

**APPENDIX 1:**  
**ONTARIO COUNCIL OF ACADEMIC VICE-PRESIDENTS’**  
**UNDERGRADUATE AND GRADUATE DEGREE LEVEL EXPECTATIONS**

**UNDERGRADUATE**

	<b>Baccalaureate/bachelor’s degree</b> This degree is awarded to students who have demonstrated the following:	<b>Baccalaureate/bachelor’s degree: honours</b> This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	<p>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</p> <p>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</p> <p>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</p> <p>d) Some detailed knowledge in an area of the discipline</p> <p>e) Critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>	<p>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</p> <p>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</p> <p>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</p> <p>d) Developed, detailed knowledge of and experience in research in an area of the discipline</p> <p>e) Developed critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>
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:	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

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

	<b>Baccalaureate/bachelor's degree</b> This degree is awarded to students who have demonstrated the following:	<b>Baccalaureate/bachelor's degree: honours</b> This degree is awarded to students who have demonstrated the following:
		e) to make critical use of scholarly reviews and primary sources.
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) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and  d) 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) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;  e) and behaviour consistent with academic integrity and social responsibility.

## GRADUATE

	<b>Master's degree</b> This degree is awarded to students who have demonstrated the following:	<b>Doctoral degree</b> 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 is 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	<p>A conceptual understanding and methodological competence that</p> <p>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) The development and support of a sustained argument in written form; or</p> <p>b) Originality in the application of knowledge.</p>	<p>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;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>
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	<p>The capacity to</p> <p>a) Undertake pure and/or applied research at an advanced level; and</p>

	<b>Master's degree</b> This degree is awarded to students who have demonstrated the following:	<b>Doctoral degree</b> This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
	new setting.	b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional capacity/autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) The exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) Decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p> <p>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>
5. Level of communications 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 2:

### ONTARIO UNIVERSITIES COUNCIL ON QUALITY ASSURANCE

The Ontario Universities Council on Quality Assurance (the Quality Council) was established by the Council of Ontario Universities to oversee quality assurance processes for all levels of programs in its publicly assisted universities, as of March 1, 2010.

#### **MISSION**

The Ontario Universities Council on Quality Assurance is the provincial body responsible for assuring the quality of all programs leading to degrees and graduate diplomas granted by Ontario's publicly assisted universities and the integrity of the universities' quality assurance processes. Through these practices, the Quality Council also assists institutions to improve and enhance their programs. In fulfilling its mission, the Quality Council operates in a fair, accountable and transparent manner with clear and openly accessible guidelines and decision-making processes, and through reasoned results and evidenced-based decisions.

#### **MANDATE**

The roles and responsibilities of the Quality Council, while respecting the autonomy and diversity of the individual institutions, are the following:

- to guide Ontario's publicly assisted universities in the ongoing quality assurance of their academic programs;
- to review and approve proposals for new graduate and undergraduate programs;
- to ensure through regular audits that Ontario's publicly assisted universities comply with quality assurance guidelines, policies and regulations for graduate and undergraduate programs;
- to communicate final decisions to the Ministry of Training, Colleges and Universities;
- to review and revise, from time to time for future application, the Council of Ontario University's quality assurance protocols in light of its own experiences and developments in the field of quality assurance;
- to liaise with other quality assurance agencies, both provincially and elsewhere; and
- to undergo regular independent review and audit at intervals of no longer than eight years.

#### **OPERATING PRINCIPLES**

1. The Quality Council and its processes express the commitment of Ontario's publicly assisted universities to quality assurance and will be the provincial body responsible for ensuring the academic accountability of the Ontario publicly assisted universities both individually and as a system.
2. The Quality Council will operate in accordance with publicly communicated principles, policies and procedures that respect the individual autonomy of Ontario's publicly assisted universities and the role of senates and other internal bodies in ensuring the quality of academic programs.
3. Both the Quality Council's assessment process and the internal quality assurance process of individual universities will be open and transparent, except as limited by constraints of laws and regulations for the protection of individuals.
4. The quality assurance processes for both graduate and undergraduate programs will as far as possible mirror each other so that quality assurance program reviews will take place contemporaneously for both undergraduate and graduate programs whenever feasible.

5. Proposals for both new undergraduate and new graduate programs shall include the report of an initial review, conducted by external reviewers identified by the university.
6. The Quality Council shall undergo a regular periodic quality assessment review by a review committee that includes, equally, reviewers who are external to the system and to the province, and reviewers who are internal to the system and to the province.
7. The Quality Council or OCAV may request changes to the Quality Assurance Framework at any time, subject to approval of both the Quality Council and OCAV.
8. The Chair of the Quality Council will make periodic reports to the Ontario Ministry of Training, Colleges and Universities.

### **AUTHORITY**

The Quality Council has final authority for decisions concerning recommendations for approval of new programs and compliance with audit guidelines. In all other respects, the Quality Council is responsible to OCAV and COU.

### **MEMBERSHIP OF THE QUALITY COUNCIL**

There are nine voting members of the Quality Council as follows:

- One member, who shall serve as Chair, external to OCAV but chosen by OCAV<sup>1</sup>
- Two OCAV members, one from a medical/doctoral university and one from a non-medical/doctoral university
- One graduate<sup>2</sup> dean or equivalent from a COU member institution
- One undergraduate<sup>3</sup> dean or equivalent from a COU member institution
- Two Academic Colleagues from the Council of Ontario Universities, excluding those member institutions represented by the graduate or undergraduate deans or their equivalents listed above.
- One member from outside Ontario with significant experience involving a post-secondary quality assurance organization
- One citizen member appointed by the Council of Ontario Universities through its Executive Committee

The Executive Director of Quality Assurance will serve as Secretary, non-voting.

Members (except for the Executive Director) shall be appointed by OCAV following an open nominations process for three year terms, renewable once. Initially, to ensure continuity, there will be staggered two and three year terms.

The inaugural selection and appointment of the Quality Council will be conducted by OCAV. A process for subsequent selection and appointment of members to the Quality Council shall be established by OCAV.

### **APPRAISAL AND AUDIT COMMITTEES**

The quality assurance process will be undertaken by an Appraisal Committee and an Audit Committee with responsibility for making recommendations to the Quality Council on the approval of new programs and on the audits of existing programs.

Members of these committees shall be senior academics with experience in the development, delivery and quality assessment of both graduate and undergraduate programs and shall not be members of the Quality Council. The Executive Director will be an *ex officio* member of these committees and will convene meetings and maintain records.

---

- <sup>1</sup> Candidate pools may include former OCAV members, former Deans or Vice-Provosts with experience in QA, former Executive Heads and other with significant experience in QA at the university level
  - <sup>2</sup> 'Graduate' dean means towards those individuals who have principal responsibilities for the overall direction of graduate programs at their institution
  - <sup>3</sup> 'Undergraduate' dean means those individuals who have overall responsibility for undergraduate programming within a Faculty, or – as may be the case – across the institution
-