

INTERNATIONAL BUSINESS UNIVERSITY (IBU)

POLICY CONTROL

Policy Number	3030
Policy Title	Institutional Quality Assurance Policy (IQAP)
Policy Owner / Responsible Offices	Executive Dean and Vice President
Approval Authority	Academic Council
Applies To	Academic, administrative, professional, and support staff
Approval Date	January 30, 2026
Effective Date	January 30, 2026
Review Date/s	January 30, 2029
Revision Date/s	N/A
Revision Implementation Date/s	N/A

1. INTRODUCTION AND BACKGROUND

International Business University's Institutional Quality Assurance (IQA) Policy establishes the foundational framework through which the University assures, monitors, and continuously enhances the quality of its academic programming. As Ontario's first independent not-for-profit university, IBU is committed to delivering academically rigorous, industry-relevant, and future-focused education that meets provincial expectations while responding to the evolving needs of students, employers, and society.

The IQA Policy is grounded in Ontario's established quality assurance architecture and reflects IBU's alignment with the Provincial Education Quality Assessment Board (PEQAB), the Ministry of Colleges, Universities and Research Security (MCURES), the Ontario Universities Council on Quality Assurance, and the OCAV Degree Level Expectations. It

provides a coherent, transparent, and systematic approach to the approval, monitoring, modification, and cyclical review of all for-credit academic programs and credentials. Through clearly articulated governance roles and standardized processes, the policy supports academic integrity, continuous improvement, and public accountability, while reinforcing IBU's mission as a next-generation, student-centered, and outcomes-driven institution.

2. PURPOSE

The purpose of the Institutional Quality Assurance (IQA) Policy is to establish a clear, coherent, and institution-wide framework for assuring, maintaining, and enhancing the academic quality of all for-credit programs, credentials, and micro-credentials offered by International Business University (IBU). This policy defines the principles, governance structures, and processes through which academic programs are developed, approved, monitored, reviewed, and continuously improved, ensuring alignment with IBU's mission, strategic priorities, and equity, diversity, and inclusion commitments, as well as with provincial and sectoral quality assurance requirements. Through this policy, IBU affirms its accountability to students, external stakeholders, and the public, and its commitment to high academic standards, relevance, and continuous improvement.

3. POLICY STATEMENT

International Business University (IBU) is committed to maintaining and enhancing the quality, integrity, and relevance of its academic programming through a comprehensive Institutional Quality Assurance Process (IQAP). Guided by the University's Vision and Mission, Strategic Plan, and Equity, Diversity, and Inclusion commitments, the IQAP ensures that all for-credit programs, credentials, and micro-credentials are designed, approved, monitored, reviewed, and improved in alignment with provincial and sectoral quality assurance frameworks, including PEQAB, MCURES, the Ontario Universities Council on Quality Assurance, and the OCAV Degree Level Expectations. Through clearly defined governance structures, systematic review processes, and continuous improvement mechanisms, IBU upholds high academic standards, industry relevance, and accountability in support of student success and public confidence in its academic offerings.

4. APPLICABILITY

This policy applies to the creation, revision and cyclical review of all academic programs at International Business University.

5. DEFINITIONS

Please see Appendix F.

6. POLICY

International Business University (IBU) is a next-generation institution focused on delivering **career-ready business education** through programs developed with industry experts to meet the evolving needs of today's global marketplace. With a strong commitment to **personalized learning**, IBU offers small class sizes, one-on-one mentoring, and an applied approach that supports each student's success. Its academic foundation is built on **technology, innovation, and global business**, integrating future-focused skills across undergraduate and graduate programs. IBU's curriculum blends theory with **hands-on, real-world learning** through case studies, industry collaborations, and experiential opportunities that develop practical problem-solving abilities.

All quality assurance processes will be guided by IBU's Vision and Mission, Strategic Plan, and its Equity, Diversity and Inclusion (EDI) commitments and are aimed to govern the continuous improvement of all academic programming offered by IBU.

IBU's Institutional Quality Assurance Process (IQAP) provides a framework for quality assurance processes that are consistent with the mission of the university and its expression of the university's degree-level expectations. This framework demonstrates IBU's commitment to maintaining high quality academic standards and to developing and refining quality assurance processes that result in continuous program improvement. IBU is committed to the quality assurance principles for Ontario Universities and the Provincial Education Quality Assessment Board (PEQAB) as well as the Ministry of Colleges, Universities and Research Security (MCURES). In addition, IBU's IQAP aligns the university's quality assurance policies and procedures with the [Quality Assurance Framework](#) (QAF) of the Ontario Universities Council on Quality Assurance (the "Quality Council").

The threshold framework for degree expectations is the *Ontario Council of Academic Vice-Presidents (OCAV) Guidelines for Degree Level Expectations* (attached as Appendix A). The OCAV framework for degree expectations supports IBU in planning and/or revising curricula and in communicating program-level learning outcomes to current and prospective students.

The IQAP is subject to approval by the IBU Academic Council, both initially and following each revision. The IQAP applies to the following 'for-credit' academic programming:

- i. All proposed and existing undergraduate and graduate programs as well as proposed and existing specializations and minors within such programs as approved by PEQAB and listed in the Academic Calendar;
- ii. All proposed and existing 'for-credit' micro-credentials as listed in the Academic Calendar;
- iii. All proposed and existing 'for-credit' undergraduate and graduate-level diplomas and certificates as listed in the Academic Calendar; and

- iv. All undergraduate and graduate inter-institutional programs, including dual credential and/or joint degree programs, as approved by PEQAB and listed in the Academic Calendar.

Note: Quality assurance for all programs, certificates, and micro-credentials where no academic credit is provided, is under the purview of IBU's Office of Professional and Continuing Education.

7. ROLES AND RESPONSIBILITIES

ACADEMIC QUALITY ASSURANCE GOVERNANCE BODIES

EXECUTIVE DEAN AND VICE PRESIDENT (EDVP)

The authority accountable for the IQAP, its administration and application, is IBU's Executive Dean and Vice President (EDVP). The EDVP may delegate operational responsibility for the administration and application of the IQAP to another academic or administrative officer (the "Designate").

The EDVP or Designate is IBU's authoritative contact with PEQAB for new program approvals, program consent renewals, and major modifications.

The EDVP or Designate is a member of the IBU Program and Curriculum Committee, a subcommittee of the IBU Academic Council that oversees the application of the IQAP to new and existing programs.

QUALITY ASSURANCE OFFICE

Quality assurance activity is operationalized with support from the Quality Assurance Office (QAO). The QAO works with faculty and academic administrators across all programs on quality assurance and enhancement processes in alignment with the IQAP. The Quality Assurance Office is led by the Associate Director, Academic Operations and Quality Assurance. The position reports to the Academic Director.

ACADEMIC COUNCIL

The Academic Council is responsible for approving the IQAP and any subsequent revisions. The Academic Council is also responsible for approving any new academic programs for academic credit, and modifications to existing academic programs.

PROGRAM AND CURRICULUM COMMITTEE

The Program and Curriculum Committee (PCC) is a standing subcommittee of the Academic Council, and has an essential role in coordinating, monitoring, implementing all aspects of, and carrying out revisions to the IQAP including deciding on the review cycle. It also

reviews new for-credit academic program proposals. The subcommittee monitors, and reports to the Academic Council on all aspects of program reviews for new and existing programs for academic credit and ensures that programs are appropriately designed and structured to achieve their program learning objectives and outcomes. The Program and Curriculum Subcommittee monitors progress on the Implementation plans in Final Assessment Reports. The subcommittee is also responsible for all aspects of revisions to existing programs for academic credit prior to their consideration by the Academic Council.

PROGRAM ADVISORY COMMITTEES

Program Advisory Committees (PACs) at IBU play a critical role in ensuring that each academic program remains industry-relevant, future-focused, and aligned with IBU's mission as a next-generation, skills-driven business university. Comprised of representatives from relevant industries, employers, and professional organizations, faculty members and program chairs, alumni and student representatives (as appropriate) and university administration (non-voting members), PACs provide expert guidance on emerging trends, evolving workforce needs, and the practical competencies graduates must possess. They review curriculum design, program learning outcomes, experiential learning opportunities, and capstone alignment; advise on technology, tools, and professional standards required in the field; and help identify strategic partnerships, guest speakers, and applied research opportunities. Through regular meetings and ongoing consultation, PACs ensure that IBU's programs remain academically rigorous, responsive to labour-market realities, and positioned to produce graduates who are career-ready, innovative, and prepared to contribute meaningfully to business and society.

8. REVIEW

This policy will be reviewed at least once every three years and any revisions made will be approved by the Academic Council.

9. COMPLIANCE PROCEDURES

All internal quality assurance processes and procedures at International Business University must comply with this policy. Failure to comply may result in institutional action.

10. EVALUATION AND QUALITY ASSURANCE

The Office of the EDVP monitors and regularly evaluates all the processes involved in new program creation, program revisions and cyclical program reviews, both through systemic oversight as well as participation in them and ensures the continuous improvement of quality assurance practices.

Standard Operating Procedures (SOPs)

SOP Title: New Program Development (IQAP)

Related Policy: Institutional Quality Assurance Policy (IQAP)

SOP Number: TBD (Office of the Secretariat)

Effective Date:

Review Date: Annually

Approved By: Istvan Imre, Executive Dean and Vice President, Academic

The IQAP policy includes three distinct **SOPs** that outline the steps required for policy compliance:

1. ***New Program Development***
2. ***Program Major Modifications (Program Renewal and Significant Change)***
3. ***Cyclical Program Reviews***

New Program Development

Purpose

The purpose of this protocol is to establish a consistent, transparent, and quality-assured process for the approval of all new for-credit degree programs at IBU. This ensures that any new academic program introduced meets institutional standards, aligns with IBU's mission, and complies with provincial quality assurance requirements, including those set by PEQAB and Ministerial consent processes. It also clarifies how IBU's Internal Quality Assurance Process (IQAP) applies when programs are developed in partnership with other institutions.

Scope

The SOP applies to all new 'for-credit' degree programs. A "new program" is defined as any degree program that has not been previously approved through PEQAB, Ministerial consent, or any intra-institutional approval process that has previously been applied. A new program is 'brand-new': that is to say, the program has substantially different learning outcomes from those of any existing approved programs offered by IBU (e.g., a new honours program where a major with the same designation already exists).

For joint or inter-institutional programs, IBU will apply its IQAP while partner institutions will follow their respective QA processes. In cases of ambiguity or uncertainty, IBU's IQAP will serve as the determining process. Proposals for the creation or modification to an undergraduate or graduate certificate do not require reference to the Provincial Education Quality Assessment Board (PEQAB) and therefore fall outside the scope of this procedure.

Evaluative Criteria for New Degree Programs and Major Modifications

In the province of Ontario, the Ministry of Colleges, Universities and Research Security (MCURES) has developed a set of evaluative criteria for the review of all undergraduate and graduate programs. The principal criteria are attested to by the President of the institution and evaluated by the Ministry for new program proposals. The evaluative criteria of IBU's IQAP are guided by the MCURES criteria for evaluation.

New programs and major modifications to programs are evaluated against the criteria listed in [Appendix B](#).

New Program Development Internal and External Reference Chart (required for new programs and major modifications to existing programs)

Program Type	Program and Curriculum Committee and PAC	Academic Council	External Reviewers	PEQAB
New degree	Yes	Yes	Yes	Yes
Major modification to existing program	Yes	Yes	No	Yes
Certificate in an existing program	Yes	Yes	No	No
New inter-institutional degree	Yes	Yes	Yes	Yes
New specialization in existing program	Yes	Yes	Yes	Yes
Microcredential [for-credit]	Yes	Yes	No	No

Procedure Steps: New Program Approval

Step	Description	Approvals
Step 1	Conceptual Stage and formation of Program Development Team	EDVP or designate

Step	Description	Approvals
Step 2	<i>New Program Concept</i> summary template completion by the Program Development Team Process is supported by the QA Office	EDVP or designate
Step 3	<i>New Program Proposal</i> template completed by the Program Development Team (PDT); evidence that it has been advised by the Program Advisory Committee (PAC)	1. Program Development Team Chair 2. Submission contains a PAC letter of support
Step 4	Evaluation by the QA Office and the PCC followed by submission to EDVP (or designate) for approval prior to going to Academic Council	1. EDVP (or designate) 2. Academic Council
Step 5	Submission to PEQAB and subsequently Ministry of Colleges, Universities and Research Security (MCURES) for Consent	1. PEQAB Board for Recommendation to MCURES 2. Minister of Colleges, Universities and Research Security for Consent
Step 6	Announcement of new programs	Chief Marketing Officer
Step 7	Program Chair formal appointment and program implementation	Academic Director
Step 8	Monitor new programs for PEQAB compliance	Academic Director

Process for Each Step

Step 1: Conceptual Stage and Formation of Program Development Team

1.1 New academic program concepts will provide a rationale that may include:

- Response to recognized student demand
- Employer and industry need
- New and changing government priorities
- Regional or national need
- Alignment to the vision and strategic objectives of the university
- Enhancement of program offerings for current and future students
- Revenue generation

1.2 EDVP (or designate) will evaluate the concept and if approved, the Academic Director and Program Chair will work within their respective area to identify a core group of faculty members to develop the concept further.

Step 2: New Program Concept Summary

2.1 The Program Development Team meets with the Quality Assurance Office to discuss new program concept needs and prepare a project plan.

2.2 The program concept is completed with the support of the Quality Assurance Office who will arrange the market analysis (when necessary).

2.3 The concept summary is presented to the EDVP or Designate for approval, and is evaluated on the following criteria:

- Alignment to vision, Mission, and Strategic Plan
- Evidence of industry demand
- Financial viability of the program
- Sufficient financial, human, and infrastructure resources to initiate and sustain the program

2.4. EDVP or designate approval or denial.

Step 3: New Program Proposal and creation of Program Advisory Committee

3.1 Creation of a PAC with expectation that there will be evidence of regular sought guidance and input through the program development process.

3.2 Completion of the new program proposal ([template](#)), based on the evaluative criteria listed in [Appendix B](#) and with meaningful input from the PAC.

3.3 Letter of support and acknowledgement of involvement from the PAC submitted with the template.

Note: For academic program development teams considering the use of Indigenous learning outcomes, the work of the Negahneewin Research Centre at Confederation College can guide cross cultural work in this area ([Appendix D](#)).

Step 4: Evaluation and Approval of the New Program Proposal

4.1 The Chair of the Program Development Team will submit the New Program Proposal to the Quality Assurance Office which will include:

- New Program Proposal [Template](#)
- Supplementary Appendices that will include:
 - Minutes from all Program Development Team meetings
 - Minutes from all meetings with the Program Advisory Committee (PAC)
 - Program Advisory Committee motions to:
 - Support the program proposal and confirmation and confirm that the curriculum addresses the current and future state of employer and industry needs
 - Copies of all new course outlines submitted using the New Course [Template](#),
 - curriculum map; and
 - any additional supporting documents

4.2 Associate Director, Academic Operations and Quality Assurance will review and approve the submitted documents for completeness

4.3 All the relevant program proposal materials are forwarded to the Program and Curriculum Committee for consideration.

4.4 Program and Curriculum Committee assesses whether the program meets the evaluative criteria in [Appendix B](#) as per the following:

- Meets the criteria and is being sent to the EDVP for final review prior to submission to the Academic Council
- Requires modifications to be made by the Program Development Team

4.5 Upon receipt of the submission from the PCC, the EDVP will do a final review and if satisfied bring to Academic Council for approval.

Note: The EDVP has the authority to terminate the program development process for evidence-based institutional reasons that may include, but are not limited to the following:

- Changes in student, employer and industrial demand
- Change in budgetary considerations

Step 5: Review by PEQAB and Ministerial Consent

The internal review process ends at this stage. A proposal is prepared and submitted to the Postsecondary Education Quality Assessment Board (PEQAB). From this point on, PEQAB manages the appointment of assessors, the reviewer's report, and the final approval of the program.

Step 6: Announcement of New Programs

Following the receipt of Ministerial Consent, the CMO initiates the marketing strategy and Recruitment/Registration will make offers of admission and begin the registration process for the program.

Step 7: Program Implementation

After a new program is approved to commence, the Academic Director will appoint a

Program Chair and will begin the implementation of the program. The latter must begin within thirty-six months of that approval date, otherwise approval will lapse.

Step 8: Steps to Monitor New Programs

At the end of each of the first three academic years following the commencement of a new program, new programs will be monitored by the EDVP or Designate based on the evaluative criteria for existing programs in [Appendix B](#).

In addition, the PAC will also review the new program once a year and reassess its fit to employer and industry expectations.

A brief annual report on this monitoring is submitted by the Program and Curriculum Committee to the Academic Director. The Program and Curriculum Committee may require the Program Chair to make modifications and file a report on these modifications after at least a three-year period.

The annual report of the Program and Curriculum Committee includes information such as:

- Registrations compared to enrolment projections
- Evaluation of the program's success in realizing its objectives, requirements, and outcomes
- Evaluation of any changes that have occurred in the interim
- Student retention
- The quality of the student experience as this is determined either through a survey, focus group, or other means.
- The alignment of the program learning outcomes with employer and industry expectations.

The report will be reviewed by the Academic Director and will be forwarded to the EDVP for approval with a relevant recommendation.

The monitoring process must take into consideration the outcomes of the interim monitoring reports and any additional areas to be considered in the first cyclical review of the program.

The first cyclical review for any new program is initiated no more than seven years after the date of the program's initial enrollment and normally in accordance with IBU's program review schedule and PEQAB consent renewal expectations.

SOP Title: Program Major Modifications (IQAP)

Related Policy: Institutional Quality Assurance Policy (IQAP)

Related Standard Operating Procedures:

- New Program Development
- Cyclical Program Reviews

Supporting Documents/Appendices:

SOP Number: TBD (Office of the Secretariat)

Effective Date:

Review Date: Annually

Approved By: Istvan Imre, Executive Dean and Vice President, Academic

Program Major Modifications**Purpose**

This SOP outlines the principles, criteria, and internal approval processes for revising existing academic programs at IBU. Its purpose is to ensure that all revisions—minor, major, or substantial—are planned, evaluated, and approved through a rigorous and transparent process that maintains academic quality, regulatory compliance, and continuous improvement. These procedures ensure program changes remain aligned with institutional learning outcomes, respond to evolving disciplinary, technological, and societal needs, and demonstrably enhance the student learning experience, while ensuring programs remain modern and industry-relevant.

Scope

All program revisions are subject to IBU’s internal quality assurance policies, procedures and processes. In some instances, a program revision is considered a “major modification” to a program.

Major modifications are made with the goal of continuous program improvement. These modifications typically:

- Implement the outcomes of a Cyclical Program Review
- Reflect the changing needs of students, employers, industry and society
- Respond to technological advancements
- Reflect the ongoing evolution of or new developments in the discipline
- Facilitate improvements in teaching and learning strategies.

Note: For academic program revision teams considering the use of Indigenous learning outcomes, the work of the Negahneewin Research Centre at Confederation College can guide cross cultural work in this area ([Appendix D](#)).

Program Major Modification Process

Step 1. Determine whether or not the proposed changes represent a minor, major, or substantial modification to the program, by referring to the definitions outlined in [Appendix E](#).

Step 2. Evaluate the proposed program revision using the applicable evaluative criteria in [Appendix B](#); must ensure the proposed program revision is aligned with the program learning outcomes (unless the outcomes are changing) and complete the revised program [template](#).

Step 3. Ensure that the Quality Assurance Office reviews the completed program modification template for completeness and accuracy.

Step 4. Upon receipt of the submission from the Quality Assurance Office, the Academic Director will do a final review and if satisfied, bring it to the Programs and Curriculum Committee for approval.

Step 5. Internally approved major and substantial modifications shall be sent to PEQAB for approval.

Annual Reporting Requirements to Academic Council

The Program and Curriculum Committee will prepare a summative report to the Academic Council summarizing all the modifications made to programs at IBU within the academic year. This report should be submitted and filed with the Academic Council at the final meeting in August of each academic year.

SOP Title: Cyclical Program Reviews (IQAP)**Related Policy:** Institutional Quality Assurance Policy (IQAP)**Related Standard Operating Procedures:**

1. New Program Development
2. Program Major Modifications (Program Renewal and Significant Change)

Supporting Documents/Appendices:**SOP Number:** TBD (Office of the Secretariat)**Effective Date:****Review Date:** Annually**Approved By:** Istvan Imre, Executive Dean and Vice President, Academic**Cyclical Program Reviews****Purpose**

This SOP outlines the process for conducting cyclical reviews of IBU's academic programs to ensure ongoing quality, relevance, and compliance. The review process, conducted minimally once every 7 years, supports continuous improvement by evaluating each program against Degree Level Expectations and program-level learning outcomes, incorporating internal analysis, external evaluation, and coordinated action planning.

Scope

This SOP applies to all undergraduate and graduate degree programs at IBU, including joint, interdisciplinary, multi-sited, and inter-institutional programs across all delivery modes. Programs requiring renewal of Ministerial consent are included within required timelines. Programs that are closed or suspended are excluded. Accredited programs may substitute portions of the review when aligned with Quality Assurance Framework requirements and approved by the EDVP or designate. The Office of Quality Assurance manages and updates all aspects of the review schedule and assures compliance with regulatory bodies.

Procedural Steps: Cyclical Program Review Process

Step	Description	Approval/ Party(ies) responsible
Step 1	Written communication on Sept 1, to the Program Chair requiring the Cyclical Program Review . Self Study Committee composition submitted to EDVP or designate by September 15th	Office of the EDVP Program Chair
Step 2	Cyclical Program Review orientation and workshop between September 15-30	Associate Director, Academic Operations and Quality Assurance
Step 3	Complete and submit the Self-Study document with its 4 sections by May 15	Self-Study Committee, Associate Director, Academic Operations and Quality Assurance, Office of the Registrar and IT department
Step 4	Academic Director reviews and approves Self Study by May 30	Academic Director
Step 5	Program and Curriculum Committee review and approval	Program and Curriculum Committee
Step 6	Ranking and selection of external reviewers as part of PEC	Program and Curriculum Committee
Step 7	Site Visit and instructions	Office of Associate Director, Academic Operations and Quality Assurance

Step	Description	Approval/ Party(ies) responsible
Step 8	PEC Report submitted to EDVP or designate	EDVP or designate
Step 9	Internal response to External Reviewers' report • Program response (2 weeks) • EDVP's or designate's response (2 weeks)	Program and EDVP or designate
Step 10	Report on Program Quality	Program and Curriculum Committee
Step 11	Prioritized Recommendations	Academic Director
Step 12	Implementation Plan (2 weeks)	Program Chair
Step 13	Final Assessment Report development	EDVP or designate
Step 14	18 month report on status of Implementation Plan written by the Program and submitted to the PCC	Program and Curriculum Committee
Step 15	Academic Council approval of 18 month status report	Academic Council

The Process

The step-wise process below describes the Cyclical Program Review Process from start to finish in detail.

Step 1: Written notification of Cyclical Program Review and Forming the Self Study Committee

1.1 Each September 1 of the review year, the EDVP or designate notifies in writing the Program Chair of the forthcoming program review and provides them with a copy of the IQAP and the IQAP Manual.

1.2 In consultation with the Academic Director, the Program Chair assembles the Self-Study Committee by September 15th and submits the composition to the EDVP.

The Self-Study Committee is led by the Program Chair and includes a minimum of two faculty members from the program under review, and two students from the program under review. When possible, the International Business faculty on the Self-Study Committee should be experienced faculty with program experience.

Step 2: Cyclical Program Review orientation and workshop

The Associate Director, Academic Operations and Quality Assurance provides clear expectations and parameters for the Self-Study (as listed below), provides the [Self-Study Template](#) with program data included, and will conduct a workshop between September 15 and October 30 on how to assess learning outcomes.

Step 3: Completion of the Self-Study

3.1 Prepare the project plan to ensure the completion of the four sections of the of the Self Study document, composed of:

- a) Section One: Critical analysis of the program under review ([Self-Study Template](#))
- b) Section Two: Curricula vitarum of the FT and adjunct faculty in the program
- c) Section Three: [List of eight proposed external reviewers](#)
- d) Section Four: Supplementary Appendices (any supplementary material referred to in section One), in alignment with the evaluative criteria in [Appendix C](#) of the IQAP

3.2 The Self-Study document (composed of the above four sections) is submitted electronically in a PDF format to the Academic Director by May 15.

Note: The Self-Study Committee ensures an active consultation process that includes: student surveys, focus groups with faculty, staff, and students; relevant input from external industry stakeholders; program advisory committee recommendations. Support is provided by the Office of the Associate Director, Academic Operations and Quality Assurance.

Step 4: Academic Director Reviews and Signs off on Self Study

The Academic Director is responsible for providing to the Program a first tier of review for the Self-Study. The Academic Director works with the Program to prepare a version of the

Self-Study that is acceptable to the Office of Quality Assurance. All four sections of the completed Self-Study, accompanied by the Sign-Off Sheet, are submitted by the Academic Director to the Programs and Curriculum Committee by May 30.

Step 5: Program and Curriculum Committee Review and Approval

5.1 The Program and Curriculum Committee ensures the Self-Study adequately addresses all of the evaluative criteria for program reviews.

5.2 The Program and Curriculum Committee will make one of three decisions with respect to the Self-Study:

1. The Self-Study is ready for external review and a motion is passed to accept the completed Self-Study
2. The Self-Study would benefit from minor improvements. Program and Curriculum Committee will prepare a letter advising the Self-Study Committee Chair of the improvements and will delegate a committee member to work with the Self-Study Committee Chair to complete these improvements
3. The Self-Study requires major improvements which will require the Self-Study to be considered by Program and Curriculum Committee a second time

5.3 The Program and Curriculum Committee's decision will immediately be communicated by the Chair of Program and Curriculum Committee to the Program Chair in writing, with correspondence copied to the Academic Director.

Step 6: Selection and Briefing of External Reviewers

6.1 The Program and Curriculum Committee appoints two external reviewers from the list of proposed external reviewers advanced by the Self-Study Committee in Section Three of the Self-Study document and schedule a date for the site visit between June and August.

6.2 The Associate Director, Academic Operations and Quality Assurance or designate makes the initial contact with the external reviewers to confirm availability and that the proposed reviewers are free of any conflict of interest as defined in the Conflict of Interest for External Program Review Consultants.

6.3 The Associate Director, Academic Operations and Quality Assurance or designate finds an appropriate time for the site visit and prepares an agenda.

6.4 The Associate Director, Academic Operations and Quality Assurance or designate ensures accommodation and travel arrangements for the external reviewers are coordinated, if required.

6.5 The Associate Director, Academic Operations and Quality Assurance or designate shares a [written briefing](#) and a copy of the [Program Evaluation Committee Report on Existing Programs Template](#) with the Program Evaluation Committee before the site visit.

6.6 The Program Evaluation Committee requests from the Associate Director, Academic Operations and Quality Assurance any additional information it deems necessary prior to the site visit.

Step 7: Site Visit and Instructions

July - August

Instructions: External review of undergraduate programs will normally be conducted on-site, but the EDVP or Designate may propose that the review be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable.

The EDVP or Designate must provide a clear justification for the decision to use an alternative site visit method. Certain graduate level programs (e.g., professional master's programs, fully online programs, etc.) may also be conducted by desk review, virtual site visit, or an equivalent method if both the EDVP or Designate and external reviewers are satisfied that the off-site option is acceptable. An on-site visit is required for all other master's and all doctoral programs.

7.1 The Program Evaluation Committee meets *in camera* with the EDVP and/or Designate. In this meeting, the Program Evaluation Committee will discuss procedural details, go over the Program Evaluation Committee briefing, request additional information, and ask questions clarifying its roles and responsibilities.

7.2 The Review Committee will then normally meet with:

- Faculty within the Program
- Program support staff
- Students within the Program
- Academic Director
- University Registrar
- Graduates of the program
- Employers of program graduates
- Any other members of the university community that can provide information (e.g. Librarian, Chief Information Officer, etc.).

7.3 Before concluding the visit, the Program Evaluation Committee will meet with the EDVP and/or Designate for a debriefing session. The EDVP and/or Designate will provide preliminary oral feedback on the outcome of the visit and an evaluation of the process.

Step 8: External Reviewers' Report submitted to EDVP or Designate

8.1 The external reviewers will produce one joint report using the Reviewers' Report. The Program Evaluation Committee report should address the substance of both the Self-Study and the evaluative criteria in [Appendix C](#). The spirit of the review will be constructive. In its report, the Program Evaluation Committee will make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program. In doing so, it will distinguish between those steps the Program can itself take, those that require the administration's action, and those that require additional resources or external action. In cases where there are more than one program/program level (i.e. graduate and undergraduate) program modes, and/or programs offered at different locations, the Program Evaluation Committee's Report will identify attributes of each discrete program documented in the Self-Study.

8.2 The report must be submitted to the EDVP or Designate no later than three weeks after the site visit. The EDVP or Designate will ensure the report is complete and has adequately addressed all the evaluative criteria with respect to the program review. If the EDVP or Designate finds the report to be deficient in any way, the EDVP or Designate will communicate with the Program Evaluation Committee to rectify the situation.

8.3 The report is forwarded to the Self-Study Committee Chair and the Academic Director. The report will be accompanied by a summary listing all the issues, concerns, and recommendations raised in the report to which the Program will need to respond. The EDVP or Designate has **two weeks** from receipt of the Reviewers' Report to forward a complete report along with the summary of issues, concerns, and recommendations.

Step 9: Internal Response to Reviewers' Report

9.1 The Program that conducted the Self-Study will respond to the contents of the Reviewers' Report within **two weeks**. There may be recommendations the Program does not wish to implement; however, a response to these items is still required outlining the evidence-based reasons for not doing so. The response forms the basis of the Implementation Plan.

9.2 The EDVP or designate will have **two weeks** to provide a response to the Program's response to the Program Evaluation Committee's report addressing each of the following:

- The plans and recommendations proposed in the Self-Study
- The recommendations advanced by the Program Evaluation Committee
- The Program's response to the Program Evaluation Committee's report
- Any changes in organization, policy, or governance that would be necessary to meet the recommendations
- The resources, financial and otherwise, that will be provided to support the implementation of selected recommendations
- A proposed timeline for the implementation of these recommendations

9.3 The EDVP or designate forwards the Program's response and the EDVP or designate's response to the Program and Curriculum Committee and copies the Quality Assurance Office.

Step 10: Report on Program Quality

10.1 The Program and Curriculum Committee prepares a report on program quality using the issues, concerns, and recommendations emerging from the reports. The report on program quality will provide one of the following three program quality evaluations:

1. **Good quality** – The Program and Curriculum Committee has no serious concerns about program quality, as it is apparent that students are receiving a sound educational experience. The number and nature of the recommendations for quality enhancement, while they may be significant, do not impact the overall quality or viability of the program.
2. **Good quality with minor concerns** – The Program and Curriculum Committee has some concerns about the quality of the program. The recommendations for quality improvement need to be implemented in order to enhance the overall quality and

viability of the program.

3. **Identified with quality concerns** – The Program and Curriculum Committee has significant concerns about the quality of the program. Intervention is needed in order to transform the program into one that is viable and of high quality. Programs identified as category three may be recommended for closure.

10.2 The Program and Curriculum Committee will forward the Report on Program Quality to the Academic Director.

Step 11: Prioritized recommendations

11.1 The Academic Director reviews the report and prioritizes the recommendations that are selected for implementation.

11.2 The Academic Director prepares a cover letter summarizing the prioritized recommendations and sends the report on program quality along with the summary of prioritized recommendations to the Self-Study Committee Chair.

Step 12: Implementation Plan

12.1 The Program Chair creates a first draft of the Implementation Plan that includes the proposed timelines for implementation of the recommendations, person(s) responsible for acting on these recommendations, and required resources.

12.2 The Program Chair submits the draft Implementation Plan to the Office of the EDVP within two weeks.

Step 13: Final Assessment Report Development and Approval

13.1 The EDVP or designate prepares the Final Assessment Report (FAR) that summarizes and evaluates the Program Evaluation Committee's report, the internal responses, the report on program quality, the final recommendation, and the final implementation plan. The Final Assessment Report must include an Executive Summary. The Final Assessment Report provides an institutional synthesis of the external evaluation and internal responses, and will:

- Identify any significant strengths of the program
- List all recommendations of the external reviewers and the associated internal responses from the unit and from the EDVP or Designate
- Identify opportunities for program improvement with a view towards continuous improvement
- Include any additional recommendations that the Program, the EDVP or Designate, the Program Chair, the Academic Director and/or the university may have identified as requiring action because of the program's review
- Prioritize the recommendations that are selected for implementation
- Explain why any external reviewers' recommendations are not selected for further action in the Implementation Plan
- Include a confidential section, if required (for example, where personnel issues need to be addressed)

- Contain an institutional Executive Summary and the Implementation Plan
- Identify who will be responsible for approving the recommendations set out in the Final Assessment Report
- Include the final Implementation Plan.

13.2 The EDVP or Designate forwards the completed FAR to the Program and Curriculum Committee for review.

13.3 The Program and Curriculum Committee has 1 month from receipt of the implementation plan to forward the completed Final Assessment Report to the Academic Council for approval.

Step 14: 18-month Status Report

14.1 The Program prepares a report on the status of the Implementation Plan 18 months following the Academic Council's approval of the FAR. The Associate Director, Academic Operations and Quality Assurance or designate monitors the completion of the status report.

14.2 The Program submits the status report to the Program and Curriculum Committee for review. The Program and Curriculum Committee may request additional information or action from the Program.

Step 15: Academic Council Approval of 18-month Status Report

When the Program and Curriculum Committee is satisfied with the 18-Month Status Report, the Program and Curriculum Committee will forward a recommendation to the Academic Council for approval of the report.

Reporting Requirements

All documents created in the review process are afforded an appropriate level of confidentiality and are made publicly available only under the direction of the EDVP or Designate.

Internal Reporting Requirements

The Office of the EDVP will distribute the approved FAR and its associated Implementation Plan to the Program, and the Academic Director to "own" and act on in a timely manner.

For each FAR, the Office of the EDVP provides copies of the institutional Executive Summary and the Implementation Plan to the Board of Governors of IBU.

The Office of the EDVP forwards the Academic Council-approved 18-month status report to the Board of Governors for information.

Public access will not be granted to the information made available for the Self-Study, the Self-Study, the report of the Program Evaluation Committee, or internal responses to the report of the Program Evaluation Committee. All internal documents and meetings of program reviews are confidential.

External reporting requirements

The Office of the EDVP will submit the approved FAR (excluding all confidential information), Executive Summary and associated Implementation Plan for each completed Cyclical Program Review to PEQAB as required during the program review and consent renewal process, as instructed by the relevant PEQAB guidelines.

APPENDICES AND GLOSSARY

Appendix A: Degree-Level Expectations

ONTARIO COUNCIL OF ACADEMIC VICE-PRESIDENTS' UNDERGRADUATE AND GRADUATE DEGREE LEVEL EXPECTATIONS

Undergraduate

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline; b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline; d) Some detailed knowledge in an area of the discipline;	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) Developed ability to: i. gather, review, evaluate and interpret information; and ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
	e) Critical thinking and analytical skills inside and outside the discipline; and f) Ability to apply learning from one or more areas outside the discipline.	d) Developed, detailed knowledge of and experience in research in an area of the discipline; e) Developed critical thinking and analytical skills inside and outside the discipline; f) Ability to apply learning from one or more areas outside the discipline.
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b) devise and sustain arguments or solve problems using these methods.	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and The ability to use a basic range of established techniques to: a) analyze information; b) evaluate appropriateness of different approaches to solving problems related to their area(s) of study; c) propose solutions; and d) make use of scholarly reviews and primary sources.	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information. b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and e) make critical use of scholarly reviews and primary sources.

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) decision-making in complex contexts; d) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and e) behaviour consistent with academic integrity and social responsibility.	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
		e) behaviour consistent with academic integrity and social responsibility.

Graduate

	Master's degree This degree is awarded to students who have demonstrated the following:	Doctoral degree This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and

	Master's degree This degree is awarded to students who have demonstrated the following:	Doctoral degree This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
	or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a. development and support of a sustained argument in written form; or b. originality in the application of knowledge.	c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to: a. undertake pure and/or applied research at an advanced level; and b. contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional capacity/ autonomy	a) The qualities and transferable skills necessary for employment requiring: i. Exercise of initiative and of personal responsibility and accountability; and ii. Decision-making in complex situations;	a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be

	Master's degree This degree is awarded to students who have demonstrated the following:	Doctoral degree This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
	b) intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	academically and professionally engaged and current; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.
5. Level of communication skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Appendix B: Evaluative Criteria for New Degree Programs and Major Modifications and Micro-credentials

Program Objectives

- A. The program is consistent with the vision, mission, strategic objectives of the university, and with the principles of the Strategic Plan. The program fits into the broader array of program offerings, particularly in areas of teaching and research strength.
- B. The mission and objectives of the program under review are clear and relate to the pedagogical objectives of the Program.
- C. The program uses the appropriate degree nomenclature, given the program's stated objectives.

Program requirements

- A. The curriculum addresses the current state of the discipline or area of study. The program's structure, requirements, and program-level learning outcomes are appropriate and align with IBU's expression of the University Undergraduate or Graduate Degree Level expectations.
- B. The program under review can demonstrate and assess its relation to the standards of any associated regulatory, accrediting body, or professional association (if applicable).
- C. The program includes unique program innovations, creative components, or significant high impact practices.

Program requirements for graduate programs only

- A. The rationale for the program length is clear and appropriate to ensure that students can complete the program-level learning outcomes and requirements of the proposed time.
- B. There is evidence that the program is structured so that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses
- C. Research-focused graduate programs contain a clear indication of the nature and suitability of the major research requirements for degree completion.

Assessment of teaching and learning

- A. Methods for assessing student achievement are appropriate to the program-level learning outcomes and degree-level expectations
- B. The program has appropriate plans to monitor and assess:
 - i. the overall quality of the program
 - ii. whether the program is achieving in practice its proposed objectives
 - iii. whether its students are achieving the program-level learning outcomes
 - iv. how the resulting information will be documented and subsequently used to inform continuous program improvement
- C. Completeness of plans for documenting and demonstrating the level of performance of students, consistent with IBU's statement of its degree-level expectations (Appendix A).

Admission Requirements

- A. The admission requirements are appropriate for the program's objectives and program-level learning outcomes established for completion of the program.
- B. Sufficient explanation of alternative requirements for admission, if any, such as minimum grade-point average, degree completion arrangements for college transfer students, additional languages or portfolios, along with how the program recognizes prior work or learning experience.
- C. For transfer arrangements and bridge programs proposing more than the standard level of transfer credits, a gap analysis based on learning outcomes has been completed and presented.

Resources

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

- A. The planned/ anticipated utilization of existing human, physical, and financial resources, and any institutional commitment to supplement these resources, is adequate to deliver the program.
- B. The planned faculty hiring schedule is of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment.
- C. If required, provision of supervision of experiential learning opportunities
- D. If applicable, a discussion or explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience.
- E. There are adequate resources to sustain the quality of scholarship produced by students, including library support, information technology support, and laboratory access (if applicable).
- F. There is evidence of planning and adequate numbers and quality of: (i) faculty and staff to achieve the goals of the program; or (ii) of plans and the commitment to provide the necessary resources in step with the implementation of the program;

- (iii) planned/anticipated class sizes; (iv) provision of supervision of experiential learning opportunities (if required); and (v) the role of adjunct and part-time faculty.
- G. If necessary, additional resource commitments to support the program in step with its ongoing implementation, the university has the expertise and resources to support the proposed mode(s) of delivery and to ensure its effectiveness.

Resources for graduate programs only

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

- A. There is evidence that faculty have the research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate;
- B. Where appropriate to the program, there is evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and
- C. There is evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

Quality and other indicators

- A. The program provides a work-integrated, skills-based and experiential learning environment that meets-or-exceeds disciplinary standards and prepares graduates for further study, employment, and community engagement.
- B. The proposal defines and uses indicators that provide evidence of quality of the faculty (e.g. qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantially to the proposed program).
- C. The program structure and research activity of faculty creates an environment that will ensure the intellectual quality of the student experience.

Societal Context

- A. There is convincing evidence of student and industry demand for the program.
- B. The proposal clearly demonstrates how students were engaged in the development process.
- C. The program does not directly duplicate that offered by another Ontario university, unless there is evidence of justification of the duplication based on student demand and/or societal need.
- D. The proposal presents convincing evidence that graduates of the program are needed in specifically identified fields (academic, public, and/or private sector).
- E. For professional programs, the proposal ensures congruence with current regulatory requirements of the profession and demonstrates how the regulatory body was involved in the development process.

Structure

- A. The program's structure, requirements, and regulations are appropriate to facilitate meeting specified objectives, program-level learning outcomes and degree-level expectations.
- B. For programs involving work experience or a placement component, the Department will describe:
 - ii. the learning outcomes of the work experience; and,
 - iii. the support the university will extend to students in order to develop and maintain placement opportunities.

Program Content

- A. A representative program development advisory committee played a central role in ensuring community input to the curriculum and that the curriculum addresses the current and future state of the discipline or area of study.
- B. The program was designed to maximize the graduates' potential for employment and promotion in their field and further study
- C. The ways in which the curriculum addresses the current state of the discipline or area of study are described.
- D. The program includes some unique curriculum, program innovation, or creative component that adds to the strength of the program.
- E. The learning outcomes of the program are developed in a logical and progressive manner through the core and elective course content.

Mode(s) of Delivery

- A. The proposed mode(s) of delivery are appropriate to facilitate students' successful achievement of the intended program learning outcomes and degree-level expectations.

Evaluative Criteria for Micro-credentials

Name

- Micro-credential name is reflective of the learning outcomes, skills, and competencies acquired (truth in advertising)

Objectives

- The micro-credential complements and/or fits into IBU's broader array of programming and builds on institutional strengths.

Outcomes

- Outcomes are competency and/or skills focused.
- Outcomes are focused on knowledge application rather than knowledge acquisition.
- Micro-credential is built on a learning outcomes framework where performance competencies are aligned with underlying knowledge, skills, and attitudes.

Labour Market Driven

- The micro-credential fills a distinct labour market need.
- The micro-credential was developed in consultation with an external or industry partner.
- Micro-credential is endorsed by an external or industry partner.

Assessment

- Summative assessment is reflective of expected job performance in the targeted industry.
- Evidence of achievement is embedded in the assessment and visible to employers.

Structure

- Duration of the micro-credential is 12 weeks in total or less.
- Structure of the micro-credential is flexible and meets the access needs of a diverse set of learners.
- Where possible, micro-credentials are stackable and transferable to other learning opportunities and/or institutions.
- The micro-credential is transcriptable and shareable with employers and/or other institutions

Delivery Method

- The delivery method is appropriate to the intended learning outcomes and allows for maximum flexibility in delivery.

Quality

- Micro-credential includes a mechanism for regular feedback from students.
- Quality is assessed through regular review by external partners and/or industry.

Resources

- The proposed utilization of resources of human, physical, and financial resources is well planned and adequate to deliver the resources.

Appendix C: Evaluative Criteria for Existing Programs

Existing programs will be evaluated using the following criteria:

Program Objectives

- A. Consistency of the program's objectives with the institution's vision, mission, and strategic objectives of the university (QAF5.1.3.1.1 a)
- B. The program requirements and associated learning outcomes are consistent with IBU's expression of the undergraduate or graduate degree-level expectations ([Appendix A](#)) (QAF 4.3.1 b)
- C. What are the mission and objectives of the program under review and how do these relate to the pedagogical objectives of the department?
- D. Are the program requirements and program learning outcomes appropriate in relation to the current profile of the discipline or interdisciplinary area, provincially, nationally, and internationally? Include program-related data and measures of performance, including applicable provincial, national and professional standards. How do the program learning outcomes align with IBU's expression of the University Undergraduate Degree Level Expectations (UUDLEs) or Graduate Degree Level Expectations (GDLEs)?
- E. What are the standards of any associated regulatory, accrediting body, or professional association (if applicable)? How does the program under review assess itself in relation to these standards (where applicable)?

Program Requirements

- A. Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes
- B. Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's own undergraduate or graduate Degree Level Expectations
- C. Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- D. Ways in which the curriculum addresses the current state of the discipline or area of study

Program requirements for graduate programs only

- A. Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required
- B. Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses
- C. For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

Assessment of teaching and learning

- A. Appropriateness and effectiveness of the methods for assessing student

- achievement of the program-level learning outcomes and degree-level expectations
- B. Appropriateness and effectiveness of the plans to monitor and assess:
- i. The overall quality of the program
 - ii. whether the program continues to achieve in practice its objectives
 - iii. whether its students are achieving the program-level learning outcomes
 - iv. how the resulting information will be documented and subsequently used to inform continuous program improvement

Admission requirements

- A. The admission requirements are appropriate given the program's objectives and program-level learning outcomes.
- B. Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate programs. e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

Resources

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

- A. Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;
- B. If applicable, discussion/explanation of the role and approximate percentage of adjunct and limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience (see Guidance);
- C. If required, provision of supervision of experiential learning opportunities;
- D. Adequacy of the administrative unit's utilization of existing human, physical and financial resources; and
- E. Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access:
- Are resources required to maintain and deliver the program available and used effectively?
 - Is the program adequately resourced with a sufficient number of faculty with appropriate levels of teaching expertise, and of continuing research and publishing activity?

Resources for graduate programs only

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

- A. Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;
- B. Where appropriate to the program, evidence that financial assistance for students is

- sufficient to ensure adequate quality and numbers of students; and
- C. Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty

Students

- A. Students have been an integral part of the review process.
- B. The program is designed to maximize the graduates' potential for employment and promotion in their field and further study.
- C. Student experience and student success indicators have been critically analyzed in the assessment of program quality, including applications and registrations; attrition rates; time to completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching; post-graduate employment; and, alumni comments
- D. Faculty input measures have been critically analyzed in the assessment of program quality, including faculty qualifications; research and scholarly records of faculty; class sizes; percentage of students taught by permanent or nonpermanent (sessional) faculty; and, faculty-to-student ratios
- E. The program structure contributes to the quality of the student experience.
- F. Graduate outcomes have been critically analyzed in the assessment of program quality, including employment six months and two years after graduation; postgraduate study; skills match; and, alumni reports
- G. How has student input been used to inform program improvement and development?
- H. Will the program prepare students for future employment with respect to careers for which the program could reasonably be expected to provide preparation?
- I. Analyze indicators of student success in the assessment of program quality (e.g., applications and registrations; retention rates; time-to-completion; final year academic achievement; graduation rates; academic awards; student in-course reports on teaching; post-graduate employment; alumni comments).
- J. Relate faculty input measures to the student experience (e.g., faculty qualifications; research and scholarly records of faculty; class sizes; percentage of courses taught by full-time and part-time faculty; faculty-to-student ratios).

Quality and other indicators

- A. Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantially to the program and commitment to student mentoring);
- B. Any other evidence that the program and faculty ensure the intellectual quality of the student experience; and
- C. For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional, soft/human, entrepreneurial/intrapreneurial and transferable skills, and times-to-completion and retention rates
- D. What initiatives are being taken to enhance the quality of the program and the associated teaching and learning environment?

- E. How has the program responded to the concerns and recommendations raised in the previous review? Provide a description of how concerns and recommendations raised in previous reviews have since been addressed, especially those detailed in the Final Assessment Report, Implementation Plan and subsequent monitoring reports from the previous Cyclical Review of the program
- F. For a program's first Cyclical Review of a new program, describe any steps taken to address any issue or items flagged in the monitoring report for follow-up and/or report for the first Cyclical Program Review in the PEQAB/MCURES's approval letter.
- G. Where appropriate, address any areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change
- H. Describe any distinguishing features of the program. Provide evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.

Appendix D: Indigenous Learning Outcomes

Indigenous Learning Outcomes were adopted from the Negahneewin Research Centre at Confederation College to serve as a guide for Indigenous curriculum development.

Outcome	Knowledge	Skills	Attitudes
1. Relate principles of Indigenous knowledge to career field	• Cosmos/Creation stories • Decision-making by consensus • <i>Pimatisiwin</i> principles • Justice • Traditional dispute resolution • Traditional medicines	a) Examine the key elements of North American Indigenous and Western worldviews b) Investigate Indigenous approaches to decision making c) Compare Indigenous and Euro-Canadian approaches to justice d) Examine traditional approaches to health and wellness e) Relate principles of Indigenous knowledge to community wellness	1. Appreciate the importance of historical context 2. Recognize and respect people's diversity 3. Openness to individual differences 4. Be socially responsible and contribute to your community 5. Willingness to learn 6. Values lifelong learning
2. Analyze the impact of colonialism on Indigenous communities	• Post-colonial theory and decolonization • Marginalization and dispossession of Indigenous communities • Residential school experiences • Agricultural displacement of Indigenous farming families • Self-determination	a) Contrast perceptions of colonialism b) Relate colonial policies to contemporary Indigenous contexts c) Analyze examples of assimilationist policies in relation to Indigenous families d) Analyze contemporary assertions of	1. Appreciate the importance of historical context 2. Recognize and respect people's diversity 3. Openness to individual differences 4. Be socially responsible and contribute to your community 5. Willingness to

Outcome	Knowledge	Skills	Attitudes
	principles	Indigenous sovereignty, self-determination and sustainability	learn 6. Values lifelong learning
3. Explain the relationship between land and identity within Indigenous societies	• Principle of responsibility among Indigenous societies • The Anishinaabe Seven Grandfather Teachings • Connection between land and identity	a) Apply concepts of responsibility to community development b) Create a code of ethics based on the Anishinaabe Seven Grandfather Teachings c) Relate examples of oral tradition of Indigenous people in relation to the land d) Investigate the significance of traditional ecological knowledge	1. Appreciate the importance of historical context 2. Recognize and respect people's diversity 3. Openness to individual difference 4. Be socially responsible and contribute to your community 5. Willingness to learn 6. Values lifelong learning
4. Compare Indigenous and Canadian perceptions of inclusion and diversity	• Demographics : local, regional, provincial, national • Indigenous views of inclusion • Colonialism, settler governments and immigration • Multiculturalism in Canada • Social change	a) Apply concepts of responsibility to community development b) Create a code of ethics based on the Anishinaabe Seven Grandfather Teachings c) Relate examples of oral tradition of Indigenous people in relation to the land d) Investigate the significance of traditional	1 Appreciate the importance of historical context 2 Recognize and respect people's diversity 3 Openness to individual difference 4 Be socially responsible and contribute to your community 5 Willingness to learn 6 Values

Outcome	Knowledge	Skills	Attitudes
		ecological knowledge	lifelong learning
5. Analyze racism in relation to Indigenous peoples	• Government legislation • Constitutional recognition of Indigenous peoples • The <i>Canadian Charter of Rights and Freedoms</i> • Representation and the media • The meaning of privilege	a) Investigate the concept of racism b) Analyze legislation and government policies related to racism c) Examine current and historical examples of racism in relation to Indigenous peoples d) Examine common misrepresentations of Indigenous people e) Analyze the concept of privilege	1. Appreciate the importance of historical context 2. Recognize and respect people's diversity 3. Openness to individual differences 4. Be socially responsible and contribute to your community 5. Willingness to learn 6. Values lifelong learning

Outcome	Knowledge	Skills	Attitudes
6. Generate strategies for reconciling Indigenous and Canadian relations	• Political discourse between Indigenous people and various levels of government • Political advocacy by Indigenous leaders and communities • Truth and Reconciliation Commission • Approaches to Indigenous community development and partnerships	a. Describe current formalized approaches to reconciliation b. Analyze the effects of the Truth and Reconciliation Commission of Canada c. Distinguish between self-determination and self-governance d. Formulate strategies towards the reconciliation of Indigenous and Canadian relations	1. Appreciate the importance of historical context 2. Recognize and respect people's diversity 3. Openness to individual differences 4. Be socially responsible and contribute to your community 5. Willingness to learn 6. Values lifelong learning
7. Formulate approaches for engaging Indigenous community partners	• Indigenous community organizations • Ethical approach to working with Indigenous communities • Individual and community needs • Alternative approaches that reflect community development principles	a. Examine local community organizations and resources b. Analyze Indigenous community partnerships c. Examine approaches for working with Indigenous communities d. Prepare a principled approach to working with Indigenous partners	1. Appreciate the importance of historical context 2. Recognize and respect people's diversity 3. Openness to individual differences 4. Be socially responsible and contribute to your community 5. Willingness to learn 6. Values lifelong learning

Appendix E: Program Review Schedule 2024/25-2034/35

Program Review Schedule

[illegible]

Appendix F: Definitions

Academic Services: Academic Services are defined as those services integral to a student's ability to achieve the program-level learning outcomes. Such services would typically include but are not limited to: academic advising and counseling appropriate to the program; information technology, library and laboratory resources directed towards the program; and internship, co-operative education and practicum placement services, where these experiential components are a required part of a program.

Excluded from Academic Services are items such as intramural and extramural activities, residence services, food services, health and wellness services, psychological services, financial aid services and career services, except where any of these services are specifically identified to be an integral part of the academic program.

Arm's Length: For the purposes of this policy, a reviewer will be considered to be at arm's length if they are external to the program under review and the University and their role in a review will not influence university operations or business decisions in ways that could result in a personal, financial benefit to any university employee or with whom the reviewer has a personal or commercial relationship. Please refer to IBU's Conflict of Interest Policy for External Program Consultants.

Certificate (Undergraduate): An undergraduate certificate is a structured set of up to 30 credits of undergraduate level academic content in a particular discipline or area of study that introduces students to, or extends their knowledge of, that discipline or area of study. It is a short-form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates comprise undergraduate level academic content normally equivalent to a minimum of half a year of full-time study.

An undergraduate certificate is a stand-alone credential that may be taken concurrently with a bachelor's program or independently. It normally comprises a structured set of sequential year-level courses and does not require completion of a post-secondary credential for admission.

Graduate Certificate: a structured set of 30 to 60 credits in a particular discipline or area of study that introduces a student to, or extends their knowledge of, that discipline or area of study. A graduate certificate is a stand-alone credential comprising graduate courses that are taken independently from a bachelor's program. It is normally a structured set of sequential year-level courses and requires a post-secondary credential for admission.

Degree: An academic credential awarded upon successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV's Degree Level Expectations and the university's [own expression of those Expectations](#) and achievement of the degree's associated learning outcomes.

Degree Level Expectations: These are academic standards that identify the knowledge and skill outcome competencies that should be achieved by those earning a degree. These standards reflect progressive levels of intellectual and creative development, as established

by OCAV. The Degree Level Expectations detailed in [Appendix 2](#) of the QAF are the Quality Assurance Framework's link to the [QQF](#). Degree Level Expectations may be expressed in subject-specific or in generic terms. Graduates at specified degree levels (e.g., BA, MSc) are expected to demonstrate these competencies. Each university has undertaken to adapt and describe the degree-level expectations that will apply within its own institution. Likewise, academic units describe the university's expectations in terms appropriate to their academic programs. Further information, together with examples for successive degree levels, is provided in Guidance (of the QAF).

Honours Diploma: An honours diploma is a distinct type of for-credit diploma program that is taken by students who wish to upgrade from a 3-year degree program. It consists of a structured set of 30 credits comprising the year four honours requirements of a degree program. An honours diploma is a stand-alone credential with criteria for admission to be completed consecutively by students who have previously graduated from a general degree program in the same area of study. The honours diploma is available in select program areas for which the university has an approved honours degree.

Inter-Institutional Program Categories:

1. **Conjoint Degree Program:** A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university, which is approved by the university's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.
2. **Dual Credential/Degree Program:** A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.
3. **Joint Degree Program:** A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.

For Inter-Institutional Programs, the Protocol for New Program Approvals or the Protocol for Major Modifications (Significant Change and Program Renewal) will be used, as appropriate.

For existing inter-institutional programs in which all partners are institutions within Ontario, the Provincial Education Quality Assessment Board's program review and consent renewal processes will apply to all elements of those programs as offered by all partner institutions involved. For joint programs in which some partners are institutions outside Ontario, the elements of the programs contributed by the out-of-province partner will be subject to the quality assurance processes in their respective jurisdictions but must also satisfy the corresponding requirements of PEQAB.

Major: An identified set and/or sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed in full or partial fulfillment of the requirements for the awarding of a degree, and is recorded

on the graduate's academic record (e.g., Master or Science in Artificial Intelligence, where AI is the major).

Micro-credential: A designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a micro-credential do not require reference to the PEQAB.

A micro-credential is a distinct type of stand-alone credential that is focused on a narrow range of skills and competencies, is labour-market driven, and is designed for maximum flexibility. A micro-credential is shorter in duration than a degree or certificate program and has specified learning outcomes that are distinct from degree and certificate programs. A micro-credential is transcriptable, trackable, and shareable with employers or other educational institutions.

Additional characteristics of a micro-credential include:

- Focused on knowledge application rather than knowledge acquisition
- Accessible and flexible to meet the needs of diverse learner populations
- Tuition falls outside of the Ontario tuition framework and is determined by the university on the basis of an analysis of cost and projected revenue
- Quality is primarily assessed through peer and industry or external partner review
- Some micro-credentials are “one-off” learning experiences while others are modules that can be stacked to create a qualification
- 12 weeks or less in total based on hours of study (note: some micro-credentials are set up as flexible offerings on weekends or part time over several months to accommodate diverse learners).

Minor: An identified set and/or sequence of courses in a discipline or field that either introduces or extends knowledge of that discipline or field. Minors are only available to registered IBU students and are available only to students who have declared a major in another discipline. Minors are to be completed concurrently with a degree program on an optional basis and are recorded on the graduate's academic record.

Modes of Delivery: The means or medium used in delivering a program (e.g., lecture format, distance, online, synchronous/asynchronous, hybrid problem-based, compressed part-time, multi-campus, inter-institutional collaboration or other non-standard form of delivery).

The modes of delivery described below are the most common options in use at IBU:

1. **In-Person Instruction:** class that meets in a classroom and/or laboratory at the scheduled time/day, with the instructor and all students present (synchronous).
2. **Hybrid Instruction:** The instructor is present in the classroom at the scheduled time/day, with students present who wish to attend in person, and students who prefer not to attend in person participating remotely at the same time (synchronous).

The student makes the choice for any given class and can switch as needed. Requires additional support for content preparation, technology and class management (advance budget approval required).

3. **Remote Synchronous/Asynchronous Instruction:** The instructor teaches using meeting technology (e.g. Zoom, Google Meet) at a scheduled time (from a classroom or other location), with students attending and participating remotely only. Students will complete some of the learning objectives via asynchronous means, including completing additional readings, videos and/or assignments and/or viewing pre-recorded lectures.
4. **Alternating In-Person/Remote Instruction:** The instructor is present in the classroom at the scheduled time/day with some proportion of students attending class in person (synchronous), while the rest participate remotely and/or complete self-directed learning, including but not limited to activities such as sustained reading, completing assignments, watching recorded lectures on their own schedule (asynchronous).
5. **Asynchronous Instruction:** Means asynchronous/online instruction (distance education) where there are no lectures delivered in real time and students will complete all of the learning objectives via asynchronous means, including completing additional readings, videos and/or assignments and/or viewing pre-recorded lectures.
6. **Live Streamed In-Person Instruction:** Means a lecture is conducted by an instructor at one campus and live streamed to one or more additional campuses. Under this delivery mode, all enrolled students will be required to attend in person at one of the participating campuses, with no option for remote attendance. The instructional rooms at each location shall be properly equipped with necessary video conferencing technology, including large monitors, microphones, and speakers, to ensure effective multiway communication between the campuses involved. All in-class assessments will be administered under the supervision of a live proctor. Furthermore, these classes will be scheduled to occur at a Designated common time and day across all campuses. To ensure smooth operation, an appropriate technical support person will be assigned to each site, and academic support, such as a teaching assistant, will be available at the remote campuses to enhance student participation and engagement.

New (Proposed) Program: Any degree program not yet approved by the Ministry of Colleges, Universities and Research Security. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists). A 'new program' is brand-new: that is to say, the program has substantially different program objectives, program requirements and program-level learning outcomes from those of any existing approved programs offered at IBU.

Program: The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements for each particular degree.

Program-Level Student Learning Outcomes: Clear and concise statements that describe what successful students should have achieved and the knowledge, skills, and abilities that they should have acquired upon completion of the program. Program-level student learning

outcomes emphasize the application and integration of knowledge –both in the context of the program and more broadly –rather than coverage of material; make explicit the expectations for student success; are measurable and thus form the criteria for assessment/evaluation; and are written in greater detail than the program objectives. Clear and concise program-level learning outcomes also help to create shared expectations between students and instructors.

Program Objectives: Clear and concise statements that describe the goals of the program. Program objectives explain the potential applications of the knowledge and skills acquired in the program; seek to help students connect learning across various contexts; situate the particular program in the context of the discipline as a whole; and are often broader in scope than the program-level learning outcomes that they help to generate.

Program Revision: Program Revisions at IBU can be classified as either a minor modification, major modification, or substantial major modification.

Minor Modifications: A minor modification is defined as a small change to a program that does not change the fundamental nature, purpose, or the learning outcomes of the program. Multiple minor modifications over a period of less than three years that amount to equal to or greater than 30% of the program, will require the program to complete a substantial major modification. Minor modifications include, but are not limited to:

- a. changes to the mode of delivery for a small number of courses
- b. minor modifications to courses such as changes to course descriptions or course prerequisites
- c. the addition of a small number of new courses
- d. changes to an existing Emphasis, Option, or Minor Program
- e. the creation of a new micro-credential(s); undergraduate certificate(s); and laddering, stacking or similar options, or comparable elements that do not require PEQAB appraisal and approval.

Major Modifications: A major modification is defined as one or more of the following:

- a. Requirements that differ significantly from those existing at the time of the previous Cyclical Program Review
- b. Significant changes to the program-level learning outcomes that do not, however, meet the threshold of a new program
- c. Significant changes to the program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus and/or online / hybrid delivery – see below)
- d. Addition or deletion of streams
- e. Change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or
- f. Addition of a single new field to an existing graduate program.

IBU has expanded the above definition to further clarify its internal definition of what constitutes a major modification by providing examples for each of the categories.

A major modification to a program of study is a “significant change” in the program requirements, intended learning outcomes, and/or human and other resources associated with it. Examples of major modifications include:

1. Change to the admission, promotion, and graduation requirements for the program where the change has an impact on the learning outcomes of the program
2. New bridging options for college diploma graduates
3. Change to the length of the program
4. Introduction or deletion of a thesis or capstone project
5. The introduction or deletion of a work experience requirement, including internships, coop options and practicums
6. Introduction or deletion of breadth requirements
7. Change to full- or part-time program options, or vice versa

When changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person, the program may consider the following criteria:

- Maintenance of and/or changes to the program objectives and program-level learning outcomes:
 1. Adequacy of the technological platform and tools
 2. Sufficiency of support services and training for teaching staff
 3. Sufficiency and type of support for students in the new learning environment
 4. Access to course material

Substantial Major Modification: The following major modifications are normally categorized as substantial:

1. the merger of two or more programs
2. major changes to courses comprising a significant proportion of the program (30% or greater)
3. change in language of program delivery
4. the deletion or addition of a specialization, major or minor
5. the closure or suspension of an undergraduate program, major, minor, or certificate
6. change in the mode of delivery such that a majority of required course credits in the program will be delivered using the new mode(s) (30% or greater)
7. the establishment of an existing degree program at another institution or location.

All other major modifications are normally categorized as standard.

Specialization: A specialization is a defined set of courses which provides students with specific expertise, knowledge, and/or practice and so further distinguishes the program in a recognizable way. Successful completion of a specialization is recorded on the transcript. A specialization is available only to students majoring in the discipline in which the specialization is offered (e.g., a student majoring in Business Administration may enroll in a specialization in Human Resources to further their expertise in a specialty area).

Specializations cannot be added to three year programs, since:

1. three year programs, by their nature, provide a general education of the disciplinary area, and

2. there are not enough course choices in a three year program to accommodate a specialization in addition to the general topic elements.

Stream: A stream is a sequence of courses in a program that guides the student's studies based on area(s) of interest but does not result in a designation on a diploma or other formal recognition.

Virtual Site Visit: The practice of conducting all required elements of the external reviewers' site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours. A virtual site visit may replace an in-person site visit for certain undergraduate and Master's programs, with agreement from both the external reviewers and the EDVP or Designate.

Appendix G: Quick Reference to IBU Program Components and Stand-Alone Credentials

Abbreviated Definitions with Examples for Program Components

Program Component	Example
Degree Program The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements for a particular degree.	Bachelor of Commerce
Major An identified set and/or sequence of courses, and/or other units of study, which is completed in full or partial fulfillment of the requirements for the awarding of a degree and is recorded on the graduate's academic record.	Bachelor of Science in Artificial Intelligence where Artificial Intelligence is the major.
Specialization A specialization is a defined set of courses which provides students with a specific expertise, knowledge, and/or practice and so further distinguishes the program in a recognizable way.	Master of Business Administration with a specialization in Technology, Innovation and Entrepreneurship
Minor An identified set and/or sequence of courses in a discipline or field that either introduces or extends knowledge of that discipline or field.	Bachelor of Science in Artificial Intelligence with a minor in Marketing
Stream A stream is an ordered collection of courses in a program that guides a student's study based on area(s) of interest but does not result in a designation on a diploma or other formal recognition.	Students majoring in a discipline can choose disciplinary courses from lists organized according to area of interest

Program Component	Example
Certificate A structured set of up to 30 credits in a particular discipline or area of study that introduces students to, or extends their knowledge of, that discipline or area of study.	Certificate in Community Economic and Social Development
Honours Diploma An honours diploma is a distinct type of for-credit diploma program that consists of a structured set of 30 credits comprising the year four honours requirements of a degree program. An honours diploma is a stand-alone credential with criteria for admission to be completed consecutively by students who have previously graduated from a general degree program in the same area of study. The honours diploma is available in select program areas for which the University has an approved honours degree.	Students who have graduated with a 3-year Bachelor of Commerce can apply and be admitted to an <i>Honours Diploma in Commerce</i>. This student would be enrolled in the same courses as a student in the fourth year of the Honours Bachelor of Commerce.
Micro-credential A micro-credential is a distinct type of stand-alone credential that is focused on a narrow range of skills and competencies, is labour-market driven, and is designed for maximum flexibility. A for-credit micro-credential is shorter in duration than a degree or certificate program and has specified learning outcomes that are distinct from degree and certificate programs. A micro-credential is transcriptable, trackable, and shareable with employers or other educational institutions.	
Graduate Certificate A structured set of 30 to 60 credits in a particular discipline or area of study that introduces a student to, or extends their knowledge of, that discipline or area of study. A graduate certificate is a	Graduate Certificate in Information Technology

Program Component	Example
stand-alone for-credit credential comprising graduate courses that are taken independently from a bachelor's program. It normally comprises a structured set of sequential year-level courses and requires a post-secondary credential for admission.	