

Institutional Quality Assurance Policy (IQAP)

Category:	Academic
Approval:	Senate (internal) Ontario Universities Council on Quality Assurance (external)
Responsibility:	Provost and Vice President Academic
Primary Contact:	Manager, Office of Provost and Vice President Academic
Effective Date of Policy:	Sept 1, 2022; Sept 1, 2019; Sept 1, 2015; initial Sept 1, 2011
Date for Next Review:	Fall 2027
Senate Approval:	Mar 22, 2022; April 16, 2019; Dec 2, 2014; initial approval May 10, 2011
Quality Council Approval:	Mar 15, 2023; Aug 26, 2019; Dec 18, 2014; initial approval Mar 31, 2011

Policies superseded by this Policy include:

- Policy on Undergraduate Program Review (February 2003)
- Procedures for New Degree Programs (May 2003)
- Procedure for Approval of New Graduate Programs (April 2005)

Purpose of Policy

Trent's Institutional Quality Assurance Policy (IQAP) governs the development of new programs and the review and revision of existing programs. The Policy and its associated Procedures establish the requirements and criteria for each of the Protocols, are in compliance with the Quality Assurance Framework (QAF) as developed by the Ontario Council of Academic Vice Presidents (OCAV) and have been adopted by the Council of Ontario Universities (COU).

Protocols governed by the IQAP Policy include:

- 1. Cyclical Program Review Protocol**
- 2. New Program Protocol**
- 3. Expedited Approval Protocol**
- 4. Major Modification Protocol (Program Renewal and Significant Change)**
- 5. Audit Protocol**

Quality assurance is a shared responsibility between the Ontario Universities Council on Quality Assurance (the Quality Council) and Ontario's universities. This collaboration ensures a culture of continuous improvement and supports a vision of a student-centred education. Quality assurance processes result in an educational system that is open, accountable and transparent. Bringing

Ontario's universities quality assurance practices into line with the latest international quality assurance standards facilitates greater international acceptance of an institutes' degrees and improves graduate access to university programs and employment worldwide.

The Quality Council is the provincial body responsible for assuring the quality of degree programs/diploma programs and the integrity of the universities' quality assurance processes as set by the Quality Assurance Framework. Every publicly assisted Ontario University that grants degrees and diplomas is responsible for ensuring the quality of its programs and is responsible for developing a policy that minimally meets the requirements of this Framework.

Based on the Quality Assurance Framework, Trent University has created both a holistic and integrated approach to quality assurance, one that is built on the Guiding Principles that inform every aspect of quality assurance and provide broad terms of best practices. The most relevant Principles (4 of the 15) have been included here, as they best reflect the quality assurance processes at the university level, and support Trent's approach to continuous improvement.

- **Principle 1 – Experience of the Student**

The best interest of students is at the core of quality assurance activities. Quality assurance is ultimately about the centrality of the student experience in Ontario. It is about student achievement in programs that lead to a degree or diploma; about ensuring the value of the university degree in Ontario, and of ensuring that our highly qualified graduates continue to be strong and innovative contributors to the well-being of Ontario's economy and society.

- **Principle 9 – Transparency**

The Quality Council operates in accordance with publicly communicated principles, policies and procedures. Both the Quality Council's assessment process and the internal quality assurance process of individual institutions is open, transparent, and accountable, except as limited by constraints of laws and regulations for the protection of individuals.

- **Principle 13 – Continuous Monitoring and Quality Improvement**

Quality is not static, and continuous improvement should be a driver of quality assurance and be measurable. An important goal for quality assurance is to reach beyond merely demonstrating quality at a moment in time and to demonstrate ongoing and continuous quality improvement. The Quality Council is committed to sharing effective best practices in quality assurance to assist institutions in their quality improvement work.

- **Principle 14 – Expert Independent Peer Review**

Whether for new programs or cyclical review of existing programs, expert independent peer review is foundational to quality assurance.

The full set of Principles guide and inform all aspects of quality assurance while each Protocol includes a set of specific and detailed procedures that aligns with the Principles and best practices to ensure the ongoing improvement and enhancement of program offerings, specifically:

- To ensure that educational experiences of students are engaging and rigorous
- To actively monitor and review curriculum, to identify opportunities and develop plans for change, as necessary, to improve the student experience
- To meet evolving standards and measures of quality in the program and in response to the ongoing evolution of the discipline
- To focus on the continuous improvement of those facets of education that most directly impact academic experiences of students

- To ensure the continuing quality and relevance of programs to stakeholders, including the university, students, the public and the government.

Trent University has developed a robust quality assurance process that incorporates a model of multi-level assessment and an evidence-based approach that ensures a culture of ongoing and continuous improvement of its programs that prioritizes student-centre learning and experiences.

Purpose and Scope of Each Protocol

This policy will apply to all academic programs. For purposes of this section, 'Program' will be defined as all undergraduate and graduate degree programs, and for-credit graduate diploma programs offered in full or in part, or conjointly by Trent University in partnership with another post-secondary institution.

IQAP Ratification

This policy and its procedures are subject to ratification by the Quality Council, both initially and following each revision.

1) Cyclical Program Review Protocol

The purpose of this protocol is to assess the quality of existing academic programs and identify ongoing improvements, resulting in Final Assessment Plan and an Implementation Plan that will become the basis of a continuous improvement process through the monitoring of key performance indicators.

All existing undergraduate degree programs, graduate degree programs, and for-credit graduate diploma programs will be subject to periodic cyclical review conducted at a minimum once every eight years. Programs which have been closed or for which admission has been suspended are out of the scope of this review. Cyclical program review is a self-regulatory process subject to periodic audit by the Quality Council.

2) New Program Protocol

The purpose of this policy is to ensure that new academic programs are developed using internationally accepted practices and are based on the Degree Level Expectations that identify expectations of performance by graduates at a specified level of learning, e.g., Bachelor, Master and Doctoral. New programs will also incorporate a plan to ensure high quality and continuous improvement from the program's inception.

The scope of this protocol applies to new undergraduate and new graduate programs whether offered by one institution or jointly with another institution. New degree programs require approval by the Quality Council.

3) Expedited Approval Protocol

The purpose of this protocol is to enable universities to secure approvals more efficiently for changes that are considered less wide-ranging than new programs and do not require an external review. The Protocol enables the evolution of programming in a timelier manner.

The scope of this protocol will apply to new for-credit graduate diplomas (Types 2 and 3), major modifications the university wishes to expedite, as well as the creation of a new standalone degree from an existing field in a graduate program. Final approval for this protocol rests with the Appraisal Committee.

4) Major Modification Protocol

The purpose of this protocol is to allow for timely program renewal of existing programs, on an ongoing and continuous basis. Academic units are encouraged to actively evaluate and identify revisions and modifications to curriculum and experiences that can be implemented at the University level, and will be reported annually to Quality Council.

The scope of this protocol will include significant changes made to existing programs that are considered less than a new program and greater than a minor modification. The Provost will be the final arbiter in determining if a major modification should be considered a new program. Major modifications will be reported annually to Quality Council.

5) Audit Protocol

The purpose of the Audit, to be conducted once every eight (8) years, is: to ensure transparency and accountability in the development and review of academic programs and to assure stakeholders (students, citizens, and the government) of the international standards of Trent's quality assurance processes. This Protocol will monitor the extent to which the University has: improved/enhanced its quality assurance processes and practices; created an ethos of continuous improvement; and developed a culture that supports program-level learning outcomes and student-centered learning.

The University will be subject to a Cyclical Audit at least once every eight years. The scope of this protocol will include an evaluation of past and current practices; review of institutional changes made in policy, procedures, and practices in response to recommendations from the previous audit; confirmation that university's practices comply with its ratified IQAP; and review of the university's approach to continuous improvement.

Acronyms

AP&B	Academic Planning & Budget Committee
COU	Council of Ontario Universities
CPRC	Cyclical Program Review Committee
DLEs	University Degree Level Expectations
FAR	Final Assessment Report
GDLEs	Graduate Degree Level Expectations
GSC	Graduate Studies Committee
IQAP	Institutional Quality Assurance Policy
OCAV	Ontario Council of Academic Vice Presidents
OIPA	Office of Institutional Planning and Analysis
PPG	Provost's Planning Group
QAF	Quality Assurance Framework
USC	Undergraduate Studies Committee
UDLEs	Undergraduate Degree Level Expectations

Definitions

Academic Services

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 counselling appropriate to the program; information technology, library and laboratory resources directed towards the programs; and internship, cooperative education and practicum placement services, where these experiential components are a required part of a program.

Adjusted Oversight

A guiding Principle of the Quality Assurance Framework is that the 'Quality Council recognizes past performance of institutions and adjusts oversight accordingly.' Adjusted oversight refers to the practice of decreasing or increasing the degree of oversight by the Quality Council depending upon the university's compliance across the spectrum of its quality assurance practices. Oversight may also be increased in one area and decreased in another. Examples of adjusted oversight include a reduction or increase in the number of programs selected for a Cyclical Audit, a Focused Audit, adjusted requirements for documentation, and adjusted reporting requirements.

Collaborative Specialization

An intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved master's and/or PhD programs within the collaborative specialization. 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 Specialization. The degree conferred is that of the home program, and the completion of the Collaborative Specialization is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., MA in Political Science with specialization in American Studies). A Collaborative Specialization must have:

- At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs. This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.
- Clear and explicit requirements for each Collaborative Specialization. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.
- Only core faculty that are those faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty primarily appointed to an interdisciplinary academic unit – for example, an Institute of American Studies – that provides the anchor for the specialization).

- Appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met.

Combined Programs

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

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

Degree

An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with 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

Academic standards that identify the knowledge and skill outcome competencies and reflect progressive levels of intellectual and creative development, as established by OCAV. The Degree Level Expectations (as detailed in the Appendices) are the Quality Assurance Framework's link to the [Ontario Qualifications Framework \(OQF\)](#). 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 institutions. Likewise, academic units will describe their university's expectations in terms appropriate to their academic programs.

Degree Program

The complete set and sequence of courses, combinations 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.

Desk Audit

The process associated with the Audit Team's auditing of documents that have been submitted for a university's audit, as required as a preliminary step of the Cyclical Audit. A desk audit is one part of the process to determine an institution's compliance with its own IQAP and/or the Quality Assurance Framework.

Desk Review

A review of a New Program Proposal or Self-Study conducted by external reviewers that is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Such a review may, with the agreement of both the external reviewers and the Provost, replace the external reviewers' in-person or virtual site visit in the New Program Approval process and Cyclical Program Review process for certain undergraduate and master's program reviews.

Diploma Program

The complete set and sequence of courses, combinations of courses and/or other units of study prescribed by a university for the fulfillment of the requirements for each particular for-credit or not-for-credit undergraduate and graduate diploma. Not-for-credit and for-credit undergraduate or post-graduate diploma programs are not subject to approval or audit by the Quality Council. The Quality Council recognizes three types of Graduate Diplomas, with specific appraisal conditions applying to each. In each case, when proposing a new graduate diploma, a university may request an Expedited Approval process. All such programs, once approved, will be subject to the normal cycle of program reviews, typically in conjunction with the related degree program.

- **Type 1** – Awarded when a candidate admitted to a master's program leaves the program after completing a prescribed proportion of the requirements. Students are not admitted directly to these programs. When new, these programs require approval through the university's Protocol for Major Modification (Program Renewal and Significant Change) prior to their adoption. Once approved, they will be incorporated into the university's schedule for cyclical reviews as part of the parent program.
- **Type 2** – Offered in conjunction with a master's or doctoral degree, the admission to which requires that the candidate be already admitted to the master's or doctoral program. This represents an additional, usually interdisciplinary, qualification. When new, these programs require submission to the Quality Council for an Expedited Approval (no external review required) prior to their adoption. Once approved, they will be incorporated into the university's schedule for cyclical reviews as part of the parent program.
- **Type 3** – A stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree and designed to meet the needs of a particular clientele or market. Where the program has been conceived and developed as a distinct and original entity, the university will use the Expedited Approval. Although the Expedited Approval protocol does not involve an external review, new Type 3 GDips are to be included in the Schedule for Cyclical Reviews and will be subject to external review during the CPR process.

Expedited Approval

Generally, approvals granted in a shorter time span with less required documentation. The Expedited Protocol requires submission to Quality Council of the proposed program change/new program and the rationale for it. This process does not require the use of external reviewers. Trent University recognizes two types of expedited approvals: new graduate diplomas and major modifications, as applicable.

Field

In graduate programs, an area of specialization or concentration that is related to the demonstrable and collective strengths of the program's faculty and to a new or existing program. Universities are not required to declare fields at either the master's or doctoral level.

Focused Audit

A close examination of a specific aspect of an institution's quality assurance processes and practices that have not met the standards/requirements set out by the Quality Council in the QAF or in the institution's IQAP. A Focused Audit does not replace a Cyclical Audit.

Graduate Level Course

A course offered by a graduate program and taught by institutionally approved graduate faculty, where the learning outcomes are aligned with the Graduate Degree Level Expectations and the majority of students are registered as graduate students.

Inter-Institutional Program Categories

For the following categories, the Protocol for New Program Approvals or the Protocol for Major Modifications will be used, as appropriate, and Quality Council's Cyclical Program Review Processes will apply to all elements of those programs as offered by all partner institutions involved.

- **Conjoint Degree Program** – A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university that is approved by the University's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.
- **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 program are upheld, but the student working with supervisors at each institution prepares a single thesis that 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 transcript indicating that the student completed their thesis under Cotutelle arrangements.
- **Dual Credential/Degree Program** – A program of study offered by two or more universities or by a university and a college or institute, 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.
- **Joint Degree Program** – A program of study offered by two or more universities or by a university and a college or institute in which successful completion of the requirements is confirmed by a single degree document.

Major Modification

A 'significant change' in the program requirements, intended learning outcomes and/or human and other resources associated with a degree program or program of specialization as defined by the university. Major modifications include:

- Significant changes to a program's requirements
- Significant changes to the learning outcomes
- Significant changes in modes of delivery and/or to essential resources
- Change to the name of a program
- Termination of a degree program

Microcredentials

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 microcredential do not require reference to the Quality Council unless they are part of a New Program.

Mode of Delivery

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

New Program

Any degree credential or degree program (within an existing degree credential), currently approved by Senate or equivalent governing body that has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. 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). For the purposes of the Quality Assurance Framework, a 'new program' is brand-new; the program has substantially different program objectives, program requirements and program-level learning outcomes from those of any existing approved programs offered by the institution.

Options, Minor, Specialization, and Streams

An identified set and sequence of courses and/or other units of study, as well as research and practice within an area of disciplinary or interdisciplinary study that are completed on an optional basis in partial fulfillment of the requirements for the awarding of a degree, and that may be recorded on the graduate's academic record. While requiring recognition in the IQAP, proposals for their introduction or modification do not require reference to the Quality Council unless they are part of a New Program.

Professional Master's Program

Typically, a professional master's degree is a terminal degree that does not lead to entry into a doctoral program. Such programs are designed to help students to prepare for a career in specific fields such as occupational therapy, physical therapy, finance or business among others. A professional master's degree often puts a great deal of focus on real-world application, with many requiring students to complete internships or projects in their field of study before graduation. In

contrast, a research master's degree provides experience in research and scholarship, and may be either the final degree or a step toward entry into a doctoral program.

Program

For purposes of this policy, 'Program' will refer to all undergraduate and graduate degree programs, as well as for-credit graduate diploma programs.

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 by the end of the program, however an institution defines 'program' in its IQAP. 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 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, however an institution defines 'program' in its IQAP. 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 of Specialization (e.g., a Major, Honours Program, Concentration)

An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, completed in full or partial fulfillment of the requirements for the awarding of a degree and is recorded on the graduate's academic record.

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

Undergraduate Certificate

A short form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates are comprised of undergraduate level academic content normally equivalent to a minimum of half a year of full-time study. While requiring recognition in the IQAP, proposals for the introduction or modification to an undergraduate certificate do not require reference to the Quality Council unless they are part of a New Program.

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 facility tours. A virtual site visit may replace an in-person site visit for certain undergraduate and master's program, with agreement from both the external reviewers and the Provost.

Responsibilities

Provost and Vice President Academic (Provost)

The Provost and Vice President Academic (from here on in referred to as Provost) is the administrative authority responsible for the University's quality assurance policy and procedures and serves as Trent's authoritative contact with the Quality Council. The Provost is the arbiter in deciding whether a proposal constitutes a new program or a major modification. The Office of the Provost supports the day-to-day workings of the processes governed by the IQAP.

Deans

The Deans are responsible for the following:

- **For Cyclical Review** – ensures that Chairs/Directors or academic units, scheduled to undergo cyclical program review, understand their roles and responsibilities; sign off Self-Study and Appendices; consult with the Office of Provost on the ranking of external reviewers; nominate and invite internal representatives to participate in site visit; provide a Decanal Response to the External Reviewers' Report and Departmental Response; consult on the Implementation Plan; and, ensure academic units are considering and acting on the recommendations requiring action. The Dean will be responsible for ensuring that the academic unit submits the follow-up Implementation Report to CPRC in accordance with the deadline provided in the Final Assessment Report. The Dean will normally attend CPRC when the Self-Study and FAR for programs under their responsibility are being discussed.
- **For New Programs** – provide guidance and support for the development of new program proposals; develop Initial Proposals for approval by PPG; ensure broad consultation (with interested parties including faculty, academic units and decanal councils); approval of budgets and proposed resources, review and sign-off on the Program Proposal and Appendices; consult with the Office of the Provost on the ranking of external reviewers; and completion and submission of Monitoring Reports to AP&B. The relevant Dean(s) will normally attend AP&B when new program proposals are being discussed.

Academic Units

Academic Unit refers to a department or a school. Reference to a 'Chair of a department' in this policy is taken to include a Chair or Director of an undergraduate or graduate program, department or a school. Academic units will be responsible for the following:

- **For Cyclical Review** – Academic Units will be responsible for: writing the Self-Study and Appendices for degree programs/diplomas under their responsibility for cyclical program; nominating external reviewers, drafting and organizing the site visit schedule for the review, participating in the site visit; responding to the External Reviewers' Report; implementing and reporting on recommendations identified for action in the Implementation Plan of the Final Assessment Report; and, providing an Implementation Report to CPRC.

- **For New Programs** – Academic units are often the proponents of new academic programming and are significantly involved in the development and consultation processes for new program proposals.

Provost's Planning Group (PPG) – Terms of Reference and Membership

PPG is the senior administrative committee that reviews and approves initial proposals for new programs.

Senate – Terms of Reference and Membership for all Senate Committees

Senate is responsible for approving the Institutional Quality Assurance Policy and any subsequent revisions. Senate is also responsible for approving new degree programs, new graduate diplomas, major modifications and some minor modifications to existing programs. Senate receives for information Final Assessment Reports on Cyclical Program Reviews, notification that the cyclical review process is completed following the CPCR's approval of Implementation Reports, notification that Monitoring Reports for new programs have been reviewed and accepted by AP&B, and notice of minor modifications to existing programs.

Academic Planning & Budget Committee (AP&B)

AP&B, a standing committee of Senate, is responsible for reviewing and recommending for approval to Senate all new degree programs and graduate diplomas. AP&B – (1) initial review of program proposals prior to external review; (2) final review and approval of program documentation following external review and makes recommendations to Senate; and (3) review of Monitoring Reports. AP&B is also responsible for recommending to Senate the termination of an existing degree program.

Cyclical Program Review Committee (CPCR)

CPCR, a standing committee of Senate, is responsible for overseeing cyclical program reviews. CPCR reviews Self-Studies, External Reviewers' Reports, Academic Unit, and Decanal Responses. CPCR drafts Final Assessment Reports (and Implementation Plans) for approval by the Provost. CPCR approves Implementation Reports and notifies Senate that the cyclical review process is completed.

Graduate Studies Committee (GSC)

GSC, a standing committee of Senate, is responsible for reviewing and recommending for approval to Senate modifications to existing graduate degree programs and diplomas. In consultation with the Provost, the Chair of GSC is the arbiter on whether a proposed change to an existing graduate program constitutes a major or a minor modification. GSC also makes recommendations to AP&B on proposed new academic programs, including degree requirements, curriculum and new courses.

Undergraduate Studies Committee (USC)

USC, a standing committee of Senate, is responsible for reviewing and recommending for approval to Senate modifications to existing undergraduate degree programs. In consultation with the Provost, the Chair of USC is the arbiter on whether a proposed change to an existing undergraduate program constitutes a major or a minor modification. USC also makes recommendations to AP&B on the proposed new academic programs, including degree requirements, curriculum and new courses.