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Link to the Ontario Universities Council on Quality Assurance: Quality Assurance Framework

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1. Introduction

1.1 Preamble

The outlines the Protocols for developing new academic programs and for revising and reviewing existing programs. These processes are drawn from and align with the u (QAF) established by the Ontario Quality Council, but they also include requirements established specifically by Queen's University for all undergraduate and graduate programs. The QAF is a province-wide initiative undertaken by all universities to ensure consistency and cohesion among all programs offered in Ontario. The QUQAP is based directly on part II of the QAF but is also committed to the quality assurance principles as outlined in part I of the QAF.

The QUQAP also signifies Queen's University's firm commitment to cultivating a culture of excellence in education and articulates the quality of a Queen's degree. The QUQAP Protocols have the goal of establishing processes that are effective, transparent, publicly accountable, and in support of continuous academic improvement. This document provides a mechanism for Academic Units and Faculties and Schools to clearly articulate the quality of their programs. Central to quality assurance is a set of alignments that connect degree level expectations (DLEs) (Appendix 2), program and course learning outcomes, assessment, modes of delivery, teaching and learning strategies and the human, physical and financial resources which support all programs.

1.2 The Elements of Quality Assurance

The QUQAP consists of six distinct Protocols, information on separately established University Senate policies related to academic programs, and definitions section (Appendix 1). The Protocols that are described briefly below specify the minimum requirements for the internal and external quality assurance activities and the interplay among them.

1.2.1 New Program Approvals

The Protocol for New Program Approvals applies to both new undergraduate and graduate programs and is used to secure the academic standards of new programs and to assure their ongoing improvement. The Appraisal Committee of the Quality Council reviews the PTm r9 245. /F1 1 -8( )-3(q)5(u)-4((n)-4(nc)-2(vi)( )-3(sf)-4(o)7(eir)-2T

Quality Council of a new field in a graduate program, as well as requests for its ap

1.2.7 Definitions

The Definitions Section

1.4.3 Curriculum Committees, Academic Boards, Other Academic Committees

Curriculum Committees, Academic Boards, and other Faculty or School academic committees involved in the review and approval of curriculum are also responsible for aligning with quality assurance processes. The processes of these academic bodies are not outlined here but are governed by local laws.

1.4.4 University Senate

The University Senate is the ultimate institutional authority responsible for quality assurance of all Queen's academic programs.

1.4.5 The Senate Committee on Academic Development and Procedures (SCADP)

The Senate Committee on Academic Development and Procedures (

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In developing a new joint program and other inter-institutional programs, the IQAP (or QUQAP) of all the participating universities granting the degree should be followed. See Guidance for important elements to consider in developing and approving these joint programs and in subsequent cyclical program reviews.

2.3

2.4 Development of Program Proposal

2.4.1 Proposal Form

If the Pre

2.4.2.8 Admission

2.4.2.10.1 Evidence that faculty have the recent research or

Studies and Postdoctoral Affairs (if applicable) and the Provost (or delegate) will approve the full proposal package.

2.5 External Evaluation

2.5.1 Composition of the Review Committee

2.5.1.1 External Reviewers

2.5.1.1.1 The Review Team is required to be comprised of at least two external reviewers for new undergraduate and graduate programs.

2.5.1.1.2 External Review Team members will normally be associate or full professors, active and respected in their field. External Review Team members must also have disciplinary experience and qualifications relevant to the program under review. Their experience must also relate to program management, pedagogy, and learning outcomes.

2.5.1.1.3 All members of the Review Team will be at "arm's length" from the program being proposed. Potential conflict of interest situations includes, but are not limited to, the existence of family ties, partnership links, supervisory relations, or other types of relationships with individuals connected to the new program(s) under review. Some of these relationships may not exclude a potential reviewer in and of themselves; however, possible conflicts must be identified before the appointment of an individual external reviewer. In case of uncertainty, Academic Units and/or the Faculty Office are encouraged to consult with the Provost (or delegate) and/or the School of Graduate Studies and Postdoctoral Affairs as appropriate.

2.5.1.1.4 Attempts will be made to ensure that at least one of the external reviewers is from inside and one from outside the province of Ontario.

2.5.1.2 Internal Reviewer

2.5.1.2.1 The Review Team is required to include at least one internal reviewer for new undergraduate and graduate programs.

2.5.1.2.2 The internal reviewer does not necessarily need to be a specialist in a discipline of the program(s) under review.

2.5.1.2.3 The internal reviewer should be knowledgeable about Queen's and its administrative and academic structures and experienced in providing constructive program critiques.

2.5.1.2.4 The internal reviewer must also be at arm's length. If possible, the internal reviewer should come from outside the Faculty, School, or discipline in which the program under review is located.

2.5.1.2.5 The internal reviewer will receive the same materials as the external reviewers and will attend briefings with the Provost (or delegate) and all meetings with members of the program under review.

2.5.2 Selection of Review Team

2.5.2.1 The Academic Unit may contact the potential reviewers while in the process of developing a list of nominees to ask if they are wil 0 g 0 G [( )] TJ ET Q EMC

2.5-82.4.2.3

2.5.6.3 School of Graduate Studies and Doctoral Affairs Response
2.5.6.3.1

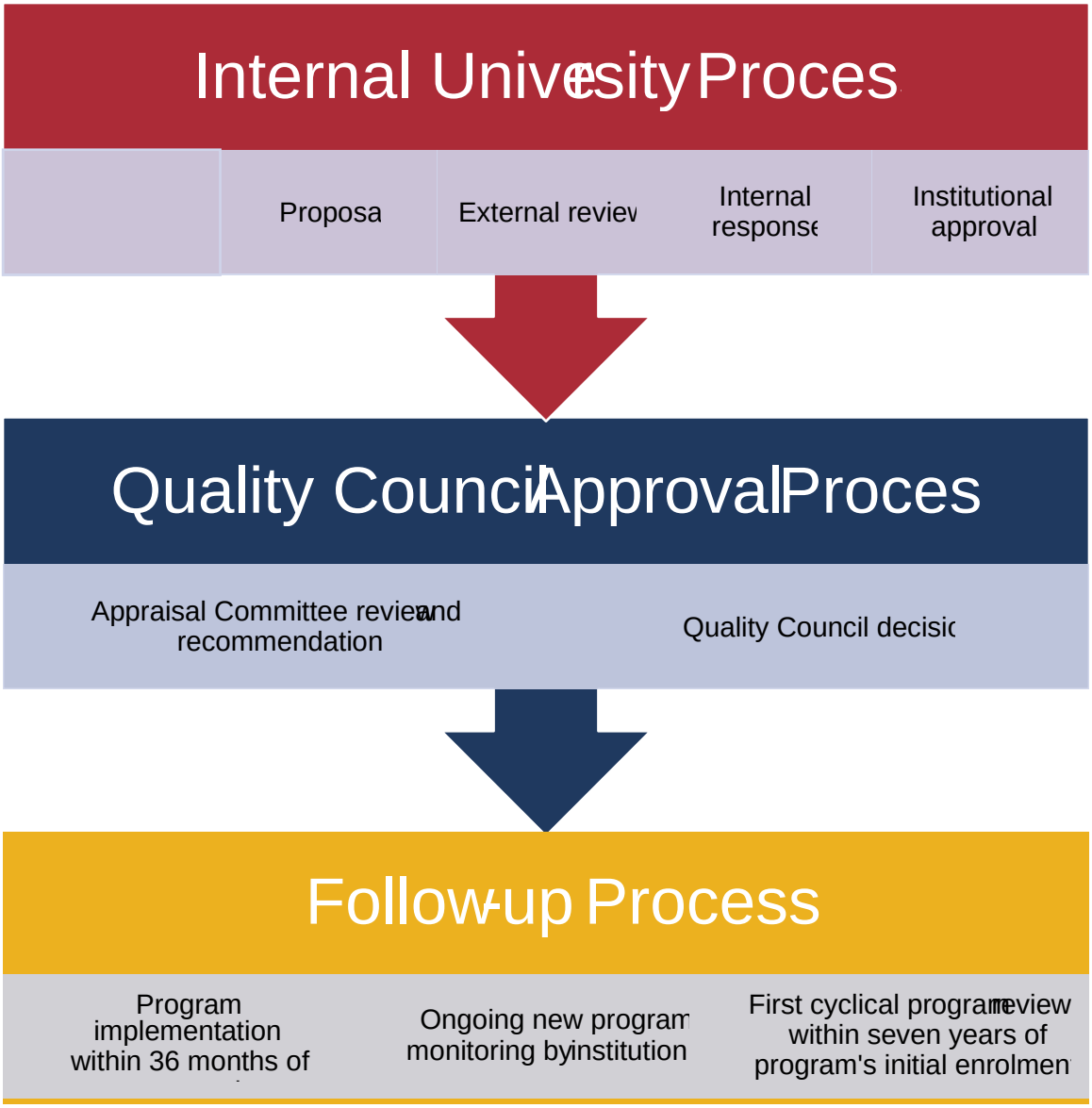
2.5.9.1 The submission will include the New Program Proposal, the Review Team

2.5.11.2.1 Within five years of commencement and prior to the program's first cyclical program review, new programs will be jointly assessed by the Dean(s) and Unit Head(s), with the submission of an Interim Monitoring Report to the Provost (or delegate) and to Senate for information.

2.5.11.2.2 The Interim Monitoring Report template must be obtained from the Provost (or delegate).

2.5.11.2.3 The Interim Monitoring Report will evaluate the new program's

2.6 Overview of Protocol for Undergraduate and Graduate New Program Approvals



3.4 Initial Institutional Process: The Pre-Approval Stage

The preapproval stage for Expedited Approvals follows the same process as that set out for new programs in section 2.3.

3.5

3.9 Overview of Protocol for Undergraduate and Graduate Expedited Program Approvals

4. Protocol for Major Modifications (Program Renewal and Significant Change)

4.1 Objectives

The fundamental purpose for the Protocol is the identification of Major Modifications to existing programs, and their approval, through a robust quality assurance process. This

4.2 Scope

4.2.1

The Quality Council reviews these reports to ensure compliance with the Quality Assurance Framework, as well as to compile data for its own Annual Report, which is widely distributed to the internal and external community, including the provincial government.

If any Major Modifications have been deemed by Quality Council not to be in compliance, the Provost (or delegate) will communicate any remedial actions required to the Academic Unit and Faculty Office or School.

4.6 Audit

4.6.1 Major Modifications are not normally subject to Audit.

4.6.2 For information regarding the audit of Major Modifications, see QAF section 4.4.

5. Protocol for Minor Modifications

5.1 Scope

Minor Modifications to existing programs do not change the fundamental aspects of a Program such as the learning outcomes, program requirements or structure, or admission standards. Minor Modifications include changes to an existing Emphasis, Option, or Minor Program; new or changes to laddering, stacking or similar options (see Guidance); or comparable elements that do not require Quality Council appraisal and approval.

Detailed process information can be found on the QUQAP website.

5.2 Development of Minor Modification Proposal

5.2.1 Submission

5.2.1.1 Minor Modifications requiring a change to the name of a program or Department, and/or a change to the degree designation (that do not impact learning outcomes) will be submitted using the Minor Modification Form, which can be obtained after consultation with the Provost (or delegate).

5.2.1.2 All other changes not rising to the threshold of a Major Modification remain under the jurisdiction of each Faculty's curriculum committee, Faculty Board, or equivalent.

5.3 Institutional Approval

5.3.1 Approval

Reviews is designed to ensure that the educational experiences students have are engaging and rigorous, but also that the programs through which those experiences are provided are routinely monitored and, if necessary, revised. Continuous improvement of those facets of education that most directly impact the academic experiences of Ontario students is fundamental to quality assurance and, thus, continuous improvement factors significantly in the Protocol for Cyclical Program Reviews.

Detailed process information can be found on the QUQAP website.

6.3 Scope

6.3.1 The schedule for CPRs consists of the full complement of Queen's academic programs, including:

6.3.1.1 All collaborative, joint, multi-disciplinary, interdisciplinary, multi-sited and inter-institutional programs/specializations, and all modes of delivery.

6.3.1.2 All programs required to be reviewed, whether or not they are supported by Government funding.

6.3.1.3 Programs where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed must be clearly identified.

6.3.2 Reviews of collaborative/joint/interdisciplinary programs/specializations leading to a degree follow the same Protocols as those for single disciplinary programs (described below).

6.3.3 Review of interdisciplinary collaborative specializations may be undertaken, where appropriate, in combination with the review of the larger degree program.

6.3.4 Joint graduate programs that involve more than one institution will identify a lead institution to prepare the Self-Study document, consulting and obtaining relevant input from all participating institutions.

6.3.5 Suspended programs are out of scope and do not participate in cyclical program reviews. The process for suspending admissions to program is described in the Recommended Procedures Concerning the Temporary Suspension of Admissions to Academic Programs.

6.4 Schedule of Reviews

6.4.1 The Schedule of Reviews will not exceed seven years between reviews for each program.

6.4.1.1 Accredited programs, if requested by the Academic Unit and approved by the relevant Faculty and/or School Dean(s), and the Provost (or delegate), may complete CPRs on the same schedule as their accreditation provided their accreditation does not exceed a seven-year cycle.

6.4.2 The first cyclical program review of any new program will be scheduled to take place no more than seven years after the date of the

6.5.1 The following elements for the preparation and writing of the Self-Study are required:

6.5.1.1 Description of how the Self-Study was written, including how the views of faculty, staff and students were obtained and considered (see Guidance);

6.5.1.2 Inclusion of the evaluation criteria and quality indicators identified in section 6.6, for each discrete program being reviewed;

6.5.1.3 Program-related data and measures of performance, including applicable provincial, national, and professional standards (where available), with a notation and interpretation of all relevant data sources;

6.5.1.4 Description of how concerns and recommendations raised in previous reviews have since been addressed, especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous cyclical program review of the program;

6.5.1.5 For the first cyclical program review of a program, the steps taken to address any issues or items flagged in the monitoring report for follow-up (see QAF section 2.9.2), and/or items identified for follow-up by the Quality Council (for example, in the form of a note and/or report for the first Cyclical Program Review in the Quality Council's approval letter – see QAF

6.6 Evaluation Criteria for Self-Study

The Self-Study must address the following evaluation criteria:

6.6.1 Program objectives

6.6.1.1 Describe how the program's objectives are consistent with the University's mission and academic plans.

6.6.2 Academic integrity

6.6.2.1 Describe how the program has educated and informed students and staff on the principles of academic integrity (including integrity in research), as outlined in the Senate Academic Integrity Policy.

6.6.2.2 Describe how the program has related the principles of academic integrity to the field of study.

6.6.3 Equity, diversity, inclusivity, and Indigenization

6.6.3.1 The University Diversity and Equity Assessment and Planning (DEAP) Tool should be used to complete this section.

6.6.3.2 Describe how the program objectives, outcomes and curriculum address equity, diversity, and inclusion.

6.6.3.3 Describe how the program addresses university goals for Indigenization and Reconciliation outlined in Yakwanastahentéha Aankenjigemi Extending the Rafters: Truth and Reconciliation Commission Task Force Final Report, specifically sections 21-25.

6.6.3.4 Comment on anti-racism and anti-oppression initiatives within the program.

6.6.4 Accessibility

6.6.4.1 Describe how the program has addressed the regulations under the Accessibility for Ontarians with Disability Act (2005).

6.6.5 Program requirements (for all programs)

6.6.5.1 Comment on the appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes.

6.6.5.2 Comment on the appropriateness of the program's structure, requirements,

6.6.6.1 Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required.

6.6.6.2 Provide evidence that each graduate student in the program is required to take minimum of the two-thirds of the course requirements from among graduate level courses.

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

6.6.7 Assessment of teaching and learning (see Guidance)

6.6.7.1 Comment on the appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and DLEs.

6.6.7.2 Comment on the appropriateness and effectiveness of the plans to monitor and assess:

6.6.7.2.1 the overall quality of the program;

6.6.7.2.2

6.6.9.1 the participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

6.7.2 Selection of Review Team

6.7.2.1 Academic Units should work with the relevant Faculty or School Office(s) to prepare the nomination template.

6.7.2.2 The Academic Unit may contact the potential reviewers while in the process of developing a list of nominees to ask if they are willing to be considered as a potential reviewer. To avoid conflict of interest, the Academic Unit may not contact the reviewers at other times or for other reasons.

6.7.2.3 A rank-ordered list of six recommendations for external reviewers, a rank-ordered list of three recommendations internal reviewers, and a request for any optional additional reviewers, each with a brief biographical summary and description of relevant expertise, is sent by the Dean(s) or delegate(s) using the templates p-4(io).4t2(n)i-4(eled)3bytes-4(e)8( )-3(t)P-3(y)ov(t)o ex

6.7.3 Preparing the Review Team for the Site Visit

6.7.3.1 The Provost (or delegate) will review the Self-Study for completeness before sending the documentation to the Review Team.

6.7.3.2 The Review Team will also be provided with instructions and an information package by the Faculty or School Office(s) for the program(s) being reviewed.

6.7.3.3 The Provost (or delegate) will meet separately with the Review Team in person or online to ensure that the members:

6.7.3.3.1 understand their roles and obligations;

6.7.3.3.2 identify and commend the program(s)' notably strong and creative attributes;

6.7.3.3.3 describe the program(s)' respective strengths, areas for improvement, and opportunities for enhancement;

6.7.3.3.4 recommend specific steps to be taken to improve the Program(s), distinguishing between those the Academic Unit responsible for the Program(s) can itself take and those that require external action;

6.7.3.3.5 recognize the University's autonomy to determine priorities for funding, space, and faculty allocation;

6.7.3.3.6 respect the confidentiality required for all aspects of the review process; and

6.7.3.3.7 follow the Review Team Report template provided in developing their report to ensure that the program is assessed against the evaluation criteria specified in section 6.6.

6.7.3.4 The information package provided to the Review Team will contain the Self-Study, evidence of the quality of faculty members involved in the program, meeting itinerary, and contact information (see Guidance).

6.7.3.4.1 Evidence of the quality of the faculty must include information on faculty members' qualifications, background, competence, funding, honours, awards, research, innovation, scholarly record, and expertise

6.7.3.5 The Provost (or delegate) will determine if any additional information is needed by the Review Team. Additional information may include (but is not limited to) submissions from graduates of the program, representatives of industry, the professions, employers, and professional associations.

6.7.4 The Site Visit

6.7.4.1 The purpose of the site visit is to allow the Review Team to follow up on matters raised by the program review, to interview students, staff, faculty, and others who can most appropriately provide informed comments, and to examine the physical facilities used by the program.

exist, it may decide to initiate a Focused Audit (see section 6.3 of the QAE and associated Definition).

6.9.3 Subsequent Institutional Processes

6.9.3.1 Monitoring

The program will submit a follow-up report to the SCPRC on the implementation of recommendations 18 months and 4 years after the Final

6.11.2 Cyclical Program Reviews that were undertaken within the period since the conduct of the previous Audit are eligible for selection for the University's next Cyclical Audit.

6.11.3 Additional information on the Audit of Cyclical Program Reviews is found in QAF 5.6

course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.

- Clear and explicit requirements for each Collaborative Specialization. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered elective in the home program.
- Core faculty, that are those faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty primarily appointed to an interdisciplinary Academic Unit – for example, an Institute of American Studies – that provides the anchor for the specialization).
- Appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met.

Combined Programs

A program of study that combines two existing degree programs of different types. The combination may, for example, consist of two existing graduate programs, or a graduate and an undergraduate program. In most cases, the combination will involve at least one professionally oriented program. As students normally pursue one degree program at a time, and if two qualifications are sought, the degree programs would best be pursued consecutively. However, there are cases where the combination of two programs may be advantageous from a student's point of view.

If a combined program is proposed, there must be a demonstration that it provides such advantages to students through time efficiency, benefits to scholarship, professional development, or other considerations. Students must be made fully aware of the requirements and the schedule for completion of both programs, before embarking upon the combined degree.

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) DLEs and the university's own

expression of those Expectations (see Appendix 2) and achievement of the degree's associated learning outcomes.

Degree Level Expectations

Academic standards that identify the knowledge and

Expedited Protocol

Generally, approvals granted in a shorter time span with less required documentation. The Expedited Protocol requires the submission to the Quality Council of a Proposal Brief (see suggested template) of the proposed program change/new program (as detailed above) and the rationale for it. Furthermore, the Council's appraisal and approval processes are reduced. The outcomes of these submissions will be conveyed to the proposing university directly by the Quality Assurance Secretariat and reported to the Quality Council.

Field

In graduate programs, an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty and to a new or existing program. Universities are not required to declare fields at either the master's or doctoral level. Universities may wish, through an Expedited Protocol, to seek the endorsement of the Quality Council.

Focused Audit

A close examination of a specific aspect of an institution's quality assurance processes and practices that have not met the standards/requirements set out by the Quality Council in

determine the appropriate action to be taken on quality assurance if the collaboration is to be permitted to proceed.

Major Modifications

A “significant change” in the program requirements, intended learning outcomes, and/or human and other resources associated with a degree program or program of specialization, as defined by institutions within their IQAP. (See Guidance)

Micro-credentials

practice within an area of disciplinary or interdisciplinary study, completed in full or partial fulfillment of the requirements for the awarding of a degree, and which is recorded on the graduate's academic record.

It should be noted that:

a) A program constitutes complete fulfillment of the requirements for the awarding of a degree when the program and degree program are one and the same.
b) A program constitutes "partial" fulfillment of the requirements for the awarding of a degree when the program is a subset of the degree program. Typically, a bachelor's degree requires the completion of a program of specialization, often referred to as a major, an honours program, a concentration or similar designation.

Undergraduate Certificate

The Senate Policy on Certificate and Diploma Programs defines the Undergraduate Certificate as follows:

Note that a laddered undergraduate certificate can only culminate in a Senate approved degree program.

Undergraduate Diploma

The Senate Policy on Certificate and Diploma Programs defines the Undergraduate Diploma as follows:

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Appendix 2: Ontario Council of Academic Vice-Presidents' Undergraduate and Graduate Degree Level Expectations

Ontario Council of Academic Vice-Presidents' Undergraduate Degree Level Expectations

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated/are able to:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who havedemonstrated the following:
Depth and Breadth of Knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; 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; c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline; d) Some detailed knowledge in an area of the discipline; e) Critical thinking and analytical skills inside and outside the discipline; f) Ability to apply learning from one or more areas outside the discipline; g) Ability to identify the potential for inequities in the production and dissemination of knowledge; and h) Ability to recognize diverse worldviews, ways of knowing, abilities, and experiences, including Indigenous perspectives.	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; b) 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; c) Developed ability to: 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; d) Developed, detailed knowledge of and experience in research in an area of the discipline; e) Developed critical thinking and analytical skills inside and outside the discipline; f) Ability to apply learning from one or more areas outside the discipline.

d) make use of scholarly reviews and primary sources; and

e) explore problems from local and global perspectives.

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Ontario Council of Academic Vice-Presidents' Graduate Degree Level Expectations

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	c) to diverse audiences in ways that are accessible and inclusive; and d) in ways that demonstrate active listening skills.	d) in ways that demonstrate active listening skills.
Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations,	