded to the Quality Council for review and approval, and if applicable, also submitted to the Ministry for funding approval.

Proposals for new specializations to existing programs and program closures fall under IQAP major modifications. Senate approval of such major modifications will be reported to the Quality Council for information in the Annual Report on Major Modifications. In certain circumstances, the institution may wish to request approval of major modifications from the Quality Council, which would then follow the expedited approval process.

Proposals for new graduate fields, collaborative specializations, and type 2 and type 3 graduate diplomas will normally follow the expedited approval process as they do not require external review.

2.2 New Undergraduate or Graduate Program Approval

2.2.1 Letter of Intent

A new program proposal is developed within the Faculty, Program Area or School of Graduate Studies. A Letter of Intent that briefly explains the rationale for the proposed new program is discussed with, or originates from, the Dean under whose authority the program would be delivered. The template for the Letter of Intent is available from the [OCAD U IQAP Resource Site](#). The completed Letter of Intent is sent to the Vice-President, Academic and Provost who forwards it to the SAPPC for discussion and in-principle approval. If the SAPPC grants in-principle approval of the initial proposal, the Letter of Intent is then forwarded for approval in principle to the SUSC or SGSC as appropriate. If both the SAPPC and the SUSC/SGSC approve the Letter of Intent, it is then communicated to Senate for information. At this stage, the Letter of Intent is also forwarded to the Audit, Finance and Risk Committee (AFRC) for information so that it is provided with notification of the proposed program's preliminary budget projections for faculty and other human and physical resource requirements.

If either the SAPPC or the SUSC/SGSC does not think that the proposed program merits further development, it will direct feedback to the Dean. An amended Letter of Intent may be reconsidered by the SAPPC and subsequently the SUSC/SGSC at a later date.

Following in-principle approval of the Letter of Intent, the Dean will then strike a New Program Proposal Working Group tasked with developing a full program proposal. A New Program Proposal Working Group is typically comprised of faculty members and may extend to program staff; studio technicians; and notable representatives of a related profession.

2.2.2 Development of a New Program Proposal Brief

The New Program Proposal Working Group prepares the New Program Proposal Brief (template available from the [OCAD U IQAP Resource Site](#)), addressing the Evaluation Criteria for New

Programs (Appendix B) and identifying any unique program or curriculum innovation, creative components, or significant high impact practices. The New Program Proposal Brief will report whether the program is a professional program and/or a full cost recovery program. In the case that a proposed program is not a full cost recovery program, the proposed program must be approved by the Ministry for funding. In all cases the New Program Proposal Brief should clearly outline the adequacy of the administrative unit's planned utilization of existing human, physical, and financial resources.

The Dean is responsible for ensuring the proposal includes all of the required information and addresses the New Program Proposal Evaluation Criteria as per Appendix B, and for ensuring that there is broad consultation within the University throughout the development of the proposal. The completed proposal is presented to the applicable undergraduate Faculty Curriculum Committee or Graduate Program Committee and the SUSC/SGSC for discussion and review. Whenever faculty members from several departments are involved in the preparation of a New Program Proposal Brief, the proposal should be discussed with their respective Deans. If there is a proposal to cross-list a course(s) for the new program, or to recommend or require students in a new program to take existing courses, the Dean(s) in the affected Faculty(s) should be consulted and written agreement obtained, especially in the case where a course(s) is provided through another Faculty.

Relevant parties for consultation will include, but not be limited to, students; the Deans of other Faculties; the Vice-Provost, Students & International; the University Librarian; and heads of academic support units (for example, Facilities and Studio Services; the Office of Diversity, Equity and Sustainability Initiatives; IT Services; the Office of the Registrar; the Faculty & Curriculum Development Centre; and the Writing & Learning Centre). The Library, along with other academic support units, must be given adequate notice, time and direction to consult, gather information, complete and supply reports. Consultation should continue throughout the entire process of the new program development to ensure all affected/interested parties have the opportunity to provide feedback and comment.

The New Program Proposal Brief will provide a discipline/program assessment statement from the University Librarian. The library assessment should include an overview of financial support for relevant library collections, an assessment of relevant collections, descriptions of library services and information literacy activities, and descriptions of relevant library policies and practices. The Brief may highlight library activities, services and collections specific to the undergraduate and/or graduate program(s), as appropriate.

Following consultation and development of the New Program Proposal Brief, the Dean responsible forwards the completed New Program Proposal Brief to the Vice-President, Academic and Provost for review and approval before it is sent for external review to ensure that the proposed program is in keeping with OCAD U's Academic Plan, Research Plan, Strategic Plan and Strategic Mandate Agreement.

2.2.3 External Reviewer Nomination

Once the New Program Proposal is approved by the Vice-President, Academic and Provost, the New Program Proposal Working Group submits external reviewer nominations, as approved by the Dean, to the Vice-President, Academic and Provost who forwards them to the SQAC for review and selection.

The External Reviewer Nomination Form (available from the [OCAD U IQAP Resource Site](#)) includes the names and required information of no fewer than six qualified and diverse persons who are being nominating to serve as external reviewers of the proposed degree program.

The external reviewers will normally be associate or full professors, or the equivalent, from a degree-granting institution. The external reviewers must have suitable disciplinary expertise, qualifications, and program management experience, including an appreciation of pedagogy and learning outcomes, and must be at arm's length from the program under review. Arm's length means that the reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed positively or negatively, about the program. The reviewers should not be close friends, current or recent collaborators, former supervisors, advisors or colleagues. (See the [Guide to the Quality Assurance Framework](#) on Choosing Arm's Length Reviewers.)

There will be at least two (2) external reviewers engaged for new undergraduate or graduate program proposals. An additional member from within the university may be appointed to participate in the review process but they must be from outside the discipline (or interdisciplinary area) engaged in the proposed program. This "internal" reviewer must be at arm's length from the program and is nominated and approved as per the process used for External Reviewers. Typically, internal reviewers are nominated who have experience with institutional quality assurance processes, pedagogy and learning outcomes, and/or academic administration. The internal reviewer will provide knowledge of the university's context and institutional perspective on related policies and processes including the quality assurance process and the requirements of the review. Furthermore, the internal reviewer will contribute to the written report by providing guidance as a fact-checker.

All External Reviewers will be appointed by the SQAC. The Office of the Vice-President, Academic and Provost is responsible for contacting approved external reviewers to ascertain their availability. The Office of the Vice-President, Academic and Provost will also extend the invitation to participate to the optional internal member of the External Review Committee.

2.2.4 External Evaluation: External Reviewers' Site Visit and Report

External reviews of new program proposals incorporate a site visit, which is normally conducted on-site. The external review of undergraduate program proposals and certain new master's programs (e.g., professional master's program or fully online) may be conducted off-site by desk review, virtual site visit or an equivalent method, upon approval of the Vice-President, Academic and Provost, if the external reviewers are satisfied with an off-site option. The Provost (or designate) will provide a clear justification for the decision to use these alternatives. The external review of all other new master's program proposals and all new doctoral program proposals must incorporate an on-site visit.

In Advance of the Site Visit:

The New Program Proposal Working Group, in consultation with the Dean, and with assistance from the Office of the Vice-President, Academic and Provost, will organize a site visit of sufficient duration (on-site visits are typically one and a half to two days) to provide an opportunity for external reviewers to assess the standards and quality of the program and to prepare a report that addresses OCAD U's New Program Proposal Evaluation Criteria (Appendix B). In advance of the visit, external reviewers will be sent:

- The full New Program Proposal Brief, including all relevant faculty CVs;
- The Dean's Executive Summary;
- The Vice-President, Academic and Provost's cover letter;
- An overview of their roles and obligations, including reference to the QAF Guidance for External Reviewers;
- The External Review Report template;
- Any additional material or information that may be needed to inform the assessment (e.g., OCAD U's Academic Plan).

The Office of the Vice-President, Academic and Provost will assist with travel and accommodation plans. In consultation with the Office of the Vice-President, Academic and Provost, a representative from the New Program Proposal Working Group will be responsible for arranging the itinerary/interviews for the site visit (e.g., travel to and from hotel and refreshment requirements). The Office of the Vice-President, Academic and Provost has final approval of the schedule.

The Vice-President, Academic and Provost (or delegate) will arrange a meeting, normally via teleconference, with the external reviewers prior to the site visit, to clarify their roles and obligations with respect to the review and the preparation of the External Review Report.

During the Site Visit:

External reviewers will meet with internal stakeholders (Vice-President, Academic and Provost; Dean and/or Associate Dean; Chair and/or Graduate Program Director) and the New Program Proposal Working Group, students, other faculty, staff, and any others who can provide informed comment. Student input is to be incorporated into the external review and report. A tour of the university focused on facilities, when applicable, employed by the program will also be included in their visit. During the meetings, participants will discuss aspects of the new program in the context of the New Program Proposal Evaluation Criteria (Appendix B). External reviewers will be required to respect the confidentiality of all aspects of the process and recognize the institution's autonomy to determine priorities for funding, space and faculty allocation.

External Reviewers' Report:

The external reviewers will submit one joint report, where circumstances permit. They are to complete their report using the template for the External Review Report and are requested to:

- Address the substance of the New Program Proposal;
- Respond to the New Program Evaluation Criteria specified in Appendix B;
- Comment on the adequacy of existing physical, human and financial resources; and
- Acknowledge any strong or clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.

The External Review Report should include an Executive Summary and a clearly defined List of Recommendations. The final report should be submitted to the Vice-President, Academic and Provost no later than 30 calendar days after receiving the documents in the case of a desk audit, or 30 calendar days from the date of the site visit. When an External Review Report does not meet the requirements of the IQAP policy, the Vice-President, Academic and Provost (or delegate) will contact the reviewers to amend or complete the final report.

2.2.5 Internal Response

Upon receipt of the External Review Report, the Vice-President Academic and Provost and the relevant Dean will review it to ensure that it provides a comprehensive assessment of the proposal. The Office of the Vice-President, Academic and Provost will distribute the External Review Report to the Dean and the faculty responsible for the New Program Proposal.

The New Program Proposal Working Group will prepare a response to the External Review Report and recommendations (QAF 2.3.1), and include a separate response from the relevant Dean. These responses may include further explanation or detail in response to the comments or recommendations in the External Review Report. The Internal Response also provides an opportunity for the Program Review Team to communicate any miscommunication or clarifications from the External Review Report or identity recommendations that may not be appropriate to move forward with accompanying rationale. If the New Program Proposal Working Group wishes to make changes to the proposal as a result of the External Review Report, amendments should be made to the proposal through track changes as well as a cover document outlining a summary of the changes. The New Program Proposal Working Group will submit to the Dean this revised Full Proposal and the summary of the changes.

2.2.6 Institutional Approval and Submission to the Quality Assurance Secretariat

The Vice-President, Academic and Provost receives and reviews the Internal Responses that are forwarded by the relevant Dean. If deemed acceptable, the following documents are submitted to the SUSC or SGSC as appropriate for recommendation to Senate for approval:

- The New Program Proposal Brief;
- The External Review Report; and
- The Internal Responses.

Following Senate approval, the above documentation is then forwarded to the Board of Governors via the AFRC for approval. The role of the Board of Governors in the approval process is to ensure the

financial viability of the program, and that it has undergone the requisite analysis to ensure societal need and student demand, and to ensure that the proposed program aligns with the University's Strategic Plan, and Strategic Mandate Agreement.

If the SUSC, SGSC or Senate deem the proposal unacceptable based upon the External Review Report and Internal Responses from the faculty and Dean, the proposal is either returned for further modification or the New Program Proposal process may be stopped at this time or any subsequent time.

Upon the successful completion of the IQAP protocol for new undergraduate or graduate program proposals, OCAD U will submit all required documents to the Quality Council Secretariat, and if applicable, concurrently to the Ministry for funding approval. The documentation to the Quality Council Secretariat should also include the date of governance approval, whether or not the proposed program will be a cost-recovery program and brief commentary on the external reviewers selected to review the program in regard to their qualifications in the following areas (QAF 2.5):

- Sufficient expertise in content and program delivery
- Appropriate connections to industry (where appropriate); and
- Expertise in teaching and learning.

The Quality Council's Appraisal Committee will focus its review on the following elements of submission:

- Overall sufficiency of the External Review Report
- Recommendations and suggestions made by the external reviewers, including on the sufficiency and quality of the planned human, physical and financial resources;
- Adequacy of the internal responses by the program proposal working group and Dean to the recommendations; and
- Adequacy of the proposed methods for Assessment of Teaching and Learning given the proposed structure, objectives, program-level learning outcomes and assessment methods as detailed in Appendix B

The Quality Council may make one of the following decisions: approved to commence; approved to commence, with report; deferred for up to one year, affording the university an opportunity to amend and resubmit; or not approved (QAF 2.6.3). The University may request a reconsideration or appeal to the Council as per QAF 2.7.1, 2.7.2, 2.8.1, and 2.8.2.

Once the outcome of the review is known, all stakeholders who contributed their time and expertise to the New Program Proposal process will be notified by the Office of the Vice-President, Academic and Provost. In cases where further action is required by the Quality Council, subsequent responses will be coordinated by the Office of the Vice President, Academic and Provost.

2.2.7 Announcement of New Programs

Following submission to the Quality Council Secretariat, and subject to the approval of the Vice-President, Academic and Provost, OCAD U may announce its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending and that no offers of admission will be made until and unless the program receives final approval of the Council (QAF 2.7). The announcement must include the following statement:

“Prospective students are advised that the program is still subject to formal approval.” (QAF 2.7)

After a new program is approved by the Quality Council, the program will commence within thirty-six months of that date of approval; otherwise, the approval will lapse.

2.2.8 Submission to Ministry

Once Senate has approved a proposal for a new degree program, the Office of the Vice-President, Academic and Provost will submit the new program proposal information to the Ministry for funding approval. Programs to be delivered on a cost-recovery basis do not need approval by the Ministry, but the University may nonetheless decide to request approval from the Ministry.

2.2.9 Monitoring of a New Program

Notice is provided to the SQAC so that the new program is included in the Cyclical Program Review Schedule and a schedule for monitoring prior to the first cyclical review is set in compliance with QAF 2.9.2. The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with the University's program review schedule.

Faculty responsible for the program, typically the Program Chair or Graduate Program Director, will provide a monitoring report to SQAC on a new degree program after the degree program has been in operation for two years. Upon review of the report, the SQAC may require that a subsequent follow-up report or reports be submitted if it determines that issues have been identified that require further monitoring in advance of the program's first cyclical program review. The purpose of the report(s) is to contribute to the continuous improvement of the degree program by ensuring that the program has been successfully initiated and by identifying, and working to address, any unforeseen implementation issues as soon as possible. The report(s) should carefully evaluate the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved, as well as any changes that have occurred in the interim, including response to any Notes provided from the Quality Council's Appraisal Committee. The outcomes of the report(s) will be considered within the first cyclical review of the new program. The SQAC will provide Senate with the monitoring reports of new degree programs via the Vice-President, Academic and Provost's Annual Report on Quality Assurance.

2.3 Proposals for New Undergraduate and Graduate Programs Offered by OCAD U and Other Institutions

In the case of new programs to be offered collaboratively by OCAD U and one or more partner institutions, including dual credential and joint degree programs, the new program approval process must fulfill all of the requirements described above in 2.2 New Undergraduate or Graduate Program Approval.

Where a program is to be offered collaboratively with an institution that does not have an IQAP that has been ratified by the Quality Council (e.g., international postsecondary institutions, Ontario Colleges of Applied Arts and Technology, Institutes of Technology and Advanced Learning), the OCAD U IQAP will serve as the guiding document and OCAD U will be the lead institution.

Where a program is to be offered with an institution that has an IQAP that has been ratified by the Quality Council, a lead institution will be identified and the new program approval process of the lead institution will be followed.

The lead institution should seek to ensure the following:

- Composition of the New Program Proposal Working Group receives input from and normally includes representation by each partner institution.
- The New Program Proposal Brief clearly explains how input was received from each partner institution.
- Selection of the External Reviewers involves participation by each partner institution.
- The site visit involves all partner institutions and preferably at all sites.
- The Internal Response to the External Review Report include feedback from participating units at each partner institution.
- Partner institutions agree on an appropriate monitoring process for the new program and when the program will receive its first cyclical review.

Figure 1. Steps for New Undergraduate and Graduate Program Proposals

New Undergraduate and Graduate Program Proposals

1. A Letter of Intent (LOI) for the new program is developed within the Faculty, Program Area or School of Graduate Studies.
2. The LOI is submitted by the Dean of the Faculty or Graduate Studies to the Vice President, Academic and Provost (VPAP), then submitted to the SAPPC for approval in principle.
3. The LOI is submitted by the Dean to SUSC or SGSC as appropriate for approval in principle, after SAPPC approval, and then forwarded to Senate for information.
4. The LOI is also forwarded to the AFRC by the Dean for information so that it is provided notification of preliminary budget projections.
5. The Dean strikes a New Program Proposal Working Group who then prepares a New Program Proposal Brief, ensuring broad consultation.
6. The New Program Proposal Brief is submitted by the Dean to SUSC or SGSC, as appropriate, for discussion and review and then approved by the VPAP.
7. The New Program Proposal Working Group submits external reviewer nominations, as approved by the Dean, to the VPAP, which are then forwarded to SQAC to approve the selection of external reviewers.
8. The Office of the Vice-President, Academic and Provost is responsible for contacting the External Reviewers. The New Program Proposal Brief and accompanying documents is sent to the external reviewers in preparation for a site visit.
9. A site visit or approved off-site external review process is conducted and the External Reviewer Report is submitted.
10. The New Program Proposal Working Group, and the relevant Dean, prepare and submit separate Internal Responses to the External Review Report.
11. The VPAP reviews the Internal Responses.
12. If deemed acceptable, documents are submitted to SUSC or SGSC for recommendation to Senate for approval.
13. Following Senate approval, documents are then forwarded to the Board of Governors for approval of the financial viability of the new program.
14. Documents are submitted to the Quality Council Secretariat (and concurrently to the Ministry for funding approval).
15. Notice is sent to SQAC and an announcement of intention to offer the program is made, noting that no offers of admission may be made until final approval by the Quality Council.
16. The Office of the Vice-President, Academic and Provost ensures that all relevant stakeholders are notified once the Quality Council has communicated its recommendation regarding the program to the University.
17. SQAC is notified to ensure that the new program is included in the schedule of review and that its first review is conducted no more than eight years after the date of the new program's initial enrolment.
18. Faculty responsible for the development of the new program submit a monitoring report to SQAC two years after implementation of the new program to monitor progress.

3. PROTOCOL FOR EXPEDITED APPROVALS

3.1 Overview

The Protocol for Expedited Approvals is intended to secure the Quality Council's Appraisal Committee approval more efficiently for changes that are considered less wide-ranging than New Program Proposals. It applies when:

- There are proposals for new for-credit graduate diplomas (Types 2 and 3) (See Appendix A: Definitions); or
- There is a new standalone degree program arising from a long-standing field in a master's or doctoral program that has undergone at least two cyclical program reviews and has at least two graduating cohorts;

Expedited approvals can also be used when the University wishes to obtain the endorsement and external oversight of the Quality Council. This optional process applies to the following:

- Declaring a new field in a graduate program (note that institutions are not required to declare fields in either master's or doctoral programs, but may choose to do so); or
- The University requests Quality Council approval for Major Modifications to Existing Programs, as already defined through the IQAP (note that Major Modifications to Existing Programs not being submitted under this protocol follow the protocol described in section 4).

The Expedited Approvals process requires the submission of a Proposal Brief of the proposed program change and the rationale for it to the Appraisal Committee. The process is expedited in that only the applicable evaluation criteria will be applied to the proposal, the process does not require external reviewers¹, and the Council's appraisal and approval process is reduced.

3.2 Proposal Brief

For new proposals, as described in 3.1, before commencing the Proposal Brief a Letter of Intent must be completed and approved following the steps of section 2.2.1. (For major modifications submitted under this protocol, a Letter of Intent is completed and approved as per the major modification process described in section 4.7.1.)

A Proposal Brief is prepared that will describe the proposal or changes in detail, including reference to rationale, learning outcomes, faculty and resources and addressing the Evaluation Criteria listed in

¹ While Graduate Diplomas (GDip) are not normally externally reviewed at the time of their creation, an approved diploma should be added to the cyclical program review schedule as part of its "parent" program, where one exists. In the absence of an existing "parent" master's or doctoral degree program, best practice would be to have the proposed GDip externally reviewed by desk review or equivalent method.

Appendix B, where they apply. New programs proposed for Expedited Approval as described in section 3.1 above will use the New Program Proposal Brief template, and Major Modifications to Existing Programs will use the Major Modifications Proposal Brief template, as described in section 4.6 (templates are available from the [OCAD U IQAP Resource Site](#)). New Program Proposal Briefs are approved as per sections 2.2.2 and 2.2.6, except that there is no External Review or Internal Response. Major Modification Proposal Briefs are approved as per section 4.7. Approved Proposals are then submitted to the Quality Council's Appraisal Committee.

After reviewing the submission and receiving further information, as needed, the Appraisal Committee will make one of the following decisions: approved to commence; approved to commence, with report; or not approved (QAF 3.2).

Figure 2 illustrates the protocol for expedited approvals (new proposals).

Figure 2. Steps for Expedited Approval Protocol (New Proposals)

Expedited Approval Protocol

1. A Letter of Intent (LOI) for the new program is submitted by the Dean of the Faculty or Graduate Studies to the Vice President, Academic and Provost (VPAP), then submitted to the SAPPC for approval in principle.
2. The LOI is submitted to SUSC or SGSC as appropriate for approval in principle, then forwarded to Senate for information.
3. The LOI is also forwarded to the AFRC for information so that it is provided notification of preliminary budget projections for faculty and other human and physical resource requirements, as applicable.
4. The Dean strikes a working group to prepare a Proposal Brief using the New Program Proposal Brief template. The Brief will describe and provide a rationale for the graduate diploma, new standalone program or new field, following the Evaluation Criteria in Appendix B, where they apply.
5. The Dean submits the Proposal Brief to the VPAP for review and approval.
6. If deemed acceptable, the Proposal Brief is submitted to SUSC or SGSC for recommendation to Senate for approval.
7. Following Senate approval, documents are then forwarded to the Board of Governors for approval of the financial viability of the program, as applicable.
8. Documents are submitted to the Quality Council's Appraisal Committee for approval.
9. Notice is sent to SQAC upon approval who will update the Cyclical Program Review Schedule as appropriate.

4. PROTOCOL FOR MAJOR MODIFICATIONS (PROGRAM RENEWAL AND SIGNIFICANT CHANGE)

4.1 Overview

The following procedures describe the process for defining and documenting changes to existing programs to facilitate their institutional review and approval under the provincial QAF.

4.2 Principles for Minor Modifications and Major Modifications

OCAD U is committed to the ongoing and continuous refinement and improvement of current programs and for making minor modifications and major modifications to them when it is considered appropriate to do so. These changes will be prompted by formative and evaluative institutional quality assurance practices including the gathering of formal feedback from students and faculty and staff participating in a program or by the methodical consideration of matters arising through the course of its delivery. Major modifications may occur to implement the outcomes of a cyclical program review or accreditation, reflect ongoing evolution of the discipline, or accommodate new developments in a particular field. Major modifications may also be made to facilitate improvements in teaching and learning strategies, respond to changing needs of students, society, and industry or respond to improvements in technology.

In planning for changes, faculty and administrators must consider the impact the proposed changes may have on the human, instructional, physical and financial resources of the institution and provide a plan to address them. Given that even minor changes can have implications for students in other courses and programs, there must be open consultation with those units and individuals who may be affected by the changes, as well as with those who are key to their implementation, including the Vice-President, Academic and Provost, the Office of the Registrar, Research Services, Facilities and Studio Services, the Library, IT Services, Student Services, the Writing & Learning Centre, and the Faculty & Curriculum Development Centre.

4.3 Definition of Minor Modifications

OCAD U defines minor modifications as changes to courses and program-level curriculum (inclusive of programs (majors), minors, micro-credentials, undergraduate certificates, and specializations) that do not affect the overall program requirements. Examples include:

- The introduction of a new course, or retirement of an existing course;
- The revision of individual courses, including changes to course titles, course descriptions, course numbers, credit weighting of elective courses, contact hours in studio, lecture, seminar, tutorial or other components, mode of delivery, course learning outcomes, teaching and assessment methods, or any other element of course design;

- Minor program-level revisions, including changes to course sequencing, the addition of new required or elective courses and the deletion of required or elective courses (cf. 4.6.1 below), changes to a program name that do not entail a change in program learning outcomes, revisions to prerequisites, minor changes to admission requirements or other academic and program regulations, or other changes that may affect other programs or Faculties, including making a course in one Faculty mandatory in another;
- The creation, suspension or closure of minors, for-credit micro-credentials and undergraduate certificates, as well as the laddering and stacking of credentials or similar options that do not amount to a major modification (see 4.5 and 4.6 below);
- The suspension of a specialization.

4.4 Process for Minor Modifications

Minor modifications to programs at the course level must be presented to and approved by the Faculty Curriculum Committee or Graduate Program Committees using course forms via OCAD U's electronic curriculum system. Minor program-level changes must be presented using the appropriate minor modification program revision form, available from the [OCAD U IQAP Resource Site](#). If approved by the Faculty Curriculum Committee or Graduate Program Committee, the changes will be presented for approval to the SUSC or the SGSC as applicable. Minor modifications are then presented to Senate for information. In exceptional circumstances, a minor modification may, in consultation with the Senate Secretariat, be referred to Senate for final approval if the revision is deemed to be of University-wide significance.

Faculty proposing minor revisions to programs should be mindful that successive minor revisions to a program may result in significant changes to a program over a period of time (for example, the successive addition of new online or hybrid courses to the required curriculum in a program that result in a significant change to the program's mode of delivery) and this should be taken into consideration at the time of the program's cyclical review. Should there be any question as to whether or not a proposed change constitutes a minor or a major modification, the Vice President, Academic and Provost should be consulted at the earliest possible stage of the proposal process and will determine the most appropriate action.

4.5 Definition of Major Modifications (Program Renewal and Significant Change)

OCAD U defines a major modification or program renewal as a change in significant components of a program. Major modifications to programs typically include, but are not limited to, one or more of the following:

- Requirements for the program that differ significantly from those existing at the time of the previous cyclical program review or when the program was initially approved if the program has not gone through cyclical review;
- Significant changes to program learning outcomes that do not, however, meet the threshold of a new program;

- Significant changes to the program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g. different campus, and/or online or hybrid delivery);
- Change in program name and/or degree nomenclature, when it results in a change in learning outcomes
- Addition of a single new field to an existing graduate program. Note that the creation of more than one field at one point in time or over subsequent years may need to through the Protocol for Expedited Approvals (section 3).

4.6 Definition of 'Significant Change' for Major Modifications

The Vice-President, Academic and Provost with consultation from the Dean and the SQAC where appropriate, and following the guidelines provided by the QAF and OCAD U's IQAP Policy, is the final arbiter regarding what constitutes a major modification. The Quality Council, however, has the final authority to decide if a major modification constitutes a new program, and therefore must follow the Protocol for New Undergraduate or Graduate Program Approvals. OCAD U considers 'significant change' in requirements, intended learning outcomes, human and other resources associated with a degree program or specialization to include the following:

4.6.1 Requirements:

- Changes to graduation requirements or academic regulations (i.e., number of significant changes to admission requirements; required credits, continuation of study);
- The merger of two or more programs, in the absence of any other significant changes (e.g. to the degree designation, learning outcomes);
- The addition or deletion of an experiential learning requirement (i.e., fieldwork, co-op, service learning, internship or practicum, or portfolio);
- The closure of a program (major);
- The addition or deletion of a common core across programs;
- New bridging options for college diploma graduates;
- Significant change in the studio time or lab time of an undergraduate program;
- The introduction or deletion of an undergraduate thesis or capstone project;
- At the master's level, the introduction or deletion of a research project, research essay or thesis, course-only, fieldwork, service learning, co-op, internship or practicum option;
- The creation, deletion or re-naming of a field in a graduate program;
- Any change to the requirements for graduate program candidacy examinations, field studies or residence requirements;
- Major changes to courses comprising a significant proportion of the program;
- Significant changes to a program's mode of delivery. Significant changes are determined by assessing the qualitative impact of the changes on the program as well as the degree of change from the existing approved mode of delivery. Examples of mode of delivery changes that may be deemed significant include:

- Changes that substantially impact learning outcomes, assessments, required resources, learning supports, and/or access
- Changes that substantially impact students' experience of a program (e.g. when existing program requirements are changed to be substantially online where they had previously been offered in face-to-face mode, or vice versa)
- Changes affecting a third or more of a program's subject area courses, or equivalent
- Changes to a half or more of a program's required specific courses, or equivalent
- The introduction or deletion of specializations (undergraduate) or collaborative specializations (graduate) within a program;

4.6.2 Learning Outcomes:

- Revision of program learning outcomes to align with the [OCAD U Undergraduate Degree-Level Expectations](#) or [Graduate Degree-Level Expectations](#);
- Changes to the program learning outcomes based on recommendations from a cyclical program review;
- Changes to program learning outcomes tied to external accreditations modified as a direct result of changes to the profession or as a result of an accreditation review;
- Significant changes to program content, other than those listed above, that affect the learning outcomes, but do not meet the threshold for a 'new program'.

4.6.3 Human and Other Resources:

- The core faculty (tenure-track or tenured) engaged in the delivery of a program changes (e.g. a large proportion of the faculty retires; new hires alter the areas of research and teaching interests);
- The location for delivery of a program moves, wholly or in large part, from the OCAD U campus;
- A change in the language of program delivery;
- For joint programs or collaborative specializations offered with institutions external to the University, there is a significant change in the commitment of resources for delivery from either party;
- Changes to mode of program delivery that involve compressed part-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery.
- A compressed part-time option, or summer attendance requirement is added or removed to a program;
- The establishment of an existing degree program at another institution or location;
- Change to full- or part-time program options, or vice versa;
- Changes to the essential resources, where these changes impair the delivery of the approved program.

The SQAC is responsible for monitoring and ensuring the University's compliance with its IQAP policy. Normally, upon identifying a major modification the SQAC will be notified for information.

Should the nature of the major modification prompt a need for endorsement by the Quality Council, a Proposal Brief may be developed and submitted to the Quality Council for review, following the Protocol for Expedited Approvals (Section 3). This brief will normally be adapted from the Major Modification Proposal Brief, and will include, at a minimum, (a) a description of, and rationale for, the proposed changes; and (b) application of the relevant Evaluation Criteria (Appendix B) to the proposed changes.

4.7 Process for Major Modifications (Program Renewal and Significant Change)

Internal approval for major modifications to a program are required to follow the protocol for major modifications as outlined below:

4.7.1 Letter of Intent

A Letter of Intent that briefly explains the rationale for the proposed changes to a program is discussed with, or originates from, the Dean under whose authority the program falls. The template for the Letter of Intent for Major Modifications is available from the [OCAD U IQAP Resource Site](#). The completed Letter of Intent is sent to the Vice-President, Academic and Provost who forwards it to the SUSC or the SGSC as appropriate for approval in principle (for the procedure for Program Closures, see 4.7.3 below). Senate is notified of the Letter of Intent for information purposes and the Letter of Intent is also forwarded for information to the AFRC to provide notification of any financial and resource implications resulting from the proposed changes to the program, as applicable.

4.7.2 Proposal Brief for Major Modifications

Once the Letter of Intent has received approval in principle by the SUSC or the SGSC, the Faculty or Graduate Studies program intending to propose a major modification to an existing program will submit a proposal using the Proposal Brief for Major Modifications (available from the [OCAD U IQAP Resource Site](#)) for review and approval by the SUSC or the SGSC, as applicable. The approved major modification may also be sent to the SAPPC for information as deemed appropriate. The Proposal Brief will address the rationale for the change, the impact on student experience, consultations undertaken with students, recent graduates and other stakeholders, as well as the outcomes of the changes on admission requirements, program requirements, program-level learning outcomes, mode of delivery, assessment of teaching and learning, and the quality and availability of resources, as applicable. When the mode of delivery of a program is being changed to online for all or a significant portion of a program that was previously delivered in-person, the following criteria will also be requested: a) maintenance of and/or changes to the program objectives and program-level learning outcomes; b) adequacy of the technological platform and tools; c) sufficiency of support services and training for teaching staff; d) sufficiency and type of support for students in the new learning environment; and e) adequacy of provisions to ensure access for students, including access to technology, internet services, course materials, and accessibility supports. Proposals being submitted to the Quality Council for review (Section 3), must also address the criteria in Appendix B, as applicable.

Major Modifications will then be sent to the SQAC for information and to Senate for final approval. Following Senate approval, the proposal is then forwarded to the AFRC for recommendation for Board of Governors approval of the financial viability of the proposed changes to the program, if applicable. The institutional approval process does not require the use of External Reviewers. Major modifications may be requested to be reviewed by the Quality Council for additional oversight. The review of the proposal would fall under the Expedited Approval Process (Section 3).

All major modifications are included in the Vice-President, Academic and Provost's Annual Report on Major Modifications to the Quality Council.

4.7.3. Program Closures

Proposals for program closures (closure of a major) or significant changes to programs that involve closures will follow the Protocol for Major Modification to Existing Programs with the additional step that the SAPPC will also review the Letter of Intent for approval in principle, in advance of the Letter of Intent's review by SUSC or SGSC, and receive the Proposal Brief for information purposes.

4.7.4 Annual Reporting on Major Modifications and Program Closures to Quality Council

The Vice-President, Academic and Provost's Annual Report on Quality Assurance will include the Annual Report on Major Modifications, which is a summary of major program modifications and program closures that were approved through the University's internal approval processes (as indicated in *Figure 3*) in the past year. The summary of approved major modifications and program closures will also be filed with the Quality Council annually.

Figure 3. Steps for Major Modifications Approval

Major Modifications Approval

1. Major Modifications to existing programs are identified by the Faculty Curriculum Committee, Program Committee, or Dean(s). A Letter of Intent (LOI) is sent to the Vice-President, Academic and Provost (VPAP), who forwards it to SUSC or SGSC for approval in principle. In the case of program closures, the Letter of Intent is also forwarded to the SAPPC for approval in principle.
2. As applicable, the Letter of Intent is also forwarded to the AFRC for information so that it is notified of any financial and resource implications of the proposed changes to the program.
3. A Proposal Brief for Major Modifications is prepared by the Faculty or Graduate Studies program.
4. The Proposal Brief is sent to SUSC or SGSC as applicable for review and approval. In the case of program closures, the Proposal Brief is also sent to the SAPPC for information.
5. The SUSC or SGSC will either a) grant approval of the proposal and recommend final approval from Senate b) return the proposal to the Faculty, Faculty Curriculum Committee, Program Committee or, Dean(s) for further modification; or c) reject the proposal.
6. The Major Modification is submitted to the SQAC for information, and to Senate for final approval. As applicable, a summary is also submitted to the AFRC for recommendation for Board approval of the financial viability of the changes to the program. The Major Modification will then be included in the University's Annual Report to the Quality Council (QAF 4.3).

5. PROTOCOL FOR CYCLICAL UNDERGRADUATE AND GRADUATE PROGRAM REVIEWS

5.1 Overview

For all existing degree programs (majors), inclusive of their minors, specializations, for-credit certificates and graduate diplomas, this section sets out the process for conducting a cyclical review to ensure that those programs continue to meet internal and provincial quality assurance requirements and undertake critical, evidence-based analysis as part of ongoing efforts to enhance quality. The program review policy and procedures conform to the Ontario Universities Council on Quality Assurance Quality Assurance Framework (QAF).

OCAD U conducts cyclical reviews of its undergraduate and graduate programs to ensure the:

- Appropriateness of the program for the University's mission, academic and strategic plans;
- Alignment of program learning outcomes with OCAD U's [Undergraduate Degree-Level Expectations](#) or [Graduate Degree-Level Expectations](#);
- Most effective application of pedagogical and evaluation strategies and methods;
- Availability of required human, physical, and financial resources to support the program;
- Ability of the University to sustainably meet the academic objectives of the program and to support ongoing quality enhancement;

- Continuous relevance of the program to stakeholders;
- Monitoring of ongoing improvement of all programs through an Implementation Plan.

5.2 Principles

The purpose of cyclical program review is to ensure that formative and summative evaluations of the quality of OCAD U's academic programs are conducted with rigor and care and lead to the continuous strengthening of our programs, the development of our faculty, the enrichment of the work of our supporting units, and, most importantly, the increased engagement and academic achievement of our students.

The Vice-President, Academic and Provost who is the Chair of the SQAC, in consultation with the Deans, will maintain a cyclical review schedule to ensure that each academic program is reviewed once every eight (8) years and initiate the review process at the start of each academic year. The first cyclical program review of any new program must be conducted no more than eight (8) years after the date of the program's initial enrolment and normally in accordance with OCAD U's program review schedule. Programs which have been closed or for which admission has been suspended are not required to undertake a cyclical program review.

To the extent possible, the schedule of reviews takes into account other review processes and professional accreditation appraisals. It will be the responsibility of the Vice-President, Academic and Provost, to determine when specific documentation or processes of an accreditation review can be combined with, added to, or substituted for parallel components of a cyclical program review (or vice versa). In all cases, the University will ensure that all requirements of the IQAP policy are met. In particular, it will be confirmed that all Evaluation Criteria for Cyclical Program Reviews (Appendix C) are addressed in the Self-study Brief and the External Review Report. A Record of Substitution or Addition, and the grounds on which the decisions were made, will be kept by the Office of the Vice-President, Academic and Provost. An accreditation review cannot entirely replace a cyclical program review.

Where appropriate, it is recommended that undergraduate reviews and graduate reviews occur simultaneously where the same faculty members are involved in both reviews. The Vice-President, Academic and Provost will make this determination, in consultation with the applicable Deans. The cyclical program review cycle will include all joint, multidisciplinary, interdisciplinary, multi-sited and inter-institutional programs, and all modes of delivery.

If reviews are conducted of different levels (e.g. undergraduate and graduate degree programs, program modes, or programs offered at different locations simultaneously), separate reports of each program may be created or a single omnibus report can be developed in so far that it addresses and reports on the distinctive attributes of each program, including the quality and learning environment of the students in each program.

Where a program involves faculty and courses from more than one area/unit, the Deans involved must confirm to the Vice-President, Academic and Provost the area/unit which shall hold

responsibility for the review. In addition, for those programs offered in more than one mode, at different locations, or having complementary components (i.e., bridging options or experiential options including co-operative education or work placements), the distinct versions of the program shall be identified and reviewed. In the case of program specializations (see Definitions in Appendix A), cyclical review of programs will include systematic review of all specializations associated with the program.

5.3 Quality Assurance Process Requirements for Cyclical Program Review

Deans must plan for the review of academic programs, including the preparation of a Self-study Brief that provides a detailed description of the program combined with a critical and reflective analysis of the program with reference to OCAD U's Evaluation Criteria for Cyclical Program Review (Appendix C).

In planning for the review, the process must provide for systematic, robust input from members of the academic community associated with the program, including faculty, students, staff, and graduates, as well as employers and industry and professional associations, where appropriate. The Dean is responsible for ensuring that the established protocols are followed. The SQAC is the consulting peer governance body on all of the University's cyclical program review processes.

Cyclical program review consists of four required components: internal perspective in the form of Self-Study Briefs, external review and reporting, response to the External Review Report, and a final approval process that includes preparation of the Final Assessment Report and Implementation Plan to be used during the monitoring stages of cyclical program review.

5.4 Internal Evaluation: Self-study Briefs

Self-study Briefs for each program under review must be prepared and reviewed by a Program Review Team, comprised of and as appropriate: faculty, which could include faculty members from other Faculties who deliver required courses for the program; studio technicians and/or class assistants; program staff; and notable representative(s) of a related profession. The Program Review Team is typically constituted by the Program Chair or Graduate Program Director of the program under review, who will normally serve as team lead, and is approved by the Dean.

The Self-study Brief will form the basis of the program review and must clearly address the criteria for program evaluation as described in Appendix C: Evaluation Criteria for Cyclical Program Review. The template for the Self-Study Brief is available from the [OCAD U IQAP Resource Site](#).

The Self-study Brief is meant to be broad-based, reflective, and forward-looking and contain the following:

- An overview of the entire brief, including who participated in its preparation and what activities were undertaken as part of the self-study process, including how the views of faculty, staff and students were obtained and considered;

- A brief description of the context of the program, including its history, structure and relationship to other programs;
- A description of the current program learning outcomes and how program learning outcomes align with OCAD U's Academic Plan and [Undergraduate Degree-Level Expectations](#) or [Graduate Degree-Level Expectations](#);
- Evidence-based commentary on how the program achieves program learning outcomes, including a detailed description of the various modes of delivery that are used;
- Discussion of program related data and measures of performance, including provincial, national and professional standards (when available);
- A robust qualitative and quantitative analysis of the program and its specializations that presents data with reference to Quality Indicators (Appendix C.8), including, but not limited to:
 - The percentage of students going on to graduate or professional schools with comment on the national and international rankings of those programs and schools;
 - The success of students in earning commissions, exhibitions and installations;
 - The success of students in practice- or research-based grant and award competitions;
 - The percentage of students involved in internships, co-operative education, fieldwork, study abroad, practica, work placements and/or funded research;
 - The percentage, level and quality of employment post-graduation;

The data for this analysis is supplied by Institutional Analysis and the academic support units.

- Commentary on the integrity of the data used in the review;
- An assessment of the appropriateness of the program's admission and continuation of study requirements including any requirements beyond the University's general requirements; how the admission requirements relate to the University's mission and goals, and their impact, if any, on issues such as accessibility (Appendix C.5);
- Commentary on the quality of the program received from students and faculty teaching in the program and other members of the University through surveys, questionnaires, workshops and/or interviews conducted as part of the self-study and as appropriate, external stakeholder groups such as alumni, industry representatives and employers. This will include clear identification of areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change.
- The identification of any unique curriculum or program innovations, creative components, or significant high impact practices, where appropriate;
- A summary of how concerns and recommendations from previous quality assurance reviews have been addressed or implemented, especially those detailed in the Final Assessment Report and Implementation Plan and the monitoring reports from previous cyclical reviews;
- For the first Cyclical Review of a new program, steps taken to address any issues or items flagged in the monitoring report(s) for follow-up and/or items identified for follow-up by the Quality Council;
- The results of accreditation reviews, as appropriate;
- An assessment of the adequacy and quality of all academic services and supports that directly contribute to the academic quality of the program under review (e.g. technological and

academic instructional assistance; studio, classroom, practicum facilities and equipment; student learning spaces) available to the program;

- A description of the relationship with other University units (e.g., interdisciplinary courses and programs, collaboration with the Library, the Office of Diversity, Equity and Sustainability Initiatives, the Writing & Learning Centre, the Faculty & Curriculum Development Centre, IT Services and Student Services) and with other post-secondary institutions including articulation and exchange agreements;
- Complete curriculum vitae for each faculty member (including sessional faculty, as necessary, depending on the faculty complement) contributing to the respective academic programs, including a brief summary highlighting faculty research, teaching awards and accomplishments, and professional achievements as they relate to the objectives of the program;
- A discussion of the results of the self-study that summarizes key points from the analysis, recommends steps that faculty in the program can undertake to enhance quality, and identifies needs that require institutional or external support or resources.
- Any other pertinent information that is deemed appropriate for inclusion.

To support the preparation of the Self-study Brief, units that support the academic mission, including but not limited to Institutional Analysis, the Office of the Registrar, the University Library, IT Services, the Faculty & Curriculum Development Centre, and the Writing & Learning Centre, will supply data and information. Academic support units must be given adequate notice, time and direction to consult, gather information, complete and supply reports. All information made available for the self-study is confidential to the program area.

The Office of the Vice-President, Academic and Provost maintains, in addition to a schedule of cyclical program reviews, guides and templates for the completion of the self-study brief. The Office will schedule an orientation meeting and regular team meetings with the Program Review Team during the preparation of the Self-study Brief.

When the Program Review Team completes the Self-study Brief, the Dean will review it to ensure that the Brief presents the full range of evidence to support an assessment of program quality, and to ensure that it addresses all of the required evaluation criteria. The Dean adds an Executive Summary before sending the Self-study Brief to the Vice-President, Academic and Provost. In the Executive Summary, the Dean may also highlight any additional areas of opportunity or institutional constraints that may need to be taken into account as part of the review and may recommend further steps to address needs that require institutional or external actions or resources.

The Vice-President, Academic and Provost adds a response to the Dean's Executive Summary and the Program Review Team's Self-study Brief in the form of a cover letter before sending it to the external reviewers.

5.5 Nomination of External Reviewers

The Program Review Team will complete and forward to the Office of the Vice-President, Academic and Provost the External Reviewer Nomination Form (available from the [OCAD U IQAP Resource Site](#)), as approved by the Dean, including the names and required information of no fewer than six qualified and diverse external reviewers. The form provides guidelines and criteria for the selection of arm's length peer reviewers. External Reviewers will normally be associate or full professors, or equivalent, from a degree-granting institution. The external reviewers must have suitable disciplinary expertise, qualifications and academic program management experience, including an appreciation of pedagogy and learning outcomes, and must be arm's length from the program under review. Arm's length means that the reviewers should not be chosen who are likely to be predisposed positively or negatively, about the program. The reviewers should not be close friends, current or recent collaborators, former supervisors, advisors or colleagues. (See the [Guide to the Quality Assurance Framework](#) on Choosing Arm's Length Reviewers).

The completed External Reviewer Nomination Form should be submitted to the Office of the Vice-President, Academic and Provost, normally by May of the first year of the cyclical review process, prior to the completion of the self-study for review and approval. The Vice-President, Academic and Provost will then refer the completed form to the SQAC for review and selection of the external reviewers to ensure that they meet the arms' length criteria. If there are two or more distinct areas of study within the degree program(s) to be reviewed, these should be clearly identified for each nominated external reviewer. As in the case of joint programs each partner institution will be involved in nominating external reviewers for the External Review Committee.

For both undergraduate and graduate programs, there must be at least two (2) external reviewers. An additional reviewer from within the university may be appointed to participate in the review process but they must be from outside the discipline (or interdisciplinary area) engaged in the program. This "internal" reviewer must be at arm's length from the program, and is nominated and approved as per the process used for External Reviewers. Typically, internal reviewers are nominated who have experience with institutional quality assurance processes, pedagogy and learning outcomes, and/or academic administration. The internal reviewer will provide knowledge of the university's context and institutional perspective on related policies and processes including the quality assurance process and the requirements of the review. Furthermore, the internal reviewer will contribute to the written report by providing guidance as a fact-checker. On occasions where the breadth of the interdisciplinary components of a program call for a sufficient range of expertise in the external consultancy, and/or where the specific issues emerging from a self-study are of sufficient significance or breadth, more than the required number of external reviewers is merited. Such additional members might be individuals selected from industry or related professions who are appropriately qualified and experienced. If it is determined that additional external reviewers should be appointed, it will come forward as a recommendation from the relevant Dean via the External Reviewers Nomination Form to the Vice-President, Academic and Provost.

The Office of the Vice-President, Academic and Provost is responsible for contacting the external reviewers, according to the rank list established by the SQAC, to invite them to participate as part of

the program's External Review Committee, to provide instructions and to initiate the site visit. The Office of the Vice-President, Academic and Provost will also extend the invitation to participate to the optional internal member of the External Review Committee.

5.6 External Evaluation: External Reviewers' Site Visit and Report

In Advance of the Site Visit:

The Program Review Team, in consultation with the Dean and with assistance from the Office of the Vice-President, Academic and Provost, will organize a site visit (typically one and a half to two days) to provide an opportunity for the External Review Committee to assess the standards and quality of the program and to prepare a report that addresses OCAD University's Evaluation Criteria for Cyclical Program Review (Appendix C). The external review of undergraduate programs and certain master's programs (e.g. professional master's programs, fully online, etc.) will normally be conducted on-site, but the Provost (or designate) may propose, with clear justification for the decision, that the review be conducted by desk review, virtual site visit or equivalent method, if acceptable to the external reviewers. The external review of all other master's programs and all doctoral programs must incorporate an on-site visit. In advance of the visit, external reviewers will be sent:

- The Self-study Brief;
- The Dean's Executive Summary;
- The Vice-President, Academic and Provost's cover letter;
- An overview of their roles and obligations, including reference to the QAF Guidance for external reviewers;
- Any additional material or information that may be needed to inform the assessment.

The Vice-President, Academic and Provost (or delegate) will arrange a meeting, normally via teleconference, with the External Review Committee prior to the site visit to explain to them their roles and obligations with respect to the review and the preparation of the External Review Report. External reviewers will be asked to respect the confidentiality required for all aspects of the review process.

During the Site Visit:

External reviewers will have an opportunity to meet with the Program Review Team and with other faculty, students, staff, senior academic administrators, and any others, including employers, members of the profession and representatives of clearly aligned professional associations, who can provide informed comment, as appropriate. They will discuss aspects of the self-study in the context of the Evaluation Criteria for Cyclical Program Review (Appendix C).

External Review Report:

The external reviewers will jointly prepare and submit one report, where possible, to the Vice-President, Academic and Provost. Normally, the report will be completed within 30 calendar days of

the site visit. When an External Review Report does not meet the requirements of the IQAP policy, the Vice-President, Academic and Provost (or delegate) will contact the reviewers to amend or complete the final report.

In the Report, the external reviewers will be required to:

- Address the substance of the Self-study Brief, with particular focus on responding to the Evaluation Criteria listed in Appendix C;
- Identify and commend the program's notably strong and creative attributes;
- Describe the program's strengths, areas for improvement, and opportunities for enhancement;
- Provide evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs;
- Respond to the discussion in the Self-study Brief by making at least three recommendations for specific steps to be taken that will lead to continuous improvement of the degree program, distinguishing between those the program can make itself, and those that require external actions or resources;
- Identify the distinctive attributes of each discrete program documented in the self-study in those cases where a university chooses to simultaneously review more than one program/program level (e.g. undergraduate and graduate), program modes, and/or programs offered at different locations, and explicitly address the quality of each program and the learning environment of the students in each program;
- Recognize the institution's autonomy to determine priorities for funding, space, and faculty allocation, ensuring that recommendations on these or any other elements that are within the purview of the University's budgetary decision-making are tied directly to issues of program quality or sustainability.

In addition, members of the External Review Committee may be asked to respond to any additional questions from the Vice-President, Academic and Provost in their final report. Such instruction may include a request to respond to:

- Issues of special concern identified by the Vice-President, Academic and Provost, Dean and/or Program Review Team. For example, appropriateness of the curriculum, breadth of the curriculum, enrolment levels, recruitment, quality of the permanent or limited-term faculty, adequacy of staffing, space or equipment, program-specific library resources, etc; and/or
- Concerns and/or recommendations raised in previous external reviews of the degree program(s).

5.7 Internal Response to the External Review Report

Upon receipt of the External Review Report, the Vice-President, Academic and Provost will forward it to the Dean and Program Review Team for discussion and consideration of any curricular, financial or other resource implications. The Program Review Team will prepare an Internal Response to the

External Review Report recommendations. The Dean will provide a separate response within the Internal Response document (see template). The Internal Response also provides an opportunity for the Program Review Team to communicate any miscommunication or clarifications from the External Review Report or identity recommendations that may not be appropriate to move forward with accompanying rationale. The Internal Response is submitted to the Vice-President, Academic and Provost for review. Where the Internal Response involves additional resources and/or possible changes in organization, policy or governance, the Vice-President, Academic and Provost will provide a statement on the ways in which those recommendations will be addressed.

5.8 Final Assessment Report and Approval Process

The Final Assessment Report synthesizes the External Review Report and Internal Response by identifying areas of significant strength, opportunities for program improvement and enhancement, and the agreed-upon plans for continuous improvement. It is prepared by the Program Review Team in consultation with the Dean(s). The report will list all the recommendations of the external reviewers and the associated separate internal responses and assessment from the Dean(s) as outlined in the Internal Response document. This should include explanations as to why any recommendations were not selected for further action to be prioritized within the Implementation Plan. The report can also include, as applicable, any additional recommendations that the unit, the Dean(s), and/or the University may have identified as requiring actions as a result of the program review.

Furthermore, the Final Assessment Report includes an Implementation Plan of the prioritized recommendations that identifies who will be responsible for acting on those recommendations, who will be responsible for providing any resources required by those recommendations, and the specific timelines for acting on and monitoring the implementation of those recommendations. In all cases, the primary responsibility to execute the Implementation Plan lies with the leadership of the program.

The Final Assessment Report may include a confidential section where, for example, personnel issues can be addressed. The Final Assessment Report must include an Executive Summary of the outcomes of the review, exclusive of confidential information, that is suitable for publication alongside the associated Implementation Plan.

The SQAC will review the Final Assessment Reports to ensure compliance with the IQAP Policy. To inform its review, the SQAC will have access to the Self-study Brief, External Review Report and Internal Response (these documents are otherwise confidential to the program area). If further discussion or review is warranted, the Chair of the SQAC will carry out those discussions on its behalf. The Chair of the SQAC will present the Final Assessment Report and Implementation Plan of each program review to Senate for approval. Once approved by Senate, the complete Final Assessment Report and Implementation Plan are forwarded to the program leadership. The Executive Summary of the Final Assessment Report and Implementation Plan will be posted on OCAD U's website and copies will be submitted to OCAD U's Board of Governors for their information and record. A list of the past year's completed Final Assessment Reports with links to their Executive Summaries and Implementation Plans, as well as any monitoring reports completed in the past year,

will be submitted to the Quality Council for information, with attestation by the Provost that all IQAP-related cyclical program review processes have been followed. The Quality Council will occasionally review these reports for compliance purposes and, should a substantive issue be identified, may decide to initiate a Focused Audit as a result. The SQAC is also responsible for providing for the timely monitoring of the implementation of the Final Assessment Report recommendations and monitoring reports (see below). It is strongly recommended that the Executive Summary and Implementation Plan be posted on the program's website as well.

5.9 Monitoring Reports for Cyclical Program Reviews

When the cyclical review of a program is complete, faculty associated with the program (usually the program's Chair), in consultation with the relevant Dean, will prepare a Monitoring Report that demonstrates how recommendations in the Final Assessment Report have been achieved as per the Implementation Plan. These reports are normally completed in the second and fourth year after the Final Assessment Report is completed. For the purpose of monitoring and assessing progress, recommendations in the Final Assessment Report may require the collection and analysis of specified kinds of institutional data (e.g., admissions data) at predetermined intervals (e.g., annually, biennially, etc.). The omission of such requirements in the recommendations of the Final Assessment Report does not preclude the collection and analysis of such data in monitoring reports. Monitoring Reports will be submitted to the Vice-President, Academic and Provost normally by April of the year they are submitted and are then reviewed and approved by SQAC and Senate. The most recent reports will be posted to the website. It is the responsibility of the Program Chair or Graduate Program Director to ensure that monitoring reports are accessible to program faculty.

5.10 Review of Programs Offered by OCAD University and Other Institutions

In the case of programs offered collaboratively by OCAD U and one or more partner institutions, including dual credential and joint degree programs, the review process must fulfill all of the requirements described above in the Protocol for Cyclical Undergraduate and Graduate Program Reviews.

While recognizing that OCAD U has no authority over the quality assurance protocols of partner institutions, all efforts should be made to ensure the following:

- A single self-study process is undertaken.
- Composition of the Program Review Team receives input from and normally includes representation by each partner institution.
- The Self-study Brief clearly explains how input was received from faculty, staff and students at each partner institution.
- Selection of the reviewers involves participation by each partner institution.
- The site visit involves all partner institutions and preferably at all sites.

- Reviewers consult faculty, staff and students at each partner institution.
- Feedback on the reviewers' report is solicited from participating units at each partner institution, including the Deans.
- Preparation of a Final Assessment Report and Implementation Plan receives input from each partner.
- There is one single Final Assessment Report and Implementation Plan which goes through the appropriate governance process at each partner institution.
- The Executive Summary of the Final Assessment Report and the Implementation Plan are posted on the university website of each partner.
- Partner institutions agree on an appropriate monitoring process for the Implementation Plan.
- The Final Assessment Plan and Implementation Plan are reported to the Quality Council by all partners.

Figure 4. Summary of Cyclical Review Process

Steps	Timeline
1. The Vice-President, Academic and Provost (VPAP) confirms with each Faculty which program(s) will be reviewed. The academic support units are notified.	By August, prior to start of academic year
2. The Dean of the Faculty strikes a Program Review Team.	By August, prior to start of academic year
3. The Program Review Team prepares a Self-study Brief, facilitated by program learning outcomes and curriculum mapping workshops, as necessary.	September to June (within first year of review)
4. The Program Review Team receives program-specific reports from academic support units and institutional data to inform the writing of the Self-study Brief	By December of the first year of review
5. The Program Review Team submits external reviewer nominations, as approved by the Dean, to the VPAP who submits them to SQAC to approve the selection of external reviewers.	By May of first year of review
6. Members of the External Review Committee are invited by the Office of the Vice-President, Academic and Provost to participate in the external review of the program.	Summer, prior to start of second year of review
7. The Dean(s) adds an Executive Summary to the Self-study Brief, then sends it to the VPAP, who adds a response. The Brief, Executive Summary and Response are then sent to the External Review Committee.	Summer, prior to start of second year of review
8. A site visit by External Review Committee is conducted.	Fall term of second year of review
9. The External Review Report is submitted to the VPAP, then forwarded to the Dean and Program Review Team.	Fall term/January of second year of review (30 days after site visit)

<p>10. The Dean and Program Review Team prepare a response to External Review Report. The response is sent to the VPAP who provides a statement if applicable.</p>	<p>January-March of second year review</p>
<p>11. SQAC reviews the Self-Study Brief, External Review Report, Internal Response, as well as a Final Assessment Report and Implementation Plan for Senate approval, prepared by the Dean and Program Review Team.</p>	<p>March-May of second year of review</p>
<p>12. The Final Assessment Report and Implementation Plan (with confidential information removed) is sent to Senate for approval and reported to the Quality Council. The Executive Summary of the Final Assessment Report with Implementation Plan are posted on the institutional website.</p>	<p>By May to Senate</p>
<p>13. Faculty in the program prepare and submit monitoring reports to Senate via the SQAC for approval.</p>	<p>By April, the second and fourth year after the CPR process is completed</p>

6. INSTITUTIONAL REPORTING AND COMPLIANCE WITH THE AUDIT PROCESS

In the interest of encouraging the provision of thorough and thoughtful critical reflections and feedback, as well as ensuring appropriate levels of confidentiality, for the External Review Report, no public access will be provided to the:

1. Information made available for the self-study;
2. Self-study Brief;
3. External Review Report; and
4. Program Review Team's response to the External Review Report.

In May of each year, the Vice-President, Academic and Provost will prepare an Annual Report on Quality Assurance that includes:

- The status of current cyclical program reviews and the schedule for upcoming reviews;
- Monitoring Reports for all new and existing programs, as applicable;
- The status of any new program developments;
- A description of the audit process for the University's compliance with its IQAP (when applicable);
- An overview of major modifications and program closures completed annually; and
- Commentary on any policy or procedural consideration arising out of the reviews.

The SQAC will alert the Senate of any issues regarding compliance with the IQAP Policy. Once Senate has approved the Vice-President, Academic and Provost's Annual Report, along with all related documentation (e.g., Monitoring Reports), it is then posted on OCAD U's website.

The University will be audited by the Quality Council on an eight (8) year cycle under the terms of the QAF. The cyclical audit provides an opportunity for the university to evaluate its quality assurance policies and practices, including its approach to continuous improvement. It also provides necessary accountability to the university, students, government, employers and the public by assessing the degree to which a university's internally-defined quality assurance processes, procedures, and practices align with and satisfy the internationally agreed upon standards, as set out in the QAF. The audit begins with a self-study completed by OCAD U to reflect on current policies and practices (see QAF 6.2.3). It also involves a desk audit of documentation associated with a selection of the university's programs by an Audit Team who will also conduct a site visit. The Office of the Vice-President, Academic and Provost assumes responsibility for the preparation of the self-study; ensures the provision of all requested documentation by the auditors and compliance with the desk audit and on-site interaction during the audit visit as well as participation in a half day briefing with the Quality Council Secretariat approximately one year prior; reviews the auditors' draft report for comment; receives and publishes the final Audit Report; and, if required, provides a follow-up response. The Audit Report may include one or more of the following recommendations: highlight specific issues for subsequent audit; schedule a larger selection of programs for the next audit; require a Focused Audit; adjust the degree of oversight and associated requirements for more or less oversight; require a follow-up Response Report; or any other action deemed appropriate (QAF 6.2.7).

The final Audit Report, and Follow-up Response Report and/or Focused Audit Report, if applicable, will be published, absent any confidential information, on the OCAD University website.

In addition to reviewing institutional changes to policy, process and practice, the audit reviews compliance and practices contributing to continuous improvement of programs, especially new program approvals and cyclical program reviews. Cyclical program reviews undertaken within the period since the conduct of the previous audit, and new undergraduate and graduate programs approved within the period since the previous audit, are eligible for selection. The audit, however, cannot reverse the approval of a program to commence. Programs created or modified through the Expedited Approval process as well as major modifications are not normally selected for audit.

The University will participate in a Focused Audit (QAF 6.3), should the need arise. The Office of the Vice-President, Academic and Provost will assume responsibility for the preparation of any necessary materials, communication with the Quality Council, and coordination of the University's response.

The OCAD U IQAP is subject to the approval of the Quality Council when it is revised. Any proposed revisions to the University's IQAP must be approved by SQAC and subsequently by Senate before it is submitted to the Quality Council for re-ratification. Minor amendments need only be reported to the Quality Council.

APPENDIX A: DEFINITIONS

Collaborative specialization The Ontario Universities Council on Quality Assurance defines a collaborative specialization as an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved masters and/or PhD programs. Students meet the admission requirements of and register in the participating (or “home”) program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative specialization. The degree conferred is that of the home program, and the completion of the collaborative specialization is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., “MA in Political Science with specialization in American Studies”). Proposals for new collaborative specializations will follow the Protocol for Major Modifications to Existing Programs.

Degree program: See “Program (major)”, below.

Diploma program The complete set and sequence of courses, combinations of courses and/or other units of study prescribed by a university for the fulfillment of the requirements for each particular for-credit or not-for-credit undergraduate and graduate diploma. Not-for-credit and for-credit undergraduate diploma programs are not subject to approval or audit by the Quality Council. The Quality Council recognizes only three types or categories of Graduate Diploma as follows:

Type 1: Awarded when a candidate admitted to a master’s program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs.

Type 2: Offered in conjunction with a master’s (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master’s (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.

When new, these programs require submission to the Quality Council for an Expedited Approval (no external reviewers required) prior to their adoption. Once approved, they will be incorporated into the university’s schedule for cyclical reviews as part of the parent program.

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

Where the program has been conceived and developed as a distinct and original entity, the university will use the Expedited Approval. Although the Expedited Approval protocol does not involve external reviewers, new Type 3 graduate diplomas are to be included in the Schedule for Cyclical Reviews and will be subject to external review during the CPR process.

Dual credential/degree program A program of study offered by two 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.

Field In graduate programs, a field is an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council for new fields but are not required to do so.

Graduate Degree-Level Expectations OCAD U's [Graduate Degree-Level Expectations](#) describe the attributes of graduate students upon completion of their degree programs. They include the six key attributes described by the Ontario Council of Academic Vice-Presidents' Graduate Degree-Level Expectations from which OCAD U's Graduate Degree-Level Expectations have been adapted.

Joint degree program The Council of Ontario Universities defines a joint program as 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.

Micro-credentials A designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a micro-credential do not require reference to the Quality Council unless they are part of a new program.

Minor At OCAD U, a minor is an identified set and sequence of courses, and/or other units of study, research and practice, in a specific area of disciplinary or interdisciplinary study. Minors must be different in discipline from a student's major, are completed on an optional basis, and are recorded on the graduate's academic record. While requiring recognition in the IQAP, proposals for their introduction or modification do not require reference to the Quality Council unless they are part of a new program.

Mode of delivery The means or medium used in delivering a program of study (e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, multi-campus, , inter-institutional collaboration or other non-standard forms of delivery).

Program (or Major) At OCAD U, the program or major (or degree program) is an identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed in fulfillment of the requirements for the awarding of a degree, and is recorded on the graduate's academic record. A program (or major) is considered to be the comprehensive body of studies required to graduate with specialized skills and knowledge in a particular field or discipline, and is consistent with OCAD U's [Graduate or Undergraduate Degree Level Expectations](#).

Specialization At OCAD U, a specialization is an identified set and sequence of courses, and/or other units of study, research and practice, constituting specialized disciplinary or interdisciplinary study within the context of a major or program. Program specializations may include: a sequence of courses required for accreditation or certification in a field or discipline related to the program (major); or course options within a program (major) that allow a student to undertake study in one or more highly specialized fields of knowledge, sub-disciplines or areas of practice. While requiring recognition in the IQAP, proposals for their introduction or modification do not require approval by the Quality Council unless they are part of a new program.

Undergraduate Certificate A short form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates are comprised of undergraduate level academic content normally equivalent to a minimum of half a year of full-time study.

Undergraduate Degree-Level Expectations OCAD U's [Undergraduate Degree-Level Expectations](#) describe the attributes of undergraduate students upon completion of their degree programs. They include the six key attributes described by the Ontario Council of Academic Vice-Presidents' Undergraduate Degree-Level Expectations from which OCAD U's Undergraduate Degree-Level Expectations have been adapted.

APPENDIX B: NEW PROGRAM PROPOSAL EVALUATION CRITERIA (QAF 2.1.2)

The following evaluation criteria for review of new undergraduate and graduate programs proposals shall minimally be addressed in both the New Program Proposal Brief and the External Review Report:

1. Program objectives, goals and demand
 - a) Clarity of the program's objectives;
 - b) Appropriateness of degree nomenclature given the program's objectives;
 - c) Consistency of the program's objectives and goals with the priorities and strengths of the Faculty proposing the program, and with OCAD U's mission and academic plans; and
 - d) Convincing evidence of student demand and societal need for the program.
2. Program requirements
 - a) Appropriateness of the program's structure and the requirements to meet its objectives, and program-level learning outcomes;
 - b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting OCAD U's [Undergraduate Degree-Level Expectations](#) or [Graduate Degree-Level Expectations](#), as appropriate;
 - c) Appropriateness of the program's proposed mode(s) of delivery (see Appendix A) to facilitate students' successful completion of the program-level learning outcomes; and
 - d) Ways in which the curriculum addresses the current state of the discipline or area of study.
3. Program requirements for graduate programs only
 - a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time;
 - b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses; and
 - c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
4. Assessment of teaching and learning
 - a) Appropriateness of the methods of assessing student achievement of the program-level learning outcomes and OCAD U's [Undergraduate Degree-Level Expectations](#) or [Graduate Degree-Level Expectations](#), as appropriate; and
 - b) Appropriateness of the plans to monitor and assess:
 - i) The overall quality of the program
 - ii) Whether the program is achieving in practice its proposed objectives;
 - iii) Whether its students are achieving the program-level learning outcomes; and
 - iv) How the resulting information will be documented and subsequently used to inform continuous program improvement.

5. Admission requirements

- a) Appropriateness of the admission requirements given the program's objectives and program-level learning outcomes; and
- b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages, or portfolios, and how the program recognizes prior work or learning experience.

6. Resources

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;
- b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;
- c) If required, provision of supervision of experiential learning opportunities;
- d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on the other existing programs at the university;
- e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and studio or laboratory access; and
- f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation.

7. Resources for graduate programs only

Given the program's planned/anticipated class size and cohorts as well as its program-level learning outcomes:

- a) Evidence that faculty have the recent research or professional/clinical experience needed to sustain the program, promote innovation, and foster an appropriate academic climate;
- b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and
- c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of faculty.

8. Quality and other indicators

- a) Evidence of the quality of faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and
- b) Any other evidence that the program and faculty will ensure the academic quality of student experience.

APPENDIX C: EVALUATION CRITERIA FOR CYCLICAL PROGRAM REVIEWS (QAF 5.1.3.1)

The following evaluation criteria for review of existing undergraduate and graduate programs shall minimally be addressed in both the Self-study Brief and External Review Report:

1. Program objectives
 - a) Consistency of the program's objectives with OCAD U's mission and academic plan.
2. Program requirements
 - a) Appropriateness of the program's structure and the requirements to meet its objectives and program learning outcomes;
 - b) Appropriateness of the program's structure, requirements and program learning outcomes to align with OCAD University's [Undergraduate Degree-Level Expectations](#) or [Graduate Degree-Level Expectations](#), as appropriate, and, where applicable, comply with accreditation standards;
 - c) Appropriateness and effectiveness of mode(s) of delivery (see Appendix A) to facilitate students' successful completion of the program learning outcomes; and
 - d) Ways in which the curriculum reflects the current state of the discipline or area of study.
3. Program requirements for graduate programs only
 - a) Clear rationale for program length that ensures that students can complete the program learning outcomes and requirements within the time required;
 - b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and
 - c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
4. Assessment of teaching and learning
 - a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and OCAD U's [Undergraduate Degree-Level Expectations](#) or [Graduate Degree-Level Expectations](#), as appropriate; and
 - b) Appropriateness and effectiveness of the plans to monitor and assess:
 - i) The overall quality of the program;
 - ii) Whether the program continues to achieve in practice its objectives;
 - iii) Whether students are achieving the program-level learning outcomes; and
 - iv) How the resulting information will be documented and subsequently used to inform continuous program improvement.
5. Admissions requirements
 - a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and

- b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

6. Resources

Given the program's class sizes and cohorts as well as its program learning outcomes:

- a) Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;
- b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;
- c) If required, provision of supervision of experiential learning opportunities;
- d) Adequacy of the administrative unit's use of existing human, physical and financial resources; and
- e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and studio or laboratory access.

7. Resources for graduate programs only

Given the program's class sizes and cohorts, as well as its program-level learning outcomes:

- a) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate academic climate, sustain the program, and promote innovation;
- b) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and
- c) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.

8. Quality and other indicators

- a) Evidence of the quality of faculty such as qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring;
- b) Any other evidence that the program and faculty ensure the academic quality of the student experience; and
- c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.