



OP 07:

Institutional Quality Assurance Process (IQAP)

Effective Date: Friday, April 17, 2026

Shingwauk Kinoomaage Gamig's Institutional Quality Assurance Process (IQAP) (incorporates Ontario University Degree Level Expectation (UDLES) and consistent with the Ontario Universities Council on QA Principles and Procedures, while centering Anishinaabe aadziwin.

1. Guiding Framework

Vision and Mission Alignment

- SKG's IQAP is grounded in Anishinaabe aadziwin (worldview) and Chief Shingwaukoonse's vision for a teaching lodge that nurtures identity, sovereignty, and knowledge systems.
- The process ensures all programs embody Anishinaabe values of relational accountability, balance, respect, and reciprocity while meeting the academic and quality assurance expectations of Ontario colleges and universities, and the Indigenous Advanced Education Skills Council.

Foundational Principles

- **Anishinaabe-centered:** Programs reflect land-based, language-based, and cultural learning.
- **Integrity and Transparency:** Decisions are evidence-informed, peer-reviewed, and community-accountable.
- **Indigenous Advanced Education Skills Council Standards:** The process integrates the IAESC Quality Assurance Standards and degree level expectations.
- **Ontario Standards:** The process integrates the Ontario Universities Council on Quality Assurance Standards and UDLES.
- **Ontario Colleges Standards:** The process integrates where appropriate, Ontario colleges [Framework for Programs of Instruction](#)

- **Continuous Improvement:** Cyclical reviews ensure sustainable, high-quality programming.

2. Scope of the IQAP

- Applies to all new and existing degree programs (undergraduate and graduate), diplomas, certificates, and micro-credentials under SKG authority.
- Covers: program approvals, modifications, suspensions, and closures.
- Ensures compliance with the Indigenous Institutes Act (2017), IAESC requirements, and OUCQA frameworks.

3. Ontario University Degree Level Expectations (UDLEs)

Programs will be evaluated and designed against the six UDLE categories:

1. **Depth and Breadth of Knowledge**
2. **Knowledge of Methodologies**
3. **Application of Knowledge**
4. **Communication Skills**
5. **Awareness of Limits of Knowledge**
6. **Autonomy and Professional Capacity**

At SKG, these expectations are contextualized through Anishinaabe ways of knowing, including oral knowledge transfer, ceremony, land-based practice, and intergenerational teaching.

4. Quality Assurance Processes

A. New Program Proposals

1. **Concept Development**
 - Initiated by faculty, Elders/Knowledge Keepers, or community partners.
 - Must demonstrate alignment with SKG's vision, community needs, and UDLEs.
2. **Proposal Documentation**
 - Includes curriculum maps, learning outcomes, governance structures, resources, and community engagement.
3. **Internal Review**
 - Reviewed by Academic Council and Knowledge Keeper Advisory Circle.
 - Recommendations forwarded to SKG Board of Directors.

4. External Review

- Independent reviewers with disciplinary and Indigenous expertise assess proposal.

5. Approval and Submission

- Approved proposals submitted to IAESC / OUCQA as required.

B. Major Program Modifications

- Substantive changes (e.g., curriculum overhaul, delivery model shift, introduction of new pathways).
- Requires internal approval (Academic Council, Board), and where necessary, external notification/approval.

C. Cyclical Program Reviews (Every 7 years)

1. Self-Study

- Faculty-led, integrating student feedback, Indigenous knowledge holders' input, and benchmarking.
- Includes evidence of student achievement of UDLEs and Anishinaabe learning outcomes.
- Program Costing historical enrolment, current enrolment, projected enrolment; cost recovery analysis; capital equipment requirements; consumables;

2. External Review

- Two reviewers (disciplinary expert + Indigenous knowledge expert).

3. Report & Response

- Reviewers provide recommendations.
- Program prepares formal response with timelines and actions.

4. Institutional Oversight

- Monitoring of implementation by Academic Council and senior administration.
- Progress report filed after 2 years.

D. Program Suspension/Closure

- Initiated through community consultation and internal governance.
- Includes transition/teach-out plans for students.

6. Governance and Accountability

- **Board of Directors:** Final authority on approvals.
- **Academic Council:** Central body for program oversight and quality assurance.
- **Knowledge Keeper Advisory Circle:** Ensures Anishinaabe integrity.

- **President/Chief Academic Officer:** Responsible for institutional compliance with IAESC, OUCQA, and UDLEs.

7. Documentation and Reporting

- All QA processes are documented and archived.
- Annual Quality Assurance Report submitted to the Board and IAESC.
- Public summaries shared with community, respecting Anishinaabe protocols.

8. Continuous Quality Improvement

- IQAP reviewed every 5 years to ensure alignment with SKG's evolving mission and Ontario QA standards.
- Embeds ongoing staff training, community engagement, and external benchmarking.

List of Appendices:

1. New Program Proposals – [Concept Development Template](#)
2. New Program Proposal Template (IAESC template)
 - Degree Level
 - Diploma / micro credential
3. Major Program Modification Template (IAESC template)
 - Degree level
 - Diploma / micro credential
4. Program Review (is there a template with IAESC?)
 - Degree level
 - Diploma / micro credential
5. [Course Outline Template](#) (DRAFT)
 - Degree level
 - Diploma / micro credential
6. [Program Curriculum Map](#) Template
 - All credentials

Resources:

[Learning Outcomes Assessment: A Practitioner's Handbook, Higher Education Quality Council of Ontario](#)

[Framework for Programs of Instruction](#) Ontario Colleges

[Ontario Degree Level Expectations](#) Ontario Universities