



OCAD UNIVERSITY

INSTITUTIONAL QUALITY ASSURANCE PROCESS (IQAP)

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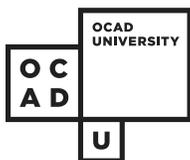
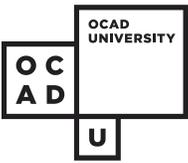


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1. INSTITUTIONAL QUALITY ASSURANCE PROCESS OVERVIEW

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 partnership with any other post-secondary institution. The IQAP specifies what is required internally by OCAD U's governance process to the point of submission to the Quality Council as appropriate.

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 Ontario Universities Council on Quality Assurance Framework (QAF), 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, and undertaking cyclical program review.

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 Senate of OCAD U holds ultimate responsibility for the IQAP (QAF 2.2.1);
- Quality Assurance is a shared priority for faculty, staff, administrators and students. 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 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 review self-studies will guide curriculum improvements and drive the adoption of effective innovations;
- All programs, as defined by the Ministry, whether offered in full, in part, or conjointly by any institutions federated and affiliated by OCAD U, extending to programs offered in partnership, collaboration or other such arrangement with other postsecondary institutions including colleges, universities or institutes, including Institutes of Technology and Advanced Learning, fall under the purview of this policy (QAF 1.4);
- 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;
- New program proposals and amended program proposals will be approved by OCAD U's Senate.

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, for proposing nominations for external members of the External Review Committee to the Dean, and for drafting the schedule for the site visit of the External Review Committee. In consultation with the Dean, faculty are also responsible for responding to the External Reviewers' Report, and for implementing and reporting on those recommendations in the Final Assessment Report and Implementation Plans that are within their purview. Faculty may initiate the proposal of new academic programs, major modifications or minor modifications to existing programs and are significantly involved in consultation about new program proposals. Faculty are responsible for ensuring relevant student participation in quality assurance activities such that student perspectives inform the development, revision and review of programs.



1.3.2 Deans

The Deans are responsible for advising and assisting the academic programs undergoing cyclical program review. They are responsible for nominating internal members of Review Committees and assisting the Vice-President, Academic and Provost in ensuring that the self-study is complete and addresses all of the required evaluation criteria, assisting the Program Review Team in responding to the External Reviewers' Report, overseeing preparation of the Final Assessment Report, and ensuring 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 in annual reports. The Deans are responsible for providing advice and support for new program proposals, overseeing the drafting of the Letter of Intent for initial proposals and major modifications, recommending the New Program Proposal Working Group's nominations of external reviewers to the Vice-President, Academic and Provost, overseeing the development of and signing off on Full Proposals, and annual reports on 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 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 programs, new for-credit graduate diplomas, new fields in a graduate program, and major modifications to existing programs, as well as minor 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).

1.3.6 Senate Graduate Studies Committee (SGSC)

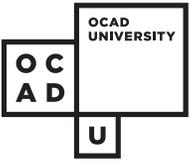
The SGSC is responsible for reviewing and approving the Letter of Intent for initial proposals for any new programs, and major modifications that involve program closures. The SGSC is responsible for reviewing and recommending for approval to Senate modifications to existing graduate degree programs, proposals for new collaborative programs, 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, all major modifications and all minor modifications to existing graduate programs.

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 programs, and major modifications that involve program closures. The SUSC is responsible for reviewing and recommending for approval to Senate 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 and all major modifications and minor modifications to existing undergraduate programs.

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 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 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 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 online on OCAD U's website) and address the New Program Evaluation Criteria that align with the requirements of QAF 2.1 (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, new programs consist of degrees, majors, minors, specializations and for-credit certificate or diploma programs (see Degree Definitions in Appendix A). At the graduate level, new programs include degrees, fields, and type 1, type 2 and type 3 graduate diplomas (see Appendix A).

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 (see OCAD U IQAP section 4.). Senate-approved proposals for new undergraduate degrees or majors 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 undergraduate minors, specializations, for-credit certificates, diploma programs, or 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 1, 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 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 degree program would be delivered. A template



for the Letter of Intent is available online on the OCAD U website. 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.

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

2.2.2 Development of a New Program Proposal Brief

The New Program Proposal Working Group prepares the New Program Proposal Brief (template available on OCAD U's website), addressing the Evaluation Criteria for New Programs (Appendix B). 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.

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 Faculty and/or Graduate Studies Curriculum Committees, and the SUSC or SGSC (as applicable) 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 relevant liaison librarian(s); and heads of academic support units (for example, Facilities and Studio Services, Office of Diversity, Equity and Sustainability Initiatives, IT Services, Registrar, Faculty & Curriculum Development Centre and the Writing & Learning Centre). The liaison librarians and 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 degree program development to ensure all affected/interested parties have the opportunity to provide feedback and comment.

The New Program Proposal Brief will provide a summary statement from the University Librarian accompanying the discipline/program assessment by the relevant liaison librarian(s). 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 and 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 in principle by the Vice-President, Academic and Provost, the Dean responsible for the New Program Proposal also submits external reviewer nominations to the Vice-President, Academic and Provost who forwards them to the SQAC for review and selection.

The Faculty must submit the External Reviewer Nomination Form (available online on the OCAD U website) including the names and required information of five qualified persons whom they are nominating to serve as external reviewers of the proposed degree program, all of whom are to be at arm's length (see QAF 2.2.6).

The external reviewers will normally be senior, tenured faculty members (associate or full professors) or the equivalent from a degree-granting institution. The external reviewers must have strong research and publication records and program management experience, be active and respected in their field, and have no past or current formal or informal relationship, being free and independent from OCAD U and at arm's length from the program under review. There will be at least one external reviewer engaged for new undergraduate program proposals and two for new graduate program proposals. More than the minimum required numbers of external consultants may be appointed, in particular on occasions where the breadth of interdisciplinary components of a program calls for a sufficient range of expertise in the external consultancy. If it is determined that additional external reviewers should be appointed, it will come forward as a recommendation from the Dean responsible for the New Program Proposal via the External Reviewer Nomination Form to the Vice-President, Academic and Provost.



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.

2.2.4 External Evaluation: External Reviewers' Site Visit and Report

The external review of undergraduate program proposals may be conducted off-site as a desk audit, video-conference or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable. External review of a new graduate program proposal must incorporate an on-site visit.

In Advance of the Site-Visit:

The Dean, in consultation with the New Program Proposal Working Group, and with assistance from the Office of the Vice-President, Academic and Provost, will organize a site visit of sufficient duration (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;
- The Dean's Executive Summary;
- The Vice-President, Academic and Provost's Cover Letter;
- An overview of their roles and obligations;
- The External Reviewers' 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, refreshment requirements, and dinner arrangements). 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 Reviewers' Report.

During the Site Visit:



External reviewers will meet with internal stakeholders (Vice-President, Academic and Provost; Dean; 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 site visit and report. A tour of the university focused on facilities employed by the program will also be included in their visit. They 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:

In cases where there are more than one reviewer, a joint report will be submitted. External reviewers are to complete their report using the template for the External Reviewers' Report. They are requested to:

- Address the New Program Evaluation Criteria specified in Appendix B;
- As appropriate, identify and commend the proposed degree program's notably strong and/or innovative attributes
- As appropriate, recommend specific steps to be taken to strengthen and improve the degree program proposal
- Recognize the institution's autonomy to determine priorities for funding, space and faculty allocation; and
- Respect the confidentiality required for all aspects of the review process.

The External Reviewers' 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.

2.2.5 Internal Response

Upon receipt of the External Reviewers' 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 Reviewers' 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 Reviewers'



Report (QAF 2.2.8), including a response from the relevant Dean. This Internal Response may include further explanation or detail in response to the comments or recommendations in the External Reviewers' Report. If the New Program Proposal Working Group wishes to make changes to the proposal as a result of the External Reviewers' Report, the response should be in the form of a revised Full Proposal 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 along with a memo explaining how the New Program Proposal Working Group has responded to the External Reviewers' Report.

2.2.6 Institutional Approval and Submission to the Quality Assurance Secretariat

The Vice-President, Academic and Provost receives and reviews the Internal Response that is 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 Reviewers' Report;
- The Internal Responses.

Following Senate approval, the above documentation is then forwarded to the Board of Governors 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 deems the proposal unacceptable based upon the External Reviewers' 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 package and submit all required documents to the Quality Council Secretariat (QAF 2.2.10), and if applicable, concurrently to the Ministry for funding approval. Once the outcome of the proposal 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.

2.2.7 Announcement of New Programs

Following submission to the Quality Council Secretariat, 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. The announcement 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 processes have been completed and the Ontario Universities Council on Quality Assurance has approved the program. (QAF 2.2.11)

Notice is then 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 2.4.3: Monitoring. 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.

After a new program is approved by the Quality Council Secretariat, 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. Decisions on a proposed new degree program from the Ministry normally take more than 6 months.

2.2.9 Monitoring of a New Degree Program

Faculty responsible for the program, typically the Program Chair or Graduate Program Director, will provide annual reports to SQAC on a new degree program after the degree program has been in operation for one year. The purpose of the reports is to ensure that the degree program has been successfully initiated and to identify early, and work to address, any unforeseen implementation issues. The SQAC will make an annual report to Senate on the monitoring 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 and Institutes of Technology and Advanced Learning, Aboriginal Institutes, etc.), 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 Reviewers Report including feedback from participating units at each partner institution.
- Partner institutions agree on an appropriate monitoring process for the new program.

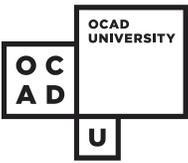


Figure 1. Steps for New Undergraduate and Graduate Program Proposals

New Undergraduate and Graduate Program Proposals

1. A Letter of Intent (LOI) for the new program is 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.
4. The Dean strikes a New Program Proposal Working Group who then prepares a New Program Proposal Brief, ensuring broad consultation.
5. The New Program Proposal Brief is submitted to SUSC or SGSC as appropriate for review and then approved by the VPAP.
6. The Dean submits the External Reviewer Nomination Form to the VPAP, which is then forwarded to SQAC for review and appointment.
7. The Office of the Vice-President, Academic and Provost is responsible for contacting the External Reviewers. The New Program Proposal Brief is sent to the external reviewers in preparation for a site visit
8. A site visit or approved off-site external review process is conducted and the External Reviewers' Report is submitted.
9. Faculty proposing the new program, working in consultation with the relevant Dean, prepare and submit an Internal Response to the External Reviewers' Report.
10. The VPAP reviews the Internal Response.
11. If deemed acceptable, documents are submitted to SUSC or SGSC for recommendation to Senate for approval.
12. Following Senate approval, documents are then forwarded to the Board of Governors for approval of the financial viability of the new program.
13. Documents are submitted to the Quality Council Secretariat (and concurrently to the Ministry for funding approval).
14. 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.
15. 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.
16. 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.
17. Faculty responsible for the development of the new program submit annual reports to SQAC one year after implementation of the new program to monitor progress.



3. PROTOCOL FOR EXPEDITED REVIEW

3.1 Overview

The Protocol for Expedited Approvals applies when:

- An institution requests endorsement of the Quality Council to declare 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
- There are proposals for new for-credit graduate diplomas; or
- The institution requests Quality Council approval for Major Modifications to Existing Programs, as already defined through the IQAP (note that Major Modifications to Existing Programs otherwise 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 Quality Council. The process is expedited in that only the applicable evaluation criteria will be applied to the proposal, the process does not require external reviewers, and the Council's appraisal and approval process is reduced.

3.2 Proposal Brief

The Proposal Brief will describe the significant changes being proposed (including reference to learning outcomes, faculty and resources), provide a brief account of the rationale for the changes, and address the Evaluation Criteria listed in 2.1.1 to 2.1.10 of the QAF, where they apply. New programs proposed for Expedited Approval as described in section 3.1 above will use the New Program Proposal Brief Template (available online on the OCAD U website), and Major Modifications to Existing Programs will use the Major Modifications for Undergraduate or Graduate Programs Template as appropriate. *Figure 2* illustrates the protocol for expedited approvals.

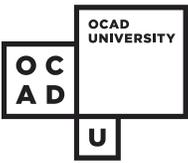
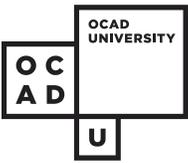


Figure 2. Steps for Expedited Approval Protocol

Expedited Approval Protocol

1. A Letter of Intent (LOI) is submitted by the Dean of the Faculty or Graduate Studies to the Vice-President, Academic and Provost (VPAP).
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.
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 new field or graduate diploma, following the Evaluation Criteria listed in 2.1.1 to 2.1.10 of the QAF, where they apply. For Major Modifications requiring approval by the Quality Council, a Proposal Brief for Major Modifications is prepared.
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.
8. Documents are submitted to the Quality Council for approval.
9. Notice is sent to SQAC upon approval. The new field, graduate diploma or major modification is included in the Cyclical Review cycle for first review within 8 years as per the schedule posted on the website of the Office of the Vice-President, Academic and Provost.



4. PROTOCOL FOR MAJOR MODIFICATIONS TO EXISTING PROGRAMS

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 to Existing Programs

OCAD U must plan for the ongoing 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, by the methodical consideration of matters arising through the course of its delivery, or as a result of a full examination of the curriculum through accreditation or the cyclical program review process.

In 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 its implementation, including the Vice-President, Academic and Provost, the Office of the Registrar, the Office of Graduate Studies, the Office of Research, 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 curriculum that do not affect the overall program requirements, such as:

- Changes to course sequencing;
- The addition of new required or elective courses and the deletion of required or elective courses;
- Changes to course titles and course descriptions;
- Changes to course numbers, credit weighting of elective courses and contact hours in studio, lecture, seminar, tutorial or other components;



- Changes to course design, mode of delivery, course learning outcomes, or teaching and assessment methods;
- New or updated academic and program regulations, such as revisions to prerequisites or minor changes to admission requirements, and other changes that may affect other programs or Faculties.

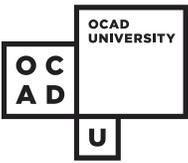
4.4 Process for Minor Modifications to Existing Programs

Minor modifications to programs at the course level must be presented to and approved by the Faculty or Graduate Studies Curriculum Committee using a New Course Proposal Form or Revised Course Proposal Form. Minor changes to programs and regulations that may affect other programs or Faculties such as revisions to prerequisites or minor changes to admission requirements must be presented using a Minor Modifications Program Revision Form. If approved by the Faculty or Graduate Studies Curriculum Committee, the summary of changes and the Forms will be presented for approval to the SUSC or the SGSC as applicable. Minor modifications are then presented to Senate for approval.

In general, minor modifications to existing programs should include the following documentation:

- Summary of the proposed minor modification, including a rationale and context for it, and the issues or challenges that the proposed change is intended to address;
- Description of the ways in which the proposed change will meet the program learning outcomes and the OCAD U Undergraduate Degree-Level Expectations or Graduate Degree-Level Expectations and enhance student learning and success;
- If the proposed change affects students from other programs or courses, provide an account of the consultation process with those units and measures taken to minimize the impact of the change must be provided (including who was consulted and when, details of the predicted impact, and what measures are being taken to minimize impact);
- A timeline for the implementation of the proposed change and transition plan for current students if applicable;
- Analysis of the financial and enrolment implications;
- Calendar copy and program maps for the proposed change that clearly highlight the revisions to be made to the existing curriculum.

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

OCAD U defines a major modification as a change in significant components of a program. Major modifications to programs typically include one or more of the following:

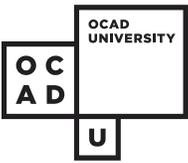
- Requirements for the program that differ significantly from those existing at the time of the previous cyclical program review or when the program was initially approved if the program has not gone through cyclical review;
- Significant changes to program learning outcomes;
- Significant changes in the faculty engaged in delivering the program;
- Significant changes in the delivery mode of the program (e.g. different campus, online or hybrid program rather than classroom);

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. OCAD U defines 'significant change' in requirements, intended learning outcomes, human and other resources associated with a degree program or program of specialization as follows:

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;
- 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 major, minor or stream within an undergraduate degree program;
- The addition or deletion of a common core across majors in a degree program;
- 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.
- The elimination of specializations (undergraduate) or collaborative specializations (graduate) within a program;
- The introduction of new minors or specializations (undergraduate), or collaborative specializations (graduate).

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 are initiated based on recommendations from a cyclical program review;
- The program learning outcomes tied to external accreditations are modified as a direct result of changes to the profession or as a result of an accreditation review;
- 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 by 30% or greater; (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 or collaborative programs offered with institutions external to the University, there is a significant change in the commitment of resources for delivery from either party;
- Changes to the mode of course delivery (in-class, hybrid, online or alternate delivery) affecting 30% or more of the courses in the program;
- 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;



- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa
- Change to full- or part-time program options, or vice versa;
- Changes to the essential resources, where these changes impair the delivery of the approved program.

The SQAC is responsible for monitoring and ensuring the University's compliance with its IQAP policy and for reviewing and responding to all faculty and unit IQAP Policy submissions. Normally, upon identifying a major modification, the SUSC, or the SGSC will notify the SQAC 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 should include (a) a description of, and rationale for, the proposed changes; and (b) application of the relevant Evaluation Criteria to the proposed changes.

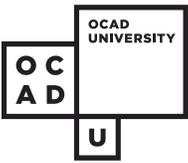
Internal approval for Major Modifications to a program are required to follow the protocol for Major Modifications as outlined below:

4.6.4 Letter of Intent

A Letter of Intent that briefly explains the rationale for the proposed changes to a program, including a recommendation for the closure of a program, is discussed with, or originates from, the Dean under whose authority the degree program falls. A template for the Letter of Intent for Major Modifications is available online on the OCAD U website. 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. In the case of program closures, the Letter of Intent is also forwarded to the SAPPC for approval in principle. The Letter of Intent is then forwarded to Senate for information and then also forwarded to the AFRC for information so that it is notified of any financial and resource implications resulting from the proposed changes to the program.

4.6.5 Proposal Brief for Major Modifications

Once the Letter of Intent has received approval in principle by the SUSC or the SGSC, (and SAPPC for program closure proposals) the Faculty or Graduate Studies Program intending to propose a major modification to an existing program will submit a proposal, describing the proposed changes using the Proposal Brief for Major Modifications (template available online on the OCAD U website) 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. 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 Board of Governors for approval of the financial viability of the proposed changes to the program. The institutional approval process does not require the use of External Reviewers.

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

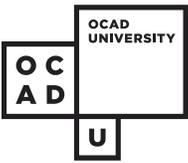
4.6.6 Annual Reporting on Major Modifications to Quality Council

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

Figure 3. Steps for Major Modifications Approval

Major Modifications Approval

1. Major Modifications to existing programs are identified by the Faculty or Graduate Curriculum 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. 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.
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 or Graduate Studies Curriculum Committee, Dean(s) for further modification; or c) reject the proposal.
6. A summary is submitted to the SQAC for information, and to Senate for final approval. A summary is also submitted to the Board of Governors for 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 3.4). The approved Major Modification may also be sent to the SAPPC for information as deemed appropriate.



5. PROTOCOL FOR CYCLICAL UNDERGRADUATE AND GRADUATE PROGRAM REVIEWS

5.1 Overview

For all existing degree, diploma and for-credit certificate programs, this document 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).

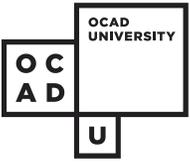
OCAD U conducts cyclical reviews of its undergraduate and graduate programs to ensure the:

- 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.

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 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. 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.



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 an accreditation review can be combined with or substituted for 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 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.

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 the locus or 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 Degree 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 Program Evaluation Criteria (Appendix C), including reference to Quality Indicators (QAF 4.3.6).

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, employers, 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 reviewer reports, 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 (including at least one faculty member 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 typically constituted by the Program Chair or Graduate Program Director under review and approved by the Dean. A template for the Self-Study Brief is available on the OCAD U website. 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: Program Evaluation Criteria for Cyclical Review.

The Self-study Brief will contain:

- An overview of the entire brief, including who participated in its preparation and what activities were undertaken as part of the self-study process;
- 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;
- An environmental scan of similar programs in Canada and those offered by degree-granting art and design (or similar comparator) universities internationally; together with the rationale and planning for future developments (QAF 4.3.3., QAF 4.3.6);
- A robust qualitative and quantitative analysis of the program and its specializations that presents data with reference to Quality Indicators (QAF 4.3.6), 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, practical, work placements and/or funded research;
 - The percentage, level and quality of employment post-graduation;



- The Program Review Team’s 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 (QAF 4.3.2);
- The results of accreditation reviews, as appropriate (QAF 4.3.6);
- Commentary on the quality of the program received from students, 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;
- If relevant, a summary of recommendations from previous quality assurance reviews and how those recommendations have been addressed or implemented;
- An assessment of the adequacy and quality of the academic supports (technological and academic instructional assistance; studio, classroom, practicum facilities and equipment; student learning spaces) available to the program (QAF 4.3.5);
- Commentary on the integrity of the data used in the review;
- 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 (sessional and tenure-track or tenured) 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;
- Discussion of initiatives undertaken to enhance the quality of the program and the associated learning and teaching environment (QAF 4.3.7);
- 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.

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, the Writing & Learning Centre, and Student Affairs will supply data and information. The liaison librarians and academic support units must be given adequate notice, time and direction to consult, gather information, complete and supply reports.

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.

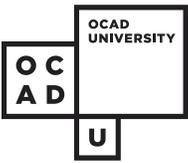
The Vice-President, Academic and Provost adds a response to the Dean's Executive Summary and the Program Review Team's Self-study Brief in the form of a cover letter before sending it to the external reviewers.

5.5 Nomination of External Reviewers

The Dean, in consultation with the Program Review Team, will complete and forward to the Office of the Vice-President, Academic and Provost the External Reviewer Nomination Form (available online on the OCAD U website) including the names and required information of no fewer than five qualified possible 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, be active and respected in their field, have a strong record of research, publication and academic program management experience, and have no past or current formal or informal relationship, being free and independent from OCAD U and arm's length from the program under review (QAF Section 2.2.6).

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 template 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 undergraduate programs, there must be two (2) reviewers, one (1) who must be external to the university, and one (1) second reviewer who will normally be internal to the university but from outside the discipline engaged in the program, or may be external to the university. An "internal" reviewer is



able to provide knowledge of the university's context, the quality assurance process and the requirements of the review. 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. 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.

For graduate programs, or for concurrent reviews of undergraduate and graduate programs, there must be (3) three reviewers. Two (2) reviewers must be external to the university, and one (1) third reviewer will normally be internal to the university but from outside the discipline engaged in the program, or may be external to the university. At least one of the external reviewers, if there is more than one, should be at the rank of Associate Professor or higher. Additional discretionary members may be assigned as external reviewers, where appropriate. Such additional members will be appropriately qualified and experienced as evidenced by their full curriculum vitae or resumes and carefully selected from industry or the professions. 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 Reviewer 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 internal member of the External Review Committee.

5.6 External Evaluation: External Reviewers' Site Visit and Report

In Advance of the Site Visit:

The Dean in consultation with the Program Review Team 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 (including those internal to the university but from outside the discipline engaged in the program) to assess the standards and quality of the program and to prepare a report that addresses OCAD University's Program Quality Review Criteria (Appendix C). 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;
- 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 Reviewers' Report. The instructions will direct the reviewers, for each program under review, to:

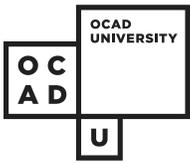
- Identify and commend the program's notably strong and creative attributes and/or clearly innovative aspects;
- Describe the program's strengths, areas for improvement, and opportunities for enhancement using the Evaluation Criteria listed in Appendix C;
- Respond to the discussion in the Self-study Brief, recommend specific steps to be taken to improve the degree program, distinguishing between those the academic unit can make itself, and those that require external actions or resources;
- Recognize the institution's autonomy to determine priorities for funding, space, and faculty allocation;
- Respect the confidentiality required for all aspects of the review process.

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).

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 Program Quality Review Criteria (Appendix C). 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 jointly prepare and submit a report to the Vice-President, Academic and Provost that addresses the substance of the Self-study Brief, the information and perspectives gained during the site visit, and the Program Quality Review Criteria (Appendix C). The external reviewers will be invited to acknowledge any clearly innovative aspects of the program together with recommendations on specific steps to be taken to improve the program, distinguishing between those the program can itself take, and those that require external action. Normally, the report will be completed within 30 calendar days of the site visit.

5.7 Response to the External Reviewers' Report

Upon receipt of the External Reviewers' 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 a response to the External Reviewers' Report to be submitted to the Vice-President, Academic and Provost that will include a provisional set of recommendations and an implementation plan, including proposed timelines for implementation, and a response from the Dean. Where the plan 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 Approval Process and Institutional Final Assessment Report

The SQAC receives for approval the Final Assessment Report which is prepared by the Program Review Team in consultation with the Dean. The Final Assessment Report synthesizes the cyclical review reports and notes areas of significant strength, opportunities for program improvement and enhancement, and the agreed-upon plans for improvement. The report will include an Executive Summary of the outcomes of the review, exclusive of confidential information (such as personnel issues to be addressed), that is suitable for publication.

The Final Assessment Report also includes recommendations regarding a prioritization of tasks, and features an Implementation Plan that identifies who is responsible for approving the recommendations set out in the Final Assessment Report, who will be responsible for providing any resources made necessary by those recommendations, who will be responsible for acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations. Once the SQAC has approved the Final Assessment Report, it is then sent to Senate for final approval.



The SQAC will review the Final Assessment Reports to ensure compliance with the IQAP Policy. 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. The Final Assessment Reports will also be submitted to the Quality Council and to OCAD University's Board of Governors for their information and record. The SQAC is also responsible for providing for the timely monitoring of the implementation of the Final Report recommendations and annual reports (see below). Once the Final Assessment Reports have been submitted to the Quality Council following Senate approval, the Executive Summary of the Final Assessment Report and Implementation Plan are to be posted on OCAD U's website.

5.9 Annual Reporting 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 an Annual Report that demonstrates how recommendations in the Final Assessment Report have been achieved as per the Implementation Plan. These annual reports normally begin the first 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 annual reports. Annual Reports will be submitted to the Vice-President, Academic and Provost normally by April of each year and are then reviewed and approved by SQAC and Senate.

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 go through the appropriate governance process at each partner institution.
- The Final Assessment Report and 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 submitted to the Quality Council by all partners.

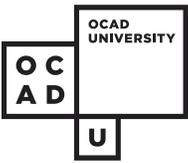


Figure 4. Summary of Cyclical Review Process

Cyclical Review Process

1. The Vice-President, Academic and Provost (VPAP) confirms with each Faculty which program(s) will be reviewed.
2. The Dean of the Faculty strikes a Program Review Team.
3. The Program Review Team prepares a Self-study Brief.
4. The Dean, in consultation with the Program Review Team, completes and submits the External Reviewer Nomination Form to the VPAP who submits it to SQAC for approval.
5. Members of the External Review Committee are selected by SQAC and invited by the VPAP to participate in external review of the program.
6. 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.
7. A site visit by External Review Committee is conducted.
8. The External Reviewers' Report is submitted to the VPAP, then forwarded to the Dean and Program Review Team.
9. The Dean and Program Review Team prepare a response to External Reviewers' Report. The response is sent to the VPAP who provides a statement if applicable.
10. SQAC reviews the Self-Study Brief, External Reviewers' Report, Internal Response, as well as a Final Assessment Report and Implementation Plan for Senate Approval, prepared by the Dean and Program Review Team.
11. The Final Assessment Report (with confidential information removed) is sent to Senate for approval and to the Quality Council. The Final Assessment Report and Implementation Plan are posted on the institutional website.
12. Faculty in the program prepare and submit annual reports to Senate via the SQAC for approval.



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 Reviewers' Report, no public access will be provided to the:

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

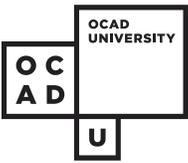
In May of each year, the Vice-President, Academic and Provost will prepare an Annual Report on Quality Assurance that includes:

- The Final Assessment Reports for all program reviews (confidential information removed), completed during the academic year at both the undergraduate and graduate levels;
- Annual Reports for all new and existing programs;
- The schedule for upcoming reviews;
- A description of the Audit Process for the University's compliance with its IQAP (when applicable) ;
- The University's Annual Report on Quality Assurance to the Quality Council, including details of New Program submissions and Major Modifications; 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 to the SQAC, along with all related documentation (e.g. Final Assessment Reports and/or Annual Monitoring Reports for new programs), 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 Office of the Vice-President, Academic and Provost assumes responsibility for ensuring the provision of all requested documentation by the auditors; compliance with the desk audit and on-site interaction during the audit visit; review of the auditors' draft report for comment; receipt and publication of the final audit report; and one-year follow-up addressing recommendations made in the audit.

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.



APPENDIX A: DEGREE DEFINITIONS

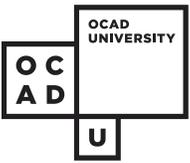
Collaborative specialization The Ontario Universities Council on Quality Assurance defines a collaborative specialization as an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of 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 At OCAD U, a degree program is an identified set and sequence of courses and/or other units of study, research and practice, prescribed by the University for the fulfillment of the requirements of a particular degree, 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 and Undergraduate Degree Level Expectations. OCAD U offers the undergraduate degrees of Bachelor of Arts, Bachelor of Design and Bachelor of Fine Arts. At the graduate level, OCAD U offers degree programs leading to the Master of Arts, Master of Design and Master of Fine Arts.

Diploma program (QAF 1.6) 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 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.



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.

New Type 1 and Type 2 diploma programs, and Type 3 diploma programs that have been conceived and developed as distinct and original entities require submission to the Quality Council for Expedited Approval (no external reviewers required) prior to their adoption. Once approved, they will be incorporated into the institution's schedule for cyclical reviews as part of the parent program.

Dual credential 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 master's-level 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.

Major or program At OCAD U, the major or 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.

Minor At OCAD U, a minor 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 on an optional basis in partial fulfillment of the requirements for the awarding of a degree, and is recorded on the graduate's academic record. While requiring recognition in the IQAP, proposals for

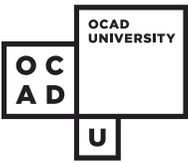


their introduction or modification do not require reference to the Quality Council unless they are part of a New Program.

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

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 major or program; course options within a major or program that allow a student to undertake study in one or more highly specialized fields of knowledge, sub-disciplines or areas of practice; two or more sequences of courses in closely related or interdisciplinary fields of study, sub-disciplines or areas of practice within a program in one of which students must specialize. 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 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)

1. Goals, objectives and demand
 - a) Convincing evidence of student demand and societal need for the program;
 - b) Consistency of goals and objectives of the program with the priorities and strengths of the Faculty proposing the program, and with OCAD U's mission and academic plans;
 - c) Consistency of the learning outcomes for degree programs with OCAD U's Undergraduate Degree-Level Expectations or Graduate Degree-Level Expectations, as appropriate;
 - d) Appropriateness of degree nomenclature.
2. Admission requirements
 - a) Appropriateness of the admission requirements with the learning outcomes established for completion of the program;
 - b) Explanation of alternative requirements for admission such as grade point average, additional languages, portfolios, and recognition of prior work or learning experience.
3. Curriculum structure
 - a) Appropriateness of the program's design and regulations to meet specified program learning outcomes and OCAD U's Undergraduate Degree-Level Expectations or Graduate Degree-Level Expectations, as appropriate;
 - b) For graduate programs, a clear rationale for program length that ensures the program requirements can be reasonably completed within the proposed time period.
4. Program content
 - a) The curriculum structure addresses the current state of the discipline or area of study;
 - b) Identification of any unique curriculum or program innovations or creative components;
 - c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion;
 - d) 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.
5. Mode of delivery
 - a) Alignment of the mode of delivery (means or medium used in delivering a program – e.g., lecture format, studio-based, including, where applicable, distance or online delivery, different campus, inter-institutional collaboration or other non-standard form of delivery) with the program's learning outcomes and OCAD U's Undergraduate Degree-Level Expectations or Graduate Degree-Level Expectations, as appropriate.



6. Assessment of teaching and learning

- a) Appropriateness of proposed methods of assessment of student achievement of the intended program learning outcomes and OCAD U's Undergraduate Degree-Level Expectations or Graduate Degree-Level Expectations, as appropriate;
- b) Completeness of plans for documenting and demonstrating the level of performance of students, especially in the students' final year of the program, consistent with OCAD U's Undergraduate Degree-Level Expectations or Graduate Degree-Level Expectations, as appropriate.

7. Resources for all programs

- a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program;
- b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program;
- c) Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and studio or laboratory access.

8. Resources for graduate programs only

- a) Evidence that faculty have the recent scholarly research or professional/clinical experience needed to sustain the program, promote innovation, and foster an appropriate intellectual climate;
- b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students;
- c) Evidence of how supervisory loads will be distributed, and the qualifications and appointment status and availability of faculty who will provide instruction and supervision;
- d) Evidence of faculty funding, honours, awards and commitment to graduate student mentoring;

9. Resources for undergraduate programs only

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



Quality indicators (QAF 2.1.10)

- Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program);
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.



APPENDIX C: EVALUATION CRITERIA FOR CYCLICAL PROGRAM REVIEWS (QAF 4.3)

The IQAP for review of existing undergraduate and graduate programs shall require, and may where it chooses to, extend the evaluation criteria set out below:

1. Program objectives
 - a) Program is consistent with OCAD U's mission and academic plan;
 - b) Program learning outcomes are clear and appropriate;
 - c) Program learning outcomes align with Degree-Level Expectations and, where appropriate, program learning outcomes comply with accreditation standards;
 - d) The skills, knowledge and attitudes of graduates (attributes) prepare them for postgraduate experience;
 - e) The program is of a high quality (4.3.6 Quality Indicators*).
2. Admissions
 - a) Admission requirements are appropriately aligned with learning outcomes for completion of the program, including alternative requirements such as GPA, additional languages, portfolios and recognition of prior work or learning experience;
 - b) Program attracts sufficient numbers and quality of students (4.3.6 QI).
3. Curriculum
 - a) Curriculum reflects the current state of the discipline or area of study;
 - b) Evidence of innovation or creativity in the content and/or delivery of program relative to other programs;
 - c) Modes of delivery align with program learning outcomes;
 - d) Program of study (program pathway) aligns with program learning outcomes;
 - e) Students are able to complete the program successfully (4.3.6 QI).
4. Teaching and assessment
 - a) Methods for assessing student achievement of learning outcomes are appropriate and effective;
 - b) Appropriateness and effectiveness of the means of assessment for achieving program learning outcomes, especially in students' final year;
 - c) Teaching is of a high quality (4.3.6 QI).
5. Resources
 - a) Adequacy (number and quality) of faculty in delivering its programs (4.3.6 QI);



b) Appropriateness and effectiveness of academic unit's use of existing human, physical and financial resources in delivering its programs.

6. Quality enhancement

a) Initiatives undertaken to enhance quality of the program and the associated learning and teaching environment.

7. Graduate program criteria

- a) Students' time to completion is both monitored and managed in relation to the program's defined length and program requirements;
- b) Quality and availability of graduate supervision;
- c) Quality of graduate faculty (4.3.8.c.1 QI);
- d) Quality and achievement of students (4.3.8.c.2 QI);
- e) Evidence that there are sufficient graduate-level courses offered such that at least two-thirds of the courses students take for their program requirements are at the graduate-level (4.3.8.c.4 QI).

*Quality indicators

The following quality indicators have been identified by the Ontario Universities Council on Quality Assurance for cyclical program review. While it is expected that many of these quality indicators will be used to evaluate program quality, program review teams are encouraged to include additional measures of their own as appropriate to their programs:

- Faculty: qualifications, research and scholarly record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty;
- Students: applications and registrations; attrition rates; time-to-completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching; and
- Graduates: rates of graduation, employment six months and two years after graduation, postgraduate study, "skills match" and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA).