Institutional Quality Assurance Process

University of Ottawa

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GLOSSARY

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Collaborative specialization* 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 master's and/or PhD program.	**Spécialisation en collaboration*** Domaine d'études supérieures, au sein d'une même université, procurant une expérience multidisciplinaire complémentaire aux personnes inscrites qui poursuivent les exigences d'obtention du grade associées à un programme parmi un ensemble de programmes approuvés de maîtrise ou de doctorat.
Concentration* In a graduate program, an identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed in full or partial fulfillment of the requirements for the awarding of a degree, and is recorded on the graduate's academic record.	**Concentration*** Dans un programme aux études supérieures, un ensemble et séquence de cours et/ou autres activités de formation, de recherche ou de pratique dans un domaine disciplinaire ou interdisciplinaire qui doivent être complétés afin de répondre, en partie ou entièrement, aux exigences d'un programme et qui est inscrit au dossier scolaire de l'étudiant.
Degree Level Expectations (Undergraduate or Graduate) * The Degree Level Expectations established by OCAV serve as Ontario universities' academic standards and identify the knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development. They may be expressed in subject-specific or in generic terms. Graduates at specified degree levels (e.g., BA and MSc) are expected to demonstrate these competencies. Each university has undertaken to adapt and describe the degree level expectations that will apply within its own institution. Likewise, academic units will describe their institution's expectations in terms appropriate to its academic program(s).	**Attentes associées aux grades universitaires (premier cycle ou études supérieures) *** Standards de formation fixés par l'OCAV pour les universités de l'Ontario sur les plans des connaissances et des compétences de complexité croissante selon l'intensité de l'effort intellectuel et le degré d'originalité des idées émises. Ces attentes peuvent être d'ordre disciplinaire ou général. On s'attend à ce que les récipiendaires des grades aux divers cycles (p. ex. B.A. et M.Sc.) démontrent ces capacités. Toutes les universités de la province ont entrepris d'adapter et de définir les attentes associées aux grades qu'elles appliqueront respectivement. De même, chacune des unités scolaires doit décrire ses propres attentes sur ce plan d'une manière appropriée aux programmes d'études dont elle a la responsabilité.

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Degree* An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV's Degree Level Expectations and the institution's own expression of those Expectations. **Degree program*** The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements of a particular degree.	**Grade*** Titre universitaire décerné sur réussite d'un ensemble d'exigences selon des standards de rendement déterminés conformes aux attentes associées au grades universitaires établies par le Conseil ontarien des vice-recteurs aux études (OCAV) et aux attentes propres à l'université à cet égard. **Programme menant à un grade*** Ensemble complet de cours et leur séquence, de combinaisons de cours ou d'autres activités de formation, de recherche et de pratique prescrits par un établissement universitaire pour répondre aux exigences d'un grade particulier.
Diploma** Document obtained after having successfully completed the requirements of an undergraduate program of study (bachelor's) or a graduate program (master's or doctorate). **Diploma program*** Universities may grant diplomas in acknowledgement of students' participation in either for-credit or not-for-credit activities at the undergraduate and graduate level. Not-for-credit and for-credit undergraduate diploma programs are not subject to approval or audit by the Quality Council. The Quality Council recognizes only three types or categories of Graduate Diploma. In each case, when proposing a new graduate diploma, a university may request an expedited approval process. For more information on Graduate Diploma categories, please consult the Quality Assurance Framework.	**Diplôme**** Document obtenu après avoir satisfait aux exigences d'un programme de premier cycle (baccalauréat), de deuxième cycle (maîtrise) ou de troisième cycle (doctorat). **Diplôme (programme)*** Les universités peuvent décerner des diplômes reconnaissant la participation étudiante à des activités avec crédits ou sans crédits tant au premier cycle qu'aux cycles supérieurs. Les programmes menant à un diplôme de premier cycle avec crédits ou sans crédits ne sont pas soumis à l'approbation ni à la vérification du Conseil d'assurance de la qualité. Le Conseil d'assurance de la qualité ne reconnaît que trois types – ou catégories – de diplômes d'études supérieures. Au moment de proposer tout nouveau diplôme d'études supérieures, l'université peut demander que la demande soit traitée par l'entremise du protocole accéléré d'approbation. Pour plus d'information sur les catégories de diplômes d'études supérieures,

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	veuillez consulter le Cadre d'assurance de la qualité (disponible en anglais seulement).
Executive Summary** Part of the Final Assessment Report that is posted on the University website and available to the public.	**Rapport synthèse**** La partie du rapport d'évaluation final qui est affiché publiquement sur le site web de l'Université.
Field* In graduate programs, field refers to 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. *	**Champ*** Dans les programmes d'études supérieures, un champ d'études se rapporte à un domaine de spécialisation ou de concentration (ou à un noyau de spécialisations dans le cadre des programmes multidisciplinaires et interdisciplinaires) qui est associé aux forces démontrables et collectives des membres du corps professoral du programme. Il n'est pas nécessaire de déclarer des champs d'études dans le cas des programmes de maîtrise et de doctorat. Les établissements peuvent, par l'entremise d'un protocole d'approbation accéléré, obtenir l'approbation du Conseil d'assurance de la qualité.
Final Assessment Report (FAR)** A synthesis of the external review and internal assessments and responses, as part of the cyclical program review process.	**Rapport d'évaluation final** (RÉF)** Synthèse des évaluations externes et internes ainsi que des réponses à celles-ci, dans le cadre du processus d'évaluation cyclique des programmes.
Focus (research, courses, field placement) ** A set of selected courses that allows undergraduate students to reach an advanced level in research, courses or field placements within a discipline.	**Volet (recherche, cours, stage) **** Un ensemble de cours choisi qui permet aux personnes inscrites au premier cycle d'acquérir un niveau avancé au niveau de la recherche, des cours ou des stages à l'intérieur d'une discipline.
Learning outcomes*** Program learning outcomes are a description of the knowledge, competencies and values graduates display. Program learning outcomes help students understand why this knowledge	**Résultats d'apprentissage***** Les résultats d'apprentissage de programme sont une description des connaissances, compétences et valeurs dont les récipiendaires des grades peuvent faire la preuve. Les résultats

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and these competencies will be useful to them. They highlight the context and potential applications of knowledge and competencies, help students connect their learning to various situations, and guide the selection of evaluation methods. Good learning outcomes focus on knowledge application and integration. Instead of concentrating on the material and content covered, program learning outcomes show how students can make use of the material and content, both inside and outside of the classroom.	d'apprentissage de programme aident les étudiants à comprendre pourquoi ces connaissances et ces compétences leur seront utiles. Ils mettent l'accent sur le contexte et les applications potentielles des connaissances et des compétences, aident la population étudiante à relier les apprentissages à divers contextes, et guident le choix des méthodes d'évaluation.
Major** A main discipline or field of study and intensive training, usually consisting of 42 units in the discipline or field of study. Eighteen units must be in courses at the 3000 level or above and six units must be at the 4000 level.	**Majeure**** Étude intensive d'une discipline ou d'un champ d'études principal. Elle comporte habituellement au moins 42 crédits dans une discipline ou dans un champ d'études dont 18 doivent être de niveau 3000 ou plus et au moins six de niveau 4000.
Minor** Introductory-level training in a branch or sub-branch of a particular subject or discipline consisting of 30 units of which at least six must be at the 3000 level or above.	**Mineure**** Introduction à un domaine ou à un sous-domaine à l'intérieur d'une discipline ou un sujet en particulier. Elle comporte 30 crédits dont au moins six sont de niveau 3000 ou plus.
New program* Any degree program, including cost-recovery programs and offsite programs, that has not been approved by the Quality Council, its predecessors, or any prior applicable intra-institutional approval processes in place before the establishment of the Quality Council. The new program has substantially different program requirements and learning outcomes from those of any existing approved programs offered by the institution. A change of name only does not constitute a new program.	**Nouveau programme*** Tout programme menant à un grade, y compris les programmes autofinancés et les programmes hors site, qui n'a pas été l'objet d'une approbation antérieure par le Conseil d'assurance de la qualité, y compris les instances qui l'ont précédées, ou dans le cadre de tout autre processus d'approbation universitaire interne en vigueur avant la constitution du Conseil d'assurance de la qualité. Les exigences et les résultats d'apprentissage d'un nouveau programme sont fondamentalement différents de ceux de tout autre programme d'études approuvé et déjà offert par l'établissement. Un simple changement d'intitulé ne constitue pas un nouveau programme.

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Option**	**Option****
At the undergraduate level, an option is obtained by a student who has completed a set number of units, usually less than required for a minor, in a specific discipline or area of study. Currently, three different types of options are offered as part of undergraduate programs: • Options that are completed following a core program as part of a bachelor's program; • Options that focus on a sub-discipline of the student's main area of study; • Options that focus on a discipline that is complementary to the student's main area of study. At the graduate level, the term "option" is used only to identify whether a master's program is course-based or includes a thesis or a major research paper.	L'attribution d'une option au premier cycle atteste à la réussite d'un nombre de crédits prescrits, normalement moins que dans le cadre d'une mineure, dans une discipline ou un domaine. Présentement, les options au premier cycle s'offrent selon trois structures différentes, soit : • les options qui sont complétées à la suite du tronc commun d'un programme de baccalauréat; • les options qui visent une sous-discipline attachée à la discipline principale d'études de l'étudiant; • les options qui visent une discipline complémentaire à la discipline principale d'études de l'étudiant. À noter qu'aux études supérieures, le terme « option » est seulement utilisé pour identifier si une maîtrise est composée uniquement de cours, ou se complète avec mémoire ou avec thèse.
Ottawa-Carleton Joint Institutes**	**Instituts conjoints Ottawa-Carleton****
Institutes that administer the joint graduate programs between the University of Ottawa and Carleton University.	Les instituts qui gèrent les programmes conjoints aux études supérieures offerts par l'Université d'Ottawa et l'Université Carleton.
Profile**	**Profil****
This term is used by some undergraduate programs instead of the term "option" (e.g., Communication program). In these specific cases, the term is similar to the options that focus on a sub-discipline of the main area of study.	Ce terme est utilisé par certains programmes de premier cycle au lieu du terme *option* (p.ex. programme de communication). Dans ces cas précis, il s'apparente aux options qui visent une sous-discipline attachée à la discipline principale d'études.
Program*	**Programme d'études***
A coherent and articulated set of courses and other learning activities prescribed by an	Un tout cohérent et articulé de cours et d'autres activités d'apprentissage prescrits par un

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institution for obtaining a particular degree.	établissement pour l'obtention d'un grade particulier.

Acronyms

ENG	FR
CGS: Council on Graduate Studies	**CÉS :** Conseil des études supérieures
COU: Council of Ontario Universities	**CUO** : Conseil des universités de l'Ontario
CUS: Council on Undergraduate Studies	**CÉPC :** Conseil des études de premier cycle
GPEC: Graduate Program Evaluation Committee	**CÉPÉS :** Comité d'évaluation des programmes d'études supérieures
IQAP: Institutional Quality Assurance Process	**PIAQ :** Processus institutionnel d'assurance de la qualité
MTCU: Ministry of Training, Colleges and Universities	**MFCU:** Ministère de la formation, des collèges et universités
OCAV: Ontario Council of Academic Vice-Presidents	**OCAV:** Conseil ontarien des vice-recteurs aux études
OQA: Office of Quality Assurance	**BAQ :** Bureau d'assurance de la qualité
OUCQA : the Ontario Universities Council on Quality Assurance (the Quality Council)	**OUCQA :** Conseil d'assurance de la qualité des universités de l'Ontario (le « Conseil d'assurance de la qualité »)
QAF: Quality Assurance Framework	**CAQ** : Cadre d'assurance de la qualité
SCEUP: Senate Committee on the Evaluation of Undergraduate Programs	**CÉPPC :** Comité d'évaluation des programmes de premier cycle

*Definitions from the Ontario Quality Council's Quality Assurance Framework
** Definitions from the University of Ottawa, some of which are posted on its website
*** Program Learning Outcomes Guide prepared by the Office of Quality Assurance

1. INTRODUCTION

In accordance with the Quality Assurance Framework by the Ontario Universities Council on Quality Assurance (Quality Council)[1], which the University of Ottawa adopted in 2011, "quality assurance" includes the processes of program creation, modification and closure as well as program cyclical review.

The policies and procedures established for reviewing existing and approving new undergraduate and graduate programs are one mechanism the University of Ottawa uses to ensure its programs meet the highest quality standards.

1.1. Authorities

For the University of Ottawa and Saint Paul University, the University of Ottawa Senate is the final authority responsible for quality assurance of all university programs that lead to a degree or diploma. The Provost and Vice-President, Academic Affairs has general oversight over the quality assurance process, both at the undergraduate and graduate levels.

The Office of the Provost and Vice-President, Academic Affairs submits all proposals and annual reports relating to the University's programs to the Quality Council and oversees all follow-up both with the Council and the various faculties. The Provost and Vice-President, Academic Affairs is assisted in this process by the Vice-Provost, Academic Affairs, who is responsible for ensuring that both undergraduate and graduate quality assurance activities run smoothly.

In order to implement all activities ensuring the quality of programs as set out by the Quality Council, in 2016 the University revised the mandate and structure of some of its decision-making bodies. Approved by the Senate in 2016, the new quality assurance structure now includes the two academic councils, namely the Council on Undergraduate Studies (CUS), chaired by the Vice-Provost, Academic Affairs and the Council on Graduate Studies (CGS), chaired by the Vice-Provost, Graduate and Postdoctoral Studies. Most of the work of the two councils consists of reviewing proposals for new programs, modifications to existing programs and program closure. Each council's chair is also a member of the other council.

The two program evaluation committees, namely the Senate Committee on the Evaluation of Undergraduate Programs (SCEUP) and the Graduate Program Evaluation Committee (GPEC) are now part of the Office of Quality Assurance (OQA). Both committees are chaired by the Director of the OQA, who is also a member of the two academic councils mentioned above. The chart in the Appendix describes the organizational structure for quality assurance at the University.

[1] The framework and the council, hereafter referred to as the Quality Council (QC), were established in 2010 by the Ontario Council of Academic Vice-Presidents (OCAV).

The Institutional Quality Assurance Process (IQAP) that applies to programs offered by the Ottawa-Carleton Joint Institutes is the same as that for the University of Ottawa programs, but specific procedures have been established for examining requests and reports. A document titled *Procedures Regarding Ottawa-Carleton Joint Programs* is available on the Quality Assurance website.

1.2 Contact person

The Provost and Vice-President, Academic Affairs is the contact person for the Quality Council.

1.3 Evaluation of programs

All programs offered at the University of Ottawa that lead to a degree or diploma are subject to a cyclical review process, at least once every eight years. This includes programs offered by federated or affiliated institutions (Saint Paul University), as well as those offered in collaboration or in partnership with colleges, other universities or other postsecondary institutions.

The information required for examining requests for program creation, closure, modification as well as for the cyclical review process, both at the undergraduate and graduate levels, supports the University's mission, strengthens its strategic planning, ensures program coherence and helps meet the degree level expectations for each program. The present document includes the various administrative approval steps, the evaluation criteria as well as the main components for each type of request. These protocols apply as well to all undergraduate and graduate programs offered by Saint Paul University.

The quality of programs is assessed using the criteria of coherence, relevance, distinction and consistency, as per the following complementary components:

- Program structure and content are coherent and determined by the learning outcomes and objectives;
- Programs are based on learning outcomes and objectives that underlie admission requirements and all pedagogical decisions (delivery modes, teaching and evaluation methods);
- Programs meet student needs and offer them a quality university experience;
- Programs contribute to the University's mission and academic plans;
- Programs have adequate human, financial and physical resources;
- Faculty expertise ensures the intellectual quality of the student experience;
- Programs are viable and relevant.

1.4 Audit process

Any substantive changes to the IQAP must be submitted to the Quality Council for ratification. An audit process is undertaken by Quality Council's Audit Committee at least every eight years to ensure the University's compliance with its IQAP for all quality assurance activities.

1.5 Other information

Templates for the various types of requests can be found on the Quality Assurance website.

The University of Ottawa IQAP is to be used in conjunction with the Quality Council's Quality Assurance Framework and Guide.

2. PROTOCOL FOR THE APPROVAL OF NEW PROGRAMS

A **program** is a coherent and articulated set of courses and other learning activities prescribed by an institution for obtaining a particular degree.

A **new program** is defined as any degree program, including cost-recovery programs and offsite programs, that has not been approved by the Quality Council, its predecessors, or any prior applicable intra-institutional approval processes in place before the establishment of the Quality Council. The new program has substantially different program requirements and learning outcomes from those of any existing approved programs offered by the institution. A change of name only does not constitute a new program.

Requests for the creation of new graduate diplomas undergo an accelerated approval process that does not include an external review. They must nevertheless be submitted for approval to the Quality Council.

Requests for the creation of program components such as concentrations and new fields for graduate programs or minor and options for undergraduate programs do not need to be submitted to the Quality Council but must nevertheless be evaluated and approved by the University's Senate. The process will be the same as indicated below but without an external review and without submission to the Quality Council.

The creation of a new program may be initiated by an academic unit, a faculty, the central administration, an internal committee, or an external organization or at the request of the community.

The regular and the accelerated processes for the approval of new program are described below.

Each new program request must undergo an appraisal and approval process that involves several stages. At any of these stages, the request can be returned to the academic unit concerned, which must incorporate recommended modifications before moving on to the next approval stage.

2.1 Regular approval process for new programs

2.1.1 Stage 1: Letter of intent

The new program approval process is initiated by the academic unit or units offering the program, in consultation with the home faculty concerned. The academic unit prepares a letter of intent using the existing template that is submitted for approval to the Vice-Dean and Dean of the faculty. The Dean's office submits the letter to the Council on Undergraduate Studies or Council on Graduate Studies, as appropriate, for discussion, suggestions (intra or inter faculty partnerships, links between undergraduate and graduate studies, experiential learning opportunities) and approval. The letter of intent is also submitted by the chair of the appropriate council (CUS or CGS) to the Office of the

Deputy Provost, Planning and Academic Budgets who can provide support in preparing a market assessment.

2.1.2 Stage 2: Detailed request

The detailed request prepared using the new program template is submitted for approval to all home faculty authorities (undergraduate program committee, graduate program committee, or their equivalents) and, finally, to the faculty council or councils, who is responsible for verifying the completeness of components of the new program proposal. The proposal must include an analysis of the resources needed by the Office of the Deputy Provost, Planning and Academic Budgets and a confirmation of the program's financial viability by the Dean. It must also identify whether the program will be full cost-recovery and/or a professional program.

2.1.2.1 Council on Undergraduate Studies or Council on Graduate Studies

The detailed request is submitted by the home faculty for approval to the Council on Undergraduate Studies or to the Council on Graduate Studies, as appropriate.

2.1.2.1.1 External review

The request undergoes an external review, which is coordinated by the Office of the Vice-Provost, Academic Affairs. A nomination subcommittee under the authority of both the undergraduate and graduate studies councils is responsible for selecting the external reviewers. The subcommittee comprises of three members, namely the Vice-Provost, Graduate and Postdoctoral Studies, the Director of the Office of Quality Assurance and the Vice-Provost, Academic Affairs, who acts as chair.

Two external reviewers are selected by the nomination subcommittee from a list of at least five candidates compiled by the chair of the academic unit and approved by the dean of the home faculty concerned. The subcommittee may also consult representatives from industry or related organizations and professions. The subcommittee also nominates an internal delegate from among members of the Senate Committee on the Evaluation of Undergraduate Programs (SCEUP) or the Graduate Program Evaluation Committee (GPEC), depending on the program being reviewed.

- **External reviewers**

The reviewers must have expertise in the discipline and must be at arm's length from the program under review (no family ties, recent collaboration, supervisory relations or other types of relationships). They must be associate or full professors and should have experience in the administration of university programs. For thesis-based graduate programs, the reviewers must

be experienced thesis supervisors. A conflict of interest exists when a proposed external reviewer:

- has collaborated or published with a member or members of the academic program being reviewed within the past six years;
- has an administrative or family link with a member of the academic program being reviewed;
- is a former research supervisor, graduate student, or postdoctoral trainee of one of the members of the academic unit being reviewed;
- is a regular external examiner for doctoral theses of students in the program;
- is involved in a dispute with a member of the academic program being reviewed.

Here are some examples that do not infringe on the external reviewers' arm's length status:

- has participated in a conference panel with a member of the program;
- has participated on a research grant selection committee with a member of the program;
- is the author of an article in a journal edited by a member of the program or the author of a chapter in a book edited by a member of the program;
- has made a presentation during a conference held at the university where the program is offered;
- has received a bachelor's degree from the university where the program is offered;
- has co-authored or collaborated on research with a member of the program more than seven years ago;
- was invited to make a presentation at the university where the program is offered;
- was editor of a manuscript written by a member of the program.

The external reviewers will receive a copy of the request as well as information on the objectives of the review, their role and responsibilities and instructions for writing the report.

In most cases, the external review of a new program will be conducted onsite, but for undergraduate programs it may be conducted by desk audit, video conference or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable. The external review of a new graduate program (except for a graduate diploma) necessarily includes an onsite visit. Typically, the site visit will be completed in one day but could be longer in some circumstances (i.e., if the visit involves more than one site), during which reviewers meet with the Provost and Vice-President, Academic Affairs, the Vice-Provost, Academic Affairs, the Vice-Provost, Graduate and Postdoctoral Studies in the case of graduate programs, the dean, the academic unit chair, the program director, regular and part-time faculty, students, academic advisers and administrative staff members.

Within one month of the consultation, the external reviewers submit their report(s) on the proposed program's relevance, value and viability. Separate reports are required if the review is conducted by desk audit, and a joint report is required if the review is conducted onsite. Reviewers will consider the elements described in section 2.3 below.

- **Internal delegate**

The internal delegate's role is to accompany the external reviewers during the onsite visit and provide them with relevant information about the university and its quality assurance process. The internal delegate provides a summary of the visit and the main questions raised by the reviewers, if any, in a brief commentary that is integrated or attached to the external reviewers' report.

2.1.2.1.2 Internal responses

The Vice-Provost, Academic Affairs sends a copy of the external reviewers' report(s) to the dean and to the vice-dean of the home faculty, to the chair of the academic unit concerned and, in the case of graduate programs, to the Vice-Provost, Graduate and Postdoctoral Studies. The chair of the academic unit and the dean of faculty concerned are invited to provide written comments, separately, regarding the report(s), within one month. The academic unit will then make any changes necessary to the request and demonstrate how it has addressed the external reviewers' recommendations.

2.1.2.2 Senate

The Vice-Provost, Academic Affairs or the Vice-Provost, Graduate and Postdoctoral Studies presents all the documentation for approval to the Executive Committee of the Senate.

Once the documentation is approved (detailed request, amended if necessary[2] , external reviewers' report(s), dean and academic unit chair responses), it is submitted to the University's Senate for final institutional approval.

2.1.3 Stage 3: Quality Council

Once the request is approved by the Senate, the Provost and Vice-President, Academic Affairs submits it for approval to the Quality Council.

[2] If the modifications made to the request are deemed major by the Vice-Provost, Academic Affairs or, in the case of graduate programs, by the Vice-Provost, Graduate and Postdoctoral Studies, the request is resubmitted to the appropriate council before submission to the Executive Committee of the Senate.

2.1.4 Stage 4: Ministry of Training, Colleges and Universities

New programs must also be approved by the Ministry of Training, Colleges and Universities before they can admit any students. The Office of the Provost and Vice-President, Academic Affairs submits new program requests to the Ministry, when necessary.

2.2 Expedited approval process for new programs

The expedited approval process is the same as the regular approval process described in section 2.1, except that the request is not subject to an external review.

The expedited approval process applies to:

- The declaration of a new field in an existing graduate program (note that graduate programs are not required to declare fields);
- Proposals for new graduate diploma programs;
- Review by the Quality Council of a major modification proposal, at the request of the University.

2.3 Evaluation criteria

The various academic authorities involved in both the regular and expedited approval processes examine the detailed requests according to several criteria, namely coherence, consistency, relevance and distinction. They take into account academic criteria specific to the University of Ottawa, the Quality Council's requirements and the Ontario Council of Academic Vice-Presidents (OCAV) Guidelines on University Degree Level Expectations. (Note: The University of Ottawa has adopted OCAV's Guidelines on Degree Level Expectations, and therefore the institution's guidelines on Degree Level Expectations are the same as OCAV's.)

The program creation request must include an analysis of the following elements:

2.3.1 Objectives of the program

a) A rationale for the program in terms of its consistency with the University of Ottawa's mission and strategic plans.
b) Evidence of program coherence consistent with a detailed description of the program's requirements, objectives and learning outcomes as well as with the Degree Level Expectations and justification of the degree nomenclature.
c) Evidence of the program's relevance consistent with student demand and societal need.

2.3.2 Admission requirements

a) A detailed description of the program's admission requirements in relation to the learning outcomes established for program completion, sufficient explanation of any other requirements, such as minimum average, additional languages or portfolios or how the program recognizes prior work or learning experience.
b) A description of the intellectual, psychological, mental and physical capacities that are academically essential to succeed in the program.

2.3.3 Structure

a) A discussion of the appropriateness of the program's governance structure and regulations to meet the program's learning outcomes and Degree Level Expectations.
b) For graduate programs, a clear rationale for program length that ensures program requirements can be reasonably completed within the proposed timeframe.

2.3.4 Program content

a) A description of the ways in which the curriculum addresses the current state of the discipline or area of study, including any distinctive and innovative curriculum or program components when compared with other existing internal or external programs.
b) For research-focused graduate programs, a clear indication of the nature and suitability of the major research requirements for degree completion.
c) For graduate programs, evidence that each graduate student in the program can take a minimum of two-thirds of the course requirements from among graduate-level courses.

2.3.5 Mode of delivery

a) Appropriateness of the proposed mode(s) and places of delivery to meet the intended program learning outcomes and Degree Level Expectations.
b) Appropriateness of the proposed mode(s) and places of delivery to meet the needs of the target audience.

2.3.6 Assessment of teaching and learning

a) The relevance and efficiency of the proposed methods for assessing to what extent students achieve the intended program learning outcomes and Degree Level Expectations;
b) Strategies for documenting and demonstrating students' level of performance at the end of the program, consistent with the program's objectives and Degree Level Expectations.

2.3.7 Resources (all programs)

a) The unit's administrative plan for the use of human, physical and financial resources that demonstrates the program's viability. If new resources are needed, include any agreements established with the Dean and with the Deputy Provost, Planning and Academic Budgets.
b) Evidence of participation of a sufficient number and quality of faculty who have the necessary expertise to teach and supervise in the program.
c) Evidence of adequate resources to ensure the best experience for undergraduate and graduate students, both in the classroom as well as for their research activities and the quality of scholarship, including library support, information technology support, laboratory access, class sizes, etc.
d) Evidence that the new program will not have a negative impact on existing undergraduate and graduate programs.

2.3.8 Resources (undergraduate programs only)

a) Evidence of:
    i) adequate numbers and quality of faculty and staff needed to achieve the program's goals, or plans for this; or
    ii) plans and the commitment to provide the necessary resources in step with the implementation of the program;
b) planned/anticipated class sizes;
c) provision of supervision of experiential learning opportunities (if required) and
d) the role of adjunct and part-time faculty.

2.3.9 Resources (graduate programs only)

a) Evidence of a sufficient number of institutionally approved faculty members who have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an intellectually stimulating climate.
b) Where appropriate to the program, evidence that financial assistance for students is sufficient to attract adequate quality and numbers of students.
c) Evidence of how supervisory loads will be distributed and of the qualifications and appointment status of faculty responsible for teaching and supervision.
d) A detailed description of the unit's plans to ensure that new thesis supervisors are properly mentored and that the highest standards of thesis supervision will be maintained in the program.

2.3.10 Quality indicators

a) Evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness and benefits of collective faculty expertise for the proposed program).
b) Evidence of a program structure and faculty research that will ensure the intellectual

quality of the student experience.

2.3.11 Fields in a graduate program

a) The names of proposed fields at either the master's or doctoral levels. A brief description of each field and evidence of a sufficient number of faculty members who have the expertise required in each of the fields (Note that graduate programs are not required to declare fields).

2.3.12 A separate file containing the CVs of the professors who will be teaching and supervising in the proposed program.

2.4 Announcement of new programs

With the permission of the Provost and Vice-President, Academic Affairs, new programs may be advertised once they are approved by Senate, with the following caveat: ***"Conditional upon approval by the Ontario Universities Council on Quality Assurance and the Ministry of Training, Colleges and Universities."*** In addition, the announcement of a program in advance of Quality Council approval must include the following statement: "Prospective students are advised that offers of admission to a new program may be made only after the University's own quality assurance process has been completed and the Ontario Universities Council on Quality Assurance and the Ministry of Training, Colleges and Universities have approved the program."

The academic unit must not solicit applications without the explicit authorization of the Provost and Vice-President, Academic Affairs.

2.5 Implementation window

The program will begin within 36 months of the date of approval by the Quality Council; otherwise the approval will lapse.

2.6 Institutional follow-up

Ongoing monitoring of the program (including oversight of the timely implementation of recommendations) is the responsibility of the Provost and Vice-President, Academic Affairs, who normally delegates this to the Dean and Vice-Dean responsible for the program, who will monitor the implementation of the recommendations.

The first cyclical review of the program must be conducted no later than eight years after the date of the program's initial enrollment and in accordance with the cyclical review schedule established by the University's Office of Quality Assurance.

At the end of the third academic year after first registrations in the programs, the Office of the Provost and Vice-President, Academic Affairs will ensure that the program is progressing well. To this end, the Office of Institutional Research and Planning will submit a brief report to the Office of the Provost and Vice-President, Academic Affairs, with a copy to the Dean of the home faculty.

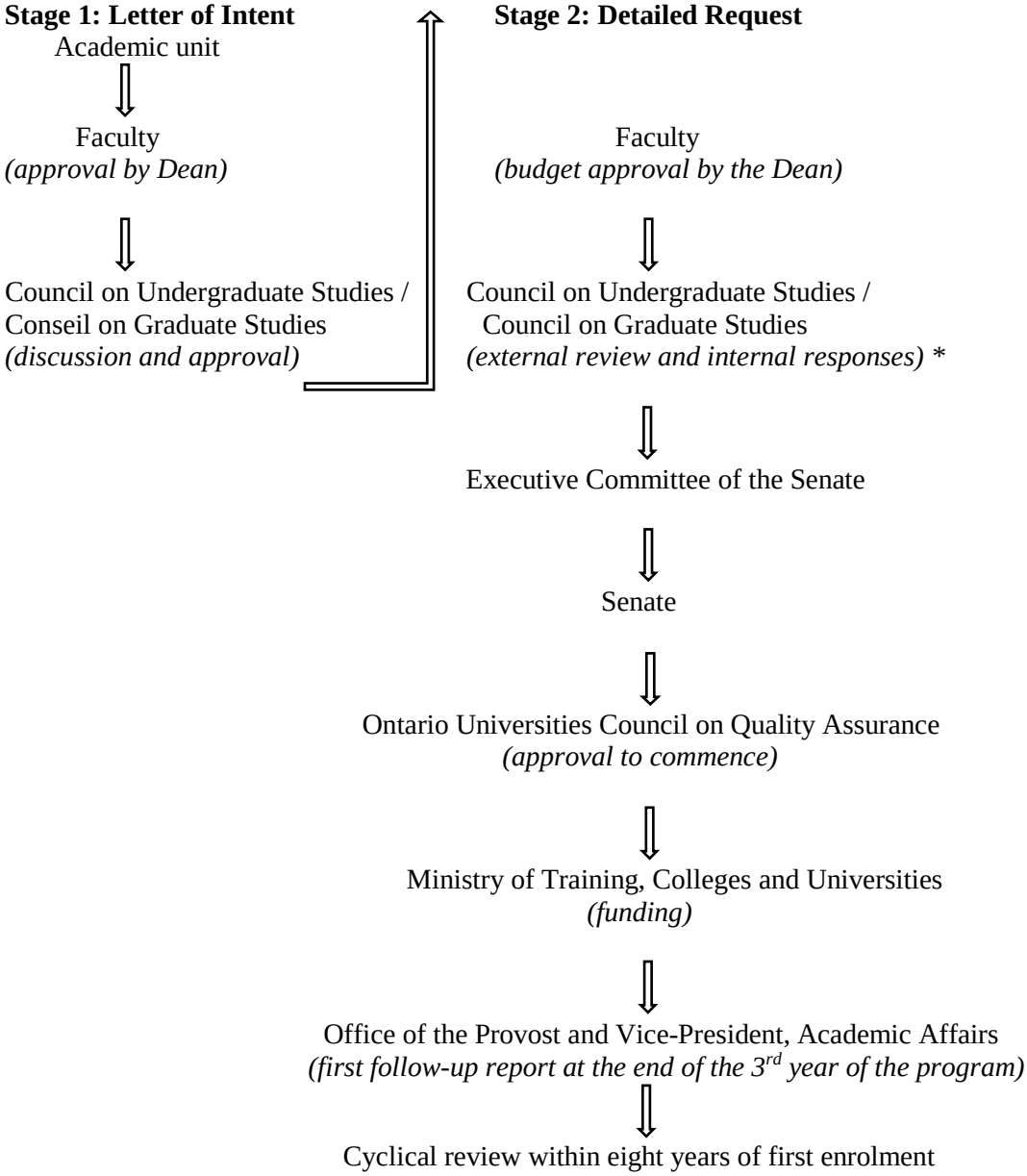
The report must include the following information:

a) number of applicants;
b) number of offers extended;
c) number of offers accepted;
d) student retention;
e) list of courses offered in English and in French;
f) quality of the student experience as determined by focus groups or surveys conducted by the Office of Quality Assurance.

The report will be discussed with the program coordinator, the Director of the Quality Assurance Office, the Vice-Provost, Academic Affairs, and, for graduate programs, the Vice-Provost, Graduate and Postdoctoral Studies.

After this consultation, the academic unit may be required to make modifications to the program.

OVERVIEW OF THE APPROVAL PROCESS FOR A NEW PROGRAM



* An external review is undertaken only as part of the regular approval process and not the expedited approval process.

3. PROTOCOL FOR PROGRAM CLOSURE

There are five possible situations that can lead to the closure[3] of a program:

1. A request from the academic unit, faculty or program;
2. A recommendation in the cyclical program review report or made by one of the program evaluation committees;
3. As part of a program renewal initiative;
4. Low enrollment in the program;
5. No new admissions for three consecutive years.

Each request for the closure of a program or of a component within an existing program (e.g., major, minor, concentration) must undergo a five-stage approval process.

The program closure request, which is examined by the various academic authorities, must include:

a) The rationale for the closure including alignment with the unit's academic plan;

b) The impact of the closure on other undergraduate or graduate programs within the academic unit, faculty or in other faculties;

c) The impact of the closure on and accommodation of any students currently enrolled in the program.

3.1 Program closure process

3.1.1 Stage 1: Academic unit

The program closure process is normally initiated by the academic unit or units offering the program. However, before any discussions with academic authorities take place, the Vice-Dean responsible for the program, the Dean of the faculty concerned and the Provost and Vice-President, Academic Affairs must be advised in writing of the proposed program closure, at least six months before the set closure date.

The unit prepares a program closure request and submits it to all its academic authorities for approval (program committee and departmental assembly, or their equivalent).

3.1.2 Stage 2: Home faculty

[3] The closure of French-language programs must comply with the regulations approved by the University's Senate.

The program closure request is submitted for approval to all academic authorities of the home faculty (undergraduate or graduate program committee, or its equivalent) and, finally, to the faculty council.

3.1.3 Stage 3: Council on Undergraduate Studies or Council on Graduate Studies

The request is submitted by the home faculty for approval to the Council on Undergraduate Studies or to the Council on Graduate Studies.

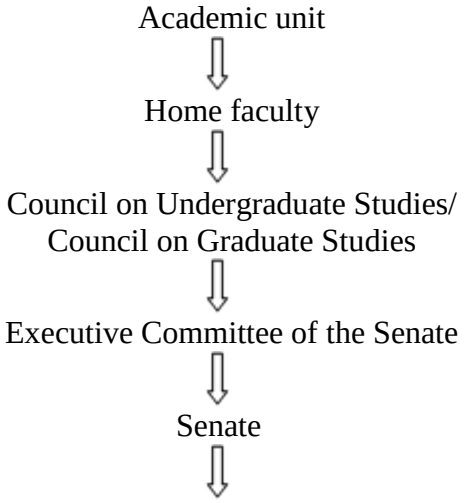
3.1.4 Stage 4: Senate

The request is then submitted for approval to the Executive Committee of the Senate by the Vice-Provost, Academic Affairs (for undergraduate programs) or the Vice-Provost, Graduate and Postdoctoral Studies (for graduate programs). Once approved by the Executive Committee of the Senate, the request is then submitted to Senate for final institutional approval.

3.1.5 Stage 5: Quality Council

Program closures are reported annually to the Quality Council by the Provost and Vice-President, Academic Affairs as part of the Annual Report on Major Modifications.

OVERVIEW OF THE
PROGRAM CLOSURE PROCESS



Quality Council *(via annual report)*

4. PROTOCOL FOR THE APPROVAL OF MAJOR AND MINOR MODIFICATIONS TO EXISTING PROGRAMS

Program modifications aim to maintain or improve a program's quality. They are defined as major or minor according to the specific criteria detailed below. Each modification should ensure that program coherence is maintained or improved and should be in line with the University's goals and strategic objectives.

4.1 Definition of major modifications

Modification to a program is considered major when it *significantly* affects:

1) The program requirements compared to those existing at the time of the most recent cyclical program review;
2) The program coherence in terms of its structure, content and/or its learning outcomes; and/or
3) Human and physical resources necessary to implement the program (in which case, a preliminary approval from the Dean as well as from the Deputy Provost, Planning and Academic Budgets is required).

As such, program modifications are major when:

a) The program requirements differ *significantly* from those existing at the time of the most recent cyclical program review.

   Examples:

   - Merger of two or more programs
   - Creation of a new graduate collaborative specialization programs, comprising of existing programs
   - Introduction or deletion of a unit or program participating in a collaborative specialization graduate program
   - New bridging options for college diploma graduates
   - Introduction or deletion of laboratory time in an undergraduate program
   - Introduction or deletion of an undergraduate thesis or capstone project
   - Introduction or deletion of a practical experience component, CO-OP option*, internship, practicum or portfolio
   - Changes in the number and content of compulsory courses that has a significant impact on the program's learning outcomes**
   - Changes in the language of program delivery
   - Changes made to more than one-third of courses for undergraduate programs

- Changes to more than one-third of courses** for course-based master's programs or to more than one-third of the program requirements for other graduate programs
- Any change to the duration of studies**
- At the master's level, the introduction or deletion of a research project, research essay or thesis, course-only, co-op, internship or practicum components
- 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 in a graduate program
- Introduction of a new concentration in a graduate program
- Introduction or deletion of a course-based option as part of a master's program

* The introduction of a Co-op option or Immersion stream are major modifications that must be approved both by the Executive Committee of the Senate and the Senate

**The addition of a course to an undergraduate or graduate program that does not affect the time to completion is considered a *minor* modification.

b) Significant changes have been made to the program's learning outcomes.

Examples:

- Any change made to the program's content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a new program
- Any modification that affects the first three categories of OCAV's Guidelines on University Degree Level Expectations, namely for undergraduate programs, depth and breadth of knowledge, knowledge of methodologies, application of knowledge, and for graduate programs, depth and breadth of knowledge, research and scholarship, and level of application of knowledge.
- Any change made to the program's admission or specific requirements that affect the learning outcomes.

c) Significant changes have been made to the human and physical resources necessary to implement the program.

Examples:

- Changes to the make-up of the faculty delivering the program (e.g., a large proportion of the faculty retires; new hires alter the areas of research and teaching interests)
- An existing program is established at another institution or location or has integrated a new interinstitutional collaboration
- An existing program is offered mostly online where it had previously been offered in face-to-face mode, or vice versa

- Change to full-time or part-time program options

This is not an exhaustive list of examples of major modification to a program. The Vice-Provost, Academic Affairs, or the Vice-Provost, Graduate and Postdoctoral Studies will act as arbitrators to determine whether a change constitutes a major modification to undergraduate or graduate programs, respectively. The Office of the Vice-Provost, Academic Affairs has the final decision.

4.2 Approval process for major modifications

Each request for major modifications to existing programs must undergo a five-stage approval process. At any stage, the proposal can be returned to the academic unit concerned, which must incorporate recommended modifications before moving on to the next stage.

4.2.1 Stage 1: Academic unit

The approval process for major modifications is normally initiated by the academic unit(s) offering the program. The process may vary slightly for interdisciplinary or collaborative specialization programs. However, before any discussions with the unit's academic authorities take place, the Vice-Dean responsible for the program must be advised of the modifications being proposed.

The unit prepares a detailed request using the major modifications template and submits it to all its academic authorities for approval (program committee and departmental assembly, or their equivalent).

4.2.2 Stage 2: Home faculty

The detailed request is submitted for approval to all academic authorities of the home faculty (undergraduate or graduate program committee, or its equivalent, and faculty council or councils). The proposal must include an analysis of the resources needed and a confirmation of the program's financial viability by the Dean.

4.2.3 Stage 3: Council on Undergraduate Studies or Council on Graduate Studies

The Vice-Dean responsible for the program submits the request for approval to the Council on Undergraduate Studies or to the Council on Graduate Studies, as applicable.

4.2.4 Stage 4: Senate

The request is submitted for approval to the Executive Committee of the Senate by the Vice-Provost, Academic Affairs, for undergraduate programs, or by the Vice-Provost, Graduate and Postdoctoral Studies, for graduate programs. If necessary, the request is submitted to Senate for final institutional approval. Senate approval is necessary if a modification has an impact on the degree conferred (e.g., a new major is created as part of an undergraduate program, a Co-op option or an Immersion stream is added to the program or a concentration is created as part of a graduate program).

4.2.5 Stage 5: Quality Council

The Provost and Vice-President, Academic Affairs reports all major modifications approved by Senate to the Quality Council as part of the University's annual report on major modifications approved during each academic year. The University can request that the Quality Council review a major modification proposal, in which case the Expedited Approval process applies.

4.3 Evaluation criteria

The major modification request must include:

a) a justification for the major modifications proposed and their relation to the different types of major modifications identified in section 4.1;

b) a detailed description of the modifications proposed and the context in which they are being proposed (changes to admission or graduation requirements, program structure, courses, delivery methods, allocated resources, etc.);

c) the effect of these modifications on the University's mission with respect to bilingualism, strategic objectives of the University and of the academic unit, learning goals and expected learning outcomes, Degree Level Expectations, admission requirements, student preparedness, enrollment and the student university experience;

d) where necessary, the effect of these modifications on teaching, learning and evaluation methods and any adjustments that will need to be made;

e) where necessary, the effect of these modifications on physical space requirements as well as on faculty, material and financial resources required and expected class sizes;

f) the effect of these modifications on the program's administrative structure.

If new resources are required to implement the major modifications, the Dean must decide on the resources needed to offer the program for a reasonable period of time. The financial impact of the major modifications and any potential internal or external sources of funding must be explored by the faculty before the request is submitted to the Council on Undergraduate Studies or to the Council on Graduate Studies.

4.4 Minor modifications

Program modifications are considered minor when they clarify information related to courses or student progression through the program or integrate innovative elements that do not affect the program's coherence with respect to its structure, content and learning outcomes, the

University's mandate with respect to Francophonie or institutional strategic priorities (unless they contribute to them).

In general, minor modifications include changes to course titles, descriptions, prerequisites and the list of compulsory and optional courses.

Examples:

- Creation, modification or abolition of a list of optional courses
- Creation of an experiential learning component that does not affect the duration of studies (work placements, field research, etc.)
- Creation of a profile that proposes a specific pathway within an honours bachelor's program (without any impact on the diploma)
- Modification to an honours thesis in an undergraduate program
- Change in the number of contact hours of a course
- Creation or abolition of elective courses
- Changes made to a course title
- Changes made to the description of one or more elective courses
- Addition or elimination of one or more course prerequisites.

Requests for minor modifications are submitted to all faculty academic authorities and receive final approval from the faculty council.

Before approval by faculty committees, the faculty must confirm with the Vice-Provost, Academic Affairs or the Vice-Provost, Graduate and Postdoctoral Studies that the changes proposed are indeed considered minor modifications. A copy of the request must also be sent at this time to the Curriculum Management team at the Office of the Registrar for a verification of the technical aspects of the proposed modifications. Each term, a report including all the minor modifications approved by each faculty is submitted for information to the appropriate council (Council on Undergraduate Studies or Council on Graduate Studies). This report is then submitted, for information only, to the Executive Committee of the Senate and, via the minutes, to the Senate.

Note: A change in the name or degree designation of a program is considered a minor modification according to the definition in section 4.4 but requires nevertheless approval from the Executive Committee of the Senate and the Senate.

OVERVIEW THE APPROVAL PROCESS
FOR MAJOR AND MINOR PROGRAM MODIFICATIONS

Academic unit

⇩

Home faculty

⇩

Council on Undergraduate Studies or
Council on Graduate Studies
(for minor modifications, a report is submitted every term, for information)

⇩

Executive Committee of the Senate
(major modifications only;
for minor modifications, a report is submitted every term, for information)

⇩

Senate (*if necessary*)

⇩

Ontario Universities Council on Quality Assurance
(*major modifications only – via annual report*)

5. PROTOCOL FOR CYCLICAL REVIEW OF EXISTING PROGRAMS

This protocol for the cyclical review of existing programs comprises four sections. The first section (5.1) presents the general principles and the second section (5.2) describes the seven main stages involved in the cyclical program review process, namely:

1. Self-evaluation
2. Review of the self-evaluation report by one of the evaluation committees[4]
3. External review
4. Internal response: review of documents by one of the evaluation committees (SCEUP or GPEC)
5. Approval by the appropriate committee of the final assessment report, including recommendations, action plan and timeline[5]
6. Confirmation of the action plan and timeline with stakeholders from the academic unit, the faculty and the Office of the Vice-Provost, Academic Affairs
7. Progress report by the academic unit and response from the appropriate evaluation committee

The third section (5.3) outlines the evaluation criteria used by the relevant committees and the external reviewers when examining the self-evaluation report, during the site visit and when preparing the final assessment report. The last section (5.4) describes the dean's role in the cyclical review process.

5.1. Principles of the cyclical review process

5.1.1. Objectives of the cyclical review process

Program cyclical reviews help establish a culture of continuous improvement of programs and allow us to measure the degree to which programs:

- Have attained program goals and expected learning outcomes
- Meet students' learning needs and provide them with a university experience that meets the University's values for learning
- Help the University execute its academic plan and accomplish its mission
- Make adequate use of existing financial, physical and human resources.

5.1.2. Programs subject to the review process

The cyclical review process applies to all programs at the University of Ottawa that lead to a degree or diploma, whether they require prior university studies or not. Also subject to review are civil degree programs offered by Saint Paul University and programs offered under collaborative agreements or partnerships with other universities or colleges.

[4] Please note that in the case of a joint undergraduate/graduate cyclical review process, a subcommittee comprising members of both evaluation committees will be set up.
[5] Idem

A new program undergoes its first cyclical review no later than eight years after the program's initial enrolment.

Programs are reviewed at least every eight years according to a schedule determined in advance by the Office of Quality Assurance (OQA). Where possible, cyclical reviews for undergraduate and graduate programs will take place simultaneously and use the same self-evaluation report. The schedule also takes into account reviews conducted by professional accreditation bodies.

5.1.2.1. Coordination of cyclical reviews and program accreditation reviews

For programs that are subject to professional accreditation and for which the cyclical review and accreditation processes are to be coordinated, it must be determined, within a timeframe set by the OQA, to what extent the two processes assess similar criteria. In order to make this determination, the program director must submit a copy of the accrediting body's evaluation template to the Office of Quality Assurance. In close collaboration with the faculty and the program, the Office of Quality Assurance will conduct a comparative analysis of the two templates and determine whether any elements of the accreditation process can be integrated into the cyclical review process, while ensuring compliance with the requirements of the cyclical review process and related policies. The accreditation body can also be invited to participate in the program's cyclical review.

In consultation with the Dean of the faculty concerned, the Senate Committee on the Evaluation of Undergraduate Programs (SCEUP) or the Graduate Program Evaluation Committee (GPEC), as applicable, will recommend to the Provost and Vice-President, Academic Affairs, whether to approve the template following the comparative analysis. The academic unit and the director of the Office of Quality Assurance jointly define the report formats and organize the site visits by external reviewers.

5.1.2.2. Joint and interinstitutional programs

For joint and other interinstitutional programs, the cyclical review process includes a self-evaluation report that clearly explains how input was received from faculty, staff and students at each partner institution. Each partner institution must be involved in selecting the reviewers, and site visits must take place at all partner institutions, and preferably at all sites (with exceptions as noted in the Guide to the Quality Assurance Framework, p. 6).

5.1.2.2.1 Joint programs with Carleton University

The cyclical review of joint graduate programs offered with Carleton University is overseen by the Ottawa-Carleton Committee on Graduate Quality Assurance (OCCGQA). The procedures for the cyclical review of joint programs are available on the Quality Assurance website.

5.1.2.3 Collaborative specialization programs

At the graduate level, collaborative specialization programs do not require a site visit or external review. The program committee will nonetheless prepare a self-evaluation report and be asked to discuss this report with the Graduate Program Evaluation Committee.

Collaborative specializations are reviewed as an integral part of a participating program or lead department's cyclical review.

5.1.2.4 General bachelor's programs

For general bachelor's programs, an internal review will be conducted using a specific template developed by the Office of the Vice-Provost, Academic Affairs and the OQA.

5.1.3. Initiation of the cyclical review

The Office of Quality Assurance identifies the programs to undergo cyclical reviews and submits a list of the programs to the Vice-Provost, Academic Affairs, who will contact the deans of the respective academic units to advise them of the primary steps involved in the process. The Office of Quality Assurance will hold an initial meeting with those responsible for the programs in question. At the end of the fall term, the Office of Quality Assurance will also hold a workshop to review the data included in the self-evaluation template. All those involved in the self-evaluation will be invited to attend the workshop, which will also serve to introduce the tools and services available through the Office of Quality Assurance, the Teaching and Learning Support Service (TLSS) and Institutional Research and Planning (IRP) that will assist the groups in completing an in-depth reflection on the quality of the programs.

5.1.4. Role of the Office of Quality Assurance

The Office of Quality Assurance (OQA) oversees all activities related to the cyclical review of undergraduate and graduate programs. The OQA establishes the cyclical review schedule in consultation with the Senate Committee on the Evaluation of Undergraduate Programs (SCEUP) and the Graduate Program Evaluation Committee (GPEC).

The committees review the self-evaluation reports and then meet with the authors of the reports and the chairs of the academic units concerned. After reviewing all documentation received during the review process (i.e., the self-evaluation report, the external reviewers' reports and other feedback received), the committees prepare a final assessment report describing the strengths and weaknesses of the program, make recommendations and establish an action plan and an implementation timeline in

collaboration with all relevant stakeholders. The committees oversee the implementation of the action plan and ensure follow-up with the academic units concerned.

The director of the Office of Quality Assurance chairs the SCEUP and the GPEC. The committees comprise faculty members representing the two major branches of knowledge—the pure and applied sciences and the humanities and social sciences. Members are appointed by the Executive Committee of the Senate upon recommendation by the Provost and Vice-President, Academic Affairs. Members of the committee must include one faculty member from Saint Paul University, in keeping with the agreement between the University of Ottawa and Saint Paul University.

5.2. Components of the cyclical review

5.2.1. Self-evaluation

The self-evaluation critically analyzes all aspects of a program, specifically related to the expected learning outcomes, and which include admission criteria, curriculum, modes of delivery, teaching and evaluation methods, the student experience as well as the management of faculty, administrative, financial and physical resources.

The self-evaluation report must identify the program's strengths and weaknesses. It is an in-depth, forward-looking probe based on and hard data, some of which is supplied by Institutional Research and Planning (IRP), as well as specific quality indicators

The description of the educational goals of the program under review must refer to the program's purpose (specific professions, graduate studies, in-depth training in a specific discipline, prerequisite training for a related program, etc.), while the expected learning outcomes must translate students' expected learning in terms of knowledge, skills and abilities that the program aims to develop. The self-evaluation report must make reference to the Guidelines for Degree Level Expectations, approved by the Ontario Council of Academic Vice-Presidents (OCAV).

In order to meet the criteria of the Quality Council, the self-evaluation process must involve all the program's teaching staff (professors and thesis supervisors), a representative number of students—including those sitting on the academic unit's assembly or standing committees—and administrative staff.

Relevant and useful comments received from other parties (e.g., graduates of the program, employers and representatives from industry, business, professions or practical training programs) can also be included in the self-evaluation report.

5.2.1.1 Information to be included in the self-evaluation report

The self-evaluation report must address the evaluation criteria detailed in section 5.3 below and must include:

a. An analysis of program objectives, expected learning outcomes, Degree Level Expectations, admission criteria, number of students and professor–student ratio
b. An analysis of the program's structure and content (total number of units, course sequence by year as well as compulsory, optional and elective courses), admission requirements and career opportunities, including access to graduate studies
c. Length of the program
d. Graduation rate
e. An analysis of the program's modes of delivery (vis-à-vis expected learning outcomes) as well as of teaching and learning assessment tools
f. A statement on the ways in which the curriculum addresses the current state of the discipline or area of study
g. A comparison with similar programs offered elsewhere that highlights innovative aspects or particular features of the program, including distinctive strengths of the academic unit, teaching staff, students, partnerships, etc., and identifies the areas for improvement or development
h. An overview of the program's governance structure
i. Program-related data and performance indicators, including provincial, national and professional standards (as applicable)
j. An analysis of data from student and alumni surveys as well as from student course evaluations
k. An analysis of the physical space and resources needed to deliver the program and achieve expected learning outcomes
l. An analysis of services (library, CO-OP education, academic advisement, etc.)
m. The findings from the previous cyclical review and changes made in response to recommendations contained in the final assessment report

Additional requirement for graduate program reports:

n. An analysis of thesis supervision and mentoring programs or other initiatives to ensure a high quality of supervision
o. An analysis of internal and external funding available to students

The report comprises three parts:

1. The self-evaluation report, including the appendices recommended in the template
2. The curriculum vitae of each of the program's faculty members in OCGS format, including a section with their teaching experience at the undergraduate and graduate levels and supervising theses
3. The curriculum vitae of each of the proposed external reviewers. Whenever possible, this document should be submitted first in order to facilitate the coordination of the external reviewer's site visit. Upon receipt of the final self-evaluation report, the Office of Quality Assurance can begin sending formal invitations to the external reviewers.

In the case of a unilingual report, the University requests that a summary be included in the other official language, when possible.

Prior to being submitted, the final version of the self-evaluation report must be approved by the departmental assembly responsible for the program and the academic units concerned.

5.2.2 Review of the self-evaluation report

The Senate Committee on the Evaluation of Undergraduate Programs (SCEUP) or the Graduate Program Evaluation Committee (GPEC), as applicable, reviews the self-evaluation reports submitted by the academic units to ensure they meet the Quality Council's requirements described above and that all necessary elements are present. Any suggested changes are submitted to those responsible for the self-evaluation by the Office of Quality Assurance. The updated version of the self-evaluation report is then submitted to the external reviewers.

5.2.3 External review

5.2.3.1 Selection of external reviewers

External reviewers are selected by the appropriate evaluation committee, namely SCEUP or GPEC from a list of at least five candidates compiled by the chair of the academic unit and approved by the dean of the home faculty concerned.

Two external reviewers are responsible for conducting the external review of each program. The Office of the Provost and Vice-President, Academic Affairs, appoints an internal delegate to facilitate site visits and support the external reviewers during their interactions with members of the University community. The internal delegate's role is to accompany the external reviewers during the onsite visit and provide them with relevant information about the university and its quality assurance process. The internal delegate provides a summary of the visit and the main questions raised by the reviewers, if any, in a brief commentary that is integrated or attached to the external reviewers' report.

The external reviewers must have expertise in the discipline of the program being reviewed and meet the criteria indicated in section 2.1.2.1.1.

5.2.3.2 Role of external reviewers

External reviewers receive and analyze the self-evaluation report and the curriculum vitae of faculty members.

In addition to commenting on the elements presented in section 5.2.2, reviewers are also asked to:

a. Describe the program's strengths, including any innovative aspects as well as areas to be developed and opportunities for improvement
b. Recommend specific actions to improve the program
c. Take into consideration the institution's autonomy to determine funding priorities, manage space and appoint faculty members
d. Identify those changes considered necessary versus those desired
e. Maintain confidentiality in all aspects of the review process

5.2.3.3 External reviewers site visit

The Office of Quality Assurance, together with the Office of the Provost and Vice-President, Academic Affairs, organizes a site visit for the reviewers and provides the external reviewers with all required information (self-evaluation report, information on the objectives of the review, their role and responsibilities and instructions for writing the report). Typically, the site visit will be completed in one day but could be longer in some circumstances (e.g., if the visit involves more than one site), during which time the reviewers meet with the Provost and Vice-President, Academic Affairs; the Vice-Provost, Academic Affairs; the Vice-Provost, Graduate and Postdoctoral Studies (in the case of graduate programs), the dean, the academic unit chair, program director, regular professors, part-time professors, students, academic advisors and members of the administrative staff. If the time allotted for the site visit does not provide all parties an opportunity to share their feedback with the reviewers, a teleconference or videoconference can be held after the site visit with prior approval of the reviewers.

In the case of programs offered jointly with other institutions, the external reviewers must also visit those institutions in order to meet with the program managers, professors and students.

For University of Ottawa programs offered at other sites, the review will include a site visit or a videoconference will be arranged so that external reviewers can communicate with professors, administrative and support staff and students.

The material made available to external reviewers during their visit includes:

- A sample of syllabi for courses in the program (particularly mandatory courses)
- If possible, a sample of undergraduate assignments and exams or graduate-level student publications and theses
- Any other documents requested by the reviewers

5.2.3.4 External reviewers' report

External reviewers' reports are confidential. They must comment on each section of the self-evaluation report.

No later than one month following the site visit, the reviewers must submit a joint report to the Vice-Provost, Academic Affairs. The report is then forwarded to the director of the Office of Quality Assurance, the Vice-Provost of Graduate and Postdoctoral Studies, in the case of graduate programs, the dean of the faculty, the chair of the academic unit and the program coordinator. If requested by the reviewers, the University may accept separate reports from each reviewer.

5.2.4 Internal responses

Both the chair of the academic unit as well as the dean of the faculty concerned will be asked to respond to the external reviewers' report in writing to the director of the Office of Quality Assurance.

Responses should describe any organizational changes or changes to policy, curriculum or governance and any required resources (financial, physical, human) needed in order to implement the recommendations.

5.2.5. Final assessment report

The SCEUP or GPEC reviews all documents. This committee then prepares a final assessment report, which summarizes the elements raised during the review process, and then prepares a list of the top priority recommendations and an action plan, including required follow-ups.

The final assessment report must:

a. Identify all significant strengths of the program
b. Identify opportunities for program development and improvement
c. Identify recommendations to be implemented, in order of priority
d. Prepare a timetable for implementing recommendations
e. If applicable, include a confidential section for any issues related to personnel
f. Suggest resources and identify possible authorities with respect to the recommendations
g. Include an executive summary, which will be posted on the University of Ottawa website

5.2.6 Action plan

The SCEUP or GPEC submits its observations and recommendations to the Provost and Vice-President, Academic Affairs. The Provost and Vice-President then forwards the final assessment report to those responsible for the program (dean of the faculty, chair of the academic unit, program coordinator), who are responsible for implementing the recommendations. Before the final assessment report is sent, the director of the Office of Quality Assurance meets with those responsible for the program in order to present the recommendations and then organizes a meeting with all stakeholders to establish the implementation plan and timeline.

5.2.7 Follow-up mechanism for the implementation of recommendations

5.2.7.1 Progress report

The SCEUP or GPEC asks the academic unit in question to prepare a progress report, approved by the dean, based on the timeline established in the action plan. This report must provide details on the implementation of recommendations put forward.

Depending on the nature of the recommendations (some can take several years to implement) or on the progress made in implementing recommendations, the SCEUP or GPEC can request additional follow-up reports until all changes have been made to the full satisfaction of the committee members. The Provost and Vice-President, Academic Affairs, forwards a copy of the follow-up reports to the dean of the faculty and to the chair of the academic unit concerned.

5.2.7.2 Annual report

The SCEUP and GPEC submit an annual report to the Senate, which includes all final assessment reports stemming from the cyclical reviews as well as the progress reports received during the current year. An abridged version of the final assessment report (executive summary) is posted on the University of Ottawa website. The self-evaluation reports are not made public and are not posted on the University's website.

The University will then submit the annual report, including all final assessment reports, to the Quality Council.

5.3. Evaluation criteria

5.3.1 Program objectives

a. Consistency with the University's mission and academic plans, including the availability of courses in French and in English, the national and international calibre of programs and the availability of programs and services that meet the needs of Ontario's francophone population
b. Consistency with program goals and expected learning outcomes, Degree Level Expectations and the attainment of these learning outcomes by graduates
c. Consistency of the program and the strengths of the academic unit or units with the teaching and research goals

5.3.2 Admission requirements

a. Appropriateness of the admission requirements with respect to the learning outcomes
b. Adequate communication of program admission requirements
c. Program's intended measures for accommodating persons with disabilities, including identification of the intellectual, psychological, mental and physical capacities that are necessary in order to succeed academically in the program

5.3.3 Curriculum

a. Consistency of the curriculum with the current state of the discipline or area of study
b. Coherence between program requirements and expected learning outcomes
c. Innovative program content or delivery
d. Coherence between modes of delivery and expected learning outcomes
e. For graduate programs, consistency of the courses offered with the requirements for all students to take at least two thirds of their courses at the graduate level

5.3.4 Learning and assessment

a. Coherence between teaching methods and expected learning outcomes and Degree Level Expectations
b. Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning outcomes and the university's (or program's own) statement of Degree Level Expectations
c. Adequate communication of requirements and objectives of assessment methods and of the expected learning outcomes

5.3.5 Resources

a. Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources
b. Pertinence and recognition of professors' expertise (in research, in professional or clinical practice) in order to sustain the program, promote innovation and foster an intellectually stimulating climate
c. Appropriateness of the level of academic advising services available to all students

5.3.6 Quality indicators

a) Teaching staff and learning experience:
    - Qualifications and expertise of teaching staff (scholarly research, awards, distinctions, chairs, etc.)
    - Appropriate number of students per class (ratio)
    - Appropriate percentage of courses taught by regular faculty and part-time teaching staff
    - Appropriate qualifications of and contributions by part-time teaching staff
    - Appropriate inclusion and integration of part-time teaching staff within the academic unit

b) Students:
   - Numbers of applications for admission and enrolments
   - Admission averages
   - Retention rate
   - Attrition rates, length of studies
   - Graduation rate
   - Number of provincial and national prizes and distinctions awarded to students
   - Teaching evaluations by students
   - Measures of student satisfaction as determined through surveys or at various events

c) Graduates:
   - Graduation rate
   - Employment rate or rate of admission to graduate studies
   - Report on program quality by graduates, if available

5.3.7 Continuous improvement of program

Evidence of measures taken to improve the program since the last cyclical review and a clearly articulated program development plan, which demonstrates a culture of continuous improvement of programs

5.3.8 Additional criteria for graduate programs

a) Adequate supervision of students throughout the program as supported by graduation within the expected timeframe

b) Quality and availability of graduate student supervision and the appropriateness of measures to ensure optimal student supervision, including supervisor orientation

c) Definition and application of faculty, student and program quality indicators, for example:

1. Faculty: Funding, honours and awards, commitment to student mentoring

2. Students: Academic level at admission, academic performance, award rates for provincial and national scholarships, competitions, prizes and awards, professional and transferable skills

3. Postdoctoral fellows: Number and length of appointment and contribution of fellows to graduate programs

4. Program: Evidence that the program structure and faculty research will ensure the intellectual quality of the student experience

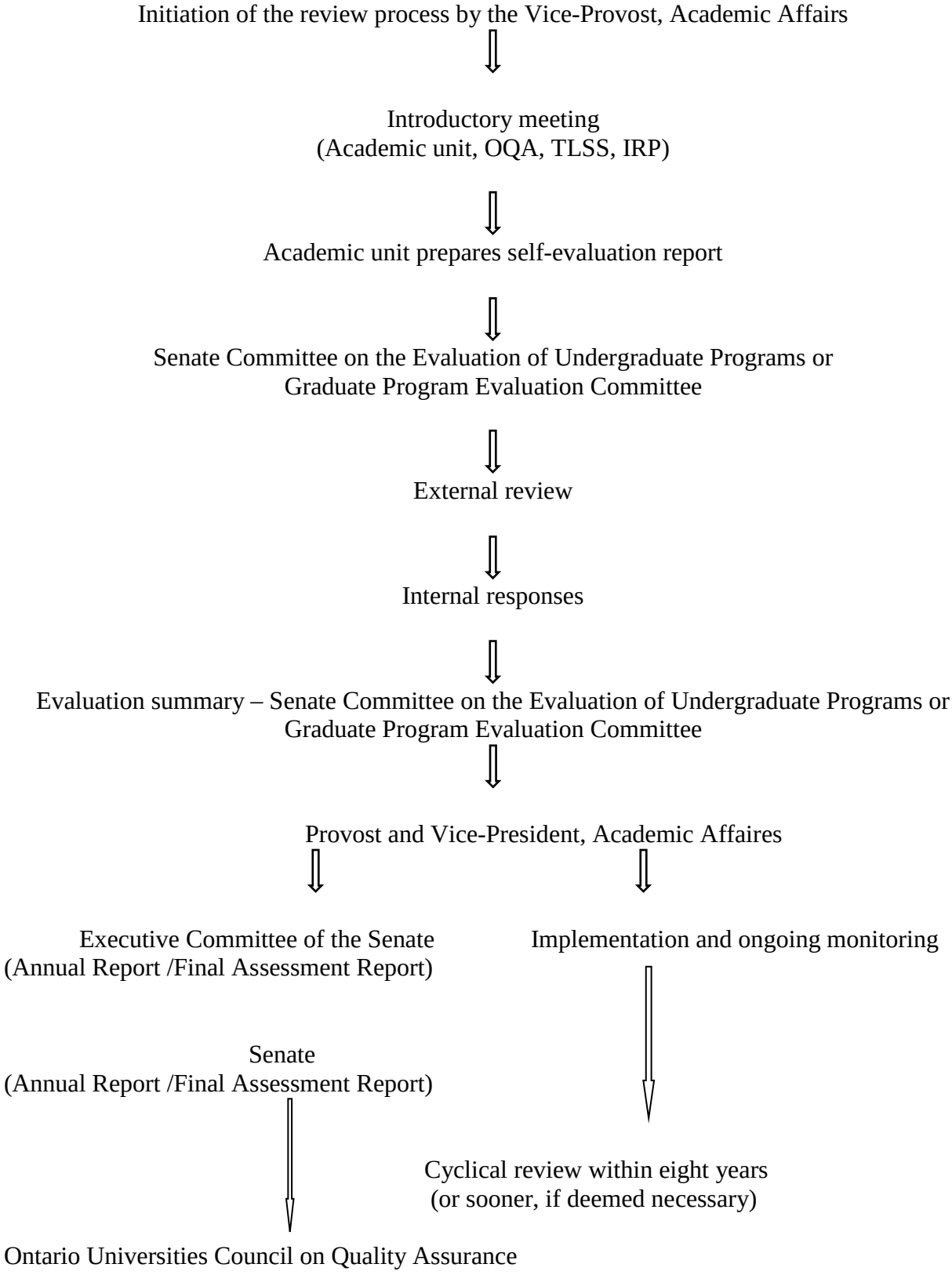
5. Courses: Sufficient number of graduate-level courses to ensure students will be able to meet the requirement of completing at least two thirds of their courses at the graduate level

5.4 Role of the dean

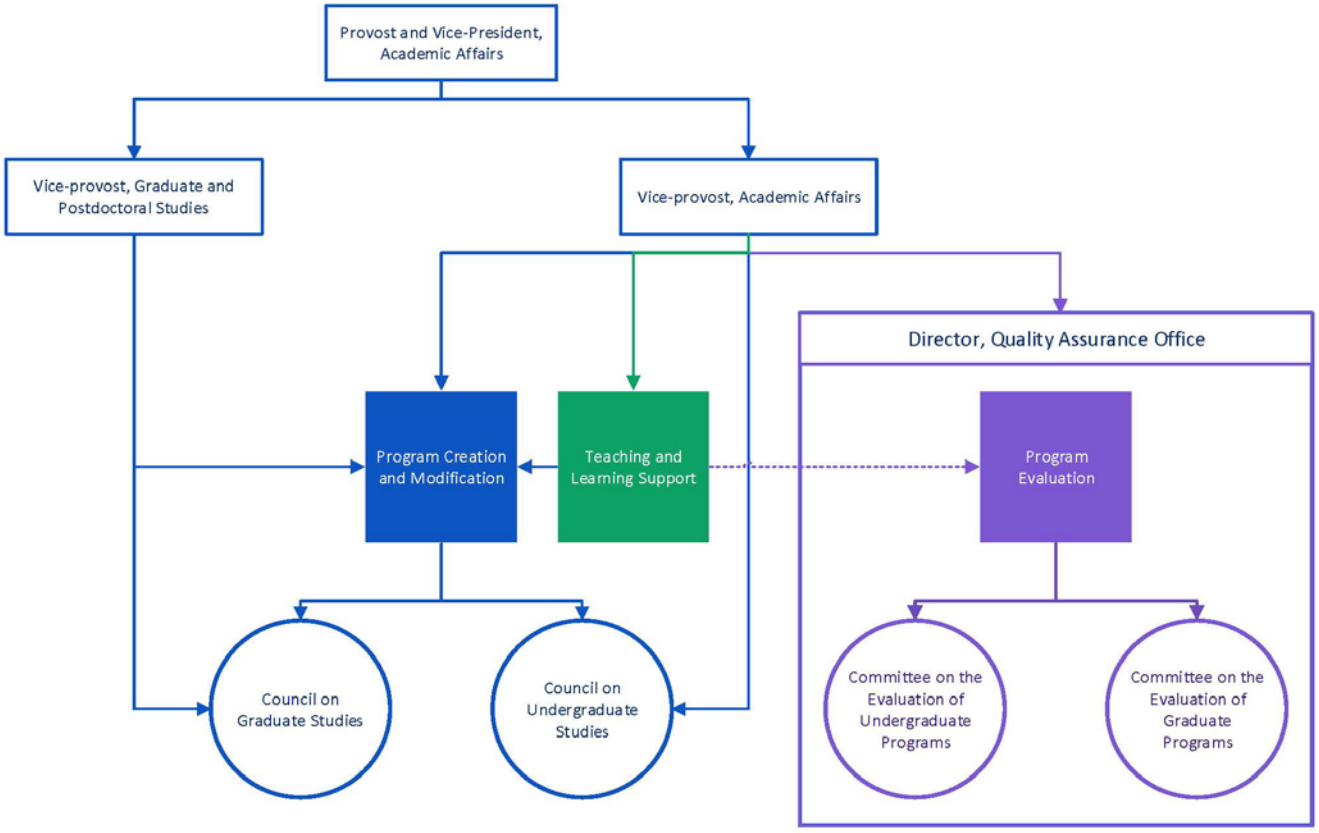
The dean of the faculty whose program is being reviewed takes part in the review process at several stages.

a. The dean is notified of which programs are scheduled for review in the following year. If necessary, the dean can ask the Office of Institutional Research and Planning to provide or compile specific data on the program(s) being reviewed.
b. The dean ensures that someone is appointed to produce the self-evaluation report and that each step of the review process is completed within the set deadlines.
c. The dean approves the list of external reviewers and is asked to review the self-evaluation report and provide comments to the academic unit.
d. The dean meets with the external reviewers during the site visit and provides comments on the external reviewers' reports to the appropriate committee.
e. The dean receives a copy of the final assessment report from the Provost and Vice-President, Academic Affairs at the end of the process, approves the progress report on implementation of the recommendations and ensures the progress report and follow-up reports are submitted within the set deadlines.

OVERVIEW OF THE CYCLICAL REVIEW OF EXISTING PROGRAMS



APPENDIX

Quality Assurance Process

Governance Structure