York University

Expedited Review   
  
  
in

Submitted to the  
Ontario Universities Council on Quality Assurance

Note: Universities are strongly encouraged to use this Template when creating a submission for an Expedited Review. Universities may adapt this Template as desired and in accordance with their IQAP; however, Expedited Review submissions must minimally address the criteria outlined in Section 2 of this Template.

The Expedited Approval process should be used where there are proposals for:

* A new for-credit graduate diploma (Types 2 and 3 only)
* A new standalone degree program arising from a long-standing field in a master’s or doctoral program that has undergone at least two Cyclical Program Reviews and has at least two graduating cohorts (See [Guidance](https://oucqa.ca/guide/addition-of-a-ne…graduate-program/)).

Universities may also choose to use this Template if they opt to submit a Major Modification to the Quality Council for review. While not required, this option might be helpful should a university wish to promote the fact that it has received the Quality Council’s approval for the proposal and/or for a university that wishes to benefit from the external oversight this Protocol provides. If doing so, the Template may require further adaptations accordingly, but minimally should address the following criteria:

* Proposed major modifications should additionally provide a brief rationale for the changes, as well as:
  + An assessment of the impact of the proposed modification on the program’s students;
  + Input from current students and recent graduates of the program considered as part of the development of the proposal;
  + A statement on the way in which the proposed major modification will improve the student experience; and
* When changing the mode of delivery to online for all or a significant portion of a program previously delivered in person, it is strongly recommended that the criteria detailed as part of the Process for the Protocol for Major Modifications (Program Renewal and Significant Change) additionally be addressed.

# **Introduction**

*Include a brief description of the proposed program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.*

# **Evaluation Criteria**

## Objectives of the program (QAF 2.1.2.1)

*Clearly describe:*

* *The program’s objectives (see Definition and Guidance);*
* *The degree nomenclature given the program’s objectives; and*
* *The consistency of the program with the institution’s mission and academic plans.*

## Program Requirements (QAF 2.1.2.2)

*Describe:*

*How the program’s structure and requirements meet the program objectives and program-level learning outcomes*

*How the program’s structure, requirements and program-level learning outcomes ensure students meet the institution’s Undergraduate or Graduate Degree Level Expectations*

*How the proposed mode(s) of delivery facilitate the students’ successful completion of the program-level learning outcomes; and*

*The ways in which the curriculum addresses the current state of the discipline or area of study.*

*NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available* [*here*](https://oucqa.ca/guide/program-objectiv…earning-outcomes/)*. It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.*

## *Program Requirements for graduate programs only (QAF 2.1.2.3)*

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

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

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

## Assessment of teaching and learning (QAF 2.1.2.4)

*Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.*

*Describe the program’s plans to monitor and assess:*

1. *The overall quality of the program;*
2. *Whether the program is achieving in practice its proposed objectives;*
3. *Whether its students are achieving the program-level learning outcomes; and*
4. *How the resulting information will be documented and subsequently used to inform continuous program improvement.*

*NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see* [*Guidance on Assessment of Teaching and Learning*](https://oucqa.ca/guide/assessment-of-te…-1-and-5-1-3-1-4/%20‎) *for advice from the Appraisal Committee on how to satisfy these criteria.*

## Admission Requirements (QAF 2.1.2.5)

*Describe the program’s admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.*

*Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.*

## Resources (QAF 2.1.2.6)

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

* 1. *Provide evidence of participation 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;*

*NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.*

* 1. *As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience;*

*NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program’s learning outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances.*

* 1. *Describe the provision of supervision of experiential learning opportunities, if applicable;*
  2. *Describe the administrative unit’s planned use of existing human, physical and financial resources, including implications for other existing programs at the university;*
  3. *Provide 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; and*
  4. *If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.*

## Resources for graduate programs only (QAF 2.1.2.7)

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

*Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;*

*Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and*

*Where appropriate to the program, explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.*

## Quality and other indicators (QAF 2.1.2.8)

*Provide 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 substantively to the program and commitment to student mentoring); and*

*Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.*

*NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a)) addresses whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.*

## Appendix:

*Insert faculty CVs.*