



**Nipissing University Institutional Quality Assurance Protocol
(NU-IQAP)**

**Governing Cyclical Program Reviews,
New Programs and Major Modifications**

Recommended to Senate
by the Academic Quality Assurance and
Planning Committee

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Nipissing University Policy on Quality Assurance

Office of Accountability	Office of the Provost
Administrative Responsibilities	<p>The Provost is the authority responsible for the University's quality assurance policy and procedures for new and existing programs and is Nipissing's authoritative contact to the Quality Council. The Office of the Provost administers the day-to-day workings of the process.</p> <p>Deans are responsible for providing advice and support for new program proposals and for assisting and supporting academic units undergoing cyclical review.</p> <p>Academic and Non-Academic Units are responsible for the self-study process in cyclical reviews of existing programs and for responding to external program reports. Academic units are often the proponents of new academic programs and must be significantly involved in consultations about new programs.</p>
Approver	<p>Academic Quality Assurance and Planning Committee (AQAPC) and Senate</p> <p>Revision of this policy is subject to final approval of the Ontario Universities Council on Quality Assurance (Quality Council).</p>
Scope	This policy applies to new and existing undergraduate and graduate degree programs, and to for-credit graduate diploma programs offered in full or in part by Nipissing University.
Contact Officer	Assistant to the Provost
Date Approved	October 19, 2018, Senate
Date for Next Review	May 2021

Policies Superseded by this Policy	Existing Nipissing University Institutional Quality Assurance Process: Policy and Procedures (May 21, 2013)
Policy Number	4.1.2013 S

Purpose of the Policy

The primary purpose of the Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) is to ensure the high quality of, and to promote standards of excellence in, Nipissing’s new and existing academic programs. The NU-IQAP is subject to ratification by the Ontario Universities Council on Quality Assurance (Quality Council) to ensure that it is in conformity with the Quality Assurance Framework.

The process ensures program quality based on program learning outcomes through periodic external and internal assessments of programs within an academic unit. The review provides the University with the opportunity to create a record of achievement, identifying how the programs within a unit contribute to the goals and missions of the University. Reviews include a critical consideration of the history, accomplishments and resources required to support the program(s) offered in the unit and assist in setting the future direction of the unit and its programs in the context of overall University planning. Degree level expectations, combined with peer-reviewed judgment by expert disciplinary and interdisciplinary scholars, provide benchmarks for assessing a program’s standards and quality.

Reviews of programs may be at the departmental/school or faculty level, including all sites across departments/schools and faculties for interdisciplinary programs and any programs offered jointly with another institution. Other purposes of the NU-IQAP include the following:

- Inform decision makers and relevant bodies about the strengths and weakness of programs;
- Provide the information and data necessary for the modification, expansion or termination of a program;
- Provide all relevant information to the Academic Quality Assurance and Planning Committee (AQAPC), departments, divisions, schools and faculties to assist in the program planning process;
- Provide information essential to the allocation of human and other resources;
- Assure the University community, the Board of Governors and the public that Nipissing’s programs conform to the highest standards and are consistent with similar programs offered elsewhere.

Definitions

Academic Support Unit: An academic support unit is a unit whose primary mission is to support the teaching, learning and/or research interests of students and faculty. Academic support units include, but are not limited to, the Office of the Registrar, Library Services, Student Development and Services, University Technology Services and the Office of Indigenous Initiatives.

Academic Unit: The Department/School where the program is housed.

Academic Quality Assurance and Planning Committee (AQAPC): AQAPC is a committee of Senate, which is responsible for long-range academic planning, including quality assurance, in accordance with the overall academic objectives of the University, and for making recommendations to Senate as necessary and appropriate.

Arm's Length External Peer Reviewer: An arm's length peer reviewer is an external disciplinary expert who has not been a supervisor, collaborator, departmental colleague (past or present) or co-author of faculty members in the previous six years, and who does not have personal connections with members of the academic unit.

Degree: An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the Ontario Council of Academic Vice-Presidents' (OCAV) Degree Level Expectations and Nipissing University's expression of these expectations.

Degree Level Expectations: The Degree Level Expectations established by OCAV (found in Appendix A of this document) serve as Ontario universities' academic standards and identify the knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development. They may be expressed in subject-specific or in generic terms. Graduates at specified degree levels (e.g., BA, MSc) are expected to demonstrate these competencies. Academic units will describe Nipissing University's expectations in terms appropriate to its academic program.

Expedited Approval Process: An expedited approval refers to a submission made to the Quality Council for review, but not requiring external reviewers.

Graduate Diploma Program: The Quality Council recognizes three types of Graduate Diplomas that are approved by the Quality Council via its expedited approval process:

- **Type 1:** Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements.
- **Type 2:** Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.
- **Type 3:** A stand-alone, direct-entry program generally developed by a unit already offering a related master's (and sometimes doctoral) degree and designed to meet the needs of a particular clientele or market.

Graduate Studies Committee (GSC): GSC is a committee of Senate, which engages in on-going review and oversight of all matters related to graduate studies, including

but not limited to graduate curriculum, academic regulations and policies (including degree and program requirements), academic standards, academic awards and academic or non-academic student services, and makes recommendations to Senate as necessary and appropriate.

Program: The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of the requirements for a particular degree. Programs at the undergraduate level include all majors, specializations, and honours specializations, as well as all professional and graduate programs offered by an academic unit in all delivery modes either solely or in partnership with another academic unit or post-secondary institution.

Quality Council: The Ontario Universities Council on Quality Assurance (the Quality Council) is an arm's length body designed to ensure rigorous quality assurance of university undergraduate and graduate programs. The Quality Council is responsible for the approval of new undergraduate and graduate programs, as well as auditing each university's quality assurance processes on an eight-year cycle. The NU-IQAP will be ratified by the Quality Council.

Revision: A revision is a change of a housekeeping nature (e.g., course number changes). USC or GSC will approve the changes and forward the changes to Senate for information only to ensure that the changes are included in the academic calendar. Senate may request a vote on any item sent for information.

Undergraduate Studies Committee (USC): USC is a committee of Senate, which engages in on-going review and oversight of all matters related to undergraduate studies, including but not limited to undergraduate curriculum, academic regulations and policies (including degree and program requirements), academic standards, academic awards and academic or non-academic student services, and makes recommendations to Senate as necessary and appropriate.

Protocol Overview

The Nipissing University Institutional Quality Assurance Protocol (NU-IQAP) sets out the steps that must be followed in the quality assurance process for the cyclical review of existing programs, new program proposals and major modifications to existing programs. As such, this document is organized in three parts:

Part 1: Cyclical Review of Existing Programs

Part 2: New Program Proposal Approval Process

Part 3: Modification of an Existing Program

The NU-IQAP and the University's quality assurance processes are audited on an 8-year cycle by a panel of auditors appointed by the Quality Council that reports to the Audit Committee of the Quality Council.

Part 1: Cyclical Review of Existing Programs

Cyclical reviews are conducted of all existing undergraduate programs of specialization, graduate degree programs and for credit graduate diploma programs at a minimum of once every eight years. Such reviews provide the basis upon which University decisions may be made (program continuance, modification or discontinuance).

Reviews take place on an 8-year cycle. In professional programs (e.g., Nursing, Education), where there are regularly-scheduled accreditation reviews, efforts will be made to time reviews to coincide with professional accreditation and to balance their respective objectives. However, the review of the unit must meet all requirements specified in the NU-IQAP. In consultation with the Dean, the Provost will determine the degree to which the substitution or addition of documentation or processes associated with the accreditation of a program can be made, for components of the NU-IQAP, provided these changes are fully consistent with the requirements established in the NU-IQAP. A record of the substitution or addition, and the grounds on which it was made, will be made available to, and will be eligible for audit by, the Quality Council.

The review process is typically completed over an 18-month period. All programs, graduate and undergraduate, housed in an academic unit, including all majors, specializations and honours specializations, as well as all professional and graduate programs offered by an academic unit in all delivery modes, either solely or in partnership with another academic unit or post-secondary institution, will be reviewed at the same time.

A master list of Nipissing's current program offerings together with the schedule for cyclical review is found on the Nipissing University Quality Assurance website located at <http://nipissingu.ca/qa>. The Office of the Provost will maintain an updated master list of the programs, identifying the academic units responsible for each program.

Cyclical program reviews are comprised of five principal components:

A. Self-study (Prepared by the Internal Review Committee);

B. External evaluation (prepared by the External Review Committee) with a report

- and recommendations of quality improvement;
- C. Institutional evaluation of the self-study and the external assessment report, resulting in recommendations for program quality improvement or change;
- D. Preparation and adoption of a plan to implement the recommendations and monitor the implementation;
- E. Follow-up reporting on the principal findings of the review and the implementation of recommendations.

Selection and Roles of Internal Review Committee

The Provost in consultation with the Dean of the academic unit in which the program under review resides will appoint an internal review committee composed of:

1. Two to five faculty members from the academic unit in which the program under review resides;
2. One to two faculty members from outside the academic unit in which the program under review resides;
3. At least one student, or alumnus/a, representing the program under review;

The Internal Review Committee will select its Chair. The Chair of the committee will not necessarily be the Chair of the academic unit in which the program resides.

Once the Internal Review Committee is established, it will meet and identify a timeline for the self-study process and submit it to the Provost.

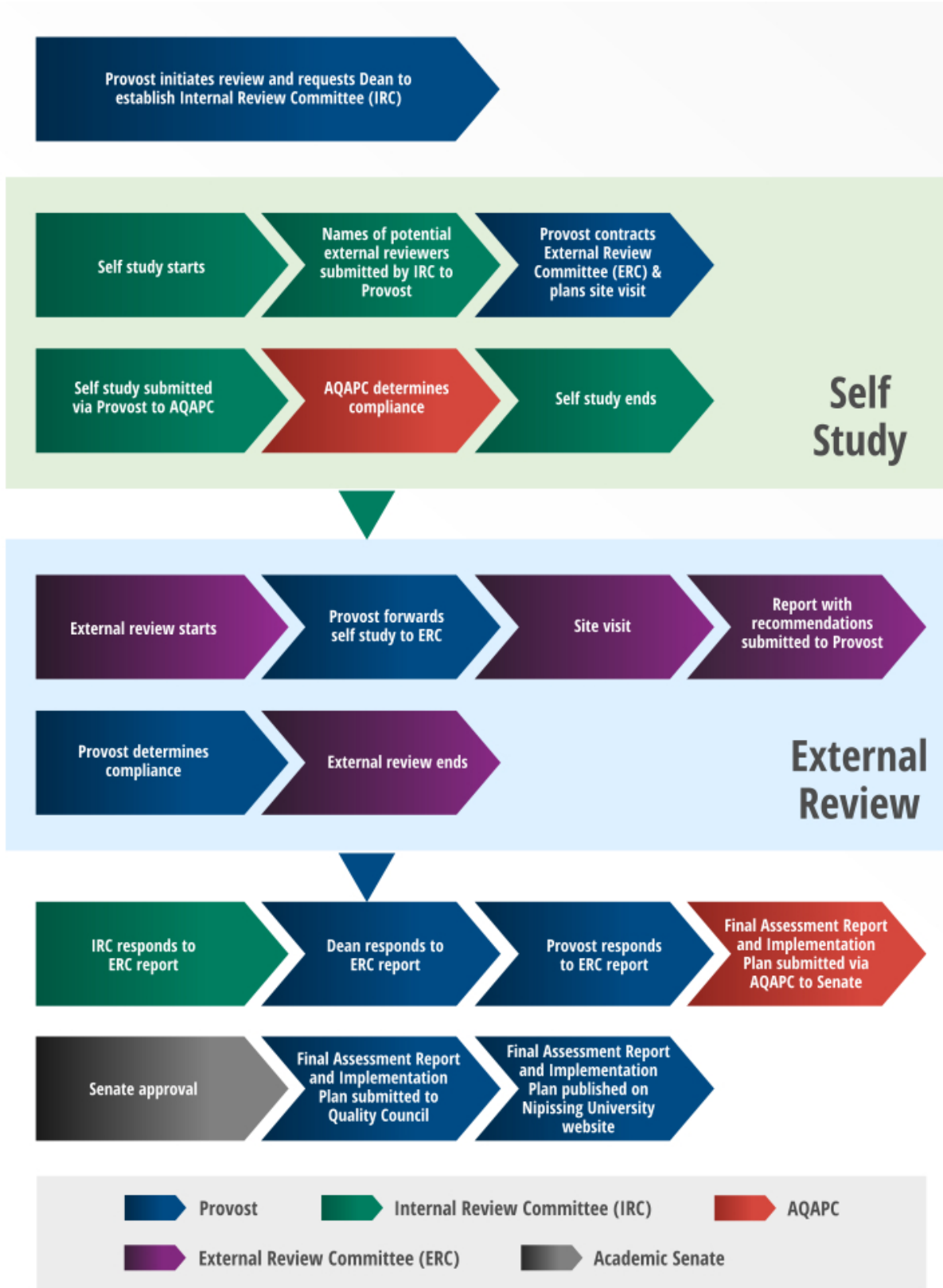
The role of the Internal Review Committee (IRC) is to prepare the self-study document based on broad consultation with faculty, students and staff, and to respond to the external review report based on input from the academic unit.

It is important that the responsibility for writing the self-study rests with the committee members from the academic unit in which the program resides, while the roles of the members identified in 2 and 3 above is consultative. The completed self-study will be explicitly based on input from all members of the academic unit in which the program under review resides.

Scheduling and Timing of Reviews

The Office of the Provost, in consultation with the Deans and the AQAPC, maintains a schedule of reviews identifying the academic units responsible for each program. The Office of the Provost will initiate the review process by notifying the academic units responsible for programs scheduled for review. The schedule for cyclical review is included as Appendix 1 of this document as well as on the Nipissing University Quality Assurance website, located at <http://nipissingu.ca/ga>.

The following diagram illustrates the cyclical review process outlined in this document.



A: Self-Study Document

The focus of the self-study should be on key issues. It requires a frank but balanced consideration of both strengths and areas for improvement, and strategies for future change. It is also essential that the self-study take into consideration the larger institutional issues and the vision, mission, goals and priorities of the University. As such, the self-study is prepared with input from members of the unit (faculty, staff and students) for each program under review as well as primary data provided by the Institutional Planning and Research Office (IPRO).

The self-study report serves as the primary document for the external unit review team. As such, the self-study report must address all of the evaluation criteria outlined in the **Cyclical Program Review - External Committee Final Report Template** (Appendix B1). The most successful reviews are assisted by self-studies that are well organized, clearly written and complete but concise. Appendix A2 highlights key features of the self-study and provides guidelines to ensure each feature within the document is informative and concise.

The self-study report should be broad-based, reflective, forward-looking and include critical analysis. Guidelines for the self-study are outlined in the **NU-IQAP Self Study Manual** (Appendix A). The IRC will send the completed self-study to the Dean for feedback. The Dean will send the completed self-study to the Provost who, in turn, will bring it to the AQAPC to determine compliance.

B: External Evaluation

Selection of the External Review Committee

All members of the External Review Committee must be at arm's length from the program under review. The reviewers will be active and respected in their fields, and normally associate or full professors with program management experience.

The external review committee will be composed of at least:

1. One external reviewer for an undergraduate program;
2. Two such reviewers for a graduate program, qualified by discipline and experience to review the program(s);
3. Two such reviewers for the concurrent review of an undergraduate and graduate program;
4. One further reviewer, either from within the University but outside the discipline (or interdisciplinary group) engaged in the program, or external to the University.

The Internal Review Committee (IRC) will provide the names of a minimum of six nominees for reviewer to the Provost with a brief statement about each of the nominees, including a description of their qualifications and a rationale for their participation in the review. The selected reviewer(s) may include, but is/are not restricted to, those provided on the nominee list. The Provost, in consultation with the Dean, will select the review team to ensure balance and expertise.

External Review Committee Instructions

The Office of the Provost will provide to each member of the External Review Committee with a copy of standard instructions with respect to the review and the preparation of the committee's report, so that the reviewers understand their roles and obligations. Every effort will be made to have the Provost meet with the external review committee (e.g., via teleconference, videoconference, etc.) prior to the site visit to provide additional clarification regarding roles and/or to address any questions prior to the site visit. These instructions will direct the reviewers, for each program under review, to evaluate the program(s) under review using the evaluation criteria included in Appendix B and to:

- Identify and commend the program's notably strong and creative attributes;
- Describe the program's or programs' respective strengths, areas for improvement and opportunities for enhancement;
- Recommend specific steps taken to improve the program, distinguishing between those the unit can make itself and those that require external action;
- Recognize the institution's autonomy to determine priorities for funding, space and faculty allocation;
- Respect the confidentiality of the review process.

In addition, members of the External Review Committee may be asked to respond to special instructions from the Provost in the final report, which may include issues identified by the Provost and/or AQAPC for the program under review.

Review Materials

The external reviewers will receive the **NU-IQAP External Review Committee Manual for Cyclical Reviews** (Appendix B) and the completed self-study for the program under review from the Office of the Provost at least two weeks prior to their visit to the campus, which will occur during the regular academic semester while classes are in session.

The Office of the Provost, in cooperation with the Dean and the Chair/Director of the unit whose program(s) is/are under review, will ensure that the external review committee receive additional materials requested.

Site Visits

The Office of the Provost will finalize the visit schedule in consultation with the academic units being reviewed, which shall work jointly to provide a draft schedule listing the individuals to be interviewed and further details respecting availability. The general format and guidelines for the site visit are found in Appendix B.

The Review Committee will visit the University together for two to three days during the regular teaching semester prior to preparing their report. While on campus the review team will consult widely with academic and administrative staff, students, administrators, alumni and external partners involved with the programs and activities of the unit under review. They should meet with the faculty individually and/or in groups, with staff independently as a group, with undergraduate students independently as a group, with graduate students independently as a group, with the Executive Director of Library Services, the Registrar, the Dean and, where possible,

with members of the University Management Group. In the case of professional programs, arrangements will be made for the External Review Committee to meet with employers and professional association representatives as appropriate.

External Review Committee Report

The reviewers shall prepare one report that addresses the evaluation criteria described in Appendix B1.

While preparing the report, the Provost and the Dean of the Faculty will be available to the External Review Committee to provide any additional information requested.

The External Review Committee Report is to be submitted to the Provost no later than four weeks following the site visit. The Office of the Provost will determine compliance of the report with the requirements of the NU-IQAP and will interact with the reviewers if further information is required. The report will then be sent to the Internal Review Committee to prepare its response.

C: Internal Review Committee Response

Upon receipt of the external review report, the Internal Review Committee will develop a response based on input from the academic unit. The completed response will be explicitly based on input from all members of the academic unit in which the program under review resides.

The Dean and the Chair of the IRC will then meet to review the report. Based on the report, comments received and relevant University planning documents, the Internal Review Committee will then prepare a formal written response. The response will address the issues raised and clearly outline priorities and future directions for the next three to five years, describing where possible goals and timelines for achieving them. As such the Internal Review Committee Response should be prepared in close partnership with the Dean.

D: Dean's Response

Upon receipt of the Internal Review Committee Response, the responsible Dean(s) will provide their response(s) with respect to the following:

1. The plans and recommendations proposed in the self-study report;
2. The recommendations advanced by the Review Committee;
3. The Internal Review Committee's response to the External Review Committee's report;

and will describe:

1. Any changes in organization, policy or governance that would be necessary to meet the recommendations;
2. The resources, financial and otherwise, that would be provided to support the implementation of selected recommendations; and
3. A proposed timeline for the implementation of any of those recommendations.

E: Preparation and Adoption of Plans to Implement the Recommendations

The Provost will produce the Final Assessment Report (FAR), which provides the institutional synthesis of the external review and internal responses and assessments. The FAR includes an Implementation Plan which outlines recommendations that require specific action as a result of the Cyclical Program Review, along with the identification of the position or unit responsible for the action in question. Efforts will be made to address recommendations that were identified for program improvement, however, there can be no assurance that all of the reviewers’ suggestions and recommendations will be implemented.

The **Final Assessment Report** template is included as Appendix 2 of this document. The Final Assessment Report will be presented to Senate (via AQAPC) for approval and then sent to the Quality Council.

An Executive Summary of the Final Assessment Report will be created by the Office of the Provost and posted on the University’s website and sent to the Quality Council.

F: Follow-Up Reporting on the Final Assessment Report

At least two, but no later than three, years after the Final Assessment Report is approved by Senate, the academic unit responsible for the program will complete a follow-up report that describes the progress of the implementation plan and submit it to AQAPC. The **Two Year Post Cyclical Program Review Follow-up Report** template is included as Appendix 3 of this document.

Upon Senate approval, the Follow-up Report will be posted on the University’s website.

G: Access to Documents Produced via the Cyclical Program Review Process

The following is a summary of public access to documents produced via the Cyclical Program Review process.

ITEM	PUBLIC ACCESS AVAILABILITY
1. Information made available for the self-study	Not available
2. Self-study report	Available upon written request to the Provost
3. Report of the External Review Committee	
4. Specified responses to the report of the External Review Committee	

Part 2: New Program Proposal Approval Process

Definition of a New Program

A new program is any degree, degree program or program specialization currently approved by Senate and which has not previously been approved by the Quality Council, its predecessors or any intra-institutional approval processes that previously applied.

To clarify, a 'new program' is brand new; the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by Nipissing University.

A change of name only does not constitute a new program. The inclusion of a new program of specialization where another program with the same designation already exists also does not constitute a new program.

If the proposal is not considered a new program, it will follow the process for the Modification of an Existing Program (Part 3).

New Program Proposal Workflow

Step I: Letter of Intent



Step II: Development of New Program Proposal



Step III: Internal Response and Approval



Step IV: Final Approval and Government Funding



Follow-up Process



Step I: Letter of Intent

The proposers will complete the **Letter of Intent** template found in Appendix C2 and submit it to the Provost. The Provost will share the letter with the senior leadership team to assess the viability of the program as outlined. The Provost will communicate this assessment with the proponents.

This stage should not be viewed as a pre-approval process, but as an opportunity to explore issues and identify both opportunities and areas of concern that will need to be addressed in Step II.

At this stage the Provost, in consultation with the Registrar, may determine that the program being considered is not a new program and would follow the established path for a major modification.

Step II: Development of New Program Proposal

The proposers will complete the **New Program Proposal** template found in Appendix C3. This process will involve thorough consultation with academic, administrative and other relevant units.

The proposers will present their completed New Program Proposal template to Faculty Executive for approval. If the Faculty Executive approves the new program proposal, it will be sent to USC/GSC (as appropriate) for consultation and then to AQAPC for consideration. If AQAPC approves the proposal, the Provost will send out the proposal for external review.

Administration and Coordination of External Review of New Programs

The coordination of the review is the responsibility of the Provost working with AQAPC and the Dean. External review of new graduate program proposals must incorporate an on-site visit. External review of new undergraduate program proposals will normally be conducted on-site, but may be conducted by desk audit, videoconference or an equivalent method if the external reviewer is satisfied that the off-site option is acceptable.

Selection of Reviewer(s)

The reviewer(s) must be at arm's length from the proposers of the new program. The reviewer(s) will be active and respected in their fields, and normally associate or full professors with program management experience.

The reviewer(s) will be selected as follows:

1. One external reviewer for an undergraduate program
2. Two external reviewers for a graduate program

The proposers will provide the names of a minimum of three nominees for reviewer(s) to the Provost, as well as a brief statement about each of the nominees, including a description of their qualifications and a rationale for their participation in the review. The selected reviewer(s) may include, but is/are not restricted to, the provided

nominee list. The Provost, in consultation with the Dean will select the review team to ensure balance and expertise on the review team.

Site Visit (When Required)

The reviewers shall have received all documents relating to the proposed new program (as submitted to AQAPC) at least two weeks prior to their visit to the campus, which will occur during the regular academic semester while classes are in session.

The review team will visit the University together for two to three days during the regular teaching semester prior to preparing their report. While on campus the review team will consult widely with academic and administrative staff, students, administrators, alumni and external partners involved with the proposed program under review. They should meet with the faculty individually and/or in groups, with staff independently in a group, with students independently in a group, with the Executive Director of Library Services, the Registrar, the Dean and, where possible, with members of the University Management Group.

The visit of the review team will be advertised widely to the university community, inviting those who have a vested interest in the proposed program to communicate with the review team. The schedule of interviews during the visit will be developed by the proposing unit with input from the Office of the Provost.

Reviewers' Report

The Review Committee will be provided with the **NU-IQAP External Review Committee Manual for New Programs** (Appendix D), and within four weeks of the site visit will prepare a report that appraises the standards and quality of the proposed program. The **Reviewer's Report** will follow the template provided in Appendix D1

Step III: Internal Response and Approval

After receiving the reviewers' report, the Provost will invite both the proposers and the relevant Dean(s), as well as members from other units and/or post-secondary institutions involved in collaborative programs, to respond to the report and recommendations of the reviewers. Once the external review is complete, the proposers will make modifications to the new program proposal if necessary and submit it once again to AQAPC for consideration. Upon AQAPC approval, the proposal will be presented to Senate. If Senate approves it, the proposal will be sent to the Quality Council for its consideration.

Step IV: Final Approval and Government Funding

If the Quality Council approves the proposal, the Provost will send the response from the Quality Council to the provincial government for funding approval and the proponents will complete the curriculum development process.

Transition into the Academic Unit and Unit Review Process

Subject to approval by the Senate, the University may announce its intention to offer a new undergraduate or graduate program in advance of approval by the Quality Council. When such announcements are made in advance of Quality Council approval, they must contain the following statement: "Prospective students are advised that offers of admission to a new program may be made only after the University's own quality assurance processes have been completed and the Ontario Universities Council on Quality Assurance has approved the program" (Quality Assurance Framework, 2.2.11).

The first intake of students will occur within thirty-six months after the date the program is approved to commence by the Quality Council. After its first intake of students, the program will be incorporated into the regular academic unit review process, which must happen within eight years. One to two years after the new program becomes operational, the Head of the academic unit and the Dean will meet with AQAPC to discuss the program's progress.

Part 3: Modification of an Existing Program

Program Approval Administration

As with proposals for new programs, the Provost shall have overall responsibility for the approval process for modifications to existing academic programs. The Provost will work closely with Senate and those responsible for the program being modified to coordinate and implement program modifications.

This policy applies to all academic programs offered at Nipissing University, including those that do not require Quality Council appraisal and approval (e.g., a new minor, emphasis, specialization or study abroad opportunity).

Major Modification

All major modifications to existing programs, including collaborative programs, will be sent to AQAPC on the recommendation of Faculty Council.

A major program modification to an existing program is one in which the requirements, learning outcomes, faculty complement or delivery mode differ significantly from those existing at the time of the previous Cyclical Program Review. Major modifications may include:

Types of Major Modifications

I. Program Changes

1. The merger of two or more programs;
2. Changes to the fundamental nature, intent, and/or structure of the program;
3. Requirements for substantial new resources;
4. New bridging options for college graduates;
5. Significant changes in the laboratory time of an undergraduate program;
6. Introduction or deletion of an undergraduate thesis or capstone project;
7. Introduction or deletion of work experience, co-op internship or practicum;
8. At the graduate level, the introduction or deletion of a research project, research essay or thesis, course-only, internship or practicum option;
9. Any changes to the requirements for a graduate program, candidacy examination, field of study or residency requirement;
10. Changes to courses comprising more than 1/3 of the total program;
11. A new minor, emphasis, specialization or study abroad opportunity in an undergraduate program.

*In the case of the creation of a field in an existing graduate program or a program based on an existing program, the proposal **may** be submitted to the Quality Council using the expedited approval process. In the case of the addition of a new for-credit graduate diploma program or a collaborative graduate program, the proposal **must** be submitted to the Quality Council using the expedited approval process.¹*

¹ Nipissing University currently does not offer any Graduate Diploma programs, however, if one is introduced the FINALNU-IQAP-2018

II. Significant Changes to Learning Outcomes

1. Changes to program content that affect learning outcomes but do not meet the threshold for a new program.

III. Faculty & Program Delivery Changes

1. Significant changes to the faculty engaged in delivering the program and/or to essential resources as may occur, for example, when there are changes to the existing mode(s) of delivery (e.g., different campus, online delivery, inter-institutional collaboration);
2. Changes to the faculty delivering the program; for example, a large proportion of the faculty retires, or new hires alter the areas of research and teaching interest;
3. A change in the language of program delivery;
4. The establishment of an existing degree program at another institution or location;
5. The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;
6. Change to full- or part-time program options, or vice versa;
7. Changes to the essential resources, where these changes impair the delivery of the approved program.

Identifying a Major Modification: Preparing a Proposal

Step I: Letter of Intent

An academic unit intending to propose one or more major modifications to an existing program must submit a Letter of Intent form (Appendix E1) to the Provost.

At this stage the Provost, in consultation with the Registrar, may determine that the program being considered is a new program and would follow the established path for a new program, or it is a minor modification and would follow the established path for a minor modification. The Office of the Provost will inform the proponents of its decision.

Step II: Proposal for Major Modification

A proposal for a major modification to a program should follow the established template (Appendix E2) and be presented to Faculty Council.

Faculty Council will present the proposal to USC/GSC, and when substantial changes to resources/infrastructure are required, AQAPC approval is necessary.

Required Annual Report to Quality Council

When major modifications are moved in Senate, the motion will include the phrase "Major Modification". Nipissing University's Annual Report on Major Modifications will be based on the approved minutes of Senate.

Minor Modification

A minor program modification is a change of a less substantive nature, (e.g., a new course proposal, changes to required courses in a degree program). USC or GSC may recommend the changes and forward them to Senate for approval. When minor modifications are moved in Senate, the motion will include the phrase "Minor Modification".

Revisions

A revision is a change of a housekeeping nature (e.g., course number changes). USC or GSC will approve the changes and forward the changes to Senate for Information only to ensure that the changes are included in the calendar. Senate may request a vote on any item sent for information only. When revisions are presented in Senate, the report will include the phrase "Revision".

Appendix 1: Schedule of Cyclical Reviews for Existing Programs

Academic Unit	Academic Program	Last Review	Next Review
Department of Biology and Chemistry	Bachelor of Science - Biology	2013	2021
	Bachelor of Science - Environmental Biology & Technology	2013	2021
Classical Studies	Bachelor of Arts - Classical Studies	2014	2019
Department of English Studies	Bachelor of Arts - English Studies	2010	2018
Department of Fine and Performing Arts	Bachelor of Arts - Fine Arts	2017	2025
	Bachelor of Fine Arts	2017	2025
Department of Geography and Geology	Bachelor of Arts - Environmental Geography	2017	2023
	Bachelor of Arts - Geography	2017	2023
	Bachelor of Science - Environmental & Physical Geography	2017	2023
	Master of Environmental Science	2017	2023
	Master of Environmental Studies	2017	2023
Department of Gender Equality and Social Justice	Bachelor of Arts - Gender Equality & Social Justice	2013	2019
Department of History	Bachelor of Arts - History	2014	2019
	Master of Arts - History	2014	2019
Department of Mathematics and Computer Science	Bachelor of Science - Science and Technology ²	2013	2021
	Bachelor of Arts - Computer Science	2013	2021
	Bachelor of Science - Computer Science	2013	2021
	Bachelor of Arts - Mathematics	2013	2021
	Bachelor of Science - Mathematics	2013	2021
	Master of Science - Mathematics	2018	2021
Department of Political Science, Philosophy and Economics	Bachelor of Arts - Economics	2014	2022
	Bachelor of Arts - Philosophy	2014	2022
	Bachelor of Arts - Political Science	2015	2022
Department of Psychology	Bachelor of Arts - Psychology	2012	2020
	Bachelor of Science - Psychology	2012	2020
Department of Religion and Cultures	Bachelor of Arts - Religions and Cultures	2014	2019
Department of Sociology and Anthropology	Bachelor of Arts - Anthropology		2023
	Bachelor of Arts - Sociology	2017	2025
	Master of Arts - Sociology		2025

² Admission to this program is suspended
FINALNU-IQAP-2018

Faculty of Arts and Science	Bachelor of Arts - Native Studies	2014	2022
	Bachelor of Liberal Arts		2021
	Bachelor of Liberal Sciences		2021
School of Business	Bachelor of Business Administration	2017	2022
	Bachelor of Commerce	2017	2022
School of Criminology and Criminal Justice	Bachelor of Arts - Criminology & Criminal Justice	2017	2025
School of Human and Social Development	Bachelor of Arts - Child and Family Studies	2013	2020
	Bachelor of Arts - Social Welfare and Social Development	2013	2020
	Bachelor of Social Work		2020
School of Nursing	Bachelor of Science in Nursing – Collaborative Program (<i>Canadore College</i>)	2017	2023
	Bachelor of Science in Nursing – Scholar Practitioner Program	2017	2023
	Bachelor of Science in Nursing – RPN Bridging Program	2017	2023
	Bachelor of Science in Nursing – RPN Bridging Program (Distance)	2017	2023
School of Physical and Health Education	Bachelor of Physical and Health Education	2017	2024
	Master of Science - Kinesiology		2024
Schulich School of Education	Bachelor of Education	2017	2024
	Master of Education	2017	2024
	Doctor of Philosophy in Education	2017	2024

Appendix 2: Final Assessment Report

Office of the Provost & Vice President Academic
Nipissing University
100 College Drive, Box 5002



FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
[Program Title]	[Select Date]	[Provost]

A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE	DATE
1. Self-Study Presented to AQAPC	
2. Site Visit Conducted	
3. Reviewer's Report Received	
4. Internal Review Committee Response Received	
5. Dean's Response Received	

The members of the review committee were:

- Dr. XX (Internal)
- Dr. YY (External)

The academic programs offered by the Department which were examined as part of the review included:

- List all programs

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

B. PROGRAM STRENGTHS

[Insert comments from Review Committee]

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

[List the specific recommendations from the Review Committee. The Department and Dean will also have an opportunity to comment on each recommendation]

[RECOMMENDATION 1]

Internal Review Committee Response:

Dean's Response:

[Copy and paste additional sections for each recommendation provided by the Review Committee]

D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Cyclical Program Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken and monitoring the progress of the action.

RECOMMENDATION	RESPONSIBLE POSITION/UNIT (FOR RESOURCES)
	RESPONSIBLE POSITION/UNIT (FOR TAKING ACTION)
MONITORING INTERVAL(S):	PROJECTED COMPLETION DATE:

[Copy and paste additional sections for each approved recommendation for implementation. Please arrange entries in priority sequence with the highest priority item presented first]

E. CONFIDENTIAL COMMENTS

[This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website]

Appendix 3: Two Year Post Cyclical Program Review Follow-up Report

Office of the Provost & Vice President Academic
Nipissing University
100 College Drive, Box 5002



TWO YEAR POST CYCLICAL PROGRAM REVIEW FOLLOW-UP REPORT

PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
[Program Title]	[Select Date]	[Dean]

PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION

SUMMARY OF PROGRESS TO DATE

[24 months after the Final Assessment Report is received by AQAPC, the Chair/Director and the Dean will meet with AQAPC to describe progress on the implementation of recommendations]

LIST OF ACTION ITEMS LEADING UP TO NEXT CYCLICAL PROGRAM REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION

CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

[Please add concluding summary regarding next steps, etc]

Appendix 1: Schedule of Cyclical Reviews for Existing Programs

Academic Unit	Academic Program	Last Review	Next Review
Department of Biology and Chemistry	Bachelor of Science - Biology	2013	2021
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Department of Fine and Performing Arts	Bachelor of Arts - Fine Arts	2017	2025
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	Bachelor of Arts - Geography	2017	2023
	Bachelor of Science - Environmental & Physical Geography	2017	2023
	Master of Environmental Science	2017	2023
	Master of Environmental Studies	2017	2023
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Department of History	Bachelor of Arts - History	2014	2019
	Master of Arts - History	2014	2019
Department of Mathematics and Computer Science	Bachelor of Science - Science and Technology ¹	2013	2021
	Bachelor of Arts - Computer Science	2013	2021
	Bachelor of Science - Computer Science	2013	2021
	Bachelor of Arts - Mathematics	2013	2021
	Bachelor of Science - Mathematics	2013	2021
	Master of Science - Mathematics	2018	2021
Department of Political Science, Philosophy and Economics	Bachelor of Arts - Economics	2014	2022
	Bachelor of Arts - Philosophy	2014	2022
	Bachelor of Arts - Political Science	2015	2022
Department of Psychology	Bachelor of Arts - Psychology	2012	2020
	Bachelor of Science - Psychology	2012	2020
Department of Religion and Cultures	Bachelor of Arts - Religions and Cultures	2014	2019
Department of Sociology and Anthropology	Bachelor of Arts - Anthropology		2023
	Bachelor of Arts - Sociology	2017	2025
	Master of Arts - Sociology		2025
Faculty of Arts and Science	Bachelor of Arts - Native Studies	2014	2022

¹ Admission to this program is suspended

	Bachelor of Liberal Arts		2021
	Bachelor of Liberal Sciences		2021
School of Business	Bachelor of Business Administration	2017	2022
	Bachelor of Commerce	2017	2022
School of Criminology and Criminal Justice	Bachelor of Arts - Criminology & Criminal Justice	2017	2025
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	Bachelor of Science in Nursing – RPN Bridging Program (Distance)	2017	2023
School of Physical and Health Education	Bachelor of Physical and Health Education	2017	2024
	Master of Science - Kinesiology		2024
Schulich School of Education	Bachelor of Education	2017	2024
	Master of Education	2017	2024
	Doctor of Philosophy in Education	2017	2024

FINAL ASSESSMENT REPORT

PROGRAM UNDER REVIEW

PROGRAM

SENATE APPROVAL DATE

PREPARED BY

[Program Title]

[Select Date]

[Provost]

A. SUMMARY OF REVIEW PROCESS & LISTING OF PROGRAMS UNDER REVIEW

SELF-STUDY REVIEW TIMELINE

DATE

1. Self-Study Presented to AQAPC
2. Site Visit Conducted
3. Reviewer's Report Received
4. Internal Review Committee Response Received
5. Dean's Response Received

The members of the review committee were:

- Dr. XX (Internal)
- Dr. YY (External)

The academic programs offered by the Department which were examined as part of the review included:

- List all programs

This review was conducted under the terms and conditions of the IQAP approved by Senate on October 19, 2018 and re-ratified by the Quality Council on April 26, 2019.

B. PROGRAM STRENGTHS

[Insert comments from Review Committee]

C. OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

[List the specific recommendations from the Review Committee. The Department and Dean will also have an opportunity to comment on each recommendation]

[RECOMMENDATION 1]

Internal Review Committee Response:

Dean's Response:

[Copy and paste additional sections for each recommendation provided by the Review Committee]

D. IMPLEMENTATION PLAN

Below are the recommendations that require specific action as a result of the Cyclical Program Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as responsible for specific recommendations, the Dean of the Faculty has the overall responsibility for ensuring that the recommended actions are undertaken and monitoring the progress of the action.

RECOMMENDATION

RESPONSIBLE POSITION/UNIT *(FOR RESOURCES)*

RESPONSIBLE POSITION/UNIT *(FOR TAKING ACTION)*

MONITORING INTERVAL(S):

PROJECTED COMPLETION DATE:

[Copy and paste additional sections for each approved recommendation for implementation. Please arrange entries in priority sequence with the highest priority item presented first]

E. CONFIDENTIAL COMMENTS

[This is an optional area that can be used to discuss confidential matters that need to be addressed. This section will be removed when posting the Final Assessment Report on the Quality Assurance Website]

TWO YEAR POST CYCLICAL PROGRAM REVIEW FOLLOW-UP REPORT

PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	PREPARED BY
[Program Title]	[Select Date]	[Dean]

PROGRESS OF PPC RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	EXPECTED COMPLETION

SUMMARY OF PROGRESS TO DATE

[24 months after the Final Assessment Report is received by AQAPC, the Chair/Director and the Dean will meet with AQAPC to describe progress on the implementation of recommendations]

LIST OF ACTION ITEMS LEADING UP TO NEXT CYCLICAL PROGRAM REVIEW

ITEM	RESPONSIBLE MEMBER/UNIT	PROJECTED COMPLETION

CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS

[Please add concluding summary regarding next steps, etc]



**Self-Study
for
[Program(s) Under Review]**

Members of the Internal Review Committee

[Add names in alphabetical order]

Date Submitted: [insert date]

Notes on Using This Template

The self-study template is provided for the Internal Review Committee (IRC) to complete their self-study and is aligned with Appendix A: Manual for Cyclical Program Reviews from the NU-IQAP. Content from Appendix A is included for reference and appears in **black text with grey background** and must be removed prior to submission. Content/questions that AQAPC and the External Review Committee (ERC) will use to determine compliance with the Quality Assurance Framework (QAF) appears in **black text with a yellow background** and must also be removed prior to submission. The IRC is responsible to ensure that all QAF evaluation criteria is addressed in the narrative of the self-study and evidentially supported through the provided data (where required).

Unless otherwise stated, all tables/charts provided by external departments (e.g., Institutional Planning and Research Office) should be embedded in the body of the self-study document. If the IRC requires assistance with this process, please see Faculty & Administrative Support Services (FASS) in A107.

Charts/tables created by the IRC may be included in the body of this document, or referenced as additional appendices following the required self-study appendices. The required appendices are listed in Appendix A5 as well as in the body of this template, and are summarized below for convenience.

The following appendices must be included in the self-study.

Appendix I: Completed Academic Planning Document(s) *(most recent year)*

Appendix II: Course Learning Outcomes, Learning Activities and Methods of Assessment
(for each required course offered in the program under review and every course from other disciplines required in the program under review)

Appendix III: Curriculum Map
(for each program under review)

Appendix IV: Course Outlines
(for each required course offered in the program under review and every course from other disciplines required in the program under review)

Appendix V: CV of all instructional staff listed in Table 4.1

Appendix VI: All Tables from Section 5: Admissions

Appendix VII: All Tables from Section 6: Enrolment

Appendix VIII: All Tables from Section 7: Retention, Graduation and Time to Completion

Appendix IX: Results of the Current Student Survey

Appendix X: Results of the Alumni Survey

Appendix XI: Concerns and Recommendations Raised in Previous Reviews

(see previous Final Assessment Reports posted on Nipissing University's Quality Assurance Website)

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1. Unit Background

The Internal Review Committee (IRC) will provide the unit's vision statement (a few words that summarize the unit's aspirations for itself), as well as its mission statement (a few sentences about what the unit actually does to realize its vision). The IRC will also demonstrate how its programs are consistent with the institution's mission and academic plans. It is intended that the IRC will reference the University's mission, vision, values and strategic statements as well as faculty strategic plans. The IRC will provide, as **Appendix I to the self-study**, the most recent annual academic plans produced by the unit in which the program(s) under review reside(s). Programs that require external accreditation should also reference materials utilized in the most recent accreditation submission.

The IRC will also supply information that is relevant to understanding the philosophy and approach that underlies its programs. It will provide a description of the evolution of the programs in order to better understand the nature of the unit in its present form. This section should not include a chronological list of faculty who have joined and left the unit, but a narrative of the significant milestones and developments that have shaped the program(s). It should also provide a description of how the objectives of the program(s) were established and how they evolved into their present form.

This section should give the reviewers a thorough understanding of the unit's identity, purpose and intentions. The IRC will identify collaborative arrangements within and external to Nipissing University, such as co-ops, practica, internships, international exchanges, study abroad, community outreach and involvement and partnerships.

Finally, this section should describe the process by which the self-study was developed, who was responsible and the role of faculty, staff and students in its development.

Is the program consistent with the institution's mission and academic plans? (QAF 4.3.1a)

2. Developing/Emerging Trends of the Discipline

Explain how the program curriculum reflects the current state of the discipline or area of study. Describe any significant innovation or creativity in the content and/or delivery of the program. This section is an opportunity for the IRC to discuss what is known about student interests entering the field, major paradigmatic shifts and to list new program offerings in the area.

Does the curriculum reflect the current state of the discipline or area of study? (QAF 4.3.3a)

3. Program Structure and Curriculum

Are the program requirements and learning outcomes clear, appropriate and in alignment with the institution's statement of undergraduate and/or graduate Degree Level Expectations? *(QAF 4.3.1b)*

What evidence is there of any significant innovation or creativity in the content and/or delivery of the program relative to other programs? *(QAF 4.3.3b)*

Are the modes of delivery appropriate and effective to meet with program's identified learning outcomes? *(QAF 4.3.3c)*

Are the methods used to assess student achievement of the defined learning outcomes and degree level expectations appropriate and effective? *(QAF 4.3.4a)*

Are the means of assessment (particularly in the students' final year of the program) appropriate and effective to demonstrate achievement of the program learning objectives and the institutions (or program's) own degree level expectations? *(QAF 4.3.4b)*

This section will include an outline of the program(s) under the following headings:

3.1 Program Structure

Provide the structure of the program(s) being reviewed as listed in the most current academic calendar, providing analysis and comment.

The information provided should be hyperlinked to the Academic Calendar.

3.2 Course Learning Outcomes, Learning Activities and Methods of Assessment

This section will consist of information on the Degree Level Expectations (DLEs) and learning outcomes of the unit programs. Nipissing's Degree Level Expectations (DLEs) for undergraduate, master's and doctoral programs are aligned with those of the Ontario Council of Academic Vice-Presidents and serve as academic standards that identify the knowledge and skill outcome competencies that graduates are expected to demonstrate. They are core to the mission of the University, and each faculty, program and course should be able to demonstrate consistency with these expectations. Nipissing DLEs are provided as Appendix A2

The link between DLEs, program level learning outcomes and course level learning outcomes is established through the development of a curriculum map, which consists of the following steps:

Step 1. Complete the *Course Learning Outcomes, Learning Activities and Methods of Assessment Template* (Appendix A3) for:

- every course offered by the program under review;
- every course from other disciplines required in the program under review.

Include this as **Appendix II to the self-study**

Step 2. Complete the *Curriculum Map Template* (Appendix A4) for each program under review and include it as **Appendix III to the self-study**.

The curriculum map includes a summary of the following information for each required course in the program under review:

Demonstrate how the course learning outcomes support the program's learning outcomes by completing the *Course Learning Outcomes, Learning Activities and Methods of Assessment Template* (Appendix A3) for each required course offered in the program under review and every course from other disciplines required in the program under review.

3.3 Assessment of Learning Outcomes

With reference to the completed *Course Learning Outcomes, Learning Activities and Methods of Assessment* and *Curriculum Map* templates, indicate how the program's learning outcomes are assessed and how the assessment methods address achievement of the program learning outcomes and DLEs. Provide analysis and suggestions regarding how the unit may address duplication, gaps and areas for course and program improvement.

3.4 Other Relevant Data

Insert any other data that is relevant, with analysis and comment.

Provide, as **Appendix IV to the self-study**, course outlines for each required course offered in the program under review and every course from other disciplines required in the program under review.

4. Resources

Assess the appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s). Note reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation. (QAF 4.3.5)

Faculty: comment on: the qualifications; research and scholarly record; class sizes; %classes taught by permanent or non-permanent (contract) faculty; number, assignments and qualifications of part-time or temporary faculty. (QAF 4.3.6a)

This section will provide an account of faculty and staffing resources in place since the last review. The IRC will provide analysis and comment with regards to the appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s).

4.1 Full and Part-Time Faculty

Embed Table 4.1 provided by the Institutional Planning and Research Office (IPRO) outlining demographic data and historical teaching assignments for instructional staff from the academic unit in which the program resides.

4.2 Non-Faculty Human Resources

Provide a description and evaluation of other related resources that directly contribute to the academic quality of the program under review, along with analysis and comment. Examples of these resources might include: academic advising, student services, technical services, experiential learning and service learning.

4.3 Library Resources

This section will include an analysis conducted and provided by the Subject Librarian and/or the Executive Director, Library Services, of information resources and library services in support of the unit. The IRC will provide analysis and comment.

Include, as **Appendix V to the self-study**, the curriculum vitae of each instructional staff member listed in Table 4.1 **still under employ**. The CV format should be consistent with recognized academic and disciplinary models.

It is expected that Sections 5 through 9 will answer the following QAF Evaluation Criteria:

Students: comment on: applications and registrations; attrition rates, times-to-completion; final year academic achievement; graduation rates; academic awards; student in-course reports on teaching. (QAF 4.3.6b)

Graduates: comment on: rates of graduation; employment after six months and two years after graduation; post graduate study; skills match' alumni reports on program quality (if available and permitted by FIPPA). (QAF 4.3.6c)

Additional Graduate Program Criteria (when applicable)

Is the students' time-to-completion both monitored and managed in relation to the program's identified length and program requirements? (QAF 4.3.8a)

What is the quality and availability of graduate supervision? (QAF 4.3.8b)

What quality indicators does the program use to provide evidence of faculty, students and program quality? (QAF 4.3.8c)

- Faculty: funding, honours and awards, commitment to student mentoring
- Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills
- Program: evidence of program structure and faculty research that will ensure the intellectual quality of the student experience
- Sufficient graduate level courses that the students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level.

5. Admissions

This section will include an overview of admissions requirements and an assessment of applications and admissions data. Include **as Appendix VI to the self-study** all tables completed in Section 5 described below:

5.1 Undergraduate and Graduate Admission Requirements and Qualifications of Incoming Students

Are admission requirements appropriately aligned with the learning outcomes established for completion of the program? (QAF 4.3.2)

Provide **the current** admission requirements for each program under review as outlined in the Academic Calendar.

5.2 Undergraduate Applicant Analysis

5.2.1 Undergraduate Admissions Analysis

The IPRO will supply the following table that compares 101, 105 and part-time applicants:

- *Table 5.2.1: Applications, Offers and Admissions (Previous Eight Years - Undergraduate)*

5.2.2 Other Relevant Information

The IRC may provide additional information on transfer students, Indigenous students, international students and/or other categories relevant to the program, with analysis and comment.

5.3 Graduate Applicant Analysis (When Applicable)

5.3.1 Graduate Admissions Analysis

The IPRO will supply the following table regarding applicants to graduates studies:

- *Table 5.3.1: Applications, Offers and Admissions (Previous Eight Years - Graduate)*

5.3.2 Other Relevant Information

The IRC will provide additional information on the program delivery model (e.g., flex time vs full time) and/or other categories relevant to the program, with analysis and comment.

6. Enrollments

This section will include an assessment of past, present and projected future enrollment in the program. Include **as Appendix VII to the self-study** all tables completed in Section 6 described below:

6.1 Program Enrollment by Headcount for the Past Eight Years

Table 6.1: *Headcount Enrollment* will be provided by the IPRO indicating enrollment at the Fall count date for students in each program under review.

6.2 Full-Time Equivalent Enrolment for the Past Eight Years

Table 6.2: *Student FTE by Session* will be provided the IPRO illustrating how program majors contribute to the overall FTE for the University.

6.3 Enrollment Trends

In collaboration, the IRC and the IPRO will produce Table 6.3: *Enrollment Projections*, which includes enrollment data for the past eight years plus a four-year forward-looking trend of enrolments.

6.4 FTE by Department of Student Major for the Past Eight Years

Table 6.4: *Student FTE by Course and Department of Student Major* will be provided by the IPRO to illustrate how the course offerings of the department under review contribute to the overall FTE for the University. The IRC will comment on the distribution of enrolments of students from within and external to their department.

7. Retention, Graduation and Times to Completion

This section will include an assessment of retention, graduation rates and times to completion. Include **as Appendix VIII to the self-study** all tables completed in Section 7 described below:

7.1 Retention and Graduation Rates (Eight-year cohort analysis)

Table 7.1: *Flow Through* will be provided by the IPRO. This table tracks the initial student cohorts over the eight-year span, including the number of degrees conferred, the completion rate and average time to completion for each cohort.

7.2 Cohort Migration

Table 7.2: *Cohort Migration* will be provided by the IPRO. This table will provide data on those students who exited the program under review and identify where they went and if they successfully completed a degree at the institution.

7.3 Graduates from Other Admissions Programs

Table 7.3: *Graduates from Other Admissions Programs* will be provided by the IPRO. This table provides data on students completing the program under review who were not initially admitted to the program of study.

7.4 Funding Eligibility (Graduate Programs Only)

Table 7.4: *Funding Eligibility* will be provided by the IPRO. The IRC will provide analysis and comment regarding funding eligibility and time to completion.

8. Student Success

This section will include indicators of student quality under the following headings:

8.1 Scholarly Success

The IRC will provide data on scholarly output, success rates in provincial and national scholarships, competitions, awards, and commitment to professional and transferable skills

8.2 Pathways to Success After Graduation

The IPRO will provide data and the IRC will provide analysis and comment under the following headings:

8.2.1 Undergraduate

The IPRO will provide the most recent results of the *MTCU Ontario University Graduate Survey (OUGS)*. The IRC will provide analysis and comment on graduate employment six months and also two years after graduation, postgraduate study, “skills match” and alumni reports on program quality when available. *OUGS* results for the University will be made available to external reviewers upon request.

8.2.2 Graduate (When Applicable)

The IPRO will provide the most recent results of the *MTCU Graduate Programs Outcomes Survey (GPOS)*. The IRC will provide analysis and comment on postgraduate study as well as employment. *GPOS* results for the University will be made available to external reviewers upon request.

9. Surveys

This section will include an assessment of the results of representative surveys conducted by the IPRO. These surveys poll perceptions of current majors and recent graduates on the program's effectiveness.

9.1 Results of Surveys of Current Students

The IPRO will provide a copy of the results, which will be included as **Appendix IX to the self-study**. The IRC will provide a summary of the survey and offer analysis and comment on the results.

9.2 Results of Surveys of Recent Alumni

The IPRO will provide a copy of the results, which will be included as **Appendix X to the self-study**. The IRC will provide a summary and offer analysis and comment on the results.

9.3 Results of Other Surveys/Consultations

Where appropriate, the IRC will provide analysis and comment on the results of surveys/consultations with representatives of industry, professions or practical training programs.

10. Potential for Program Renewal and Innovation

Comment on initiatives taken to enhance the quality of the program and the associated learning and teaching environment. (QAF 4.3.7)

In this section, the IRC will provide critical analysis of the strengths and weaknesses of the program, drawing upon the body of evidence presented in the self-study. The self-study is not intended to be merely a catalogue of facts. The application of thoughtful analysis is key to the success of the document and the academic review process itself. The IRC is encouraged to assess which aspects of the program are effective in promoting its vision, objectives and learning outcomes and which aspects inhibit those goals. This section should explain what the IRC has learned and what conclusions have been reached.

In this section, the IRC will provide a projection based on its analysis of where the program expects to be in three to five years. The IRC should set priorities and outline specific details and strategies for implementing this plan. If a unit strategic plan exists, the unit should incorporate elements of it into the academic program plan.



Manual

for

Cyclical Program Reviews

Re-ratified April 26, 2019

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Introduction

Nipissing University's Institutional Quality Assurance Protocol (NU-IQAP) has been developed to meet the Ontario Universities Council of Quality Assurance's requirements for academic program review as laid out in The Quality Assurance Framework. In all cases, the NU-IQAP will remain the primary source for instructions on cyclical academic review and the preparation of the self-study. It is imperative that all individuals preparing the self-study document follow the elements outlined in the NU-IQAP document.

The Office of the Provost will initiate the review process by notifying the academic units responsible for programs scheduled for review. The Provost, in consultation with the Dean of the academic unit in which the program under review resides, will appoint an Internal Review Committee (IRC). The role of the Internal Review Committee is to prepare the self-study document based on broad consultation with faculty, students and staff, and to respond to the external review report based on input from the academic unit.

The self-study is meant to be broad-based, reflective and forward-looking. The participation of program faculty, staff and students must be documented, as well as how their views were obtained and taken into account. The Internal Review Committee may seek the advice of others, such as representatives of industry, professions and practical training programs where appropriate. It is expected that the Internal Review Committee will consult with the relevant Dean(s) during the development of the self-study.

A well-written self-study communicates the program and its aspirations concisely to the reviewers, and should be written to maximize the academic benefits of the exercise both for students and faculty (see Appendix A1 for examples of an informative vs less informative self-study). Supplemental material that does not contribute directly to the evaluation of the program should not be included. The reviewers should not be expected to assess raw data or information that has not already been critically analyzed by the IRC.

Prior to submission to the Office of the Provost, a copy of the self-study will be provided to the relevant Dean(s). A sample self-study document will be made available to all units undergoing review.

Academic Review Process

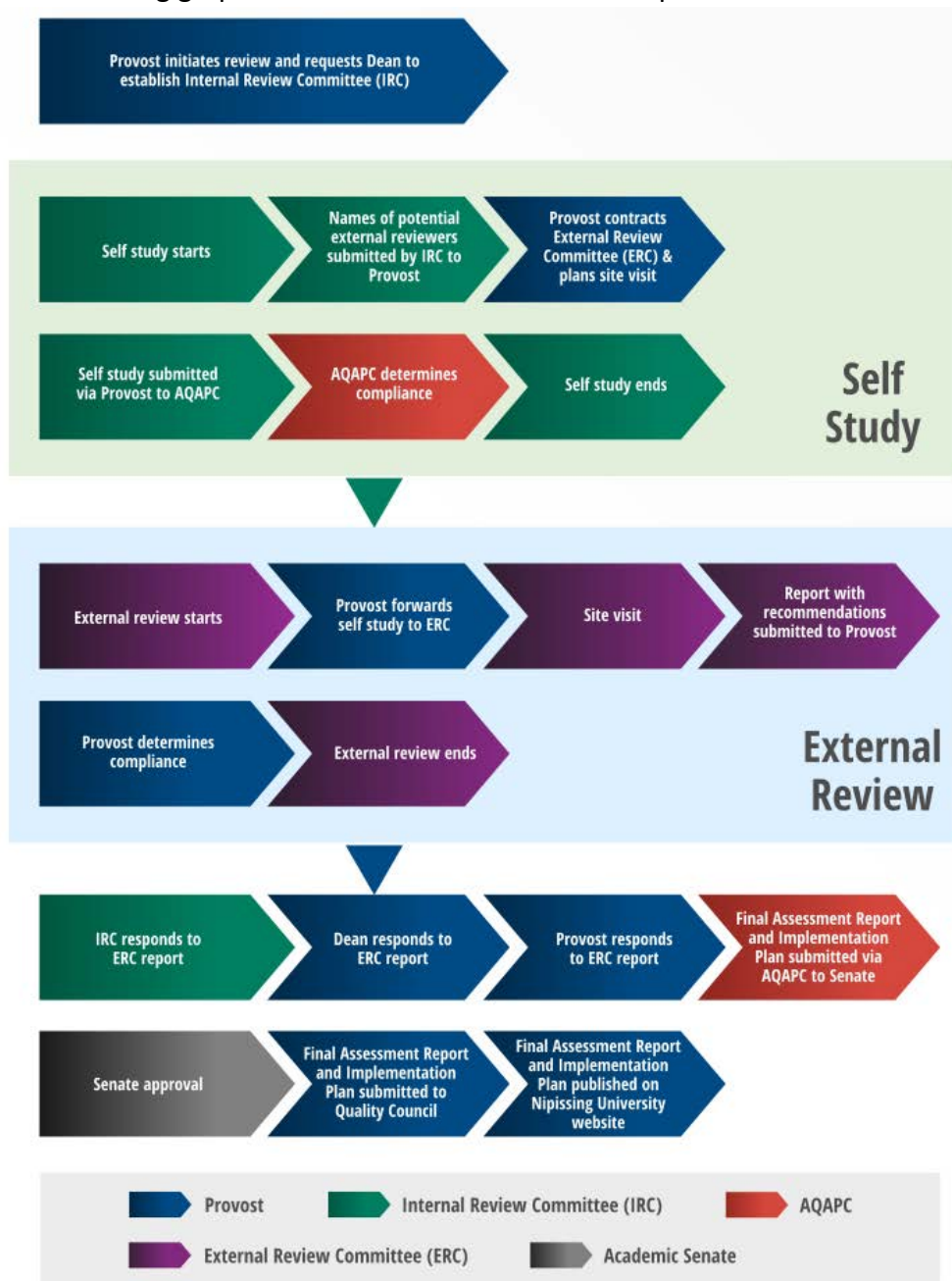
The Dean of the academic unit in which the program under review resides shall submit the self-study to the Provost with their comments. It must be delivered in electronic format and comprise the main self-study document and related appendices. The document must be consecutively paginated from the cover page to the last page of appendices so that it can be easily referenced.

The Provost will review and identify any required or recommended changes or additions to the self-study. Once approved by the Provost, the self-study will be presented to the University's

Academic Quality Assurance and Planning Committee (AQAPC) for final approval. The self-study will serve as the basis for an external review and site visit.

After the site visit, the reviewers will submit a report that evaluates the program(s) using the criteria included in Appendix B, describing the program’s or programs’ respective strengths, areas for improvement and opportunities for enhancement. The Provost will develop a final assessment report (FAR) based on the reviewers’ report, and responses from the Internal Review Committee, appropriate Dean(s) and other academic or administrative units within the University. Upon approval of the FAR by Senate, the self-study will be published on Nipissing’s website and forwarded to the Quality Council.

The following graphic outlines the academic review process:



Self-Study Evaluation Criteria

Please refer to Appendix B1 for a complete description of the evaluation criteria for cyclical program reviews at Nipissing University. The categories below capture the IQAP requirements for the evaluation of academic programs. Required tables for the self-study can be found on Nipissing University's quality assurance website: <http://www.nipissingu.ca/qa>. Unless otherwise noted, the tables should be included as a separate appendix, and the report will reference the charts accordingly throughout the self-study document.

Components of the Self-Study

1. Unit Background

The purpose of this section is to introduce the unit and program(s) being reviewed, including a list of all programs being reviewed (e.g., BA Honours, MA, MEd, MSc, PhD, etc.). The Internal Review Committee (IRC) should also use this section to describe any unique features or highlights of the program(s) that will serve to frame the contents of the self-study for the reviewers. In addition, this section will include an overview of the unit's programs in terms of their vision, development and overall objectives.

The IRC will provide the unit's vision statement (a few words that summarize the unit's aspirations for itself), as well as its mission statement (a few sentences about what the unit actually does to realize its vision). The IRC will also demonstrate how its programs are consistent with the institution's mission and academic plans. It is intended that the IRC will reference the University's mission, vision, values and strategic statements as well as faculty strategic plans. The IRC will provide, as **Appendix I to the self-study**, the most recent annual academic plans produced by the unit in which the program(s) under review reside(s). Programs that require external accreditation should also reference materials utilized in the most recent accreditation submission.

The IRC will also supply information that is relevant to understanding the philosophy and approach that underlies its programs. It will provide a description of the evolution of the programs in order to better understand the nature of the unit in its present form. This section should not include a chronological list of faculty who have joined and left the unit, but a narrative of the significant milestones and developments that have shaped the program(s). It should also provide a description of how the objectives of the program(s) were established and how they evolved into their present form.

This section should give the reviewers a thorough understanding of the unit's identity, purpose and intentions. The IRC will identify collaborative arrangements within and external to Nipissing University, such as co-ops, practica, internships, international exchanges, study abroad, community outreach and involvement and partnerships.

Finally, this section should describe the process by which the self-study was developed, who was responsible and the role of faculty, staff and students in its development.

2. Developing/Emerging Trends of the Discipline

Explain how the program curriculum reflects the current state of the discipline or area of study. Describe any significant innovation or creativity in the content and/or delivery of the program. This section is an opportunity for the IRC to discuss what is known about student interests entering the field, major paradigmatic shifts and to list new program offerings in the area.

3. Program Structure and Curriculum

This section will include an outline of the program(s) under the following headings:

3.1 Program Structure

Provide the structure of the program(s) being reviewed as listed in the most current academic calendar, providing analysis and comment.

The information provided should be in the following format and hyperlinked to the Academic Calendar:

Program Requirements: Honours Specialization in Biology

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Biology.

Students must complete 120 credits including 60 credits in the Honours Specialization, as follows:

BIOL 1006	Introduction to Molecular and Cell Biology	3 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
BIOL 2446	Principles of Ecology	3 cr.
BIOL 2557	Genetics	3 cr.
BIOL 2336	Biology of Seedless Plants	or
BIOL 2337	Biology of Seed Plants	3 cr.
BIOL 2836	Invertebrate Zoology	or
BIOL 2837	Vertebrate Zoology	3 cr.

BIOL 3117	Biostatistics	3 cr.
BIOL Upper level		18 cr.
BIOL 3000 level		12 cr.
BIOL 4000 level		9 cr.
Other Science Requirements		
CHEM 1006	General Chemistry I	3 cr.
CHEM 1007	General Chemistry II	3 cr.
MATH 1000 level (excluding MATH 1070 , MATH 1911 , MATH 1912 and MATH 1922)		3 cr.
Science (maximum 3cr. Biology)		6 cr.
Breadth Requirements:		
ACAD 1601		3 cr.
Humanities		3 cr.
Social Science and/or Professional Studies		6 cr.

3.2 Course Learning Outcomes, Learning Activities and Methods of Assessment

This section will consist of information on the Degree Level Expectations (DLEs) and learning outcomes of the unit programs. Nipissing’s Degree Level Expectations (DLEs) for undergraduate, master’s and doctoral programs are aligned with those of the Ontario Council of Academic Vice-Presidents and serve as academic standards that identify the knowledge and skill outcome competencies that graduates are expected to demonstrate. They are core to the mission of the University, and each faculty, program and course should be able to demonstrate consistency with these expectations. Nipissing DLEs are provided as Appendix A2. Both the overall program and individual courses are assessed against these expectations in terms of learning outcomes. The curricular content, admission requirements, mode of delivery, bases for evaluation of student performance, commitment of resources and overall quality of any academic program and its courses are all related to its learning outcomes.

The term “learning outcomes” focuses on student learning and whether certain stated knowledge and skills have been assessed. For the purposes of curriculum development and academic review, we refer to program learning outcomes and course learning outcomes to indicate the assessable knowledge, skills and values graduates will have achieved by the end of the program or course. Learning outcomes:

- use action verbs that convey the meaning of what a student is able to do;

- are concise and specific so students understand what they mean;
- reflect the discipline of the program and are not overly generic;
- can be observed or measured (directly or indirectly) so assessment is possible.

An example of a program level learning outcome would be “the student will explain the theory of plate tectonics” or, at the course level, “the student will identify igneous rocks.”

The link between DLEs, program level learning outcomes and course level learning outcomes is established through the development of a curriculum map, which consists of the following steps:

Step 1. Complete the *Course Learning Outcomes, Learning Activities and Methods of Assessment Template* (Appendix A3) for:

- **every course offered by the program under review;**
- **every course from other disciplines required in the program under review.**

Include this as **Appendix II to the self-study**

Step 2. Complete the *Curriculum Map Template* (Appendix A4) **for each program under review** and include it as **Appendix III to the self-study**. The curriculum map includes a summary of the following information for each required course in the program under review:

Demonstrate how the course learning outcomes support the program’s learning outcomes by completing the *Course Learning Outcomes, Learning Activities and Methods of Assessment Template* (Appendix A3) **for each required course offered in the program under review and every course from other disciplines required in the program under review.**

3.3 Program Learning Outcomes

Demonstrate the consistency of program learning outcomes with University DLEs by completing the *Curriculum Map Template* (Appendix A4) **for each program under review.**

3.4 Assessment of Learning Outcomes

With reference to the completed *Course Learning Outcomes, Learning Activities and Methods of Assessment* and *Curriculum Map* templates, indicate how the program’s learning outcomes are assessed and how the assessment methods address achievement of the program learning outcomes and DLEs. Provide analysis and suggestions regarding how the unit may address duplication, gaps and areas for course and program improvement.

3.5 Other Relevant Data

Insert any other data that is relevant, with analysis and comment.

Provide, as **Appendix IV to the self-study**, course outlines for **each required course offered in the program under review and every course from other disciplines required in the program under review**.

4. Resources

This section will provide an account of faculty and staffing resources in place since the last review. The IRC will provide analysis and comment with regards to the appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s).

4.1 Full and Part-Time Faculty

The Institutional Planning and Research Office (IPRO) will provide Table 4.1 outlining demographic data and historical teaching assignments for instructional staff from the academic unit in which the program resides.

4.2 Non-Faculty Human Resources

Provide a description and evaluation of other related resources that directly contribute to the academic quality of the program under review, along with analysis and comment. Examples of these resources might include: academic advising, student services, technical services, experiential learning and service learning.

4.3 Library Resources

This section will include an analysis conducted and provided by the Subject Librarian and/or the Executive Director, Library Services, of information resources and library services in support of the unit. The IRC will provide analysis and comment.

Include, as **Appendix V to the self-study**, the curriculum vitae of each instructional staff member listed in Table 4.1 **still under employ**. The CV format should be consistent with recognized academic and disciplinary models.

5. Admissions

This section will include an overview of admissions requirements and an assessment of applications and admissions data. Include as **Appendix VI to the self-study** all tables completed in Section 5 described below:

5.1 Undergraduate and Graduate Admission Requirements and Qualifications of Incoming Students

Provide **the current** admission requirements for each program under review as outlined in the Academic Calendar.

5.2 Undergraduate Applicant Analysis

5.2.1 Undergraduate Admissions Analysis

The IPRO will supply the following table that compares 101, 105 and part-time applicants:

- *Table 5.2.1: Applications, Offers and Admissions (Previous Eight Years - Undergraduate)*

5.2.2 Other Relevant Information

The IRC may provide additional information on transfer students, Indigenous students, international students and/or other categories relevant to the program, with analysis and comment.

5.3 Graduate Applicant Analysis

5.3.1 Graduate Admissions Analysis

The IPRO will supply the following table regarding applicants to graduates studies:

- *Table 5.3.1: Applications, Offers and Admissions (Previous Eight Years - Graduate)*

5.3.2 Other Relevant Information

The IRC will provide additional information on the program delivery model (e.g., flex time vs full time) and/or other categories relevant to the program, with analysis and comment.

6. Enrollments

This section will include an assessment of past, present and projected future enrollment in the program. Include **as Appendix VII to the self-study** all tables completed in Section 6 described below:

6.1 Program Enrollment by Headcount for the Past Eight Years

Table 6.1: *Headcount Enrollment* will be provided by the IPRO indicating enrollment at the Fall count date for students in each program under review.

6.2 Full-Time Equivalent Enrolment for the Past Eight Years

Table 6.2: *Student FTE by Session* will be provided the IPRO illustrating how program majors contribute to the overall FTE for the University.

6.3 Enrollment Trends

In collaboration, the IRC and the IPRO will produce Table 6.3: *Enrollment Projections*, which includes enrollment data for the past eight years plus a four-year forward-looking trend of enrolments.

6.4 FTE by Department of Student Major for the Past Eight Years

Table 6.4: *Student FTE by Course and Department of Student Major* will be provided by the IPRO to illustrate how the course offerings of the department under review contribute to the overall FTE for the University. The IRC will comment on the distribution of enrolments of students from within and external to their department.

7. Retention, Graduation and Times to Completion

This section will include an assessment of retention, graduation rates and times to completion. Include **as Appendix VIII to the self-study** all tables completed in Section 7 described below:

7.1 Retention and Graduation Rates (Eight-year cohort analysis)

Table 7.1: *Flow Through* will be provided by the IPRO. This table tracks the initial student cohorts over the eight-year span, including the number of degrees conferred, the completion rate and average time to completion for each cohort.

7.2 Cohort Migration

Table 7.2: *Cohort Migration* will be provided by the IPRO. This table will provide data on those students who exited the program under review and identify where they went and if they successfully completed a degree at the institution.

7.3 Graduates from Other Admissions Programs

Table 7.3: *Graduates from Other Admissions Programs* will be provided by the IPRO. This table provides data on students completing the program under review who were not initially admitted to the program of study.

7.4 Funding Eligibility (Graduate Programs Only)

Table 7.4: *Funding Eligibility* will be provided by the IPRO. The IRC will provide analysis and comment regarding funding eligibility and time to completion.

8. Student Success

This section will include indicators of student quality under the following headings:

8.1 Scholarly Success

The IRC will provide data on scholarly output, success rates in provincial and national scholarships, competitions, awards, and commitment to professional and transferable skills

8.2 Pathways to Success After Graduation

The IPRO will provide data and the IRC will provide analysis and comment under the following headings:

8.2.1 Undergraduate

The IPRO will provide the most recent results of the *MTCU Ontario University Graduate Survey (OUGS)*. The IRC will provide analysis and comment on graduate employment six months and also two years after graduation, postgraduate study, “skills match” and alumni reports on program quality when available. *OUGS* results for the University will be made available to external reviewers upon request.

8.2.2 Graduate

The IPRO will provide the most recent results of the *MTCU Graduate Programs Outcomes Survey (GPOS)*. The IRC will provide analysis and comment on postgraduate study as well as employment. *GPOS* results for the University will be made available to external reviewers upon request.

9. Surveys

This section will include an assessment of the results of representative surveys conducted by the IPRO. These surveys poll perceptions of current majors and recent graduates on the program's effectiveness.

9.1 Results of Surveys of Current Students

The IPRO will provide a copy of the results, which will be included as **Appendix IX to the self-study**. The IRC will provide a summary of the survey and offer analysis and comment on the results.

9.2 Results of Surveys of Recent Alumni

The IPRO will provide a copy of the results, which will be included as **Appendix X to the self-study**. The IRC will provide a summary and offer analysis and comment on the results.

9.3 Results of Other Surveys/Consultations

Where appropriate, the IRC will provide analysis and comment on the results of surveys/consultations with representatives of industry, professions or practical training programs.

10. Potential for Program Renewal and Innovation

In this section, the IRC will provide critical analysis of the strengths and weaknesses of the program, drawing upon the body of evidence presented in the self-study. The self-study is not intended to be merely a catalogue of facts. The application of thoughtful analysis is key to the success of the document and the academic review process itself. The IRC is encouraged to assess which aspects of the program are effective in promoting its vision, objectives and learning outcomes and which aspects inhibit those goals. This section should explain what the IRC has learned and what conclusions have been reached.

In this section, the IRC will provide a projection based on its analysis of where the program expects to be in three to five years. The IRC should set priorities and outline specific details and strategies for implementing this plan. If a unit strategic plan exists, the unit should incorporate elements of it into the academic program plan.

APPENDIX

A1: Description of Informative vs Less Informative Self-Studies for Unit Review

FEATURE	Very Informative	Less Informative
GOAL/PURPOSE	The self-study is aimed at quality improvement. The self-study asks for analysis of strengths and weaknesses and asks how improvements can be made.	The self-study is aimed at defending or justifying the status quo.
FOCUS	The self-study focuses on the undergraduate and graduate programs as required by NU-IQAP and the Quality Assurance Framework.	The self-study focuses on the academic unit rather than on the undergraduate/graduate program(s).
CHARACTER/NATURE OF REPORT	The self-study is reflective, analytical, self-critical and evaluative.	The self-study is descriptive rather than reflective, analytical, self-critical and evaluative.
TREATMENT OF CURRICULUM	The curriculum is critically examined with an eye to degree level expectations, learning objectives, learning outcomes and change and improvement.	The curriculum is described.
DEGREE LEVEL EXPECTATIONS/LEARNING OBJECTIVES/ OUTCOMES	The self-study expresses Degree Level Expectations and learning objectives that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance and commitment of resources.	The self-study does not address or only superficially addresses Degree Level Expectations, learning objectives or learning outcomes.
TREATMENT OF DATA	Data are analyzed – i.e., used as the basis for performance indicators. Data analysis contributes to the assessment of strengths and weaknesses of the program(s).	Raw data are attached as appendices or used only in a descriptive manner.
AUTHORSHIP	The self-study results from a participatory, self-critical process and documents involvement in its preparation by all faculty in the unit, and by students.	The self-study is written by the Chair without evidence of buy-in (or sometimes even knowledge) of faculty and students.
STUDENT INVOLVEMENT	The self-study shows the active involvement of students in agenda-setting, self-analysis and preparation.	There is no evidence of active involvement of students in the preparation of the self-study.
STUDENT ROLE	Students contribute to the preparation of the self-study, as well as meet with the external reviewer(s).	Students meet with the external reviewer(s) but have no input to the self-study.

FEATURE	Very Informative	Less Informative
STUDENT SURVEY	A student survey provides another valuable source of input to the self-study.	A missing student survey, or one that is conducted after the self-study has been prepared, makes no input to the report.
RELATIONSHIP TO EXTERNAL CONSULTANT MANDATE	The self-study addresses and informs all of the issues external consultants are asked to review.	The self-study does not address or inform all of the issues external consultants are asked to review.
NU-IQAP/QUALITY ASSURANCE FRAMEWORK ELEMENTS	The self-study explicitly addresses each of the elements specified in the NU-IQAP and the Quality Assurance Framework.	The self-study does not explicitly address each of the elements specified in the NU-IQAP and the Quality Assurance Framework.
INSTITUTIONAL CRITERIA	The institution specifies the criteria of program quality used in its program review process.	The institution does not specify the criteria of program quality used in its program review process.

DL-B
October 2002
Fall 2004
Spring 2008
November 2010
May 2013

A2: Nipissing University Degree Level Expectations – Undergraduate and Graduate

	Baccalaureate/Bachelor's Degree <i>This degree is awarded to students who have demonstrated:</i>	Baccalaureate/Bachelor's Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	<p>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline;</p> <p>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline;</p> <p>d) Some detailed knowledge in an area of the discipline;</p> <p>e) Critical thinking and analytical skills inside and outside the discipline;</p> <p>f) Ability to apply learning from one or more areas outside the discipline.</p>	<p>a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;</p> <p>b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c) a developed ability to:</p> <ul style="list-style-type: none"> i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; <p>d) a developed, detailed knowledge of and experience in research in an area of the discipline;</p> <p>e) developed critical thinking and analytical skills inside and outside the discipline;</p> <p>f) the ability to apply learning from one or more areas outside the discipline.</p>
2. Knowledge of Methodologies	<p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> ▪ evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and ▪ devise and sustain arguments or solve problems using these methods. 	<p>... an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> ▪ evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; ▪ devise and sustain arguments or solve problems using these methods; and ▪ describe and comment upon particular aspects of current research or equivalent advanced scholarship.

	Baccalaureate/Bachelor's Degree <i>This degree is awarded to students who have demonstrated:</i>	Baccalaureate/Bachelor's Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>
3. Application of Knowledge	<p>a) the ability to review, present and interpret quantitative and qualitative information to:</p> <ul style="list-style-type: none"> i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and <p>b) the ability to use a basic range of established techniques to:</p> <ul style="list-style-type: none"> i) analyze information; ii) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; iii) propose solutions; and <p>c) the ability to make use of scholarly reviews and primary sources.</p>	<p>a) the ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> i) develop lines of argument; ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv) where appropriate use this knowledge in the creative process; and <p>b) the ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii) propose solutions; iii) frame appropriate questions for the purpose of solving a problem; iv) solve a problem or create a new work; and <p>c) the ability to make critical use of scholarly reviews and primary sources.</p>
4. Communication Skills	... the ability to communicate accurately and reliably, orally and in writing, to a range of audiences.	... the ability to communicate information, arguments and analyses accurately and reliably, orally and in writing, to a range of audiences.
5. Awareness of Limits of Knowledge	... an understanding of the limits of their own knowledge and how this might influence their analyses and interpretations.	... an understanding of the limits of their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

	Baccalaureate/Bachelor's Degree <i>This degree is awarded to students who have demonstrated:</i>	Baccalaureate/Bachelor's Degree: Honours <i>This degree is awarded to students who have demonstrated:</i>
6. Autonomy and Professional Capacity	a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> ▪ the exercise of personal responsibility and decision making; ▪ working effectively with others; b) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.	a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> ▪ the exercise of initiative, personal responsibility and accountability in both personal and group contexts; ▪ working effectively with others; ▪ decision making in complex contexts; b) the ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study; and c) behaviour consistent with academic integrity and social responsibility.

	Master's Degree This degree is awarded to students who have demonstrated the following:	Doctoral Degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice, including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) The development and support of a sustained argument in written form; or</p> <p>b) Originality in the application of knowledge.</p>	<p>a) The ability to conceptualize, design and implement research for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review and to merit publication.</p>
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	<p>The capacity to</p> <p>a) Undertake pure and/or applied research at an advanced level; and</p> <p>b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches and/or materials.</p>

	Master's Degree This degree is awarded to students who have demonstrated the following:	Doctoral Degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
4. Professional capacity/ autonomy	a) The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.

Updated: October 24, 2005
 Working Group on University Undergraduate Degree Level Expectations
 Ontario Council of Academic Vice-Presidents

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 Amended by OCAV, Oct. 15, 2003
 Amended by OCAV, Feb. 5, 2004
 Amended by OCAV, Oct. 12, 2006
 Approved by OVAV, Feb. 8, 2010
 Approved by COU Executive Heads, April 22, 2010

A3: Course Learning Outcomes, Learning Activities and Methods of Assessment Template (Bachelor's Degree)

Program:

Course:

Nipissing University Degree Level Expectations (OCAV) <i>A graduate of Nipissing University will be able to demonstrate:</i>	Program Outcomes <i>At the end of this program, the successful student will be able to demonstrate:</i>	Learning Activities/Learning Experiences <i>A student will learn this by:</i>	Assessment <i>Achievement of this outcome will be demonstrated by:</i>
Depth and Breadth of Knowledge <ul style="list-style-type: none"> • General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; • Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; • Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline; • Some detailed knowledge in an area of the discipline; • Critical thinking and analytical skills inside and outside the discipline; • Ability to apply learning from one or more areas outside the discipline. 	Insert program level learning outcomes that have been generated as part of the curriculum mapping exercise. Examples include: <ul style="list-style-type: none"> • The ability to describe concepts, principles and overarching themes in the discipline; • The ability to develop a working knowledge of the discipline's content domains; • The ability to explain complex behaviour by integrating concepts developed from different content domains; • The ability to interpret, design and conduct basic disciplinary research. 	Align the various learning activities, identified in the course outlines, where the specific program learning outcome is addressed. Examples include: <ul style="list-style-type: none"> • Lectures • Laboratories • Seminars • Tutorial • Assignments • Projects 	Align the methods of assessment, identified in the course outlines, used to test attainment of the program learning outcome. Examples include: <ul style="list-style-type: none"> • Test or Quiz • Mid-Term • Exam • Seminar Participation • Research Essays • Document Studies • Book Reviews
Knowledge of Methodologies An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: <ul style="list-style-type: none"> • evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; • devise and sustain arguments or solve problems using these methods. 			
Application of Knowledge The ability to review, present and critically evaluate			

<p>qualitative and quantitative information to:</p> <ul style="list-style-type: none"> • develop lines of argument; • make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study. <p>The ability to use a basic range of established techniques to:</p> <ul style="list-style-type: none"> • analyze information; • evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; • propose solutions. <p>The ability to make use of scholarly reviews and primary sources.</p>			
<p>Communication Skills</p> <p>The ability to communicate accurately and reliably, orally and in writing, to a range of audiences.</p>			
<p>Awareness of Limits of Knowledge</p> <p>An understanding of the limits to their own knowledge and ability, and how these limits might influence analyses and interpretations.</p>			
<p>Autonomy and Professional Capacity</p> <p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> • the exercise of personal responsibility and decision making; • working effectively with others. <p>The ability to identify and address their own learning needs in changing circumstances, both within, and to select, an appropriate program of further study.</p> <p>Behaviour consistent with academic integrity and social responsibility.</p>			
<p>Other</p> <p>Include any program outcomes that may not be covered by the six DLEs listed above</p>			

A3: Course Learning Outcomes, Learning Activities and Methods of Assessment Template
(Honours Bachelor's Degree)

Program:

Course:

<p>Nipissing University Degree Level Expectations (OCAV)</p> <p><i>A graduate of Nipissing University will be able to demonstrate:</i></p>	<p>Program Outcomes</p> <p><i>At the end of this program, the successful student will be able to demonstrate:</i></p>	<p>Learning Activities/ Learning Experiences</p> <p><i>A student will learn this by:</i></p>	<p>Assessment</p> <p><i>Achievement of this outcome will be demonstrated by:</i></p>
<p>Depth and Breadth of Knowledge</p> <ul style="list-style-type: none"> • Developed knowledge and critical understanding of key concepts; • Developed understanding of many major fields; • Developed ability to gather and interpret information and compare merits of alternate views; • Detailed knowledge and experience in an area of the discipline; • Developed critical thinking and analytical skills; • Apply learning from outside discipline. 	<p>Insert program level learning outcomes that have been generated as part of the curriculum mapping exercise.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • The ability to describe concepts, principles and overarching themes in the discipline; • The ability to develop a working knowledge of the discipline's content domains; • The ability to explain complex behaviour by integrating concepts developed from different content domains; • The ability to interpret, design and conduct basic disciplinary research. 	<p>Align the various learning activities, identified in the course outlines, where the specific program learning outcome is addressed.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Lectures • Laboratories • Seminars • Tutorial • Assignments • Projects 	<p>Align the methods of assessment, identified in the course outlines, used to test attainment of the program learning outcome.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Test or Quiz • Mid-Term • Exam • Seminar Participation • Research Essays • Document Studies • Book Reviews
<p>Knowledge of Methodologies</p> <p>Apply methods of inquiry to:</p> <ul style="list-style-type: none"> • evaluate different approaches; • use these methods to devise and sustain arguments or solve problems; • comment on current research or advanced scholarship. 			
<p>Application of Knowledge</p> <p>Review, present and critically evaluate information in order to:</p> <ul style="list-style-type: none"> • develop lines of argument; 			

<ul style="list-style-type: none"> • make sound judgments; • apply underlying concepts, principles; • use this knowledge in the creative process. <p>Use techniques to:</p> <ul style="list-style-type: none"> • critically evaluate; • propose solutions; • frame appropriate questions; • solve a problem or create new work; • make critical use of scholarly sources. 			
<p>Communication Skills</p> <p>Communicate information, arguments and analyses accurately and reliably, orally and in writing, to a range of audiences.</p>			
<p>Awareness of Limits of Knowledge</p> <p>Understand limits to own knowledge, appreciate uncertainty, and how these might influence their analyses and interpretations.</p>			
<p>Autonomy and Professional Capacity</p> <p>Qualities and transferrable skills for further use:</p> <ul style="list-style-type: none"> • exercise of initiative, personal responsibility and accountability; • working effectively with others; • decision making in complex contexts; • ability to manage learning within and outside discipline; • behaviour consistent with academic integrity and social responsibility. 			
<p>Other</p> <p>Include any program outcomes that may not be covered by the 6 DLEs listed above</p>			

A3: Course Learning Outcomes, Learning Activities and Methods of Assessment Template
(Master's Degree)

Program:

Course:

<p>Nipissing University Degree Level Expectations (OCAV)</p> <p><i>A graduate of Nipissing University will be able to demonstrate:</i></p>	<p>Program Outcomes</p> <p><i>At the end of this program, the successful student will be able to demonstrate:</i></p>	<p>Learning Activities/ Learning Experiences</p> <p><i>A student will learn this by:</i></p>	<p>Assessment</p> <p><i>Achievement of this outcome will be demonstrated by:</i></p>
<p>Depth and Breadth of Knowledge</p> <p>A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.</p>	<p>Insert program level learning outcomes that have been generated as part of the curriculum mapping exercise.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • The ability to describe concepts, principles and overarching themes in the discipline; • The ability to develop a working knowledge of the discipline's content domains; • The ability to explain complex behaviour by integrating concepts developed from different content domains; • The ability to interpret, design and conduct basic disciplinary research. 	<p>Align the various learning activities, identified in the course outlines, where the specific program learning outcome is addressed.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Lectures • Laboratories • Seminars • Tutorial • Assignments • Projects 	<p>Align the methods of assessment, identified in the course outlines, used to test attainment of the program learning outcome.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Test or Quiz • Mid-Term • Exam • Seminar Participation • Research Essays • Document Studies • Book Reviews
<p>Research and Scholarship</p> <p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> • enables a working comprehension of how established techniques of research or enquiry are used to create and interpret knowledge in the discipline; • enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; • enables a treatment of complex issues and judgments based on established principles and techniques. 			

<p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> • the development and support of a sustained argument in written form; • originality in the application of knowledge. 			
<p>Application of Knowledge</p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>			
<p>Communication Skills</p> <p>The ability to communicate ideas, issues and conclusions clearly.</p>			
<p>Awareness of Limits of Knowledge</p> <p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.</p>			
<p>Autonomy and Professional Capacity</p> <p>The qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative and of personal responsibility and accountability; • decision making in complex situations. <p>The intellectual independence required for continuing professional development.</p> <p>The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research.</p> <p>The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>			

A3: Course Learning Outcomes, Learning Activities and Methods of Assessment Template
(Doctoral Degree)

Program:

Course:

<p>Nipissing University Degree Level Expectations (OCAV)</p> <p><i>A graduate of Nipissing University will be able to demonstrate:</i></p>	<p>Program Outcomes</p> <p><i>At the end of this program, the successful student will be able to demonstrate:</i></p>	<p>Learning Activities/ Learning Experiences</p> <p><i>A student will learn this by:</i></p>	<p>Assessment</p> <p><i>Achievement of this outcome will be demonstrated by:</i></p>
<p>Depth and Breadth of Knowledge</p> <p>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice, including, where appropriate, relevant knowledge outside the field and/or discipline.</p>	<p>Insert program level learning outcomes that have been generated as part of the curriculum mapping exercise.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • The ability to describe concepts, principles and overarching themes in the discipline; • The ability to develop a working knowledge of the discipline’s content domains; • The ability to explain complex behaviour by integrating concepts developed from different content domains; • The ability to interpret, design and conduct basic disciplinary research. 	<p>Align the various learning activities, identified in the course outlines, where the specific program learning outcome is addressed.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Lectures • Laboratories • Seminars • Tutorial • Assignments • Projects 	<p>Align the methods of assessment, identified in the course outlines, used to test attainment of the program learning outcome.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Test or Quiz • Mid-Term • Exam • Seminar Participation • Research Essays • Document Studies • Book Reviews
<p>Research and Scholarship</p> <ul style="list-style-type: none"> • The ability to conceptualize, design and implement research for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen circumstances; • The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; • The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review and to merit publication. 			

<p>Application of Knowledge</p> <p>The capacity to:</p> <ul style="list-style-type: none"> • undertake pure and/or applied research at an advanced level; and • contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches and/or materials. 			
<p>Communication skills</p> <p>The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.</p>			
<p>Awareness of Limits of Knowledge</p> <p>An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods and disciplines.</p>			
<p>Autonomy and Professional Capacity</p> <ul style="list-style-type: none"> • The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; • The intellectual independence to be academically and professionally engaged and current; • The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; • The ability to evaluate the broader implications of applying knowledge to particular contexts. 			

A4: Curriculum Map Template
(Bachelor's Degree)

Program:

		COURSES										LEARNING ACTIVITIES						ASSESSMENT METHODS					
Ontario Council of Academic Vice-Presidents Degree Level Expectations	List courses here. For example, EDUC 4726 Diversity & Inclusion																						
	Depth and Breadth of Knowledge																						
General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline.																							
Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines.																							
Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline.																							
Some detailed knowledge in an area of the discipline.																							
Critical thinking and analytical skills inside and outside the discipline.																							
Ability to apply learning from one or more areas outside the discipline.																							
Knowledge of Methodologies																							
An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:																							
<ul style="list-style-type: none"> evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; 																							
<ul style="list-style-type: none"> devise and sustain arguments or solve problems using these methods. 																							
Application of Knowledge																							
The ability to review, present and critically evaluate qualitative and quantitative information to:																							

Ontario Council of Academic Vice-Presidents Degree Level Expectations		COURSES								LEARNING ACTIVITIES								ASSESSMENT METHODS									
List courses here. For example, EDUC 4726 Diversity & Inclusion		<ul style="list-style-type: none">develop lines of argument;																									
		<ul style="list-style-type: none">make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study.																									
		The ability to use a basic range of established techniques to:																									
		<ul style="list-style-type: none">analyze information;																									
		<ul style="list-style-type: none">evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;																									
		<ul style="list-style-type: none">propose solutions.																									
		The ability to make use of scholarly reviews and primary sources.																									
Communication Skills																											
		The ability to communicate accurately and reliably, orally and in writing, to a range of audiences.																									
Awareness of Limits of Knowledge																											
		An understanding of the limits to their own knowledge and ability and how these might influence analyses and interpretations.																									
Autonomy and Professional Capacity																											
		Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:																									
		<ul style="list-style-type: none">the exercise of personal responsibility and decision making;																									
		<ul style="list-style-type: none">working effectively with others.																									
		The ability to identify and address their own learning needs in changing circumstances, both within, and to select, an appropriate program of further study.																									
		Behaviour consistent with academic integrity and social responsibility.																									

A4: Curriculum Map Template
(Honors Bachelor’s Degree)

Program:

		COURSES								LEARNING ACTIVITIES								ASSESSMENT METHODS							
Ontario Council of Academic Vice-Presidents Degree Level Expectations	List courses here. For example, EDUC 4726 Diversity & Inclusion																								
		Depth and Breadth of Knowledge																							
Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline.																									
Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines.																									
Developed ability to gather, review, evaluate and interpret information, and to compare the merits of alternate hypotheses or creative options relevant to one or more fields in a discipline.																									
Developed detailed knowledge of and experience in research in an area of the discipline.																									
Developed critical thinking and analytical skills inside and outside the discipline.																									
The ability to apply learning from one or more areas outside the discipline.																									
Knowledge of Methodologies																									
An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:																									
<ul style="list-style-type: none"> evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; 																									
<ul style="list-style-type: none"> devise and sustain arguments or solve problems using these methods; 																									
<ul style="list-style-type: none"> describe and comment upon particular aspects of current research or equivalent advanced scholarship. 																									
Application of Knowledge																									
The ability to review, present and critically evaluate qualitative and quantitative information to:																									
<ul style="list-style-type: none"> develop lines of argument; 																									
<ul style="list-style-type: none"> make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; 																									

Ontario Council of Academic Vice-Presidents Degree Level Expectations		COURSES												LEARNING ACTIVITIES												ASSESSMENT METHODS																																								
	List courses here. For example, EDUC 4726 Diversity & Inclusion																																																																	
	<ul style="list-style-type: none"> • apply underlying concepts, principles and techniques of analysis, both within and outside the discipline; • where appropriate, use this knowledge in the creative process. 																																																																	
	The ability to use a basic range of established techniques to:																																																																	
	<ul style="list-style-type: none"> • initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; • propose solutions; • frame appropriate questions for the purpose of solving a problem; • solve a problem or create a new work. 																																																																	
	The ability to make use of scholarly reviews and primary sources.																																																																	
Communication Skills																																																																		
	The ability to communicate information, arguments and analyses accurately and reliably, orally and in writing, to a range of audiences.																																																																	
Awareness of Limits of Knowledge																																																																		
	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge, and how these might influence analyses and interpretations.																																																																	
Autonomy and Professional Capacity																																																																		
	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:																																																																	
	<ul style="list-style-type: none"> • the exercise of initiative, personal responsibility and accountability in both personal and group contexts; • working effectively with others; • decision making in complex contexts. 																																																																	
	The ability to identify and address their own learning needs in changing circumstances, both within, and to select, an appropriate program of further study.																																																																	
	Behaviour consistent with academic integrity and social responsibility.																																																																	

A4: Curriculum Map Template
(Master's Degree)

Program:

		COURSES										LEARNING ACTIVITIES										ASSESSMENT METHODS																					
Ontario Council of Academic Vice-Presidents Degree Level Expectations	List courses here. For example, EDUC 4726 Diversity & Inclusion																																										
	Depth and Breadth of Knowledge																																										
A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, their academic discipline, field of study or area of professional practice.																																											
Research and Scholarship																																											
A conceptual understanding and methodological competence that:																																											
<ul style="list-style-type: none"> enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; 																																											
<ul style="list-style-type: none"> enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; 																																											
<ul style="list-style-type: none"> enables a treatment of complex issues and judgments based on established principles and techniques. 																																											
On the basis of that competence, has shown at least one of the following:																																											
<ul style="list-style-type: none"> the development and support of a sustained argument in written form; 																																											
<ul style="list-style-type: none"> originality in the application of knowledge. 																																											
Application of Knowledge																																											
Competence in the research process by applying an existing body of knowledge to the critical analysis of a new question or a specific problem or issue in a new setting.																																											

Ontario Council of Academic Vice-Presidents Degree Level Expectations		COURSES										LEARNING ACTIVITIES										ASSESSMENT METHODS																		
List courses here. For example, EDUC 4726 Diversity & Inclusion																																								
Communication Skills																																								
The ability to communicate information, arguments and analyses accurately and reliably, orally and in writing, to a range of audiences.																																								
Awareness of Limits of Knowledge																																								
Cognizance of the complexity of knowledge, and of the potential contributions of other interpretations, methods and disciplines.																																								
Autonomy and Professional Capacity																																								
Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:																																								
<ul style="list-style-type: none"> the exercise of initiative, personal responsibility and accountability; decision making in complex contexts. 																																								
The intellectual independence required for continuing professional development.																																								
The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research.																																								
The ability to appreciate the broader implications of applying knowledge to particular contexts.																																								

A4: Curriculum Map Template
(Doctoral Degree)

Program:

		COURSES										LEARNING ACTIVITIES										ASSESSMENT METHODS																					
Ontario Council of Academic Vice-Presidents Degree Level Expectations	List courses here. For example, EDUC 4726 Diversity & Inclusion																																										
	Depth and Breadth of Knowledge																																										
A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.																																											
Research and Scholarship																																											
The ability to conceptualize, design and implement research for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems.																																											
The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods.																																											
The ability to produce original research, or other advanced scholarship of a quality to satisfy peer review and to merit publication.																																											
Application of Knowledge																																											
The capacity to undertake pure and/or applied research at an advanced level and to contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches and/or materials.																																											

Ontario Council of Academic Vice-Presidents Degree Level Expectations		List courses here. For example, EDUC 4726 Diversity & Inclusion	COURSES								LEARNING ACTIVITIES								ASSESSMENT METHODS							
Communication Skills																										
The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.																										
Awareness of Limits of Knowledge																										
An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.																										
Autonomy and Professional Capacity																										
Qualities and transferable skills necessary for employment requiring the exercise of initiative, personal responsibility and largely autonomous initiative in complex situations.																										
The intellectual independence to be academically and professionally engaged and current.																										
The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research.																										
The ability to evaluate the broader implications of applying knowledge to particular contexts.																										

A5: List of Appendices to be included in the Self-Study

The following appendices must be included in the self-study. Additional appendices as needed may be added by the unit.

Appendix I: Completed Academic Planning Document(s) (most recent year)

Appendix II: Course Learning Outcomes, Learning Activities and Methods of Assessment

(for each required course offered in the program under review and every course from other disciplines required in the program under review)

Appendix III: Curriculum Map

(for each program under review)

Appendix IV: Course Outlines

(for each required course offered in the program under review and every course from other disciplines required in the program under review)

Appendix V: CV of all instructional staff listed in Table 4.1

Appendix VI: All Tables from Section 5: Admissions

Appendix VII: All Tables from Section 6: Enrolment

Appendix VIII: All Tables from Section 7: Retention, Graduation and Time to Completion

Appendix IX: Results of the Current Student Survey

Appendix X: Results of the Alumni Survey

Appendix XI: Concerns and Recommendations Raised in Previous Reviews (see previous Final Assessment Reports posted on Nipissing University's Quality Assurance Website)



External Review Committee Manual

For

Cyclical Reviews

Re-ratified April 26, 2019

The Office of the Provost will provide to each member of the External Review Committee a copy of standard instructions with respect to the review and preparation of the committee's report so that reviewers understand their roles and obligations. Every effort will be made to have the Provost meet with the external review committee (e.g., via teleconference, videoconference, etc.) prior to the site visit to provide additional clarification regarding roles and/or to address any questions prior to the site visit. These instructions will direct reviewers, for each program under review, to evaluate the program under review using the evaluation criteria included in Appendix B1.

Roles/Obligations of the External Review Committee – Cyclical Program Review

In accordance with the Quality Assurance Framework, this review must recognize the autonomy of the University to determine priorities for funding, space and faculty allocation. The review must also address any concerns or recommendations raised in previous reviews. The reviewers evaluate the program(s) under review using the evaluation criteria included in Appendix B1

The Site Visit

During the site visit the External Review Committee will be accompanied by a host appointed by the Provost. The host will usually be a faculty member from outside of the unit in which the program under review resides.

Proposed Schedule for the Site Visit Format

Day 1 - External reviewers arrive in afternoon or evening

Day 2 - Interviews and meetings (staff/students/faculty/others)

- Possible working lunch with faculty
- Working dinner of the review committee, possibly with the Dean and/or Provost

Day 3 - More interviews and meetings (staff/students/faculty/others)

- Possible working lunch with faculty
- Wrap-up meeting of the review committee with the Dean and/or Provost

Preparation of the Final Report

The review committee will complete **Appendix B1: Cyclical Review – External Committee Final Report Template**, and within four weeks of the site visit, prepare and submit to the Provost a report that appraises the standards and quality of the program.

In addition, members of the External Review Committee may be asked to respond to

special instructions from the Provost in the final report, including issues identified by the Provost and/or AQAPC for the program under review.

APPENDIX B

Appendix B1 Cyclical Review - External Committee Final Report Template

Reviewers are asked to provide a report evaluating the standards and quality of the unit and programs undergoing external review, commenting on the points below. The following template is based on the terms of reference for program appraisals under the NU-IQAP and highlights the critical elements that must be considered. You are encouraged to use this template to help organize your response. Reviewers should make note of any recommendations on any essential and/or desirable modifications.

External Reviewers' Report on the (INSERT DEGREE) Program in (INSERT PROGRAM NAME) at Nipissing University

(Reviewer 1)
UNIVERSITY ADDRESS

(Reviewer 2)
UNIVERSITY ADDRESS

1. OUTLINE OF THE VISIT

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

2. PROVIDE FEEDBACK ON EACH OF THE FOLLOWING EVALUATION CRITERIA

(NOTE: Institutions may add to this list if their IQAP includes additional criteria)

2.1 Objectives

- Is the program consistent with the institution's mission and academic plans?
- Are the program requirements and learning outcomes clear, appropriate and in alignment with the institution's statement of undergraduate and/or graduate Degree Level Expectations?

2.2 Admission requirements

- Are admission requirements appropriately aligned with the learning outcomes established for completion of the program?

2.3 Curriculum

- Does the curriculum reflect the current state of the discipline or area of study?
- What evidence is there of significant innovation or creativity in the content and/or delivery of the program relative to other programs?
- Are the modes of delivery appropriate and effective to meet the program's identified learning outcomes?

2.4 Teaching and assessment

- Are the methods used to assess student achievement of the defined learning outcomes and degree level expectations appropriate and effective?
- Are the means of assessment (particularly in the students' final year of the program) appropriate and effective for demonstrating achievement of the program's learning objectives and the institution's (or program's) own degree level expectations?

2.5 Resources

- Assess the appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s). **Note:** reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.
- Comment on the appropriateness and effectiveness of academic services (e.g., library, co-op, technology, etc.) to support the program(s) under review.

2.6 Quality Indicators (to be inclusive of the institution's own additional quality indicators)

- Comment on the outcome measures of student performance and achievement for the program(s).
- **Faculty.** Comment on: the qualifications; research and scholarly record; class sizes; % classes taught by permanent or non-permanent (contract) faculty; number, assignments and qualifications of part-time or temporary faculty
NOTE: Consultants are urged to avoid making reference to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program, and to comment on the appropriateness of each of the areas of the program(s) that the university has chosen to emphasize in view of the expertise and scholarly productivity of the faculty.
- **Students.** Comment on: applications and registrations; attrition rates, times-to-completion; final year academic achievement; graduation rates; academic awards; student in-course reports on teaching.
- **Graduates.** Comment on: rates of graduation; employment six months and two years after graduation; post graduate study; skills match; alumni reports on program quality (if available and permitted by FIPPA).

2.7 Additional graduate program criteria

- Is the students' time-to-completion both monitored and managed in relation to the program's identified length and program requirements?
- What is the quality and availability of graduate supervision?
- What quality indicators does the program use to provide evidence of faculty, student and program quality, for example:
 - a) **Faculty:** funding, honours and awards, commitment to student mentoring.
 - b) **Students:** grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills.
 - c) **Program:** evidence of program structure and faculty research that will ensure the intellectual quality of the student experience.
 - d) Sufficient graduate level courses to allow students to meet the requirement that two-thirds of their course requirements be met through courses at this level.

2.8 Quality enhancement

- Comment on initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

3. OPPORTUNITIES

- In a few sentences please provide commentary regarding opportunities that the program is not taking advantage of.

4. OTHER ISSUES

5. SUMMARY AND RECOMMENDATIONS

Signature: _____

Signature: _____

Date: _____



Manual

for

New Program Proposals

Re-ratified April 26, 2019

Step I: Letter of Intent

The letter of intent must address each criterion as it pertains to the proposed program development. The letter of intent should identify where the program meets or addresses the strategic criteria. It is understood and expected that not all of the criteria will be relevant to a specific program proposal. Use the criteria outlined below, as well as the **Evaluation Criteria for New Program Approvals** (Appendix C1), to guide your thinking as you complete the **Letter of Intent for a New Program** (Appendix C2).

A. Academic Fit and Relevance

1. To what extent does the program fit with Nipissing's mix of academic programs?
2. How relevant is this program to the academic activities of Nipissing?
3. Does this program strengthen the academic offerings of Nipissing?

B. Interdisciplinarity

1. Does this program involve interdisciplinary approaches?
2. Does this program involve two or more departments or program areas? Identify them.
3. Does this program involve collaboration between the Faculty of Arts and Science, the Faculty of Applied and Professional Studies and/or the Faculty of Education?

C. Critical Inquiry Initiative (CII)

Does this program involve one or more of the following components of the CII?

1. Internationalization:
 - a. Does this program have international content?
 - b. Does this program provide for students to gain a formal international experience as part of the program of study? If so, is it mandatory or preferred?
 - c. Does this program have appeal to international students?
2. Service/Experiential Learning
 - a. Does this program have a formal service learning or experiential learning component? If so, what is it?
 - b. If there is no formal component, is there a way that students can incorporate a service learning experience into their program?
3. Research Opportunities
 - a. Does this program have a formal research component for students? If so, what is it?
 - b. If there is no formal research component, are there ways that students can incorporate a direct research experience into their program?

D. External Partnerships

1. Has this program been developed in partnership with any external groups?
2. If so, how has the partnership been incorporated into the program?
3. How will students benefit from this partnership?

- E. Access for First Generation Students
1. Does this program provide any specific ways to attract first generation students?
 2. How does this program contribute to increasing access for students who traditionally have not attended university?
 3. Are there any ways in which this program can be promoted to first generation students?
- F. University-College Collaboration
1. Does this program involve any formal collaboration between Nipissing University and a college? If so, what is the nature of the collaboration?
 2. If not, is there potential for the program to link to a college in some manner?
- G. Graduate Studies
1. Is this a graduate level program?
 2. If so, is it in an area of established research strength at Nipissing University?
- H. Teaching and Learning Excellence
1. In what ways does this program promote excellence in teaching and learning?
 2. Does this program incorporate any innovative approaches or techniques for teaching and learning?
 3. Does this program define clear learning outcomes for students?
- I. Regional Need and Relevance
1. What regional need does this program address?
 2. How is this program relevant to the region(s) we serve?
 3. How is this program unique or distinctive to Nipissing?
- J. Environment and Sustainability
1. Does this program have content that is directly related to the environment and sustainability?
 2. Does this program contribute to a better understanding and awareness of the environment and sustainability?
 3. How will this program help our students become better citizens in terms of the environment and sustainability?
- K. Program Sustainability (Business Plan)
1. Does this program meet a demonstrated demand?
 2. Does this program provide students with the credentials and learning outcomes that are required for successful application in their careers and lives after university?
 3. Is there compelling evidence to support the anticipated enrolments in this program?
 4. How is this program sustainable over the long term?

Step II: Development of A New Program Proposal

The proposers will complete the **New Program Proposal Template** (Appendix C3). This process will involve thorough consultation with academic, administrative and other relevant units.

The proposers will present their completed New Program Proposal to Faculty Executive for approval. If the Faculty Executive approves the new program proposal, it will be sent to USC/GSC (as appropriate) for consultation and then to AQAPC for consideration. If AQAPC approves the proposal, the Provost will send out the proposal for external review.

Step III: Internal Response

After receiving the reviewers' report, the Provost will invite both the proposers and the relevant dean(s), as well as members from other units and/or post-secondary institutions involved in collaborative programs, to respond to the report and recommendations of the reviewers.

Step IV: Final Approval and Government Funding

Once the external review is complete, the proposers will make modifications to the new program proposal if necessary and submit it once again to AQAPC for consideration. Upon AQAPC approval, the proposal will be presented to Senate. If Senate approves, the proposal will be sent to the Quality Council for its consideration. If the Quality Council approves the proposal, the Provost will send the response from the Quality Council to the provincial government for funding approval, and the proponents will complete the curriculum development process.

Appendix C1

Evaluation Criteria for New Program Approvals

1. Objectives

- a. Consistency of the program with the general objectives of the institution's mission and academic plans and with the standards, educational goals and learning objectives of the degree;
- b. Clarity and appropriateness of the program's requirements and associated learning outcomes for addressing the institution's undergraduate and graduate Degree Level Expectations;
- c. Appropriateness of degree nomenclature.

2. Admission Requirements

- a. Admission requirements must be appropriately aligned with the learning outcomes established for completion of the program (i.e., achievement and preparation), and with the learning objectives of the institution and the program;
- b. Sufficient explanation of alternative requirements, if any, for admission into any degree program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

3. Structure

- a. The program's structure and regulations must be appropriately aligned to meet the specific learning outcomes and Degree Level Expectations;
- b. For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

4. Program Content

- a. Ways in which the curriculum addresses the current state of the discipline or area of study;
- b. Identification of any unique curriculum or program innovations or creative components;
- c. For research-focused undergraduate and graduate programs, a clear indication of the nature and suitability of the major research requirements for degree completion;
- d. For graduate programs only, evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

5. Mode of Delivery

- a. Appropriateness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning objectives and Degree Level Expectations.

6. Assessment of Teaching and Learning

- a. Appropriateness of the proposed methods for the assessment of student achievement of the intended learning outcomes and Degree Level Expectations;
- b. Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.

7. Resources for all Programs

- a. Adequacy of the administrative unit's planned utilization of existing human/physical/financial resources, and any institutional commitments to supplement those resources to support the program;
- b. Participation of a sufficient number of faculty, including full-time tenured appointments, with evidence of competence and academic expertise to teach and/or supervise in the area of the proposed program;
- c. Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students, as well as graduate students' scholarship and research activities, including library support, information technology support and laboratory access.

8. Resources for Undergraduate Programs Only

Evidence of, and planning for, adequate numbers and quality of:

- a. Faculty and staff to achieve the objectives of the program;
- b. Plans, and the commitment, to provide the necessary resources in step with the implementation of the program;
- c. Planned/anticipated class sizes;
- d. Provision of supervision of experiential learning opportunities (if required);
- e. The role of adjunct and part-time faculty.

9. Resources for Graduate Programs Only:

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

10. Quality and Other Indicators

- a. Definition and use of indicators that provide evidence of the quality of the faculty (i.e., qualifications, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the proposed program). Faculty CVs should be in a standard format such as that used by one of the Tri-Councils;
- b. Evidence of program structure and faculty research that will ensure the intellectual quality of the student experience.

Appendix C2

Letter of Intent for a New Program

Proponent's Contact Information	
New Program Name (degree and discipline):	
Academic Unit Proposing the Program:	
Proposed Start Date:	
Submitted by:	
Email:	
Date of Submission:	

Please note, submissions should not exceed 5 pages in length.

The Statement of Intent will reference the evaluation criteria for new programs (Appendix C1) as appropriate and shall include:

Description of the Proposed Program
Provide a description of the program, clearly stating the purpose, structure and pedagogical rationale, including an explanation of the proposed degree nomenclature.
Explain how the proposed program fits with the University's strategic plan
Details of Resource Implications
Provide details of the existing and new resources (human, physical and budgetary) required to mount the program.
Evidence of Consultation with Affected Academic Units
Include the results of any consultations with other units that will be impacted by the proposed program. Include evidence indicating the extent to which any participating Department(s)/Centre(s) is/are prepared to contribute to the proposed program.
Evidence of Consultation Regarding Space Needs for the Proposed Program
Include the results of any consultation with Facilities regarding the space needs of the proposed program.
Evidence of Student Demand (including projected enrollments, limits, etc.)

Evidence of Societal Need
Duplicative Similarities Provide evidence that any duplicative similarities to existing programs - internally, provincially or nationally - are justifiable for reasons of public funding.
Decanal Comments Include certification from the relevant Dean(s) that the new degree/major is an appropriate and desirable addition to the academic programs of the University, and that a proposed discontinuation is appropriate and in line with the strategic direction of the Faculty. As well, a clear commitment that the new program will be appropriately resourced. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.
Provost Comments and Sign-Off
<div style="text-align: center;"> <input type="radio"/> This is a New Program <input type="radio"/> This is a Major Modification <input type="radio"/> This is a Minor Modification </div>

Attach any supporting documentation.

Appendix C3
New Program Proposal Template

The Program Proposal should be submitted as a word document. Appendices should be submitted as separate documents (word preferred, or excel). Cover pages for Course Syllabi and Curriculum Vitae are required and should include a list of the courses and of faculty alphabetically.

PROGRAM PROPOSAL

Name of program here

Date:

NEW PROGRAM PROPOSAL

For Submission to:

- Academic Quality Assurance and Planning Committee (AQAPC)
- Senate
- Ontario Universities Council on Quality Assurance

NAME OF PROPOSED PROGRAM <i>(e.g., Water Science; Child and Youth Studies)</i>	
DEGREE TO BE CONFERRED <i>e.g., Bachelor of Arts Honours, Masters, Professional Masters</i>	
SHORT FORM FOR DEGREE TO BE CONFERRED <i>e.g., BSc Honours, MSc</i>	
LOCATION OF PROGRAM TO BE OFFERED <i>e.g., North Bay, Distance or both</i>	
ACADEMIC UNIT RESPONSIBLE FOR PROGRAM <i>e.g., Department, School</i>	
ANTICIPATED START DATE OF NEW PROGRAM <i>e.g., Fall 2018</i>	
DEAN(S) RESPONSIBLE FOR PROPOSAL	
WORKING GROUP CHAIR & MEMBERS OF WORKING GROUP	
DATE APPROVED BY AQAPC	

APPENDICIES TO BE INCLUDED:

- Appendix 1: Course Syllabi
- Appendix 2: Curriculum Vitae
- Appendix 3: Budget
- Appendix 4: Library Report

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1. INTRODUCTION & OVERVIEW

1.1. PROGRAM DESCRIPTION

Provide a short descriptive paragraph of the program, which could be used in the calendar and/or view book describing the program to students, including: a description of what is being proposed, distinctive elements, program length, program type (full- or part-time) and program delivery method (classroom, online, blended/hybrid).

1.2. APPROPRIATENESS OF DEGREE NOMENCLATURE

How is the specified degree designation (i.e., BSc, MA, PhD) relevant for the proposed program, and provide rationale for the proposed program name.

1.3. CONSISTENCY OF THE PROGRAM WITH THE INSTITUTION'S MISSION AND ACADEMIC PLANS

- Strategic Mandate Agreement:
 - <https://www.ontario.ca/page/2017-20-strategic-mandate-agreement-nipissing-university>
- Strategic Plan:
 - <https://www.nipissingu.ca/departments/presidents-office/strategic-plan>

1.4. CONSULTATION

Describe the approach used in the development of this program, including any consultations that took place with other internal academic units. Describe the impact this new degree program will have on other degree programs delivered at the University. If other programs/academic units will be affected (e.g., required courses, faculty resources), please provide evidence of consultations that took place to minimize the impact or to assist other units in planning for potential enrolment increases/decreases.

2. ADMISSIONS & ENROLMENT

2.1. ADMISSION REQUIREMENTS

- a) Describe the formal admission requirements of the program. Include recommended courses. Identify whether the program is direct entry or not. If a direct entry program, indicate entering average.

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

- c) Explain how the admission requirements are appropriate for the program and learning outcomes established for the completion of the program. How will the admission requirements help to ensure students are successful?

2.2. ENROLMENT PLANNING

- a) Using the table below, indicate anticipated enrolment from initial year. Provide details regarding the projected yearly intake and steady state enrolment target (adjust table to meet timelines). Indicate when the program expects to reach steady state. For most undergraduate programs “maturity” will be reached in Yr 4.

	Cohort Yr 1	Cohort Yr 2	Cohort Yr 3	Cohort Yr 4/ Maturity	Cohort Yr 5	Total Enrolment	Yr of Program Maturity
Yr 1: 2018 – 2019							<input type="checkbox"/>
Yr 2: 2019 – 2020							<input type="checkbox"/>
Yr 3: 2020 – 2021							<input type="checkbox"/>
Yr 4: 2021 – 2022							<input type="checkbox"/>

- b) Anticipated Class Size. Outline planning/anticipated class sizes and address how the program plans to support these class sizes

- c) How does the enrolment fit within the University’s total enrolment forecasts set out in the University’s SMA?

- d) For Graduate programs, how does the University intend to manage within its graduate allocation? Any links with the graduate allocation priorities envelope.

3. PROGRAM STRUCTURE & CURRICULUM

(Reference *Appendix 1 – Course Syllabi*)

3.1. PROGRAM REQUIREMENTS

- a) Provide details on program-specific degree requirements and course information as it would appear in calendar copy. Course listings should include short descriptions of courses with prerequisites. Both required and recommended courses should be included and identified. Course descriptions for new courses (that may not yet be fully developed) should be included.

- b) University Degree Requirements beyond the program requirements.

- c) Include any additional requirements applicable to the program (e.g., minimum grade requirements to remain in the program). Note any specific requirements that may be necessary to complete or enrol in a specific course, required or recommended (e.g., BIOL 4454 requires students to have a minimum cumulative average of 75%).

- d) Indicate and identify any new courses required for this program? Note any new courses will need to be approved by USC (for undergraduate courses) and by GSC (for graduate courses).

3.2. PROGRAM CONTENT

- a) Evidence of a program structure that will ensure the intellectual quality of the student experience.

b) Identify ways in which the curriculum addresses the current state of the discipline or area of study.

c) Identification of any unique curriculum or program innovations or creative components.

3.3. FOR GRADUATE PROGRAMS ONLY

a) Provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

b) For research-focused graduate degree programs, a clear indication of the nature and suitability of the major research requirements for degree completion.

c) Evidence that each graduate student in the degree program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

4. EXPERIENTIAL LEARNING OPPORTUNITIES

Where experiential education is a program requirement, provide evidence that all students can be accommodated. Include a description of any experiential learning component of the program, including:

- Requirements, credits, length;
- Integration/relation of this experience within the program of study;
- How the experiential learning component will be arranged;
- Supply of opportunities for students.

a) Provide a short description of the experiential learning or work integrated learning opportunity, specifically including requirements/prerequisites, credits (full- or half-credit), length by term or number of hours.

b) Comment specifically on resources that may be needed, including how the component will be arranged and supervised.

c) Indicate in what year the first cohort will participate in placements and expected number of students participating in placements (enrolment projections should reflect student numbers).

d) Identify potential placement sites/supply of opportunities for students. Number of placements should clearly be able to accommodate expected enrolment and required placements and/or internships (clearly show that all students can be accommodated). Students will not all engage in traditional placements, although agencies will be asked to provide opportunities for student learning (e.g., a student may be required to complete a project about an existing program).

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Table: Potential Placements

Organization/ Company	Website Address	Potential Number of placements per term	Location

5. ASSESSMENT OF STUDENT LEARNING

Table: Program Goals & Learning Outcomes Aligned with Degree Level Expectations

PROGRAM GOAL (typically 5 to 7 goals)	RELATED DEGREE LEVEL EXPECTATION (UDLE or GDLE)	LEARNING OUTCOMES (at course level) <i>(typically there would be 3 to 5 learning outcomes per Program Goal)</i>	PROVIDE 1 or 2 ILLUSTRATIVE EXAMPLES FOR EACH PROGRAM GOAL – SHOWING ALIGNMENT OF ASSESSMENT METHODS WITH DEGREE LEVEL EXPECTATIONS (UDLE or GDLE) <i>Example(s) should reference identified evaluation or assessment method in a <u>SPECIFIC COURSE</u> and show how student achieves UDLE or GDLE</i>
<u>Program Goal 1</u>			
<u>Program Goal 2</u>			
<u>Program Goal 3</u>			
<u>Program Goal 4</u>			
<u>Program Goal 5</u>			

Table: Curriculum Mapping

REQUIRED COURSES		RELATED GRADUATE DEGREE LEVEL EXPECTATIONS (GDLES)					
		1	2	3	4	5	6
Course Code	Course Title	Depth & Breadth of Knowledge	Research & Scholarship	Level of Application of Knowledge	Professional Capacity/Autonomy	Level of Communication Skills	Awareness of Limits of Knowledge

5.1. CLARITY AND APPROPRIATENESS OF THE DEGREE PROGRAM REQUIREMENTS, STRUCTURE AND REGULATIONS TO MEET ASSOCIATED LEARNING OUTCOMES AND DEGREE LEVEL EXPECTATIONS

5.2. MODES OF DELIVERY

- Appropriateness of the proposed modes of delivery (i.e., means or medium used in delivering a program (e.g., lecture format, distance on-line, problem-based, compressed part-time, different campus, inter-institutional collaboration or other non-standard form of delivery) to meet the intended program learning outcomes and Degree Level Expectations.
- Explain why these are the most appropriate methods of delivery to help students achieve the proposed learning outcomes and improve student learning experience.

5.3. METHODS FOR ASSESSMENT OF STUDENT ACHIEVEMENT

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations (*QAF evaluation criterion 2.1.6a*)
- Outline what types of assessments will be used to evaluate student progress in the program and explain why they have been selected. Provide a broad representation of proposed assessment practices: What skills will assessments evaluate? What is specifically collected from the students as evidence that they have achieved the program goal before they graduate? Do these assessments align with learning outcomes?

5.4. DOCUMENTING AND DEMONSTRATING STUDENT LEVEL OF PERFORMANCE

- 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 evaluation criterion 2.1.6b*)
- Consider a holistic approach to learning: How do we know that students have attained specific knowledge, skills and abilities? Which key assessment pieces can be used to demonstrate that

students have met learning outcomes? How could this evidence be documented and communicated?

6. FACULTY: RESOURCES & QUALITY INDICATORS

The University will provide evidence of a sufficient number and quality of faculty who will actively participate in program delivery to achieve program goals. Evidence should be provided to ensure the intellectual quality of the student experience and show the appropriateness of collective faculty expertise to contribute substantively to the proposed program. Tables below can be modified to better suit the program.

- For Information of External Reviewer – Nipissing University Faculty Association Collective Agreement: may be found at: <http://www.nipissingu.ca/hr/>
- See **Appendix 2 – Curriculum Vitae** for complete details on faculty expertise and research

TABLE: FACULTY EXPERTISE AND RESEARCH

- include indicators that provide evidence of quality (e.g., qualifications, research, innovation and scholarly record, including recent research or professional/clinical expertise)

Faculty Name	Education	Status (<i>Tenured, Tenure-Track, Senior Lecturer Limited Term Appointment</i>)	Area(s) of Specialization/Expertise	Publications		
				Refereed	Non- Refereed	Refereed Presentations

TABLE: FACULTY INSTRUCTION AND SUPERVISION

- provide evidence and summary of participating faculty and teaching expertise to provide instruction and supervision.

Member	Supervised		Committees		Other	Courses
	Master	PhD	Master	PhD		

a) Specifically comment on the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate

b) If relevant, describe the plan and/or commitment to provide additional faculty resources to support the program (e.g., faculty renewal plan, administration support).
 Comment on plan/requirements as presented in **Appendix 3 – Budget**. This appendix will not be shared externally, therefore, it is important to provide evidence of sufficient faculty who will be involved in the delivery of the new program. Details will need to be included here demonstrating that faculty resources will be adequate for the degree program.

c) Comment on the role of part-time and/or adjunct faculty

d) For graduate programs: evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

7. PROGRAM COSTS & RESOURCE PLANNING

7.1. PROGRAM COSTS

Comment on the plan/requirements as presented in **Appendix 3 – Budget**; this appendix will not be shared externally, therefore, details will need to be included here. References to the appendix should not be included in the text.

Demonstrate that the University has the resources to offer the degree program. Include:

- A description of how it plans to finance and staff the proposed program, including any sources of funds beyond tuition and Ministry funding;
- A summary of capital requirements, estimated costs and sources, or an explanation of how the program will be accommodated within the University.

7.2. RESOURCES

For the resources outlined in a) through f) below, comment on the following:

- evidence of the adequacy of the administrative unit’s planned utilization of existing human, physical and financial resources;
- institutional plans/commitment to provide additional or necessary resources to support the implementation and sustainability of the program;
- ability of students to achieve program goals, sustaining the quality of undergraduate and graduate student scholarship and graduate research activities.

- a) Administrative Support
(i.e., daily operational activities of the program, Chair, Director, Coordinator)

- b) Library Support (assessment of information resources and services prepared and provided by the Subject Librarian and/or the Executive Director, Library Services)
*Reference **Appendix 4 – Library Report***

c) Technology Support (e.g., technical services, computer labs, software, audio-visual)

d) Physical Space – laboratories, classrooms, offices, student space

e) Miscellaneous /Other – comment on any other resources deemed appropriate

f) For graduate programs:
Student Financial Assistance. Where appropriate to the program, evidence that financial assistance for student will be sufficient to ensure quality and number of students. Discuss adequacy relevant to number of students and to length of program.

SECTIONS 8 & 9 are relevant for Ministry approval and will be removed prior to submission to the Ontario Quality Council.

8. DEMAND FOR PROGRAM

8.1. EVIDENCE OF STUDENT DEMAND

The University should provide evidence of student demand and interest, including the number of prospective student inquiries, applications and registrations for this or similar programs, and surveys of existing students, graduates and/or professionals in the field. *(Programs should consider conducting survey).*

In providing this evidence, the University should consider:

- Origin of student demand (local, regional, domestic and international students), and, for graduates only, the undergraduate or master's programs from which students may be drawn, and professional interest if applicable;
- Duration of the projected demand;
- Evidence of participation of students and/or their representatives in the program.

Please note, the Ministry will also consider enrolment in comparable programs at other institutions.

8.2. EVIDENCE OF SOCIETAL/LABOUR MARKET NEED

The University should provide evidence that graduates of the program are needed in specifically identified fields (within academic, public and/or private sectors), where information is available.

Evidence should include:

- Dimensions of the societal need for graduates (socio-cultural, economic, scientific, technological, etc.);
- Employment rates for graduates of existing and related programs;
- Employment outlook based on federal, provincial or sector reports where available;
- Employment opportunities for prospective graduates;
- Interest expected from potential employers, professional associations, government agencies or policy bodies.

8.3. EVIDENCE OF JUSTIFIABLE DUPLICATION

The University should provide evidence of how any duplication or similarity to programs at other provincial postsecondary institutions is justifiable. The University should provide:

- A list of comparator programs at other postsecondary institutions;
- Why adding a new program is justifiable;

- Evidence that the university has consulted with other institutions regarding the justification of duplication, or potential collaboration.

In providing this information, universities should consider:

- Differences between the programs. How is the proposed program distinct from existing programs elsewhere?
- Comments from other institutions regarding proposed new undergraduate programs;
- Comments regarding health-related programs from the Ministry of Health and Long Term Care
- Comments from other relevant stakeholders, as required;
- The impact of any proposed experiential learning components on experiential learning programs at other institutions, if applicable

9. INSTITUTIONAL FIT

9.1. MINISTRY FUNDING

Will this new program be submitted to the Ministry for funding? Click on box --- YES or NO.

- YES
 NO

9.2. ALIGNMENT WITH STRATEGIC MANDATE AGREEMENT

(Reference **Nipissing University's SMA** – available on Quality Assurance website www.nipissingu.ca/qa)

The University must provide sufficient evidence showing that the program aligns with the University's Strategic Mandate Agreement. (Refer to **Strategic Mandate Agreement** – program areas of growth and strength.)

a) Indicate Program Areas of Growth as indicated in Nipissing University's Strategic Mandate Agreement.

b) Indicate Program Areas(s) of Strength as indicated in Nipissing University's Strategic Mandate Agreement.

c) Provide Rationale for Alignment. Describe how the program is consistent with the program area of growth and strength as indicated in the Strategic Mandate Agreement.

d) General alignment with Strategic Mandate Agreement, if not aligned with a program area of growth or strength The University should provide:

- A description of how the program is consistent with mission, aims, objectives and existing strengths of the University;
- An explanation of how the proposed program fits with the University’s current program offerings, and demonstration of the University’s capacity to deliver the proposed program;
- Evidence that the proposal is consistent with government’s strategic directions (e.g., enrolment caps);
- Information on how the university will address any cautions or concerns expressed by the Ministry related to the program area or program.

In providing this information, universities should consider:

- Notable resources available to the program (including external support) demonstrating institutional capacity to deliver the program;
- Related schools, departments, institutes and centres;
- Unique library collections or resources and facilities.

9.3. PROGRAM PRIORITIZATION/PROGRAM TRANSFORMATION INITIATIVES

The University is asked to provide information about:

- Whether the addition of the program is part of, or will result in, the elimination or restructuring of any other programs; and/or
- Whether the program is the result of a program transformation exercise in a way that is consistent with the SMA.

This is an information item but may be supportive of applications for programs where the institution is at or over its graduate allocation.



External Review Committee Manual

For

New Program Proposals

Re-ratified April 26, 2019

The Office of the Provost will provide to each member of the External Review Committee a copy of standard instructions with respect to the review and the preparation of the committee's report, so the reviewers understand their roles and obligations. Every effort will be made to have the Provost meet with the external review committee (e.g., via teleconference, videoconference, etc.) prior to the site visit (when required) to provide additional clarification regarding roles and/or to address any questions. These instructions will direct the reviewers to evaluate the New Program Proposal using the evaluation criteria included in Appendix D1.

The Site Visit

During the site visit the External Review Committee will be accompanied by a host appointed by the Provost. The host will usually be a faculty member from outside the unit(s) in which the proposed new program under review resides.

Proposed Schedule for the Site Visit Format

- Day 1 - External reviewers arrive in afternoon or evening
- Day 2 - Other interviews and meetings (staff, students, faculty, others)
 - Possible working lunch with faculty
 - Working dinner of the review committee, possibly with the Dean and/or Provost
- Day 3 - More interviews and meetings (staff, students, faculty, others)
 - Possible working lunch with faculty
 - Wrap-up meeting of the review committee with the Dean and/or Provost

Preparation of the Final Report

The review committee will complete **Appendix D1: New Program Proposal: External Committee Final Report Template**, and within four weeks of the site visit will prepare a report that appraises the standards and quality of the proposed program and submit it to the Provost.

Appendix D1 New Program Proposal: External Committee Final Report Template

Reviewers are asked to provide a report evaluating the standards and quality of the proposed program undergoing external review, commenting on the points below. The following template is based on the terms of reference for new program proposals under the NU-IQAP and highlights the critical elements that must be considered. You are encouraged to use this template to help organize your responses. Reviewers should make note of any recommendations on any essential and/or desirable modifications.

Reviewers' Report on the Proposed (INSERT DEGREE) Program in (INSERT PROGRAM NAME) at
Nipissing University

(REVIEWER 1)
UNIVERSITY ADDRESS

(REVIEWER 2)
UNIVERSITY ADDRESS

1. OUTLINE OF THE REVIEW

Please indicate whether this review was conducted by desk audit or site visit. For those reviews that included a site visit, please indicate the following:

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

2. EVALUATION CRITERIA

NOTE: Reviewers are asked to provide feedback on each of the following Evaluation Criteria:

2.1 Objectives

- Consistency of the program with the institution's mission and academic plans;
- Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the institution's own undergraduate or graduate Degree Level Expectations;
- Appropriateness of degree nomenclature.

2.2 Admission Requirements

- Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program;
- 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, and how the program recognizes prior work or learning experience.

2.3 Structure

- Appropriateness of the program's structure and regulations to meet specified

- program learning outcomes and Degree Level Expectations;
- For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

2.4 Program Content

- Ways in which the curriculum addresses the current state of the discipline or area of study;
- Identification of any unique curriculum or program innovations or creative components;
- For research-focused graduate programs, a clear indication of the nature and suitability of the major research requirements for degree completion;
- 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.

2.5 Mode of Delivery

- Comment on the appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations.

2.6 Assessment of Teaching and Learning

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations;
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.

2.7 Resources for all Programs

- 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;
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program;
- Evidence that there are adequate resources to sustain the quality of undergraduate as well as graduate student scholarship and research activities, including library support, information technology support and laboratory access.

2.8 Resources for Graduate Programs Only

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;
- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students;
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

2.9 Resources for Undergraduate Programs Only

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

(e) the role of adjunct and part-time faculty.

2.10 Quality and Other Indicators *(to be inclusive of the institution's own additional quality indicators)*

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

NOTE: *Reviewers are urged to avoid referring to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program, and to comment on the appropriateness of each of the areas of the program (fields) that the University has chosen to emphasize in view of the expertise and scholarly productivity of the faculty.*

3. OTHER ISSUES

4. SUMMARY AND RECOMMENDATIONS

Signature: _____

Date: _____

Signature: _____

Date: _____



Manual

for

Major Modifications

Re-ratified April 26, 2019

Step 1: Letter of Intent

The letter of intent must address each criterion as it pertains to the proposed major modifications. The letter of intent should identify where the program meets or addresses the strategic criteria. It is understood and expected that not all of the criteria will be relevant to a specific major modification proposal. Use the criteria outlined below, as well as the **Evaluation Criteria for Major Modifications** (Appendix E1), to guide your thinking as you complete the letter of intent.

A. Academic Fit and Relevance

1. To what extent does the program fit with Nipissing's mix of academic programs?
2. How relevant is this program to the academic activities of Nipissing?
3. Does this program strengthen the academic offerings of Nipissing?

B. Interdisciplinarity

1. Does this program involve interdisciplinary approaches?
2. Does this program involve two or more departments or program areas? Identify them.
3. Does this program involve collaboration between the Faculty of Arts and Science, the Faculty of Applied and Professional Studies, and/or the Faculty of Education?

C. Critical Inquiry Initiative (CII)

Does this program involve one or more of the following components of the CII?

1. Internationalization:
 - a. Does this program have international content?
 - b. Does this program provide for students to gain a formal international experience as part of the program of studies? If so, is it mandatory or preferred?
 - c. Does this program have appeal to international students?
2. Service/Experiential Learning
 - a. Does this program have a formal service learning or experiential learning component? If so, what is it?
 - b. If there is no formal component, is there a way that students can incorporate a service learning experience into their program?
3. Research Opportunities
 - a. Does this program have a formal research component for students? If so, what is it?
 - b. If there is no formal research component, are there ways that students can incorporate a direct research experience into their program?

D. External Partnerships

1. Has this program been developed in partnership with any external groups?
2. If so, how has the partnership been incorporated into the program?
3. How will students benefit from this partnership?

E. Access for First Generation Students

1. Does this program provide any specific ways to attract first generation students?

2. How does this program contribute to increasing access for students who traditionally have not attended university?
3. Are there any ways in which this program can be promoted to first generation students?

F. University–College Collaboration

1. Does this program involve any formal collaboration between Nipissing University and a college? If so, what is the nature of the collaboration?
2. If not, is there potential for the program to link to a college in some manner?

G. Graduate Studies

1. Is this a graduate level program?
2. If so, is it in an area of established research strength at Nipissing University?

H. Teaching and Learning Excellence

1. In what ways does this program promote excellence in teaching and learning?
2. Does this program incorporate any innovative approaches or techniques for teaching and learning?
3. Does this program define clear learning outcomes for students?

I. Regional Need and Relevance

1. What regional need does this program address?
2. How is this program relevant to the region(s) we serve?
3. How is this program unique or distinctive to Nipissing?

J. Environment and Sustainability

1. Does this program have content that is directly related to the environment and sustainability?
2. Does this program contribute to a better understanding and awareness of the environment and sustainability?
3. How will this program help our students become better citizens in terms of the environment and sustainability?

K. Program Sustainability (Business Plan)

1. Does this program meet a demonstrated demand?
2. Does this program provide students with the credentials and learning outcomes that are required for successful application in their careers and lives after university?
3. Is there compelling evidence to support the anticipated enrolments in this program?
4. How is this program sustainable over the long term?

Appendix E1

Evaluation Criteria for Major Modifications

1. Objectives

- a. Consistency of the program with the general objectives of the institution's mission and academic plans and with the standards, educational goals and learning objectives of the degree;
- b. Clarity and appropriateness of the program's requirements and associated learning outcomes for addressing the institution's undergraduate and graduate Degree Level Expectations;
- c. Appropriateness of degree nomenclature.

2. Admission Requirements

- a. Admission requirements must be appropriately aligned with the learning outcomes established for completion of the program (i.e., achievement and preparation), and with the learning objectives of the institution and the program;
- b. Sufficient explanation of alternative requirements, if any, for admission into any degree program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

3. Structure

- a. The program's structure and regulations must be appropriately aligned to meet the specific learning outcomes and Degree Level Expectations;
- b. For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

4. Program Content

- a. Ways in which the curriculum addresses the current state of the discipline or area of study;
- b. Identification of any unique curriculum or program innovations or creative components;
- c. For research-focused undergraduate and graduate programs, a clear indication of the nature and suitability of the major research requirements for degree completion;
- d. For Graduate programs only, evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

5. Mode of Delivery

- a. Appropriateness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning objectives and Degree Level Expectations.

6. Assessment of Teaching and Learning

- a. Appropriateness of the proposed methods for the assessment of student

achievement of the intended learning outcomes and Degree Level Expectations;

- b. Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.

7. Resources for all Programs

- a. Adequacy of the administrative unit's planned utilization of existing human/physical/financial resources, and any institutional commitments to supplement those resources to support the program;
- b. Participation of a sufficient number of faculty, including full-time tenured appointments, with evidence of competence and academic expertise to teach and/or supervise in the area of the proposed program;
- c. Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students, as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.

8. Resources for Undergraduate Programs Only

Evidence of, and planning for, adequate numbers and quality of:

- a. Faculty and staff to achieve the objectives of the program;
- b. Plans, and the commitment, to provide the necessary resources in step with the implementation of the program;
- c. Planned/anticipated class sizes;
- d. Provision of supervision of experiential learning opportunities (if required);
- e. The role of adjunct and part-time faculty.

9. Resources for Graduate Programs Only:

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

10. Quality and Other Indicators

- a. Definition and use of indicators that provide evidence of the quality of the faculty (i.e., qualifications, research, innovation and scholarly record, appropriateness of collective faculty expertise to contribute substantively to the proposed program). Faculty CVs should be in a standardized format, such as that used by one of the Tri-Councils;
- b. Evidence of program structure and faculty research that will ensure the intellectual quality of the student experience.

Appendix E2

Step I: Letter of Intent

Proponent's Contact Information	
Modified Program Name (degree and discipline):	
Academic Unit Proposing the Modification:	
Proposed Start Date:	
Submitted by:	
Email:	
Date of Submission:	

Please note, submissions should not exceed 5 pages in length.

The Statement of Intent will reference the Evaluation Criteria for Major Modifications (Appendix E1) as appropriate and shall include:

Description of the Proposed Program Modification Provide a description of the proposed program modification, clearly stating the purpose, structure and pedagogical rationale, etc.
Explain how the proposed program modification fits with the University's strategic plan.
Details of Resource Implications Provide details of existing and new resources (human, physical and budgetary) required to modify the program.
Evidence of Consultation with Affected Academic Units Include the results of any consultations with other units that will be impacted by the proposed program modification. Include evidence indicating the extent to which any participating Department(s)/Centre(s) is/are prepared to contribute to the proposed program modification.
Evidence of Consultation Regarding Space Needs for the Proposed Program Modification Include the results of any consultation with Facilities regarding the space needs for the proposed program modification.

Evidence of Student Demand (including projected enrollments, limits, etc.)
Evidence of Societal Need
Duplicative Similarities Provide evidence that any duplicative similarities to existing programs - internally, provincially or nationally - are justifiable for reasons of public funding.
Decanal Comments Include certification from the relevant Dean(s) that the modified degree/major is an appropriate and desirable addition to the academic programs of the University, and that a proposed discontinuation is appropriate and in line with the strategic direction of the Faculty. As well, a clear commitment that the modified program will be appropriately resourced. For undergraduate programs, the relevant Dean(s) shall be the Dean(s) of the Faculty within which the program resides. For graduate programs, the appropriate Deans shall be both the Dean of Graduate Studies and the Dean(s) of the relevant Faculty or Faculties.
Provost Comments and Sign-Off
<input type="radio"/> This is a New Program <input type="radio"/> This is a Major Modification <input type="radio"/> This is a Minor Modification

Attach any supporting documentation.

Appendix E3
Major Modification Proposal Template

The Major Modification Proposal should be submitted as a word document. Appendices should be submitted as separate documents (word preferred, or excel).

MAJOR MODIFICATION PROPOSAL

Name of program here

Date:

Step II: MAJOR MODIFICATION PROPOSAL

For Submission to:

- Faculty Council
- USC/GSC
- Academic Quality Assurance and Planning Committee (AQAPC) (when substantial changes to resources/infrastructure required)
- Senate

ACADEMIC UNIT RESPONSIBLE FOR PROPOSED MODIFICATIONS <i>e.g., Department, School</i>	
DEAN(S) RESPONSIBLE FOR PROGRAM	
ANTICIPATED START DATE OF MODIFICATIONS <i>e.g. Fall 2018</i>	

APPENDICIES TO BE INCLUDED:

- Appendix 1: One page Summary of Major Modifications
- Appendix 2: Budget
- Appendix 3: Library Report

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1. INTRODUCTION & OVERVIEW

Please fill out all sections that are applicable to the proposed major modification(s).

1.1. PROGRAM DESCRIPTION

Provide a short descriptive paragraph of the program changes including: a description of what is being proposed, distinctive elements, program length, program type (full- or part-time) and program delivery method (classroom, online, blended/hybrid). **Include as Appendix 1, a one page summary of the Major Modifications presented in this proposal.**

1.2. CONSISTENCY OF THE PROGRAM WITH THE INSTITUTION'S MISSION AND ACADEMIC PLANS

- Strategic Mandate Agreement:
 - <https://www.ontario.ca/page/2017-20-strategic-mandate-agreement-nipissing-university>
- Strategic Plan:
 - <https://www.nipissingu.ca/departments/presidents-office/strategic-plan>

1.3. CONSULTATION

Describe the approach used in the development of this program, including any consultations that took place with other internal academic units. Describe the impact this new degree program will have on other degree programs delivered at the University. If other programs/academic units will be affected (e.g., required courses, faculty resources) please provide evidence of consultations that took place to minimize the impact or to assist other units in planning for potential enrolment increases/decreases.

2. ADMISSIONS & ENROLMENT

2.1. ADMISSION REQUIREMENTS

- a) Describe the formal admission requirements of the program. Include recommended courses.

Identify whether the program is direct entry or not. If a direct entry program, indicate entering average.

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

- c) Explain how the admission requirements are appropriate for the program and learning outcomes established for the completion of the program. How will the admission requirements help to ensure students are successful?

2.2. ENROLMENT PLANNING

- a) Using the table below, indicate anticipated enrolment from initial year. Provide details regarding the projected yearly intake and steady state enrolment target (adjust table to meet timelines). Indicate when the program expects to reach steady state. For most undergraduate programs “maturity” will be reached in Yr 4.

	Cohort Yr 1	Cohort Yr 2	Cohort Yr 3	Cohort Yr 4/ Maturity	Cohort Yr 5	Total Enrolment	Yr of Program Maturity
Yr 1: 2018 – 2019							<input type="checkbox"/>
Yr 2: 2019 – 2020							<input type="checkbox"/>
Yr 3: 2020 – 2021							<input type="checkbox"/>
Yr 4: 2021 – 2022							<input type="checkbox"/>

- b) Anticipated Class Size. Outline planning/anticipated class sizes and address how the program plans to support these class sizes

- c) How does the enrolment fit within the University's total enrolment forecasts set out in the University's SMA?

- d) For Graduate programs, how does the University intend to manage within its graduate allocation? Any links with the graduate allocation priorities envelope.

3. PROGRAM STRUCTURE & CURRICULUM

3.1. PROGRAM REQUIREMENTS

- a) Provide details on program-specific degree requirements and course information, as it would appear in calendar copy. Course listings should include short descriptions of courses with prerequisites. Both required and recommended courses should be included and identified. Course descriptions for new courses (that may not yet be fully developed) should be included.

- b) University Degree Requirements beyond the program requirements.

- c) Include any additional requirements applicable to the program (e.g., minimum grade requirements to remain in the program). Note any specific requirements that may be necessary to complete or enrol in a specific course, required or recommended (e.g., BIOL 4454 requires students to have a minimum cumulative average of 75%).

- d) Indicate and identify any new courses being proposed.

3.2. PROGRAM CONTENT

- a) Evidence of a program structure that will ensure the intellectual quality of the student experience.

- b) Identify ways in which the curriculum addresses the current state of the discipline or area of study.

- c) Identification of any unique curriculum or program innovations or creative components.

3.3. FOR GRADUATE PROGRAMS ONLY

- a) Provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

- b) For research-focused graduate degree programs, a clear indication of the nature and suitability of the major research requirements for degree completion.

- c) Evidence that each graduate student in the degree program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

4. EXPERIENTIAL LEARNING OPPORTUNITIES

Where experiential education is a program requirement, provide evidence that all students can be accommodated. Include a description of any experiential learning component of the program, including:

- Requirements, credits, length;
- Integration/relation of this experience within the program of study;
- How the experiential learning component will be arranged;
- Supply of opportunities for students.

- a) Provide a short description of the experiential learning or work integrated learning opportunity, specifically including requirements/prerequisites, credits (full- or half-credit), length by term or number of hours.

b) Comment specifically on resources that may be needed, including how the component will be arranged and supervised.

c) Indicate in what year the first cohort will participate in placements and expected number of students participating in placements (enrolment projections should reflect student numbers).

d) Identify potential placement sites/supply of opportunities for students. Number of placements should clearly be able to accommodate expected enrolment and required placements and/or internships (clearly show that all students can be accommodated). Students will not all engage in traditional placements, although agencies will be asked to provide opportunities for student learning (e.g., a student may be required to complete a project about an existing program).

Table: Potential Placements

Organization/ Company	Website Address	Potential Number of placements per term	Location

5. ASSESSMENT OF STUDENT LEARNING

5.1. CLARITY AND APPROPRIATENESS OF THE DEGREE PROGRAM REQUIREMENTS, STRUCTURE AND REGULATIONS TO MEET ASSOCIATED LEARNING OUTCOMES AND DEGREE LEVEL EXPECTATIONS

5.2. MODES OF DELIVERY

- Appropriateness of the proposed modes of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance on-line, problem-based, compressed part-time, different campus, inter-institutional collaboration or other non-standard form of delivery) to meet the intended program learning outcomes and Degree Level Expectations.
- Explain why these are the most appropriate methods of delivery to help students achieve the proposed learning outcomes and improve student learning experience.

5.3. METHODS FOR ASSESSMENT OF STUDENT ACHIEVEMENT

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations (*QAF evaluation criterion 2.1.6a*)
- Outline what types of assessments will be used to evaluate student progress in the program and explain why they have been selected. Provide a broad representation of proposed assessment practices: What skills will assessments evaluate? What is specifically collected from students as evidence that they have achieved the program goal before they graduate? Do these assessments align with learning outcomes?

5.4. DOCUMENTING AND DEMONSTRATING STUDENT LEVEL OF PERFORMANCE

- 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 evaluation criterion*

2.1.6b)

- Consider a holistic approach to learning: How do we know that students have attained specific knowledge, skills and abilities? Which key assessment pieces can be used to demonstrate that students have met learning outcomes? How could this evidence be documented and communicated?

6. FACULTY: RESOURCES AND QUALITY INDICATORS

TABLE: FACULTY INSTRUCTION AND SUPERVISION

- provide evidence and a summary of participating faculty and teaching expertise to provide instruction and supervision.

Member	Supervised		Committees		Other	Courses
	Master	PhD	Master	PhD		

- a) Specifically comment on the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate

- b) If relevant, describe the plan and/or commitment to provide additional faculty resources to support the program (e.g., faculty renewal plan, administration support).
 Comment on the plan/requirements as presented in **Appendix 2 – Budget**. This appendix will not be shared externally, therefore, it is important to provide evidence of sufficient faculty who will be involved in the delivery of the new program. Details will need to be included here demonstrating that faculty resources will be adequate for the degree program.

c) Comment on the role of part-time and/or adjunct faculty

d) For graduate programs: evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

7. PROGRAM COSTS & RESOURCE PLANNING

7.1 PROGRAM COSTS

Comment on the plan/requirements as presented in **Appendix 2 – Budget**. This appendix will not be shared externally, therefore, details will need to be included here. References to the appendix should not be included in the text.

Demonstrate that the University has the resources to offer the degree program. Include:

- A description of how it plans to finance and staff the proposed program, including any sources of funds beyond tuition and Ministry funding;
- A summary of capital requirements, estimated costs and sources, or an explanation of how the program will be accommodated within the University.

7.2. RESOURCES

For the resources outlined in a) through f) below, comment on the following:

- evidence of the adequacy of the administrative unit’s planned utilization of existing human, physical and financial resources;
- institutional plans/commitment to provide additional or necessary resources to support the implementation and sustainability of the program;
- ability of students to achieve program goals, sustaining the quality of undergraduate and graduate student scholarship and graduate research activities.

a) Administrative Support
(i.e., daily operational activities of the program, Chair, Director, Coordinator)

b) Library Support (assessment of information resources and services prepared and provided by the Subject Librarian and/or the Executive Director, Library Services)
*Reference **Appendix 3 – Library Report***

c) Technology Support (e.g., technical services, computer labs, software, audio-visual)

d) Physical Space – laboratories, classrooms, offices, student space

e) Miscellaneous /Other – comment on any other resources deemed appropriate

- f) For graduate programs:
Student Financial Assistance. Where appropriate to the program, evidence that financial assistance for student will be sufficient to ensure quality and number of students. Discuss adequacy relevant to number of students and to length of program.

QAF EVALUATION CRITERIA SECTION 4.3 (PP. 24-25)		CORRESPONDING SECTION IN SELF-STUDY
4.3.1	Objectives	
4.3.1a	Program is consistent with the institution's mission and academic plans.	Section 1
4.3.1b	Program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate Degree Level Expectations.	Sections 3.2 through 3.5
4.3.2	Admission Requirements	
4.3.2a	Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.	Section 5.1
4.3.3	Curriculum	
4.3.3a	The curriculum reflects the current state of the discipline or area of study.	Section 2
4.3.3b	Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.	Sections 3.2 through 3.5
4.3.3c	Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective.	Sections 3.2 through 3.5
4.3.4	Teaching and Assessment	
4.3.4a	Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective.	Section 3.2 through 3.5
4.3.4b	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.	
4.3.5	Resources	
4.3.5a	Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s).	Section 4
4.3.6	Quality Indicators	
	While there are several widely used quality indicators or proxies for reflecting program quality, institutions are encouraged to include available measures of their own which they see as best achieving that goal. Outcome measures of student performance and achievement are of particular interest, but there are also important input and process measures which are known to have a strong association with quality outcomes. It is expected that many of the following listed examples will be widely used. The Guide makes reference to further sources and measures that might be considered.	
4.3.6a	Faculty: qualifications, research and scholarly record; class sizes;	Section 4.1 & 4.2

	percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty;	
4.3.6b	Students: applications and registrations; attrition rates; time-to-completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching; and	Sections 5, 6, 7, 8 and 9
4.3.6c	Graduates: rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match" and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA). Auditors will be instructed that these items may not be available and applicable to all programs.	
4.3.7	Quality Enhancement	
4.3.7a	Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.	Section 10
4.3.8	Additional graduate program criteria	
4.3.8a	Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.	Sections 5, 6, 7, 8 and 9
4.3.8b	Quality and availability of graduate supervision.	
4.3.8c	Definition and application of indicators that provide evidence of faculty, student and program quality, for example: 1. Faculty: funding, honours and awards, and commitment to student mentoring; 2. Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills; 3. Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience; 4. Sufficient graduate level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level	