

Guidelines for Intra-Institutional & Inter-Institutional Programs

Intra/inter-institutional programs are a type of degree program at the University. Their defining feature is that two or more programs of study are brought together in one of six distinct categories as defined by the Council of Ontario Universities (COU). The originating programs of study brought together in an intra/inter-institutional degree may be existing programs at the University or wholly new ones. With the exception of Cotutelle agreements, all types of intra/inter-Institutional programs require the approval of Senate and the *Ontario Universities Council on Quality Assurance*.

1. Definitions and Characteristics of Program Categories

The five COU program categories that are relevant to York University are the following:

Inter-Institutional Program Categories

Cotutelle: A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at each institution prepares a single dissertation which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her dissertation under Cotutelle arrangements.

Dual Credential 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 at least two of the participating institutions, of which one is York University.

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.

Intra-University Program Categories

Collaborative Program: A graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained.

Combined Degree Program: A program of study involving two existing degree programs of different types in which successful completion of the requirements is confirmed by a separate and different degree document being awarded by each program. The combination may comprise two graduate programs, two undergraduate programs or a graduate and an undergraduate program. For Combined Degree Programs that involve a graduate program, the combination typically involves at least one "professionally" oriented program. Combined Degree Programs may be structured such that students pursue the two programs concurrently or consecutively.

2. Principles Guiding Intra/Inter-Institutional Programs

The following overarching principles should guide the development of intra/inter-institutional programs.

- a. The combination or integration of independent programs should create a high quality, innovative disciplinary or interdisciplinary program of study that provides enhanced opportunities for students.
- b. There should be consistency with University and Faculty academic standards and regulations.
- c. An intra/inter-institutional degree program is distinguished from the consecutive or concurrent completion of two independent programs by a distinct program structure and/or modified requirements relative to the independent programs (e.g., shorter completion time than independently completing both of the two programs; study abroad at a partner institution: reconciliation of equivalent quantitative credits/recognition of unique qualitative aspects of the program).
- d. The UDDLES/GDLES of Dual Credential and Combined degree programs must satisfy the degree level expectations of each of the originating programs and include a qualitative¹ and/or quantitative value-added element unique to the Dual/Combined program that distinguishes it from the originating programs.
- e. In all instances, even those involving existing programs, Joint Degree Programs are considered new programs, and thus must include the development of UDDLES/GDLES specific to the Joint Degree Program.
- f. The initiative should support unit/Faculty/University academic plans and priorities, and be premised on a complementary educational philosophy between the participating programs/institutions.
- g. The collaboration with peer institutions should enhance York University's reputation.

3. Procedures for the Review and Approval of Intra/Inter-Institutional Programs

Procedures for the review and approval of intra/inter-institutional degree programs vary according to the category of program.

Program Category	IQAP Procedures
<i>Inter-Institutional Degrees</i>	
Cotutelle	Checklist for Establishing a Cotutelle Agreement
Dual Credential Program– existing parent program	Expedited Approval for Dual/Combined Programs
Dual Credential Program – new parent program	Protocol for New Program Approvals
Joint Degree Program	Protocol for New Program Approvals
<i>Intra-University Degrees</i>	
Collaborative Program - existing parent program	Expedited Approval for Collaborative Programs
Collaborative Program - new parent program	Protocol for New Program Approvals
Combined Degree Program - existing parent program	Expedited Approval for Dual/Combined Programs
Combined Degree Program– new parent program	Protocol for New Program Approvals

¹ For example, one or more of: exposure to different perspectives, pedagogical approaches, learning environments, cultures, study in a new language, etc that enhance the learning outcomes of the program.

4. Criteria for the Review and Approval of Intra/Inter-Institutional Programs

4.1. Identifying the Applicable Criteria

There are five applicable categories of intra/inter-institutional degrees at York. The criteria for the approval of the programs depend on the whether:

- the parent program(s) is an existing or new one(s) at the University
- the category of program will follow Expedited Approval procedures or the Protocol for New Program Approval procedures
- the category of program has existing approval criteria and approval procedures in place

Accordingly, the criteria that will apply to each program category are as follows:

Program Category	Applicable Criteria
<i>Inter-Institutional Degrees</i>	
Cotutelle	Checklist for Establishing a Cotutelle Agreement
Dual Credential Program – existing parent program	Expedited Approval Evaluation Criteria
Dual Credential Program – new parent program	New Program Evaluation Criteria*
Joint Degree Program	New Program Evaluation Criteria*
<i>Intra-University Degrees</i>	
Collaborative Program – existing parent program	Expedited Approval Evaluation Criteria
Collaborative Program – new parent program	New Program Evaluation Criteria*
Combined Degree Program– existing parent program	Expedited Approval Evaluation Criteria
Combined Degree Program– new parent program	New Program Evaluation Criteria*

*Including information set out in the *Appendix to the New Program Evaluation Criteria Pertaining to Intra/Inter-Institutional Degrees*.

4.2 The Evaluation Criteria

4.2.1 New Program Evaluation Criteria

The *New Program Evaluation Criteria* and Proposal Template for New Undergraduate and Graduate Degree programs are included in the Senate Quality Assurance Handbook.

4.2.2 Checklist for Establishing a Cotutelle Agreement

The *Checklist for Establishing a Cotutelle Agreement* is provided below.

4.2.3 Expedited Approval Evaluation Criteria for Dual Credential and Combined Degree Programs

If a proposed Dual Credential or Combined degree program is comprised of an existing program(s) at the University, there is no requirement for the full appraisal required for new programs. Such proposals will therefore be evaluated against the following *Expedited Approval Evaluation Criteria*.

(i) Objectives and Program Content

- Alignment of the Dual/Combined program with the unit/faculty/university academic plans.
- Clarity and appropriateness of the degree requirements of the Dual/Combined program relative to the originating program's requirements.
- Demonstration that the program UUDLES/GDLES satisfy the University's established degree level expectations (i.e., for the BA, BSc, MA, JD etc.) and augment the originating program's UUDLES/GDLES to reflect the qualitative and quantitative elements unique to the Dual/Combined program.

(ii) Admission Requirements

- Confirmation that the existing admission requirements for the parent program(s) remain appropriate for the Dual/Combined program's learning expectations and University degree level expectations; **or**
- Appropriateness of the unique admission requirements for the Dual/Combined program's learning expectations and University degree level expectation

(iii) Structure

- Demonstration that the structure of the Dual/Combined program will meet the Program-level and Degree-level learning expectations at York University, including major research requirements for research-focused graduate programs.
- Confirmation that the academic regulations of the originating program remain unchanged, or that proposed revisions are necessary and appropriate for the Dual/Combined program.
- For Dual/Combined programs that involve one or more graduate programs, a clear rationale for program length that ensures that the program requirements (including languages competencies and time abroad at partner institutions) can be reasonably completed within the proposed time period.
- For Dual Credential degree programs, confirmation that students will normally spend at least two terms at the partner institution²

(iv) Mode of Delivery

- Confirmation that the mode of delivery is unchanged from the parent program(s), including at partner institutions for Dual Credential programs; **or**
- Appropriateness of the proposed mode(s) of delivery to meet the specified program learning expectations and University degree level expectations

(v) Assessment of Teaching and Learning

- Confirmation that the methods for the assessment of student achievement of the Dual/Combined program learning expectations and University degree level expectations are substantially similar to the parent program; **or**
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the University's established degree level expectations

(vi) Quality Indicators

- Confirmation that the faculty complement in the originating program(s) will be teaching and supervising students in the Dual/Combined program. For Dual/Combined programs that involve one or more graduate programs, the inclusion of a list of faculty appointed to the York graduate program denoting rank and appointment category for each.

(vii) Enrolment Projections and Resources

- Indication of the demand and/or local/national/international community interest for the program
- Inclusion of enrolment projections, including first-year intake and the anticipated steady-state enrolment
- Confirmation that planned enrolments are within existing enrolment targets for the parent program(s) and confirmation from the Dean(s) and Office of the Vice-President Academic and Provost of the adequacy of existing human (administrative and faculty), physical and financial resources to support the program; **or**
- Confirmation from the Dean(s) and Office of the Vice-President Academic and Provost of the commitment of new resources to support and sustain the program
- Statements from:
 - University Librarian confirming the adequacy of library holdings and support
 - University Registrar confirming the implementation schedule and administrative arrangements.
 - Relevant programs/units confirming consultation on the new program
- For Dual/Combined programs that involve a graduate program, details regarding eligibility for financial assistance, where and as appropriate to the concerned program

4.2.4 Expedited Approval Evaluation Criteria for Collaborative Graduate Degree Programs

Proposed Collaborative degree programs will be evaluated against the following criteria:

(i) Objectives and Program Content

- Consistency of the program with the unit/faculty/university academic plans;

²A minimum period of two terms abroad is deemed necessary to achieve the qualitative, value-added element of the learning expectations for dual credential degree programs. For programs where less than two terms abroad is proposed it must be demonstrated that the lesser amount of time is warranted by the program structure.

- Clarity of the value the collaborative program adds to the educational experience that students obtain from the home program(s) (e.g., from additional course requirements, a unique multidisciplinary focus to the program)
- Clear and explicit requirements for the Collaborative program and the degree requirements for each participating home program, including the nature of the participation of each program. In home programs requiring a thesis/dissertation, confirmation that the topic will be relevant to the focus of the collaborative program;
- Clarity and appropriateness of the program learning expectations in meeting the University's Graduate Degree Level Expectations (GDLES)

(ii) Admission Requirements

- Confirmation that the admission requirements for the home program(s) remain appropriate for the Collaborative program's learning expectations and University degree level expectations; **or**
- Appropriateness of the unique admission requirements for the Collaborative program's learning expectations and University degree level expectations

(iii) Structure

- Confirmation that the Collaborative program provides some common learning experience for students that extends beyond that available to students in the home program(s) (e.g., a core course, an ongoing collaborative program seminar, etc.);
- Appropriateness of the structure of the Collaborative program to meet the program learning expectations and University degree level expectations, including major research requirements for research-focused graduate programs;
- Confirmation that the academic regulations are consistent with the home program, or are necessary and appropriate for the Collaborative program

(iv) Mode of Delivery

- Confirmation that the mode of delivery is consistent with the home program(s); **or**
- Appropriateness of the mode of delivery to meet the specified Collaborative program learning expectations and University degree level expectations

(v) Assessment of Teaching and Learning

- Confirmation that the methods for the assessment of student achievement of the Collaborative program learning expectations and University degree level expectations are substantially similar to the home program; **or**
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the University's established degree level expectations

(vi) Quality Indicators

- Confirmation of the core faculty members participating in the Collaborative program, including a list of faculty appointed to the York graduate program with their areas of research interests denoted.

(vii) Enrolment Projections and Resources

- Demonstrated demand and/or local/national/international community interest for the program
- Inclusion of enrolment projections
- Confirmation that planned enrolments are within existing enrolment targets for the home program and confirmation from the Dean(s) and Office of the Vice-President Academic and Provost of the adequacy of existing human (administrative and faculty), physical and financial resources to support the program; **or**
- Confirmation from the Dean(s) and Office of the Vice-President Academic and Provost of the commitment of new resources to support and sustain the program;
- Statements from:
 - University Librarian confirming the adequacy of library holdings and support
 - University Registrar confirming the implementation schedule and administrative arrangements
 - Relevant programs confirming consultation on the new program

Appendix to the New Program Evaluation Criteria Pertaining to Intra/Inter-Institutional Degrees

For Joint programs and Dual or Combined programs that will be comprised of a wholly new program(s), there are unique program elements to be addressed that are not included in the *New Program Evaluation Criteria*. As such the following criteria for these categories of programs need to set out in the QAP document - perhaps best as an Appendix:

For Joint Programs:

- In the Introduction, identify the participating programs, and indicate if they are existing programs or are being developed in relation to joint program.
- In the Admission requirements section, confirm that admissions requirements to joint program are same regardless of institution applied to.
- In the Program structure section, describe how the joint program will be structured/governed/ managed to assure the level of integration envisioned will be supported by program requirements, including academic procedures (e.g. for graduate programs, thesis/dissertation and examination guidelines and procedures)
- In the Assessment of teaching and learning section, describe how methods for the assessment of student achievement of the joint program learning expectations and the degree level expectations are consistent between two institutions
- In the Resources section, provided the required information for both institutions, as appropriate
- In the Financial support of graduate students section, provide details regarding eligibility for financial assistance, where and as appropriate to the concerned program

For Dual/Combined Programs:

- Throughout the proposal, all elements of the evaluation criteria must be addressed for both programs
- For Dual Credential Programs, confirmation in the Program structure section that students will normally spend at least one two terms at the partner institution
- In the Financial support of graduate students section, provide details regarding eligibility for financial assistance, where and as appropriate to the concerned program