



Carleton
UNIVERSITY

Office of
Quality Assurance
(Academic Programs)

Institutional Quality Assurance Process

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

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1 Authorities

- 1.1 The authority responsible for the Institutional Quality Assurance Process (IQAP), its administration and application, is Carleton University's senior academic officer, the Provost and Vice-President (Academic). The Provost delegates this responsibility on a day-to-day basis to the Associate Provost (Academic Quality Assurance), who chairs the Carleton University Committee on Quality Assurance (CUCQA).
- 1.2 The authority responsible for the application of the IQAP to review individual undergraduate and graduate degree-level program entities within the scope of this IQAP is the Carleton University Committee on Quality Assurance (CUCQA). Program entities include proposed new programs, existing programs and major modifications to existing programs. As such the CUCQA will:
 - 1.2.1 Oversee the new program approval and the expedited approval process;
 - 1.2.2 Oversee cyclical program reviews;
 - 1.2.3 Oversee the major modification process and prepare the annual report;
 - 1.2.4 Decide on the review cycle, taking into account the need for accreditation reviews in certain programs, and the need to co-operate with other universities, notably the University of Ottawa, on the review of joint programs at the graduate level;
 - 1.2.5 Assume responsibility for ensuring that a balanced review of program quality is undertaken which ensures that:
 - 1.2.5.1 *The program's intellectual profile, objectives and learning outcomes:*
 - serve the strategic and academic plans of Carleton University or Dominican University College as appropriate;
 - are appropriate in relation to the current international and national profile of the discipline or interdisciplinary area;
 - are distinctive in relation to those of comparable programs in Ontario and nationally;
- 1.2.6 The program's objectives and learning outcomes are consistent with the Graduate University Degree Level Expectations or the University Undergraduate Degree Level Expectations as appropriate;
- 1.2.7 The program is appropriately designed and structured to achieve such objectives and outcomes;
- 1.2.8 For graduate programs, students develop the necessary research and analytical/interpretative skills;
- 1.2.9 The program is adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity;

- 1.2.10 The admission requirements are such that a student entering the program can expect to complete it successfully and in a timely fashion;
- 1.2.11 There is sufficient program demand and enrolment as measured against program capacity;
- 1.2.12 Students in program have a satisfactory educational experience, taking into account in particular the academic services provided by the university;
- 1.2.13 The program prepares students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation.
- 1.3 Through its chair, report regularly to Senate¹ on progress on the proposal briefs and, for cyclical program reviews, the implementation of recommendations agreed to in action plans and recorded in the final assessment reports and executive summaries.
- 1.4 The Carleton University Committee on Quality Assurance (CUCQA) is constituted as follows:
- The Provost (ex officio)
 - The Associate Provost (Academic Quality Assurance) (chair)
 - The Associate Vice-President (Academic) (associate chair)
 - A Faculty Dean, appointed on the recommendation of the Faculty Deans²
 - One senior faculty member from each of the university's five faculties with an established and continuing research record and experience in the administration of graduate and/or undergraduate programs recommended to the Associate Provost (Academic Quality Assurance) by the Faculty Deans – the normal period of appointment will be three years;
 - One senior NSERC-eligible faculty member and one senior SSHRC-eligible faculty member with an established and continuing research record and experience in the administration of graduate and/or undergraduate programs recommended to the Associate Provost (Academic Quality Assurance) by the Vice-President (Research and International) – the normal period of appointment will be three years;
 - An academic librarian recommended to the Associate Provost (Academic Quality Assurance) by the University Librarian – the normal period of appointment will be three years.
- 1.4.1 CUCQA is appointed by the Provost and its membership is ratified by Carleton University's Senate.
- 1.5 The authoritative contact between Carleton University and the Ontario Universities Council on Quality Assurance (Quality Council) is the Associate Provost (Academic Quality Assurance).
- 1.6 The authoritative contacts between Carleton University and the Dominican University College are Carleton University's Associate Provost (Academic Quality Assurance) and the Vice President Academic Affairs of Dominican University College respectively.

- 1.7 Carleton University's Institutional Quality Assurance Process, covering also the academic, non-vocational degree programs of Dominican University College, is subject to approval by the Quality Council and thereafter, whenever it is revised. (Please see Section 10: 'Ratification and Internal Governance').

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

2.1 Degree Level Program Entities (in scope)

- 2.1.1 All proposed and existing doctoral programs and fields within doctoral programs excluding those that are joint programs with partner universities.³ Doctoral programs will have to declare at least one field whose title is normally different to the title of the program. A special case may be made to CUCQA for the field to have the same title as the program.
- 2.1.2 All proposed and existing master's programs and fields within master's programs excluding those that are joint programs with partner universities⁴. Master's programs will not be required to declare fields. However, if a master's program wishes to advertise a concentration or specialization, this will constitute a field and have to be approved by CUCQA and the Quality Council. If a master's program wishes to advertise a field in a hitherto general master's program, a second field will be identified (for example, 'general history' in contradistinction to 'public history', or 'general economics' in contradistinction to 'financial economics').
- 2.1.3 All proposed and existing for-credit graduate level diplomas as diplomas are defined in the Quality Assurance Framework (QAF) approved by the Executive Heads of Ontario Universities on April 22, 2010.
- 2.1.4 All proposed and existing undergraduate programs, as well as all proposed and existing concentrations, specializations, and minors nested within such programs as proposed to approved or recognized by Carleton University's Senate and listed, in the case of Carleton University in the university's undergraduate calendar and, in the case of Dominican University College, in the Dominican University College's prospectus.
- 2.1.5 All proposed and existing for-credit undergraduate-level diplomas and certificates as proposed to approved or recognized by the Carleton University's Senate and listed, in the case of Carleton University, in the university's undergraduate calendar and, in the case of Dominican University College, in the Dominican University College's prospectus.
- 2.1.6 A list of all existing programs that fall within the scope of this IQAP is provided in appendices 1a (Carleton University) and 1b (Dominican University College), including distinct versions of the same program where the program is offered in more than one location or through more than one mode of delivery.

2.2 Out of Scope - Joint Programs

2.2.1 As joint programs are indissoluble entities that cannot be reviewed separately according to the IQAPs of the two partner universities, separate and distinct IQAPs will be developed by the partner universities after each university has had accepted its own IQAP by the Quality Council. The joint IQAP will stipulate the following:

2.2.1.1 *There will be a single self-study;*

2.2.1.2 *The self-study will clearly explain how input was received from faculty, staff and students at each partner institution;*

2.2.1.3 *Selection of the reviewers will involve participation by each partner institution;*

2.2.1.4 *The selection of the 'internal' reviewer will require joint input;*

2.2.1.5 *Either one internal reviewer will be included from both partners or an internal reviewer will be included who is from another joint program with the same partner institution;*

2.2.1.6 *The site visit will involve both partner institutions and both sites;*

2.2.1.7 *Reviewers will consult in person faculty, staff, and students at both partner institutions.*

2.2.2 All out of scope joint programs are included in appendix 2.

2.3 Definitions of Program Entities

2.3.1 The following definitions are offered as an addition and refinement specific to this IQAP of the definitions offered in the QAF and in the document, 'QAF Program Typology and Quality Council (QC) Involvement,' circulated to graduate deans in Ontario by the Executive Director, Quality Assurance, on May 7, 2010, appendix 3.

2.4 Program

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

2.4.1.1 *A number of core mandatory program elements required of all those students enrolled in the program;*

2.4.1.2 *A number of learning objectives and outcomes common to all possible routes and options for completing the program's requirements.*

2.4.2 A program without both these elements is not a program.

2.4.3 Three-year general bachelor's programs and four-year honours and major's bachelor's programs at Carleton University are defined as separate programs. However, the addition of an honours or major's bachelor's program to an already existing three-year general bachelor's program will be treated as a major modification to an existing program.

2.5 New Program

2.5.1 The Quality Assurance Framework defines a new program as being 'brand-new': that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution. Carleton University and Dominican University College build on this definition as follows:

2.5.1.1 *A new program, therefore, is defined as a proposed new program entity whose core requirements, learning objectives and learning outcomes are shared less than 40% with those of an existing program in the same institution (that is to say, either Carleton University or Dominican University College). 'Core requirements' are understood to be those requirements that must be fulfilled by all students in the program regardless of any field, concentration, specialization, or option that they may choose to follow to complete the program requirements.*

2.5.1.2 *For example, a proposed new master's program entity in 'public history' is not a new program if the proposed new entity shares at least 40% of its core requirements, learning objectives and learning outcomes with the pre-existing general master's program in history. This is likely, since a core learning objective in both cases may well be to train historians, even though the new program entity in 'public history' has a quasi-professional orientation and objective not shared with the general 'program.' In such a case, the new program entity constitutes a new field within the master's program in history.*

2.5.1.3 *A contrary example is provided by a proposed new research master's program entity in architecture being a new program if its core requirements, learning outcomes and learning objectives are shared less than 40% with an already existing professional master's program in architecture. This is likely, since a core learning objective of the professional master's program is to prepare students for professional practice, whereas a core learning objective of the proposed new research master's entity in architecture is to prepare students to conduct research in the field of architecture, with a possible next step being enrolment in a doctoral program.*

2.6 Major Modification

2.6.1 In addition to the general stipulation contained in the QAF that a major modification occurs when there are 'requirements that differ significantly from those existing at the time of the previous cyclical program review,' a major modification is defined for the purposes of this IQAP as a new program entity that is not a new program, but which fulfils one of the following conditions:

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

- The merger of two or more programs
- New bridging options for college diploma graduates
- Significant change in the laboratory time of an undergraduate program
- The introduction or deletion of an undergraduate thesis or capstone project or a new concentration, specialization, or minor
- The introduction or deletion of a work experience, co-op option, internship or practicum, or portfolio, study abroad, mention français
- At the master's level, the introduction or deletion of a research project, research essay or thesis, course-only, co-op, internship or practicum option
- The creation, deletion or re-naming of a field in a graduate program
- Any change to the requirements for graduate program candidacy examinations, field studies or residence requirements
- The addition of an honours or major's bachelor's program to an already existing three-year general bachelor's program;
- Major changes to courses comprising a significant proportion of the program (33% or greater)

2.6.1.2 *Significant changes to the learning outcomes*

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

- The proposed new program entity consists *sui generis* of a reconsideration and modification in the existing program's learning objectives and outcomes – it is incumbent on academic units to ensure that the structure, design, and content of the program fulfill these learning objectives and outcomes as modified;
- There are modifications to the structure, design and content of an existing program that occasion a modification in the program's learning objectives and outcomes – it is incumbent on academic units to ensure that learning objectives and outcomes accurately reflect any such modifications;

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

- Changes to the faculty delivering the program: e.g. a large proportion of the faculty retires; new hires alter the areas of research and teaching interests
- A change in the language of program delivery
- The establishment of an existing degree program at another institution or location

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

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

2.6.3 Carleton University and Dominican University College intend to report major modifications to the Quality Council annually in July, with the exception of new fields in graduate programs, which are subject to Quality Council approval (please see 'Expedited Approval Process' section 4). If CUCQA decides to have a major modification reviewed by the Quality Council, the expedited process will be followed.

2.7 Field, Specialization or Concentration

2.7.1 A field, specialization or concentration is defined as a structured constellation of program elements (for example, courses, comprehensive examinations, theses, research projects, research essays, internships, practica and co-ops) bound together by:

2.7.1.1 *A number of core mandatory program elements required of all those students engaged in the field, specialization or concentration which are over and above those required for the program of which the field, specialization or concentration forms a part;*

2.7.1.2 *A number of learning objectives and outcomes common to the field, specialization or concentration which may be in addition to and distinct from those common to all possible routes and options for completing the program of which the field, specialization or concentration forms a part.*

2.8 Option

2.8.1 An option is defined as those program elements constituting a particular route that may be followed to complete the requirements for a program distinct from those program elements required to complete a field, specialization or concentration. Examples of options at the master's level are those constituted through a thesis, a research essay, a research project, course-only requirements, a co-op, internship or practicum. Examples of options at the undergraduate level are those constituted through a co-op, mention français or study abroad.

2.9 Minor

2.9.1 A minor, which occurs only at the undergraduate level, is defined for the purposes of this IQAP, as a structured set of four credits that forms a distinct sub-set of an existing program and which may be taken for credit as part of a program or programs other than the program from which this distinct sub-set of program elements is taken. Carleton's undergraduate calendar notes that a minor is a defined set of courses in a discipline or field that introduces the student to, or extends their knowledge of, that discipline or field.

2.10 Diploma (Certificate)

2.10.1 A diploma (certificate) is defined according to the definition contained in the Quality Assurance Framework. For the purposes of this IQAP, the definitions obtain also, *mutatis mutandis*, at the undergraduate level. It is noted that, at the undergraduate level, diplomas (certificates) are not subject to approval or audit by the Quality Council.

2.11 Carleton University does not recognize the concept of 'emphasis.'

3 **New Program Approval**

Steps for the New Program Approval

3.1 The Bodies

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

3.1.1 The Office of Quality Assurance (OQA) and the Carleton University Committee on Quality Assurance (CUCQA). These bodies are concerned only with issues of quality assurance.

3.1.2 Departments, institutes, schools, Faculty Boards and Senate committees (including Senate). These bodies are concerned only with issues involving the development and approval of academic programs as academic programs.

3.1.3 Carleton University's Academic Planning, Priorities and Initiatives Committee (APPIC) and the Carleton University Financial Planning Group (FPG):

- 3.1.3.1 *APPIC's membership is the President and Vice-Chancellor, the Provost (chair), the Vice-Presidents, the Deans, the University Librarian, the Associate Vice-President (Academic), the Associate Vice-President (Students and Enrolment) and the Assistant Vice-President (Institutional Research and Planning). It approves new program proposals based on:*
- An executive summary of the program;
 - A document establishing that the program:
 - *serves the university's strategic and academic plans;*
 - *is appropriate in relation to the current international and national profile of the discipline or interdisciplinary area;*
 - *is distinctive in comparison to comparable programs in Ontario and nationally;*
 - *has been assessed for its impact on existing programs, departments and Faculties;*
 - A document establishing student demand for the proposed program and establishing that graduates will be equipped on graduation for an appropriate career;
 - A business plan that establishes, in part, whether or not additional resources are required to deliver the program.
- 3.1.3.2 *If APPIC approves the proposed program based on this documentation, and if there is no need to refer the proposal to FPG because the proposed program does not require additional resources, the academic unit (department/school/institute) then begins preparation of the self-study to go to the appropriate faculty board and its committees.*
- 3.1.3.3 *FPG's membership is the President and Vice-Chancellor (chair), the Provost, the Vice-Presidents, the Associate Vice-President (Students & Enrolment Management), the Assistant Vice-President (Institutional Research and Planning), and the Assistant Vice-President (Finance). If FPG approves additional resources for a proposed program, the academic unit (department/school/institute) then begins preparation of the self-study to go to the appropriate Faculty Board and its committees.*

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

3.2.1 The Office of Quality Assurance (OQA) at Carleton University, and the Carleton University Committee on Quality Assurance (CUCQA). These bodies are concerned only with issues of quality assurance.

3.2.2 Faculties, Faculty Councils and the Academic Council of Dominican University College. These bodies are concerned only with issues involving the development and approval of academic programs as academic programs.

3.3 The Steps

- 3.3.1 In the case of Carleton University, the academic unit prepares the three-volume brief: volume I is the self-study, volume II is the faculty curricula vitarum, volume III is the list of proposed external and internal reviewers, including additional members if required. Required documentation for the brief is set out below in section 7, the brief. In the case of Dominican University College, the relevant Faculty prepares the three-volume brief.
- 3.3.2 In preparation for this exercise, academic units attend a workshop sponsored by OQA. This workshop will clarify the bodies responsible for assembling the information required for the brief, including the academic unit itself but including also, for example, the university's Office of Institutional Research and Planning, and its Office of Research Services. OQA will, at this meeting, distribute a manual that describes new program approval and cyclical program review processes, the benefits of the processes, the criteria for the selection of members of the review committee, the institutional bodies responsible for the collection, aggregation and distribution of data and outcome measures required for self-studies, the format of the self-study, the format for the report of the review committee, and the cycle for undergraduate and graduate program reviews.
- 3.3.3 In the case of Carleton University, assistance in preparing the brief is provided by the Office of the Associate Vice-President (Academic), and faculty associate deans.
- 3.3.4 In the case of Dominican University College, assistance in preparing the brief is provided by the Vice-President Academic Affairs. The Vice-President Academic Affairs may call upon Carleton University's Associate Vice-President (Academic) and the Associate Dean (Programs and Awards) in Carleton University's Faculty of Graduate and Postdoctoral Affairs for advice.
- 3.3.5 In the case of Carleton University, the academic unit sends the self-study to the relevant Faculty Board. Faculty Boards customarily have a program or curriculum committee that will examine this document in detail. These committees frequently require or suggest modifications before recommending the self-study to the Faculty Board for approval.
- 3.3.6 In the case of Carleton University, with Faculty Board approval, the self-study is forwarded to the Clerk of Senate. At this point, the entire brief is also forwarded to the OQA, together with the documentation submitted to APPIC and FPG (if appropriate). OQA will ensure that the brief and accompanying documentation is complete and compliant. The Clerk of Senate forwards the self-study to Senate Academic Program Committee (SAPC) for its consideration.
- 3.3.7 In the case of Dominican University College the self-study is forwarded to Carleton University's Office of Quality Assurance (Academic Programs). OQA will ensure that the brief and accompanying documentation are complete and compliant.

- 3.3.8 Once OQA is satisfied that the brief and accompanying documentation are complete and compliant, the Quality Assurance staff in OQA forwards the brief and APPIC and FPG documentation (if appropriate) to CUCQA. In the case of Carleton University, the concerns and interests of CUCQA and SAPC overlap considerably, and it is anticipated that the bulk of work at this stage will be undertaken by CUCQA.
- 3.3.9 In case of Dominican University College, the concerns and interests of CUCQA and the Academic Council overlap considerably, and it is anticipated that the bulk of work at this stage will be undertaken by CUCQA
- 3.3.10 However, in the case of Carleton University it is possible that SAPC may have some concerns and issues not shared by CUCQA. The Associate Provost (Academic Quality Assurance), who chairs CUCQA, and the Associate Vice-President (Academic), who is a member of, and frequently chairs SAPC, will remain in close touch during this phase of the approval process to ensure that each body is aware of, and has the opportunity to comment on, the concerns and interests of the other. The Associate Provost (Academic Quality Assurance) and the Associate Vice-President (Academic) are members of both CUCQA and SAPC.
- 3.3.11 In the case of Dominican University College, it is possible that the Academic Council may have some concerns and issues not shared by CUCQA. Carleton University's Associate Provost (Academic Quality Assurance), who chairs CUCQA, and Dominican University College's Vice-President Academic Affairs will remain in close touch during this phase of the approval process to ensure that each body is aware of, and has the opportunity to comment on, the concerns and interests of the other.
- 3.3.12 The steps followed by CUCQA for new program approval are as follows:
- 3.3.12.1 *CUCQA will assign the brief and, if appropriate, APPIC and FPG documents to one of its members for a detailed review. This member will be known as 'the discussant.'⁵ The discussant will be at arm's length from the academic unit proposing the program;*
- 3.3.12.2 *The discussant will prepare a report for CUCQA. This report will identify concerns or issues in the self-study and the volume of faculty curricula vitarum that CUCQA needs to discuss and address, and will also identify two external and one internal reviewer as well as possible, additional reviewers who will constitute the review committee;*
- 3.3.12.3 *CUCQA will discuss the discussant's report and recommend:*
- questions in addition to the standard briefing that it wishes the review committee to consider ;
 - the membership of the review committee;

- 3.3.12.4 *Through its chair, CUCQA will consult with the relevant Faculty Dean either at Carleton University or Dominican University College as appropriate, on supplementary questions and review committee membership;*
- 3.3.12.5 *CUCQA will then confirm supplementary questions and review committee membership;*
- 3.3.12.6 *OQA will invite the review committee to conduct the site visit;*
- 3.3.12.7 *The review committee will conduct the site visit. The site visit will be arranged by OQA in consultation with the academic unit and relevant Faculty Dean in the case of Carleton University and in consultation with the relevant Faculty at Dominican University College, and according to a template provided by OQA. OQA will ensure that proper arrangements have been made for consultation with faculty, students, staff, senior program administrators and, where appropriate, representatives of employers and professional associations before approving the site visit itinerary;*
- 3.3.13 The review committee will prepare its report according to the generic and program-specific instructions it has received from (please see Section 8: 'Review Committee') – the report will be submitted to OQA within one month of the site visit;
- 3.3.14 When received by OQA, the report will be forwarded to the Faculty Dean and the academic unit for response. The response can either be joint or separate;
- 3.3.15 The report and the response(s) will be considered by CUCQA with the discussant acting as animateur. CUCQA will author and authorize a final assessment report and executive summary. The lead in authoring the final assessment report and executive summary will be the discussant. The final assessment report will contain one of three recommendations:
1. *recommended to commence;*
 2. *recommended to commence with report;*
 3. *not recommended to commence.*
- 3.3.15.1 *In the case of (2), a report on certain issues will be required by CUCQA two to three years after the program commences. In the case of (3), the final assessment report and executive summary with supporting documentation will not be forwarded to the Quality Council;*
- 3.3.15.2 *In the case of (2) and (3), an opportunity will be provided for an appeal by the Faculty Dean and/or the academic unit either at Carleton University or Dominican University College as appropriate. The grounds for the appeal may be either to do with process or substance, and the Faculty Dean and/or academic unit will be provided with an opportunity to meet with CUCQA to discuss these grounds;*
- 3.3.16 In the case of Carleton University, if the Faculty Dean and/or academic unit do not accept the outcome of the appeal to CUCQA, they may appeal to Provost, whose decision is final and binding;

- 3.3.17 In the case of appeals from Dominican University College, Carleton University's Provost will consult with the Vice President Academic Affairs at Dominican University College.
- 3.3.18 In the case of Carleton University, CUCQA will forward the final assessment report and executive summary to SAPC and to the Provost for comment;
- 3.3.19 In the case of Dominican University College, CUCQA will forward the final assessment report and executive summary to the Academic Council and the Vice President Academic Affairs for comment.
- 3.3.20 Contingent on approval by the Provost and SAPC in the case of Carleton University and Carleton University's Provost and the Vice-President Academic Affairs and the Academic Council in the case of Dominican University College, OQA will forward the final assessment report and executive summary to SAPC and Senate for approval.
- 3.3.21 In the case of Carleton University, approval constitutes approval of the new program and ratification of the outcome of the quality assurance process;
- 3.3.22 In the case of Dominican University College, approval by Carleton University's Senate constitutes ratification of the outcome of the quality assurance process only;
- 3.3.23 In the case of Carleton University, following approval by Senate, OQA will forward the final assessment report and executive summary to the Board of Governors (for information); In the case of Dominican University College, following ratification by Senate, OQA will forward the final assessment report and executive summary to the Board of Governors at Dominican University College (for information);
- 3.3.24 In the case of Carleton University, following approval by Senate, OQA will forward the final assessment report, executive summary and supporting documentation (including the proposal brief) to the Quality Council with a request that the program be approved to commence; in the case of Dominican University College, following ratification by Senate, OQA will forward the final assessment report, executive summary and supporting documentation (including the proposal brief) to the Quality Council with a request that the program be approved to commence;
- 3.3.25 Following submission to the Quality Council, Carleton University or Dominican University College as appropriate will announce its intention to offer the program. It will be clearly indicated that approval is pending and no offers of admission will be made until the program is approved by the Quality Council.
- 3.3.26 Upon approval to commence, the program will begin within 36 months of the date of approval; otherwise approval will lapse;
- 3.3.27 The first cyclical program review of any new program will be conducted no more than eight years after the date of the program's initial enrolment;

- 3.3.28 If it becomes necessary to undertake a cyclical program review of a new program within three years in order to align it with other programs, the expedited process will be used for the new program.
- 3.3.29 A chart is attached as appendix 4a that represents visually the above steps for new program approval at Carleton University. A chart is attached as appendix 4b that represents visually the above steps for Dominican University College.

3.4 Criteria for New Program Approval

The basic criteria for IQAP evaluation are:

- 3.4.1 Does the program's intellectual profile, objectives and learning outcomes serve the strategic and academic plans of Carleton University or Dominican University College as appropriate;
- 3.4.2 Are the program's intellectual profile, objectives, curriculum and learning outcomes appropriate in relation to the current international and national profile of the discipline or interdisciplinary area;
- 3.4.3 Are the program's intellectual profile, objectives and learning outcomes distinctive in relation to those of comparable programs in Ontario and nationally;
- 3.4.4 Are the program's objectives and learning outcomes consistent with the Graduate Degree Level Expectations or the University Undergraduate Degree Level Expectations, as appropriate. In the case of graduate programs, is there a sufficient level of education and activity in research;
- 3.4.5 Are the degree program's nomenclature and acronym appropriate (for example, Master's of Cognitive Science, M.Cog.Sc.);
- 3.4.6 Is the program appropriately designed and structured to achieve the learning objectives and outcomes;
- 3.4.7 In the case of graduate programs, will the program design and structure enable suitably qualified students to complete the program in a timely fashion; the program proposal will establish the time period within which completion will be normally be expected, together with a rationale for this time period;
- 3.4.8 Does the program have an appropriate governance and administrative structure;
- 3.4.9 Is the program adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity;
- 3.4.10 Does the program have sufficient support staff, sufficient space, and sufficient library and technological resources;

- 3.4.11 Does the program have an appropriate mode or modes of delivery;
- 3.4.12 Are the admission requirements such that a student entering the program can expect to complete it successfully and in a timely fashion; are requirements additional or alternative to the foundational requirements appropriate and sufficiently well explained;
- 3.4.13 Are the methods of student evaluation appropriate given admission requirements, degree level expectations, program objectives, and learning outcomes;
- 3.4.14 Given the advising, mentoring and support provided by the program and the university more generally through its academic services, will students in the program have a satisfactory educational experience;
- 3.4.15 In the case of graduate programs, is there evidence that financial assistance for students will be sufficient to ensure adequate quality and number of students.
- 3.4.16 In the case of graduate programs, is there sufficient provision for the development of research and analytic/interpretative skills;
- 3.4.17 In the case of graduate programs, is there evidence a student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses;
- 3.4.18 In the case of graduate programs, is there evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision;
- 3.4.19 In the case of undergraduate program, is there evidence of planning for adequate numbers and quantity of planned/anticipated class sizes, provision of supervision of experiential learning opportunities and the role of adjunct and part-time faculty;
- 3.4.20 Will the program prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation;
- 3.4.21 Are there definition and use of indicators that provide evidence of quality of the faculty (e.g. qualification, research, innovation and scholarly record; appropriateness of collective faculty experience to contribute substantively to the proposed program);
- 3.4.22 Is there evidence of program structure and faculty research that will ensure the intellectual quality of the student experience.

3.5 Steps to Monitor New Programs

3.5.1 At the end of each academic year after the program has commenced and for the first three years, new programs will be monitored, in the case of Carleton University, by the Associate Vice-President (Academic) (for undergraduate programs) or the Dean of the Faculty of Graduate and Postdoctoral Affairs (for graduate programs) and, in the case of the Dominican University College, by the Vice President Academic Affairs, in terms of:

3.5.1.1 *Registrations compared to projected capacity;*

3.5.1.2 *Student retention (at the undergraduate level);*

3.5.1.3 *Completion of milestones agreed by the program (at the graduate level);*

3.5.1.4 *The quality of the student experience, as determined either through a survey (undergraduate programs) or focus groups (graduate programs).*

3.5.2 A brief report based on this monitoring will be filed with OQA and forwarded to CUCQA. In consultation with the Provost and the Faculty Dean, CUCQA may require the Carleton University academic unit to make modifications and file a report on these modifications after a two- or three-year period. In consultation with the Vice President Academic Affairs, CUCQA may require the Dominican University College Faculty to make modifications and file a report on these modifications after a two- or three-year period.

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

4 Expedited Approval Process

4.1 The expedited process for the approval of new fields at the graduate level, new collaborative programs and new for-credit graduate diplomas is the same as for new programs, except that a review committee will not be used and, as a consequence, no response to a review committee report will be required. The decision of CUCQA will be based solely on the submission of volumes I and II of the brief, and the documentation submitted to APPIC and FPG (if appropriate). However, CUCQA may require a written response to questions and concerns it has from the Faculty Dean and the academic unit.

4.2 The criteria for approval are the same as for a new program approval including: degree level expectations, learning objectives, admissions, structure, program content, mode of delivery, assessment of teaching and learning, resources, and quality and other indicators.

- 4.3 New fields in graduate programs, new collaborative programs and new for-credit graduate diplomas will be monitored in the same fashion as a new program.

5 Cyclical Program Review

Existing undergraduate and graduate programs will be reviewed concurrently using the same process (with some components of the process specific to either graduate or undergraduate programs) and the same review committee. One external reviewer will be chosen for their experience and expertise in undergraduate education, and the other reviewer will be chosen for their experience and expertise in graduate education. It is felt that concurrent reviews are advantageous in that it is, on the whole, the same faculty who teach both undergraduate and graduate students and, on the whole, the same sets of resources that support both graduate and undergraduate programs. Graduate and undergraduate programs are in a symbiotic relationship (for example, the majority of teaching assistants in undergraduate programs are graduate students). Decisions affecting one set of programs frequently affect the other.

A major exception to this principle of concurrent reviews will be in the case of academic units that have joint graduate programs with partner universities. In these cases, the reviews of the unit's graduate and undergraduate programs will have to be separate. However, with the agreement of the partner universities, it may be possible for the graduate program and the two, separate undergraduate programs of the partner universities to be reviewed within a sufficiently brief time period to allow use of the same external reviewers. Such a process will have to be subject to a separate IQAP.

In the case of units in which the doctoral program is a joint program with a partner university, but the master's program is not, the master's programs at both institutions will be reviewed concurrently with the review of the doctoral program according to the IQAP developed for such joint programs. This process mirrors that currently in place under Ontario Council of Graduate Studies (OCGS) regulations.

In addition, as appropriate and possible, the cyclical program review will be aligned to a program's accreditation process or any other internal reviews. The cyclical program review will allow for and specify the substitution or addition of documentation or processes associated with the accreditation of a program, for components of the IQAP, when it is fully consistent with the requirements established in the QAF. A record of substitution or addition, and the grounds on which it was made, will be eligible for audit by the Quality Council.

A cyclical program review will not exceed eight years.

5.1 Steps for the Cyclical Program Review

- 5.1.1 In the case of Carleton University, the academic unit prepares the three-volume brief: volume I is the self-study, volume II is the faculty curricula vitarum, volume III is the list of proposed external and internal reviewers, including additional members if required. Required documentation for the brief is set out below in section 7, the brief. In the case of Dominican University College, the relevant Faculty prepares the three-volume brief.
- 5.1.2 In preparation for this exercise, academic units attend a workshop sponsored by OQA. This workshop will clarify the bodies responsible for assembling the information required for the brief, including the academic unit itself but including also, for example, the university's Office of Institutional Research and Planning, and its Office of Research Services. OQA will, at this meeting, distribute a manual that describes new program approval and cyclical review processes, the benefits of the processes, the criteria for the selection of members of the review committee, the institutional bodies responsible for the collection, aggregation and distribution of data and outcome measures required for self-studies, the format of the self-study, the format for the report of the review committee, and the cycle for undergraduate and graduate program reviews.
- 5.1.3 The academic unit preparing their self-study will establish a review team made up minimally, of the departmental chair or equivalent, the graduate and/or undergraduate supervisors as appropriate, graduate and/or undergraduate administrators as appropriate, and at least one graduate or undergraduate student as appropriate. These principles will be followed in the case of interdisciplinary programs and in the case of such programs the membership of the review team will require the agreement of the Associate Provost (Academic Quality Assurance).
- 5.1.4 The program's faculty, staff and students will be involved in the preparation of the self-study in appropriate formats for their program and may include: undergraduate student surveys, focus groups for faculty, staff and students, discussions involving stakeholder and the academic unit review team, as well as stakeholder review of the draft and the final self-study.
- 5.1.5 The self-study will be broad-based, reflective, forward-looking and includes critical analysis.
- 5.1.6 In the case of Carleton University, assistance in preparing the brief is provided by the Office of the Associate Vice-President (Academic), and faculty associate deans.
- 5.1.7 In the case of Dominican University College, assistance in preparing the brief is provided by the Vice-President Academic Affairs. The Vice-President Academic Affairs may call upon Carleton University's Associate Vice-President (Academic) and the Associate Dean (Programs and Awards) in Carleton University's Faculty of Graduate and Postdoctoral Affairs for advice.

- 5.1.8 The brief is forwarded to OQA. OQA will ensure that the brief and accompanying documentation is complete and compliant. Once OQA is satisfied that the brief is complete, the Quality Assurance staff in OQA forwards the brief to CUCQA.
- 5.1.9 The steps followed by CUCQA in reviewing proposals for existing programs are as follows:
- 5.1.9.1 *CUCQA will assign the brief to one its members for a detailed review. This member will be known as 'the discussant.'⁶ The discussant will be at arm's length from the academic unit in which the existing program is located;*
- 5.1.9.2 *The discussant will prepare a report for CUCQA. This report will identify concerns or issues in the self-study and the volume of faculty curricula vitarum that CUCQA needs to discuss and address, and will also identify two external and one internal reviewer as well as possible, additional reviewers who will constitute the review committee;*
- 5.1.9.3 *CUCQA will discuss the discussant's report and recommend:*
- questions in addition to the standard briefing that it wishes the review committee to consider;
 - the membership of the review committee;
- 5.1.9.4 *Through its chair, CUCQA will consult with the relevant Faculty Dean, either at Carleton University or Dominican University College as appropriate, on supplementary questions and review committee membership;*
- 5.1.9.5 *CUCQA will then confirm supplementary questions and review committee membership;*
- 5.1.9.6 *OQA will invite the review committee to conduct the site visit;*
- 5.1.9.7 *Relevant reports and information will be provided to the review committee in addition to the self-study e.g. strategic plans, academic plan, etc*
- 5.1.9.8 *The review committee will conduct the site visit. The site visit will be arranged by OQA in consultation with the academic unit and the relevant Faculty Dean, and according to a template provided by OQA. OQA will ensure that proper arrangements have been made for consultation with faculty, students, staff, senior program administrators and, where appropriate, representatives of employers and professional associations before approving the site visit itinerary;*
- In the case of Carleton University, individual meetings will be established with the Associate Provost (Academic Quality Assurance), the Associate Vice-President (Academic) (undergraduate programs), the Faculty Dean (including at the graduate level, the Dean of Graduate and Postdoctoral Affairs or his or her designate), the chair or equivalent of the academic unit, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate;

- In the case of Dominican University College, individual meetings will be established with the Vice-President Academic Affairs, the Faculty Dean, the graduate supervisor or undergraduate supervisor as appropriate and the graduate or undergraduate administrator as appropriate as well as with Carleton University's Associate Provost (Academic Quality Assurance);
- Meetings of a more collective character will be arranged with faculty who are on the respective campus and available. Meeting will also be arranged with representative groups of graduate and undergraduate students – such meetings will be exclusive to the students. In the case of professional or quasi-professional programs, meetings will be established with relevant professionals or employers in the field, and professional associations as appropriate.

5.1.9.9 *The review committee will prepare its report according to the generic and program-specific instructions it has received from OQA (please see the review committee section 8) – the report will be submitted to OQA within one month of the site visit;*

5.1.9.10 *When received by OQA, the report will be forwarded to the Faculty Dean and the academic unit, either at Carleton University or Dominican University College for response. The response(s) can either be joint or separate;*

5.1.9.11 *The report and the response(s) will be considered by CUCQA with the discussant acting as animateur;*

5.1.9.12 *CUCQA will recommend one of five categorizations for the program: (1) good quality with national or international presence; (2) good quality; (3) good quality with report; (4) conditional approval; (5) not approved to continue;*

5.1.9.13 *This categorization will be communicated to the Faculty Dean and the academic unit either at Carleton University or Dominican University College. An action plan will be requested of the appropriate Faculty Dean and academic unit to address issues identified;*

5.1.9.14 *The action plan will include:*

- plans and recommendations contained in the self-study;
- recommendations advanced by the review committee;
- changes in organization, policy or governance necessary to meet such recommendations;
- the resources, financial or otherwise, that will be required and provided to implement such recommendations;
- the timeline for the implementation of such recommendations.

- 5.1.9.15 *In the case of (4) and (5) under (5.1.8.12), an opportunity will be provided for an appeal by the Faculty Dean and/or the academic unit. The grounds for the appeal may be either to do with process or substance, and the Faculty Dean and/or academic unit will be provided with an opportunity to meet with CUCQA to discuss these grounds;*
- 5.1.9.16 *If the Faculty Dean and/or academic unit do not accept the outcome of the appeal to CUCQA, they may appeal to the Provost, whose decision is final and binding; in the case of Dominican University College, the appeal will be lodged through the Vice-President Academic Affairs.*
- 5.1.9.17 *In the case of Dominican University College, Carleton University's Provost will consult with Dominican University College's Vice President Academic Affairs before arriving at a decision;*
- 5.1.9.18 *In the case of Carleton University the action plan will be signed by the Faculty Dean. The Faculty Dean will, in consultation with the Provost, be responsible for providing any necessary additional resources required to implement the action plan. With the agreement of the Provost, the Faculty Dean and academic unit will be jointly responsible for acting on recommendations contained in the action plan and final assessment report;*
- 5.1.9.19 *In the case of Dominican University College, Carleton University's Provost will consult with Dominican University College's Vice President Academic Affairs if any additional resources are required to implement the action plan;*
- 5.1.9.20 *If the Dean and the unit cannot agree on the action plan, they will communicate to the CUCQA the issues on which they can agree and those on which they cannot;*
- 5.1.9.21 *In the case of Carleton University chair of CUCQA, the Associate Provost (Academic Quality Assurance) will in these circumstances broker an agreement to be reported to the committee;*
- 5.1.9.22 *In the case of Dominican University College, the Vice President Academic Affairs will be responsible for ensuring agreement on an action plan before communicating it to the Office of Quality Assurance (Academic Programs) at Carleton University. The Dominican University College's Vice President Academic Affairs is free to consult with the Associate Provost (Academic Quality Assurance) at Carleton University.*
- 5.1.9.23 *CUCQA will author and authorize the final assessment report and executive summary. The lead in authoring the final assessment report and executive summary will be the discussant. The final assessment report will contain the action plan, and a final classification (good quality with national or international prominence, good quality, good quality with report, conditional approval, not approved to continue) with supporting documentation. The final assessment report may include a confidential section when it is necessary to address personnel issues;*

- 5.1.9.24 *The final assessment report and the executive summary with supporting documentation will be submitted to the Provost for the Provost's consideration. The Provost is the institutional authority for approving the recommendations in the final assessment report and its action plan;*
- 5.1.9.25 *In the case of Dominican University College, Carleton University's Provost will consult with Dominican University College's Vice President Academic Affairs, who may in turn report the outcome to Dominican University College's Academic Council for the purposes of consultation;*
- 5.1.9.26 *In the case of Carleton University, following input and approval from the Provost, the final assessment report and the executive summary with supporting documentation will be forwarded to SAPC and to Senate for approval;*
- 5.1.9.27 *With Senate approval, the final assessment report and executive summary are forwarded to the Faculty Dean, the academic unit, the Board of Governors and the Quality Council, and the executive summary and action plan will be posted on the Carleton University's website.*
- 5.1.9.28 *In the case of Dominican University College the final assessment report and the executive summary with supporting documentation will be forwarded to SAPC and Senate for ratification;*
- 5.1.9.29 *With Senate approval, the final assessment report and executive summary are forwarded to the Faculty Dean and the Board of Governors at Dominican University College, and then to the Quality Council. The executive summary and action plan will be posted on Carleton University's website and the website of Dominican University College as appropriate.*

CUCQA will allow public access on the OQA website to the:

- Information made available for the self study;
- Volume I and volume II of the brief;
- Report of the review committee; and
- Specified responses to the report of the review committee
- The report from the review committee will be afforded an appropriate level of confidentiality; this level of confidentiality may extend to specified responses to the report.

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

5.2 Criteria for Cyclical Program Review

The basic criteria for cyclical program review are:

- 5.2.1 Does the program's intellectual profile, objectives and learning outcomes serve the strategic and academic plans of Carleton University or Dominican University College as appropriate;
- 5.2.2 Are the program's intellectual profile, objectives and learning outcomes appropriate in relation to the current international and national profile of the discipline or interdisciplinary area;
- 5.2.3 Are the program's intellectual profile, objectives and learning outcomes distinctive in relation to those of comparable programs in Ontario and nationally;
- 5.2.4 Are the program's objectives and learning outcomes consistent with the Graduate Degree Level Expectations or the University Undergraduate Degree Level Expectations as appropriate. In the case of graduate programs, is there a sufficient level of education and activity in research;
- 5.2.5 Is the program appropriately designed and structured to achieve such objectives and outcomes;
- 5.2.6 In the case of graduate programs, will the program design and structure enable suitably qualified students to complete the program in a timely fashion;
- 5.2.7 Does the program have an appropriate governance and administrative structure;
- 5.2.8 Is the program adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity;
- 5.2.9 Does the program have sufficient support staff, sufficient space, and sufficient library and technological resources;
- 5.2.10 Does the program have an appropriate mode or modes of delivery;
- 5.2.11 Are the admission requirements such that a student entering the program can expect to complete it successfully and in a timely fashion;
- 5.2.12 Are the methods of student evaluation appropriate given admission requirements, program objectives and learning outcomes;
- 5.2.13 Are the means of assessment, especially in the student's final year, appropriate and effective in demonstrating achievement of the learning objectives and degree level expectations;
- 5.2.14 Given the advising, mentoring and support provided by the program and the university more generally through its academic services, will students in the program have a satisfactory educational experience;
- 5.2.15 In the case of graduate programs, is student financial support adequate;

- 5.2.16 In the case of graduate programs, is there sufficient provision for the development of research and analytic/interpretative skills;
- 5.2.17 In the case of graduate programs, is there evidence that students' time to completion is both monitored and managed in relation to the program's defined length and program requirements;
- 5.2.18 Will the program prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation.

5.3 Major Modifications in the Brief for a Cyclical Program Review

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

5.4 Steps to Monitor the Action Plan

- 5.4.1 A report will be filed with OQA by the Faculty Dean and academic unit when the timeline is reached for the implementation of each element of the action plan. This report will be forwarded to CUCQA for its review. In consultation with the Provost, CUCQA may request additional action or reports from the Faculty Dean and/or the academic unit. Reports supplied by the Faculty Dean and/or academic unit will be posted on the university's website.

6 Major Modifications and Intra-Institutional Modifications

Steps for Approval

6.1 The Bodies

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

- 6.1.1.1 *The Office of Quality Assurance and the Carleton University Committee on Quality Assurance (CUCQA).*

- 6.1.1.2 *Departments, institutes, schools, Faculty Boards and Senate committees (including Senate).*

- 6.1.1.3 *Carleton University's Academic Planning, Priorities and Initiatives Committee (APPIC) and the Carleton University Financial Planning Group (FPG).*

6.1.1.4 *The responsibilities of these sets of university bodies were set out under the new program approval section 3.1.*

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

6.2.1 The Office of Quality Assurance (OQA) and the Carleton University Committee on Quality Assurance (CUCQA). These bodies are concerned only with issues of quality assurance.

6.2.2 Faculties, Faculty Council and the Academic Council of Dominican University College. These bodies are concerned only with issues involving the development and approval of academic programs as academic programs.

6.3 The Steps

6.3.1 In the case of Carleton University, APPIC considers the proposed major modification based on the following documentation (depending on the scope of the major modification, it may not be appropriate for all documents, or all parts of some documents, to be submitted – advice on this issue will be available from the Associate Provost (Academic Quality Assurance) and the Associate Vice-President (Academic)):

6.3.1.1 *An executive summary of the proposed modification, including the effect of the proposed modification on the program and its students;*

6.3.1.2 *A document addressing:*

- the fit of the proposed modification with the university's strategic plan and academic plans;
- the manner in which the proposed modification serves the appropriateness of the program in relation to the current international and national profile of the discipline or interdisciplinary area;
- the manner in which the proposed modification serves the distinctiveness of the program in comparison to comparable programs in Ontario and nationally;
- *has been assessed for its impact on existing programs, departments and Faculties;*

6.3.1.3 *A document establishing student demand for the proposed modification if a new field, specialization, concentration, minor or option, and establishing that graduates will be equipped on graduation for an appropriate career;*

6.3.1.4 *A business plan that establishes, in part, whether or not additional resources are required to deliver the proposed modification;*

- 6.3.2 If APPIC approves the proposed modification based on this documentation, and if there is no need to refer the proposal to FPG because the proposed modification does not require additional resources, the academic unit (department/school/institute) then begins preparation of a proposal brief to go to the appropriate faculty board and its committees;
- 6.3.3 If additional resources are required for the major modification, the modification is considered by FPG. If FPG approves additional resources for the modification, the academic unit (department/school/institute) then begins preparation of a proposal brief to go to the appropriate Faculty Board and its committees.
- 6.3.4 The academic unit at Carleton University and the Faculty at Dominican University College prepare a proposal brief that establishes:
- 6.3.4.1 *the character and substance of the modification;*
- 6.3.4.2 *the rationale for the proposed modification;*
- 6.3.4.3 *the effect of the modification on the existing program, including the effect on prospective and continuing students;*
- 6.3.5 The proposal brief will in all other respects follow the instructions for the preparation of volume I and, where appropriate, volume II of the brief, omitting elements deemed inappropriate in the context of the scope of the major modification. CUCQA reserves the right to request additional information if it is of the opinion that important and relevant information is missing;
- 6.3.6 In preparation for this exercise, academic units attend a workshop sponsored by OQA. This workshop will clarify the bodies responsible for assembling the information required for the proposal brief, including the academic unit itself but including also, for example, the university's Office of Institutional Research and Planning, and its Office of Research Services;
- 6.3.7 In the case of Carleton University, assistance in preparing the proposal is provided by the Office of the Associate Vice-President (Academic), and faculty associate deans;
- 6.3.8 In the case of Dominican University College, assistance in preparing the brief is provided by the Vice-President Academic Affairs. The Vice-President Academic Affairs may call upon Carleton University's Associate Vice-President (Academic) and the Associate Dean (Programs and Awards) in Carleton University's Faculty of Graduate and Postdoctoral Affairs for advice.
- 6.3.9 The academic unit sends the proposal brief to the relevant faculty board. Faculty Boards customarily have a program or curriculum committee that will examine this proposal brief in detail. These committees frequently require or suggest modifications before recommending the proposal brief to the Faculty Board for approval;

- 6.3.10 With Faculty Board approval, the proposal brief together with the documentation submitted to APPIC and FPG (if appropriate) is forwarded to the OQA for consultation with CUCQA. Using the discussant format, CUCQA will consider and determine questions and concerns that it may have;
- 6.3.11 In the case of Carleton, the proposal, together with CUCQA's questions and concerns are forwarded to the Clerk of Senate;
- 6.3.12 The Clerk of Senate forwards the proposal and CUCQA's questions and concerns to Senate Academic Program Committee (SAPC) for its consideration;
- 6.3.13 SAPC considers the proposal and accompanying documentation. It may consult with the academic unit before sending its recommendations to CUCQA;
- 6.3.14 In the case of Dominican University College, the proposal, together with CUCQA's questions and concerns, are forwarded to the Vice-President Academic Affairs at Dominican University College.
- 6.3.15 The Vice-President forward the proposal and CUCQA's concerns and questions to the Academic Council for its consideration.
- 6.3.16 The Academic Council considers the proposal and accompanying documentation. It may consult with the relevant Faculty before sending its recommendations via the Vice-President Academic Affairs to CUCQA – the proposal together with these recommendations as forwarded to CUCQA constitute approval of the major modification by Dominican University College.
- 6.3.17 Once CUCQA has agreed to SAPC's recommendations in the case of Carleton University, SAPC forwards those recommendations to Senate;
- 6.3.18 Once CUCQA has agreed to the Academic Council's recommendations in the case of Dominican University College, the Council forwards those recommendations to the Clerk of Senate at Carleton for forward transmission to SAPC and Senate.
- 6.3.19 In the case of Carleton, Senate approvals signals both approval of the major modification and ratification of the outcome of the quality assurance process;
- 6.3.20 In the case of Dominican University College, Senate ratifies the outcome of the quality assurance process only;
- 6.3.21 Major modifications approved or ratified by Senate as appropriate are reported to the Quality Council annually in July.
- 6.3.22 The criteria for evaluation are the same as for a new program approval.
- 6.3.23 A chart is attached as appendix 6a that represents visually the above steps for major modification for Carleton University.

6.3.24 A chart is attached as appendix 6b that represents visually the steps for Dominican University College.

6.4 Intra-Institutional Approvals

6.4.1 For minor modifications that do not meet the criteria for major modification, the approvals process will follow the standard Carleton University protocols as set out in appendix 7a and the Dominican protocols as set out in appendix 7b.

7 The Brief

The brief will be made up of three volumes.

7.1 Volume I: The Self-Study

The self-study will contain the following sections and items:

7.1.1 The program

- Listing of program – the listing will place the program in one of these two categories: general academic, professional academic; and also in one of these two categories: grant-eligible, full-cost recovery
- The program’s intellectual profile and curriculum
- The program in the context of similar programs in Canada and abroad
- The relation of the program to Carleton University’s strategic and academic plans (themes and goals); visit
 - www.carleton.ca/about/cu/wp-content/uploads/strategic_plan_final.pdf; and
 - www.carleton.ca/provost/ccms/wp-content/ccms-files/Carleton-Academic-Plan.pdf
- Or, as appropriate, the relation of the program to the Dominican University College’s strategic and academic plans (themes and goals);
- The program’s learning objectives and outcomes and their appropriateness in terms of undergraduate and graduate degree level expectations (as appropriate)
- The program’s essential requirements (for determining accommodations for students with disabilities)
- Innovative or creative features specific to the program
- For new programs: the degree program’s nomenclature and acronym (for example, Bachelor of Arts, BA)
- For graduate programs: components that will provided adequate training in research and analytic/interpretative skills
- For graduate programs: evidence that each student in the program will be required to take a minimum of two-thirds of the course requirements from among graduate level courses

7.1.2 How the self-study was developed (involvement of faculty, staff and students)

7.1.3 Admission Requirements

- *The relation of admission requirements to learning objectives and outcomes*
- *The relation of admission requirements to projected times-to-completion and retention and graduation Rates*

7.1.4 Teaching

- *Modes of delivery*
- *Teaching evaluations (by a process that guarantees anonymity for individual faculty)*
- *Class sizes by year level*
- *Adequacy of supervision (including the distribution of supervisory loads at the graduate level)*

7.1.5 The faculty

- *Faculty by fields, specializations and concentrations*
- *Research funding*
- *Thesis supervisions*
- *Current teaching assignments*
- *Faculty from other units*
- *Part-time faculty*

7.1.6 The students

- *Applications against capacity*
- *Offers against capacity*
- *Acceptances against capacity*
- *Registrations against capacity*
- *Proportion of full-time to part-time students*
- *Attrition and retention rates*
- *Student achievements, including plans and methods for assessing such achievements against the degree level expectations and the learning objectives and outcomes of the program*
- *Times-to-completion*
- *Graduation rates*
- *Funding*
- *External awards*
- *Scholarly outputs*

- *Student satisfaction (as established through survey results for undergraduate programs and focus groups for graduate programs). Specific reference will be made to the use of academic services provided by the university. Assessment of student satisfaction will include, where appropriate and feasible, input from alumni.*
- *Employment*
- *Further study*
- *Publications (graduate programs only)*
- *Professional and transferable skills*
- *Projected enrolments*

7.1.7 Resources

- *Support and technical Staff*
- *Library*
- *Laboratories*
- *Research facilities*
- *Computing*
- *Space*

7.1.8 How can the program be improved (in particular, steps taken in the light of the previous review for an existing program, and in the light of any improvements required by CUCQA for a newly established program)?

7.1.9 The sections and items listed above are for the self-study of existing program. The self-studies for a new program approval or a major modification will omit those elements that are not relevant.

7.1.10 Relevant criteria must be addressed in volume I of the brief with particular reference to section 3.3 for new program approvals, 4.2 for the expedited approval process, 5.2 for cyclical program reviews and 6.2.5 for major modifications.

7.2 Volume II: Faculty Curricula Vitarum

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

- any faculty, including distinguished research professors and adjunct research professors, authorized to supervise students in the program at the graduate level;
- all faculty who teach courses in the program at the undergraduate level.

7.2.2 The curricula vitarum must be in a standardized format current in the faculty or the discipline and approved in advance by CUCQA.

7.2.3 The curricula vitarum must contain full information on lifetime research and publications, and graduate supervisions, as well as all courses taught by the faculty member since the last review or the establishment of a new program. In addition, information on the professional experience and competence of faculty must be included for professional programs.

7.3 Volume III: The List of External and Internal Reviewers

7.3.1 Volume III will contain the list of reviewers, including internal reviewers.

7.3.1.1 A list of ten external reviewers is required with no more than two coming from any one Province, and no more than one from any one institution. Five of the reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate education. The remaining five reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in graduate education. Internal and external reviewers for Dominican University College must have the requisite language skills to evaluate English, French and bilingual programs.

7.3.1.2 A list of three internal reviewers is required. The Deans and the Vice President Academic Affairs at Dominican University College may wish to consult with the Associate Provost (Academic Quality Assurance) at Carleton University on the choice of the internal reviewers. The internal reviewers should be senior faculty with considerable experience of program development and administration. They must be at arm's length from the academic unit whose program is being reviewed. A pool of internal reviewers, including reviewers from Dominican University College, will be established by the Associate Provost (Academic Quality Assurance) in consultation with the Associate Vice-President (Academic) at Carleton and the Vice-President Academic Affairs at Dominican College, and the Faculty Deans at both institutions. The pool will be approved by CUCQA. Internal and external reviewers for Dominican University College must have the requisite language skills to evaluate English, French and bilingual programs.

7.3.1.3 At the discretion of CUCQA, an academic unit may be requested to supply a modest list of additional reviewers. This may be appropriate, for example, in the case of programs of a professional or quasi-professional character. In such cases, the external reviewers will be senior and distinguished members of the relevant profession or of the appropriate external community who are not career academics but who have a strong interest in the role of education in their profession or community.

7.3.2 This volume will contain an abbreviated curriculum vitae for each reviewer according to a template provided by OQA.

7.3.3 All reviewers must be free of a conflict of interest. The normal guidelines on conflict of interest will apply, and are attached as appendix 8.

8 The Review Committee

8.1 Selection

8.1.1 Members of the review committee will be selected from volume III of the brief by CUCQA in consultation with the Faculty Dean. The final decision on this matter rests with CUCQA.

8.2 Briefing

8.2.1 Undergraduate and graduate programs

8.2.1.1 *The review committee will be briefed in writing by the OQA. This briefing will include a generic statement on what is expected of the review committee, and may be supplemented by additional questions specific to the programs being reviewed that derive from questions and concerns that CUCQA has following a discussion of the documents submitted to it. The generic instructions will refer to the university's autonomy in determining priorities for funding, space and faculty allocation, and will stress the need for confidentiality in the conduct of the review.*

8.2.1.2 *This briefing will be reinforced at the initial meeting of the review committee during the site visit. This meeting will be with the Associate Provost (Academic Quality Assurance). This meeting will allow the review committee to ask questions in clarifying their role and responsibilities.*

8.2.1.3 *During the site visit, meetings will be held between the review committee and senior academic administrators, the academic unit, students, graduates, plus industry representatives, the professions, representatives from practical training programs and employers as appropriate.*

8.2.1.4 *The report of the review committee will be shaped by the principal criteria that CUCQA has established for both new program approval and cyclical program review, including an acknowledgement of strengths and innovative and creative components of the program. Excepting occasions when two languages are used or when contrary circumstances apply, the reviewers will normally provide a joint report that appraises the standards and quality of the program and addresses the criteria established (including associated faculty and material resources).*

8.2.1.5 *The review committee will be requested to pay particular attention to ways in which new and existing programs can be improved. Attention will be drawn to those the program can itself take and those that require external action. The review committee will be asked to distinguish those improvements that require external action.*

8.2.1.6 *In addition to addressing the criteria for the evaluation of new and existing programs, which will be conveyed in the generic instructions to the review committee, the review committee will be asked to address the following issues in their report:*

- Registrations in program against capacity;
- With graduate programs, times-to-completion and graduation rates; with undergraduate programs, retention and graduation rates;
- The level of achievement of students consistent with the objectives and learning outcomes of the program – at the graduate level, this will include a perusal of representative theses, research projects and research essays, as well as an assessment of numbers and quality of publications, and the number of external awards received by students.

8.2.2 Graduate Programs

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

8.2.2.2 *A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional objectives and content be more advanced than those of the undergraduate degree.*

- Master's Programs
 - *Master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed. This component can take the form of a thesis, a major research paper or short research papers within the courses required for the degree, a comprehensive examination, or other specified activity appropriate for the discipline or interdisciplinary area and designed to test the acquisition of analytical/interpretive skills. It is incumbent on the program to demonstrate in the brief that the requirements are appropriate for the discipline or interdisciplinary area and how their objectives are met.*
 - *The research-oriented master's program in an academic discipline offered to the graduate with an honours undergraduate degree in that discipline is the most traditional sequence. Research-oriented master's programs in interdisciplinary areas have recently become more common, allowing innovative opportunities for students from a range of honours undergraduate degree programs. Advanced courses and the challenge of doing intensive research, usually resulting in a thesis, research project, major research paper or cognate essay, are provided as a means of developing the skills and intellectual curiosity required for doctoral studies and/or a leadership role in society.*

- *The course-based master's program offers advanced training to a similar clientele. While this type of program does not require the performance of research resulting in a thesis, it must contain elements that ensure the development of research and analytical/interpretive skills.*
- *The professional master's or graduate diploma program offers to the graduate of any one of several honours or more general undergraduate programs a coordinated selection of courses in a range of disciplines, together with the application of related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practising professionals.*
- *Such programs also need to develop research and analytical/interpretive skills relevant to the profession.*
- **Doctoral Programs**
 - *Independent original research and the preparation of a thesis are considered to be the essential core of doctoral studies. However, because thesis research is highly specialized, it is important that some mechanism be in place to ensure that breadth of knowledge and skills are acquired by doctoral students. This objective can be achieved by course work, participation in colloquia, a comprehensive examination or other means. The brief needs to show clearly how breadth and research skills are achieved and evaluated⁷.*

9 Audit Process (provided as information for academic units)

- 9.1 Carleton University will be audited by the Quality Council on an eight year cycle under the terms outlined in the QAF and as provide below.
- 9.2 The objective of the audit is to determine whether or not the institution, since the last review, has acted in compliance with the provisions of its IQAP for cyclical program reviews as ratified by the Quality Council.
- 9.3 All publicly assisted universities in Ontario associated with the Quality Council have committed to participating in this audit process once every eight years. Additional audits for specific institutions may take place within any cycle, as described below. The Quality Council consults with the Ontario Council of Academic Vice-Presidents (OCAV) in establishing the schedule of institutional participation in the audit process within the eight-year cycle and publishes the agreed schedule on its website.
- 9.4 **Quality Council Audit Panel: Selection of the Auditors**

The selection of auditors follows a four-step process:

- 9.4.1 The Quality Council solicits nominations of auditors;
 - 9.4.2 The Quality Council generates a long list of potential auditors and submits the list to OCAV;
 - 9.4.3 OCAV selects a roster of auditors from the list; and
 - 9.4.4 The Quality Council appoints the required number of auditors from the OCAV-selected list.
- 9.5 The slate of appointees will include present and past faculty members, not currently holding an administrative appointment in an Ontario university but having had senior administrative experience at the faculty or university level. They are selected for their recognized strength in the development and operation of undergraduate and/or graduate programs and their experience, typically, in one or more Ontario universities. Some will be bilingual. From time to time, one or two auditors may be required to have had senior administrative experience in an academic services area, such as operating student academic support functions. The full complement of auditors is known as the Quality Council Audit Panel.
- 9.6 Steps in the Audit Process
- 9.6.1 Assignment of auditors for the conduct of the audit
 - 9.6.2 Normally, no fewer than three auditors, selected by the executive director of the Quality Council, conduct an institutional audit. These auditors will be at arm's length from the institution undergoing the audit. The executive director and a member of the secretariat normally accompany the auditors on their site visit.
 - 9.6.3 Selection of the sample of programs for audit
 - 9.6.3.1 *Auditors independently select programs for audit, typically four undergraduate and four graduate cyclical program reviews. At least one of the undergraduate programs and one of the graduate programs will be a new program or major modifications to an existing program approved within the period since the previous audit. The executive director authorizes the proposed selection, assuring, for example, a reasonable program mix.*
 - 9.6.3.2 *Specific programs may be added to the sample when an immediately previous audit has documented causes for concern, and when so directed in accordance with Framework section 5.2.5 (b). When the institution itself so requests, specific programs may also be audited.*
 - 9.6.3.3 *The auditors may consider, in addition to the required documentation, any additional elements and related documentation stipulated by the institution in its IQAP.*
- 9.7 Desk audit⁸ of the institutional quality assurance practices

- 9.7.1 Once every eight years, and in preparation for a scheduled on-site visit, the auditors participate in a desk audit of the institution's quality assurance practices. Using the institution's records of the sampled cyclical program reviews, together with associated documents, this audit tests whether the institution's practice conforms to its own IQAP, as ratified by the Quality Council.⁹
- 9.7.2 It is essential that the auditors have access to all relevant documents and information to ensure they have a clear understanding of the institution's practices. The desk audit serves to raise specific issues and questions to be pursued during the on-site visit and to facilitate the conduct of an effective and efficient on-site visit.
- 9.7.3 The documentation to be submitted for the programs selected for audit will include:
- 9.7.3.1 *All the documents and other information associated with each step of the institution's IQAP, as ratified by the Quality Council.*
- 9.7.3.2 *The record of any revisions of the institution's IQAP, as ratified by the Quality Council.*
- 9.7.3.3 *Institutions may provide any additional documents at their discretion.*
- 9.7.4 During the desk audit, the auditors will also determine whether or not the institution's web-based publication of the executive summaries, and subsequent reports on the implementation of the review recommendations for the programs included in the current audit, meet the requirements of Framework section 4.2.6.
- 9.7.5 The auditors undertake to preserve the confidentiality required for all documentation and communications and meet all applicable requirements of the *Freedom of Information and Protection of Privacy Act* (FIPPA).
- 9.8 On-site interaction with the institution
- 9.8.1 After the desk audit, auditors normally visit the institution over two or three days. The principal purpose of the on-site visit is to answer questions and address information gaps that arose during the desk audit.
- 9.8.2 Ultimately, the purpose of the on-site visit is for the auditors to get a sufficiently complete and accurate understanding of the institution's application of its IQAP so that they can meet their audit responsibilities.
- 9.8.3 In the course of the site visit, the auditors will speak with those identified by the IQAP as participants and in particular those accountable for various steps, responsibilities, and obligations in the process. The institution, in consultation with the auditors, will establish the program and schedule for these interviews prior to the site visit.
- 9.9 Audit report

- 9.9.1 Following the conduct of an institutional audit, the auditors prepare a report, which:
- 9.9.1.1 *Describes the audit methodology and the verification steps used;*
 - 9.9.1.2 *Provides a status report on the program reviews carried out by the institution;*
 - 9.9.1.3 *On the basis of the programs audited, describes the institution's compliance with its IQAP as ratified by the Quality Council;*
 - 9.9.1.4 *Identifies and records any notably effective policies or practices revealed in the course of the audit of the sampled programs; and*
 - 9.9.1.5 *Where appropriate, makes suggestions and recommendations and identifies causes for concern.*
- 9.9.2 Suggestions will be forward-looking, and are made by auditors when they identify opportunities for the institution to strengthen its quality assurance practices. Suggestions do not convey any mandatory obligations and sometimes are the means for conveying the auditors' province-wide experience in identifying good, and even on occasion, best practices. Institutions are under no obligation to implement or otherwise respond to the auditors' suggestions, though they are encouraged to do so.
- 9.9.3 Recommendations are recorded in the auditors' report when they have identified failures to comply with the IQAP. These failures indicate discrepancies that weaken the integrity of academic standards or are necessary for effective quality assurance. The institution must address these recommendations.
- 9.9.4 In some cases the auditors may identify that there is cause for concern. These may be potential structural weaknesses in quality assurance practices (for example, when, in two or more instances, the auditors identify inadequate follow-up monitoring (as called for in Framework
- 9.9.5 Section 4.2.5[c]); a failure to make the relevant implementation reports to the appropriate statutory authorities (as called for in Framework section 4.2.6.), or the absence of the manual (as called for in Framework section 4.2.8).
- 9.9.6 When the auditors have identified, with supporting reason and evidence, cause for concern, it will be reported to the audit committee and the institution. Following deliberation, including possible discussion with the institution, the committee may then recommend that the Quality Council investigate by taking one of the following steps:
- 9.9.7 Directing specific attention by the auditors to the issue within the subsequent audit as provided for in Framework section 5.2.2;
- 9.9.8 Scheduling a larger selection of programs for the institution's next audit; and/or

- 9.9.9 Requiring an immediate and expanded institutional audit (further sample) of the respective process(es).
- 9.9.10 The decision of the Quality Council will be reported to the institution by the executive director.
- 9.10 Disposition of the audit report and summary
- 9.10.1 The auditors prepare a draft report, together with a summary of the principal findings suitable for subsequent publication. The secretariat provides a copy of these to the institution's authoritative contact identified in Framework section 4.2.1(b), for comment. This consultation is intended to ensure that the report and associated summary do not contain errors or omissions of fact.
- 9.10.2 That authority submits a response to the draft report and summary within 60 days. This response becomes part of the official record, and the auditors may use it to revise their report and/or associated summary prior to their submission to the audit committee.
- 9.10.3 The executive director submits the final audit report and associated summary, together with the institutional response, to the audit committee for consideration and, when necessary, for consultation with the auditors. When satisfied that the auditors followed the required audit procedures correctly and that the university had an appropriate opportunity to respond, the audit committee recommends to the Quality Council approval of the report and associated summary. When a report or associated summary is rejected, the Council determines the actions to be taken.
- 9.11 Submission of the audit report to the institution
- 9.11.1 The secretariat sends the approved report and associated summary to the institution and to the Ontario Council of Academic Vice-Presidents (OCAV), the Council of Ontario Universities (COU) and the Ministry of Training, Colleges and Universities (MTCU) for information.
- 9.12 Publication of main audit findings
- 9.12.1 The secretariat publishes the approved summary of the overall findings, together with a record of the recommendations on the Quality Council's website, and sends a copy of both to the institution for publication on its website.
- 9.13 Institutional one-year follow-up

9.13.1 Within a year of the publication of the final audit report, the institution will inform the auditors, through the secretariat, of the steps it has taken to address the recommendations. The auditors will draft an accompanying commentary on the scope and adequacy of the institution's response, together with a draft summary of their commentary, suitable for publication. The auditors' response and summary are then submitted to the audit committee for consideration. The audit committee will submit a recommendation to the Quality Council on whether or not to accept the institutional one-year follow-up response. When the audit committee is not satisfied with the reported institutional response, it recommends to the Quality Council the course of action to be taken.

9.14 Web publication of one-year follow-up report

9.14.1 The secretariat publishes the auditors' summary of the scope and adequacy of the institution's response on the Quality Council website and sends a copy to the institution for publication on its web site and to OCAV, COU and MTCU for information.

10 Ratification and Internal Governance (provided as information for academic units)

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

10.2 Internal Governance

| Date | Body | Action | Notes |
|-------------------|------------------------------|-------------------------------------|---|
| June 25, 2010 | Senate, Carleton University, | Approval | Initial document |
| November 26, 2010 | Senate, Carleton University | Information & comment | Report on feedback from Quality Council |
| January 28, 2011 | Senate, Carleton University | Information & comment | Incorporated changes from Quality Council |
| March 25, 2011 | Senate, Carleton University | Information & comment | Incorporate changes from Quality Council |
| March 31, 2011 | Quality Council | Ratification of CU IQAP | Confirmation letter April 5, 2011 |
| May 19, 2011 | SAPC | For Information- CU-DUC IQAP | Tabled at Senate |
| February 2, 2012 | SAPC | Approval | Revised document |
| February 8, 2012 | CUCQA | Information | |
| February 17, 2012 | Senate | Approval | |
| May 30, 2012 | Quality Council | Ratification of CU-DUC IQAP | |

End Notes

¹ It will be Senate's decision as to whether reports are filed directly with Senate or through the Senate Academic Program Committee.

² The intention is that this position will be for a duration of two-years, and will rotate among the Faculty Deans.

³ The expectation is that, since joint programs are indissoluble entities that cannot be reviewed separately according to the IQAPs of the two partner universities, separate and distinct IQAPs will have to be developed by the partner universities after each university has had accepted its own IQAP by the Quality Council.

⁴ The expectation is that, since joint programs are indissoluble entities that cannot be reviewed separately according to the IQAPs of the two partner universities, separate and distinct IQAPs will have to be developed by the partner universities after each university has had accepted its own IQAP by the Quality Council.

⁵ The role of the discussant will clearly involve considerable work. It might therefore be appropriate for the discussant to chair a sub-committee of themselves and two additional experienced faculty members agreed to by the Committee who can assist the discussant with the work.

⁶ The role of the discussant will clearly involve considerable work. It might therefore be appropriate for the discussant to chair a sub-committee of themselves and two additional experienced faculty members agreed to by the Committee who can assist the discussant with the work.

⁷ The six paragraphs under section 8.2.2.2 have been taken from the current OCGS bylaws and adapted slightly for the purposes of this IQAP.

⁸ A desk audit is a limited-scope, off-site examination of the relevant documents and records by the auditors.

⁹ Changes to the institution's process and practices within the eight-year cycle are to be expected. The test of the conformity of practice with process will always be made against the ratified Institutional Quality Assurance Process applying at the time of the conduct of the review.

Doctoral

Anthropology

Doctor of Philosophy: Anthropology (Engaged Anthropology)

Business

Doctor of Philosophy: Management

Cognitive Science

Doctor of Philosophy: Cognitive Science (Cognitive Science)

Communication

Doctor of Philosophy: Communication (History of Communication)

Doctor of Philosophy: Communication (Political Economy of Communication)

Doctor of Philosophy: Communication (Socio-cultural Analysis of Communication)

Comparative Studies in Literature, Art and Culture

Doctor of Philosophy: Cultural Mediations (Literary Studies)

Doctor of Philosophy: Cultural Mediations (Musical Culture)

Doctor of Philosophy: Cultural Mediations (Technology and Culture)

Doctor of Philosophy: Cultural Mediations (Visual Culture)

English Language and Literature

Doctor of Philosophy: English (Production of Literature)

Geography and Environmental Studies

Doctor of Philosophy: Geography (The Geography of Environmental Change)

Doctor of Philosophy: Geography (The Geography of Societal Change)

History

Doctor of Philosophy: History (Canadian History)

Doctor of Philosophy: History (Women, Gender, and Family)

International Affairs

Doctor of Philosophy: International Affairs (International Conflict Management and Resolution)

Doctor of Philosophy: International Affairs (International Development Policy)

Doctor of Philosophy: International Affairs (International Economic Policy)

Law

Doctor of Philosophy: Legal Studies

Linguistics and Applied Language Studies

Doctor of Philosophy: Applied Language and Discourse Studies

Neuroscience

Doctor of Philosophy: Neuroscience

Political Economy

Doctor of Philosophy: Political Economy (collaborative)
Anthropology
Canadian Studies
Geography
History
Political Science
Sociology

Political Science

Doctor of Philosophy: Political Science (Canadian Government and Politics)
Doctor of Philosophy: Political Science (Comparative Government and Politics)
Doctor of Philosophy: Political Science (International Relations)
Doctor of Philosophy: Political Science (Political Theory)
Doctor of Philosophy: Political Science (Public Affairs and Policy Analysis)

Psychology

Doctor of Philosophy: Psychology (Cognitive Psychology)
Doctor of Philosophy: Psychology (Developmental Psychology)
Doctor of Philosophy: Psychology (Forensic Psychology)
Doctor of Philosophy: Psychology (Health Psychology)
Doctor of Philosophy: Psychology (Human-Computer Interaction)
Doctor of Philosophy: Psychology (Social and Organizational Psychology)

Public Policy and Administration

Doctor of Philosophy: Public Policy

Social Work

Doctor of Philosophy: Social Work

Sociology

Doctor of Philosophy: Sociology (Applied Social Research)
Doctor of Philosophy: Sociology (Cultural Studies)
Doctor of Philosophy: Sociology (Stratification and Power)
Doctor of Philosophy: Sociology (Theory and Methodology)

Master's

Anthropology

Master of Arts: Anthropology (Socio-cultural Anthropology)

Architecture and Urbanism

Master of Architecture

Art History

Master of Arts: Art History

Business (offered also in China and Iran)

Master of Business Administration (Financial Management)

Master of Business Administration (International Business)

Master of Business Administration (International Development)

Master of Business Administration (Management and Change)

Master of Business Administration (Technology Management)

Canadian Studies

Master of Arts: Canadian Studies

Cognitive Science

Master of Cognitive Science

Communication

Master of Arts: Communication (Communication/Information Technologies and Society)

Master of Arts: Communication (Communication and Social Relations)

Master of Arts: Communication (Communication Policy and Political Economy)

Master of Arts: Communication (History of Communication and Media Systems)

Economics

Master of Arts: Economics

Master of Arts: Financial Economics

English Language and Literature

Master of Arts: English

European, Russian and Eurasian Studies

Master of Arts: European, Russian and Eurasian Studies (European and European Union (EU) Studies)

Master of Arts: European, Russian and Eurasian Studies (Russian, Eurasian, and Transition Studies)

Film Studies

Master of Arts: Film Studies

French

Master of Arts: French (Literature)

Master of Arts: French (Linguistics)

Geography and Environmental Studies

Master of Arts: Geography (Human Geography)

Master of Arts: Geography (Land and Natural Resource Use, Management, and Appraisal)

Master of Science: Geography (Geomatics)

Master of Science: Geography (Physical Geography)

History

Master of Arts: History

Master of Arts: History (Public)

Industrial Design

Master of Design: Industrial Design

Information and Systems Science

Master of Science: ISS (Computer Science)

Master of Science: ISS (Mathematics)

Master of Science: ISS (Systems and Computer Engineering)

Infrastructure Protection and International Security

Master of Infrastructure Protection and International Security

International Affairs

Master of Arts/Juris Doctor

Master of Arts: International Affairs (Conflict Analysis and Conflict Resolution)

Master of Arts: International Affairs (Global Political Economy)

Master of Arts: International Affairs (Human Security and Development)

Master of Arts: International Affairs (Intelligence and National Security)

Master of Arts: International Affairs (International Dimensions of Development)

Master of Arts: International Affairs (International Institutions and Global Governance)

Master of Arts: International Affairs (International Trade Policy)

Journalism

Master of Journalism (Broadcast Journalism)

Master of Journalism (Journalism Studies)

Master of Journalism (Specialized Print Reporting)

Law

Master of Arts: Legal Studies (Citizenship, Human Rights and Political Economy)

Master of Arts: Legal Studies (Conflict Resolution)

Master of Arts: Legal Studies (Gender, Sexuality and Identity)

Master of Arts: Legal Studies (Crime Governance and Security)

Master of Arts: Legal Studies (Globalization, International Law and Transnational Justice)

Master of Arts: Legal Studies (Law, History, Culture and Humanities) 27

Linguistics and Applied Language Studies (note: name change requested to Applied Language and Discourse Studies)

Master of Arts: Applied Language Studies (Studies in Language Teaching and Learning)

Master of Arts: Applied Language Studies (Writing and Literacy Studies)

Music

Master of Arts: Music and Culture

Neuroscience

Master of Science: Neuroscience

Philosophy

Master of Arts: Philosophy (Moral, Social, or Political Philosophy)

Master of Arts: Philosophy (Philosophy of Mind, Philosophy of Language)

Political Economy

Master of Arts: Political Economy

Political Management

Master of Political Management

Political Science

Master of Arts: Political Science (Political Theory)

Master of Arts: Political Science (Canadian Politics)

Master of Arts: Political Science (Comparative Politics)

Master of Arts: Political Science (International Relations)

Master of Arts: Political Science (Public Affairs and Policy Analysis)

Psychology

Master of Arts: Psychology (Cognitive Psychology)

Master of Arts: Psychology (Developmental Psychology)

Master of Arts: Psychology (Forensic Psychology)

Master of Arts: Psychology (Health Psychology)

Master of Arts: Psychology (Human-Computer Interaction)

Master of Arts: Psychology (Social and Organizational Psychology)

Public Policy and Administration

Master of Arts: Public Administration (International and Development)

Master of Arts: Public Administration (Innovation, Science and Environment)

Master of Arts: Public Administration (Policy Analysis)

Master of Arts: Public Administration (Public Management)

Religion

Master of Arts: Religion and Public Life

Social Work

Master of Social Work (Social Practices)

Master of Social Work (Social Welfare)

Sociology

Master of Arts: Sociology (Applied Social Research)

Master of Arts: Sociology (Cultural Studies)

Master of Arts: Sociology (Quantitative Methods)

Master of Arts: Sociology (Theory and Methodology)

Master of Arts: Sociology (Stratification and Power)

Sustainable Energy

Master of Applied Science: Sustainable Energy

Master of Arts: Sustainable Energy

Master of Engineering: Sustainable Energy

Technology Innovation Management

Master of Applied Science: Technology Innovation Management (Engineering Management Processes)

Master of Applied Science: Technology Innovation Management (Communications Systems Engineering)

Master of Engineering: Technology Innovation Management (Engineering Management Processes)

Master of Engineering: Technology Innovation Management (Communications Systems Engineering)

Women's and Gender Studies

Master of Arts: Women's and Gender Studies

Graduate Diplomas

European, Russian and Eurasian Studies

European Integration Studies

Law

Conflict Resolution

Public Policy and Administration

Health Policy

Public Management

Public Policy and Program Evaluation

Sustainable Development

Bachelor's

African Studies

African Studies - B.A. Combined Honours
Minor in African Studies

Architecture and Urbanism

Design - B.A.S. Honours
Urbanism - B.A.S. Honours
Conservation and Sustainability - B.A.S. Honours
Philosophy and Criticism - B.A.S. Honours

Art History

Art History - B.A. Honours
Art History - B.A. Combined Honours
Art History - B.A. General
Minor in Art History

Biochemistry

Biochemistry - B.Sc. Honours
Computational Biochemistry - B.Sc. Honours
Biochemistry - B.Sc. Major

Biology

Bioinformatics - B.Sc. Honours
Computational Biology - B.Sc. Honours
Biology - B.Sc. Honours
Biology - B.Sc. General
Biology and Physical Geography - B.Sc. Combined Honours
Biology and Earth Sciences - B.Sc. Combined Honours
Biology and Physics - B.Sc. Combined Honours
Neuroscience - B.Sc. Combined Honours
Biology - B.A. Honours
Biology - B.A. General
Biology - B.A. Combined Honours
Minor in Biology

Biotechnology

Biochemistry and Biotechnology - B.Sc. Honours
Biology and Biotechnology - B.Sc. Honours

Business

Bachelor of Commerce (Honours)
Bachelor of Commerce (Honours) with Concentration in:

- Accounting
- Finance
- Information Systems
- International Business
- Managing People and Organizations
- Marketing

- Operations Management
- Bachelor of International Business (Honours)
- Bachelor of International Business (Honours) with Concentration in:
 - International Marketing and Trade
 - Strategic Management and International Human Resources
 - International Investment Finance and Banking

Minor in Business

Minor in Business - B.Sc. Hons. Applied Physics

Canadian Studies

B.A. (Combined Honours)

B.A. (General)

Minor in Indigenous Studies

Minor in Canadian Studies

Chemistry

Chemistry - B.Sc. Honours

Chemistry - B.Sc. General

Computational Chemistry - B.Sc. Honours

Computational Chemistry - B.Sc. General

Chemistry with Concentration in Nanotechnology - B.Sc. Honours

Chemistry and Computer Science - B.Sc. Combined Honours

Chemistry and Earth Sciences - B.Sc. Combined Honours

Chemistry and Physics - B.Sc. Combined Honours

Minor in Chemistry

Child Studies

B.A. (Honours)

B.A. (General)

Cognitive Science

Cognitive Science - B.A. (Honours) with Specialization in:

- Philosophical and Conceptual Issues
- Language and Linguistics
- The Biological Foundations of Cognition
- Cognition and Psychology
- Cognition and Computation

Communication Studies

Communication Studies - B.A. Honours

Communication Studies - B.A. Combined Honours

Journalism and Communication Studies - B.J. Combined Honours

Communication Studies - B.A. General

Minor in Communication Studies

Concentrations (for B.A. Honours or B.A. Combined Honours):

- Media, Politics and Persuasion
- Media Industries and Institutions
- Communication and Identity

Computer Science

Bachelor of Computer Science Honours with streams:

- Software and Computing
- Management and Business Systems
- Software Engineering
- Network Computing
- Computer and Internet Security
- Mobile and Social Networking Applications
- Computer Game Development
- Biomedical Computing
- Psychology
- Law

Bachelor of Computer Science Major

Chemistry and Computer Science - B.Sc. Combined Honours

Computer Science and Mathematics - B.Math. Combined Honours

Minor in Computer Science

Criminology and Criminal Justice

CCJ with Concentration in Law - B.A. Honours

CCJ with Concentration in Psychology - B.A. Honours

CCJ with Concentration in Sociology - B.A. Honours

CCJ with Concentration in Law - B.A. General

CCJ with Concentration in Psychology - B.A. General

CCJ with Concentration in Sociology - B.A. General

Field Placement Practicum

Carleton/Algonquin Articulation Agreement - B.A. General

Directed Interdisciplinary Studies

Directed Interdisciplinary Studies - B.A. Honours

Directed Interdisciplinary Studies - B.A. General

Earth Sciences

Earth Sciences - B.Sc. Honours

Earth Sciences with Concentration in Vertebrate Paleontology and Paleoecology - B.Sc. Honours

Earth Sciences - B.Sc. Major

Earth Sciences - B.Sc. General

Earth Sciences and Physical Geography - B.Sc. Combined Honours

Earth Sciences and Geography: Concentration in Terrain Science - B.Sc. Combined Honours

Biology and Earth Sciences - B.Sc. Combined Honours

Chemistry and Earth Sciences - B.Sc. Combined Honours

Minor in Earth Sciences: Earth Resources and Processes

Economics

Economics - B.A. Honours

Applied Economics - B.A. Honours

Economics with Concentration: Financial Economics, or International Political Economy, or Development, or Natural Resources, Environment and Economy - B.A. Honours

Applied Economics with Concentration: Financial Economics, or International Political Economy, or Development, or Natural Resources, Environment and Economy - B.A. Honours

Economics with Specialization in Quantitative and Mathematical Economics - B.A. Honours

Economics - B.A. Combined Honours

Applied Economics - B.A. Combined Honours
Economics - B.A. General
Minor in Economics
Minor in Industrial Economics

Engineering

Aerospace Engineering - Bachelor of Engineering with streams:

- Aerodynamics, Propulsion and Vehicle Performance
- Aerospace Structures, Systems and Vehicle Design
- Aerospace Electronics and Systems
- Space Systems Design

Biomedical and Electrical Engineering - Bachelor of Engineering

Biomedical and Mechanical Engineering - Bachelor of Engineering

Civil Engineering - Bachelor of Engineering

Civil Engineering with Concentration in Management - Bachelor of Engineering

Communications Engineering - Bachelor of Engineering

Computer Systems Engineering - Bachelor of Engineering

Electrical Engineering - Bachelor of Engineering

Engineering Physics - Bachelor of Engineering

Environmental Engineering - Bachelor of Engineering 33

Mechanical Engineering - Bachelor of Engineering

Mechanical Engineering with Concentration in Integrated Manufacturing - Bachelor of Engineering

Software Engineering - Bachelor of Engineering

Sustainable and Renewable Energy Engineering - Bachelor of Engineering with streams:

- Smart Technologies for Power Generation and Distribution
- Efficient Energy Generation and Conversion

English

English - B.A. Honours

English - B.A. Combined Honours

English - B.A. General

Minor in English Language and Literature

Environmental Science

Environmental Science - B.Sc. Honours

Environmental Science with Concentration in Biology - B.Sc. Honours

Environmental Science with Concentration in Chemistry - B.Sc. Honours

Environmental Science with Concentration in Earth Sciences - B.Sc. Honours

Environmental Science - B.Sc. Major

Environmental Studies

Environmental Studies - B.A. Honours

Environmental Studies - B.A. General

European and Russian Studies

European and Russian Studies with Concentration in Russian and Eurasian Studies - B.A. Honours

European and Russian Studies with Concentration in European Studies and European Integration - B.A. Honours

European and Russian Studies with Concentration in Russian and Eurasian Studies - B.A. Combined Honours

European and Russian Studies with Concentration in European Studies and European Integration - B.A. Combined Honours

Film Studies

Film Studies - B.A. Honours
Film Studies - B.A. Combined Honours
Film Studies - B.A. General
Minor in Film Studies

Food Science and Nutrition

Food Science and Nutrition - B.Sc. Honours
Minor in Food Science

French

French - B.A. Honours
French Interdisciplinary Studies - B.A. Honours
French - B.A. Combined Honours (Combined Honours programs are available in French and other disciplines in Arts or Social Sciences)
French and Journalism - B.J. Combined Honours
French - B.A. General
Minor in French
Minor in French Interdisciplinary Studies

Geography

Geography - B.A. Honours
Geography with Concentration in Physical Geography - B.A. Honours
Geography - B.A. Combined Honours
Geography - B.A. General
Geography with Concentration in Physical Geography - B.Sc. Honours
Minor in Geography
Minor in Geography: Physical Geography
Geography with Concentration in Geomatics - B.Sc. Honours - consult the Geomatics section of this Calendar.

Geomatics

Geomatics - B.A. Honours
Geography with Concentration in Geomatics - B.Sc. Honours
Minor in Geomatics

Global Politics

Global Politics - B.A. Honours
Global Politics - B.A. Combined Honours

Greek and Roman Studies

Greek and Roman Studies B.A. Honours
Greek and Roman Studies B.A. Combined Honours
Greek and Roman Studies B.A. General
Minor in Greek and Roman Studies

History

History - B.A. Honours
History with Concentration in International History - B.A. Honours
History - B.A. Combined Honours
History - B.A. General
Minor in History

Human Rights

Human Rights - B.A. Honours

Human Rights - B.A. Combined Honours

Human Rights and Law with Concentration in Transnational Law and Human Rights - B.A. Combined Honours

Human Rights - B.A. General

Humanities

Humanities - B.Hum. Honours

Humanities - B.Hum. Combined Honours

Biology and Humanities - B.Hum. Combined Honours

Industrial Design

Industrial Design - B.I.D.

Information Technology

Interactive Multimedia and Design - B.I.T.

Network Technology - B.I.T.

Integrated Science

Integrated Science - B.Sc. Honours

Integrated Science - B.Sc. Honours with concentrations in

- Forensic Science
- Health Science
- Information Science
- Information Technology
- Science and Ethics
- Science and Policy
- Science and Technology
- Science and the Arts
- Science Education

Integrated Science - B.Sc. General

Integrated Science - B.Sc. General with concentration in

- Forensic Science
- Health Science
- Information Science
- Information Technology
- Science and Ethics
- Science and Policy
- Science and Technology
- Science and the Arts
- Science Education

Journalism

Journalism - B.J. Honours

Journalism with Concentration in Psychology - B.J. Honours

Journalism - B.J. Combined Honours

Law

Law - B.A. Honours
Law with Concentration in Law, Policy and Government - B.A. Honours
Law with Concentration in Business Law - B.A. Honours
Law with Concentration in Transnational Law and Human Rights - B.A. Honours
Law - B.A. Combined Honours
Law with Concentration in Law, Policy and Government - B.A. Combined Honours
Law with Concentration in Business Law - B.A. Combined Honours
Law with Concentration in Transnational Law and Human Rights - B.A. Combined Honours
Law and Human Rights - B.A. Combined Honours
Law - B.A. General
Minor in Law
Mention : Français
Carleton University/Algonquin College Articulation Agreement - B.A. (Carleton)/Police Foundations (Algonquin)

Linguistics and Language Studies

Linguistics - B.A. Honours
Linguistics - B.A. Combined Honours
Linguistics and Discourse Studies - B.A. Combined Honours
Linguistics - B.A. General
Applied Linguistics and Discourse Studies - B.A. Honours
Applied Linguistics and Discourse Studies - B.A. Combined Honours
Applied Linguistics and Discourse Studies - B.A. General
Minor in American Sign Language
Minor in Applied Linguistics and Discourse Studies
Minor in German
Minor in Italian
Minor in Japanese Language
Minor in Linguistics
Minor in Mandarin Chinese
Minor in Russian
Minor in Spanish
Certificate in the Teaching of English as a Second Language

Mathematics and Statistics

Mathematics - B.Math. Honours
Mathematics with Specialization in Stochastics - B.Math. Honours
Computational and Applied Mathematics and Statistics - B.Math. Honours
Statistics - B.Math. Honours
Mathematics - B.Math. General
Computer Mathematics - B.Math. General
Statistics - B.Math. General
Computer Science and Mathematics - B.Math. Combined Honours
Mathematics and Physics - B.Sc. Double Honours
Biostatistics - B.Math. Combined Honours
Economics and Mathematics - B.Math. Combined Honours
Economics and Statistics - B.Math. Combined Honours
Mathematics (Combined B.Math./M.Sc.) - B.Math.
Statistics (Combined B.Math./M.Sc.) - B.Math.
Minor in Mathematics
Minor in Statistics

Music

Music - B.Mus. Honours
Music - B.A. Honours
Music - B.A. Combined Honours
Music - B.A. General
Minor in Music

Nanoscience

Nanoscience - B.Sc. Honours

Neuroscience

Neuroscience – BSc Combined Honours

Philosophy

Philosophy - B.A. Honours
Philosophy with Specialization in Philosophy, Ethics and Public Affairs - B.A. Honours
Philosophy - B.A. Combined Honours
Philosophy - B.A. General
Minor in Philosophy

Physics

Physics (Experimental Stream) - B.Sc. Honours
Physics (Theory Stream) - B.Sc. Honours
Physics - B.Sc. Major
Applied Physics - B.Sc. Honours
Mathematics and Physics - B.Sc. Double Honours
Biology and Physics - B.Sc. Combined Honours
Chemistry and Physics - B.Sc. Combined Honours
Minor in Physics

Political Science

Political Science - B.A. Honours
Political Science - B.A. Combined Honours
Journalism and Political Science - B.A. or B.J. Combined Honours
Economics and Political Science - B.A. Combined Honours
Human Rights and Political Science - B.A. Combined Honours
Political Science and Sociology - B.A. Combined Honours
Political Science - B.A. General
Concentrations (for B.A. Honours, B.A. Combined Honours, or B.A. General)

- Canadian Politics
- Comparative Politics and Area Studies (Global North)
- Comparative Politics and Area Studies (Global South)
- Gender and Politics
- International Relations
- North American Politics
- Political Theory
- Public Affairs and Policy Analysis

Minor in Political Science

Psychology

Psychology - B.A. Honours
Psychology - B.A. Combined Honours
Psychology - B.A. General
Psychology - B.Sc. Honours
Neuroscience - B.Sc. Combined Honours
Minor in Psychology

Public Affairs and Policy Management

Public Affairs and Policy Management with Specialization in Communication and Information Technology Policy - B.P.A.P.M.
Public Affairs and Policy Management with Specialization in Development Studies - B.P.A.P.M.
Public Affairs and Policy Management with Specialization in Human Rights - B.P.A.P.M.
Public Affairs and Policy Management with Specialization in International Studies - B.P.A.P.M.
Public Affairs and Policy Management with Specialization in Public Policy and Administration - B.P.A.P.M.
Public Affairs and Policy Management with Specialization in Social Policy - B.P.A.P.M.
Public Affairs and Policy Management with Specialization in Strategic Public Opinion and Policy Analysis - B.P.A.P.M.

Religion

Religion B.A. Honours
Religion B.A. General
Religion B.A. Combined Honours
Minor in Religion
Minor in Jewish Studies
Minor in Muslim Studies

Sexuality Studies

Minor in Sexuality Studies

Social Work

Bachelor of Social Work – B.S.W.

Sociology and Anthropology

Sociology - B.A. Honours
Sociology - B.A. Combined Honours
Anthropology - B.A. Honours
Anthropology - B.A. Combined Honours
Sociology - B.A. General
Anthropology - B.A. General
Minor in Sociology
Minor in Anthropology
Articulation Agreement - B.A. General (Carleton)/Police Foundations (Algonquin)

Technology, Society, Environment Studies

Minor in Technology, Society, Environment Studies (TSE)

Women's and Gender Studies

Women's and Gender Studies - B.A. Honours
Women's and Gender Studies - B.A. Combined Honours
Women's and Gender Studies - B.A. General
Minor in Women's and Gender Studies

Philosophy Programs

Certificate in Philosophy: C.I.P.

Certificate in Philosophy (Applied Ethics): C.I.P. /A.E.

Bachelor of Arts with Honours in Philosophy: B. Ph.

Bachelor of Arts with a Major in Philosophy and a Minor in Theology: B.A. Sp. Ph.

Bachelor of Arts with a Major in Philosophy: B.A. (Ph.)

Bachelor of Arts in Philosophy with a Minor in Ethics: B.A. Ph. /A.E.

Bachelor of Arts with Honours in Philosophy and Minor in Ethics: B. Ph. /A.E.

Master in Philosophy: M.A.Ph

Doctorate in Philosophy: Ph.D

Theology Programs (Civil)

Certificate in Theology - CIT

Certificate in Philosophy and Theology - CIPT (Introduction to the Critical Thinking of the West)

Bachelor in Theology - B.Th

Master in Theology

Master of Arts in Theology M.A. Th.

Doctorate in Theology Ph.D. Th

Appendix 2

Doctoral

Joint Programs with the University of Ottawa

Behavioural Neuroscience

Doctor of Philosophy: Behavioural Neuroscience (collaborative)

Biology

Doctor of Philosophy: Biology (Cell and Molecular Biology)

Doctor of Philosophy: Biology (Ecology, Behaviour and Systematic Biology)

Doctor of Philosophy: Biology (Genomics, Proteomics and Bioinformatics)**

Doctor of Philosophy: Biology (Physiology and Biochemistry)

Chemistry

Doctor of Philosophy: Chemistry (Analytical Chemistry)

Doctor of Philosophy: Chemistry (Biological Chemistry)

Doctor of Philosophy: Chemistry (Inorganic Chemistry)

Doctor of Philosophy: Chemistry (Physical and Theoretical Chemistry)

Chemical and Environmental Toxicology

Doctor of Philosophy: Chemical and Environmental Toxicology (collaborative)

Civil Engineering

Doctor of Philosophy: Civil Engineering (Environmental Engineering)

Doctor of Philosophy: Civil Engineering (Fire Safety Engineering)

Doctor of Philosophy: Civil Engineering (Geotechnical Engineering)

Doctor of Philosophy: Civil Engineering (Structural Engineering)

Doctor of Philosophy: Civil Engineering (Transportation Engineering)

Doctor of Philosophy: Civil Engineering (Water Resources Engineering)

Computer Science

Doctor of Philosophy: Computer Science (Algorithms and Complexity)

Doctor of Philosophy: Computer Science (Distributed computing, Systems and Networks)

Doctor of Philosophy: Computer Science (Information Management)

Doctor of Philosophy: Computer Science (Artificial Intelligence and Machine Learning)

Doctor of Philosophy: Computer Science (Software Engineering)

Doctor of Philosophy: Computer Science (Privacy and Security)

Doctor of Philosophy: Computer Science (Bioinformatics and Biomedical Computing)

Earth Sciences

Doctor of Philosophy: Earth Sciences

Economics

Doctor of Philosophy: Economics (Econometrics)

Doctor of Philosophy: Economics (Economic Development)

Doctor of Philosophy: Economics (Economics of the Environment)

Doctor of Philosophy: Economics (Industrial Organization)

Doctor of Philosophy: Economics (International Economics)

Doctor of Philosophy: Economics (Labour Economics)

Doctor of Philosophy: Economics (Monetary Economics)

Doctor of Philosophy: Economics (Public Economics)

Electrical and Computer Engineering

Doctor of Philosophy: Electrical and Computer Engineering (Biomedical Engineering)
Doctor of Philosophy: Electrical and Computer Engineering (Computer Aided Design for Electronic Circuits)
Doctor of Philosophy: Electrical and Computer Engineering (Computer and Software Engineering)
Doctor of Philosophy: Electrical and Computer Engineering (Computer Communications, Distributed Systems, and Multimedia)
Doctor of Philosophy: Electrical and Computer Engineering (Digital and Optical Communications)
Doctor of Philosophy: Electrical and Computer Engineering (Integrated Circuits and Devices)
Doctor of Philosophy: Electrical and Computer Engineering (Microwaves and Electromagnetics)
Doctor of Philosophy: Electrical and Computer Engineering (Photonic Systems)
Doctor of Philosophy: Electrical and Computer Engineering (Signal, Speech and Image Processing)
Doctor of Philosophy: Electrical and Computer Engineering (Systems and Machine Intelligence)

Environmental Engineering

Doctor of Philosophy: Environmental Engineering (Air Pollution)
Doctor of Philosophy: Environmental Engineering (Management of Solid and Hazardous Waste)
Doctor of Philosophy: Environmental Engineering (Water Resources and Groundwater Management)
Doctor of Philosophy: Environmental Engineering (Water and Waste Water Processing and Treatment)

Mathematics and Statistics

Doctor of Philosophy: Mathematics (Applied Mathematics)
Doctor of Philosophy: Mathematics (Probability and Statistics)
Doctor of Philosophy: Mathematics (Pure Mathematics)

Mechanical and Aerospace Engineering

Doctor of Philosophy: Mechanical and Aerospace (Aeronautical and Space Engineering)
Doctor of Philosophy: Mechanical and Aerospace (Biomedical Engineering)
Doctor of Philosophy: Mechanical and Aerospace (Controls and Robotics)
Doctor of Philosophy: Mechanical and Aerospace (Materials and Manufacturing)
Doctor of Philosophy: Mechanical and Aerospace (Solid Mechanics and Design)
Doctor of Philosophy: Mechanical and Aerospace (Thermal and Fluid Engineering)

Physics

Doctor of Philosophy: Physics (High Energy)
Doctor of Philosophy: Physics (Medical)

Fields are:

- Condensed Matter Physics
- Biological Physics
- Medical Physics
- Particle Physics
- Photonics

Joint Program with Trent University

Canadian Studies

Doctor of Philosophy: Canadian Studies (Culture, Literature, and the Arts)
Doctor of Philosophy: Canadian Studies (Environment and Heritage)
Doctor of Philosophy: Canadian Studies (Identities)
Doctor of Philosophy: Canadian Studies (Policy, Economy and Society)
Doctor of Philosophy: Canadian Studies (Women's Studies)

Master's

Joint Programs with the University of Ottawa

Bioinformatics

Master of Science: Bioinformatics (collaborative)

Biology

Master of Science: Biology (Cell and Molecular Biology)

Master of Science: Biology (Ecology, Behaviour and Systematic Biology)

Master of Science: Biology (Genomics, Proteomics and Bioinformatics)**

Master of Science: Biology (Physiology and Biochemistry)

Biomedical Engineering

Master of Applied Science: Biomedical Engineering

Chemical and Environmental Toxicology

Master of Science: Chemical and Environmental Toxicology (collaborative)

Chemistry

Master of Science: Chemistry (Analytical Chemistry)

Master of Science: Chemistry (Biological Chemistry)

Master of Science: Chemistry (Inorganic Chemistry)

Master of Science: Chemistry (Physical and Theoretical Chemistry)

Civil Engineering

Master of Applied Science: Civil Engineering (Environmental Engineering)

Master of Applied Science: Civil Engineering (Fire Safety Engineering)

Master of Applied Science: Civil Engineering (Geotechnical Engineering)

Master of Applied Science: Civil Engineering (Structural Engineering)

Master of Applied Science: Civil Engineering (Transportation Engineering)

Master of Applied Science: Civil Engineering (Water Resources Engineering)

Master of Engineering: Civil Engineering (Environmental Engineering)

Master of Engineering: Civil Engineering (Fire Safety Engineering)

Master of Engineering: Civil Engineering (Geotechnical Engineering)

Master of Engineering: Civil Engineering (Structural Engineering)

Master of Engineering: Civil Engineering (Transportation Engineering)

Master of Engineering: Civil Engineering (Water Resources Engineering)

Computer Science

Master of Computer Science (Algorithms and Complexity)

Master of Computer Science (Distributed computing, Systems and Networks)

Master of Computer Science (Information Management)

Master of Computer Science (Artificial Intelligence and Machine Learning)

Master of Computer Science (Software Engineering)

Master of Computer Science (Privacy and Security)

Master of Computer Science (Bioinformatics and Biomedical Computing)

Earth Sciences

Master of Science: Earth Sciences

Electrical and Computer Engineering

Master of Applied Science: Electrical and Computer Engineering (Biomedical Engineering)
Master of Applied Science: Electrical and Computer Engineering (Computer Aided Design for Electronic Circuits)
Master of Applied Science: Electrical and Computer Engineering (Computer and Software Engineering)
Master of Applied Science: Electrical and Computer Engineering (Computer Communications, Distributed Systems, and Multimedia)
Master of Applied Science: Electrical and Computer Engineering (Digital and Optical Communications)
Master of Applied Science: Electrical and Computer Engineering (Integrated Circuits and Devices)
Master of Applied Science: Electrical and Computer Engineering (Microwaves and Electromagnetics)
Master of Applied Science: Electrical and Computer Engineering (Photonic Systems)
Master of Applied Science: Electrical and Computer Engineering (Signal, Speech and Image Processing)
Master of Applied Science: Electrical and Computer Engineering (Systems and Machine Intelligence)
Master of Engineering: Electrical and Computer Engineering (Biomedical Engineering)
Master of Engineering: Electrical and Computer Engineering (Computer Aided Design for Electronic Circuits)
Master of Engineering: Electrical and Computer Engineering (Computer and Software Engineering)
Master of Engineering: Electrical and Computer Engineering (Computer Communications, Distributed Systems, and Multimedia)
Master of Engineering: Electrical and Computer Engineering (Digital and Optical Communications)
Master of Engineering: Electrical and Computer Engineering (Integrated Circuits and Devices)
Master of Engineering: Electrical and Computer Engineering (Microwaves and Electromagnetics)
Master of Engineering: Electrical and Computer Engineering (Photonic Systems)
Master of Engineering: Electrical and Computer Engineering (Signal, Speech and Image Processing)
Master of Engineering: Electrical and Computer Engineering (Systems and Machine Intelligence)

Environmental Engineering

Master of Applied Science: Environmental Engineering (Air Pollution)
Master of Applied Science: Environmental Engineering (Management of Solid and Hazardous Waste)
Master of Applied Science: Environmental Engineering (Water Resources and Groundwater Management)
Master of Applied Science: Environmental Engineering (Water and Waste Water Processing and Treatment)
Master of Engineering: Environmental Engineering (Air Pollution)
Master of Engineering: Environmental Engineering (Management of Solid and Hazardous Waste)
Master of Engineering: Environmental Engineering (Water Resources and Groundwater Management)
Master of Engineering: Environmental Engineering (Water and Waste Water Processing and Treatment)

Mathematics and Statistics

Master of Science: Mathematics (Applied Mathematics)
Master of Science: Mathematics (Probability and Statistics)
Master of Science: Mathematics (Pure Mathematics)

Mechanical and Aerospace Engineering

Master of Applied Science: Mechanical and Aerospace (Aeronautical and Space Engineering)
Master of Applied Science: Mechanical and Aerospace (Biomedical Engineering)
Master of Applied Science: Mechanical and Aerospace (Controls and Robotics)
Master of Applied Science: Mechanical and Aerospace (Materials and Manufacturing)
Master of Applied Science: Mechanical and Aerospace (Solid Mechanics and Design)
Master of Applied Science: Mechanical and Aerospace (Thermal and Fluid Engineering)
Master of Engineering: Mechanical and Aerospace (Aeronautical and Space Engineering)
Master of Engineering: Mechanical and Aerospace (Biomedical Engineering)
Master of Engineering: Mechanical and Aerospace (Controls and Robotics)
Master of Engineering: Mechanical and Aerospace (Materials and Manufacturing)
Master of Engineering: Mechanical and Aerospace (Solid Mechanics and Design)
Master of Engineering: Mechanical and Aerospace (Thermal and Fluid Engineering)

Physics

Master of Science: Physics (High Energy)

Master of Science: Physics (Medical)

Master of Science: Physics (Modern Technology)

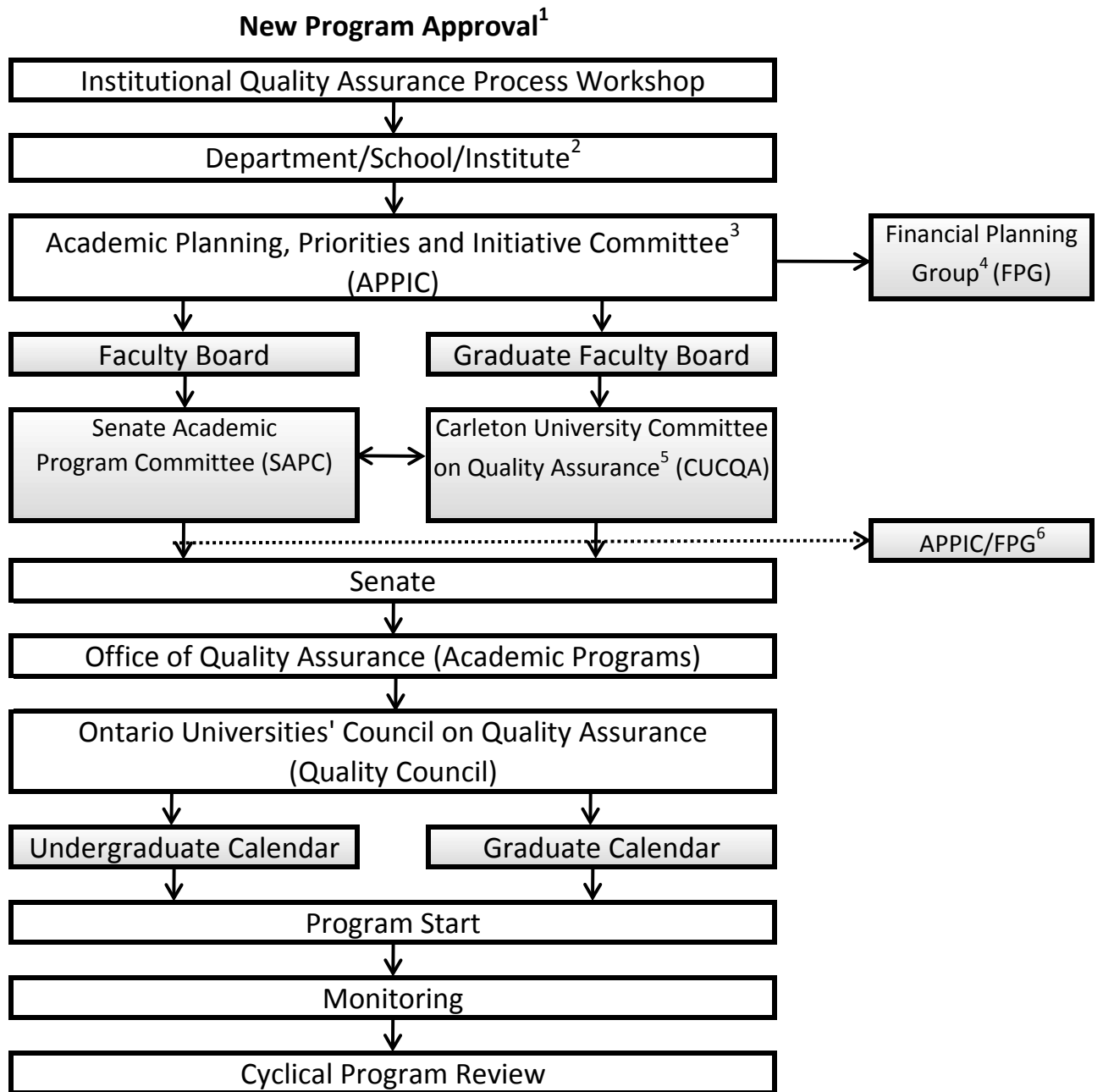
Fields are:

- Condensed Matter Physics
- Biological Physics
- Medical Physics
- Particle Physics
- Photonics

QAF PROGRAM TYPOLOGY AND QUALITY COUNCIL INVOLVEMENT

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

Note: universities may choose to include more program types in their IQAP- for example, undergraduate certificate and diploma programs and graduate certificate programs.



¹ The Associate Provost and Associate Vice-President (Academic) will meet as needed to determine which proposals constitute new programs and which constitute major changes to existing programs. Includes expedited approval process for of new fields at the graduate level, new collaborative programs and new for-credit graduate diplomas.

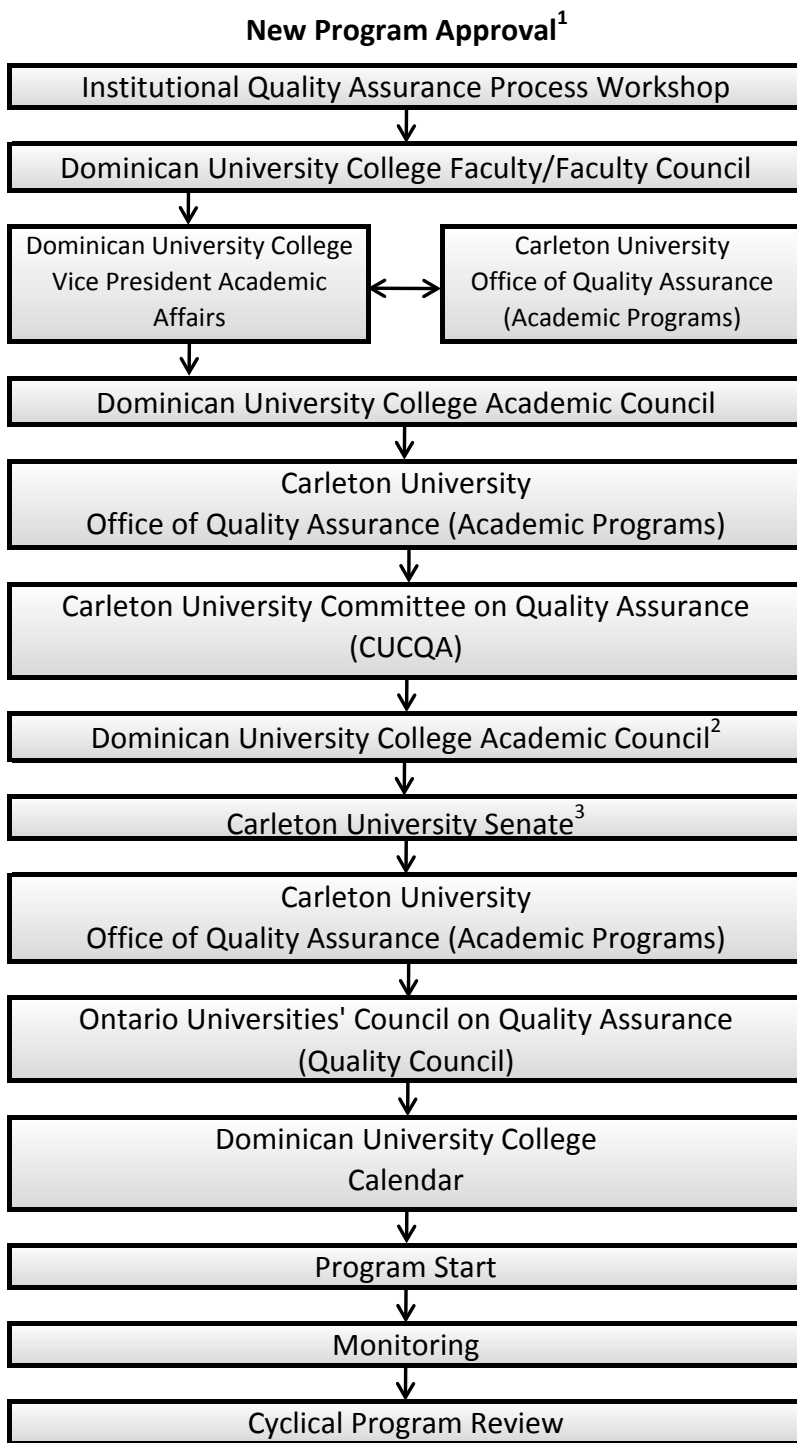
² Before submitting proposals at the undergraduate level to the relevant faculty board, academic units are requested to forward the proposals to the university registrar so that implications for registrarial processes can be assessed and, if necessary, discussed. This function at the graduate level is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

³ In most instances the interaction between academic units and APPIC will be in two steps: (a) a letter of intent asking for permission to engage in significant program development; (b) a detailed program executive summary sufficient to establish resource needs.

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

⁵ These two committees will work simultaneously and in tandem: the Associate Provost and the Associate Vice-President (Academic) are members of both committees and will ensure effective communication.

⁶ The second referral to APPIC and FPG occurs only if the changes CUCQA and SAPC convey to Senate result in the need for additional resources above and beyond that already approved by FPG.



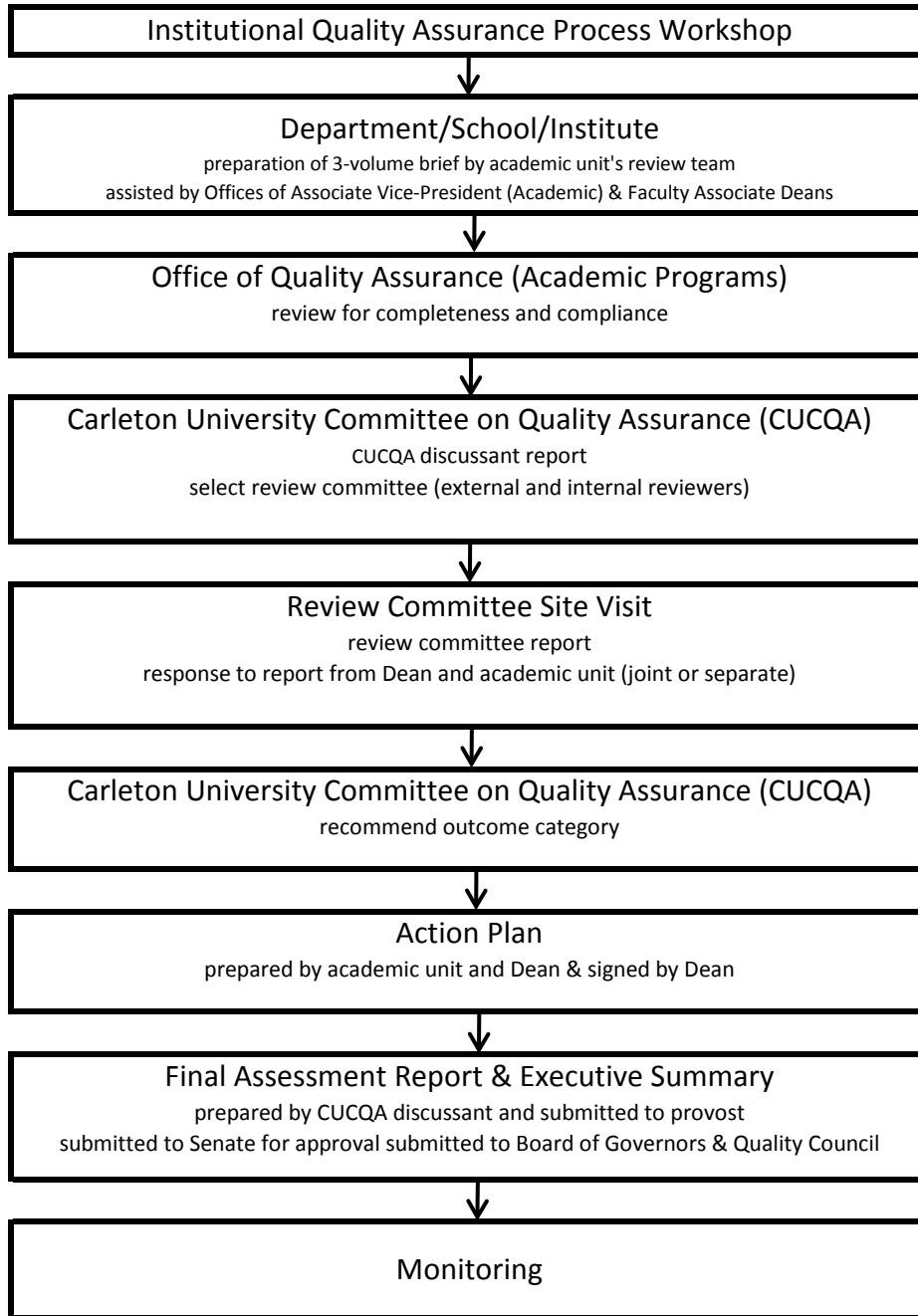
Dominican University College is affiliated with Carleton University for the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

¹ Carleton University's Associate Provost and Dominican University College's Vice President Academic Affairs will meet as needed to determine which proposals constitute new programs and which constitute major changes to existing programs. Includes expedited approval process for new fields at the graduate level, new collaborative programs and new for-credit graduate diplomas.

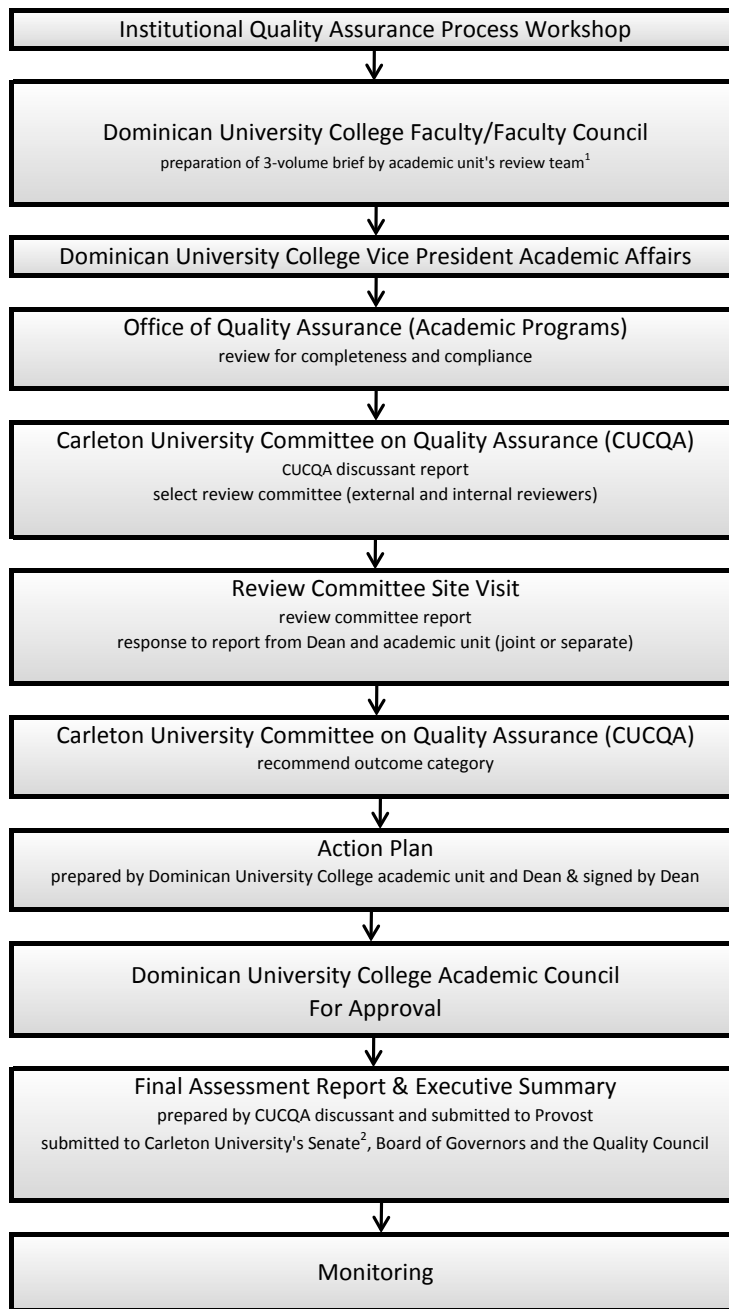
² Only required if CUCQA requests a change.

³ Only for purposes to ratify the outcome of the quality assurance process.

Cyclical Program Review



Cyclical Program Review

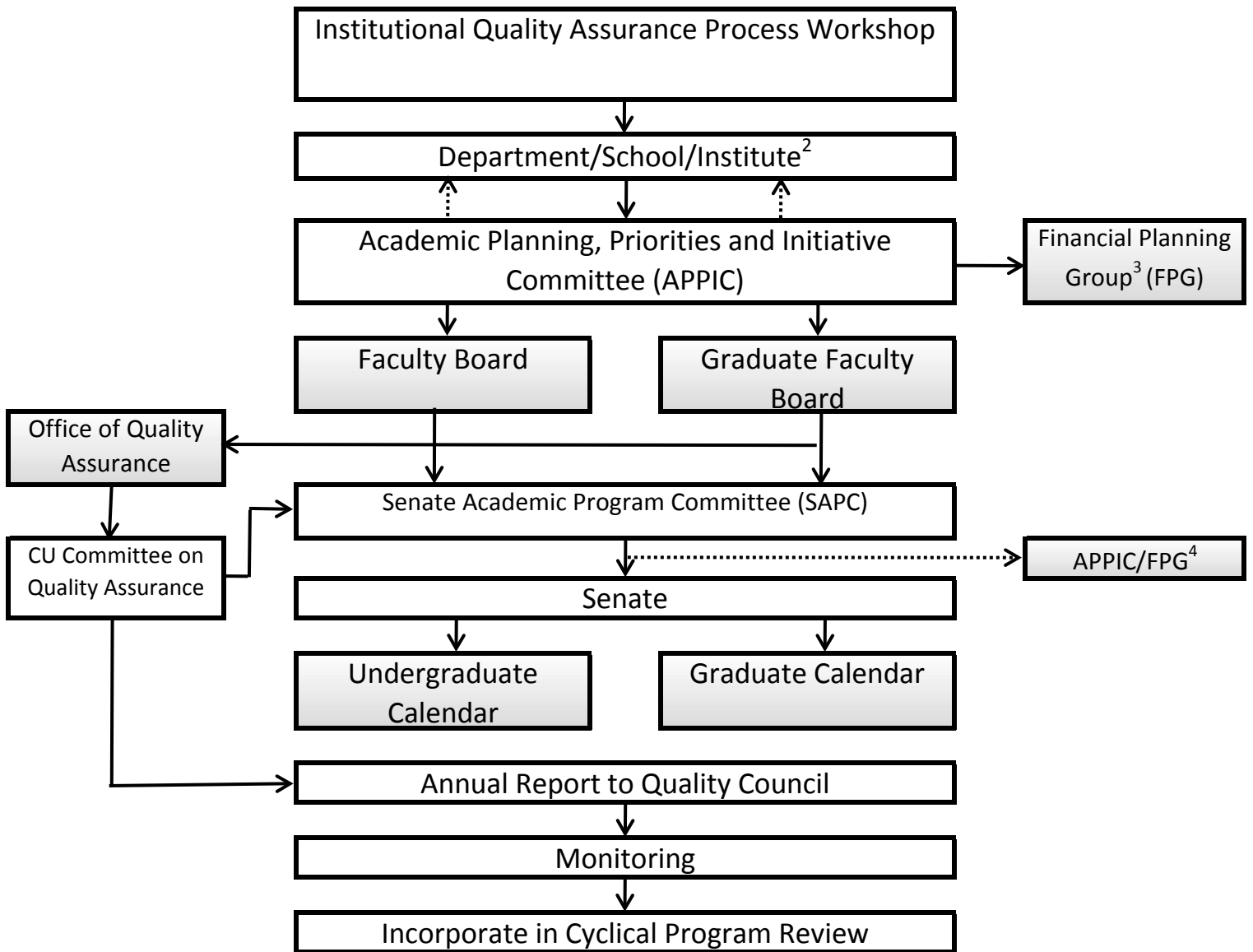


Dominican University College is affiliated with Carleton University for the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

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

² Only for purposes to ratify the outcome of the quality assurance process.

Major Modification¹



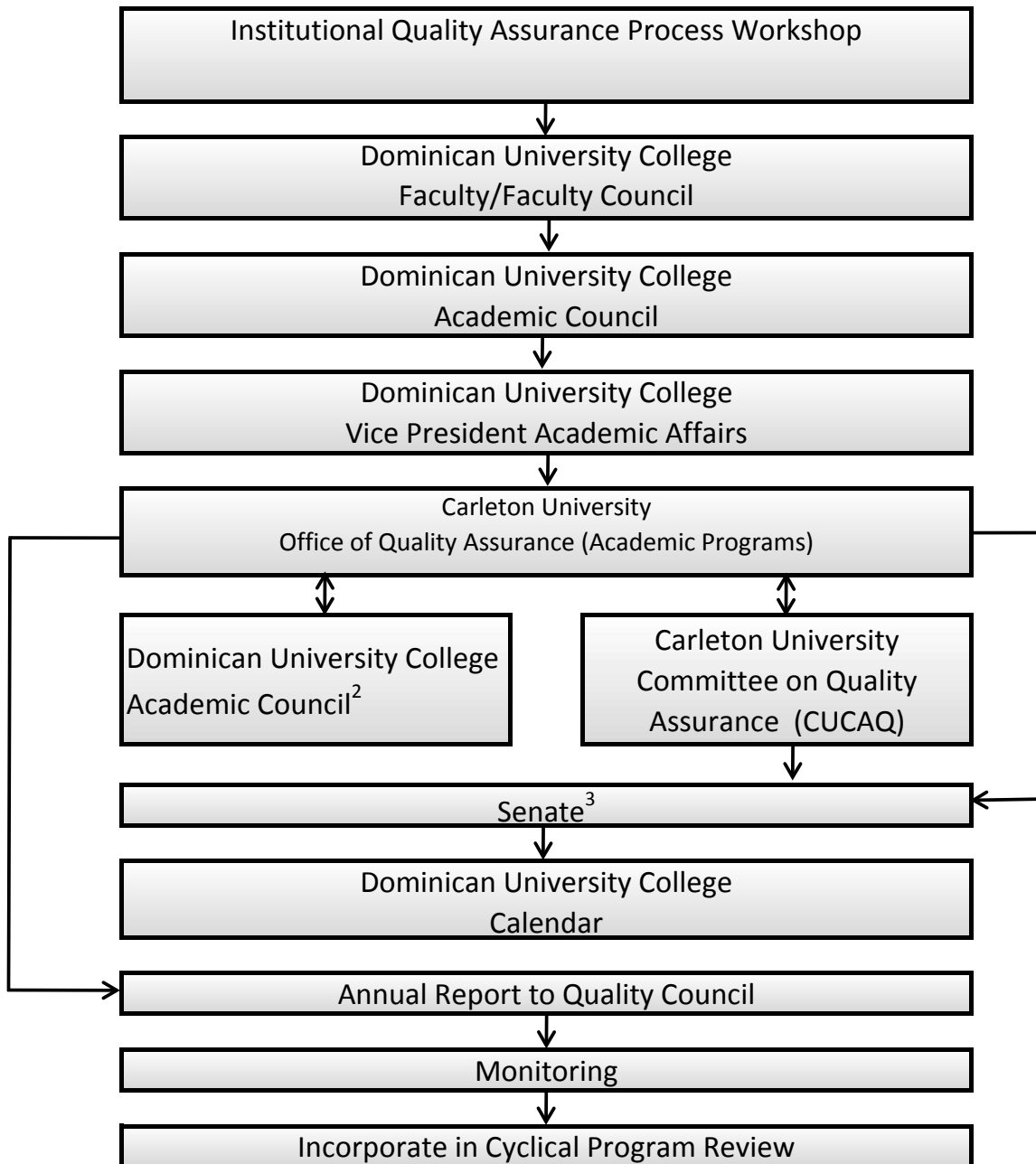
¹The Associate Provost and Associate Vice-President (Academic) will meet as needed to determine which program changes are major and which are minor.

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

³ Referred to FPG only if additional resources required. Deans may be able to satisfy APPIC that, while there are resources implications that need to be reviewed, no additional resources are required.

⁴ The second referral to APPIC and FPG occurs only if the changes CUCQA and SAPC convey to Senate result in the need for additional resources above and beyond that already approved by FPG.

Major Modification¹



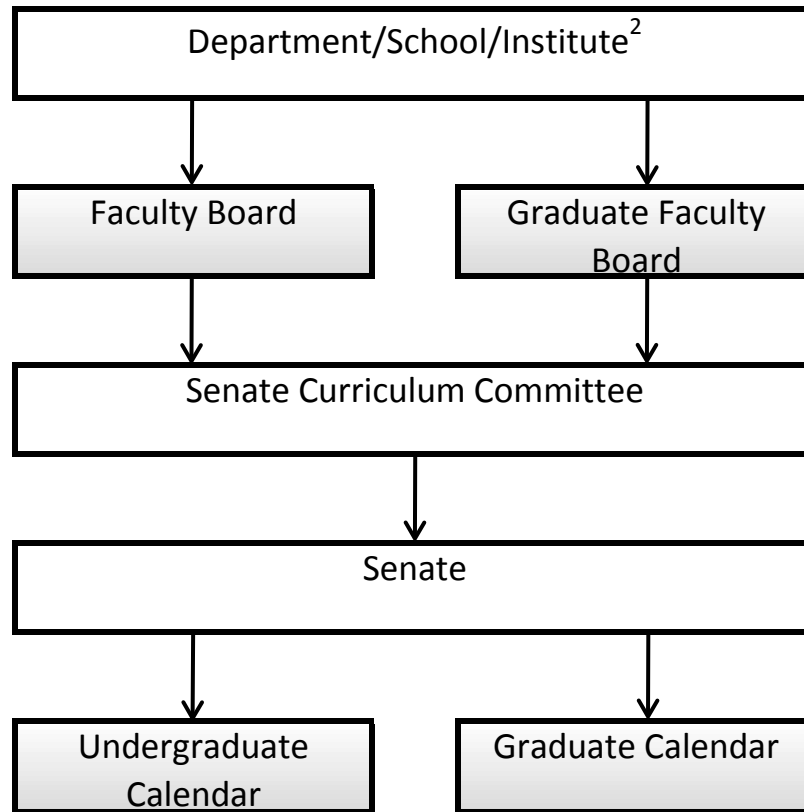
Dominican University College is affiliated with Carleton University for the purposes of academic quality assurance. Carleton University's Institutional Quality Assurance Process is applicable to all non-vocational degree programs offered by Dominican University College.

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

² Only required if Office of Quality Assurance (Academic Programs) requests a change.

³ Only for purposes to ratify the outcome of the quality assurance process.

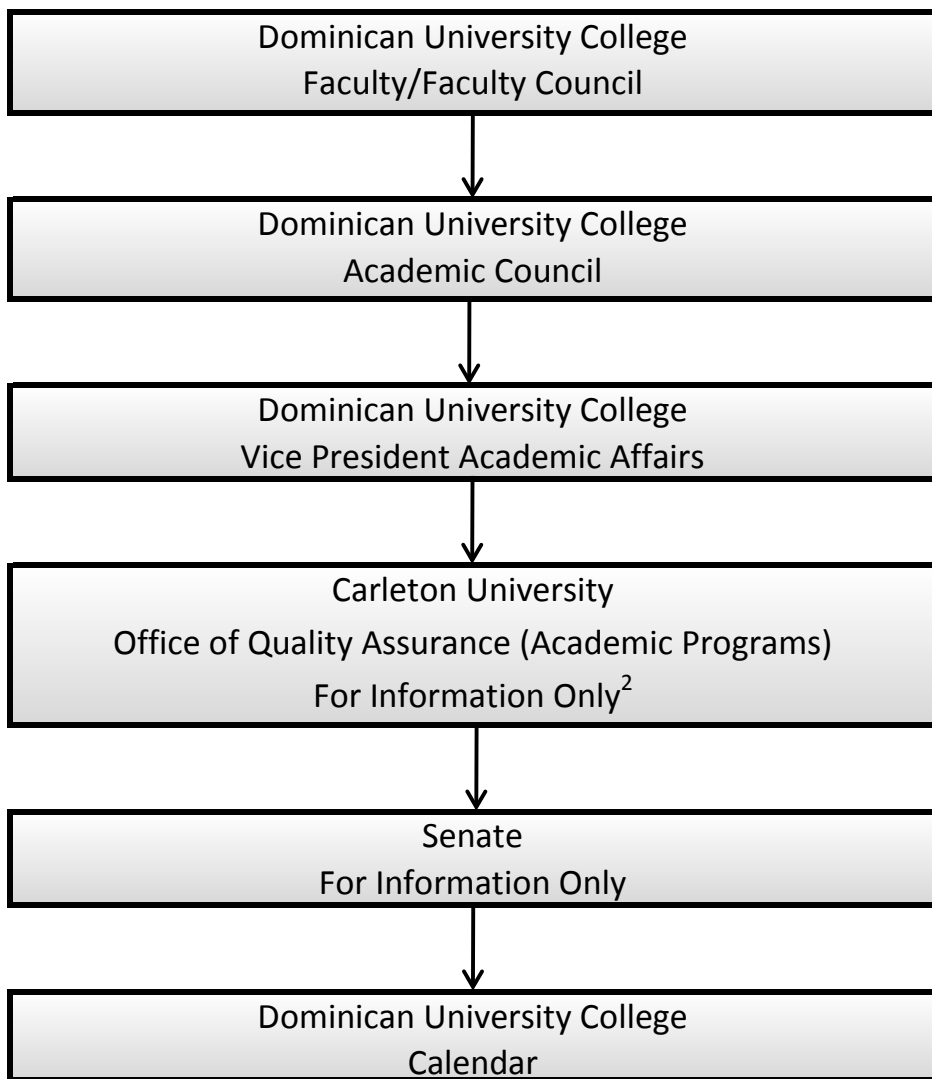
Intra-Institutional Approvals ¹
 Minor Modifications



¹The Associate Provost and Associate Vice-President (Academic) will meet as needed to determine which program changes are major and which are minor.

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

Intra-Institutional Approvals ¹
Minor Modifications



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

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

²The Office of Quality Assurance (Academic Programs) reserves the right to forward minor modifications to the Carleton University Committee on Quality Assurance if it feels that useful advice and/or comment could be provided to Dominican University College.

CONFLICT OF INTEREST GUIDELINES

Preamble

This Appendix contains guidelines on conflicts of interest relevant to the recommendations made by academic units on external and internal reviewers. These guidelines are guidelines only, and may not cover every eventuality. Cases and circumstances that do not fall within these guidelines should be referred to the Associate Provost (Quality Assurance). Decisions on conflict of interest will be made jointly by the Associate Provost (Quality Assurance) and the Associate Vice-President (Academic).

External Reviewers

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

- 1) Have held an appointment at Carleton University, including an appointment to an honorary rank or as a contract instructor;
- 2) Currently are or have been a member of a Joint Ottawa-Carleton Institute;
- 3) In the case of the School of Canadian Studies, currently hold or have held an appointment at Trent University;
- 4) Have previously acted as an external reviewer, external accreditation reviewer, or OCGS consultant on an academic program within the academic unit concerned;
- 5) Have, within the last seven years, served on a thesis supervisory committee within the academic unit concerned;
- 6) Have, within the last seven years, acted as an external examiner on a graduate thesis within the academic unit concerned;
- 7) Have, within the last seven years, been in a consultancy or contractual relationship, or conducted collaborative research and/or published with a member of the academic unit concerned;
- 8) Have, within the last seven years, made a significant contribution of any other kind to the intellectual life of the academic unit concerned.

Internal Reviewers

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

- 1) Have a familial relationship with a faculty member, staff member or student in the academic unit whose program is being reviewed;
- 2) Currently hold or have held a cross-appointment in the academic unit concerned;
- 3) Have, without holding a cross-appointment, taught in the academic unit concerned;

- 4) Have, within the last seven years, served on a thesis supervisory committee within the academic unit concerned;
- 5) Have, within the last seven years, acted as an internal examiner on a graduate thesis within the academic unit concerned;
- 6) Have, within the last seven years, been in a consultancy or contractual relationship, or conducted collaborative research and/or published with a member of the academic unit concerned;
- 7) Have, within the last seven years, made a significant contribution of any other kind to the intellectual life of the academic unit concerned.