Carleton UNIVERSITY
Canada's Capital University

DATE: November 19, 2021

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic) and Chair, Senate Quality Assurance and Planning Committee

RE: **Revised Institutional Quality Assurance Process**

Please find attached the revised Institutional Quality Assurance Process (IQAP). A document setting out in detail changes from the version of the IQAP approved by Senate in June 2019 is also attached.

Background

Changes to Carleton University's IQAP was approved by Senate in June 2019 and ratified by the Quality Council in November 2019. These changes were made as a result of a review process led by the Office of the Vice-Provost and Associate Vice-President (Academic).

The current revisions to the IQAP were required due to the recent changes to the Quality Assurance Framework (QAF), made by the Ontario Universities Council on Quality Assurance. They were reviewed by Deans, Associate Deans and the Senate Quality Assurance and Planning Committee (SQAPC). The Office of the Vice-Provost and Associate Vice-President (Academic) extends its thanks to those who reviewed and provided feedback on the IQAP.

The Revised IQAP

The information contained in the attached document is detailed. The following, therefore, is a summary of the most significant changes:

1. Updates were made to ensure Carleton's IQAP is aligned with the new QAF
2. Associate Dean, Programs, Faculty of Graduate and Post Doctoral Affairs was replaced by Graduate Studies
3. Evaluation Criteria for New Program Proposal and Cyclical Program Reviews were updated to reflect new QAF
4. Evaluation Criteria not required by the QAF were removed
5. Examples of Minor modifications have been added, including micro-credential(s)

It should be noted that the Provincial Quality Assurance Framework requires that IQAPs encapsulate not only quality assurance processes narrowly defined, but also a University's processes of program and curriculum approval, *including those processes (for example, minor modification approval processes) that are not subject to quality assurance.*

SQAPC reviewed the revised IQAP at its meeting of November 11, 2021 and further minor revision on November 17th, and unanimously approved the revisions by eVote on November 18, 2021. If passed by Senate, the revised IQAP will be submitted to the Quality Council for ratification.

Senate Quality Assurance and Planning Committee

Senate Quality Assurance and Planning Committee unanimously passed the following motion by eVote on November 18th: '**THAT** SQAPC recommend to Senate the approval of the revisions to the IQAP as presented.

Recommendation

THAT Senate approve the revised version of Carleton's IQAP as presented.

Carleton UNIVERSITY | Office of the Vice-Provost and Associate Vice-President (Academic)

Institutional Quality Assurance Process

(Covering also the academic, non-vocational degree programs of Dominican University College)

Approved by Carleton University Senate
Insert DATE

Ratified by the Ontario Universities Council on Quality Council

Insert DATE

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Preamble/Introduction

Carleton University is committed promoting a culture of continuous improvement within the academic programs we offer. The quality assurance processes detailed below are intended to be purposeful and add value to the programs we offer. To this end, all policies and procedures related to Quality Assurance at Carleton adhere to the nine Quality Assurance Principles for Ontario Universities and the Quality Council **(QAF "Principles")**.

1. Authorities (QAF 1.3)

1.1. The authority responsible for the Institutional Quality Assurance Process (IQAP), its administration and application, is Carleton University's senior academic officer, the Provost and Vice-President (Academic). The Provost delegates this responsibility on a day-to-day basis to the Vice-Provost and Associate Vice-President (Academic) (hereinafter referred to as 'the Vice- Provost (AVPA)', who chairs the Senate Quality Assurance and Planning Committee (SQAPC) **(QAF 1.3)**.

1.1.1. The Vice-Provost (AVPA) is responsible for the operationalization and implementation of all components of the Ontario Quality Assurance Framework (QAF), Carleton University's IQAP (covering also the non-vocational degree programs of Dominican University College), and the Joint procedural documents between Carleton University and the University of Ottawa for joint graduate programs. In addition, the Vice-Provost (AVPA) is responsible for the oversight and stewardship of related academic program and curriculum approval processes for components outside the scope of quality assurance narrowly defined, including undergraduate and graduate minor modifications to curriculum and programs as well as academic regulations. (QAF 1.3)

1.2. The authoritative contacts between Carleton University and the Dominican University College are Carleton University's Vice-Provost (AVPA) and the Vice-President Academic Affairs of Dominican University College respectively. (QAF 1.3)

1.3. The authoritative contact between Carleton University and the Ontario Universities Council on Quality Assurance (the Quality Council) is the Vice-Provost (AVPA) **(QAF 1.3)**.

1.4. The authority responsible for the application of the IQAP to review individual undergraduate and graduate degree-level program entities within the scope of this IQAP is the SQAPC. Program entities include proposed new programs, existing programs and major modifications to existing programs. The term 'program entity' is used to denote any item that is subject to quality assurance, and is a useful neutral term when dealing with items where it is not initially clear whether the item is a new program or a major modification, or a major modification or a minor modification **(QAF 2.3)**.

As such, SQAPC will:

1.4.1. Oversee the new program approval and the expedited approval process;

1.4.2. Oversee the major modification process;

1.4.3. Oversee cyclical program reviews;

1.4.4. Decide on the review cycle, taking into account the need for accreditation reviews in certain programs, and the need to co-operate with other universities, notably the University of Ottawa, on the review of joint programs at the graduate level **(QAF 5.1.1)**;

1.4.5. Assume responsibility for ensuring that a balanced review of program quality is undertaken and ensures that the evaluation criteria for new program proposals and cyclical program reviews set out in the Evaluation Criteria sections of the QAF (QAF 2.1.2 & QAF 5.1.3.1) are met. See sections 3.8 and 7.3 of this IQAP for a detailed description of these criteria.

1.5. Through its chair, SQAPC will report regularly to Senate on the progress of new program approvals, major modifications, and cyclical program reviews. For cyclical program reviews, the update will reflect the implementation of recommendations agreed to in implementation plans and recorded in the final assessment reports and executive summaries.

1.6. SQAPC is constituted as follows:

1.6.1. Vice-Provost (AVPA), Chair (non-voting);

1.6.2. Assistant Vice-President (Academic), Vice Chair (non-voting);

1.6.3. Graduate Studies (ex-officio);

1.6.4. 9 Faculty members, broadly representative of the five line-faculties. At least 50% must be current or past Senators;

1.6.5. 2 students (one graduate and one undergraduate);

1.6.6. CUASA Observer (non-voting);

1.6.7. Calendar Editor (resource)

1.6.8. The University Librarian or delegate (non-voting).

1.7. In constituting SQAPC, care will be taken to ensure that the majority of faculty members are individuals with established and continuing research records and experience in the administration of graduate or undergraduate programs.

1.8. SQAPC is appointed following Senate procedures and its membership is ratified by Carleton University's Senate.

1.9. Carleton University's Institutional Quality Assurance Process, covering also the academic, non-vocational degree programs of Dominican University College, is subject to approval by the Quality Council and thereafter, whenever it is revised. (See Section 11: 'Ratification and Internal Governance').

2. Scope **(including both Carleton University and Dominican University College)**

2.1. Degree Level Program Entities (in scope) **(QAF 1.1)**

2.1.1. All proposed and existing doctoral programs including those that are joint programs with partner universities. Joint programs with University of Ottawa will follow the Joint Procedural Document.

2.1.1.1. Doctoral programs will not be required to declare fields. However, new fields and concentrations will be approved by SQAPC as major modifications.

2.1.2. All proposed and existing master's programs excluding those that are joint programs with partner universities.

2.1.2.1. Master's programs will not be required to declare fields. However, new fields and concentrations will be approved by SQAPC as major modifications.

2.1.3. All proposed and existing for-credit graduate level diplomas as diplomas are defined in the QAF.

2.1.4. All proposed and existing undergraduate programs, including those offered in collaboration with community colleges, as well as all proposed and existing concentrations and minors nested within such programs or standalone minors as proposed to, approved or recognized by Carleton University's Senate and listed, in the case of Carleton University in the university's calendar and, in the case of Dominican University College, in the Dominican University College's prospectus.

2.1.5. All proposed and existing for-credit undergraduate-level certificates and undergraduate- level post-baccalaureate diplomas as proposed to, approved or recognized by the Carleton University's Senate and listed, in the case of Carleton University, in the university's calendar and, in the case of Dominican University College, in the Dominican University College's prospectus.

2.1.6. Questions regarding whether a program is in scope should be directed to the Office of the Vice-Provost (AVPA).

2.2. Joint Programs **(QAF 1.1; QAF Section 5, 'Scope')**

2.2.1. Joint programs are indissoluble entities that cannot be reviewed separately according to the IQAPs of the two partner universities.

2.2.2. Joint procedural documentation for the considerable number of joint graduate programs of Carleton University and the University of Ottawa has been developed. These joint programs are administered by Joint Ottawa-Carleton Institutes and the quality assurance process is guided by the QAF (QAF 'Guidance') (and the joint procedural documentation.

2.2.3. In the case of joint programs with universities, the decision will be taken to follow the provisions and processes of the IQAP of one of the institutions (QAF 'Guidance').

2.2.3.1. In the case of programs with University of Ottawa, the joint procedural document will be followed and CPRs will be conducted jointly or separately, as agreed by the Vice-Provost and the Director, Program Evaluation.

2.3. Closed or Suspended Programs

Programs which have been closed or for which admission has been suspended are out of scope (QAF Section 5, 'Scope') of this IQAP.

2.4. Definitions of Program Entities **(QAF 1.1)**

The following definitions, in sections 2.4 and 2.5, are offered as an addition and refinement specific to this IQAP of the definitions offered in Section 1.6 of the QAF and in the document, 'QAF Program Typology and Quality Council (QC) Involvement' (appendix 1).

2.4.1. Program **(QAF 1.1 'Scope')**

2.4.2. A program is defined as a structured constellation of units of study (for example, courses, comprehensive examinations, theses, research projects, research essays, internships, practica and co-ops) bound together by:

2.4.2.1. A number of core mandatory units of study required of all those students enrolled in the program;

2.4.2.2. A number of learning outcomes common to all possible pathways and options for completing the program's requirements.

2.4.3. Successful completion of the program's requirements must lead to the award by Carleton's Senate of a credential (a degree, a graduate diploma, a post-baccalaureate diploma, or an undergraduate certificate).

2.4.4. A program without any one of these characteristics is not a program.

2.4.5. 15-credit bachelor's programs and 20-credit honours and major bachelor's programs at Carleton University are defined as separate programs with distinct learning outcomes. However, the addition of (i) 15-credit bachelor's program to an existing 20-credit honours or 20-credit major's bachelor program or (ii) a 20-credit major's bachelor program to an existing 20-credit honours bachelor's program will be treated as a major modification to an existing program.

2.5. New Program

2.5.1. The QAF defines a new program as being 'brand-new': that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution. The QAF further

stipulates that a new program is "any degree credential (e.g., BMus, Bachelor of Integrated Studies) or degree program (within an existing degree credential), currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied" (QAF, 'Definitions').' Carleton University and Dominican University College build on these definitions as follows:

2.5.1.1. A new program is defined as a proposed new program entity whose core requirements and learning outcomes are shared less than 60% with those of an existing program in the same institution (that is to say, either Carleton University or Dominican University College). 'Core requirements' are understood to be those requirements that must be fulfilled by all students in the program regardless of any concentration or option that they may choose to follow to complete the program requirements.

2.6. Major Modification **(QAF Section 4, 'Scope')**

2.6.1. In addition to the general stipulation contained in the QAF that a major modification occurs when there are 'requirements that differ significantly from those existing at the time of the previous cyclical program review,' a major modification is defined as a program change, that fulfils one of the following conditions:

2.6.1.1. Requirements that differ significantly from those existing at the time of the previous cyclical program review, including:

2.6.1.1.1. The merger of two or more programs;

2.6.1.1.2. Change of program name or degree of an existing program or degree;

2.6.1.1.3. New bridging options for college diploma graduates;

2.6.1.1.4. Significant revision in the laboratory time of an undergraduate program;

2.6.1.1.5. Significant change to admission requirements for graduate programs;

2.6.1.1.6. Significant change to admission requirements where it affects learning outcomes;

2.6.1.1.7. The introduction, significant revision, or deletion of language requirements;

2.6.1.1.8. The introduction, significant revision or deletion of an undergraduate thesis or capstone course;

2.6.1.1.9. The introduction, significant revision or deletion of breadth requirements;

2.6.1.1.10. The introduction, significant revision or deletion of a work experience, co-op, internship, practicum, portfolio, study abroad, and/or mention français options;

2.6.1.1.11. At the master's level, the introduction, significant revision, or deletion of a research

project, research essay, thesis, course-only completion options;

2.6.1.1.12. At the graduate level the introduction, deletion or re-naming of a field;

2.6.1.1.13. At the graduate level any change to the requirements for program candidacy examinations, field studies or residency requirements;

2.6.1.1.14. At the graduate level, addition or removal of an academic unit or program with respect to a collaborative program;

2.6.1.1.15. The addition of a 20-credit major bachelor's program to an already existing 20-credit honours bachelor's program;

2.6.1.1.16. The addition of a 15-credit bachelor's program or combined honours program to an already existing 20-credit bachelor's program;

2.6.1.1.17. The closure of an undergraduate or graduate program or concentration, an undergraduate nested or standalone minor, an undergraduate certificate or an undergraduate diploma or graduate diploma, or graduate collaborative program;

2.6.1.1.18. Major changes to courses comprising a significant proportion of the program (33% or greater) **(QAF Section 4 'Process')**;

2.6.1.1.19. Significant revision to an existing undergraduate concentration on nested or standalone minor;

2.6.1.1.20. The creation, introduction, significant revision or deletion of a collaborative specialization;

2.6.1.1.21. At the graduate level, the introduction of an alternate point of entry;

2.6.1.1.22. The introduction of a concentration;

2.6.1.1.23. The introduction of an undergraduate nested or standalone minor;

2.6.1.1.24. The introduction of a new graduation pathway;

2.6.1.1.25. A change in the language of program delivery;

2.6.1.1.26. The establishment of an existing degree program at another institution or location;

2.6.1.1.27. The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;

2.6.1.1.28. Changes to the essential resources, where these changes impair the delivery of the approved program.

2.6.1.1.29. The introduction of an undergraduate certificate

2.6.1.2. Significant changes to the learning outcomes:

There are changes to program content, other than those listed above, that affect the learning outcomes, but they do not meet the threshold for a 'new program'; for example:

2.6.1.2.1. The proposed program is a reconsideration and modification in the existing program's learning outcomes – it is incumbent on academic units to ensure that the structure, design, and content of the program fulfill these learning outcomes as modified;

2.6.1.2.2. There are modifications to the structure, design and content of an existing program that occasion a modification in the program's learning outcomes – it is incumbent on academic units to ensure that learning outcomes accurately reflect any such modifications;

2.6.1.2.3. Significant changes to the faculty engaged in delivering the program and/or to the essential resources required to deliver the program as may occur, for example, when there have been changes to the existing mode(s) of delivery (e.g. different campus, online delivery, inter-institutional collaboration);

2.6.1.2.4. Changes to the faculty delivering the program: e.g. a large proportion of the faculty retires; new hires alter the areas of research and teaching interests;

2.6.2. In the case of Carleton University, where it is unclear whether a proposed significant change in program is a new program, a major modification, or a minor modification, a determination will be made by the Vice-Provost (AVPA) in consultation with the Provost, the Faculty Dean(s), and the academic unit or program authority. The decision of the Provost and Vice- President (Academic) will be binding. In the case of Dominican University College, consultation will occur between Carleton University's Vice-Provost (AVPA), Dominican University College's Vice-President Academic Affairs, and the relevant Faculty Dean at Dominican University College. In the case of Dominican University College, the decision of Carleton's Vice-Provost (AVPA) and Dominican University College's Vice-President Academic Affairs will be binding **(QAF, Section 4, 'Process')**.

2.6.3. Carleton University and Dominican University College will report major modifications to the Quality Council annually in July. If SQAPC decides to have a major modification reviewed by the Quality Council, the expedited process will be followed **(QAF 4.3)**.

2.6.4. For definitions of terms relating to these modifications (e.g. Field, pathway, option) see the glossary section of Carleton University's online calendar.

3. New Program Approval

In the instance of joint graduate programs between Carleton University and Ottawa University, the process

is subject to the joint procedural documentation approved by both institutions and the QAF (guide, section 5).

The Office of the Vice-Provost (AVPA) will ensure that all relevant Dean(s) and Associate Dean(s) at Carleton University and the Dominican University College are kept informed of progress as the various steps of the New Program Approval (NPA) process are followed.

3.1 The Responsible Bodies at Carleton University **(QAF 2.1)**

In the case of Carleton University, there are three sets of university bodies responsible for new program approval:

3.1.1. The Office of the Vice-Provost (AVPA) is concerned with issues of compliance and quality assurance **(QAF 1.1)**.

3.1.2. Departments, Institutes, Schools, Faculty Boards, Dean(s) Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP), Senate Quality Assurance and Planning Committee (SQAPC) and Senate. These bodies are concerned with issues involving the development and approval of academic programs in terms of the academic merit of those programs. Senate approves or otherwise makes recommendations concerning new programs coming from SQAPC **(QAF 2.3.1. QAF 2.4)**

3.1.3. Carleton University's Vice-Presidents' Academic and Research Council (VPARC) and the Carleton University Provost Budget Working Group (PBWG) **(QAF 2.4**

3.1.3.1. VPARC's membership consists of the President, the Provost, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Deans, Registrars and Librarians.

3.1.3.2. PBWG's membership is the President and Vice-Chancellor (ex-officio), the Provost (co-chair), the Vice-President (Finance & Administration) (co-chair), the Vice-Presidents, the Deputy Provost (Academic Operation and Planning), two faculty Deans, the Assistant Vice-President (Institutional Research and Planning), and the Assistant Vice-President (Finance).

3.2. The Responsible Bodies for Dominican University College **(QAF 2.4)**

In the case of Dominican University College, there are three sets of bodies responsible for new program approval:

3.2.1. The Office of the Vice-Provost (AVPA) at Carleton University is concerned with issues of compliance and quality assurance **(QAF 1.1.)**.

3.2.2. SQAPC and Carleton's Senate are concerned with the approval of academic programs in terms of the academic merit of those programs. **(QAF 1.1)**.

3.3. Initial New Program Approval Steps at Carleton University **(QAF 2.1)**

Fundamental to the development of a new program is the establishment of learning outcomes. Advice and support in developing these learning outcomes should be sought from the Office of the Vice-Provost

(AVPA). Consultations on the development of learning outcomes and their assessment should be conducted as widely as possible with academic colleagues. The Office of the Vice-Provost (AVPA) will conduct a workshop on learning outcomes and their assessment for the academic unit or program lead(s).

3.3.1. The Initial Role of VPARC

3.3.1.1. VPARC will be notified as soon as it becomes apparent that a new program proposal is being considered.

3.3.1.2. Any member of VPARC can ask for this initiative to be placed on the agenda of the next VPARC meeting for initial discussion.

3.3.1.3. If such a request is not forthcoming or following the above discussion at VPARC (if satisfactory), the proposal will proceed to the Executive Summary stage.

3.3.2. The Executive Summary Stage

3.3.2.1. The Executive Summary will contain:

3.3.2.1.1. A section establishing that the program:

3.3.2.1.1.1. serves the University's strategic and academic plans **(QAF 2.1.2.1c);**

3.3.2.1.1.2. is appropriate in relation to the current international and national profile of the discipline or interdisciplinary area;

3.3.2.1.1.3. is distinctive in comparison to comparable programs in Ontario and nationally;

3.3.2.1.1.4. has been assessed for its impact on existing programs, departments and Faculties and the library **(QAF 2.1.2.6d)**;

3.3.2.1.2. A section establishing student demand for the proposed program and establishing that graduates will be equipped on graduation for an appropriate career;

3.3.2.1.3. A business plan that establishes the financial viability of the proposed program and whether or not additional resources are required to deliver the program.

3.3.2.2. The Executive Summary is reviewed by the Vice-Provost (AVPA) and the relevant Dean(s).

3.3.2.3. Following satisfactory review, the Executive Summary is submitted to VPARC for approval. New program proposals are placed on the agenda as new academic business.

3.3.2.4. If VPARC has significant concerns with the proposed program, it can suspend development of the Brief until the concerns have been addressed to its satisfaction or a decision has been taken not to proceed any further with the proposed new program.

3.3.2.5. The outcome of VPARC deliberations is reported by the Office of the Vice-Provost (AVPA) to the program lead(s).

3.3.3. The Role of PBWG

3.3.3.1. Upon approval by the Provost and the relevant Dean(s), and if the proposed program requires additional resources, the Executive Summary is referred to PBWG for a decision on whether or not such resources will be approved.

3.3.3.2. The outcome of PBWG'S deliberations is reported by the Office of the Provost to the relevant Dean(s) and the Office of the Vice-Provost (AVPA).

3.3.4. The Preparation of the New Program Proposal; **(QAF 2.1.1)**

3.3.4.1. If the required additional resources are approved by PBWG, or if there is no need to refer the proposal to PBWG, the academic unit or program lead(s) prepare the three-volume Program Proposal: volume I is the self-study, volume II is the faculty curricula vitarum, volume III is the list of proposed external reviewers. Required documentation for the Brief is set out below in section 8: 'The Proposal.' Particular attention should be paid to Section 8.1.1, which stipulates that information in the Proposal should be sufficient to ensure that all criteria for the evaluation of new programs outlined in section 3.8 are adequately covered.

3.3.4.2. In preparation for this exercise, academic units or program lead(s) are encouraged to attend a meeting with representatives of the Office of the Vice-Provost (AVPA). The purpose of this meeting is to set a timeline for the approval of the program and to clarify the bodies responsible for assembling the information required for the Proposal. The representatives of the Office of the Vice-Provost (AVPA) will provide the academic unit or program lead(s) with a template for the development of the New Program Proposal on the basis of the Executive Summary.

3.3.4.3. Assistance in preparing the New Program Proposal is provided by the Office of the Vice-Provost (AVPA), Graduate Studies (for graduate programs), the Faculty Dean(s) and Faculty Associate Dean(s).

3.3.4.4. Documentation for the self-study will include proposed calendar copy – program calendar copy customarily forms Appendix 1 of the self-study; course calendar copy Appendix 2; and Admissions calendar copy Appendix 3. Assistance in developing calendar copy should be sought from the Office of the Vice-Provost (AVPA), who will assemble an appropriate team of experts as needed.

3.3.4.5. The Office of the Vice-Provost (AVPA) will require the academic unit and/or program lead with to complete a New Program Proposal template. This office will also ensure that the Program Proposal and accompanying documentation are complete and compliant with Carleton's IQAP, in general, and with the Evaluation Criteria list in section 3.8, specifically **(QAF 2.1.1)**.

3.3.4.6. The Proposal will be approved by the relevant Dean(s).

3.4. Initial New Program Approval Steps at Dominican University College **(QAF 2.1)**

3.4.1. The relevant Faculty prepares the three-volume brief.

3.4.2. Assistance in preparing the Brief is provided by the Vice-President Academic Affairs of Dominican University College. The Vice-President Academic Affairs may call upon Carleton University's Vice-Provost (AVPA) and Graduate Studies for advice.

3.4.3. The Brief, together with any concerns or issues that the Council may have, is forwarded to Carleton University's Office of the Vice-Provost (AVPA). This Office ensures that the Brief and accompanying documentation are complete and compliant with Carleton's IQAP.

3.5. The Quality Assurance Process **(QAF 2.1)**

3.5.1. Once the Office of the Vice-Provost (AVPA) is satisfied that the Brief is complete and compliant, once the Brief has been approved by the relevant Dean(s) and Faculty Board(s) at Carleton or the Academic Council of Dominican University College, the Office of the Vice-Provost (AVPA) will:

3.5.1.1. Prioritize the list of external academic reviewers and, if appropriate, external professional reviewers nominated by the program in Volume III of the Brief to become members of the review committee. The criteria in terms of which the reviewers are prioritized is contained in section 9 of this IQAP **(QAF 2.2.1);**

3.5.1.2. Make the necessary arrangements for the site visit;

3.5.1.3. Forward the necessary documentation to the review committee, including the Volume I (New Program Proposal) and the Volume II (All Relevant Faculty CVs) **(QAF 2.2.1)**.

3.5.2. External Evaluation (Site Visit)

3.5.2.1. The review committee, made up of at least two external academic reviewers, will normally also include an internal reviewer. The Vice-Provost (AVPA) will recommend an internal reviewer to be part of the review committee. (if applicable). The role of the internal reviewer is described in Section 9 **(QAF 2.2.1)**.

3.5.2.1.1. The external reviews of doctoral New Program Proposals must include an on-site visit (QAF 2.2.1).

3.5.2.1.2. The external review of new undergraduate and master's Program Proposals will normally include an on-site visit; however, an alternative method of external review (e.gs. desk review, virtual visit) may be acceptable if:

3.5.2.1.2.1. The external reviewers are satisfied that an off-site method is acceptable; and

3.5.2.1.2.2. A clear justification for the alternative method is provided by the Provost (or delegate) **(QAF 2.2.1).**

3.5.2.2. The site visit will be arranged by the Office of the Vice-Provost (AVPA) in consultation with the academic unit or program lead(s) and relevant Faculty Dean(s) in the case of Carleton University and in consultation with the relevant Faculty at Dominican University College. The Office of the Vice-Provost (AVPA) will ensure that proper arrangements have been made for consultation with faculty, students, staff, senior administrators, and, where appropriate, representatives of employers and professional associations;

3.5.2.3. In the case of Carleton University, individual meetings will normally be established with the Provost and Vice-President (Academic), the Vice-Provost (AVPA), the Faculty Dean(s) or their designate(s) (including at the graduate level, Graduate Studies), the chair or equivalent of the academic unit or the program lead(s), the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate;

3.5.2.4. In the case of Dominican University College, individual meetings will normally be established with the Vice-President Academic Affairs, the Faculty Dean, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate, as well as with Carleton University's Vice-Provost (AVPA);

3.5.2.5. In the case of professional programs, meetings will normally be established with relevant professionals or employers in the field, and professional associations as appropriate;

3.5.2.6. Meetings of a more collective character will normally be arranged with faculty whom it is intended will teach in the program and are available. Where appropriate, meetings may also be arranged with representative groups of graduate and undergraduate students in cognate programs– such meetings will be exclusive to the students.

3.5.3. The review committee will prepare its report according to the generic and program-specific instructions it has received from the Office of the Vice-Provost (AVPA) (see Section 9: 'Review Committee') – the report will be submitted to the Office of the Vice-Provost (AVPA) within one month of the site visit **(QAF2.2.2)**;

3.5.4. When received, the Office of the Vice-Provost (AVPA) will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the Vice-Provost (AVPA) determines that the report is in any way deficient, the Office of the Vice-Provost (AVPA) will communicate with the review committee to rectify the situation **(QAF 2.2)**.

3.5.5. When the Office of the Vice-Provost (AVPA) is satisfied that the report is complete, the report will be forwarded to the Faculty Dean(s) and the academic unit or program lead(s), either at Carleton University or Dominican University College, for separate responses. A covering memorandum and template containing the report will list all the issues, concerns and recommendations raised in the report to which the Dean(s) and the academic unit or program lead(s) will need to respond, separately. In the case of a single-department Faculty where the

Dean is essentially the head of the academic unit, only one response will be required **(QAF 2.3.1).**

3.5.5.1. The responses should:

3.5.5.1.1. Address all the issues, concerns and recommendations contained in the report.

3.5.5.1.2. Respond to each of these issues, concerns or recommendations. There may be issues, concerns and recommendations that the unit or program lead(s) do not wish to act on; however, a response to all those items is required, including the reasons why the unit or program lead(s) and Dean(s) feel it is not appropriate to act on them.

3.5.6. The responses are forwarded to the Office of Vice-Provost (AVPA) together with an amended version of the self-study that reflects the undertakings given in the responses regarding the issues, concerns and recommendations contained in the review committee's report **(QAF 2.3.1)**.

3.5.7. The Office of the Vice-Provost (AVPA) will assign the documents to one of its members or another invited senior faculty member for a detailed review. This individual will be known as 'the discussant' or 'guest discussant' depending upon whether or not they are a member of SQAPC. The discussant will be at arm's length from the academic unit or program lead(s) proposing the program.

3.5.7.1. The report, the responses and the amended self-study are forwarded to SQAPC and the discussant, who prepares a recommendation report. This recommendation report will comment on the issues, concerns, and recommendations contained in the review committee's report, the response to this report, and the manner in which the undertakings made in the response are reflected in the amended self-study. The discussant's recommendation report will recommend one of three outcomes:

1. *Recommended to commence;*
2. *Recommended to commence with report;*
3. *Not recommended to commence.*

3.5.8. The discussant's recommendation report and supporting documentation will be considered by SQAPC, which will decide on one of these three outcomes **(QAF 2.4)**. SQAPC will authorize a final memo to the unit. The memo will be prepared by the Vice-Provost (AVPA) and will contain the outcome decided by SQAPC, either:

1. *Recommended to commence;*
2. *Recommended to commence with report;*
3. *Not recommended to commence.*

3.5.8.1. In the case of (2), a report on certain issues will be required by SQAPC two to three years after the program commences.

3.5.9. The Office of the Vice-Provost (AVPA) will forward a final memo to the Dean(s) and the academic unit or program lead(s).

3.5.10. In the case of outcomes (2) and (3), an opportunity will be provided for an appeal by the Dean(s) and/or the academic unit or program lead(s) either at Carleton University or Dominican University College as appropriate. The grounds for the appeal may be either to do with process or substance, and the Dean(s) and/or academic unit or program lead(s) will be provided with an opportunity to meet with SQAPC to discuss these grounds.

3.5.10.1. In the case of Carleton University, if the Dean(s) and/or academic unit or program lead(s) do not accept the outcome of the appeal to SQAPC, they may appeal to the Senate Quality Assurance Appeals Committee, whose decision is final and binding;

3.5.10.2. In the case of appeals from Dominican University College with respect to an appeal of a decision from SQAPC, Carleton University's Senate Quality Assurance Appeals Committee will consult with the Vice President Academic Affairs at Dominican University College in reaching a decision.

3.5.10.3. In the case of such appeals, the outcome will be recorded in a subsequent memo, including any change of outcome to the quality assurance process.

3.6. The Role of Senate Committee on Curriculum, Admissions, and Studies Policy (SCCASP) and Senate **(QAF 2.5)**

3.6.1. In all cases, the Office of the Vice-Provost (AVPA) will forward the calendar language to SCCASP for approval. If SCCASP feels that it cannot approve the calendar language, it will return it to the academic unit or program lead(s) with an explanation of why approval is not possible. The academic unit or program lead(s) will review the calendar language and make the appropriate revisions.

3.6.2. In the case of undergraduate programs only, where SCCASP is responsible for making a recommendation to Senate on the issues of admission and academic regulations, the Office of the Vice-Provost (AVPA) will forward the amended self-study to SCCASP. If SCCASP feels that it cannot make such a recommendation, it will forward the self-study to SQAPC with an explanation of why it cannot make such a recommendation. SQAPC will consider this explanation and consider, as appropriate, its decisions and the reasons for them in concluding the quality assurance process.

3.6.3. The Office of the Vice-Provost (AVPA) will forward the required documentation to SQAPC for SQAPC to consider making a recommendation to Senate for approval. If SQAPC feels that it cannot make such a recommendation, it will return the documentation to the Dean(s) and program lead(s) with an explanation of why it cannot make such a recommendation. SQAPC will consider an explanation from the Dean(s) and reconsider, as appropriate, its decision and the reasons for them in concluding the quality assurance process.

3.6.4. Senate will consider a favourable recommendation from SQAPC, or a favourable joint recommendation from SQAPC and SCCASP in the case of undergraduate programs, and decide whether or not to approve the new program. If Senate decides that it cannot approve the proposed program, it will be returned to SQAPC with an explanation of why it cannot make such an approval. SQAPC will consider this explanation and reconsider, as appropriate, its original recommendation.

3.6.4.1. In the case of Carleton University, approval by Senate constitutes approval of the new program and ratification of the outcome of the quality assurance process;

3.6.4.2. In the case of Dominican University College, approval by Carleton University's Senate constitutes ratification of the outcome of the quality assurance process only.

3.7. Concluding Steps

3.7.1. In the case of Carleton University, following approval by Senate, the Office of the Vice-Provost (AVPA) will forward the required documentation (including the New Program Proposal) to the Quality Council Secretariat with a request that the program be approved to commence; in the case of Dominican University College, following ratification by Senate, the Office of the Vice-Provost (AVPA) will forward the required documentation (including the New Program Proposal) to the Quality Council with a request that the program be approved to commence **(QAF 2.5)**. In both cases, the supporting documentation will contain a covering memorandum which indicates, among other things, whether or not the proposed program is cost- recovery.

3.7.1.1. Following submission to the Quality Council, Carleton University (with the approval of the Provost) or Dominican University College (with the approval of the Vice-President Academic Affairs) as appropriate may announce its intention to offer the program. It will be clearly indicated that approval is pending and no offers of admission will be made until the program is approved by the Quality Council: 'Prospective students are advised that the program is still subject to formal approval. (**QAF 2.7)**.

3.7.1.2. In the case of Carleton University, following approval by Senate and the Quality Council, the Office of the Vice-Provost (AVPA) will report the approval to the Board of Governors (for information); In the case of Dominican University College, following ratification by Senate and the Quality Council, the Office of the Vice-Provost (AVPA) will report to the Board of Governors at Dominican University College (for information);

3.7.1.3. Upon approval to commence, the program will begin within 36 months of the date of approval; otherwise approval will lapse **(QAF 2.9.1, QAF 5.1.1)**;

3.7.1.4. The first cyclical program review of any new program will be conducted no more than eight years after the date of the program's initial enrolment **(QAF 2.9.3)**;

3.7.1.5. If it becomes necessary to undertake a cyclical program review of a new program within three years in order to align it with other programs, an expedited process will be used to undertake the cyclical review of the new program

3.7.1.6. A chart is attached as appendix 2a that represents visually the above steps for new program approval at Carleton University. A chart is attached as appendix 2b that represents visually the above steps for Dominican University College.

3.7.2 Upon receipt of a new program proposal the Quality Council makes one the following decisions **(QAF 2.6.2, QAF 2.6.3):**

a) Approved to commence;
b) Approved to commence with report;
c) Deferred for up to one year, affording the institution an opportunity to amend and resubmit its New Program Proposal; or
d) The program proposal is declined

3.7.2.1 Should a report be required the Office of the Vice-Prost (AVPA) will receive and review all reports prepared by the unit prior to submission to the Quality Council for decision.

3.7.2.2 Any appeals to the Quality Council will be made by the Office of the Vice-Provost (AVPA) for decision.

3.7.2.3 Should a program proposal or appeal be declined by the Quality Council the Office of the Vice-Provost (AVAP) will consult with the academic unit(s) and Dean(s) involved to determine how to proceed. In all cases, resubmission will take place approximately one year following the Quality Council's original or appeal decision.

3.8. Evaluation Criteria for New Program Approval **(QAF 2.1.2)**

3.8.1. Program Objectives

3.8.1.1. Clarity of the program's objectives **(QAF 2.1.2.1.a)**;

3.8.1.2. Appropriateness of degree nomenclature given the program's objectives **(QAF 2.1.2.1.b)**; and

3.8.1.3. Consistency of the program's objective with the institution's mission and academic plans

3.8.2. Program Requirements

3.8.2.1. Appropriateness of the program's structure and the requirements to meet its objectives and program-level program learning outcomes **(QAF 2.1.2.2.a)**;

3.8.2.2. Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting Carleton's undergraduate or graduate Degree Level Expectations **(QAF 2.1.2.2.b)**;

3.8.2.3. Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes **(QAF 2.1.2.2.c)**;

3.8.2.4. Ways in which the curriculum addresses the current state of the discipline or area of study **(QAF 2.1.2.2.d)**;

3.8.2.5. Identification of any unique curriculum or program innovations or creative components, or significant high impact practices **(QAF 2.1.1)**;

3.8.2.6. Do the program's intellectual profile and learning outcomes match the teaching and research strengths of the academic unit(s)?

3.8.3. Program Requirements for Graduate Programs Only

3.8.3.1. Clear rationale for program length that ensures that students can complete the the program-level learning outcomes and requirements within the proposed time **(QAF 2.1.2.3.b)**;

3.8.3.2. 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 **(QAF 2.1.2.3.b);** and

3.8.3.3. For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion **(QAF 2.1.2.3.c)**;

3.8.4. Assessment of Teaching and Learning

3.8.4.1. Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations **(QAF 2.1.2.4.a);** and

3.8.4.2. Appropriateness of the plans to monitor and assess:

i. The overall quality of the program;
ii. Whether the program is achieving in practice its proposed objectives;
iii. Whether its students are achieving the program-level learning outcomes; and
iv. How the resulting information will be documented and subsequently used to inform continuous program improvement **(QAF 2.1.2.4.b).**

3.8.4.3. Is there a clear indication of essential requirements?

3.8.5. Admission Requirements (QAF 2.1.2.5)

3.8.5.1 Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes **(QAF 2.1.2.5.a);** and

3.8.5.2 Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience **(QAF 2.1.2.5.b)**

3.8.6 Resources (QAF 2.1.2.6)

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

3.8.6.1 Participation of a sufficient number and quality of core faculty who are

competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment **(QAF 2.1.2.6.a);**

3.8.6.2 If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience **(QAF 2.1.2.6.b);**

3.8.6.3 If required, provision of supervision of experiential learning opportunities **(QAF 2.1.2.6.c);**

3.8.6.4 Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university **(QAF 2.1.2.6.d);**

3.8.6.5 Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access **(QAF 2.1.2.6.e);** and

3.8.6.6 If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation **(QAF 2.1.2.6.f).**

3.8.7 Resources for graduate programs only (QAF 2.1.2.7)

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

3.8.7.1 Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate **(QAF 2.1.2.7.a)**;

3.8.7.2 Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students **(QAF 2.1.2.7.b)**; and

3.8.7.3 Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty **(QAF 2.1.2.7.c).**

3.8.8 Quality and other indicators (QAF 2.1.2.8)

3.8.8.1 Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring) **(QAF 2.1.2.8.a);** and

3.8.8.2 Any other evidence that the program and faculty will ensure the intellectual quality of the student experience **(QAF 2.1.2.8.b).**

3.9. Steps to Monitor New Programs **(QAF 2.9.2)**

3.9.1. At the end of the second academic year after the program has commenced, new programs will be monitored on deviations from the planned implementation and unexpected challenges or issues encountered, in the case of Carleton University, by the Vice-Provost (AVPA) and, in the case of the Dominican University College, by the Vice President Academic Affairs. A template for monitoring will be provided to the academic unit by the Office of the Vice-Provost (AVPA) (QAF 2.9.2).

3.9.2. A succinct report based on this monitoring will be filed by the unit with the Office of the Vice-Provost (AVPA) and forwarded to SQAPC. SQAPC may require a Carleton University academic unit to make modifications and file a report on these modifications after a two- or three-year period. In consultation with the Vice- President Academic Affairs, SQAPC may require a Dominican University College Faculty to make modifications and file a report on these modifications after a two- or three-year period.

3.9.3. The monitoring report will carefully evaluate the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved, as well as any changes that have occurred in the interim, including in response to any Note(s) from the Appraisal Committee (QAF 2.9.3).

3.9.3.1. The outcomes of monitoring report and any additional areas are to be considered in the first cyclical review of the new program (QAF 2.9.3).

3.9.3.2. This process of monitoring will be in addition to any report requested by SQAPC as part of its recommendation that the program be approved to commence. In cases where the Quality Council requires a report as part of its approval to commence (or seconds such a recommendation from SQAPC), the Office of the Vice-Provost (AVPA)will vet the appropriateness of the report before it is forwarded to the Quality Council.

4. Protocol for Expedited Approvals

In the instance of joint graduate programs between Carleton University and Ottawa University, the process is subject to the joint procedural documentation approved by both institutions and the QAF (guide, section 5).

4.1. The expedited process is required for the approval of new for-credit graduate diplomas (Type 2 and 3) and, if a unit wishes, a new field in a graduate program. This process is the same as for new programs, except that an external review committee will not be used and, as a consequence, no response to an external review committee report will be required. The decision of SQAPC will be based solely on the submission of volumes I and II of the Program Proposal. However, SQAPC may require a written response to questions and concerns it has from the Faculty Dean(s) and the academic unit (QAF 3.0)

4.1.1. A new standalone degree program arising from a long-standing field in a master's or doctoral program is also subject to expedited approval, provided that the field has undergone at least two Cyclical Program Reviews and has at least two graduating cohorts (QAF 3.0).

4.2. The criteria for approval are the same as for a new program approval including: degree level expectations, program-level learning outcomes, admissions, structure, program content, mode of delivery, assessment of teaching and learning, resources, and quality and other indicators. New Program Proposals developed for the expedited approval process should ensure, as stipulated in section, that the information provided therein is sufficient to ensure that all the criteria for the evaluation of new programs contained in section 3.8 are adequately covered.

4.2.1. The Appraisal Committee will review the New Program Proposal will make one of the following decisions:

a) Approved to Commence
b) Approved to Commence, with Report9; or
c) Not Approved (QAF 3.2)

4.3. New for-credit graduate diplomas will be monitored in the same fashion as a new program.

4.4. The establishment of a new or additional field (or the deletion of a field) in a graduate program does not require the approval of the Quality Council unless the academic unit in question wishes to state on its website that the new or additional field has been approved by the Quality Council. In this case, the proposal to establish a new or additional field is subject to an expedited approval process (QAF 3.0). The decision as to whether or not to seek this endorsement is that of the academic unit in question. Advice in making this decision may be sought from the Vice-Provost (AVPA) and Graduate Studies. If the academic unit does not seek Quality Council approval, the proposal for a new field will be treated as a major modification and follow the major modification process.

4.5. Programs created or modified through the Protocol for Expedited Approvals are not normally selected for the institution's Cyclical Audit

5. Protocol for Major Modifications (QAF Section 4)

5.1. Objectives for Major Modifications **(QAF Section 4, "Introduction and Scope")**

Major modifications to academic programs at Carleton are typically undertaken to:

- Implement the outcomes of a cyclical program review;
- Reflect the ongoing evolution of the discipline;
- Accommodate new developments in a particular field;
- Facilitate improvements in teaching and learning strategies;
- Respond to the changing needs of students, society, and industry; and/or
- Respond to improvements in technology.

5.2. As such, major modifications provide an opportunity for continuous program improvement, improving the student experience, and staying current with the discipline (QAF Section 4, "Introduction and Scope")

5.3. Scope

Normally, the Vice-Provost (AVPA) will determine if the degree of change that is being proposed constitutes a major modification or new program; however the Council has final authority over

this determination. Should the Council decide the major modification constitutes a new program, the Protocol for New Programs Approvals must be followed **(QAF Section 4, "Introduction and Scope" & 'Process')**.

5.3.1. Major modifications typically include, but are not limited to, one or more of the following:

5.3.1.1. Requirements that differ significantly from those existing at the time of the previous cyclical program review;

5.3.1.2. Significant changes to the program-level learning outcomes that do not, however, meet the threshold of a new program;

5.3.1.3. Significant changes to the program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus and/or online / hybrid delivery – see below);

5.3.1.4. Change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or

5.3.1.5. Addition of a single new field to an existing graduate program. Note that universities are not required to declare fields for either master's or doctoral programs. Note also that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol (see Guidance) **(QAF Section 4 'Introduction and Scope')**.

5.3.2. Definition of "Significant Change" (QAF Section 4 'Process')

5.3.2.1. The Vice-Provost (AVPA) will have the authority to determine whether a proposed change constitutes a significant change and hence a major modification to an existing program, or is a minor modification or new program. A significant change will normally comprise of a significant proportion of the program (normally 33% or greater).

5.4. Steps for the Approval of Major Modifications (QAF Section 4, 'Process')

In the instance of major modifications to joint graduate programs between Carleton University and Ottawa University, the process is subject to the joint procedural documentation approved by both institutions and the QAF (guide, section 5).

5.4.1. <u>The Responsible Bodies at Carleton</u>

In the case of Carleton University, there are three sets of university bodies responsible for the approval of major modifications to existing programs:

5.4.1.1. The Office of the Vice-Provost (AVPA) is concerned with matters of compliance and quality assurance.

5.4.1.2. Departments, institutes, Schools, Faculty Boards, Deans, Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP), Senate Quality Assurance and Planning Committee (SQAPC) and Senate. These bodies are concerned with the approval of academic programs in terms of the academic merit of those programs. Senate approves or otherwise makes recommendations concerning major modifications coming from SQAPC.

5.4.1.3. Carleton University's Vice-Presidents' Academic and Research Council (VPARC) and the Carleton University Provost Budget Working Group (PBWG). These bodies are concerned with approval in terms of strategic priorities and budget.

5.4.1.3..1. The membership of VPARC and PBWG was set out under 3.1.3.1. and 3.1.3.2.

5.4.2. The Responsible Bodies at Dominican University College

In the case of Dominican University College, there are three sets of bodies responsible for the approval of major modifications to existing programs:

5.4.2.1. Carleton's Office of the Vice-Provost (AVPA) is concerned with matters of compliance and quality assurance.

5.4.2.2. Faculties, Faculty Council and the Academic Council of Dominican University College. These bodies are concerned only with the approval of academic programs in terms of the academic merit of those programs.

5.4.2.3. Carleton's SQAPC and Carleton's Senate. These bodies are concerned with the approval of academic programs in terms of the academic merit of those programs.

5.5. The Documentation

5.5.1. The scope of the documentation required for a major modification can vary according to the scope of the modification. Some major modifications are substantial, while others can be relatively modest. In order to accommodate this variation, two process tracks have been established: Track A, requiring an Executive Summary and Business Plan as well as the proposed calendar language for all major modifications; Track B, where required information is provided only with the proposed calendar language (unless a business plan is required). Even within these alternative tracks, the amount and character of information required can vary according to the major modification in question. This being the case, the Office of the Vice-Provost (AVPA) provides assistance in the preparation of the required documentation. For these reasons, it is strongly recommended that, at the outset, advice on the documentation required is sought from the Office of the Vice-Provost (AVPA).

5.5.1.1. The following are normally categorized as 'Track A' major modifications: the creation of a new collaborative specialization; the introduction of a new degree pathway; the merger of two or more programs; the introduction of a concentration; the introduction of an undergraduate nested or standalone minor; new bridging options for college diploma graduates; major changes to courses comprising a significant proportion of the program (33% or greater); a change in the language of program delivery; the establishment of an existing degree program at another institution or location; the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa; the change of program name or degree of an existing program or degree. All other major modifications are normally categorized as 'Track B'

modifications **(QAF Section 4, 'Process')**.

5.5.1.2. Track A – Executive Summary and Business Plan
Track A modifications require an executive summary of the proposed modification, including the effect of the proposed modification on the program and its students; this document should address:

5.5.1.2..1. The character and substance of the modification, including the impact on the program's learning outcomes **(QAF Section 4, 'Process')**;

5.5.1.2..2. The rationale for the proposed modification, including the alignment with the program-level learning outcomes of the program **(QAF Section 4, 'Process')**;

5.5.1.2..3. The effect of the modification on the existing program, including the effect on prospective and continuing students including, if appropriate, a transition plan (at Carleton advice should be sought from the Offices of the University Registrar or Graduate Registrar as appropriate) **(QAF Section 4, 'Process')**;

5.5.1.2..4. The fit of the proposed modification with, as appropriate, Carleton's strategic and academic plans or Dominican University College's mission and strategic and academic plans;

5.5.1.2..5. The manner in which the proposed modification serves the appropriateness of the program in relation to the current international and national profile of the discipline or interdisciplinary area as appropriate;

5.5.1.2..6. The manner in which the proposed modification serves the distinctiveness of the program in comparison to comparable programs in Ontario and nationally as appropriate;

5.5.1.2..7. The impact on other programs, other academic units and the library;

5.5.1.2..8. Student demand for the proposed modification, as evidenced by input from current students and recent alumni **(QAF Section 4, 'Process')**;

5.5.1.2..9. That graduates will be equipped on graduation for an appropriate career;

5.5.1.2..10. The resources required to implement the major modification if additional resources are necessary, this information to be conveyed by means of a business plan

5.5.1.3. Track B

In instances where an executive summary is not required, a rationale addressing the following, as appropriate, will be prepared:

5.5.1.3..1. The character and substance of the modification, including the impact on the program's learning outcomes;

5.5.1.3..2. The rationale for the proposed modification, including the alignment with the program-level learning outcomes of the program **(QAF Section 4, 'Process')**.

5.5.1.3..3. The effect of the modification on the existing program, including the effect on prospective and continuing students including a transition plan if appropriate (at Carleton, advice should be sought from the Offices of the University Registrar or Graduate Registrar as appropriate) **(QAF Section 4, 'Process')**;

5.5.1.3..4. Its impact on existing programs, departments and Faculties and library;

5.5.1.3..5. Student demand for the proposed modification if a new field or option is proposed, as evidenced by input from current students and recent alumni **(QAF Section 4, 'Process')**;

5.5.1.3..6. The resources required to implement the major modification; if additional resources are necessary and cannot be covered by the relevant Dean(s) or University Librarian, this information is to be conveyed by means of a business plan.

5.5.1.4 Criteria when changing the model of delivery **(QAF Section 4, 'Process')**
The executive summary (Track A modifications) or rationale (Track B changes) for modifications that include a change to the mode of delivery of a program from in-person to online for all or a significant portion of a program will also address:

5.5.1.4.1 Maintenance of and/or changes to the program objectives and program-level learning outcomes;

5.5.1.4.2 Adequacy of the technological platform and tools;

5.5.1.4.3 Sufficiency of support services and training for teaching staff;

5.5.1.4.4 Sufficiency and type of support for students in the new learning environment; and

5.5.1.4.5 Access.

5.6. The Initial Steps at Carleton University

5.6.1. The Role of VPARC
In the case of Carleton University, VPARC only considers the proposed major modification in the following five 'Track A' cases: 1) a change in the language of program delivery 2) the establishment of an existing degree program at another institution or location 3) the offering

of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa 4) the creation of a collaborative specialization 5) change of program name or degree of an existing program or degree No other proposed major modifications are considered by VPARC. In all other cases, the proposed major modification moves to the next step in the process. The steps to be followed if VPARC is to consider a major modification is as follows:

5.6.1.1 VPARC will be informed as soon as it becomes apparent that a major modification requiring VPARC's consideration is being proposed.

5.6.1.2 Any member of VPARC can ask for this initiative to be placed on the agenda of the next VPARC meeting for initial discussion.

5.6.1.3 If such a request is not forthcoming or following the above discussion at VPARC (if satisfactory), the proposal will proceed to the Executive Summary stage.

5.6.1.4 The Executive Summary Stage

5.6.1.4.1 The Executive Summary is reviewed by the Vice-Provost (AVPA) and the relevant Dean(s).

5.6.1.4.2 Following satisfactory review, the Executive Summary is submitted to VPARC for approval. If the modification requires new resources, it is placed on the agenda as new academic business and otherwise the modification is placed on the agenda for information only under the consent agenda.

5.6.1.4.3 If a member of VPARC removes this information item from the consent agenda for discussion, and If VPARC has significant concerns with the proposed modification, it can suspend approval until the concerns have been addressed to its satisfaction or a decision has been taken not to proceed any further with the proposed modification.

5.6.1.4.4 The outcome of VPARC deliberations is reported by the Office of the Vice-Provost (AVPA) to the program lead(s).

5.6.2. The Role of PBWG

5.6.2.1. If additional resources are required for any major modification and cannot be covered by the relevant Dean(s) or the University Librarian, the modification is considered by PBWG for a decision on whether or not such resources will be approved.

5.6.2.2. The outcome of PBWG's deliberations is reported by the Office of the Provost to the relevant Deans, and the Office of the Vice-Provost (AVPA).

5.6.3. The Role of Faculty Boards

5.6.3.1. If PBWG approves additional resources for the modification, or if there is no need to refer the proposal to PBWG because the proposed modification does not require additional resources or requires additional resource that can be covered by the relevant Dean(s) or University Librarian, the academic unit (department/school/institute) may submit the documentation to the appropriate Faculty Board(s) for consideration.

5.6.3.2. Faculty Boards customarily have a program or curriculum committee that will examine the relevant documentation. These committees may require or suggest changes before recommending the modification to the Faculty Board(s) for approval.

5.6.3.3. With Faculty Board(s) approval (including dates of approval), the documentation is forwarded to the Office of the Vice-Provost (AVPA) for consideration by SQAPC.

5.7. The Initial Steps at Dominican University College

5.7.1. In the case of Dominican University College, the relevant Faculty Council forwards the required documentation to Carleton University's Office of the Vice-Provost (AVPA) for onward transmission to SQAPC.

5.8. The Role of Senate Committee on Curriculum, Admissions, and Studies Policy (SCCASP)

5.8.1. In the case of Carleton, the proposal, together with the calendar language is forwarded to the SCCASP for their consideration.

5.8.2. SCCASP considers the proposal and accompanying documentation. They may consult with the academic unit before sending their recommendations to Senate in co-ordination with SQAPC.

5.9. The Role of SQAPC

5.9.1. SQAPC will consider the documentation on major modifications it receives from Carleton University and Dominican University College and determine whether there are questions and concerns that should be raised with the appropriate bodies (academic units or Faculties).

5.9.2. The criteria for evaluation are drawn, as appropriate, from those for new program approval.

5.9.3. In the case of Dominican University College, the proposal, together with SQAPC's questions and concerns, are forwarded to the Vice-President Academic Affairs at Dominican University College.

5.9.3.1. The Vice-President forwards the proposal and SQAPC's recommendations to the Academic Council for its consideration.

5.9.3.2. The Academic Council considers the proposal and accompanying documentation. It may consult with the relevant Faculty before sending its recommendations via the Vice-President Academic Affairs to SQAPC – the proposal together with these recommendations as forwarded to SQAPC constitute approval of the major modification

by Dominican University College.

5.10. The Role of Senate

5.10.1. In the case of Dominican University College, once SQAPC has agreed to the Academic Council's recommendations, SQAPC forwards those recommendations to Senate for information.

5.10.2. In the case of Carleton, Senate approval signals both approval of the major modification and ratification of the outcome of the quality assurance process;

5.10.3. In the case of Dominican University College, Senate ratifies the outcome of the quality assurance process only.

5.11. Concluding Steps

5.11.1. Major modifications (including all program closures) approved or ratified by Senate as appropriate are reported by Carleton University to the Quality Council annually in July **(QAF Section 4 'Outcomes'; QAF 4.3)**.

5.11.2. A chart is attached as appendix 3a that represents visually the above steps for major modification for Carleton University.

5.11.3. A chart is attached as appendix 3b that represents visually the steps for Dominican University College.

6. Minor Modifications

6.1. Changes to programs that do not rise to the level of Major Modifications, such as changes to existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); and laddering, stacking or similar options, or comparable elements are considered Minor Modifications. The approvals process for minor modifications will follow the Carleton University protocols as set out in appendix 4a and the Dominican University College protocols as set out in appendix 4b (QAF 4.1).

7. Cyclical Program Review

Introduction

The cyclical program review provides the opportunity for academic units to take a reflective and self-critical view of the programs offered. The review process is intended to highlight program strengths and weaknesses so that a clear plan for program-improvement (the Final Assessment Report) can be developed and implemented **(QAF Section 5 'Objectives' & 'Outcomes').**

Existing undergraduate and graduate programs will normally be reviewed concurrently using the same process (with some components of the process specific to either graduate or undergraduate programs) and the same review committee. In this case, where possible, one external reviewer will be chosen for their experience and expertise in undergraduate education, and the other reviewer will be chosen for their experience and expertise in graduate education. It is felt that concurrent reviews are advantageous in that it is, on the whole, the same faculty who teach both undergraduate and graduate students and, on the

whole, the same sets of resources that support both undergraduate and graduate programs. Undergraduate and graduate programs are in a symbiotic relationship (for example, the majority of teaching assistants in undergraduate programs are graduate students). Decisions affecting one set of programs frequently affect the other **(QAF 5.1.1)**.

A major exception to this principle of concurrent reviews will be in the case of academic units that have joint graduate programs with partner universities. In these cases, the reviews of the unit's graduate and undergraduate programs will have to be separate. However, with the agreement of the partner universities, it may be possible for the graduate program and the two, separate undergraduate programs of the partner universities to be reviewed within a sufficiently concise time period to allow use of the same external reviewers. In the instance of joint graduate program between Carleton University and the University of Ottawa, the process is subject to the joint procedural documentation approved by both institutions and the QAF **(Section 5 'Scope'; QAF 5.1.1).**

In the case of units in which the doctoral program is a joint program with a partner university, but the master's program is not, the master's programs at both institutions may be reviewed concurrently with the review of the doctoral program. This process mirrors that previously in place under Ontario Council of Graduate Studies (OCGS) regulations **(QAF 5.1.1).**

Regardless of the "bundling" of program reviews, the quality of each academic program and the learning environment of the students in each program will be explicitly addressed in the self-study and the external reviewers' report(s) **(QAF 5.1.1).**

No more than eight years will elapse between cyclical program reviews of the same program. This schedule will apply to all program offerings, including those that are joint/inter-institutional, multi-disciplinary, interdisciplinary, at multiple sites and all modes of program delivery (QAF 5.1.2). The Office of the Vice-Provost (AVPA) will ensure that all relevant Dean(s) and Associate Dean(s) at Carleton University are kept informed of progress as the various steps of the Cyclical Program Review process are followed. By mutual agreement, the relevant Dean(s) and Associate Dean(s) are invited to all meetings involving the Office of the Vice-Provost (AVPA) and the academic unit **(QAF 5.1.1)**.

7.1. Authorities

7.1.1. The authorities and bodies responsible for the conduct of cyclical program reviews are the same as described in sections 1.1-1.4, and sections 3.1 and 3.2 of this IQAP.

7.2. Steps for Cyclical Program Review

7.2.1. The Vice-Provost (AVPA) initiates the scheduled review by sending a memo to the academic unit identifying the specific program or programs that will be reviewed and identifying, where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed **(QAF 5.1.2)**

7.2.2. In the case of Carleton University, the academic unit prepares the three-volume Brief: Volume I is the self-study, Volume II is the faculty curricula vitarum, Volume III is the list of proposed external reviewers, including additional members if required. Required documentation for the Brief is set out below in section 8: 'The Brief.' Particular attention should be paid to section

8.1.1, which stipulates that information provided in the Brief should be sufficient to ensure that all the criteria for the evaluation of existing programs as contained in section 7.3 are adequately covered for each program being reviewed. In the case of Dominican University College, the relevant Faculty prepares the three-volume Brief**.**

7.2.2.1. The self-study will address all 8 evaluation criteria listed in the QAF section 5.1.3.1:

1. Program objectives
2. Program Requirements
3. Program requirements for graduate programs only
4. Assessment of Teaching and Learning
5. Admission requirements
6. Resources
7. Resources for graduate programs only
8. Quality and other indicators

7.2.3. In preparation for this exercise, the following steps will normally be undertaken in consultation with the relevant academic unit and Dean(s):

7.2.3.1. The Office of the Vice- Provost (AVPA) will notify all academic units whose programs are scheduled for cyclical review and request a list of their review team members.

7.2.3.1..1. The academic unit preparing their self-study will establish a review team made up normally, of the departmental chair or director, the graduate and/or undergraduate supervisors as appropriate, graduate and/or undergraduate administrators as appropriate, and at least one graduate or undergraduate student as appropriate. These principles will be followed in the case of interdisciplinary programs. The review team may include additional members at the discretion of the academic unit. The review team need not necessarily be chaired by the unit Chair or Director. It must, however, be chaired by a faculty member from the unit. In all cases, the membership of the review team will require the agreement of the Vice-Provost (AVPA).

7.2.3.2. The Office of the Vice-Provost (AVPA) holds a workshop to clarify the bodies responsible for assembling the information required for the Brief, including the academic unit itself but including also, for example, the university's Office of Institutional Research and Planning (OIRP), and the Office for Research Initiatives and Services (CORIS). The Office of the Vice-Provost (AVPA) will, at this meeting, describe the cyclical review process, the benefits of the process, and the institutional bodies responsible for the collection, aggregation and distribution of data.

7.2.3.3. The Chair or Director of the academic unit will meet with representatives from the Office of the Vice-Provost (AVPA). At this meeting, the representatives from the Office of the Vice-Provost (AVPA) provide an introduction to the process, timelines

and the learning outcomes and learning outcomes assessment, which are fundamental to the conduct of the review.

7.2.3.4. Following the meeting described in 7.2.3.3., representatives from the Office of the Vice- Provost (AVPA) meet with the review team as identified by the Chair and Director. This meeting is not held until the review team has been established and agreed to by the Vice-Provost (AVPA). At this meeting, the representatives from the Office of the Vice-Provost (AVPA) discuss the learning outcomes and learning outcomes assessment process. Ongoing meetings will be conducted as needed to review/develop the learning outcomes and assessment plans.

7.2.3.5. Holding these meetings allows sufficient time for the review team, in consultation with members of the academic unit, to develop successful learning outcomes and assessment plans that are subscribed to by the entire unit. The establishment of successful learning outcomes is fundamental to developing the content of many sections of the self-study.

7.2.3.6. Following these meetings, the Office of the Vice-Provost (AVPA) will provide a template of the Volume I: Self-Study for the programs to be reviewed. Where applicable, this template will address each discrete program within one omnibus review (QAF 5.1.3).

7.2.4. The program's faculty, staff and students will be involved in the preparation of the self-study according to the template for their programs. The preparation may include: focus groups for faculty, staff and students, discussions involving stakeholders and the academic unit review team, as well as stakeholder review of the draft and the final self-study (QAF 5.1.3).

The self-study shall:

7.2.4.1. Include a description of how the self-study was written, including how the views of faculty, staff and students were obtained and considered? **(QAF 5.1.3.a)**;

7.2.4.2. Require the inclusion of the evaluation criteria and quality indicators identified section 7.3, for each discrete program being reviewed **(QAF 5.1.3.b)**;

7.2.4.3. Require that program-related data and measures of performance, including applicable provincial, national and professional standards (where available), with a notation of all relevant data sources, be addressed **(QAF 5.1.3.c)**;

7.2.4.4. Include a description of how concerns and recommendations raised in previous reviews have since been addressed, especially those detailed in the Final Assessment Report, Implementation Plan and subsequent monitoring reports from the previous Cyclical Review of the program **(QAF 5.1.3.d)**;

7.2.4.5. For the first Cyclical Review of a new program, identify the steps to be taken to address any issues or items flagged in the monitoring report for follow-up, and/or items identified for follow-up by the Quality Council **(QAF 5.1.3.e)**;

7.2.4.6. Identify any unique curriculum or program innovations, creative components, or significant high impact practices, where appropriate **(QAF 5.1.3.f)**;

7.2.4.7. Identify areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change **(QAF 5.1.3.g)**; and

7.2.4.8. Include an assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review **(QAF 5.1.3.h)**.

7.2.5. The self-study will be broad-based, reflective, forward-looking and include critical analysis of the program(s). Importantly, consideration should be given in the self-study to possible improvements for the program(s) **(QAF Section 5 'Objectives' QAF 5.1.3)**.

7.2.6. In the case of Carleton University, assistance in preparing the three-volume Brief will be provided by the Office of the Vice-Provost (AVPA), Faculty Dean(s) and Faculty Associate Dean(s).

7.2.7. In the case of Dominican University College, assistance in preparing the three-volume Brief will be provided by the Vice-President Academic Affairs. The Vice-President Academic Affairs may call upon Carleton University's Vice-Provost (AVPA) and Graduate Studies for advice.

7.2.8. The Brief is forwarded to the Office of the Vice-Provost (AVPA). This Office will ensure that the Brief and accompanying documentation is complete and compliant. Once satisfied that the Brief is complete and compliant, it will be forwarded to the Dean(s) for approval.

7.2.9. The Brief will be approved by the relevant Dean(s) and forwarded to the Office of the Vice-Provost (AVPA).

7.2.10. Once received the Office of the Vice-Provost (AVPA) will:

7.2.10.1. Prioritize the list of external academic reviewers and, if appropriate, external professional reviewers nominated by the program in Volume III of the Brief to become members of the review committee. The criteria in terms of which the reviewers are prioritized is contained in section 9 of this IQAP **(QAF 2.2.1);**

7.2.10.2. Make the necessary arrangements for the site visit;

7.2.10.3. Forward the necessary documentation to the review committee, which will include the Volume I (Self-study) and the Volume II (All Relevant Faculty CVs) (QAF 2.2.1).

7.2.11. External Evaluation

7.2.11.1. The Vice-Provost (AVPA) will confirm an internal reviewer to be part of the review committee. The role of the internal reviewer is described in Section 9 of this IQAP (QAF 5.2.1).

7.2.11.2. External reviews of PhD programs must incorporate an on-site visit (QAF 5.1.2).

7.2.11.3. External reviews of undergraduate programs must normally be conducted on-site; however, the Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that an off-site visit is acceptable (QAF 5.1.2).

7.2.11.4. External reviews of certain master's programs (e.g., professional master's programs and fully online programs) may be conducted by desk review, virtual site visit or an equivalent method if the Provost and the external reviewers are satisfied that the off-site option is acceptable. An on-site visit be required for all other master's programs (QAF 5.1.2).

7.2.11.5. In all cases, the Provost (or delegate) must provide clear justifications for the decision to use an off-site visit (QAF 5.1.2).

7.2.11.6. The site visit will be arranged by the Office of the Vice-Provost (AVPA) in consultation with the academic unit and the relevant Faculty Dean(s) in the case of Carleton University and in consultation with the relevant Faculty at Dominican University College. The Office of the Vice-Provost (AVPA) will ensure that proper arrangements have been made for consultation with faculty, students, staff, senior administrators and, where appropriate, representatives of employers and professional associations before approving the site visit itinerary **(QAF 5.2.1.d)**;

7.2.11.6..1. In the case of Carleton University, individual meetings will normally be established with the Provost and Vice-President (Academic), the Vice-Provost (AVPA), the relevant Faculty Dean(s) or designate(s), the chair or equivalent of the academic unit, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate;

7.2.11.6..2. In the case of Dominican University College, individual meetings will normally be established with the Vice-President Academic Affairs, the Faculty Dean, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator, as well as with Carleton University's Vice-Provost (AVPA);

7.2.11.6..3. Meetings of a more collective character will normally be arranged with faculty who are on the respective campus and available. Meetings will also be arranged with representative groups of graduate and undergraduate students – such meetings will be exclusive to the students

7.2.11.6..4. In the case of professional programs, meetings may be established with relevant professionals or employers in the field, and professional associations as appropriate

7.2.11.7. The review committee will prepare its report according to the generic and

program- specific instructions it has received from the Office of the Vice-Provost (AVPA) (see the section 9: 'The Review Committee') – the report will be submitted to the Office of the Vice-Provost (AVPA) within one month of the site visit **(QAF 5.2.1.a)**.

7.2.11.8. When received, the Office of the Vice-Provost (AVPA) will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the Vice-Provost (AVPA) determines that the report is in any way deficient, the Office of the Vice-Provost (AVPA) will communicate with the review committee to rectify the situation.

7.2.11.9. When the Office of the Vice-Provost (AVPA) is satisfied that the report is complete, the report will be forwarded to the Faculty Dean(s) and the academic unit, either at Carleton University or Dominican University College, for separate responses and an Implementation Plan **(QAF Section 5 'Outcomes', QAF 5.3.1)**. A covering memorandum and template containing the report will list all the issues, concerns and recommendations raised in the report to which the Dean(s) and the academic unit will need to respond.

7.2.11.10. The responses should **(QAF 5.3.1, QAF 5.3.2)**:

7.2.11.10..1. Address the concerns and recommendations contained in the report;

7.2.11.10..2. Respond to each of these concerns or recommendations. There may be issues, concerns and recommendations that the academic unit does not wish to act on; however, a response to all those items is required, including the reasons why the unit and Dean(s) feel it is not appropriate to act on them;

7.2.11.10..3. Prioritization of the recommendations selected for implementation;

7.2.11.10..4. Changes in organization, policy or governance necessary to implement such recommendations and plans;

7.2.11.10..5. The resources, financial or otherwise, that will be required to implement such recommendations and plans;

7.2.11.10..6. The group or individual responsible for providing resources needed to address the recommendations and plans;

7.2.11.10..7. The timeline for the implementation of such recommendations and plans;

7.2.11.10..8. The individuals responsible for the implementation of such recommendations and plans.

7.2.12. The responses are forwarded to the Office of Vice-Provost (AVPA).

7.2.12.1. The Office of the Vice-Provost (AVPA) will assign the documents to one of its

members or another invited senior faculty member for a detailed review. This individual will be known as 'the discussant' or 'guest discussant' depending upon whether or not they are a member of SQAPC. The discussant will be at arm's length from the academic unit or program lead(s) proposing the program.

7.2.13. The Brief, the report and responses are forwarded to the discussant, who prepares a recommendation report. This recommendation report will comment on the issues, concerns, and recommendations contained in the review committee's report, as well as the response to this report and implementation plan. The discussant's recommendation report will recommend one of three outcomes:

1. Good quality;
2. Conditional approval to continue;
3. Not approved to continue.

7.2.14. The discussant's recommendation report will be considered by SQAPC, which will decide on one of these outcomes. SQAPC will authorize a final assessment report and executive summary. The final assessment report and executive summary will be prepared by the Vice-Provost (AVPA) (QAF 5.3.1). The final assessment report will contain the outcome decided by SQAPC, either:

1. Good quality;
2. Conditional approval to continue; or
3. Not approved to continue.

7.2.15. The criteria for assigning the above three outcomes referred to in 7.2.13 and 7.2.14. are as follows:

7.2.15.1. Good quality will be assigned when SQAPC has no serious concerns about the quality of the program, when it is apparent that students are in receipt of a superior educational experience, and when the number and character of improvements recommended for the improvement of the program, while they may be significant, do not call into question the quality and/or viability of the program.

7.2.15.2. Conditional approval to continue will be assigned when SQAPC has serious concerns regarding the quality of the program that bring into question its quality and/or viability. The report required by SQAPC will list those issues that have to be addressed successfully if the program is to be re-categorized as being of good quality when the report is received by SQAPC.

7.2.15.3. Not approved to continue will be assigned when SQAPC has serious concerns regarding the quality and/or viability of the program that it does not feel can be addressed successfully.

7.2.16. In the case of outcome 1., SQAPC may require a report. This report may be with respect to any of the issues, concerns and recommendations contained in the report of the review committee, whether or not the academic unit has indicated that it will act on these in the response to the report, *or* with respect to possible plans and recommendations for program improvement contained in the self-study. In the case of outcome 2., a report is mandatory. If

a report is required, SQAPC will set a deadline for its submission (normally 12 months).

7.2.17. The outcome of the review will be communicated to the Faculty Dean(s) and the academic unit either at Carleton University or Dominican University College by the Office of the Vice-Provost (AVPA).

7.2.18. In the case of (2) and (3) under (7.2.13.), an opportunity will be provided for an appeal by the relevant Faculty Dean(s) and/or the academic unit. The grounds for the appeal may be either to do with process or substance, and the relevant Faculty Dean(s) and/or academic unit will be provided with an opportunity to meet with SQAPC to discuss these grounds;

7.2.18.1. If the relevant Faculty Dean(s) and/or academic unit do not accept the outcome of the appeal to SQAPC, they may appeal to the Senate Quality Assurance Appeals Committee, whose decision is final and binding; in the case of Dominican University College, the appeal will be lodged through the Vice-President Academic Affairs.

7.2.18.2. In the case of Dominican University College, Carleton University's Senate Quality Assurance Appeals Committee will consult with Dominican University College's Vice President Academic Affairs before arriving at a decision;

7.2.19. The relevant Faculty Dean(s) will, in consultation with the Provost, be responsible for providing any necessary additional resources required to implement the Implementation Plan. With the agreement of the Provost, the relevant Faculty Dean(s) and academic unit will be jointly responsible for acting on recommendations and plans contained in the Implementation Plan;

7.2.20. In the case of Dominican University College, Carleton University's Vice-Provost (AVPA) will consult with Dominican University College's Vice President Academic Affairs if any additional resources are required to implement the Implementation Plan;

7.2.21. If the Dean(s) and the unit cannot agree on the Implementation Plan, they will communicate to SQAPC the issues on which they can agree and those on which they cannot;

7.2.22. In the case of Carleton University, the chair of SQAPC, the Vice-Provost (AVPA), will in these circumstances attempt to broker an agreement to be reported to SQAPC.

7.2.23. In the case of Dominican University College, the Vice President Academic Affairs will be responsible for ensuring agreement on an Implementation Plan before communicating it to the Office of the Vice-Provost (AVPA) at Carleton University. The Dominican University College's Vice President Academic Affairs is free to consult with the Vice-Provost (AVPA) at Carleton University.

7.2.24. The Vice-Provost (AVPA) will author and SQAPC will authorize the final assessment report and executive summary. The final assessment report will contain the Implementation Plan and a final outcome with supporting documentation. The final assessment report will identify any significant strengths of the program; identify opportunities for program

improvement and enhancement; set out and prioritize the recommendations that are selected for implementation (if any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized, an explanation will be given); include recommendations that the unit, the Dean(s), and or the university may have identified as requiring action as a result of the review; may include a confidential section (where it is necessary to address personnel issues; and include an institutional Executive Summary, exclusive of any such confidential information, and suitable for publication on the web. **(QAF 5.3.2)**.

7.2.24.1. The final assessment report and the executive summary will be submitted to the Provost or delegate for consideration. The Provost is the institutional authority for approving the recommendations and plans in the final assessment report and its Implementation Plan;

7.2.24.2. In the case of Dominican University College, Carleton University's Provost or delegate will consult with Dominican University College's Vice President Academic Affairs, who may in turn report the outcome to Dominican University College's Academic Council for the purposes of consultation;

7.2.24.3. In the case of Carleton University, the final assessment report and the executive summary with supporting documentation will be forwarded to SQAPC for approval. Following approval by SQAPC, the final assessment report, executive summary and Implementation Plan will be forwarded to Senate for approval. The role of Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the final assessment report and executive summary are reasonable in terms of the documentation on which they are based **(QAF 5.4.1.a**

7.2.24.4. With Senate approval, and in the case of outcomes 1 and 3 only as indicated in 7.2.14, the final assessment report and executive summary are forwarded to the Faculty Dean(s), the academic unit, the Board of Governors and the Quality Council, and the executive summary and Implementation Plan will be posted on the Carleton University's website **(QAF 5.4.1.b)**.

7.2.24.5. In the case of Carleton University, outcome 2 only as indicated in 7.2.14, a memo is forwarded to the Faculty Dean(s) and the academic unit only. The academic unit and Dean(s) will be required to file a report within twelve months of SQAPC's decision. There is every expectation that receipt of the report by SQAPC will result in the outcome of the review being upgraded to good quality, in which case the steps indicated above appropriate to this outcome will be followed.

7.2.24.6. In the case of Dominican University College the final assessment report and the executive summary with supporting documentation will be forwarded to Senate for ratification; ratification will signal that Senate is satisfied that due process has been followed and that the conclusions and recommendations contained in the final assessment report and executive summary are reasonable in terms of the documentation on which they are based **(QAF 5.4.1.a)**.

7.2.24.7. In the case of Dominican University College, with Senate approval, and in the case of outcomes 1 and 3 only as indicated in 7.2.14, the final assessment report and executive summary are forwarded to the Faculty Dean and the Board of Governors at Dominican University College, and then to the Quality Council. The executive summary and Implementation Plan will be posted on Carleton University's website and the website of Dominican University College as appropriate **(QAF 5.4.1.b, QAF 5.4.2.a)**.

7.2.24.8. In the case of Dominican University College outcome 2 only as indicated in 7.2.14, a memo is forwarded to the Faculty Dean only. The Faculty Dean will be required to file a report within twelve months of SQAPC's decision. There is every expectation that receipt of the report by SQAPC will result in the outcome of the review being upgraded to good quality, in which case the steps indicated above appropriate to this outcome will be followed.

7.2.25. The approved Final Assessment Report (excluding all confidential information, as appropriate), Executive Summary and Implementation Plan will be provided to the unit to "own" and act on, as appropriate (QAF 5.4.1).

7.2.26. A chart is attached as appendix 5a that represents visually the above steps for Carleton University. A chart is attached as appendix 5b that represent visually the above steps for Dominican University College.

7.3. Evaluation Criteria for Cyclical Program Review **(QAF 5.1.3.1)**

7.3.1. Program Objectives

7.3.1.1. Program is consistent with the institution's mission and academic plans **(QAF 5.1.3.1.a)**

7.3.2. Program Requirements

7.3.2.1. Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes **(QAF 5.1.3.1.2.a)**

7.3.2.2. Appropriateness of the program's structure, requirements, and program-level learning outcomes to meet Carleton's own undergraduate or graduate Degree Level Expectations **(QAF 5.1.3.1.2.b).**

7.3.2.3. Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes **(QAF 5.1.3.1.2.c)**

7.3.2.4. Ways in which the curriculum addresses the current state of the discipline or area of study **(QAF 5.1.3.1.d).**

7.3.3. **Program requirements for graduate programs only**

7.3.3.1. Clear rationale for program length that ensures that students can complete the

program-level learning outcomes with the time required. **(QAF 5.1.3.1.3.a)**

7.3.3.2. 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 **(QAF 5.1.3.1.3.b**)

7.3.3.3. For research-focused programs, clear indication of the nature and suitability of the major research requirements for degree completion **(QAF 5.1.3.1.3.c)**

7.3.4. **Assessment of Teaching and Learning**

7.3.4.1. Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations **(QAF 5.1.3.1.4.a)**

7.3.4.2. Appropriateness and effectiveness of the plans to monitor and assess:

- The overall quality of the program
- Whether the program continues to achieve in practice its objectives
- Whether its students are achieving the program-level learning outcomes
- How the resulting information will be documented and subsequently used to inform continuous program improvement **(QAF 5.1.3.1.4.b)**

7.3.5. Admission Requirements

7.3.5.1. Appropriateness of the program's admissions requirements given the program's objectives and the program-level learning outcomes **(QAF 5.1.3.1.5.a)**

7.3.5.2. Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios along with how the program recognizes prior work or learning experience (**QAF 5.1.3.1.5.b)**

7.3.6. Resources (QAF 5.1.3.1.6)

Consideration of the following points is to be given with consideration to the program's class sizes and cohorts, as well as its program-level learning outcomes:

7.3.6.1. Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment **(QAF 5.1.3.1.6.a);**

7.3.6.2. Discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience **(QAF 5.1.3.1.6.b);**

7.3.6.3. Provision of supervision of experiential learning opportunities **(QAF 5.1.3.1.6.c);**

7.3.6.4. Adequacy of the administrative unit's utilization of existing human, physical and

financial resources **(QAF 5.1.3.1.6.d)**; and

7.3.6.5. Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access **(QAF 5.1.3.1.6.e)**.

7.3.7. Resources for graduate programs only

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

7.3.7.1. Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation **(QAF 5.1.3.1.7.a)**;

7.3.7.2. Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students **(QAF 5.1.3.1.7.b);** and

7.3.7.3. Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty **(QAF 5.1.3.1.7.c).**

7.3.8. Program Enhancement

7.3.9. Quality and other indicators

7.3.9.1. Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring) **(QAF 5.1.3.1.8.a);**

7.3.9.2. Any other evidence that the program and faculty ensure the intellectual quality of the student experience **(QAF 5.1.3.1.8.b);** and

7.3.9.3. For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates **(QAF 5.1.3.1.8.c).**

7.4. Major Modifications in the Brief for a Cyclical Program Review

7.4.1. Major modifications may be contained in the Brief for a cyclical program review. In this circumstance, the major modification will be subject to the process described above in section 5, with the addition that the modification will be subject to comment in the report of the review committee, and will be contained in the documentation sent to the Quality Council.

7.5. Accredited Programs and Cyclical Program Review

7.5.1. On a case-by-case basis, provisions will be mutually agreed with the program and the relevant

Dean(s) for the substitution or addition of documentation or processes associated with the accreditation of a program, for components of the cyclical review process, when it is fully consistent with the requirements of this IQAP. A record of substitution or addition, and the grounds on which it was made, will be eligible for audit by the Quality Council **(QAF 5.1.1. QAF 5.5)**.

7.6. Steps to Monitor the Implementation Plan

7.6.1. A report will be filed with the Office of the Vice-Provost (AVPA) by the Faculty Dean(s) and academic unit(s) approximately mid-way between cyclical program review cycles, to provide an update on the status of the actions listed in the implementation Plan and provide an update on the assessment of program level learning outcomes. This report will be forwarded to SQAPC for its review. SQAPC may request additional action or reports from the Faculty Dean(s) and/or the academic unit. Reports supplied by the Faculty Dean(s) and/or academic unit will be posted on the university's website **(QAF 5.4.1)**.

7.7. Public Access to Review Documents **(QAF 5.4.1.e)**

7.7.1. Public access to the Executive Summary and Implementation Plan is available through the Carleton website (see sections 7.2.24.4 and 7.2.24.7 of this IQAP).

7.7.2. Requests for access to other documents related to the cyclical program review (including the self-study report, the report of the review committee and internal responses to the review committee) must be sent to the University Privacy Office, who will act in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA).

8. The Brief

The Brief for new program approvals and cyclical program reviews will be made up of three volumes and the Brief for expedited approvals will be made up of two volumes (volumes I & II). The necessary templates will be provided to the unit based on the process being undertaken.

8.1. Volume I: The Self-Study

8.1.1. Relevant criteria must be addressed in volume I of the Brief for each discrete program being reviewed, with particular reference to section 3.8 for new program approvals, section 4.2 for the expedited approval process, and section 7.3 for cyclical program reviews.

8.1.2. The Office of the Vice-Provost (AVPA) will provide a template for the self-study of each program that is undergoing either the new program approval process, the expedited approval process, or the cyclical program review process that ensures that all the relevant criteria referred to in 8.1.1 are satisfactorily addressed.

8.2. Volume II: Faculty Curriculum Vitarum

8.2.1. Volume II will contain the curricula vitarum of core faculty, that is:

8.2.1.1. Any faculty, including distinguished research professors and adjunct research

professors, authorized to supervise students in the program at the graduate level;

8.2.1.2. All faculty who teach courses in the program at the undergraduate level.

8.2.2. The curriculum vitarum must be in a standardized format current in the faculty or the discipline and approved in advance by the Office of the Vice-Provost (AVPA).

8.2.3. The curriculum vitarum must contain full information on lifetime research and publications, and graduate supervisions, as well as all courses taught by the faculty member for the previous three years. In addition, information on the professional experience and competence of faculty must be included for professional programs.

8.3. Volume III: The List of External Reviewers

8.3.1. Volume III will contain the list of nominated external academic reviewers.

8.3.1.1. A list of ten external academic reviewers is required and should represent multiple provinces and jurisdictions, with no more than one from any one institution.

8.3.1.1..1. In cases where undergraduate and graduate programs are being reviewed in the same process, five of the reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate education. The remaining five reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in graduate education

8.3.1.1..2. In cases where the review is of a graduate program only, all ten reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in graduate education.

8.3.1.1..3. In cases where the review is of an undergraduate program only, all ten reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate education.

8.3.1.1..4. At the discretion of the Vice-Provost (AVPA), an academic unit may be requested to supply a modest list of additional reviewers. This will be required, for example, in the case of programs of a professional character.

8.3.2. This volume will contain an abbreviated curriculum vitae for each reviewer according to a template provided by the Office of the Vice-Provost (AVPA).

8.3.3. All reviewers must be at arm's length from the program and be free of a conflict of interest. The normal guidelines on conflict of interest will apply, and are attached as appendix 6.

9. The Review Committee

Review committees will be selected for new program approvals and cyclical program reviews.

9.1. The Constitution of the Committee **(QAF 2.2.1, QAF 5.2.1)**

9.1.1. In the case of all reviews, the Review Committee must contain at least two external academic reviewers.

9.1.2. In the case of all reviews, the Review Committee will normally contain one internal reviewer, who is outside the discipline, or interdisciplinary group of the program under review.

9.1.3. In the case of professional programs, the Review Committee must contain at least one external professional reviewer.

9.2. The Selection of Review Committee Members **(QAF 2.2.1, QAF 5.2.1)**

9.2.1. All external reviewers will be prioritized by the Office of the Vice Provost. External reviewers are prioritized so that, if those ranked first are unavailable, the Office of the Vice-Provost (AVPA) can proceed to the next prioritized reviewers.

9.2.2. The criteria according to which external academic reviewers will be prioritized by the Office of the Vice-Provost (AVPA) are as follows and are weighted equally and wherever possible ensure diversity in experience, jurisdiction and gender:

9.2.2.1. The extent and character of the nominated external reviewer's experience in the administration of undergraduate and/or graduate programs;

9.2.2.2. The extent to which a nominated external academic reviewer's academic expertise, when combined with that of a second nominated external academic reviewer, matches and covers the intellectual profile of the program or programs in question.

9.2.3. The external professional reviewers will be senior and distinguished members of the relevant profession or of the appropriate external community who are not career academics but who have strong interest in the role of postsecondary education in their profession or community. They will be prioritized according to these criteria.

9.2.4. The Vice-Provost (AVPA) will recommend an internal reviewer to be part of the Review Committee

9.2.4.1. The criteria for the selection of the internal reviewer are as follows and are weighted equally:

9.2.4.1..1. The internal reviewer must be at arm's length from the programs to be reviewed;

9.2.4.1..2. The internal reviewer's intellectual profile and administrative experience must be such that they can have a full appreciation of the profile and dynamics of the programs being reviewed;

9.2.4.1..3. The internal reviewer must have sufficient experience of the administration of academic programs at Carleton to be helpful to the external reviewers during the site visit and preparation of the review team's report;

9.2.5. The Office of the Vice-Provost (AVPA) will ensure that conflict of interest guidelines are being followed. The normal guidelines on conflict of interest will apply, and are attached as appendix 6.

9.3. The Role of the Internal Reviewer

9.3.1. The role of the internal reviewer is to accompany the external reviewers throughout the site visit and to act as a resource in explaining the university's administrative processes and practices as they apply to the administration and delivery of academic programs. The internal reviewer will therefore be present at all meetings except those with students and, possibly, the meeting the review committee holds towards the end of the site visit to consider their report. The internal reviewer may be present at this latter meeting if the review committee so desires. The internal reviewer plays no part in the outcome of the review or in the writing of the report. Internal reviewers are nonetheless available to the external reviewers should questions arise during the report-writing stage.

9.4. Briefing the Review Committee **(QAF 4.2.4.c)**

9.4.1. Undergraduate and graduate programs:

9.4.1.1. The review committee will be briefed in writing by the Office of the Vice-Provost (AVPA). This briefing will include a generic statement on what is expected of the review committee.

9.4.1.1..1. The generic instructions will refer to the university's autonomy in determining priorities for funding, space and faculty allocation, and will stress the need for confidentiality in the conduct of the review.

9.4.1.2. This briefing will be reinforced at the initial meeting of the review committee during the in person site visit. This meeting will be with the Vice-Provost (AVPA). This meeting will allow the review committee to ask questions clarifying their role and responsibilities.

9.4.1.3. During the site visit, meetings should be held between the review committee and senior academic administrators, the academic unit, students, and graduates, as well as industry representatives, representatives from the professions, representatives from practical training programs, and employers as appropriate **(QAF 5.1.2)**.

9.4.1.4. The report of the review committee will be shaped by either the new program evaluation criteria (see section 3.8 of this IQAP **(QAF 2.1.2))** or the cyclical program review criteria (see section 7.3 of this IQAP **(QAF 4.3)**), including an acknowledgement of strengths and innovative and creative components of the program, together with recommendations on any essential or otherwise

desirable modifications to it. The report must specifically address the substance of the New Program Proposal, or cyclical program review, respond to all criteria with respect to all the programs being reviewed, and comment on the adequacy of existing physical, human, and financial resources. Excepting occasions when two languages are used or when contrary circumstances apply, the reviewers will normally provide a joint report that appraises the standards and quality of the program and addresses the criteria established (including associated faculty and material resources) **(QAF 2.2.2)**.

9.4.1.5. In the case of cyclical program reviews, the review committee will also be asked to:

a) Address the substance of the self-study, with particular focus on responding to the evaluation criteria detailed therein **(QAF 5.2.1.i);**
b) Identify and commend the program's notably strong and creative attributes **(QAF 5.2.1.ii)**;
c) Describe the program's respective strengths, areas for improvement, and opportunities for enhancement **(QAF 5.2.1.iii)**;
d) Make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action **(QAF 5.2.1.iv)**;
e) Identify the distinctive attributes of each discrete program documented in the self-study (when applicable) **(QAF 5.2.1.v)**; and
f) (in cases where commentary on issues outside of the unit's direct control, such as faculty complement and/or space requirements) tie the recommendations on any elements that are within the purview of the university's budgetary decision-making processes directly to issues of program quality or sustainability **(QAF 5.2.1)**.

9.4.2. Graduate Programs

9.4.2.1. In addition to the generic instructions for undergraduate and graduate programs, the attention of the review committee will be drawn to some matters specific to graduate programs.

9.4.2.2. A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program, as defined in the Degree Level Expectations for graduate programs. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.

10. Cyclical Audit Process (provided as information for academic units)

10.1. Carleton University will be audited by the Quality Council on an eight-year cycle under the terms outlined in the QAF.

10.1.1. Cyclical Program Reviews that were undertaken within the period since the conduct of the previous Audit are eligible for selection for the Carleton's next Cyclical Audit **(QAF 5.6).**

10.2. The objective of the audit is to provide necessary accountability to post-secondary education's principal stakeholders and to determine whether or not the institution, since the last review, has acted in compliance with the provisions of its IQAP for cyclical program reviews as ratified by the Quality Council As such, the cyclical audit will evaluate past and current practice as well as the Carleton's approach to continuous improvement **(QAF 5.6).**

10.3. Carleton will participate in a Focused Audit, as required by the Quality Council.

10.4. Pre-orientation and briefing details

10.4.1. The university will participate in a half-day briefing with the Secretariat and an Audit Team member approximately one-year prior to the scheduled Cyclical Audit.

10.5. Institutional self-study

10.5.1. Carleton will prepare an institutional self-study.

10.5.2. Process for the preparation of the institutional self-study.

10.5.2.1. The Vice-Provost (AVPA) will be responsible for the preparation of the institutional self-study and its submission to the Secretariat.

10.5.2.2. Once the audit is complete, the following documents (if available) will be published on Carleton's website:

a) Audit Report (absent any confidential information) **(QAF 6.2.10)**
b) Follow-up Response Report, and the associated auditors' report **(QAF 6.2.12)**
c) Focused Audit Report **(QAF 6.3.1)**

10.6. The full audit process is described in the Quality Assurance Framework found at: http://oucqa.ca/audits/audit-process/

11. Ratification and Internal Governance

11.1. Carleton University's Institutional Quality Assurance Process, covering also the academic, non-vocational degree programs of Dominican University College, is subject to approval by the Quality Council, whenever it is revised.

11.2. Internal Governance

Date	Body	Action	Notes
June 25, 2010	Senate, Carleton University	Approval	Initial document
November 26, 2010	Senate, Carleton University	Information & comment	Report on feedback from Quality Council

January 28, 2011	Senate, Carleton University	Information & comment	Incorporated changes from Quality Council
March 25, 2011	Senate, Carleton University	Information & comment	Incorporate changes from Quality Council
March 31, 2011	Quality Council	Ratification of **CU IQAP**	Confirmation letter April 5, 2011
May 19, 2011	SAPC	For Information- **CU-DUC IQAP**	Tabled at Senate

February 2, 2012	SAPC	Approval	Revised document
February 8, 2012	CUCQA	Information	
February 17, 2012	Senate, Carleton University	Approval	
May 30, 2012	Quality Council	Ratification of CU-DUC IQAP	
November 5, 2013	CUCQA	Information	Revised document
November 21, 2013	SAPC	Approval	
November 29, 2013	Senate, Carleton University	Approval	
December 3, 2013	DUC Academic Council	Approval	
December 2013	Quality Council	Revisions requested	Incorporate changes from Quality Council
May 21, 2015	SAPC	Approval	
June 26, 2015	Senate	Approval	
September 25, 2015	Quality Council	Ratification	
June 12, 2019	CUCQA	Information	
June 13, 2019	SAPC	Approval	
June 21, 2019	Senate	Approval	
November 22, 2019	Quality Council	Ratification	
			Revised document
TBD	SAPC		
TBD	Senate		
TBD	Quality Council		

End Notes

[i] Appendix 3 –The Quality Assurance Framework stipulates that approval of a new field at the graduate level constitutes a major modification that can, if Quality Council approval is desired, follow the expedited approval process. However, Quality Council approval is optional for the institution and is only necessary if the institution wishes to advertise specifically that the Quality Council has approved the new field.

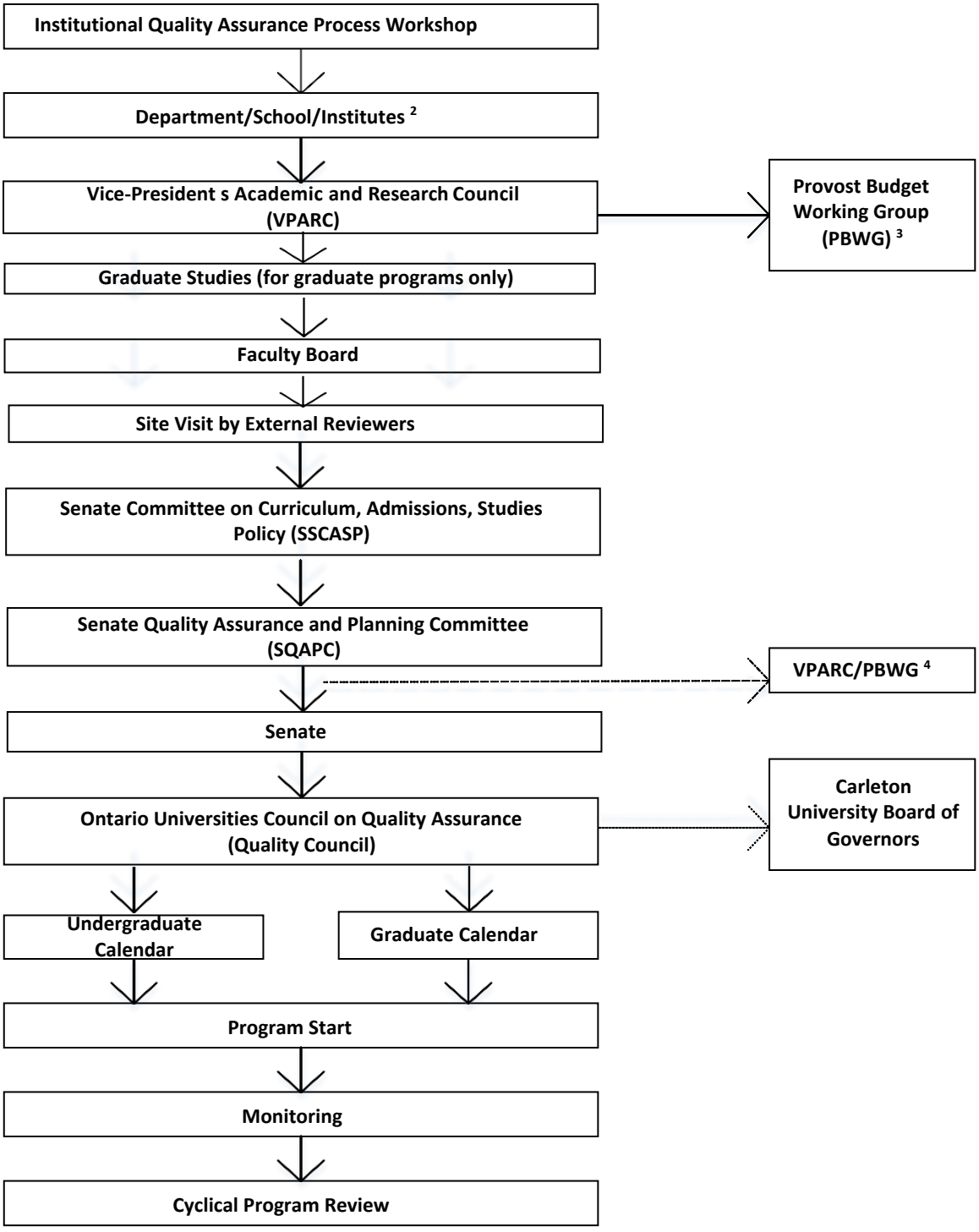
QAF PROGRAM TYPOLOGY AND QUALITY COUNCIL INVOLVEMENT

Program Type	IQAP	New Program Approval	Expedited Approval Process	Cyclical Program Review	Audit Sample Eligibility
Diploma – Graduate for-credit	Include	No	Yes	Yes	No
Degree Program (Undergraduate and Graduate)	Include	Yes	No Yes, for Graduate: 1. Collaborative Program 2. Field addition*	Yes	Yes
Program of Specialization (e.g. Honours, Major, Concentration, etc.)	Include	Yes	No	Yes	Yes
Emphasis, Option, Minor Program or similar	Include	No	No	No	No
Major Modification (Annual reports to the QC required on all Major Modifications)	Include	N/A	Yes, if requested by institution Otherwise No	N/A	No

Appendix 1

*Field addition required to follow expedited approval process only if Carleton University requests that the Quality Council approve the new field, otherwise the approval follows the major modification process

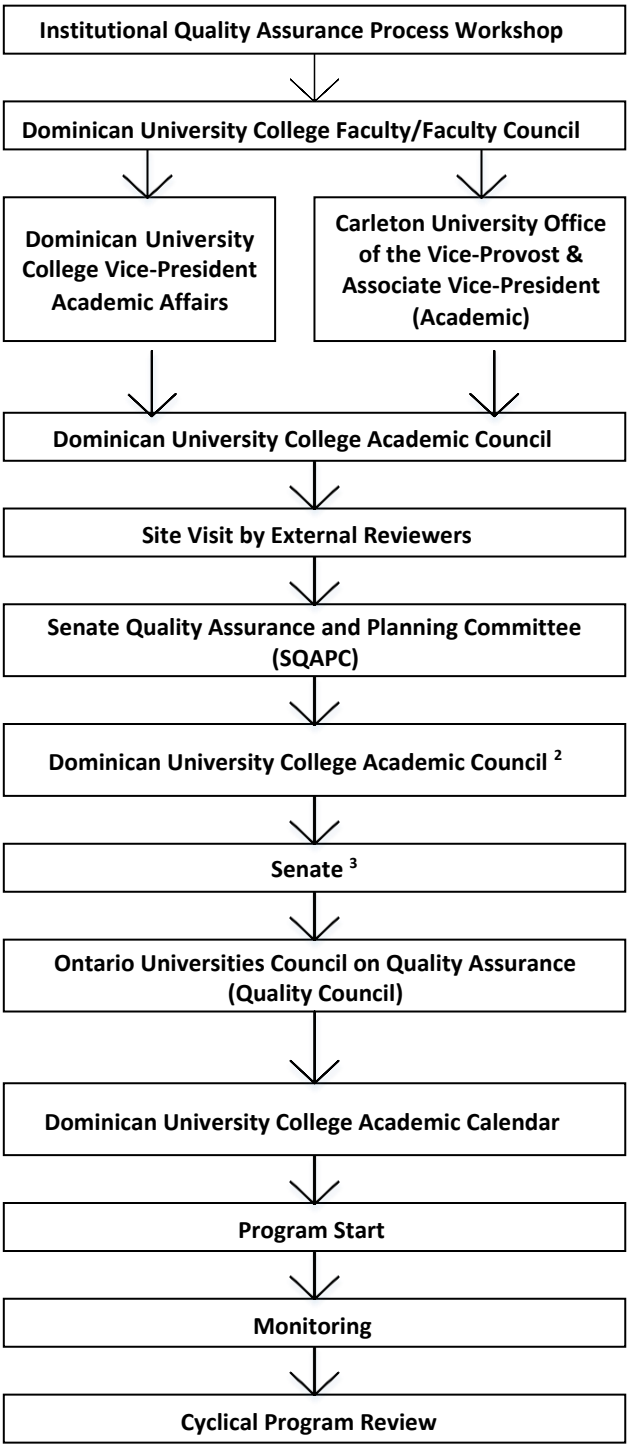
Carleton University
New Program Approval[1]



Note: The expedited approval process follows the same process as above, however, it does not include a site visit.

[1] The Vice-Provost (AVPA) will determine which proposals constitute new programs and which constitute major changes to existing programs. Includes expedited approval process for of new fields at the graduate level, new collaborative programs and new for-credit graduate diplomas.
[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.
[3] Referred to PBWG only if additional resources required. Deans may be able to satisfy VPARC that, while there are resource implications that need to be reviewed, no additional resources are required.
[4] The second referral to VPARC and PBWG occurs only if the changes SQAPC convey to Senate result in the need for additional resources above and beyond that already approved by PBWG.

Dominican University College
New Program Approval[1]



Note: The expedited approval process follows the same process as above, however, it does not include a site visit.

Dominican University College is affiliated with Carleton University for the purpose of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

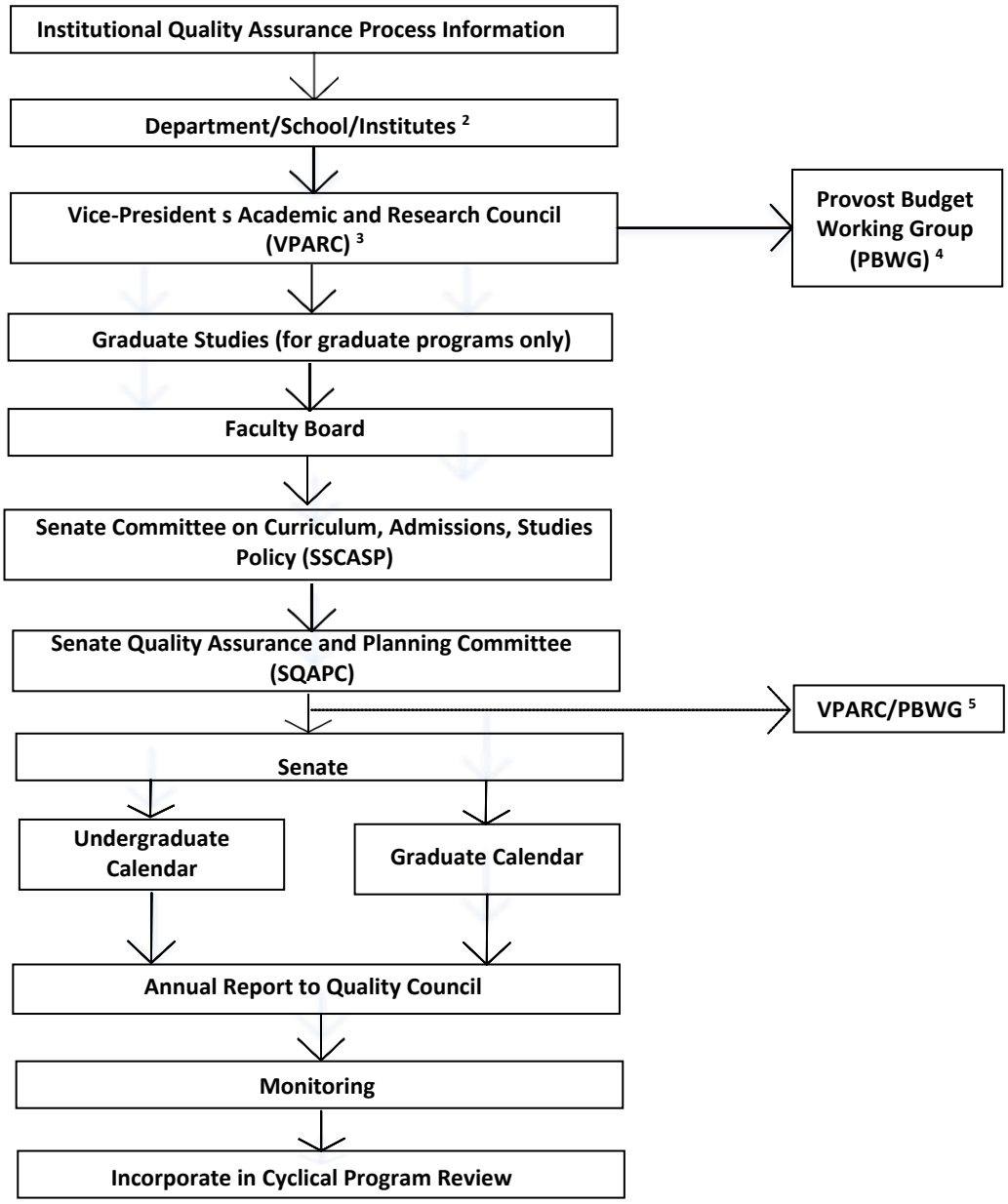
[1] Carleton University's Vice-Provost (AVPA) and Dominican University College's Vice President Academic Affairs will meet as needed to determine which proposals constitute new programs and which constitute major changes to existing programs.

[2] Only required if SQAPC requests a change.

[3] Only for the purposes of ratifying the outcomes of the quality assurance process.

Carleton University

Major Modification[1]



[1] The Vice-President (AVPA) will determine which program changes are major and which are minor.

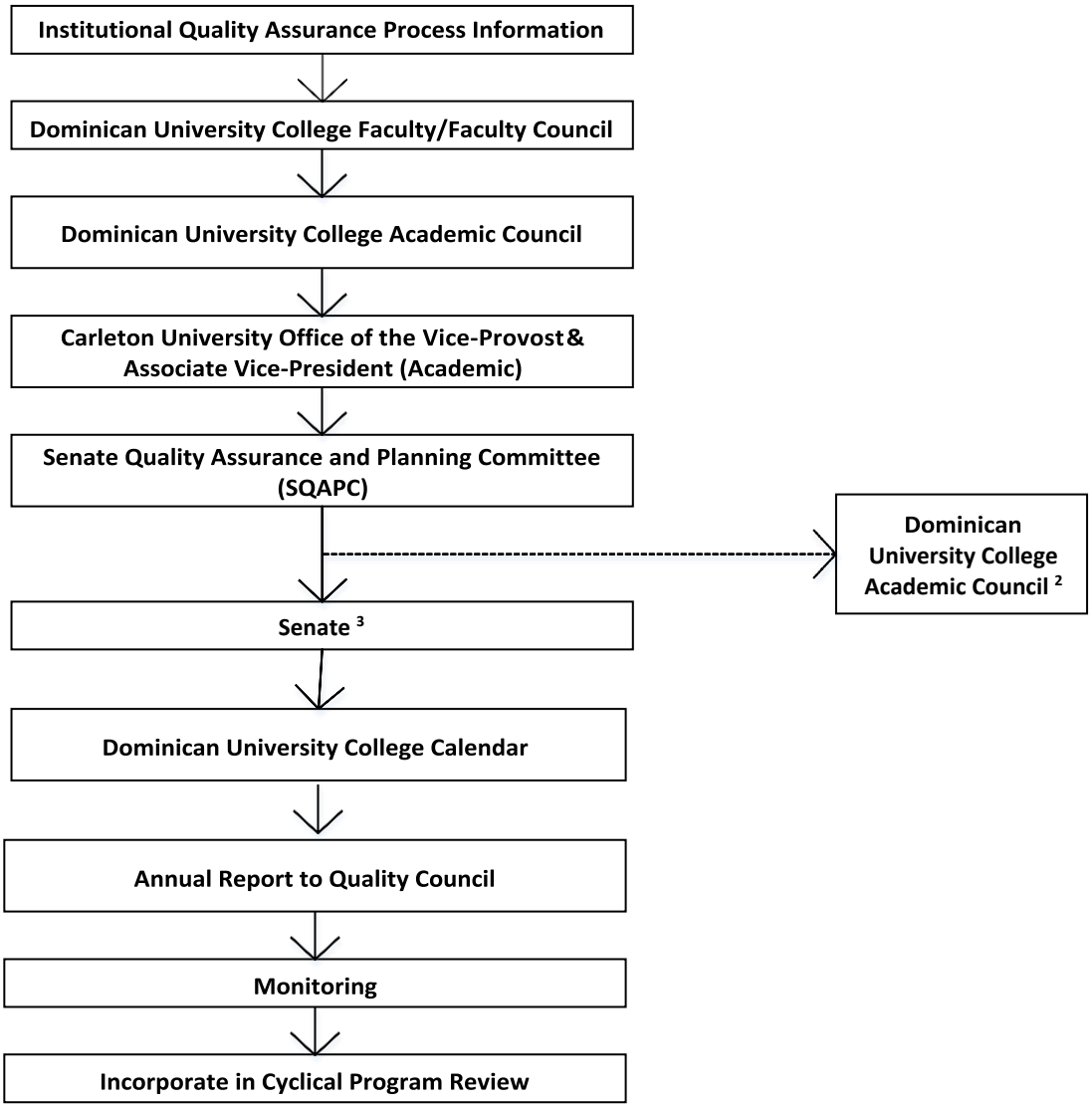
[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

[3] Referred to VPARC only if the major modification is one of the five types of "Track A" major modification requiring VPARC approval, as identified in 5.4.1.1 of Carleton's IQAP.

[4] Referred to PBWG only if additional resources required. Deans may be able to satisfy VPARC that, while there are resource implications that need to be reviewed, no additional resources are required.

[5] The second referral to VPARC and PBWG occurs only if the changes SQAPC convey to Senate result in the need for additional resources above and beyond that already approved by PBWG.

Dominican University College
Major Modification[1]



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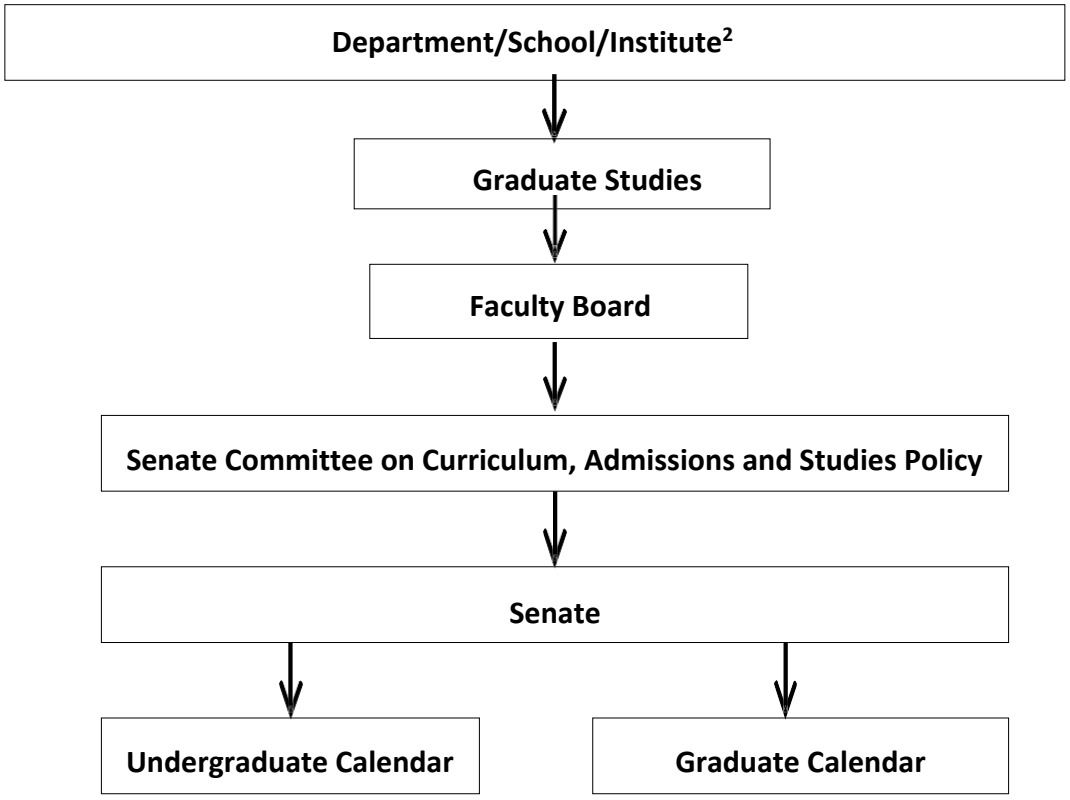
[1] Carleton University's Vice-Provost and Associate Vice-President (Academic) And Dominican University College's Vice President Academic Affairs will meet as needed to determine which program changes are major and which are minor.

[2] Only required if the Carleton University Senate Quality Assurance and Planning Committee requests a changes

[3] Only for purposes of ratifying the outcome of the quality assurance process

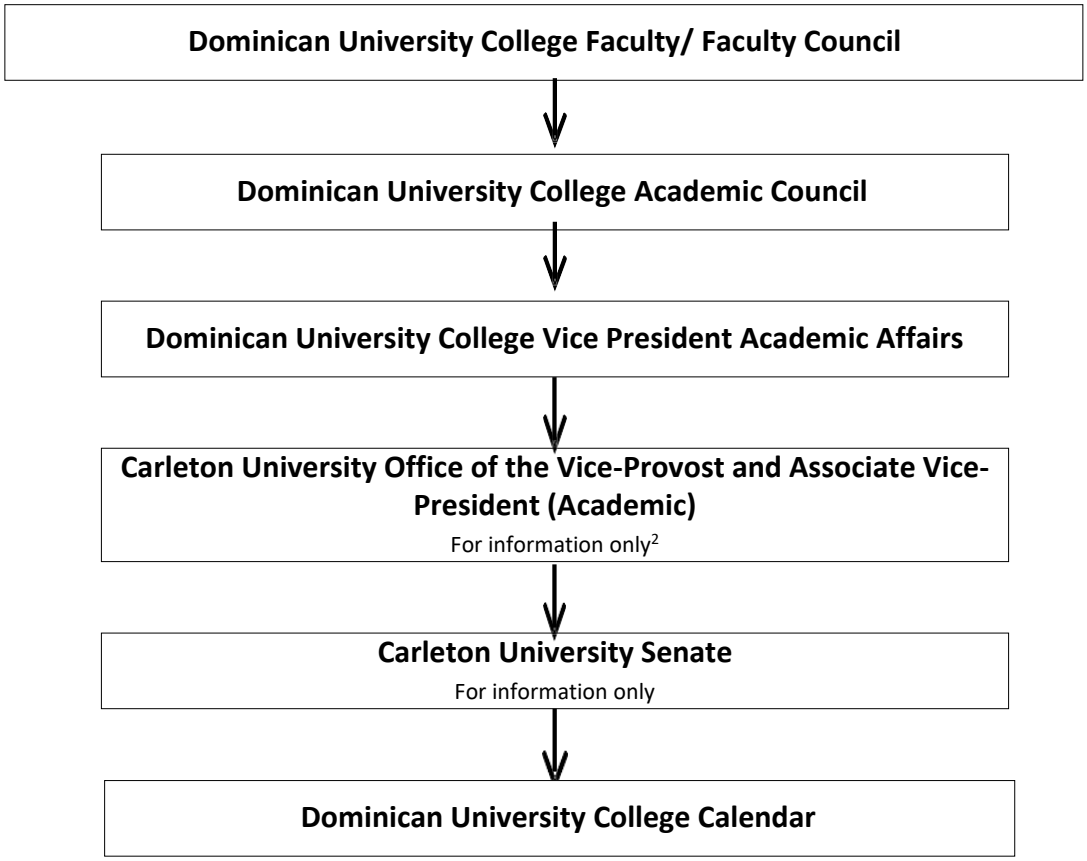
Carleton University
Minor Modifications[1]



[1] The Vice-Provost and Associate Vice-President (Academic) will determine which program changes are major and which are minor.

[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

Dominican University College
Minor Modifications[1]



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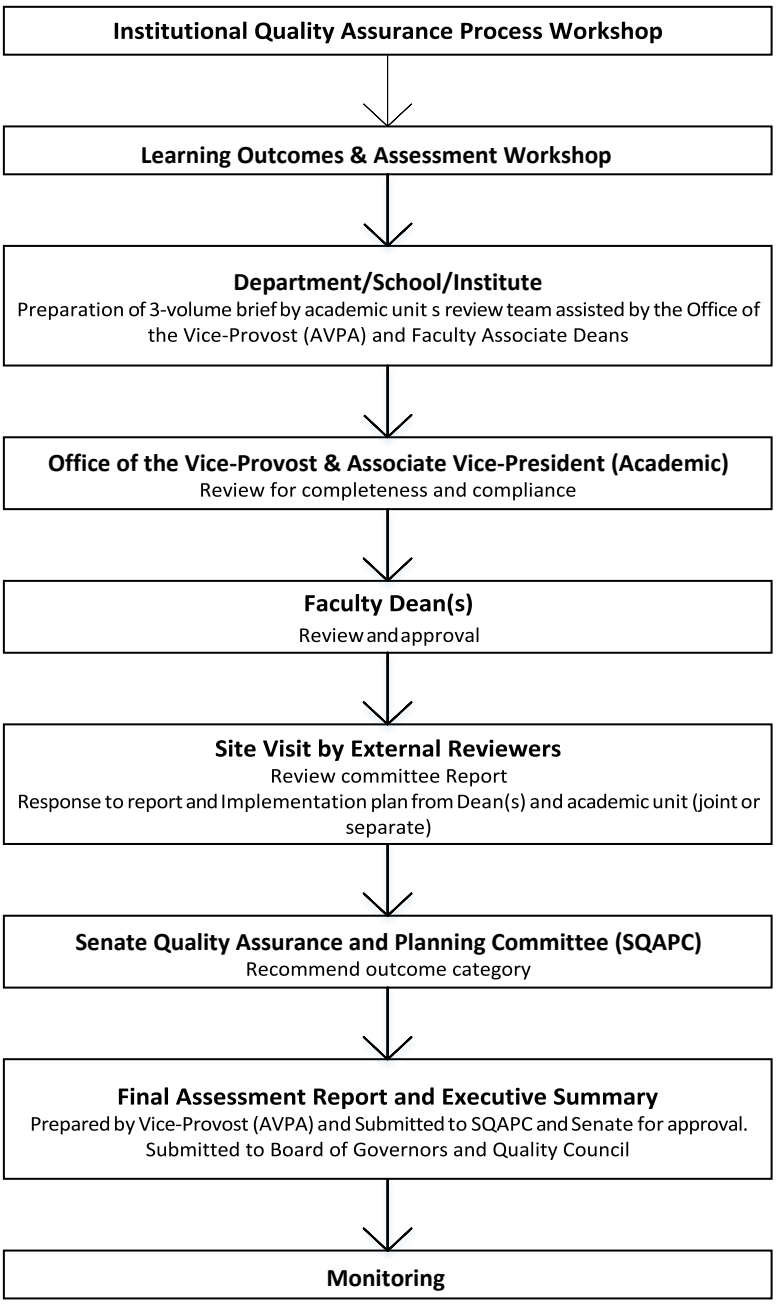
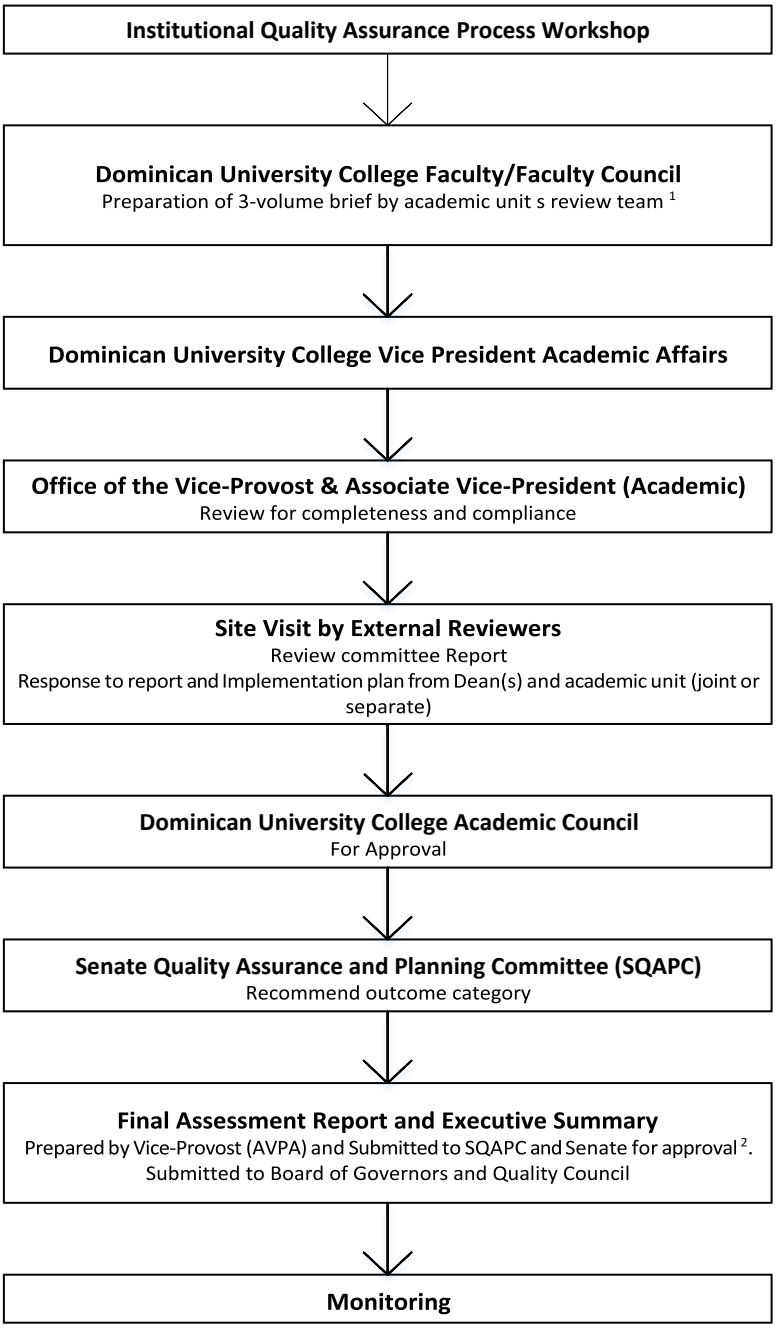
[1] Carleton University's Vice-Provost and Associate Vice-President (Academic) and Dominican University College's Vice President Academic Affairs will meet as necessary to determine which program changes are major and which are minor.

[2] The Office of the Vice-Provost and Associate Vice-President (Academic) reserves the right to forward minor modifications to the Senate Quality Assurance and Planning Committee if it feels that useful advice and/or comment could be provided to Dominican University College.

Carleton University
Cyclical Program Review



Dominican University College
Cyclical Program Review



Dominican University College is affiliated with Carleton University for the purpose of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

[1] Dominican University College's Vice President Academic Affairs is free to call upon the assistance of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic) or Faculty of Graduate and Postdoctoral Affairs Associate Dean (Programs and Awards).

[2] Only for the purposes of ratifying the outcomes of the quality assurance process.

Appendix 6

CONFLICT OF INTEREST GUIDELINES

Preamble

This Appendix contains guidelines on conflicts of interest relevant to the recommendations made by academic units on external and internal reviewers. These guidelines are guidelines only, and may not cover every eventuality. At Carleton University, cases and circumstances that do not fall within these guidelines should be referred to the Vice-Provost and Associate Vice-President (Academic). For Dominican University College, decisions on conflict of interest will be made jointly by the Vice President Academic Affairs and the Carleton University Vice-Provost and Associate Vice-President (Academic).

External Reviewers

The following individuals will be precluded from acting as external reviewers if they:

1. Have held an appointment at Carleton University or Dominican University College, including an appointment to an honorary rank or as a contract instructor;

2. Currently are or have been a member of a Joint Ottawa-Carleton Institute;

3. In the case of the School of Canadian Studies, currently hold or have held an appointment at Trent University;

4. Have previously acted as an external reviewer, external accreditation reviewer, or OCGS consultant on an academic program within the academic unit concerned;

5. Have, within the last seven years, served on a thesis supervisory committee within the academic unit concerned;

6. Have, within the last seven years, acted as an external examiner on a graduate thesis within the academic unit concerned;

7. Have, within the last seven years, been in a consultancy or contractual relationship, or conducted collaborative research and/or published with a member of the academic unit concerned;

8. Have, within the last seven years, made a significant contribution of any other kind to the intellectual life of the academic unit concerned.

Internal Reviewers

The following individuals will be precluded from acting as internal reviewers if they:

1. Have a familial relationship with a faculty member, staff member or student in the academic unit whose program is being reviewed;

2. Currently hold or have held a cross-appointment in the academic unit concerned;

3. Have, without holding a cross-appointment, taught in the academic unit concerned;

4. Have, within the last seven years, served on a thesis supervisory committee within the academic unit concerned;

5. Have, within the last seven years, acted as an internal examiner on a graduate thesis within the academic unit concerned;

6. Have, within the last seven years, been in a consultancy or contractual relationship, or conducted collaborative research and/or published with a member of the academic unit concerned;

7. Have, within the last seven years, made a significant contribution of any other kind to the intellectual life of the academic unit concerned.

Carleton UNIVERSITY | Office of the Vice-Provost and Associate Vice-President (Academic)

Institutional Quality Assurance Process

(Covering also the academic, non-vocational degree programs of Dominican University College)

Approved by Carleton University Senate
~~June 21, 2019~~

Ratified by the Ontario Universities Council on Quality Council
~~November 22, 2019~~

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Preamble/Introduction

Carleton University is committed promoting a culture of continuous improvement within the academic programs we offer. The quality assurance processes detailed below are intended to be purposeful and add value to the programs we offer. To this end, all policies and procedures related to Quality Assurance at Carleton adhere to the nine Quality Assurance Principles for Ontario Universities and the Quality Council **(QAF "Principles")**.

1. Authorities (QAF 1.3) ~~2.2.1., 2.2.2., 4.2.1.~~

1.1. The authority responsible for the Institutional Quality Assurance Process (IQAP), its administration and application, is Carleton University's senior academic officer, the Provost and Vice-President (Academic). The Provost delegates this responsibility on a day-to-day basis to the Vice-Provost and Associate Vice-President (Academic) (hereinafter referred to as 'the Vice- Provost (AVPA)', who chairs the Senate Quality Assurance and Planning Committee (SQAPC) **(**QAF 1.3~~QAF 2.2.1; 4.2.1.a~~**)**.

1.1.1. The Vice-Provost (AVPA) is responsible for the operationalization and implementation of all components of the Ontario Quality Assurance Framework (QAF), Carleton University's IQAP (covering also the non-vocational degree programs of Dominican University College), and the Joint procedural documents between Carleton University and the University of Ottawa for joint graduate programs. In addition, the Vice-Provost (AVPA) is responsible for the oversight and stewardship of related academic program and curriculum approval processes for components outside the scope of quality assurance narrowly defined, including undergraduate and graduate minor modifications to curriculum and programs as well as academic regulations. (QAF 1.3)

1.2. The authoritative contacts between Carleton University and the Dominican University College are Carleton University's Vice-Provost (AVPA) and the Vice-President Academic Affairs of Dominican University College respectively. (QAF 1.3)

1.3. The authoritative contact between Carleton University and the Ontario Universities Council on Quality Assurance (the Quality Council) is the Vice-Provost (AVPA) **(QAF** ~~2.2.2; 4.2.1.b~~1.3**)**.

1.4. The authority responsible for the application of the IQAP to review individual undergraduate and graduate degree-level program entities within the scope of this IQAP is the SQAPC. Program entities include proposed new programs, existing programs and major modifications to existing programs. The term 'program entity' is used to denote any item that is subject to quality assurance, and is a useful neutral term when dealing with items where it is not initially clear whether the item is a new program or a major modification, or a major modification or a minor modification **(QAF** 2.3~~2.2.1; 4.2.1.a~~**)**.

As such, SQAPC will:

1.4.1. Oversee the new program approval and the expedited approval process;

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1.4.2. Oversee the major modification process;

1.4.3. Oversee cyclical program reviews;

1.4.4. Decide on the review cycle, taking into account the need for accreditation reviews in certain programs, and the need to co-operate with other universities, notably the University of Ottawa, on the review of joint programs at the graduate level **(QAF ~~4.1~~5.1.1)**;

1.4.5. Assume responsibility for ensuring that a balanced review of program quality is undertaken and ensures that the evaluation criteria for new program proposals and cyclical program reviews set out in the ~~QAF~~ Evaluation Criteria sections of the QAF (QAF 2.1.2 & QAF 5.1.3.1~~4.3~~) are met. See sections 3.8 and 7.3 of this IQAP for a detailed description of these criteria.

~~1.4.6. Ensure that the program's learning outcomes are consistent with the Graduate Degree Level Expectations or the Undergraduate Degree Level Expectations as appropriate **(QAF 2.1.1.b; QAF 4.3.1.b)**;~~

~~1.4.7. Ensure that appropriate methods are in place to assess student achievement of program learning outcomes and Degree Level Expectations **(QAF 2.1.6.a; QAF 4.3.4.a)**;~~

~~1.4.8. Ensure that adequate plans are in place to document and demonstrate the level of performance of students consistent with Degree Level Expectations **(QAF 2.1.6.b; QAF 4.3.4.b)**;~~

~~1.4.9.~~

~~1.4.10. Ensure that the program is appropriately designed and structured to achieve such outcomes **(QAF 2.1.3.a; QAF 4.3.3.c)**;~~

~~1.4.11. Ensure that, for graduate programs, students develop the necessary research and analytical/interpretative skills **(QAF 2.1.3.b)**;~~

~~1.4.12. Ensure that the program is adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity **(QAF 2.1.7; QAF 4.3.5)**;~~

~~1.4.13. Ensure that the admission requirements are such that a student entering the program can expect to complete it successfully and in a timely fashion **(QAF 2.1.2; QAF 4.3.2)**;~~

~~1.4.14. Ensure that there is sufficient program demand and enrolment as measured against program capacity **(QAF 2.1.9.c; QAF 4.3.6.b)**;~~

~~1.4.15. Ensure that students in program have a satisfactory educational experience, taking into account in particular the academic services provided by the university **(QAF 1.6: 'Academic Services; QAF 2.1.10.b; QAF 4.2.3.c.8)**;~~

~~1.4.16. Ensure that the program prepares students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be~~

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~~expected to provide a preparation **(QAF 4.3.6.c)**.~~

~~1.4.17. Ensure the program's intellectual profile and learning outcomes:~~

~~1.4.17.1. serve the strategic and academic plans of Carleton University or Dominican University College as appropriate (**QAF 2.1.1.a**; **QAF 4.3.1.a);**~~

~~1.4.17.2. are appropriate in relation to the current international and national profile of the discipline or interdisciplinary area (QAF 2.1.4.a; QAF 4.3.3.a);~~

~~1.4.17.3. are distinctive in relation to those of comparable programs in Ontario and nationally (QAF 2.1.4.b; QAF 4.3.3.b);~~

1.5. Through its chair, SQAPC will report regularly to Senate on the progress of new program approvals, major modifications, and cyclical program reviews. For cyclical program reviews, the update will reflect the implementation of recommendations agreed to in implementation plans and recorded in the final assessment reports and executive summaries.

1.6. SQAPC is constituted as follows:

1.6.1. Vice-Provost (AVPA), Chair (non-voting);

1.6.2. Assistant Vice-President (Academic), Vice Chair (non-voting);

1.6.3. ~~Associate Dean, Programs, Faculty of Graduate and Post-Doctoral Affairs~~Graduate Studies ~~XXXX~~ (ex-officio);

1.6.4. 9 Faculty members, broadly representative of the five line-faculties. At least 50% must be current or past Senators;

1.6.5. 2 students (one graduate and one undergraduate);

1.6.6. CUASA Observer (non-voting);

1.6.7. Calendar Editor (resource)

1.6.8. The University Librarian or delegate (non-voting).

1.7. In constituting SQAPC, care will be taken to ensure that the majority of faculty members are individuals with established and continuing research records and experience in the administration of graduate or undergraduate programs.

1.8. SQAPC is appointed following Senate procedures and its membership is ratified by Carleton University's Senate.

1.9. Carleton University's Institutional Quality Assurance Process, covering also the academic, non-

vocational degree programs of Dominican University College, is subject to approval by the Quality Council and thereafter, whenever it is revised. (See Section 11: 'Ratification and Internal Governance').

2. Scope (including both Carleton University and Dominican University College)

2.1. Degree Level Program Entities (in scope) **(QAF 1.1 ~~1.4~~)**

2.1.1. All proposed and existing doctoral programs ~~excluding~~ including those that are joint programs with partner universities. Joint programs with University of Ottawa will follow the Joint Procedural Document.

2.1.1.1. Doctoral programs will not be required to declare fields. However, new fields and concentrations will be approved by SQAPC as major modifications.

2.1.2. All proposed and existing master's programs excluding those that are joint programs with partner universities.

2.1.2.1. Master's programs will not be required to declare fields. However, new fields and concentrations will be approved by SQAPC as major modifications.

2.1.3. All proposed and existing for-credit graduate level diplomas as diplomas are defined in the QAF.

2.1.4. All proposed and existing undergraduate programs, including those offered in collaboration with community colleges, as well as all proposed and existing concentrations and minors nested within such programs or standalone minors as proposed to, approved or recognized by Carleton University's Senate and listed, in the case of Carleton University in the university's calendar and, in the case of Dominican University College, in the Dominican University College's prospectus.

2.1.5. All proposed and existing for-credit undergraduate-level certificates and undergraduate- level post-baccalaureate diplomas as proposed to, approved or recognized by the Carleton University's Senate and listed, in the case of Carleton University, in the university's calendar and, in the case of Dominican University College, in the Dominican University College's prospectus.

2.1.6. Questions regarding whether a program is in scope should be directed to the Office of the Vice-Provost (AVPA).

2.2. ~~Out of Scope~~ Joint Programs ~~– Joint Programs with the University of Ottawa~~ **(QAF ~~1.4~~1.1; QAF Section 5, 'Scope')**

2.2.1. Joint programs are indissoluble entities that cannot be reviewed separately according to the IQAPs of the two partner universities.

2.2.2. Joint procedural documentation for the considerable number of joint graduate programs

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of Carleton University and the University of Ottawa has been developed. These joint programs are administered by Joint Ottawa-Carleton Institutes and the quality assurance process is guided by the QAF (QAF 'Guidance') (~~guide, s~~Section 5 ~~'Protocol for Cyclical Program Reviews)~~ and the joint procedural documentation.

2.2.3. In the case of joint programs with ~~other~~ universities, the decision will be taken to follow the provisions and processes of the IQAP of one of the institutions (QAF 'Guidance')~~e, Section 5)~~.

2.2.3.1. In the case of programs with ~~ue~~University of Ottawa, the joint procedural document will be followed and CPRs will be conducted jointly or separately, as agreed by the Vice-Provost and the Director, Program Evaluation. ~~(Marcel, see joint procedural U).~~

2.3. Closed or Suspended Programs

Programs which have been closed or for which admission has been suspended are out of scope (QAF Section 5, 'Scope') of this IQAP.

~~2.3.~~2.4. Definitions of Program Entities **(QAF 1.~~1~~6)**

The following definitions, in sections 2.~~4~~5 and 2.5, are offered as an addition and refinement specific to this IQAP of the definitions offered in Section 1.6 of the QAF and in the document, 'QAF Program Typology and Quality Council (QC) Involvement' (appendix 1).

~~2.3.1.~~2.4.1. Program **(QAF 1.~~6~~1 '~~Degree Program~~Scope')**

~~2.3.2.~~2.4.2. A ~~-~~program is defined as a structured constellation of units of study (for example, courses, comprehensive examinations, theses, research projects, research essays, internships, practica and co-ops) bound together by:

~~2.3.2.1.~~2.4.2.1. A number of core mandatory units of study required of all those students enrolled in the program;

~~2.3.2.2.~~2.4.2.2. A ~~-~~number of learning outcomes common to all possible pathways and options for completing the program's requirements.

~~2.3.3.~~2.4.3. Suc~~c~~essful completion of the program's requirements must lead to the award by Carleton's Senate of a credential (a degree, a graduate diploma, a post-baccalaureate diploma, or an undergraduate certificate).

~~2.3.4.~~2.4.4. A ~~-~~program without any one of these characteristics is not a program.

~~2.3.5.~~2.4.5. 15-credit bachelor's programs and 20-credit honours and major bachelor's programs at Carleton University are defined as separate programs with distinct learning outcomes. However, the addition of (i) 15-credit bachelor's program to an existing ~~-~~20-credit honours or 20-credit major's bachelor program or (ii) a 20-credit major's bachelor program to an existing 20-credit honours bachelor's program will be treated as a major modification to an existing program~~-~~.

~~2.4.~~2.5. New Program ~~**(QAF 1.6 'New Program' and QAF Guide, Section 7)**~~

~~2.4.1.~~2.5.1. The QAF defines a new program as being 'brand-new': that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution. The QAF further stipulates that a new program is ~~'~~"any degree credential (e.g., BMus, Bachelor of Integrated Studies) or degree program (within an existing degree credential), currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied" (QAF, 'Definitions').~~any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied.~~' Carleton University and Dominican University College build on these definitions as follows:

~~2.4.1.1.~~2.5.1.1. A new program is defined as a proposed new program entity whose core requirements and learning outcomes are shared less than 60% with those of an existing program in the same institution (that is to say, either Carleton University or Dominican University College). 'Core requirements' are understood to be those requirements that must be fulfilled by all students in the program regardless of any concentration or option that they may choose to follow to complete the program requirements.

~~2.5.~~ Major Modification **(~~QAF 1.6 'Major Modification to Existing Programs and QAF Guide, Section 6~~QAF Section 4, 'Scope')**
2.6.

2.6.1. In addition to the general stipulation contained in the QAF that a major modification occurs when there are 'requirements that differ significantly from those existing at the time of the previous cyclical program review,' a major modification is defined as a program change, that fulfils one of the following conditions:

2.6.1.1. Requirements that differ significantly from those existing at the time of the previous cyclical program review, including:

2.6.1.1.1. The merger of two or more programs;

2.6.1.1.2. Change of program name or degree of an existing program or degree;

2.6.1.1.3. New bridging options for college diploma graduates;

2.6.1.1.4. Significant revision in the laboratory time of an undergraduate program;

2.6.1.1.5. Significant change to admission requirements for graduate programs;

2.6.1.1.6. Significant change to admission requirements where it affects learning outcomes;

2.6.1.1.7. The introduction, significant revision, or deletion of language requirements;

2.6.1.1.8. The introduction, significant revision or deletion of an undergraduate thesis or capstone course;

2.6.1.1.9. The introduction, significant revision or deletion of breadth requirements;

2.6.1.1.10. The introduction, significant revision or deletion of a work experience, co-op, internship, practicum, portfolio, study abroad, and/or mention français options;

2.6.1.1.11. At the master's level, the introduction, significant revision, or deletion of a research project, research essay, thesis, course-only completion options;

2.6.1.1.12. At the graduate level the introduction, deletion or re-naming of a field;

2.6.1.1.13. At the graduate level any change to the requirements for program candidacy examinations, field studies or residency requirements;

2.6.1.1.14. At the graduate level, addition or removal of an academic unit or program with respect to a collaborative program;

2.6.1.1.15. The addition of a 20-credit major bachelor's program to an already existing 20-credit honours bachelor's program;

2.6.1.1.16. The addition of a 15-credit bachelor's program or combined honours program to an already existing 20-credit bachelor's program;

2.6.1.1.17. The closure of an undergraduate or graduate program or concentration, an undergraduate nested or standalone minor, an undergraduate certificate or an undergraduate diploma or graduate diploma, or graduate collaborative program;

2.6.1.1.18. Major changes to courses comprising a significant proportion of the program (33% or greater) **(QAF Section 4 'Process')**;

2.6.1.1.19. Significant revision to an existing undergraduate concentration on nested or standalone minor;

2.6.1.1.20. The creation, introduction, significant revision or deletion of a collaborative specialization;

2.6.1.1.21. At the graduate level, the introduction of an alternate point of entry;

2.6.1.1.22. The introduction of a concentration;

2.6.1.1.23. The introduction of an undergraduate nested or standalone minor;

2.6.1.1.24. The introduction of a new graduation pathway;

2.6.1.1.25. A change in the language of program delivery;

2.6.1.1.26. The establishment of an existing degree program at another institution or location;

2.6.1.1.27. The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;

2.6.1.1.28. Changes to the essential resources, where these changes impair the delivery of the approved program.

2.6.1.1.29. The introduction of an undergraduate certificate

2.6.1.2. Significant changes to the learning outcomes:

There are changes to program content, other than those listed above, that affect the learning outcomes, but they do not meet the threshold for a 'new program'; for example:

2.6.1.2.1. The proposed program is a reconsideration and modification in the existing program's learning outcomes – it is incumbent on academic units to ensure that the structure, design, and content of the program fulfill these learning outcomes as modified;

2.6.1.2.2. There are modifications to the structure, design and content of an existing program that occasion a modification in the program's learning outcomes – it is incumbent on academic units to ensure that learning outcomes accurately reflect any such modifications;

2.6.1.2.3. Significant changes to the faculty engaged in delivering the program and/or to the essential resources required to deliver the program as may occur, for example, when there have been changes to the existing mode(s) of delivery (e.g. different campus, online delivery, inter-institutional collaboration);

2.6.1.2.4. Changes to the faculty delivering the program: e.g. a large proportion of the faculty retires; new hires alter the areas of research and teaching interests;

~~2.6.1.2.5.2.1.1.1.1.1. A change in the language of program delivery;~~

~~2.6.1.2.6.2.1.1.1.1.1. The establishment of an existing degree program at another institution or location;~~

~~2.6.1.2.7.2.1.1.1.1.1. The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;~~

~~2.6.1.2.8.2.1.1.1.1.1. Changes to the essential resources, where these changes impair the delivery of the approved program.~~

2.6.2. In the case of Carleton University, where it is unclear whether a proposed significant change in program is a new program, a major modification, or a minor modification, a determination will be made by the Vice-Provost (AVPA) in consultation with the Provost, the Faculty Dean(s), and the academic unit or program authority. The decision of the Provost and Vice- President (Academic) will be binding. In the case of Dominican University College, consultation will occur between Carleton University's Vice-Provost (AVPA), Dominican University College's Vice-President Academic Affairs, and the relevant Faculty Dean at Dominican University College. In the case of Dominican University College, the decision of Carleton's Vice-Provost (AVPA) and Dominican University College's Vice-President Academic Affairs will be binding **(QAF ~~Guide~~, Section ~~6~~4, 'Process')**.

2.6.3. Carleton University and Dominican University College will report major modifications to the Quality Council annually in July. If SQAPC decides to have a major modification reviewed by the Quality Council, the expedited process will be followed (QAF 4.3).

2.6.4. For definitions of terms relating to these modifications (e.g. Field, pathway, option) see the glossary section of Carleton University's online calendar.

3. New Program Approval

In the instance of joint graduate programs between Carleton University and Ottawa University, the process is subject to the joint procedural documentation approved by both institutions and the QAF (guide, section 5).

The Office of the Vice-Provost (AVPA) will ensure that all relevant Dean(s) and Associate Dean(s) at Carleton University and the Dominican University College are kept informed of progress as the various steps of the New Program Approval (NPA) process are followed.

3.1 The Responsible Bodies at Carleton University (QAF 2.1~~QAF 2.2.1.~~)

In the case of Carleton University, there are three sets of university bodies responsible for new program approval:

3.1.1. The Office of the Vice-Provost (AVPA) is concerned with issues of compliance and quality assurance **(QAF 1.1 ~~2.2.1.~~)**.

3.1.2. Departments, Institutes, Schools, Faculty Boards, Dean(s) Senate Committee on Curriculum, Admissions and Studies Policy (SCCASP), Senate Quality Assurance and Planning Committee (SQAPC) and Senate. These bodies are concerned with issues involving the development and approval of academic programs in terms of the academic merit of those programs. Senate approves or otherwise makes recommendations concerning new programs coming from SQAPC **(QAF ~~2.2.1.)~~ 2.3.1. QAF 2.4)**

3.1.3. Carleton University's Vice-Presidents' Academic and Research Council (VPARC) and the Carleton University Provost Budget Working Group (PBWG) **(QAF ~~2.2.1.)~~ 2.4**

3.1.3.1. VPARC's membership consists of the President, the Provost, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Deans, Registrars and Librarians.

3.1.3.2. PBWG's membership is the President and Vice-Chancellor (ex-officio), the Provost (co-chair), the Vice-President (Finance & Administration)(co-chair), the Vice-Presidents, the Deputy Provost (Academic Operation and Planning), two faculty Deans, the Assistant Vice-President (Institutional Research and Planning), and the Assistant Vice-President (Finance).

3.2. The Responsible Bodies for Dominican University College **(QAF 2.~~4~~2.1.~~.~~)**

In the case of Dominican University College, there are three sets of bodies responsible for new program approval:

3.2.1. The Office of the Vice-Provost (AVPA) at Carleton University is concerned with issues of compliance and quality assurance **(QAF 1.1~~2.2.1~~.)**.

3.2.2. SQAPC and Carleton's Senate are concerned with the approval of academic programs in terms of the academic merit of those programs. **(QAF 1.1~~2.2.1.~~)**.

3.3. Initial New Program Approval Steps at Carleton University **(QAF 2.1~~2.3~~)**

Fundamental to the development of a new program is the establishment of learning outcomes. Advice and support in developing these learning outcomes should be sought from the Office of the Vice-Provost (AVPA). Consultations on the development of learning outcomes and their assessment should be conducted as widely as possible with academic colleagues. The Office of the Vice-Provost (AVPA) will conduct a workshop on learning outcomes and their assessment for the academic unit or program lead(s).

3.3.1. The Initial Role of VPARC

3.3.1.1. VPARC will be notified as soon as it becomes apparent that a new program proposal is being considered.

3.3.1.2. Any member of VPARC can ask for this initiative to be placed on the agenda of the next VPARC meeting for initial discussion.

3.3.1.3. If such a request is not forthcoming or following the above discussion at VPARC (if satisfactory), the proposal will proceed to the Executive Summary stage.

3.3.2. The Executive Summary Stage

3.3.2.1. The Executive Summary will contain:

3.3.2.1.1. A section establishing that the program:

3.3.2.1.1.1. serves the University's strategic and academic plans **(QAF ~~2.1.1.a~~2.1.2.1c);**

3.3.2.1.1.2. is appropriate in relation to the current international and national profile of the discipline or interdisciplinary area **(~~QAF 2.1.4.a~~)**;

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3.3.2.1.1.3. is distinctive in comparison to comparable programs in Ontario and nationally **(~~QAF 2.1.4.b~~)**;

3.3.2.1.1.4. has been assessed for its impact on existing programs, departments and Faculties and the library **(**QAF 2.1.2.6d**~~QAF 2.1.7.a; 2.1.7.c~~)**;

3.3.2.1.2. A section establishing student demand for the proposed program and establishing that graduates will be equipped on graduation for an appropriate career **(~~QAF 2.1.9.c~~)**;

3.3.2.1.3. A business plan that establishes the financial viability of the proposed program and whether or not additional resources are required to deliver the program **(~~QAF 2.1.7.a; 2.1.7.c~~)**.

3.3.2.2. The Executive Summary is reviewed by the Vice-Provost (AVPA) and the relevant Dean(s).

3.3.2.3. Following satisfactory review, the Executive Summary is submitted to VPARC for approval. New program proposals are placed on the agenda as new academic business.

3.3.2.4. If VPARC has significant concerns with the proposed program, it can suspend development of the B~~b~~rief until the concerns have been addressed to its satisfaction or a decision has been taken not to proceed any further with the proposed new program.

3.3.2.5. The outcome of VPARC deliberations is reported by the Office of the Vice-Provost (AVPA) to the program lead(s).

3.3.3. The Role of PBWG

3.3.3.1. Upon approval by the Provost and the relevant Dean(s), and if the proposed program requires additional resources, the Executive Summary is referred to PBWG for a decision on whether or not such resources will be approved.

3.3.3.2. The outcome of PBWG'S deliberations is reported by the Office of the Provost to the relevant Dean(s) and the Office of the Vice-Provost (AVPA).

3.3.4. The Preparation of the ~~Brief~~ New Program Proposal; **(QAF 2.1.1~~2.5~~)**

3.3.4.1. If the required additional resources are approved by PBWG, or if there is no need to refer the proposal to PBWG, the academic unit or program lead(s) prepare the three-volume Program Propsal~~brief~~: volume I is the self-study, volume II is the faculty curricula vitarum, volume III is the list of proposed external reviewers. Required documentation for the B~~b~~rief is set out below in section 8: 'The ~~Brief~~Proposal.' Particular attention should be paid to Section 8.1.1, which stipulates that information in the ~~brief~~ Proposal should be sufficient to ensure that all criteria for the evaluation of new programs outlined in section 3.8 are adequately covered.

3.3.4.2. In preparation for this exercise, academic units or program lead(s) are encouraged to

attend a meeting with representatives of the Office of the Vice-Provost (AVPA). The purpose of this meeting is to set a timeline for the approval of the program and to clarify the bodies responsible for assembling the information required for the ~~brief~~Proposal.~~, including the academic unit or program lead(s) themselves, but including also, for example, the university's Office of Institutional Research and Planning (OIRP), and the Carleton Office for Research Initiatives and Services (CORIS).~~ The representatives of the Office of the Vice-Provost (AVPA) will provide the academic unit or program lead(s) with a template for the development of the ~~brief~~ New Program Proposal ~~for the proposed program~~ on the basis of the Executive Summary.

3.3.4.3. Assistance in preparing the New Program Proposal ~~brief~~ is provided by the Office of the Vice-Provost (AVPA), ~~the Faculty of Graduate and Post-Doctoral Affairs~~ Graduate Studies ~~XXXX~~ (for graduate programs), the Faculty Dean(s) and Faculty Associate Dean(s).

3.3.4.4. Documentation for the self-study will include proposed calendar copy – program calendar copy customarily forms Appendix 1 of the self-study; course calendar copy Appendix 2; and Admissions calendar copy Appendix 3. Assistance in developing calendar copy should be sought from the Office of the Vice-Provost (AVPA), who will assemble an appropriate team of experts as needed.

3.3.4.5. The Office of the Vice-Provost (AVPA) will require the academic unit and/or program lead with to complete a New Program Proposal template. This office will also ensure~~s~~ that the ~~brief~~ Program Proposal and accompanying documentation are complete and compliant with Carleton's IQAP, in general, and with the Evaluation Criteria list in section 3.8, specifically **(QAF 2.1.1)**.

3.3.4.6. The ~~brief~~ Proposal will be approved by the relevant Dean(s).

3.4. Initial New Program Approval Steps at Dominican University College **(QAF 2.1~~,2.3~~)**

3.4.1. The relevant Faculty prepares the three-volume brief **(~~QAF 2.2.5~~)**.

3.4.2. Assistance in preparing the B~~b~~rief is provided by the Vice-President Academic Affairs of Dominican University College. The Vice-President Academic Affairs may call upon Carleton University's Vice-Provost (AVPA) and ~~the Associate Dean (Programs) in Carleton University's~~ Graduate Studies ~~XXXX~~~~Faculty of Graduate and Postdoctoral Affairs~~ for advice.

3.4.3. The B~~b~~rief, together with any concerns or issues that the Council may have, is forwarded to Carleton University's Office of the Vice-Provost (AVPA). This Office ensures that the B~~b~~rief and accompanying documentation are complete and compliant with Carleton's IQAP.

3.5. The Quality Assurance Process **(QAF 2.~~2.3~~1)**

3.5.1. Once the Office of the Vice-Provost (AVPA) is satisfied that the ~~brief~~Brief is complete and compliant, once the ~~brief~~Brief has been approved by the relevant Dean(s) and Faculty Board(s) at Carleton or the Academic Council of Dominican University College, the Office of the Vice-Provost (AVPA) will:

3.5.1.1. Prioritize the list of external academic reviewers and, if appropriate, external professional reviewers nominated by the program in Volume III of the ~~brief~~Brief to become members of the review committee. The criteria in terms of which the reviewers are prioritized is contained in section 9 of this IQAP **(**QAF 2.2.1)~~QAF 2.2.6~~**);**

3.5.1.2. Make the necessary arrangements for the site visit;

3.5.1.3. Forward the necessary documentation to the review committee, including the Volume I (New Program Proposal) and the Volume II (All Relevant Faculty CVs) **(QAF 2.2.1)**.

~~Forward the necessary documentation to the review committee~~.

3.5.2. External Evaluation (Site Visit)

3.5.2.1. The review committee, made up of at least two external academic reviewers, will normally also include an internal reviewer. The Vice-Provost (AVPA) will recommend an internal reviewer to be part of the review committee. (if applicable). The role of the internal reviewer is described in Section 9~~.~~ **(QAF 2.2.1)**.

3.5.2.1.1. The external reviews of doctoral New Program Proposals must include an on-site visit (QAF 2.2.1).

3.5.2.1.2. The external review of new undergraduate and master's Program Proposals will normally include an on-site visit; however, an alternative method of external review (e.gs. desk review, virtual visit) may be acceptable if:

3.5.2.1.2.1. The external reviewers are satisfied that an off-site method is acceptable; and

~~3.5.2.1.1.1.~~3.5.2.1.2.2. A clear justification for the alternative method is provided by the Provost (or delegate) **(QAF 2.2.1).**

3.5.2.2. ~~The review committee will conduct an in person site visit for all new programs.~~ The site visit will be arranged by the Office of the Vice-Provost (AVPA) in consultation with the academic unit or program lead(s) and relevant Faculty Dean(s) in the case of Carleton University and in consultation with the relevant Faculty at Dominican University College. The Office of the Vice-Provost (AVPA) will ensure that proper arrangements have been made for consultation with faculty, students, staff, senior administrators, and, where appropriate, representatives of employers and professional associations;

3.5.2.3. In the case of Carleton University, individual meetings will normally be established with the Provost and Vice-President (Academic), the Vice-Provost (AVPA), the Faculty Dean(s) or their designate(s) (including at the graduate level, Graduate Studies ~~XXXthe Dean of the Faculty of Graduate and Postdoctoral Affairs~~), the chair or equivalent of the academic unit or the program lead(s), the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate;

3.5.2.4. In the case of Dominican University College, individual meetings will normally be established with the Vice-President Academic Affairs, the Faculty Dean, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate

administrator as appropriate, as well as with Carleton University's Vice-Provost (AVPA);

3.5.2.5. In the case of professional programs, meetings will normally be established with relevant professionals or employers in the field, and professional associations as appropriate;

3.5.2.6. Meetings of a more collective character will normally be arranged with faculty whom it is intended will teach in the program and are available. Where appropriate, meetings may also be arranged with representative groups of graduate and undergraduate students in cognate programs– such meetings will be exclusive to the students.

3.5.3. The review committee will prepare its report according to the generic and program-specific instructions it has received from the Office of the Vice-Provost (AVPA) (see Section 9: 'Review Committee') – the report will be submitted to the Office of the Vice-Provost (AVPA) within one month of the site visit **(QAF 2.2.2~~2.2.7~~)**;

3.5.4. When received, the Office of the Vice-Provost (AVPA) will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the Vice-Provost (AVPA) determines that the report is in any way deficient, the Office of the Vice-Provost (AVPA) will communicate with the review committee to rectify the situation **(QAF 2.2)**.

3.5.5. When the Office of the Vice-Provost (AVPA) is satisfied that the report is complete, the report will be forwarded to the Faculty Dean(s) and the academic unit or program lead(s), either at Carleton University or Dominican University College, for separate responses. ~~**(QAF 2.2.8)**. The~~ A covering memorandum and template containing the report will list all the issues, concerns and recommendations raised in the report to which the Dean(s) and the academic unit or program lead(s) will need to respond, separately. In the case of a single-department Faculty where the Dean is essentially the head of the academic unit, only one response will be required **(QAF 2.3.1).**

3.5.5.1. The responses should:

~~3.5.5.1.1. Be brief on the positive elements of the report.~~

3.5.5.1.1 Address all the issues, concerns and recommendations contained in the report.

3.5.1.2 Respond to each of these issues, concerns or recommendations. There may be issues, concerns and recommendations that the unit or program lead(s) do not wish to act on; however, a response to all those items is required, including the reasons why the unit or program lead(s) and Dean(s) feel it is not appropriate to act on them.

3.5.6. The responses are forwarded to the Office of Vice-Provost (AVPA) together with an amended version of the self-study that reflects the undertakings given in the responses regarding the issues, concerns and recommendations contained in the review committee's report **(QAF 2.3.1)**.

3.5.7. The Office of the Vice-Provost (AVPA) will assign the documents to one of its members or

another invited senior faculty member for a detailed review. This individual will be known as 'the discussant' or 'guest discussant' depending upon whether or not they are a member of SQAPC. The discussant will be at arm's length from the academic unit or program lead(s) proposing the program.

3.5.7.1. The report, the responses and the amended self-study are forwarded to ~~SCCASP~~ SQAPC and the discussant, who prepares a recommendation report. This recommendation report will comment on the issues, concerns, and recommendations contained in the review committee's report, the response to this report, and the manner in which the undertakings made in the response are reflected in the amended self-study. The discussant's recommendation report will recommend one of three outcomes:

1. *Recommended to commence;*
2. *Recommended to commence with report;*
3. *Not recommended to commence.*

3.5.8. The discussant's recommendation report and supporting documentation will be considered by SQAPC, which will decide on one of these three outcomes **(QAF ~~2.2.9~~2.4)**. SQAPC will authorize a final memo to the unit. The memo will be prepared by the Vice-Provost (AVPA) and will contain the outcome decided by SQAPC, either:

1. *Recommended to commence;*
2. *Recommended to commence with report;*
3. *Not recommended to commence.*

3.5.8.1. In the case of (2), a report on certain issues will be required by SQAPC two to three years after the program commences.

3.5.9. The Office of the Vice-Provost (AVPA) will forward a final memo to the Dean(s) and the academic unit or program lead(s).

3.5.10. In the case of outcomes (2) and (3), an opportunity will be provided for an appeal by the Dean(s) and/or the academic unit or program lead(s) either at Carleton University or Dominican University College as appropriate. The grounds for the appeal may be either to do with process or substance, and the Dean(s) and/or academic unit or program lead(s) will be provided with an opportunity to meet with SQAPC to discuss these grounds.

3.5.10.1. In the case of Carleton University, if the Dean(s) and/or academic unit or program lead(s) do not accept the outcome of the appeal to SQAPC, they may appeal to the Senate Quality Assurance Appeals Committee, whose decision is final and binding;

3.5.10.2. In the case of appeals from Dominican University College with respect to an appeal of a decision from SQAPC, Carleton University's Senate Quality Assurance Appeals Committee will consult with the Vice President Academic Affairs at Dominican University College in reaching a decision.

3.5.10.3. In the case of such appeals, the outcome will be recorded in a subsequent memo, including any change of outcome to the quality assurance process.

3.6. The Role of Senate Committee on Curriculum, Admissions, and Studies Policy (SCCASP) and

Senate **(QAF 2.5~~2.9~~)**

3.6.1. In all cases, the Office of the Vice-Provost (AVPA) will forward the calendar language to SCCASP for approval. If SCCASP feels that it cannot approve the calendar language, it will return it to the academic unit or program lead(s) with an explanation of why approval is not possible. The academic unit or program lead(s) will review the calendar language and make the appropriate revisions.

3.6.2. In the case of undergraduate programs only, where SCCASP is responsible for making a recommendation to Senate on the issues of admission and academic regulations, the Office of the Vice-Provost (AVPA) will forward the amended self-study to SCCASP. If SCCASP feels that it cannot make such a recommendation, it will forward the self-study to SQAPC with an explanation of why it cannot make such a recommendation. SQAPC will consider this explanation and consider, as appropriate, its decisions and the reasons for them in concluding the quality assurance process.

3.6.3. The Office of the Vice-Provost (AVPA) will forward the required documentation to SQAPC for SQAPC to consider making a recommendation to Senate for approval. If SQAPC feels that it cannot make such a recommendation, it will return the documentation to the Dean(s) and program lead(s) with an explanation of why it cannot make such a recommendation. SQAPC will consider an explanation from the Dean(s) and reconsider, as appropriate, its decision and the reasons for them in concluding the quality assurance process.

3.6.4. Senate will consider a favourable recommendation from SQAPC, or a favourable joint recommendation from SQAPC and SCCASP in the case of undergraduate programs, and decide whether or not to approve the new program. If Senate decides that it cannot approve the proposed program, it will be returned to SQAPC with an explanation of why it cannot make such an approval. SQAPC will consider this explanation and reconsider, as appropriate, its original recommendation.

3.6.4.1. In the case of Carleton University, approval by Senate constitutes approval of the new program and ratification of the outcome of the quality assurance process;

3.6.4.2. In the case of Dominican University College, approval by Carleton University's Senate constitutes ratification of the outcome of the quality assurance process only.

3.7. Concluding Steps

3.7.1. In the case of Carleton University, following approval by Senate, the Office of the Vice-Provost (AVPA) will forward the required documentation (including the New Program P~~p~~roposal ~~brief~~) to the Quality Council Secretariat with a request that the program be approved to commence; in the case of Dominican University College, following ratification by Senate, the Office of the Vice-Provost (AVPA) will forward the required documentation (including the New Program P~~p~~roposal ~~brief~~) to the Quality Council with a request that the program be approved to commence **(QAF 2.5~~QAF 2.2.10~~)**. In both cases, the supporting documentation will contain a covering memorandum which indicates, among other things, whether or not the proposed program is cost- recovery.

3.7.1.1. Following submission to the Quality Council, Carleton University (with the approval of the Provost) or Dominican University College (with the approval of the Vice-President Academic Affairs) as appropriate may announce its intention to offer the program. It will be clearly indicated that approval is pending and no offers of admission will be made until the program is approved by the Quality Council: 'Prospective students are advised that the program is still subject to formal approval."~~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~~QAF 2.7**).

3.7.1.2. In the case of Carleton University, following approval by Senate and the Quality Council, the Office of the Vice-Provost (AVPA) will report the approval to the Board of Governors (for information); In the case of Dominican University College, following ratification by Senate and the Quality Council, the Office of the Vice-Provost (AVPA) will report to the Board of Governors at Dominican University College (for information);

3.7.1.3. Upon approval to commence, the program will begin within 36 months of the date of approval; otherwise approval will lapse **(QAF 2.9.1, QAF 5.1.1~~QAF 2.4.2~~)**;

3.7.1.4. The first cyclical program review of any new program will be conducted no more than eight years after the date of the program's initial enrolment **(QAF 2.9.3~~QAF 2.4.1~~)**;

3.7.1.5. If it becomes necessary to undertake a cyclical program review of a new program within three years in order to align it with other programs, an expedited process will be used to undertake the cyclical review of the new program

3.7.1.6. A chart is attached as appendix 2a that represents visually the above steps for new program approval at Carleton University. A chart is attached as appendix 2b that represents visually the above steps for Dominican University College.

3.7.2 Upon receipt of a new program proposal the Quality Council makes one the following decisions **(~~QAF 2.3.4~~QAF 2.6.2, QAF 2.6.3)**:

a) Approved to commence;
b) Approved to commence with report;
c) Deferred for up to one year, affording the institution an opportunity to amend and resubmit its New Program P~~p~~roposal ~~brief~~; or
d) The program proposal is declined

3.7.2.1 Should a report be required the Office of the Vice-Prost (AVPA) will receive and review all reports prepared by the unit prior to submission to the Quality Council for decision ~~(QAF 2.3.7)~~.

3.7.2.2 Any appeals to the Quality Council will be made by the Office of the Vice-Provost (AVPA) for decision. ~~**(QAF 2.3.8).**~~

3.7.2.3 Should a program proposal or appeal be declined by the Quality Council the Office of the Vice-Provost (AVAP) will consult with the academic unit(s) and Dean(s) involved to determine how to proceed. In all cases, resubmission will take place approximately one year following the Quality Council's original or appeal decision. ~~**(QAF 2.3.6)**~~

Ratified by the Quality Council – November 22, 2019
Approved by Carleton University Senate – June 21, 2019

3.8. Evaluation Criteria for New Program Approval **(QAF ~~2.2.4~~2.1.2)**

~~3.8.1. The~~ Program Objectives

3.8.1.

3.8.1.1. Clarity of the program's objectives **(QAF 2.1.2.1.a)**;

Appropriateness of degree nomenclature given the program's objectives **(QAF ~~2.1.1.c~~ 2.1.2.1.b)**; and~~.~~

3.8.1.2.

3.8.1.3. Consistency of the program's objectives with the institution's mission and academic plans ~~-~~**(QAF 2.1.2.1.c~~2.1.1.a~~)**~~.;~~

3.8.2. Program Requirements

3.8.2.1. Appropriateness of the program's structure and the requirements~~regulations~~ to meet ~~specified~~its objectives and program-level program learning outcomes ~~and degree level expectations~~ **(QAF ~~2.1.3~~2.1.2.2.a)**;

3.8.2.2. ~~Clarify and A~~appropriateness of the program's structure, requirements and ~~associated~~program-level learning outcomes in ~~addressing~~meeting ~~the institution's~~Carleton's ~~own~~ undergraduate or graduate Degree Level Expectations **(QAF 2.1.2.2.2~~1~~.b)**;

3.8.2.3. Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes **(QAF 2.1.2.2.c)**;

3.8.2.4. Ways in which the curriculum addresses the current state of the discipline or area of study **(QAF 2.1.2.2.d~~4.a~~)**;

~~:~~

~~3.8.1.1.3.2.1.1. Do the program's intellectual profile and learning outcomes match the teaching and research strengths of the academic unit(s)?~~

~~3.8.1.2.3.2.1.1. Ways in which the curriculum addresses the current state of the discipline or area of study **(QAF 2.1.4.a)**;~~

~~3.8.1.3.~~3.8.2.5. Identification of any unique curriculum or program innovations or creative components, or significant high impact practices **(QAF ~~2.1.4.b~~2.1.1)**;

~~3.8.1.4.3.2.1.1. Clarify and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations **(QAF 2.1.1.b)**;~~

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3.8.2.6. Do the program's intellectual profile and learning outcomes match the teaching and research strengths of the academic unit(s)?

~~**3.8.1.5.3.2.1.1. Appropriateness of degree nomenclature (QAF 2.1.1.c).**~~

3.8.3. Program Requirements for Graduate Programs Only

~~3.8.1.6.~~3.8.3.1. ~~For graduate programs, a C~~clear rationale for program length that ensures that students can complete the the program-level learning outcomes and requirements ~~can be reasonable completed~~ within the proposed time ~~period~~ **(QAF ~~2.1.3.b~~2.1.2.3.b)**;

3.8.3.2. 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 **(QAF 2.1.2.3.b)**; and

3.8.3.3. For research-focused graduate programs, clear indication ~~for~~of the nature and suitability of the major research requirements for degree completion **(QAF 2.1.2.3.c)**;

~~**For research-focused graduate programs, clear indication for the nature and suitability of the major research requirements for degree completion (QAF 2.1.2.3.c);**~~

3.8.4. ~~Program Content~~Assessment of Teaching and Learning

3.8.4.1. Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations **(QAF 2.1.2.4.a);** and

3.8.4.2. Appropriateness of the plans to monitor and assess:
i. The overall quality of the program;
ii. Whether the program is achieving in practice its proposed objectives;
iii. Whether its students are achieving the program-level learning outcomes; and
iv. How the resulting information will be documented and subsequently used to inform continuous program improvement **(QAF 2.1.2.4.b).**

3.8.4.3. Is there a clear indication of essential requirements?

~~• Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations **(QAF 2.1.6.a);**~~
~~3.2.1.1. Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations **(QAF 2.1.3.a);**~~

~~For research-focused graduate programs, clear indication for the nature and suitability of the major research requirements for degree completion **(QAF 2.1.4.c)**;~~

~~3.2.1.2. 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 **(QAF 2.1.4.d)**;~~

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~~In the case of undergraduate programs, evidence of planning for adequate numbers and quantity of: a) faculty and staff to achieve the goals of the program; or b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; c) planned/anticipated class sizes; d) provision of supervision of experiential learning opportunities; and e) the role of adjunct and part-time faculty **(QAF 2.1.9)**;~~

~~Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations **(QAF 2.1.5)**;~~

~~Is there a clear indication of essential requirements?~~

3.8.5. Admission Requirements **(QAF 2.1.2.5)**

3.8.5.1 Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes ~~established for the completion of the program~~ **(QAF 2.1.2.5.a);** and

3.8.5.2 Sufficient explanation of alternative requirements, if ~~any~~applicable, for admission into a graduate, second-entry or undergraduate program, ~~such as~~e.g., minimum grade point average, additional languages or portfolios, ~~along with~~and how the program recognizes prior work or learning experience **(QAF 2.1.2.5.b)**

3.8.6 Resources (QAF 2.1.2.6)

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

Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment **(QAF ~~2.1.7.b~~2.1.2.6.a);**

3.8.6.1

~~3.8.6.1~~ 3.8.6.2 If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience **(QAF 2.1.2.6.b);**

3.8.6.3 If required, provision of supervision of experiential learning opportunities **(QAF 2.1.2.6.c);** ~~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 (QAF 2.1.7.a)~~

3.8.6.4 Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university **(QAF 2.1.2.6.d);**

3.8.6.5

Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access **(QAF 2.1.2.6.e);** and

~~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 laboratory access (QAF 2.1.7.c)~~

3.8.6.6
If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation **(QAF 2.1.2.6.f).**

3.8.7 Resources for graduate programs only (QAF 2.1.2.7)

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

3.8.7.1 Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate **(QAF 2.1.2.7.a)**;

3.8.7.2 Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students **(QAF 2.1.2.7.b)**; and

Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty **(QAF 2.1.2.7.c).** ~~In the case of graduate programs, where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students (QAF 2.1.8.b)~~

3.8.7.3

3.8.8 Quality and other indicators **(QAF 2.1.2.8)**

3.8.8.1 Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring) **(QAF 2.1.2.8.a);** and

3.8.8.2 Any other evidence that the program and faculty will ensure the intellectual quality of the student experience **(QAF 2.1.2.8.b).**

~~3.8.9. Governance~~

~~3.8.9.1. Does the program have an appropriate governance and administrative structure?~~

~~3.8.10. The Faculty~~

~~3.8.10.1. Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster and appropriate intellectual climate **(QAF 2.1.8.a)**~~

~~4~~

~~4.8.9.1. Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision **(QAF 2.1.8.c)**~~

~~5~~

~~5.8.9.1. Is there evidence of adequate mentoring programs for junior faculty?~~

~~3.8.5.1. Definition and use of indications 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) **(QAF 2.1.10.a)**

3.8.5. Admission Requirements

3.8.5.1. Appropriateness of the program's admission requirements for the learning outcomes established for the completion of the program **(QAF 2.1.2.a)**

3.8.5.2. Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience **(QAF 2.1.2.b)**

5.8.10. The Students

5.8.10.1. Is there evidence of clear communication between students, faculty and programs and university administration (e.g., handbook for students with program details, processes, important deadlines, etc.; a web site; listserv)?

5.8.10.2. Are there sufficient mentoring programs and orientation days for graduate students?

3.8.5.2. In the case of graduate programs, where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students **(QAF 2.1.8.b)**

3.8.5.3. Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience **(QAF 2.1.10.b)**

5.8.10.3. Given the advising, mentoring and support provided by the program and the university more generally through its academic services, will students in the program have a satisfactory educational experience? **(QAF 1.6 'Academic Services')**

5.8.10.4. Completeness of plans for documenting and demonstrating the level of performance of students consistent with the institution's statement of its Degree Level Expectations **(QAF 2.1.6.b)**

5.8.10.5. Will the program prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation?

5.8.11. Postdoctoral Fellows

5.8.11.1. Is there an adequate account of the number and length of appointment of postdoctoral fellows who can contribute to the program and of the character of their contribution?

5.9. Additional Criteria Specific to Graduate Programs

3.9.1. In addition to the generic instructions for undergraduate and graduate programs, the attention of the review committee will be drawn to some matters specific to graduate programs.

~~3.9.2. A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.~~

~~3.9.2.1. Master's Programs~~

~~3.9.2.1.1. Master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed. This component can take the form of a thesis, a major research paper or short research papers within the courses required for the degree, a comprehensive examination, or other specified activity appropriate for the discipline or interdisciplinary area and designed to test the acquisition of analytical/interpretive skills. It is incumbent on the program to demonstrate in the brief that the requirements are appropriate for the discipline or interdisciplinary area and how their outcomes are achieved **(QAF 2.1.3.a).**~~

~~3.9.2.1.2. The research-oriented master's program in an academic discipline offered to the graduate with an honours undergraduate degree in that discipline is the most traditional sequence. Research-oriented master's programs in interdisciplinary areas have recently become more common, allowing innovative opportunities for students from a range of honours undergraduate degree programs. Advanced courses and the challenge of doing intensive research, usually resulting in a thesis, research project, major research paper or cognate essay, are provided as a means of developing the skills and intellectual curiosity required for doctoral studies and/or a leadership role in society~~

~~3.9.2.1.3. The course-based master's program offers advanced training to a similar clientele. While this type of program does not require the performance of research resulting in a thesis, it must contain elements that ensure the development of research and analytical/interpretive skills~~

~~3.9.2.1.4. The professional master's or graduate diploma program offers to the graduate of any one of several honours or other undergraduate programs a coordinated selection of courses in a range of disciplines, together with the application of related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practicing professionals. Such programs also need to develop research and analytical/interpretive skills relevant to the profession~~

~~3.9.2.2. Doctoral Programs~~

~~3.9.2.2.1. Independent original research and the preparation of a thesis are considered to be the essential core of doctoral studies. However, because thesis research is highly specialized, it is important that some mechanism be in place to ensure that breadth of knowledge and skills is acquired by doctoral students. This outcome can be achieved by course work, participation in colloquia, a comprehensive examination or other means. The brief needs to show clearly how breadth and research skills are achieved and evaluated~~

~~3.10.~~3.9. Steps to Monitor New Programs **(QAF 2.9.2~~QAF 2.4.3~~)**

3.10.1. At the end of the second academic year after the program has commenced, new programs will be monitored on deviations from the planned implementation and unexpected challenges or issues encountered, in the case of Carleton University, by the Vice-Provost (AVPA) and, in the case of the

Dominican University College, by the Vice President Academic Affairs. A template for monitoring will be provided to the academic unit by the Office of the Vice-Provost (AVPA) (QAF 2.9.2).

~~3.10.1.1.~~

3.10.2. A ~~brief~~ succinct report based on this monitoring will be filed by the unit with the Office of the Vice-Provost (AVPA) and forwarded to SQAPC. SQAPC may require a Carleton University academic unit to make modifications and file a report on these modifications after a two- or three-year period. In consultation with the Vice- President Academic Affairs, SQAPC may require a Dominican University College Faculty to make modifications and file a report on these modifications after a two- or three-year period.

3.10.2.1. The monitoring report will carefully evaluate the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved, as well as any changes that have occurred in the interim, including in response to any Note(s) from the Appraisal Committee (QAF 2.9.3).

3.10.2.2. The outcomes of monitoring report and any additional areas are to be considered in the first cyclical review of the new program (QAF 2.9.3)

3.10.3. This process of monitoring will be in addition to any report requested by SQAPC as part of its recommendation that the program be approved to commence. In cases where the Quality Council requires a report as part of its approval to commence (or seconds such a recommendation from SQAPC), the Office of the Vice-Provost (AVPA)will vet the appropriateness of the report before it is forwarded to the Quality Council.

4. Protocol for Expedited Approvals ~~Process (QAF 3.2)~~

In the instance of joint graduate programs between Carleton University and Ottawa University, the process is subject to the joint procedural documentation approved by both institutions and the QAF (guide, section 5).

4.1. The expedited process is required for the approval of new for-credit graduate diplomas (Type 2 and 3) and, if a unit wishes, a new field in a graduate program. This process is the same as for new programs, except that an external review committee will not be used and, as a consequence, no response to an external review committee report will be required. The decision of SQAPC will be based solely on the submission of volumes I and II of the ~~brief~~Program Proposal. However, SQAPC may require a written response to questions and concerns it has from the Faculty Dean(s) and the academic unit (QAF 3.0).

4.1.1. A new standalone degree program arising from a long-standing field in a master's or doctoral program is also subject to expedited approval, provided that the field has undergone at least two Cyclical Program Reviews and has at least two graduating cohorts (QAF 3.0).

~~4.1.1.~~4.1.2.

4.2. The criteria for approval are the same as for a new program approval including: degree level expectations, program-level learning outcomes, admissions, structure, program content, mode of delivery, assessment of teaching and learning, resources, and quality and other indicators. ~~Briefs~~ New Program Proposals developed for the expedited approval process should ensure, as stipulated in section ~~8.1.1~~, that the information provided therein is sufficient to ensure that all the criteria for

the evaluation of new programs contained in section 3.8 are adequately covered.

4.2.1. The Appraisal Committee will review the New Program Proposal will make one of the following decisions:

a) Approved to Commence
b) Approved to Commence, with Report[9]; or
c) Not Approved (QAF 3.2)

~~4.2.~~4.3. New for-credit graduate diplomas will be monitored in the same fashion as a new program.

4.4. The establishment of a new or additional field (or the deletion of a field) in a graduate program does not require the approval of the Quality Council unless the academic unit in question wishes to state on its website that the new or additional field has been approved by the Quality Council. In this case, the proposal to establish a new or additional field is subject to an expedited approval process (QAF 3.0~~**QAF 3.2**~~). The decision as to whether or not to seek this endorsement is that of the academic unit in question. Advice in making this decision may be sought from the Vice-Provost (AVPA) and Graduate Studies ~~XXXthe Dean of the Faculty of Graduate and Postdoctoral Affairs~~. If the academic unit does not seek Quality Council approval, the proposal for a new field will be treated as a major modification and follow the major modification process.

~~4.3.~~4.5. Programs created or modified through the Protocol for Expedited Approvals are not normally selected for the institution's Cyclical Audit

5. Protocol for Major Modifications (QAF ~~3.3~~ Section 4)

~~In the instance of major modifications to joint graduate programs between Carleton University and Ottawa University, the process is subject to the joint procedural documentation approved by both institutions and the QAF (guide, section 5).~~

5.1. Objectives for Major Modifications **(QAF Section 4, "Introduction and Scope")**

Major modifications to academic programs at Carleton are typically undertaken to:

- Implement the outcomes of a cyclical program review;
- Reflect the ongoing evolution of the discipline;
- Accommodate new developments in a particular field;
- Facilitate improvements in teaching and learning strategies;
- Respond to the changing needs of students, society, and industry; and/or
- Respond to improvements in technology.

5.2. As such, major modifications provide an~~d~~ opportunity for continuous program improvement, improving the student experience, and staying current with the discipline **(QAF Section 4, "Introduction and Scope")**

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5.3. Scope

Normally, the Vice-Provost (AVPA) will determine if the degree of change that is being proposed constitutes a major modification or new program; however the Council has final authority over this determination. Should the Council decide the major modification constitutes a new program, the Protocol for New Programs Approvals must be followed **(QAF Section 4, "Introduction and Scope" & 'Process')**.

5.3.1. Major modifications typically include, but are not limited to, one or more of the following:

5.3.1.1. a) Requirements that differ significantly from those existing at the time of the previous cyclical program review;

5.3.1.2. b) Significant changes to the program-level learning outcomes that do not, however, meet the threshold of a new program;

5.3.1.3. c) Significant changes to the program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus and/or online / hybrid delivery – see below);

5.3.1.4. d) Change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or

5.3.1.5. e) Addition of a single new field to an existing graduate program. Note that universities are not required to declare fields for either master's or doctoral programs. Note also that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol (see Guidance) **(QAF Section 4 'Introduction and Scope')**.

5.3.2. Definition of "Significant Change" (QAF Section 4 'Process')

5.3.2.1. The Vice-Provost (AVPA) will have the authority to determine whether a proposed change constitutes a significant change and hence a major modification to an existing program, or is a minor modification or new program. A significant change will normally comprise of a significant proportion of the program (normally 33% or greater).

5.4. Steps for the Approval of Major Modifications (QAF Section 4, 'Process')

In the instance of major modifications to joint graduate programs between Carleton University and Ottawa University, the process is subject to the joint procedural documentation approved by both institutions and the QAF (guide, section 5).

~~5.1.1.~~5.4.1. The Responsible Bodies at Carleton

In the case of Carleton University, there are three sets of university bodies responsible for the approval of major modifications to existing programs:

~~5.1.2.~~5.4.2. The Office of the Vice-Provost (AVPA) is concerned with matters of compliance and quality assurance.

~~5.1.3.~~5.4.3. Departments, institutes, Schools, Faculty Boards, Deans, Senate Committee on Curriculum,

Admissions and Studies Policy (SCCASP), Senate Quality Assurance and Planning Committee (SQAPC) and Senate. These bodies are concerned with the approval of academic programs in terms of the academic merit of those programs. Senate approves or otherwise makes recommendations concerning major modifications coming from SQAPC.

~~5.1.4.~~5.4.4. Carleton University's Vice-Presidents' Academic and Research Council (VPARC) and the Carleton University Provost Budget Working Group (PBWG). These bodies are concerned with approval in terms of strategic priorities and budget.

~~5.1.4.1.~~5.4.4.1. The membership of VPARC and PBWG was set out under 3.1.3.1. and 3.1.3.2~~.~~.

~~5.2.~~5.5. The Responsible Bodies at Dominican University College

In the case of Dominican University College, there are three sets of bodies responsible for the approval of major modifications to existing programs:

~~5.2.1.~~5.5.1. Carleton's Office of the Vice-Provost (AVPA) is concerned with matters of compliance and quality assurance.

~~5.2.2.~~5.5.2. Faculties, Faculty Council and the Academic Council of Dominican University College. These bodies are concerned only with the approval of academic programs in terms of the academic merit of those programs.

~~5.2.3.~~5.5.3. Carleton's SQAPC and Carleton's Senate. These bodies are concerned with the approval of academic programs in terms of the academic merit of those programs.

~~5.3.~~5.6. The Documentation

~~5.3.1.~~5.6.1. The scope of the documentation required for a major modification can vary according to the scope of the modification. Some major modifications are substantial, while others can be relatively modest. In order to accommodate this variation, two process tracks have been established: Track A, requiring an Executive Summary and Business Plan as well as the proposed calendar language for all major modifications; Track B, where required information is provided only with the proposed calendar language (unless a business plan is required). Even within these alternative tracks, the amount and character of information required can vary according to the major modification in question. This being the case, the Office of the Vice-Provost (AVPA) provides assistance in the preparation of the required documentation. For these reasons, it is strongly recommended that, at the outset, advice on the documentation required is sought from the Office of the Vice-Provost (AVPA).

~~5.3.1.1.~~5.6.1.1. The following are normally categorized as 'Track A' major modifications: the creation of a new collaborative specialization; the introduction of a new degree pathway; the merger of two or more programs; the introduction of a concentration; the introduction of an undergraduate nested or standalone minor; new bridging options for college diploma graduates; major changes to courses comprising a significant proportion of the program (33% or greater); a change in the language of program delivery; the establishment of an existing degree program at another institution or location; the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa; the change of program name or degree of an existing program or degree. All other major modifications are normally categorized as 'Track B' modifications **(QAF Section 4,**

‘Process’).

~~5.3.1.2.~~5.6.1.2. Track A – Executive Summary and Business Plan

- Track A modifications require an executive summary of the proposed modification, including the effect of the proposed modification on the program and its students; this document should address:

~~5.3.1.2..1.~~5.6.1.2..1. The character and substance of the modification, including the impact on the program’s learning outcomes **(QAF Section 4, ‘Process’)**;

~~5.3.1.2..2.~~5.6.1.2..2. The rationale for the proposed modification, including the ~~impact on~~alignment with the program-level~~’s~~ learning outcomes of the program **(QAF Section 4, ‘Process’)**;

~~5.3.1.2..3.~~5.6.1.2..3. The effect of the modification on the existing program, including the effect on prospective and continuing students including, if appropriate, a transition plan (at Carleton advice should be sought from the Offices of the University Registrar or Graduate Registrar as appropriate) **(QAF Section 4, ‘Process’)**;

~~5.3.1.2..4.~~5.6.1.2..4. The fit of the proposed modification with, as appropriate, Carleton’s strategic and academic plans or Dominican University College’s mission and strategic and academic plans;

~~5.3.1.2..5.~~5.6.1.2..5. The manner in which the proposed modification serves the appropriateness of the program in relation to the current international and national profile of the discipline or interdisciplinary area as appropriate;

~~5.3.1.2..6.~~5.6.1.2..6. The manner in which the proposed modification serves the distinctiveness of the program in comparison to comparable programs in Ontario and nationally as appropriate;

5.6.1.2..7. The impact on other programs, other academic units and the library;

~~5.3.1.2..7.~~5.6.1.2..8. ~~5.3.1.2.1.8.~~ Student demand for the proposed modification, as evidenced by input from current students and recent alumni **(QAF Section 4, ‘Process’)**;

5.3.1.2.1.9. That graduates will be equipped on graduation for an appropriate career;

5.3.1.2.1.10. The resources required to implement the major modification if additional resources are necessary, this information to be conveyed by means of a business plan;

~~5.3.1.3.~~5.6.1.3. Track B

- In instances where an executive summary is not required, a rationale addressing the following, as appropriate, will be prepared:

~~5.3.1.3..1.~~5.6.1.3..1. The character and substance of the modification, including the impact on the program’s learning outcomes;

~~5.3.1.3..2.~~5.6.1.3..2. The rationale for the proposed modification, including the ~~impact~~ alignment

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with ~~on~~ the program-level~~'s~~ learning outcomes of the program **(QAF Section 4, 'Process')**.

~~5.3.1.3..3.~~5.6.1.3..3. The effect of the modification on the existing program, including the effect on prospective and continuing students including a transition plan if appropriate (at Carleton, advice should be sought from the Offices of the University Registrar or Graduate Registrar as appropriate) **(QAF Section 4, 'Process')**;

~~5.3.1.3..4.~~5.6.1.3..4. Its impact on existing programs, departments and Faculties and library;

~~5.3.1.3..5.~~5.6.1.3..5. Student demand for the proposed modification if a new field or option is proposed, , as evidenced by input from current students and recent alumni **(QAF Section 4, 'Process')**;

~~5.3.1.3..6.~~5.6.1.3..6. The resources required to implement the major modification; if additional resources are necessary and cannot be covered by the relevant Dean(s) or University Librarian, this information is to be conveyed by means of a business plan.

5.6.2. Criteria when changing the model of delivery **(QAF Section 4, 'Process')**
The executive summary (Track A modifications) or rationale (Track B changes) for modifications that include a change to the mode of delivery of a program from in-person to online for all or a significant portion of a program will also address:

5.6.2.1. Maintenance of and/or changes to the program objectives and program-level learning outcomes;
5.6.2.2. Adequacy of the technological platform and tools;
5.6.2.3. Sufficiency of support services and training for teaching staff;
5.6.2.4. Sufficiency and type of support for students in the new learning environment; and
5.6.2.5. Access.

~~5.4.~~5.7. The Initial Steps at Carleton University

~~5.4.1.~~5.7.1. The Role of VPARC

~~5.4.1.1.~~5.7.1.1. In the case of Carleton University, VPARC only considers the proposed major modification in the following five 'Track A' cases: 1) a change in the language of program delivery 2) the establishment of an existing degree program at another institution or location 3) the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa 4) the creation of a collaborative specialization 5) change of program name or degree of an existing program or degree No other proposed major modifications are considered by VPARC. In all other cases, the proposed major modification moves to the next step in the process. The steps to be followed if VPARC is to consider a major modification is as follows:

- VPARC will be informed as soon as it becomes apparent that a major modification requiring VPARC's consideration is being proposed.
- Any member of VPARC can ask for this initiative to be placed on the agenda of the next VPARC meeting for initial discussion.

- If such a request is not forthcoming or following the above discussion at VPARC (if satisfactory), the proposal will proceed to the Executive Summary stage.

- The Executive Summary Stage

~~5.4.1.1..1.~~5.7.1.1..1. The Executive Summary is reviewed by the Vice-Provost (AVPA) and the relevant Dean(s).

~~5.4.1.1..2.~~5.7.1.1..2. Following satisfactory review, the Executive Summary is submitted to VPARC for approval. If the modification requires new resources, it is placed on the agenda as new academic business and otherwise the modification is placed on the agenda for information only under the consent agenda.

~~5.4.1.1..3.~~5.7.1.1..3. If a member of VPARC removes this information item from the consent agenda for discussion, and If VPARC has significant concerns with the proposed modification, it can suspend approval until the concerns have been addressed to its satisfaction or a decision has been taken not to proceed any further with the proposed modification.

~~5.4.1.1..4.~~5.7.1.1..4. The outcome of VPARC deliberations is reported by the Office of the Vice-Provost (AVPA) to the program lead(s).

~~5.4.2.~~5.7.2. The Role of PBWG

~~5.4.2.1.~~5.7.2.1. If additional resources are required for any major modification and cannot be covered by the relevant Dean(s) or the University Librarian, the modification is considered by PBWG for a decision on whether or not such resources will be approved.

~~5.4.2.2.~~5.7.2.2. The outcome of PBWG's deliberations is reported by the Office of the Provost to the relevant Deans, and the Office of the Vice-Provost (AVPA).

~~5.4.3.~~5.7.3. The Role of Faculty Boards

~~5.4.3.1.~~5.7.3.1. If PBWG approves additional resources for the modification, or if there is no need to refer the proposal to PBWG because the proposed modification does not require additional resources or requires additional resource that can be covered by the relevant Dean(s) or University Librarian, the academic unit (department/school/institute) may submit the documentation to the appropriate Faculty Board(s) for consideration.

~~5.4.3.2.~~5.7.3.2. Faculty Boards customarily have a program or curriculum committee that will examine the relevant documentation. These committees may require or suggest changes before recommending the modification to the Faculty Board(s) for approval.

~~5.4.3.3.~~5.7.3.3. With Faculty Board(s) approval (including dates of approval), the documentation is forwarded to the Office of the Vice-Provost (AVPA) for consideration by SQAPC.

~~5.5.~~5.8. The Initial Steps at Dominican University College

~~5.5.1.~~5.8.1. In the case of Dominican University College, the relevant Faculty Council forwards the required documentation to Carleton University's Office of the Vice-Provost (AVPA) for onward transmission to SQAPC.

~~5.6.~~5.9. The Role of Senate Committee on Curriculum, Admissions, and Studies Policy (SCCASP)

~~5.6.1.~~5.9.1. In the case of Carleton, the proposal, together with the calendar language is forwarded to the SCCASP for their consideration.

~~5.6.2.~~5.9.2. SCCASP considers the proposal and accompanying documentation. They may consult with the academic unit before sending their recommendations to Senate in co-ordination with SQAPC.

~~5.7.~~5.10. The Role of SQAPC

~~5.7.1.~~5.10.1. SQAPC will consider the documentation on major modifications it receives from Carleton University and Dominican University College and determine whether there are questions and concerns that should be raised with the appropriate bodies (academic units or Faculties).

~~5.7.2.~~5.10.2. The criteria for evaluation are drawn, as appropriate, from those for new program approval.

~~5.7.3.~~5.10.3. In the case of Dominican University College, the proposal, together with SQAPC's questions and concerns, are forwarded to the Vice-President Academic Affairs at Dominican University College.

~~5.7.3.1.~~5.10.3.1. The Vice-President forwards the proposal and SQAPC's recommendations to the Academic Council for its consideration.

~~5.7.3.2.~~5.10.3.2. The Academic Council considers the proposal and accompanying documentation. It may consult with the relevant Faculty before sending its recommendations via the Vice-President Academic Affairs to SQAPC – the proposal together with these recommendations as forwarded to SQAPC constitute approval of the major modification by Dominican University College.

~~5.8.~~5.11. The Role of Senate

~~5.8.1.~~5.11.1. In the case of Dominican University College, once SQAPC has agreed to the Academic Council's recommendations, SQAPC forwards those recommendations to Senate for information.

~~5.8.2.~~5.11.2. In the case of Carleton, Senate approval signals both approval of the major modification and ratification of the outcome of the quality assurance process;

~~5.8.3.~~5.11.3. In the case of Dominican University College, Senate ratifies the outcome of the quality assurance process only.

~~5.9.~~5.12. Concluding Steps

~~5.9.1.~~5.12.1. Major modifications (including all program closures) approved or ratified by Senate as appropriate are reported by Carleton University to the Quality Council annually in July **(QAF Section 4 'Outcomes'; QAF 4.3~~QAF 3.4~~)**.

~~5.9.2.~~5.12.2. A chart is attached as appendix 3a that represents visually the above steps for major modification for Carleton University.

~~5.9.3.~~5.12.3. A chart is attached as appendix 3b that represents visually the steps for Dominican University College.

6. Minor Modifications

6.1. Changes to programs that do not rise to the level of Major Modifications, such as changes to existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); ~~undergraduate certificate(s);~~ and laddering, stacking or similar options, or comparable elements are considered Minor Modifications. The approvals process for minor modifications will follow the Carleton University protocols as set out in appendix 4a and the Dominican University College protocols as set out in appendix 4b (QAF 4.1).

7. Cyclical Program Review

Introduction

The cyclical program review provides the opportunity for academic units to take a reflective and self-critical view of the programs offered. The review process is intended to highlight program strengths and weaknesses so that a clear plan for program-improvement (the Final Assessment Report) can be developed and implemented **(QAF Section 5 'Objectives' & 'Outcomes').**

Existing undergraduate and graduate programs will normally be reviewed concurrently using the same process (with some components of the process specific to either graduate or undergraduate programs) and the same review committee. In this case, where possible, one external reviewer will be chosen for their experience and expertise in undergraduate education, and the other reviewer will be chosen for their experience and expertise in graduate education. It is felt that concurrent reviews are advantageous in that it is, on the whole, the same faculty who teach both undergraduate and graduate students and, on the whole, the same sets of resources that support both undergraduate and graduate programs. Undergraduate and graduate programs are in a symbiotic relationship (for example, the majority of teaching assistants in undergraduate programs are graduate students). Decisions affecting one set of programs frequently affect the other **(QAF 5.1.1)**.

A major exception to this principle of concurrent reviews will be in the case of academic units that have joint graduate programs with partner universities. In these cases, the reviews of the unit's graduate and undergraduate programs will have to be separate. However, with the agreement of the partner universities, it may be possible for the graduate program and the two, separate undergraduate programs of the partner universities to be reviewed within a sufficiently ~~brief~~ concise time period to allow use of the same external reviewers. In the instance of joint graduate program between Carleton University and the University of Ottawa, the process is subject to the joint procedural documentation approved by both institutions and the QAF **(Section 5 'Scope'; QAF 5.1.1~~guide, section 5~~).**

In the case of units in which the doctoral program is a joint program with a partner university, but the master's program is not, the master's programs at both institutions may be reviewed concurrently with the review of the doctoral program. This process mirrors that previously in place under Ontario Council of Graduate Studies (OCGS) regulations **(QAF 5.1.1).**

Regardless of the "bundling" of program reviews, the quality of each academic program and the learning environment of the students in each program will be explicitly addressed in the self-study and the external reviewers' report(s) **(QAF 5.1.1).**

No more than eight years will elapse between cyclical program reviews of the same program. This schedule will apply to all program offerings, including those that are joint/inter-institutional, multi-disciplinary, interdisciplinary, at multiple sites and all modes of program delivery (QAF 5.1.2). The Office of the Vice-Provost (AVPA) will ensure that all relevant Dean(s) and Associate Dean(s) at Carleton University are kept informed of progress as the various steps of the Cyclical Program Review process are followed. By mutual agreement, the relevant Dean(s) and Associate Dean(s) are invited to all meetings involving the Office of the Vice-Provost (AVPA) and the academic unit **(QAF 5.1.1~~QAF 4.1~~)**.

7.1. Authorities ~~**(QAF 4.2.1.a)**~~

7.1.1. The authorities and bodies responsible for the conduct of cyclical program reviews are the same as described in sections 1.1-1.4, and sections 3.1 and 3.2 of this IQAP.

7.2. Steps for Cyclical Program Review

7.2.1. The Vice-Provost (AVPA) initiates the scheduled review by sending a memo to the academic unit identifying the specific program or programs that will be reviewed and identifying, where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed **(QAF 5.1.2)**

~~7.2.1.~~7.2.2. In the case of Carleton University, the academic unit prepares the three-volume B~~b~~rief: ~~volume~~ Volume I is the self-study, ~~volume~~ Volume II is the faculty curricula vitarum, ~~volume~~ Volume III is the list of proposed external reviewers, including additional members if required. Required documentation for the B~~b~~rief is set out below in section 8: 'The Brief.' Particular attention should be paid to section 8.1.1, which stipulates that information provided in the B~~b~~rief should be sufficient to ensure that all the criteria for the evaluation of existing programs as contained in section 7.3 are adequately covered for each program being reviewed. In the case of Dominican University College, the relevant Faculty prepares the three-volume B~~b~~rief**.**

7.2.2.1. The self-study will address all ~~9~~ 8 ~~elements~~ evaluation criteria listed in the QAF section 5.1.3.1 ~~4.2.3.b~~:

1. Program objectives
2. Program Requirements
3. Program requirements for graduate programs only
4. Assessment of Teaching and Learning
5. Admission requirements

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6. Resources

7. Resources for graduate programs only

8. Quality and other indicators

~~1. Consistency of the program's learning outcomes with the institution's mission and Degree Level Expectations, and how its graduates achieve those outcomes;~~

~~2. Program-related data and measures of performance, including applicable provincial, national and professional standards (where available);~~

~~3. Integrity of the data;~~

~~4. Review criteria and quality indicators identified in Framework Section 4.3;~~

~~5. Concerns and recommendations raised in previous reviews;~~

~~6. Areas identified through the conduct of the self-study as requiring improvement;~~

~~7. Areas that hold promise for enhancement;~~

~~8. Academic services that directly contribute to the academic quality of each program under review;~~

~~9. Participation of program faculty, staff, and students in the self-study and how their views will be obtained and taken into account~~

~~7.2.2.~~7.2.3. In preparation for this exercise, the following steps will normally be undertaken in consultation with the relevant academic unit and Dean(s):

~~7.2.2.1.~~7.2.3.1. The Office of the Vice- Provost (AVPA) will notify all academic units whose programs are scheduled for cyclical review and request a list of their review team members.

- The academic unit preparing their self-study will establish a review team made up normally, of the departmental chair or director, the graduate and/or undergraduate supervisors as appropriate, graduate and/or undergraduate administrators as appropriate, and at least one graduate or undergraduate student as appropriate. These principles will be followed in the case of interdisciplinary programs. The review team may include additional members at the discretion of the academic unit. The review team need not necessarily be chaired by the unit Chair or Director. It must, however, be chaired by a faculty member from the unit. In all cases, the membership of the review team will require the agreement of the Vice-Provost (AVPA).

~~7.2.2.2.~~7.2.3.2. The Office of the Vice-Provost (AVPA) holds a workshop to clarify the bodies responsible for assembling the information required for the B~~b~~rief, including the academic unit itself but including also, for example, the university's Office of Institutional Research and Planning (OIRP), and the Office for Research Initiatives and Services (CORIS). The Office of the Vice-Provost (AVPA) will, at this meeting, describe the cyclical review process, the benefits of the process, and the institutional bodies responsible for the collection, aggregation and distribution of data.

~~7.2.2.3.~~7.2.3.3. The Chair or Director of the academic unit will meet with representatives from the Office of the Vice-Provost (AVPA). At this meeting, the representatives from the Office of

the Vice-Provost (AVPA) provide an introduction to the process, timelines and the learning outcomes and learning outcomes assessment, which are fundamental to the conduct of the review.

~~7.2.2.4.~~7.2.3.4. Following the meeting described in 7.2.~~3~~2.3., representatives from the Office of the Vice- Provost (AVPA) meet with the review team as identified by the Chair and Director. This meeting is not held until the review team has been established and agreed to by the Vice-Provost (AVPA). At this meeting, the representatives from the Office of the Vice-Provost (AVPA) discuss the learning outcomes and learning outcomes assessment process. Ongoing meetings will be conducted as needed to review/develop the learning outcomes and assessment plans.

~~7.2.2.5.~~7.2.3.5. Holding these meetings allows sufficient time for the review team, in consultation with members of the academic unit, to develop successful learning outcomes and assessment plans that are subscribed to by the entire unit. The establishment of successful learning outcomes is fundamental to developing the content of many sections of the self-study.

~~7.2.2.6.~~7.2.3.6. Following these meetings, the Office of the Vice-Provost (AVPA) will provide a template of the ~~brief~~ Volume I: Self-Study for the programs to be reviewed. Where applicable, this template will address each discrete program within one omnibus review (QAF 5.1.3).

7.2.4. The program's faculty, staff and students will be involved in the preparation of the self-study according to the template for their programs. The preparation may include: focus groups for faculty, staff and students, discussions involving stakeholders and the academic unit review team, as well as stakeholder review of the draft and the final self-study (QAF 5.1.3).

The self-study shall:

7.2.4.1. Include a description of how the self-study was written, including how the views of faculty, staff and students were obtained and considered? **(QAF 5.1.3.a)**;

7.2.4.2. Require the inclusion of the evaluation criteria and quality indicators identified section 7.3, for each discrete program being reviewed **(QAF 5.1.3.b)**;

7.2.4.3. Require that program-related data and measures of performance, including applicable provincial, national and professional standards (where available), with a notation of all relevant data sources, be addressed **(QAF 5.1.3.c)**;

7.2.4.4. Include a description of how concerns and recommendations raised in previous reviews have since been addressed, especially those detailed in the Final Assessment Report, Implementation Plan and subsequent monitoring reports from the previous Cyclical Review of the program **(QAF 5.1.3.d)**;

7.2.4.5. For the first Cyclical Review of a new program, identify the steps to be taken to address any issues or items flagged in the monitoring report for follow-up, and/or items identified for follow-up by

the Quality Council **(QAF 5.1.3.e)**;

7.2.4.6. Identify any unique curriculum or program innovations, creative components, or significant high impact practices, where appropriate **(QAF 5.1.3.f)**;

7.2.4.7. Identify areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change **(QAF 5.1.3.g)**; and

7.2.4.8. Include an assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review **(QAF 5.1.3.h)**.

~~7.2.3.~~7.2.5. The self-study will be broad-based, reflective, forward-looking and include critical analysis of the program(s).

Importantly, consideration should be given in the self-study to possible improvements for the program(s) **(QAF Section 5 'Objectives' QAF 5.1.3~~QAF 4.2.3.a~~)**.

~~7.2.4.~~7.2.6. In the case of Carleton University, assistance in preparing the three-volume B~~b~~rief will be provided by the Office of the Vice-Provost (AVPA), Faculty Dean(s) and Faculty Associate Dean(s).

~~7.2.5.~~7.2.7. In the case of Dominican University College, assistance in preparing the three-volume B~~b~~rief will be provided by the Vice-President Academic Affairs. The Vice-President Academic Affairs may call upon Carleton University's Vice-Provost (AVPA) and Graduate Studies ~~XXXthe Associate Dean (Programs) in Carleton University's Faculty of Graduate and Postdoctoral Affairs~~ for advice.

~~7.2.6.~~7.2.8. The B~~b~~rief is forwarded to the Office of the Vice-Provost (AVPA). This Office will ensure that the ~~brief~~Brief and accompanying documentation is complete and compliant. Once satisfied that the ~~brief~~Brief is complete and compliant, it will be forwarded to the Dean(s) for approval.

~~7.2.7.~~7.2.9. The ~~brief~~ Brief will be approved by the relevant Dean(s) and forwarded to the Office of the Vice- Provost (AVPA).

~~7.2.8.~~7.2.10. Once received the Office of the Vice-Provost (AVPA) will:

~~7.2.8.1.~~7.2.10.1. Prioritize the list of external academic reviewers and, if appropriate, external professional reviewers nominated by the program in Volume III of the ~~brief~~ Brief to become members of the review committee. The criteria in terms of which the reviewers are prioritized is contained in section 9 of this IQAP **(QAF 2.2.1~~QAF 2.2.6~~);**

~~7.2.8.2.~~7.2.10.2. Make the necessary arrangements for the site visit;

7.2.10.3. Forward the necessary documentation to the review committee, which will include the

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Volume I (~~New Program Proposal~~Self-study) and the Volume II (All Relevant Faculty CVs) (QAF 2.2.1).

7.2.11. ~~Site Visit~~External Evaluation

7.2.11.1. The Vice-Provost (AVPA) will confirm an internal reviewer to be part of the review committee. The role of the internal reviewer is described in Section 9 of this IQAP (QAF 5.2.1).

7.2.11.2. External reviews of PhD programs must incorporate an on-site visit (QAF 5.1.2).

7.2.11.3. External reviews of undergraduate programs must normally be conducted on-site; however The Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that an off-site visit is acceptable (QAF 5.1.2).

7.2.11.4. External reviews of certain master's programs (e.g., professional master's programs and fully online programs) may be conducted by desk review, virtual site visit or an equivalent method if the Provost and the external reviewers are satisfied that the off-site option is acceptable. An on-site visit be required for all other master's programs (QAF 5.1.2).

~~7.2.8.3.~~7.2.11.5. In all cases, the Provost (or delegate) must provide clear justifications for the decision to use an off-site visit (QAF 5.1.2).

~~7.2.8.4.~~7.2.11.6. ~~The review committee will conduct an in person site visit for all cyclical program reviews.~~ The site visit will be arranged by the Office of the Vice-Provost (AVPA) in consultation with the academic unit and the relevant Faculty Dean(s) in the case of Carleton University and in consultation with the relevant Faculty at Dominican University College. The Office of the Vice-Provost (AVPA) will ensure that proper arrangements have been made for consultation with faculty, students, staff, senior administrators and, where appropriate, representatives of employers and professional associations before approving the site visit itinerary **(QAF 5.2.1~~QAF 4.2.4.d~~.d)~~)~~**;

- In the case of Carleton University, individual meetings will normally be established with the Provost and Vice-President (Academic), the Vice-Provost (AVPA), the relevant Faculty Dean(s) or designate(s) ~~(including at the graduate level, the Dean of the Faculty of Graduate and Postdoctoral Affairs)~~, the chair or equivalent of the academic unit, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate;

- In the case of Dominican University College, individual meetings will normally be established with the Vice-President Academic Affairs, the Faculty Dean, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate, as well as with Carleton University's Vice-Provost (AVPA);

- Meetings of a more collective character will normally be arranged with faculty who are on the respective campus and available. Meetings will also be arranged with representative groups of graduate and undergraduate students – such meetings will be exclusive to the students.

- In the case of professional programs, meetings may be established with relevant professionals or employers in the field, and professional associations as appropriate.

~~7.2.8.5.~~7.2.11.7. The review committee will prepare its report according to the generic and program-specific instructions it has received from the Office of the Vice-Provost (AVPA) (see the section 9: 'The Review Committee') – the report will be submitted to the Office of the Vice-Provost (AVPA) within one month of the site visit **(QAF ~~4.2.4.e~~5.2.1.a)**.

~~7.2.8.6.~~7.2.11.8. When received, the Office of the Vice-Provost (AVPA) will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the Vice-Provost (AVPA) determines that the report is in any way deficient, the Office of the Vice-Provost (AVPA) will communicate with the review committee to rectify the situation.

~~7.2.8.7.~~7.2.11.9. When the Office of the Vice-Provost (AVPA) is satisfied that the report is complete, the report will be forwarded to the Faculty Dean(s) and the academic unit, either at Carleton University or Dominican University College, for separate responses and an ~~i~~implementation ~~p~~plan **(QAF-Section 5 'Outcomes', QAF 5.3.1~~4.2.4.f~~)**. ~~The~~ A covering memorandum and template containing the report will list all the issues, concerns and recommendations raised in the report to which the Dean(s) and the academic unit will need to respond.

~~7.2.8.8.~~7.2.11.10. The responses should **(QAF 5.3.1, QAF 5.3.2~~QAF 4.2.4.g~~)**:

- ~~Be brief on the positive elements of the report;~~

- Address the concerns and recommendations contained in the report;

- Respond to each of these concerns or recommendations. There may be issues, concerns and recommendations that the academic unit does not wish to act on; however, a response to all those items is required, including the reasons why the unit and Dean(s) feel it is not appropriate to act on them;

- Prioritization of the recommendations selected for implementation;

- Changes in organization, policy or governance necessary to implement such recommendations and plans;

- The resources, financial or otherwise, that will be required to implement such recommendations and plans;

- The group or individual responsible for providing resources needed to address the

recommendations and plans;

- The timeline for the implementation of such recommendations and plans;
- The individuals responsible for the implementation of such recommendations and plans.

~~7.2.9.~~7.2.12. The responses are forwarded to the Office of Vice-Provost (AVPA).

~~7.2.9.1.~~7.2.12.1. The Office of the Vice-Provost (AVPA) will assign the documents to one of its members or another invited senior faculty member for a detailed review. This individual will be known as 'the discussant' or 'guest discussant' depending upon whether or not they are a member of SQAPC. The discussant will be at arm's length from the academic unit or program lead(s) proposing the program.

~~7.2.10.~~7.2.13. The B~~b~~rief, the report and responses are forwarded to the discussant, who prepares a recommendation report. This recommendation report will comment on the issues, concerns, and recommendations contained in the review committee's report, as well as the response to this report and implementation plan **(~~QAF 4.2.5.a~~)**. The discussant's recommendation report will recommend one of three outcomes:

1. Good quality;
2. Conditional approval to continue;
3. Not approved to continue.

~~7.2.11.~~7.2.14. The discussant's recommendation report will be considered by SQAPC, which will decide on one of these outcomes. SQAPC will authorize a final assessment report and executive summary. The final assessment report and executive summary will be prepared by the Vice- Provost (AVPA) (QAF 5.3.1). The final assessment report will contain the outcome decided by SQAPC, either:

1. Good quality;
2. Conditional approval to continue; or
3. Not approved to continue.

~~7.2.12.~~7.2.15. The criteria for assigning the above three outcomes referred to in 7.2.~~12~~ 13 and 7.2.~~13~~14. are as follows:

~~7.2.12.1.~~7.2.15.1. Good quality will be assigned when SQAPC has no serious concerns about the quality of the program, when it is apparent that students are in receipt of a superior educational experience, and when the number and character of improvements recommended for the improvement of the program, while they may be significant, do not call into question the quality and/or viability of the program.

~~7.2.12.2.~~7.2.15.2. Conditional approval to continue will be assigned when SQAPC has serious concerns regarding the quality of the program that bring into question its quality and/or viability. The report required by SQAPC will list those issues that have to be addressed successfully if the program is to be re-categorized as being of good quality when the report is received by SQAPC.

~~7.2.12.3.~~7.2.15.3. Not approved to continue will be assigned when SQAPC has serious concerns regarding the quality and/or viability of the program that it does not feel can be addressed successfully.

~~7.2.13.~~7.2.16. In the case of outcome 1., SQAPC may require a report. This report may be with respect to any of the issues, concerns and recommendations contained in the report of the review committee, whether or not the academic unit has indicated that it will act on these in the response to the report, *or* with respect to possible plans and recommendations for program improvement contained in the self-study. In the case of outcome 2., a report is mandatory. If a report is required, SQAPC will set a deadline for its submission (normally 12 months).

~~7.2.14.~~7.2.17. The outcome of the review will be communicated to the Faculty Dean(s) and the academic unit either at Carleton University or Dominican University College by the Office of the Vice- Provost (AVPA).

~~7.2.15.~~7.2.18. In the case of (2) and (3) under (7.2.13.), an opportunity will be provided for an appeal by the relevant Faculty Dean(s) and/or the academic unit. The grounds for the appeal may be either to do with process or substance, and the relevant Faculty Dean(s) and/or academic unit will be provided with an opportunity to meet with SQAPC to discuss these grounds;

~~7.2.15.1.~~7.2.18.1. If the relevant Faculty Dean(s) and/or academic unit do not accept the outcome of the appeal to SQAPC, they may appeal to the Senate Quality Assurance Appeals Committee, whose decision is final and binding; in the case of Dominican University College, the appeal will be lodged through the Vice- President Academic Affairs.

~~7.2.15.2.~~7.2.18.2. In the case of Dominican University College, Carleton University's Senate Quality Assurance Appeals Committee will consult with Dominican University College's Vice President Academic Affairs before arriving at a decision;

~~7.2.16.~~7.2.19. The relevant Faculty Dean(s) will, in consultation with the Provost, be responsible for providing any necessary additional resources required to implement the Implementation Plan. With the agreement of the Provost, the relevant Faculty Dean(s) and academic unit will be jointly responsible for acting on recommendations and plans contained in the Implementation Plan;

~~7.2.17.~~7.2.20. In the case of Dominican University College, Carleton University's Vice-Provost (AVPA) will consult with Dominican University College's Vice President Academic Affairs if any additional resources are required to implement the Implementation Plan;

~~7.2.18.~~7.2.21. If the Dean(s) and the unit cannot agree on the Implementation Plan, they will communicate to SQAPC the issues on which they can agree and those on which they cannot;

~~7.2.19.~~7.2.22. In the case of Carleton University, the chair of SQAPC, the Vice-Provost (AVPA), will in these circumstances attempt to broker an agreement to be reported

to SQAPC.

~~7.2.20.~~7.2.23. In the case of Dominican University College, the Vice President Academic Affairs will be responsible for ensuring agreement on an Implementation Plan before communicating it to the Office of the Vice-Provost (AVPA) at Carleton University. The Dominican University College's Vice President Academic Affairs is free to consult with the Vice-Provost (AVPA) at Carleton University.

~~7.2.21.~~7.2.24. The Vice-Provost (AVPA) will author and SQAPC will authorize the final assessment report and executive summary. The final assessment report will contain the Implementation Plan and a final outcome with supporting documentation. The final assessment report will identify any significant strengths of the program; identify opportunities for program improvement and enhancement; set out and prioritize the recommendations that are selected for implementation (if any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized, an explanation will be given); include recommendations that the unit, the Dean(s), and or the university may have identified as requiring action as a result of the review; may include a confidential section (where it is necessary to address personnel issues; and include an institutional Executive Summary, exclusive of any such confidential information, and suitable for publication on the web. **(**QAF 5.3.2~~QAF 4.2.5.b~~**)**.

~~7.2.21.1.~~7.2.24.1. The final assessment report and the executive summary will be submitted to the Provost or delegate for consideration. The Provost is the institutional authority for approving the recommendations and plans in the final assessment report and its Implementation Plan;

~~7.2.21.2.~~7.2.24.2. In the case of Dominican University College, Carleton University's Provost or delegate will consult with Dominican University College's Vice President Academic Affairs, who may in turn report the outcome to Dominican University College's Academic Council for the purposes of consultation;

~~7.2.21.3.~~7.2.24.3. In the case of Carleton University, the final assessment report and the executive summary with supporting documentation will be forwarded to SQAPC for approval. Following approval by SQAPC, the final assessment report, executive summary and Implementation Plan will be forwarded to Senate for approval. The role of Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the final assessment report and executive summary are reasonable in terms of the documentation on which they are based **(**QAF 5.4.1.a~~QAF 4.2.6.a)~~.

~~7.2.21.4.~~7.2.24.4. With Senate approval, and in the case of outcomes 1 and 3 only as indicated in 7.2.~~13~~14, the final assessment report and executive summary are forwarded to the Faculty Dean(s), the academic unit, the Board of Governors and the Quality Council, and the executive summary and Implementation Plan will be posted on the Carleton University's website **(**QAF 5.4.1.b~~QAF 4.2.6.a; 4.2.6.b~~**)**.

~~7.2.21.5.~~7.2.24.5. In the case of Carleton University, outcome 2 only as indicated in 7.2.~~13~~14,

a memo is forwarded to the Faculty Dean(s) and the academic unit only. The academic unit and Dean(s) will be required to file a report within twelve months of SQAPC's decision. There is every expectation that receipt of the report by SQAPC will result in the outcome of the review being upgraded to good quality, in which case the steps indicated above appropriate to this outcome will be followed.

~~7.2.21.6.~~7.2.24.6. In the case of Dominican University College the final assessment report and the executive summary with supporting documentation will be forwarded to Senate for ratification; ratification will signal that Senate is satisfied that due process has been followed and that the conclusions and recommendations contained in the final assessment report and executive summary are reasonable in terms of the documentation on which they are based **(**QAF 5.4.1.a~~QAF 4.2.6.a~~**)**.

~~7.2.21.7.~~7.2.24.7. In the case of Dominican University College, with Senate approval, and in the case of outcomes 1 and 3 only as indicated in 7.2.~~13~~14, the final assessment report and executive summary are forwarded to the Faculty Dean and the Board of Governors at Dominican University College, and then to the Quality Council. The executive summary and Implementation Plan will be posted on Carleton University's website and the website of Dominican University College as appropriate **(**QAF 5.4.1.b, QAF 5.4.2.a~~QAF 4.2.6.a; 4.2.6.b~~**)**.

7.2.24.8. In the case of Dominican University College outcome 2 only as indicated in 7.2.~~13~~14, a memo is forwarded to the Faculty Dean only. The Faculty Dean will be required to file a report within twelve months of SQAPC's decision. There is every expectation that receipt of the report by SQAPC will result in the outcome of the review being upgraded to good quality, in which case the steps indicated above appropriate to this outcome will be followed.

~~7.2.22.~~7.2.25. The approved Final Assessment Report (excluding all confidential information, as appropriate), Executive Summary and Implementation Plan will be provided to the unit to "own" and act on, as appropriate (QAF 5.4.1).

7.2.26. A chart is attached as appendix 5a that represents visually the above steps for Carleton University. A chart is attached as appendix 5b that represent visually the above steps for Dominican University College.

7.3. Evaluation Criteria for Cyclical Program Review **(QAF ~~4.3~~5.1.3.1)**

7.3.1. ~~The~~ Program Objectives

7.3.1.1. Program is consistent with the institution's mission and academic plans **(QAF ~~4.3.1~~5.1.3.1.a)**

~~7.3.1.1. Do the program's intellectual profile and learning outcomes match the teaching and~~

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~~research strengths of the academic units?~~

~~7.3.1.2. The curriculum reflects the current state of the discipline or area of study **(QAF 4.3.3.a)**~~

~~7.3.1.3. Evidence of any significant innovation or creativity in the content and/or delivery of the program relation to other such programs **(QAF 4.3.3.b)**~~

~~7.3.1.4.~~4.1.1.1. ~~Pro~~gram requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate Degree Level Expectations **(QAF 4.3.1.b)**

~~7.3.1.5. Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective **(QAF 4.3.4.a)**~~

~~7.3.1.6.~~

~~7.3.1.7. Does the program contain any unique curriculum, program innovations or creative components?~~

7.3.2. Program ~~Content~~Requirements

7.3.2.1. ~~Mode(s) of delivery to~~Appropriateness of the program's structure and the requirements to meet ~~the program's identified~~its objectives and progam-level learning outcomes ~~are appropriate and effective~~ **(QAF ~~4.3.3.c~~5.1.3.1.2.a)**

7.3.2.2. Appropriateness of the p~~P~~rogram's structure, ~~-~~requirements ~~and~~, and program-level learning outcomes ~~are clear, appropriate and align with~~ to meet ~~the institution~~Carleton's own ~~statement of the~~ undergraduate ~~and/~~or graduate Degree Level Expectations **(QAF 5.1.3.1.2.b ~~4.3.1.b~~).**

7.3.2.3. ~~Does the program have an~~ A~~a~~ppropriateness and effectiveness of the mode(s) ~~or modes~~ of delivery to ~~achieve~~facilitate students' successful completion of the program-level learning outcomes **(QAF 5.1.3.1.2.c)**~~and the Degree Level Expectations onto which the program-level learning outcomes are mapped?~~

7.3.2.4. Ways in which the curriculum addresses the current state of the discipline or area of study **(QAF 5.1.3.1.d).**

7.3.3. Program requirements for graduate programs only

~~7.3.2.1.~~7.3.3.1. Clear rationale for program length that ensures that students can complete the program-level learning outcomes with the time required.~~In the case of graduate programs, evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements~~ **(QAF ~~4.3.8.a~~5.1.3.1.3.a)**

~~7.3.2.2.~~4.1.1.1. ~~In the case of graduate programs, is there a sufficient level of education and activity in research; is there sufficient provision for the development of research and~~

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~~analytic/interpretive skills?~~

7.3.3.2. ~~In the case of graduate programs,~~ Evidence that each graduate student in the program is required to take a minimum of ~~sufficient graduate level courses that student will be able to meet the requirements that~~ two-thirds of the~~ir~~ course requirements ~~be met through~~from among graduate-level courses ~~at this level~~ **(QAF ~~4.3.8.c.4~~5.1.3.1.3.b**)

~~In the case of graduate~~For research-focused programs, clear indication of the nature and suitability of the major research requirements for degree completion ~~is there a sufficient level of education and activity in research; is there sufficient provision for the development of research and analytic/interpretive skills?~~ **(QAF 5.1.3.1.3.c)**

~~7.3.2.3.~~**7.3.3.3.**

~~7.3.2.4. In the case of undergraduate programs, evidence of and planning for adequate numbers and quality of: a) faculty and staff to achieve the goals of the program; c) planned/anticipated class sizes, d) provision of supervision of experiential learning opportunities; and e) the role of adjunct and part-time faculty **(QAF 2.1.9)**~~

~~7.3.2.5.~~7.3.3.4.

~~7.3.2.6.4.1.1.1. Does the program have an appropriate mode or modes of delivery to achieve the program-level learning outcomes and the Degree Level Expectations onto which the program-level learning outcomes are mapped?~~

~~7.3.2.7. Is there a clear indication of essential requirements?~~

7.3.4. **Assessment of Teaching and Learning**

7.3.4.1. Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations **(QAF 5.1.3.1.4.a)**

7.3.4.2. Appropriateness and effectiveness of the plans to monitor and assess:
The overall quality of the program
Whether the program continues to achieve in practice its objectives
Whether its students are achieving the program-level learning outcomes
How the resulting information will be documented and subsequently used to inform continuous program improvement **(QAF 5.1.3.1.4.b)**

~~7.3.3. Governance~~

~~7.3.3.1. Does the program have an appropriate governance and administrative structure?~~

~~7.3.4. The Faculty~~

~~7.3.4.1.~~

~~Qualifications, research and scholarly record; class sizes; percentage of classes taught be permanent or non-permanent (contractual) faculty; numbers, assignments and~~

~~qualifications of part-time or temporary faculty **(QAF 4.3.6.a)**~~

~~7.3.4.2. Quality and availability of graduate supervision **(QAF 4.3.8.b)**~~

~~7.3.4.3. Is there evidence of adequate mentoring programs for junior faculty?~~

~~7.3.4.4. Evidence of faculty funding, honours and awards, and commitment to student mentoring **(QAP 4.3.8.c.1)**~~

7.3.5. Admission Requirements

7.3.5.1. Appropriateness of the program's a~~A~~dmissions requirements ~~are appropriately aligned with~~given the program's objectives and the program-level ~~the~~ learning outcomes ~~established for the completion of the program~~ **(QAF ~~4.3.2~~5.1.3.1.5.a)**

7.3.5.2. Sufficient explanation of alternative requirements, if ~~any~~applicable, for admission into a graduate, second~~-~~entry or undergraduate program, such as minimum grade point average, additional languages or portfolios along with how the program recognizes prior work or learning experience (**QAF ~~2.1.2.b~~5.1.3.1.5.b)**

~~7.3.6. The Students~~

~~7.3.6.1. Is there evidence of clear communication between students, faculty and programs and university administration (e.g., handbook for students with program details, processes, important deadlines, etc.; a web site; listserv)?~~

~~7.3.6.2. Are there sufficient mentoring programs and orientation days for graduate students?~~

~~7.3.6.3. In the case of graduate programs, is there evidence that financial assistance for students is sufficient to ensure adequate quality and number of students?~~

~~7.3.6.4. Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience **(QAF 4.3.8.c.3)**~~

~~7.3.6.5. Given the advising, mentoring and support provided by the program and the university more generally through its academic services, will students in the program have a satisfactory educational experience?~~

~~7.3.6.6. Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning objectives and the institution's (or the Program's own) statement of Degree Level Expectations **(QAF 4.3.4.b)**~~

~~7.3.6.7.~~

~~7.3.6.8. Will the program prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation?~~

~~7.3.6.9. Is there evidence of student input into undergraduate and graduate program improvement~~

~~and development (e.g., exit surveys, student representation on committees, etc.)?~~

~~Evidence of student grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills **(QAF 4.3.8.c.3)**~~

7.3.6. Resources **(QAF ~~4.3.5~~5.1.3.1.6)**

Consideration of the following points is to be given with consideration to the program's class sizes and cohorts, as well as its program-level learning outcomes:

7.3.6.1. ~~Is the program adequately resourced, including~~Participation of a sufficient number of qualified core faculty ~~with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity?~~who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment **(QAF 5.1.3.1.6.a);**

7.3.6.2. Discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience **(QAF 5.1.3.1.6.b);**

7.3.6.3. Provision of supervision of experiential learning opportunities **(QAF 5.1.3.1.6.c);**

7.3.6.4. Adequacy of the administrative unit's utilization of existing human, physical and financial resources **(QAF 5.1.3.1.6.d)**; and

7.3.6.5. Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access **(QAF 5.1.3.1.6.e)**.

~~7.3.6.10. Does the program have sufficient support staff, sufficient space, and sufficient library, laboratory and technological resources?~~

~~7.3.6.11. Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution's autonomy to determine priorities for funding, space and faculty allocation.~~

7.3.7. Resources for graduate programs only

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

7.3.10.1 Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation **(QAF 5.1.3.1.7.a);**

7.3.10.2 Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students **(QAF 5.1.3.1.7.b);** and

~~7.3.6.12.~~ **7.3.10.3** Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty **(QAF 5.1.3.1.7.c)**

~~**Postdoctoral Fellows**~~

~~Is there an adequate account of the number and length of appointment of postdoctoral fellows who can contribute to the program and of the character of their contribution?~~

7.3.10.5 Program Enhancement

~~Initiatives taken to enhance the quality of the program and the associated learning and teaching environment? **(QAF 4.3.7)**~~

~~7.3.7. Additional Criteria Specific to Graduate Programs~~

~~In addition to the generic instructions for undergraduate and graduate programs, the attention of the review committee will be drawn to some matters specific to graduate programs.~~

~~A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.~~

~~Master's Programs~~

~~Master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed. This component can take the form of a thesis, a major research paper or short research papers within the courses required for the degree, a comprehensive examination, or other specified activity appropriate for the discipline or interdisciplinary area and designed to test the acquisition of analytical/interpretive skills. It is incumbent on the program to demonstrate in the brief that the requirements are appropriate for the discipline or interdisciplinary area and how their outcomes are achieved **(QAF 4.3.1.b)**.~~

~~The research-oriented master's program in an academic discipline offered to the graduate with an honours undergraduate degree in that discipline is the most traditional sequence. Research-oriented master's programs in interdisciplinary areas have recently become more common, allowing innovative opportunities for students from a range of honours undergraduate degree programs. Advanced courses and the challenge of doing intensive research, usually resulting in a thesis, research project, major research paper or cognate essay, are provided as a means of developing the skills and intellectual curiosity required for doctoral studies and/or a leadership role in society.~~

- ~~The course-based master's program offers advanced training to a similar clientele. While this type of program does not require the performance of research resulting in a thesis, it must contain elements that ensure the development of research and analytical/interpretive skills.~~

Ratified by the Quality Council – November 22, 2019
Approved by Carleton University Senate – June 21, 2019

- ~~The professional master's or graduate diploma program offers to the graduate of any one of several honours or other undergraduate programs a coordinated selection of courses in a range of disciplines, together with the application of related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practising professionals. Such programs also need to develop research and analytical/interpretive skills relevant to the profession~~

~~Doctoral Programs~~

~~Independent original research and the preparation of a thesis are considered to be the essential core of doctoral studies. However, because thesis research is highly specialized, it is important that some mechanism be in place to ensure that breadth of knowledge and skills is acquired by doctoral students. This outcome can be achieved by course work, participation in colloquia, a comprehensive examination or other means. The brief needs to show clearly how breadth and research skills are achieved and evaluated[iv] **(QAF 4.3.1.b)**.~~

7.3.8. Quality and other indicators

7.3.8.1. Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring) **(QAF 5.1.3.1.8.a);**

7.3.8.2. Any other evidence that the program and faculty ensure the intellectual quality of the student experience **(QAF 5.1.3.1.8.b);** and

7.3.8.3. For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates **(QAF 5.1.3.1.8.c).**

7.4. Major Modifications in the Brief for a Cyclical Program Review

7.4.1. Major modifications may be contained in the B~~b~~rief for a cyclical program review. In this circumstance, the major modification will be subject to the process described above in section 5, with the addition that the modification will be subject to comment in the report of the review committee, and will be contained in the documentation sent to the Quality Council.

7.5. Accredited Programs and Cyclical Program Review

7.5.1. On a case-by-case basis, provisions will be mutually agreed with the program and the relevant Dean(s) for the substitution or addition of documentation or processes associated with the accreditation of a program, for components of the cyclical review process, when it is fully consistent with the requirements of this IQAP. A record of substitution or addition, and the grounds on which it was made, will be eligible for audit by the Quality Council **(QAF 5.1.1. QAF 5.5~~QAF 4.2.7~~)**.

7.6. Steps to Monitor the Implementation Plan

7.6.1. A report will be filed with the Office of the Vice-Provost (AVPA) by the Faculty Dean(s) and

academic unit(s) approximately mid-way between cyclical program review cycles, to provide an update on the status of the actions listed in the implementation Pplan and provide an update on the assessment of program level learning outcomes. This report will be forwarded to SQAPC for its review. SQAPC may request additional action or reports from the Faculty Dean(s) and/or the academic unit. Reports supplied by the Faculty Dean(s) and/or academic unit will be posted on the university's website **(QAF 5.4.1 ~~4.2.6.e~~)**.

7.7. Public Access to Review Documents **(QAF 5.4.1.e)**

7.7.1. Public access to the The Executive Summary and Implementation Plan is available through the Carleton website (see sections 7.2.24.4 and 7.2.24.7 of this IQAP).

7.7.2. Requests for access to other documents related to the cyclical program review (including the self-study report, the report of the review committee and internal responses to the review committee) must be sent to to the University Privacy Office, who will act in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA).

8. The Brief

The B~~b~~rief for new program approvals and cyclical program reviews will be made up of three volumes and the B~~b~~rief for expedited approvals will be made up of two volumes (volumes I & II). The necessary templates will be provided to the unit based on the process being undertaken.

8.1. Volume I: The Self-Study

8.1.1. Relevant criteria must be addressed in volume I of the B~~b~~rief for each discrete program being reviewed, with particular reference to section 3.~~3.4~~8 for new program approvals, section 4.2 for the expedited approval process, and section 7.3 for cyclical program reviews.

8.1.2. The Office of the Vice-Provost (AVPA) will provide a template for the self-study of each program that is undergoing either the new program approval process, the expedited approval process, or the cyclical program review process that ensures that all the relevant criteria referred to in 8.1.1 are satisfactorily addressed.

8.2. Volume II: Faculty Curriculum Vitarum

8.2.1. Volume II will contain the curricula vitarum of core faculty, that is:

8.2.1.1. Any faculty, including distinguished research professors and adjunct research professors, authorized to supervise students in the program at the graduate level;

8.2.1.2. All faculty who teach courses in the program at the undergraduate level.

8.2.2. The curriculum vitarum must be in a standardized format current in the faculty or the discipline and approved in advance by the Office of the Vice-Provost (AVPA).

8.2.3. The curriculum vitarum must contain full information on lifetime research and publications, and graduate supervisions, as well as all courses taught by the faculty member for the previous

three years. In addition, information on the professional experience and competence of faculty must be included for professional programs.

8.3. Volume III: The List of External Reviewers

8.3.1. Volume III will contain the list of nominated external academic reviewers.

8.3.1.1. A list of ten external academic reviewers is required and should represent multiple provinces and jurisdictions, with no more than one from any one institution.

- In cases where undergraduate and graduate programs are being reviewed in the same process, five of the reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate education. The remaining five reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in graduate education
- In cases where the review is of a graduate program only, all ten reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in graduate education.
- In cases where the review is of an undergraduate program only, all ten reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate education.
- At the discretion of the Vice-Provost (AVPA), an academic unit may be requested to supply a modest list of additional reviewers. This will be required, for example, in the case of programs of a professional character.

8.3.2. This volume will contain an abbreviated curriculum vitae for each reviewer according to a template provided by the Office of the Vice-Provost (AVPA).

8.3.3. All reviewers must be at arm's length from the program and be free of a conflict of interest. The normal guidelines on conflict of interest will apply, and are attached as appendix 6.

9. The Review Committee

Review committees will be selected for new program approvals and cyclical program reviews.

9.1. The Constitution of the Committee **(QAF 2.2.~~6; 4.2.4.a~~1, QAF 5.2.1)**

9.1.1. In the case of all reviews, the Review Committee must contain at least two external academic reviewers.

9.1.2. In the case of all reviews, the Review Committee will normally contain one internal reviewer, who is outside the discipline, or interdisciplinary group of the program under review.

9.1.3. In the case of professional programs, the Review Committee must contain at least one external professional reviewer.

9.2. The Selection of Review Committee Members **(QAF ~~4.2.4.b~~2.2.1, QAF 5.2.1)**

9.2.1. All external reviewers will be prioritized by the Office of the Vice Provost. External reviewers are prioritized so that, if those ranked first are unavailable, the Office of the Vice-Provost (AVPA) can proceed to the next prioritized reviewers.

9.2.2. The criteria according to which external academic reviewers will be prioritized by the Office of the Vice-Provost (AVPA) are as follows and are weighted equally and wherever possible ensure diversity in experience, jurisdiction and gender:

9.2.2.1. The extent and character of the nominated external reviewer's experience in the administration of undergraduate and/or graduate programs;

9.2.2.2. The extent to which a nominated external academic reviewer's academic expertise, when combined with that of a second nominated external academic reviewer, matches and covers the intellectual profile of the program or programs in question.

9.2.3. The external professional reviewers will be senior and distinguished members of the relevant profession or of the appropriate external community who are not career academics but who have strong interest in the role of postsecondary education in their profession or community. They will be prioritized according to these criteria.

9.2.4. The Vice-Provost (AVPA) will recommend an internal reviewer to be part of the Review Committee

9.2.4.1. The criteria for the selection of the internal reviewer are as follows and are weighted equally:

- The internal reviewer must be at arm's length from the programs to be reviewed;
- The internal reviewer's intellectual profile and administrative experience must be such that they can have a full appreciation of the profile and dynamics of the programs being reviewed;
- The internal reviewer must have sufficient experience of the administration of academic programs at Carleton to be helpful to the external reviewers during the site visit and preparation of the review team's report;

9.2.5. The Office of the Vice-Provost (AVPA) will ensure that conflict of interest guidelines are being followed. The normal guidelines on conflict of interest will apply, and are attached as appendix 6.

9.3. The Role of the Internal Reviewer

9.3.1. The role of the internal reviewer is to accompany the external reviewers throughout the site

visit and to act as a resource in explaining the university's administrative processes and practices as they apply to the administration and delivery of academic programs. The internal reviewer will therefore be present at all meetings except those with students and, possibly, the meeting the review committee holds towards the end of the site visit to consider their report. The internal reviewer may be present at this latter meeting if the review committee so desires. The internal reviewer plays no part in the outcome of the review or in the writing of the report. Internal reviewers are nonetheless available to the external reviewers should questions arise during the report-writing stage.

9.4. Briefing the Review Committee **(QAF 4.2.4.c)**

9.4.1. Undergraduate and graduate programs:

9.4.1.1. The review committee will be briefed in writing by the Office of the Vice-Provost (AVPA). This briefing will include a generic statement on what is expected of the review committee.

- The generic instructions will refer to the university's autonomy in determining priorities for funding, space and faculty allocation, and will stress the need for confidentiality in the conduct of the review.

9.4.1.2. This briefing will be reinforced at the initial meeting of the review committee during the in person site visit. This meeting will be with the Vice-Provost (AVPA). This meeting will allow the review committee to ask questions clarifying their role and responsibilities.

9.4.1.3. During the ~~in person~~ site visit, meetings should be held between the review committee and senior academic administrators, the academic unit, students, and graduates, as well as industry representatives, representatives from the professions, representatives from practical training programs, and employers as appropriate **(QAF 5.1.2~~QAF 4.2.4.d~~)**.

9.4.1.4. The report of the review committee will be shaped by either the new program ~~approval~~ evaluation criteria (see section 3.8 of this IQAP **(QAF 2.1.2))** or the cyclical program review criteria (see section 7.3 of this IQAP **(QAF 4.3)**), including an acknowledgement of strengths and innovative and creative components of the program, together with recommendations on any essential or otherwise desirable modifications to it. The report must specifically address the substance of the New Program Proposal, or cyclical program review, respond to all ~~these~~ criteria with respect to all the programs being reviewed, and comment on the adequacy of existing physical, human, and financial resources. Excepting occasions when two languages are used or when contrary circumstances apply, the reviewers will normally provide a joint report that appraises the standards and quality of the program and addresses the criteria established (including associated faculty and material resources) **(QAF 2.2.2)**.

9.4.1.5. In the case of cyclical program reviews, the review committee will also be asked to:

a) Address the substance of the self-study, with particular focus on responding to the evaluation criteria detailed therein **(QAF 5.2.1.i);**
b) Identify and commend the program's notably strong and creative attributes **(QAF**

5.2.1.ii);

c) Describe the program's respective strengths, areas for improvement, and opportunities for enhancement **(QAF 5.2.1.iii)**;

d) Make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action **(QAF 5.2.1.iv)**;

e) Identify the distinctive attributes of each discrete program documented in the self-study (when applicable) **(QAF 5.2.1.v)**; and

f) (in cases where commentary on issues outside of the unit's direct control, such as faculty complement and/or space requirements) tie the recommendations on any elements that are within the purview of the university's budgetary decision-making processes directly to issues of program quality or sustainability **(QAF 5.2.1)**.

~~9.4.1.4. In their report, the review committee will in addition be requested to pay particular attention to:~~

- ~~The appropriateness of programs' learning outcomes;~~
- ~~The appropriateness of methods to assess program-level learning outcomes;~~
- ~~Ways in which new and existing programs can be improved. Attention will be drawn to those the program can itself take and those that require external action.~~
- ~~Registrations in program against capacity;~~
- ~~With graduate programs, times-to-completion and graduation rates; with undergraduate programs, retention and graduation rates;~~
- ~~The level of achievement of students consistent with the learning outcomes of the program.~~

9.4.2. Graduate Programs

9.4.2.1. In addition to the generic instructions for undergraduate and graduate programs, the attention of the review committee will be drawn to some matters specific to graduate programs.

9.4.2.2. A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program, as defined in the Degree Level Expectations for graduate programs. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.

10. Cyclical Audit Process (provided as information for academic units)

10.1. Carleton University will be audited by the Quality Council on an eight-year cycle under the terms outlined in the QAF.

10.1.1. Cyclical Program Reviews that were undertaken within the period since the conduct of the previous Audit are eligible for selection for the Carleton's next Cyclical Audit **(QAF 5.6).**

10.2. The objective of the audit is to provide necessary accountability to post-secondary education's principal stakeholders and to determine whether or not the institution, since the last review, has acted in compliance with the provisions of its IQAP for cyclical program reviews as ratified by the Quality Council. As such, the cyclical audit will evaluate past and current practice as well as the Carleton's approach to continuous improvement **(QAF 5.6).**

10.3. Carleton will participate in a Focused Audit, as required by the Quality Council.

10.4. Pre-orientation and briefing details

10.4.1.1. The university will participate in a half-day briefing with the Secretariat and an Audit Team member approximately one-year prior to the scheduled Cyclical Audit.

10.5. Institutional self-study

10.5.1. Carleton will prepare an institutional self-study.

10.5.2. Process for the preparation of the institutional self-study.

10.5.2.1. The Vice-Provost (AVPA) will be responsible for the preparation of the institutional self-study and its submission to the Secretariat.

10.5.2.2. Once the audit is complete, the following documents (if available) will be published on Carleton's website:

a) Audit Report (absent any confidential information) **(QAF 6.2.10)**

b) Follow-up Response Report, and the associated auditors' report **(QAF 6.2.12)**

c) Focused Audit Report **(QAF 6.3.1)**

•

10.6. The full audit process is described in the Quality Assurance Framework found at: http://oucqa.ca/audits/audit-process/

~~10.2.~~

~~10.3. The full audit process is described in the Quality Assurance Framework found at:~~

11. Ratification and Internal Governance

11.1. Carleton University's Institutional Quality Assurance Process, covering also the academic, non-vocational degree programs of Dominican University College, is subject to approval by the Quality Council, whenever it is revised.

11.2. Internal Governance

Date	Body	Action	Notes

June 25, 2010	Senate, Carleton University	Approval	Initial document
November 26, 2010	Senate, Carleton University	Information & comment	Report on feedback from Quality Council
January 28, 2011	Senate, Carleton University	Information & comment	Incorporated changes from Quality Council
March 25, 2011	Senate, Carleton University	Information & comment	Incorporate changes from Quality Council
March 31, 2011	Quality Council	Ratification of **CU IQAP**	Confirmation letter April 5, 2011
May 19, 2011	SAPC	For Information**- CU-DUC IQAP**	Tabled at Senate

February 2, 2012	SAPC	Approval	Revised document
February 8, 2012	CUCQA	Information	
February 17, 2012	Senate, Carleton University	Approval	
May 30, 2012	Quality Council	Ratification of CU-DUC IQAP	
November 5, 2013	CUCQA	Information	Revised document
November 21, 2013	SAPC	Approval	
November 29, 2013	Senate, Carleton University	Approval	
December 3, 2013	DUC Academic Council	Approval	
December 2013	Quality Council	Revisions requested	Incorporate changes from Quality Council
May 21, 2015	SAPC	Approval	
June 26, 2015	Senate	Approval	
September 25, 2015	Quality Council	Ratification	
June 12, 2019	CUCQA	Information	
June 13, 2019	SAPC	Approval	
June 21, 2019	Senate	Approval	
November 22, 2019	Quality Council	Ratification	
~~TBD~~	~~CUCQA~~		Revised document
TBD	SAPC		
TBD	Senate		
TBD	Quality Council		

End Notes

[i] Appendix 3 –The Quality Assurance Framework stipulates that approval of a new field at the graduate level constitutes a major modification that can, if Quality Council approval is desired, follow the expedited approval process. However, Quality Council approval is optional for the institution and is only necessary if the institution wishes to advertise specifically that the Quality Council has approved the new field.

[ii] ~~The six paragraphs under section 3.9.2 have been taken from the previous OCGS bylaws and adapted slightly for the purposes of this IQAP.~~

[iii] ~~The six paragraphs under section 7.4.2 have been taken from the previous OCGS bylaws and adapted~~

~~slightly for the purposes of this IQAP.~~

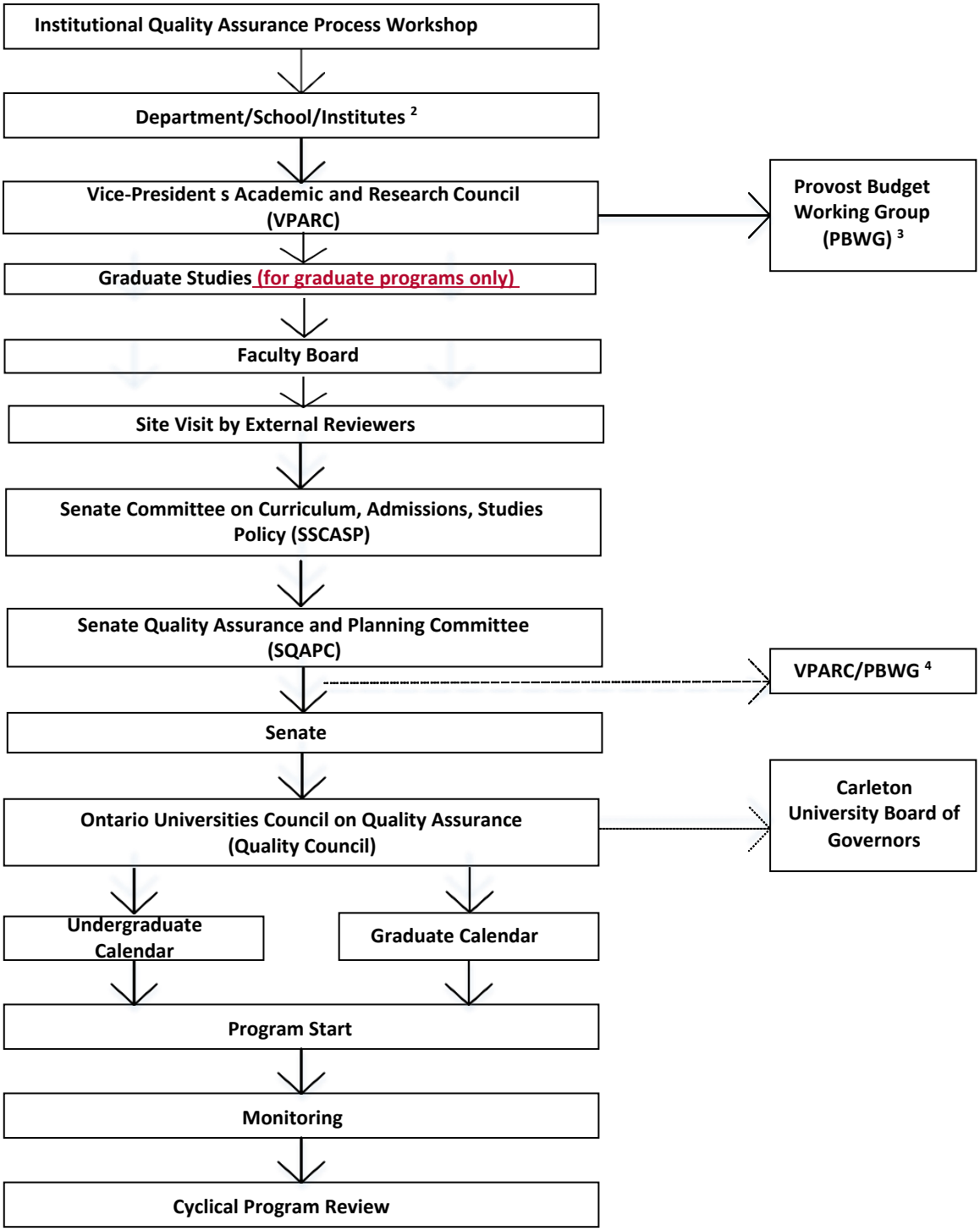
QAF PROGRAM TYPOLOGY AND QUALITY COUNCIL INVOLVEMENT

Program Type	IQAP	New Program Approval	Expedited Approval Process	Cyclical Program Review	Audit Sample Eligibility
Diploma – Graduate for-credit	Include	No	Yes	Yes	~~Yes~~No
Degree Program (Undergraduate and Graduate)	Include	Yes	No Yes, for Graduate: 1. Collaborative Program 2. Field addition*	Yes	Yes
Program of Specialization (e.g. Honours, Major, Concentration, etc.)	Include	Yes	No	Yes	Yes
Emphasis, Option, Minor Program or similar	Include	No	No	No	No
Major Modification (Annual reports to the QC required on all Major Modifications)	Include	N/A	Yes, if requested by institution Otherwise No	N/A	~~Yes~~No

Appendix 1

*Field addition required to follow expedited approval process only if Carleton University requests that the Quality Council approve the new field, otherwise the approval follows the major modification process

Carleton University
New Program Approval[1]



Note: The expedited approval process follows the same process as above, however, it does not include a site visit.

[1] The Vice-Provost (AVPA) will determine which proposals constitute new programs and which constitute major changes to existing programs. Includes expedited approval process for of new fields at the graduate level, new collaborative programs and new for-credit graduate diplomas.

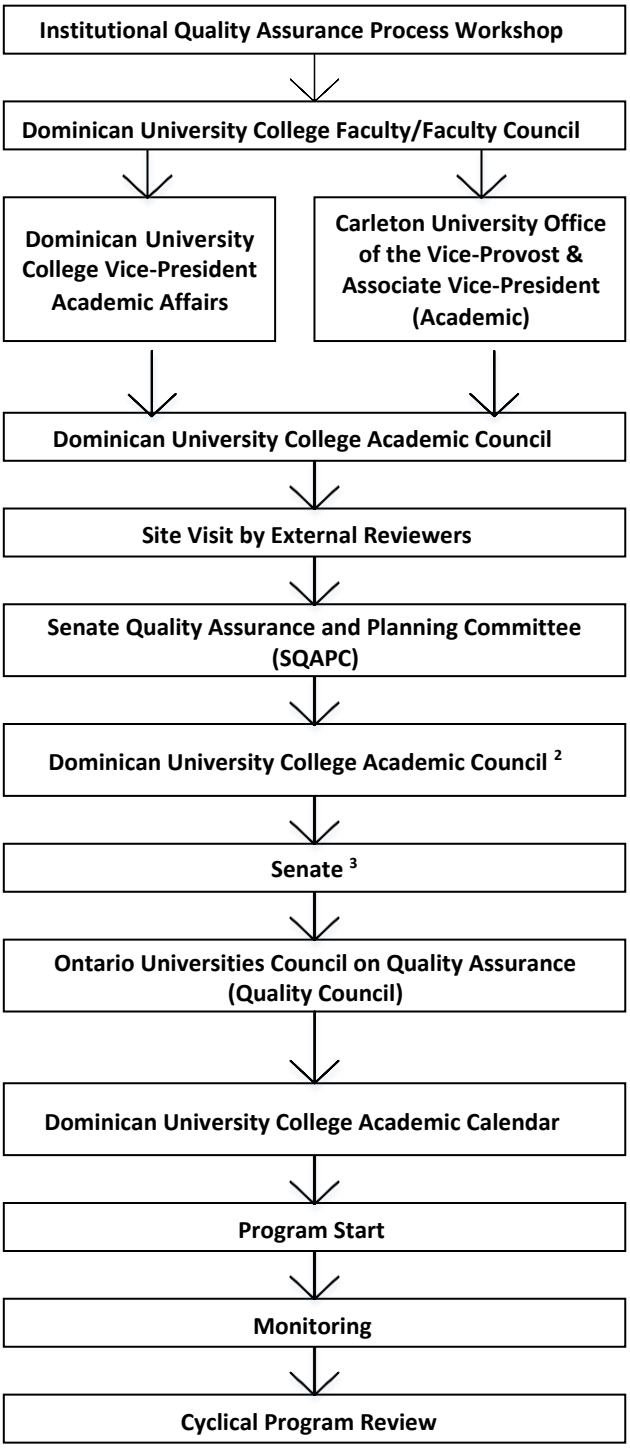
[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

[3] Referred to PBWG only if additional resources required. Deans may be able to satisfy VPARC that, while there are resource implications that need to be reviewed, no additional resources are required.

[4] The second referral to VPARC and PBWG occurs only if the changes SQAPC convey to Senate result in the need for additional resources above and beyond that

already approved by PBWG.

Dominican University College New Program Approval[1]



Note: The expedited approval process follows the same process as above, however, it does not include a site visit.

Dominican University College is affiliated with Carleton University for the purpose of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

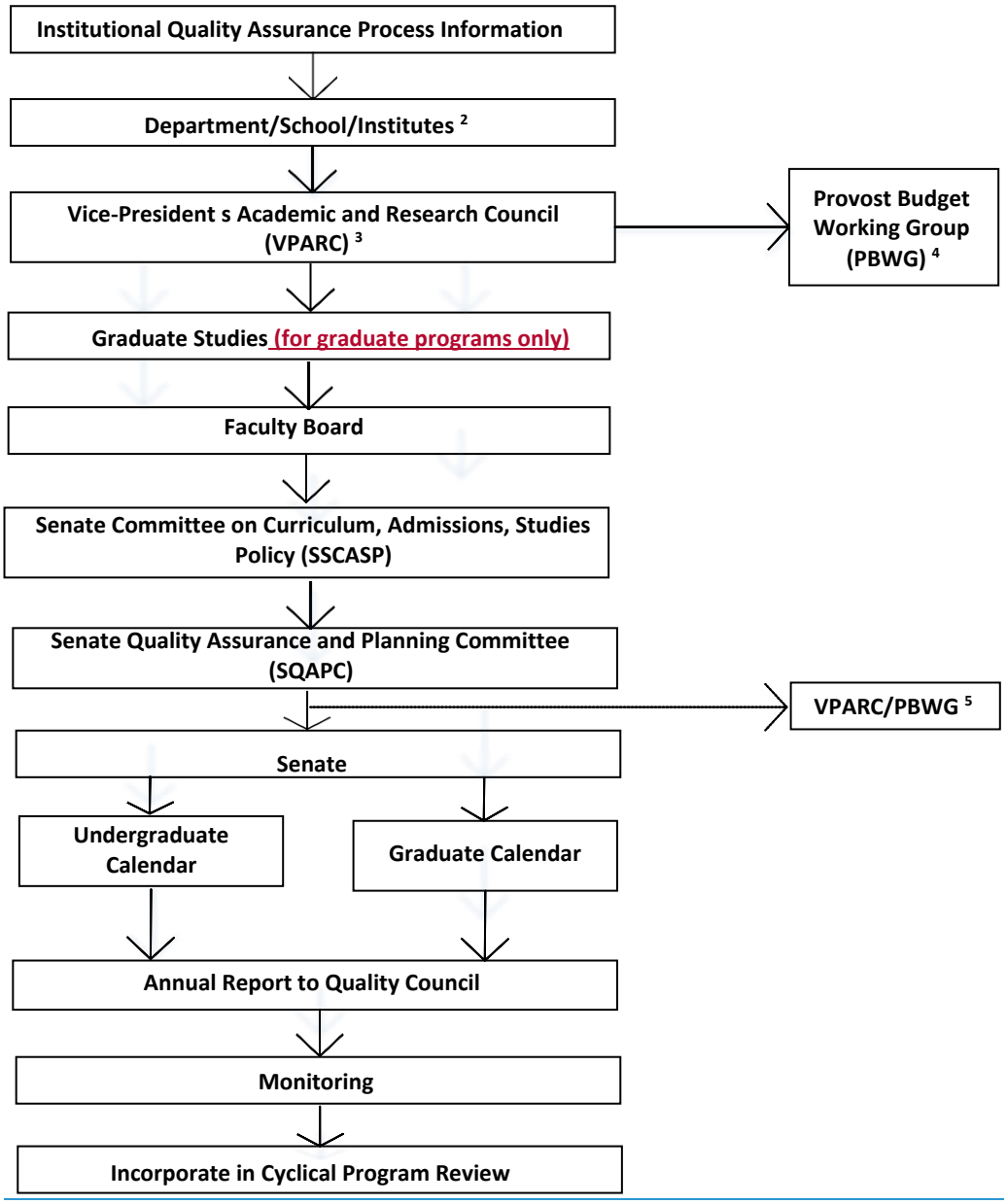
[1] Carleton University's Vice-Provost (AVPA) and Dominican University College's Vice President Academic Affairs will meet as needed to determine which proposals constitute new programs and which constitute major changes to existing programs.

[2] Only required if SQAPC requests a change.

[3] Only for the purposes of ratifying the outcomes of the quality assurance process.

Carleton University

Major Modification[1]



[1] The Vice-President (AVPA) will determine which program changes are major and which are minor.

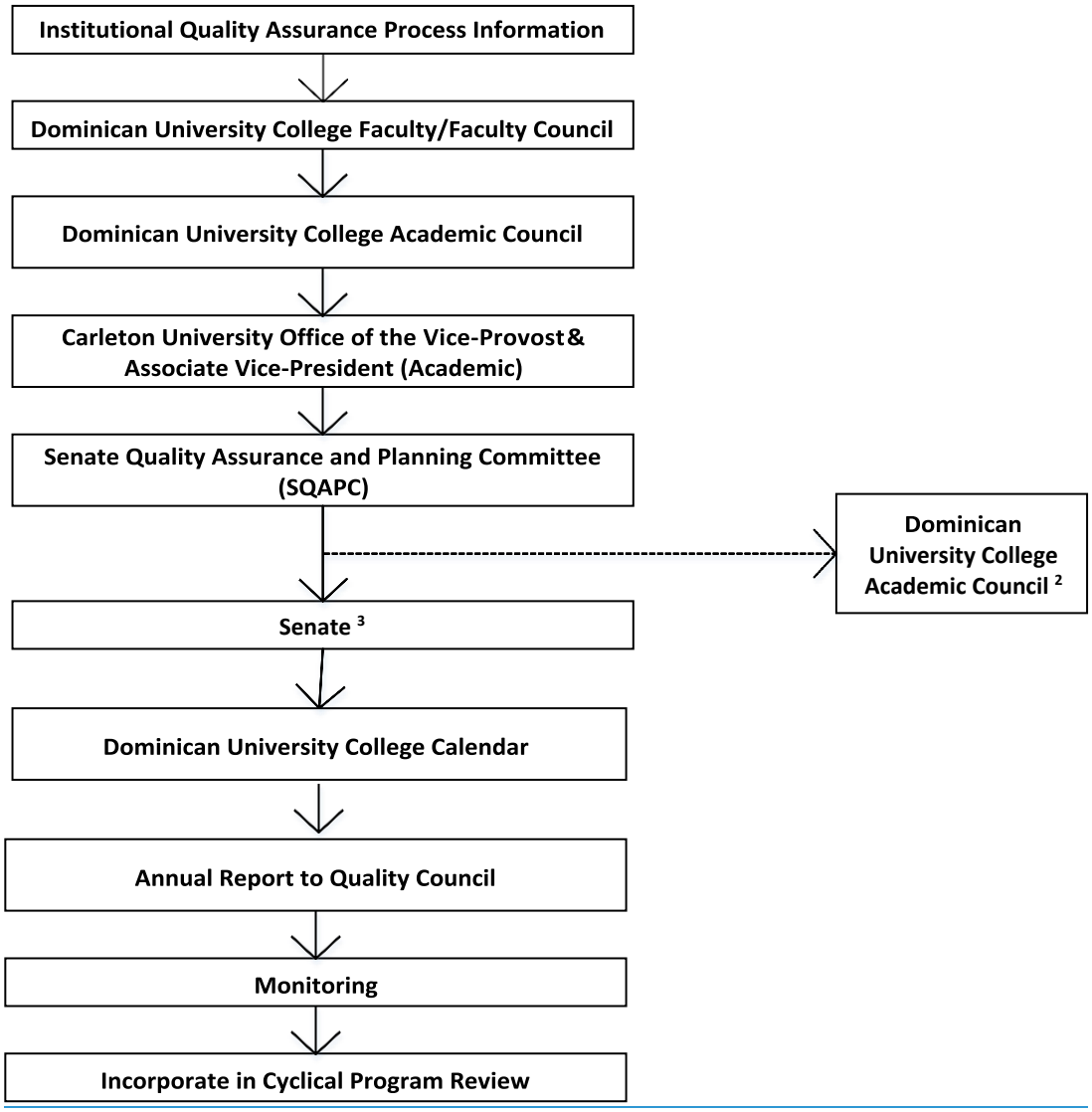
[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

[3] Referred to VPARC only if the major modification is one of the five types of "Track A" major modification requiring VPARC approval, as identified in 5.4.1.1 of Carleton's IQAP.

[4] Referred to PBWG only if additional resources required. Deans may be able to satisfy VPARC that, while there are resource implications that need to be reviewed, no additional resources are required.

[5] The second referral to VPARC and PBWG occurs only if the changes SQAPC convey to Senate result in the need for additional resources above and beyond that already approved by PBWG.

Dominican University College
Major Modification[1]



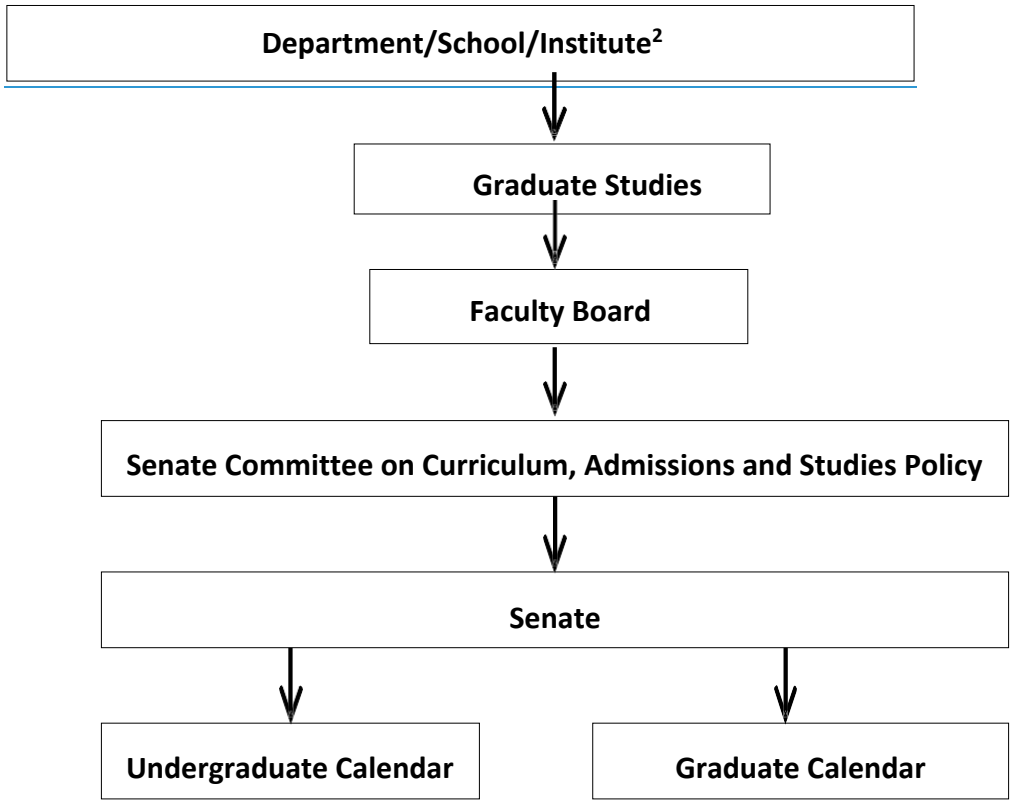
Dominican University College is affiliated with Carleton University of the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

[1] Carleton University's Vice-Provost and Associate Vice-President (Academic) And Dominican University College's Vice President Academic Affairs will meet as needed to determine which program changes are major and which are minor.

[2] Only required if the Carleton University Senate Quality Assurance and Planning Committee requests a changes

[3] Only for purposes of ratifying the outcome of the quality assurance process

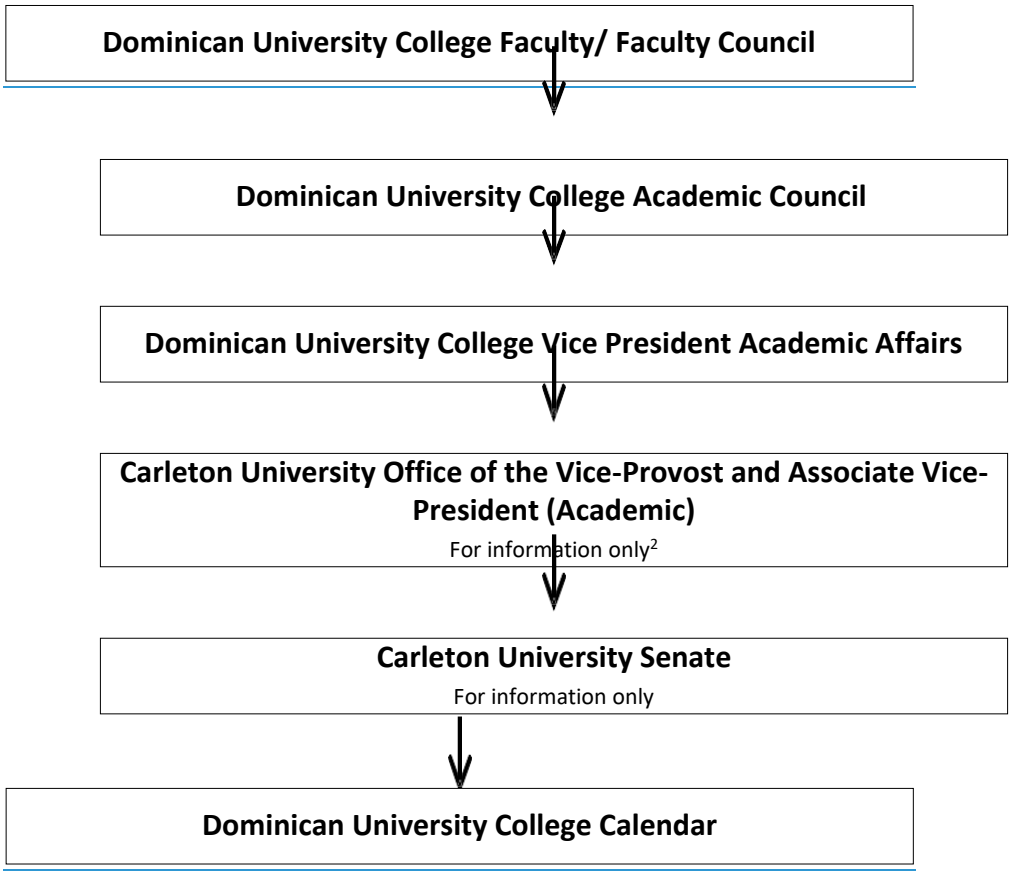
Carleton University
Minor Modifications[1]



[1] The Vice-Provost and Associate Vice-President (Academic) will determine which program changes are major and which are minor.

[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by the Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

Dominican University College
Minor Modifications[1]



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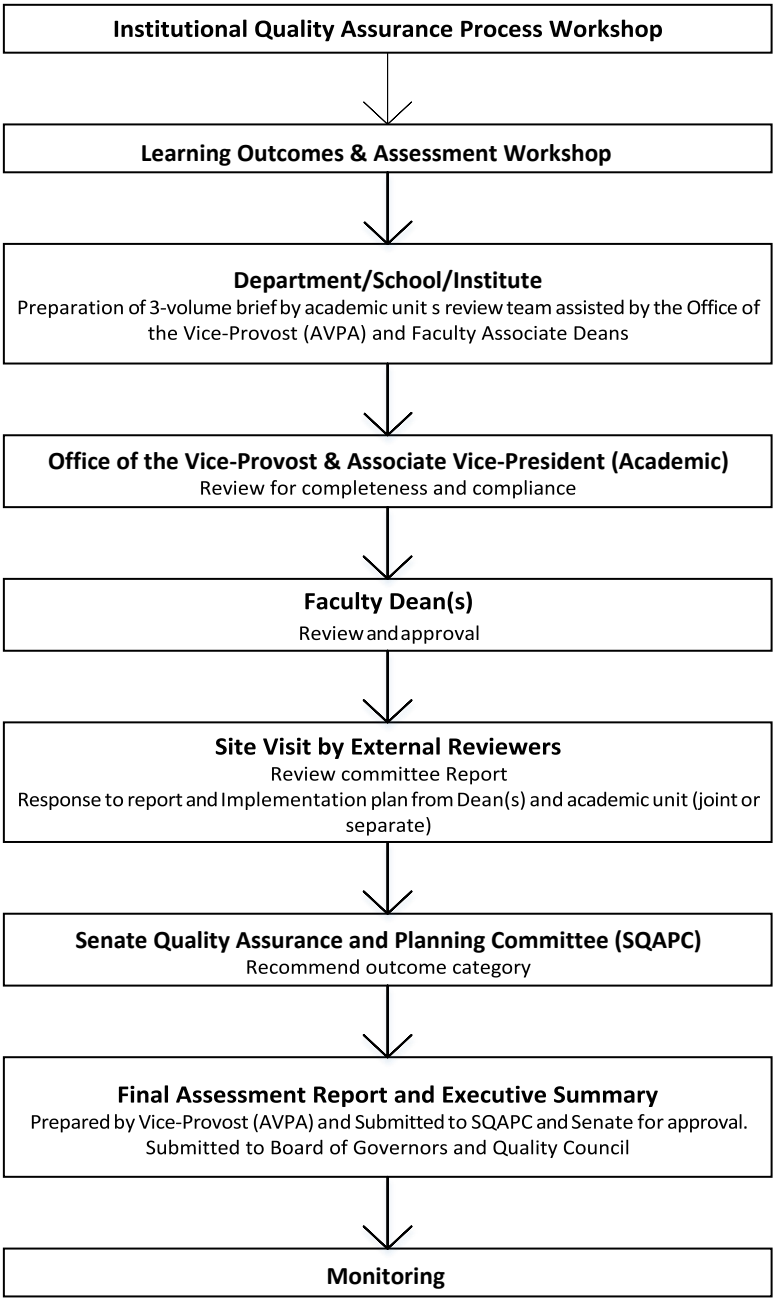
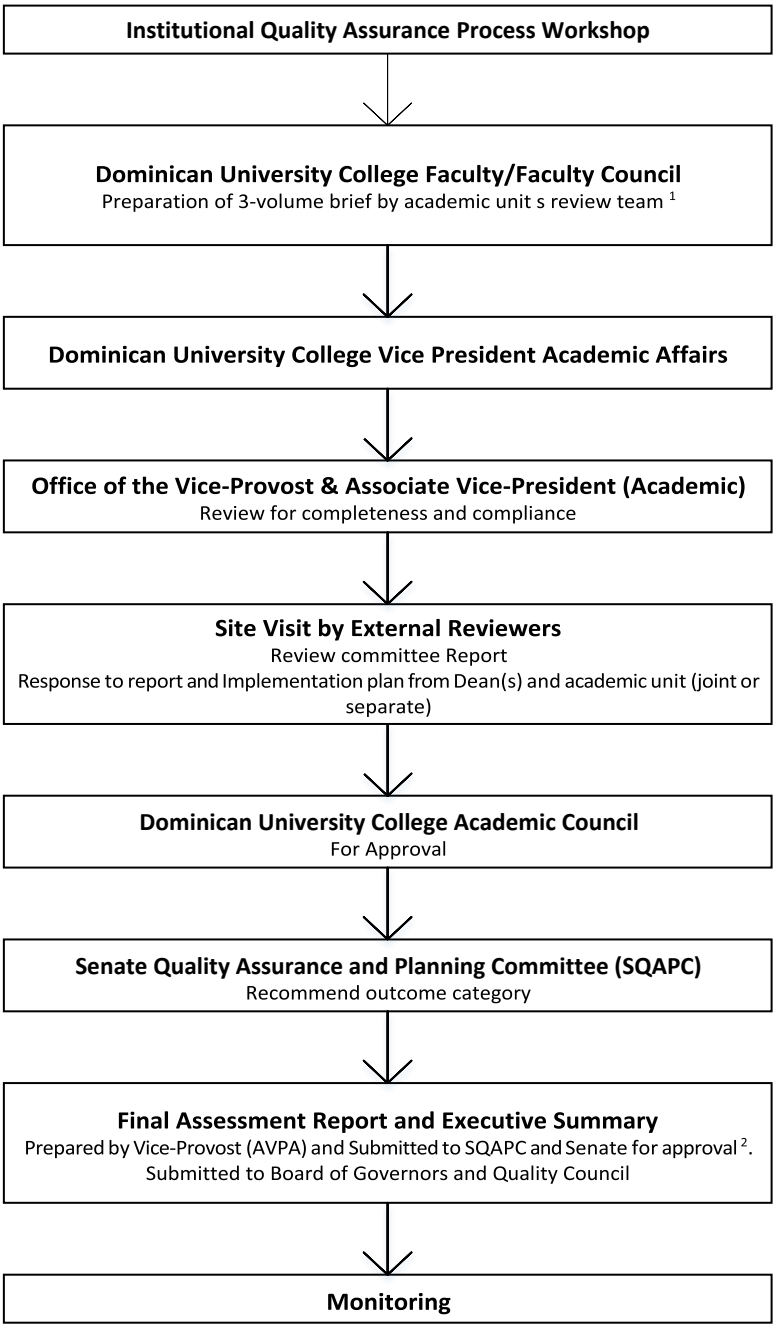
[1] Carleton University's Vice-Provost and Associate Vice-President (Academic) and Dominican University College's Vice President Academic Affairs will meet as necessary to determine which program changes are major and which are minor.

[2] The Office of the Vice-Provost and Associate Vice-President (Academic) reserves the right to forward minor modifications to the Senate Quality Assurance and Planning Committee if it feels that useful advice and/or comment could be provided to Dominican University College.

Carleton University
Cyclical Program Review



Dominican University College
Cyclical Program Review



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[1] Dominican University College's Vice President Academic Affairs is free to call upon the assistance of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic) or Faculty of Graduate and Postdoctoral Affairs Associate Dean (Programs and Awards).

[2] Only for the purposes of ratifying the outcomes of the quality assurance process.

Appendix 6

CONFLICT OF INTEREST GUIDELINES

Preamble

This Appendix contains guidelines on conflicts of interest relevant to the recommendations made by academic units on external and internal reviewers. These guidelines are guidelines only, and may not cover every eventuality. At Carleton University, cases and circumstances that do not fall within these guidelines should be referred to the Vice-Provost and Associate Vice-President (Academic). For Dominican University College, decisions on conflict of interest will be made jointly by the Vice President Academic Affairs and the Carleton University Vice-Provost and Associate Vice-President (Academic).

External Reviewers

The following individuals will be precluded from acting as external reviewers if they:

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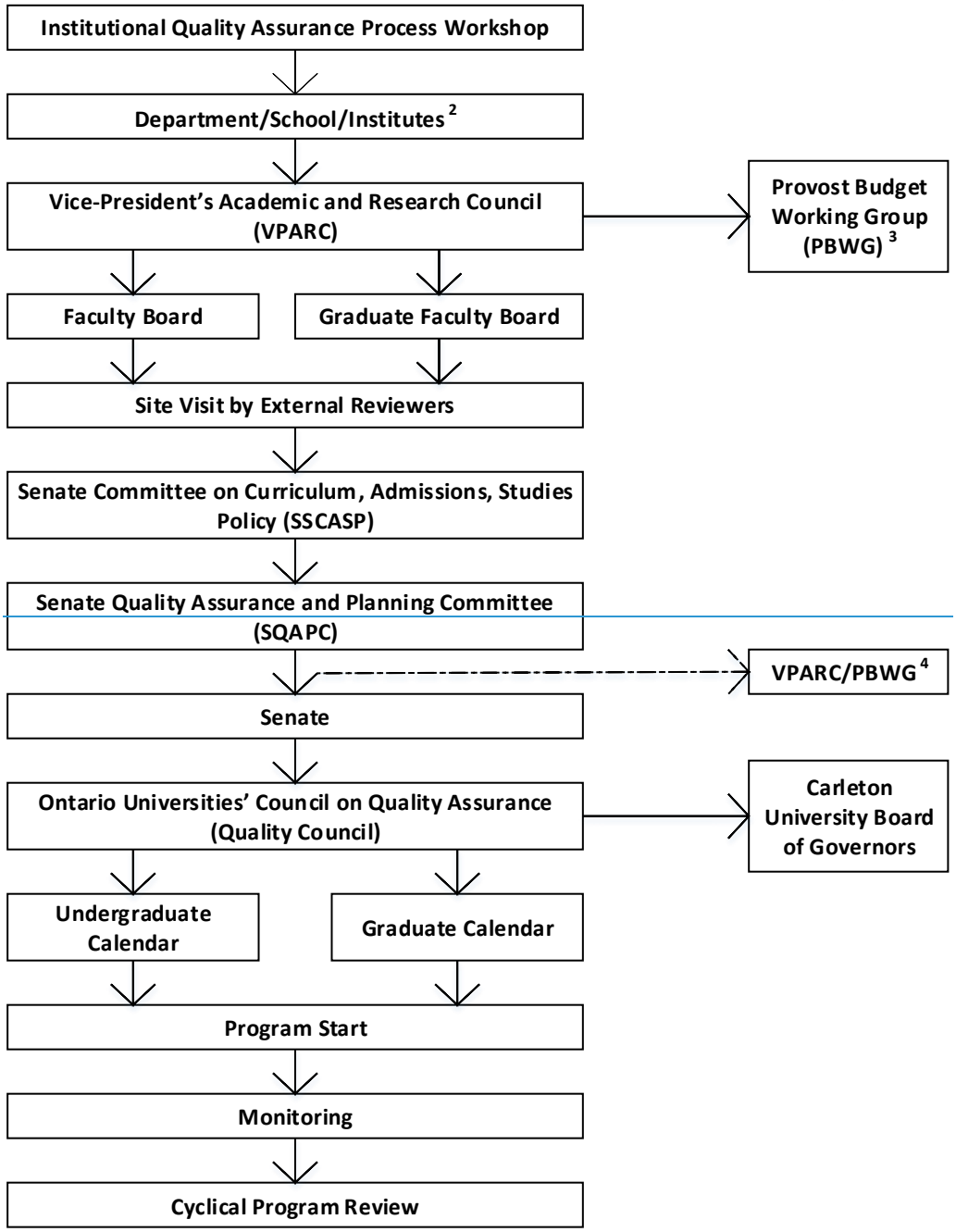
~~Carleton University~~

~~New Program Approval~~[1]

~~In the following chart, the flow out of VPARC will be VPARC -> Graduate Studies XXX -> Faculty Board~~

~~The links from VPARC -> Faculty Board and Grad Faculty Board -> Site Visit will be removed~~



~~Note: The expedited approval process follows the same process as above, however, it does not include a site visit.~~

~~[1] The Vice-Provost (AVPA) will determine which proposals constitute new programs and which constitute major changes to existing programs. Includes expedited approval process for of new fields at the graduate level, new collaborative programs and new for-credit graduate diplomas.~~

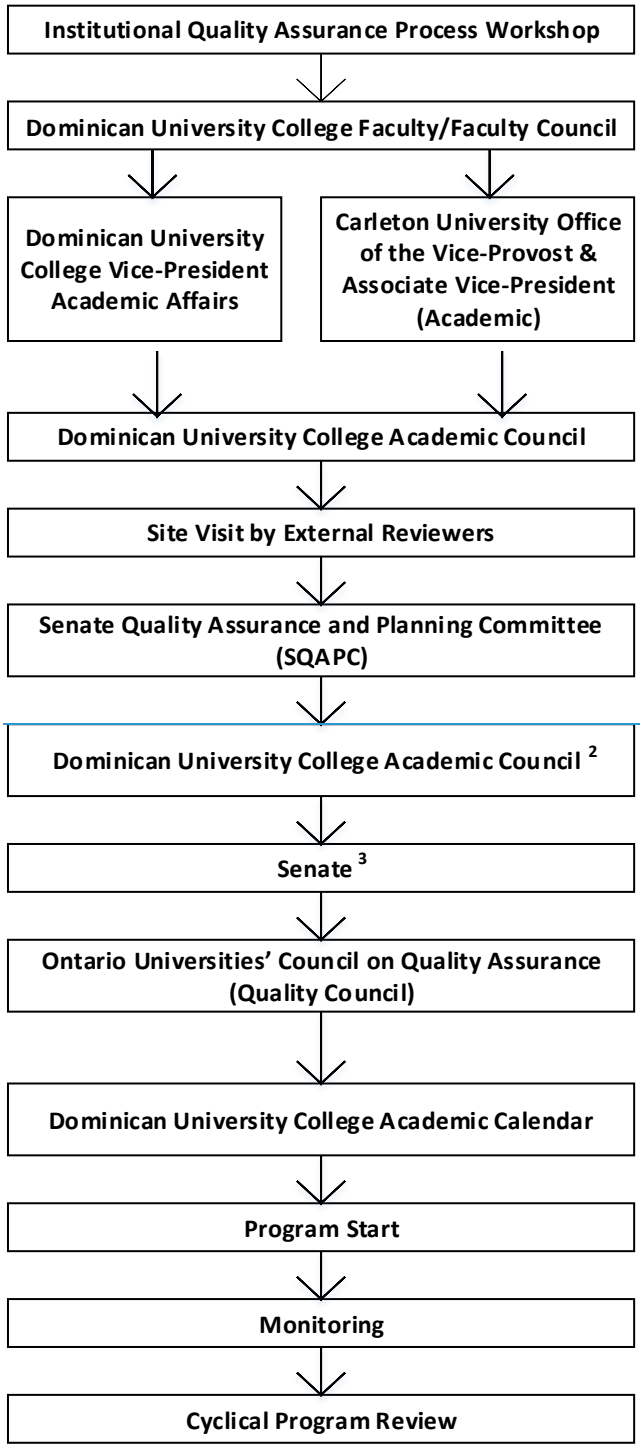
~~[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by Graduate Studies XXXthe Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.~~

~~[3] Referred to PBWG only if additional resources required. Deans may be able to satisfy VPARC that, while there are resource implications that need to be reviewed, no additional resources are required.~~

~~[4] The second referral to VPARC and PBWG occurs only if the changes SQAPC convey to Senate result in the need for additional resources above and beyond that already approved by PBWG.~~

~~Dominican University College~~

~~New Program Approval~~[1]



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~~[2] Only required if SQAPC requests a change.~~

~~[3] Only for the purposes of ratifying the outcomes of the quality assurance process.~~

In the following chart, the flow from VPARC -> Faculty Board and Grad Faculty Board -> Graduate Studies XXX -> Faculty Board

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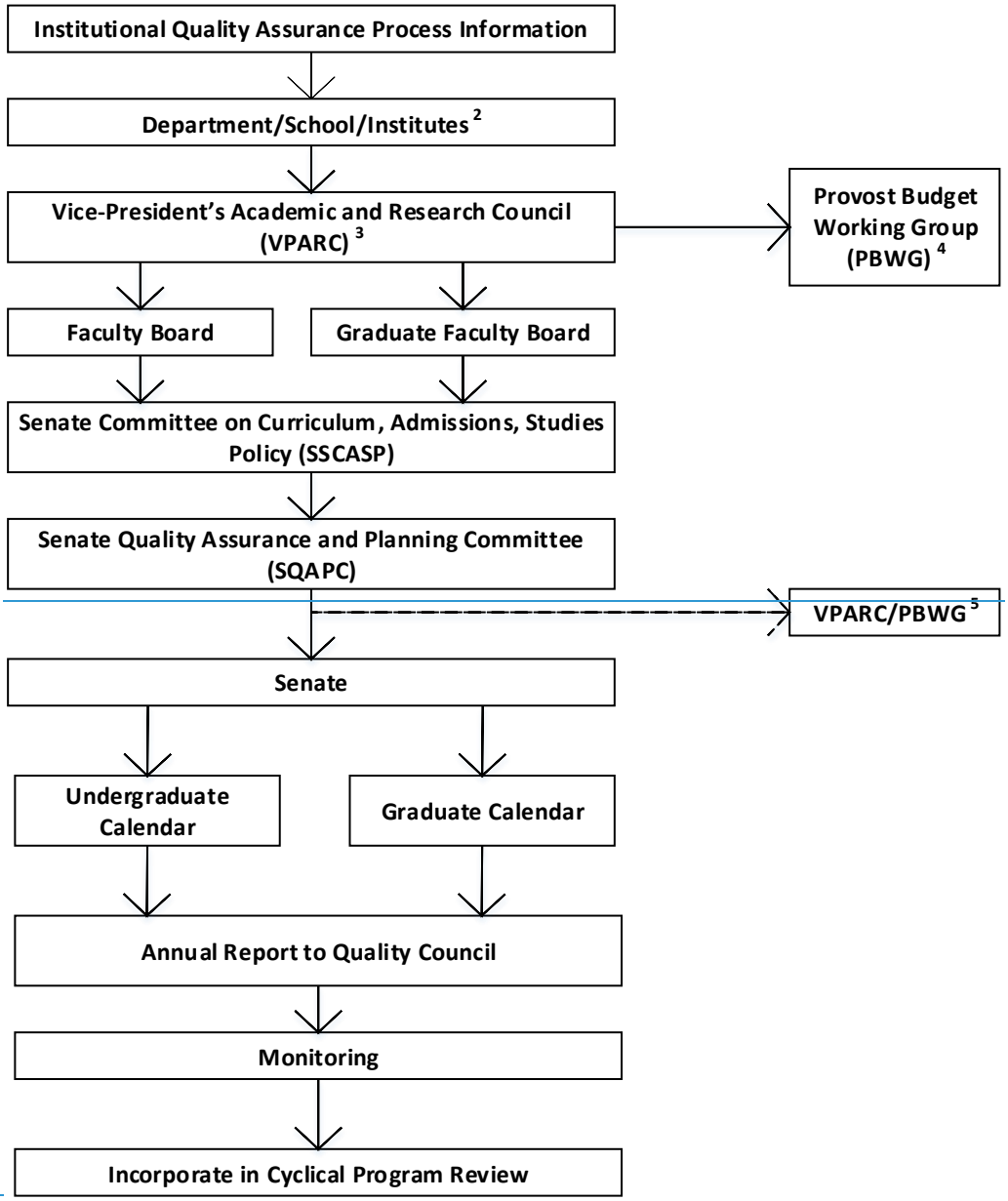
Carleton University Major Modification [1]



[1] The Vice-President (AVPA) will determine which program changes are major and which are minor.

[2] Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is performed by Graduate Studies XXXthe Program and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs.

[3] Referred to VPARC only if the major modification is one of the five types of "Track A" major modification requiring VPARC approval, as identified in 5.4.1.1 of Carleton's IQAP.

[4] Referred to PBWG only if additional resources required. Deans may be able to satisfy VPARC that, while there are resource implications that need to be reviewed, no additional resources are required.

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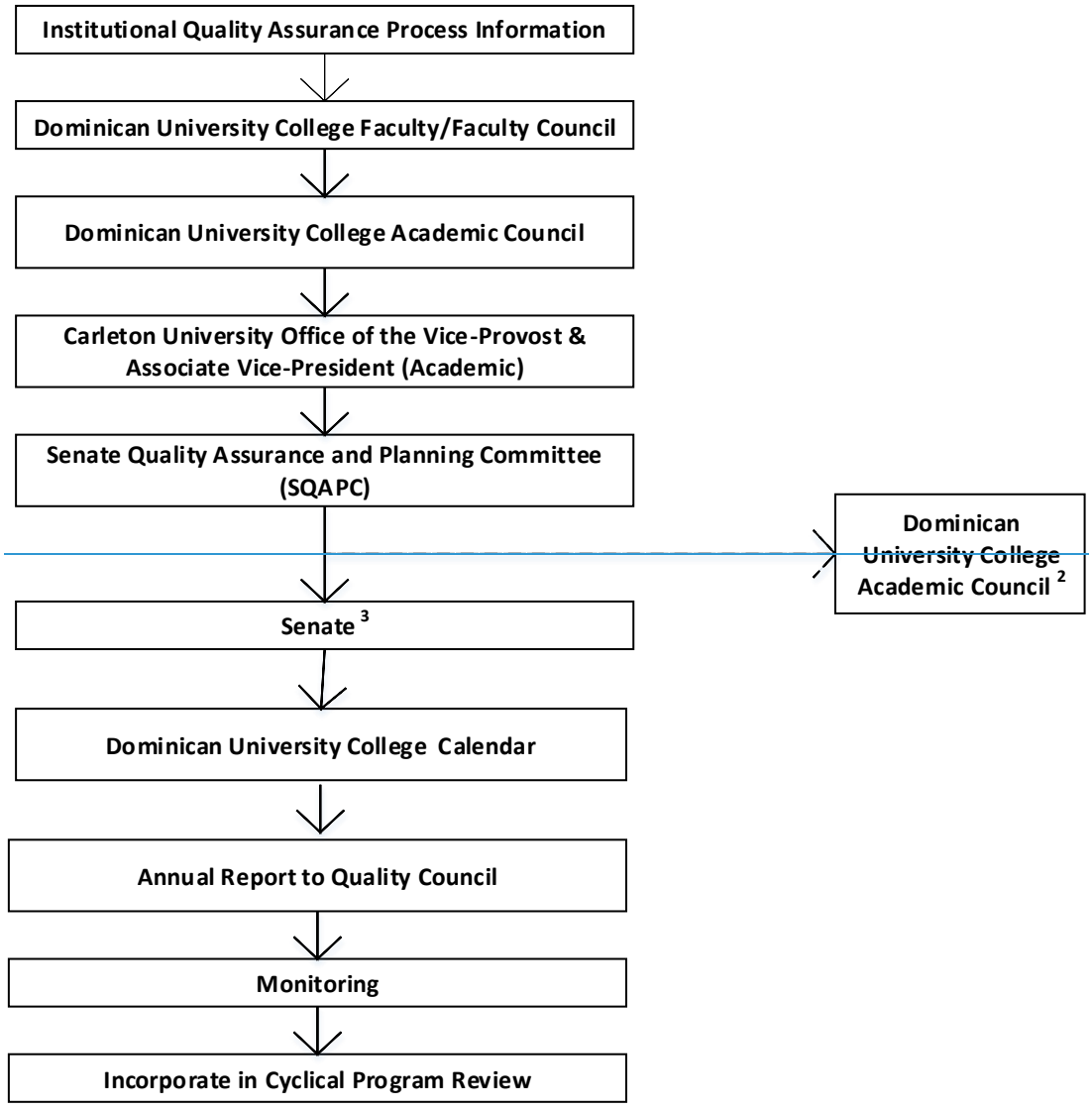
Dominican University College
Major Modification[1]



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[2] ~~Only required if the Carleton University Senate Quality Assurance and Planning Committee requests a changes~~

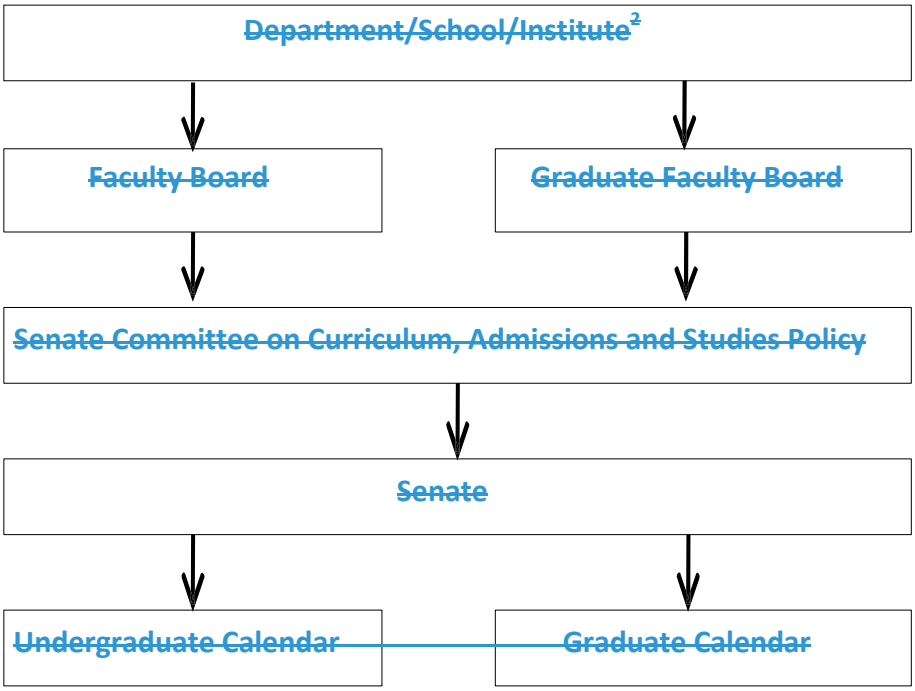
[3] ~~Only for purposes of ratifying the outcome of the quality assurance process~~

Carleton University
Minor Modifications[1]

~~In the following chart, the flow out of Dept/School/Institute will be~~

~~Dept/School/Institute -> Graduate Studies XXX -> Faculty Board~~

~~The links from Dept/School/Institute -> Faculty Board and Grad Faculty Board -> SCCASP will be removed~~



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Carleton University

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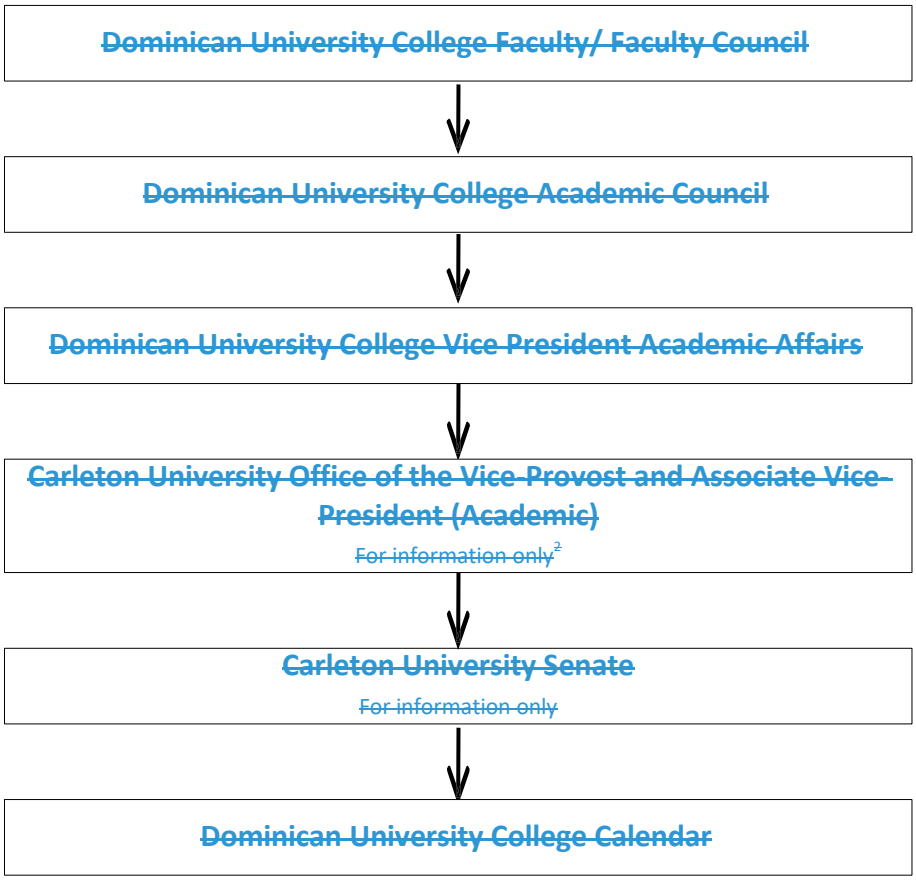

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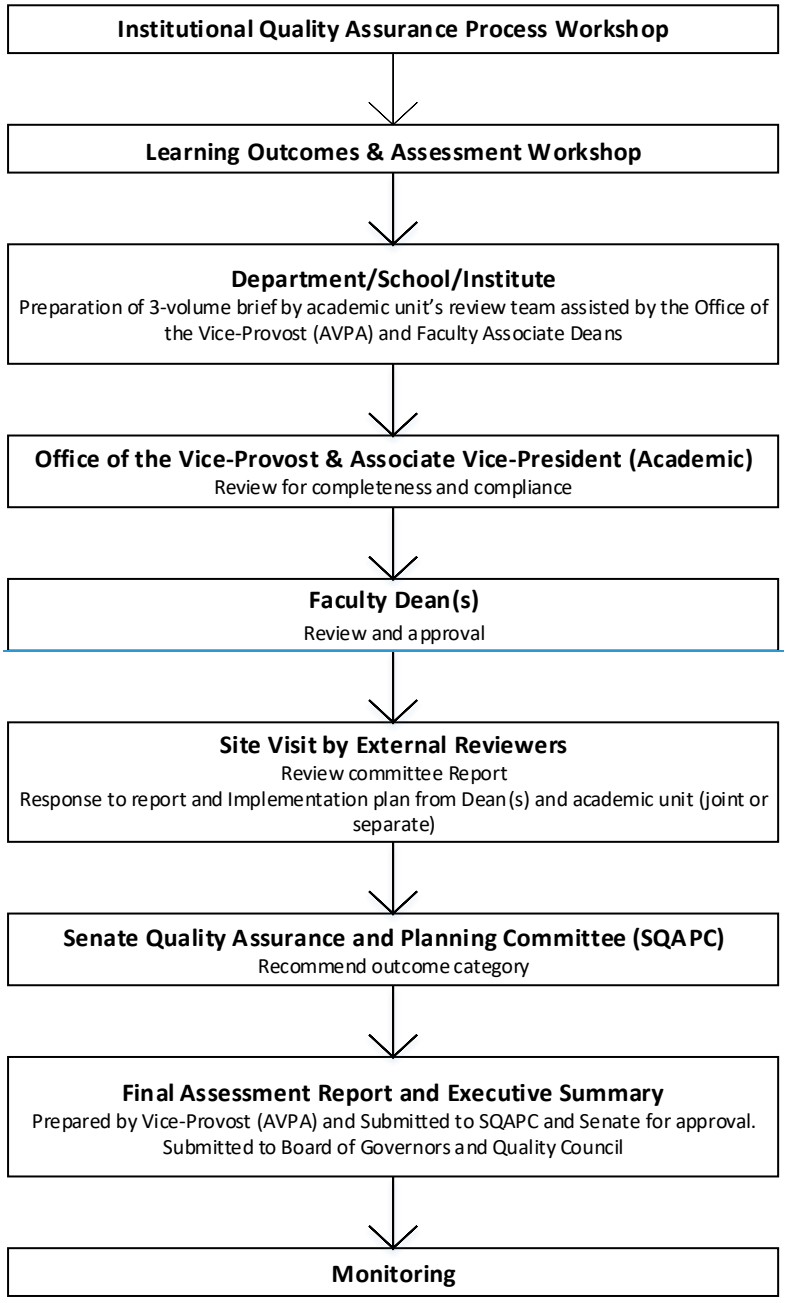
~~Carleton University~~

~~Cyclical Program Review~~



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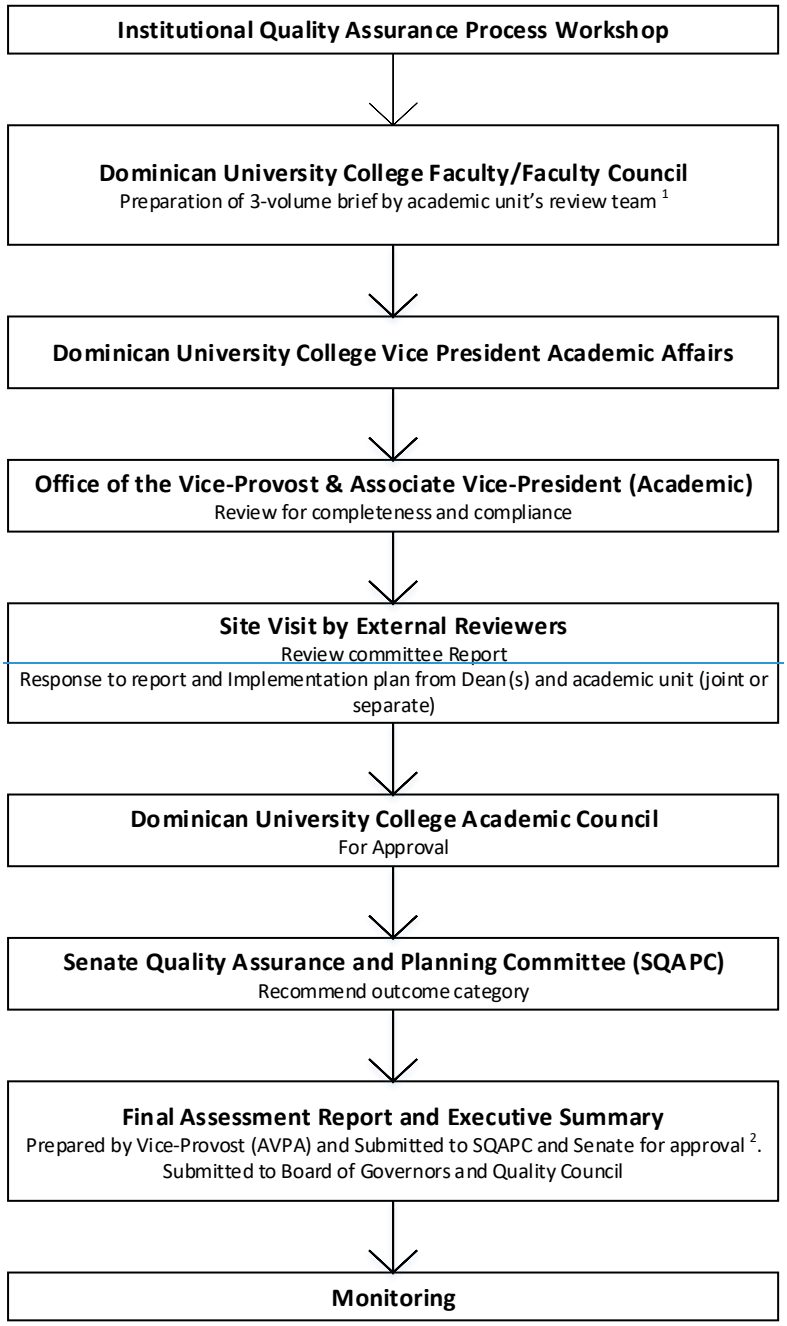

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