New Undergraduate Program Proposal Template

Submitted on: Add Date Here

|  |  |
| --- | --- |
| **Name of the Program** |  |
| **Acronym** (if applicable) |  |
| **Academic Unit** |  |
| **Faculty / Affil. Univ. College** |  |
| **Degree** |  |
| **Anticipated Year of Introduction** (always Sept 1st) |  |
| **Primary Contact Person** (Name and e-mail) |  |
| **Education Policy Committee Approval Date**(or equivalent committee) |  |
|  Yes □ No □ Does this proposal contain courses that have not yet been approved by the Senate Subcommittee on Undergraduate Academic Courses (SOC)? |
| **Format for Future Cyclical Reviews** (check appropriate option) □ Stand alone – will be reviewed independently of other programs □ Incorporated – will be reviewed as part of an existing program |
| **New Calendar Copy** (check the box below to confirm) □ A new calendar copy for the proposed program has been included as part of item 2.7 below. |
|  |
|  | **Name** | **Signature** | **Date** |
| **Chair / Director** of sponsoring Academic Unit |  |  |  |
| **Dean** (or delegate) |  |  |  |
| **Budget and Resource Planning** (check the box below to confirm)□ Budget and resource planning in relation to the proposed program have been completed |

**New Undergraduate Program Proposal Process and Template**

Proposals for all new undergraduate modules within approved degrees, and joint programs with other institutions, regardless of whether the University will be applying for provincial funding, require review and approval by Western’s Senate and must subsequently be approved by the Quality Council.

As part of the development of a new joint program or inter-institutional programs, the IQAPs of all the participating institutions granting the degree should be followed. See the [Quality Council’s guidance](https://oucqa.ca/guide/approval-and-review-of-joint-programs-offered-by-two-or-more-institutions/) for elements to consider in the development and approval of joint programs.

To be done efficiently and effectively, the new program proposal process requires a participatory and transparent approach, involving program faculty, staff, and students (where applicable), documentation of how diverse voices and perspectives were obtained in a consultative phase, and how they were taken into account in the development of the resulting proposal. It is expected that academic units will gather relevant stakeholder data from multiple sources to examine need, demand and program viability. For instance, data sources may include:

* Government or industry reports
* Scholarly literature
* Survey/focus group data (e.g., from workplace partners or prospective students)
* Departmental and institutional data, or data from other externally validated instruments

Support with the development of the program proposal, and the resulting report can be procured through the Office of Academic Quality and Enhancement (OAQE) and/or the Centre for Teaching and Learning (CTL).

Following completion of the program proposal, the academic unit may be asked to provide names of prospective external reviewers and undergo an external review. More information about this phase of the process may be shared following the submission and review of the program proposal brief. Similarly, if the module (or series of modules) consist(s) of a new program of study that will necessitate funding approval from the Ministry, a short list of additional items will need to be considered and included with the program proposal submission (see Appendix B).

Any questions can be directed to the OAQE at: OAQE@uwo.ca

# Introduction

**1.1 Description and Rationale**

1.1.1 Provide a description of the proposed program.

1.1.2 What has led to the proposal of this program (e.g., recommendation from a program review, evolution of the discipline, result of monitoring a new program, change in faculty expertise, student demand, efficiencies, etc.)?

1.1.3 Describe what evidence there is of substantial demand or need for a new program in this area at this University (e.g., student demand and career expectations, social need, new opportunity) and what other grounds there are to justify introducing this program.

1.1.3.1 Upon request, the OAQE can supply a workplace skills analysis related to the proposed program’s core themes. A summary of which can be integrated as part of the section above.

1.1.4 Identify whether there are similar programs at other universities in the province which would duplicate or compete with the proposed program. If applicable, 1) What differentiates the proposed program from other related programs? 2) Are there programs in the disciplinary area that could feed into the proposed program?

1.1.5 Does the program require accreditation by an external body? If so, explain the process by which this accreditation would be performed.

1.1.6 What are the prospective effects of the proposed program on the involved academic units and faculties (e.g., teaching loads)?

1.1.7 What are the prospective effects of the proposed program on other programs (e.g., enrolments, use of resources)?

1.1.8 Identify unique curriculum, program innovations, creative components, or significant high impact practices both in and outside of the classroom (e.g., experiential or community-engaged learning, work-integrated-learning, internships).

**1.2 Method for New Program Proposal**

1.2.1 Describe how the new program proposal was developed (e.g., analysis of demand and feasibility).

1.2.2 Describe how the consultation process was undertaken and include a list with the names and roles of the persons and/or groups consulted (e.g., program partners, academic leaders, Office of Indigenous Iniaitives).

As part of the program proposal process, it is strongly encouraged that submissions include information about program need and/or labour market demand gathered through environmental scans, focus groups, surveys, interviews, meetings, retreats, etc.

# Evaluation Criteria

## Objectives of the program (IQAP 2.1.3.1)

Describe:

2.1.1 the program’s objectives (see [Definition](https://oucqa.ca/framework/definitions/)).

2.1.2 the degree nomenclature given the program’s objectives.

2.1.3 the consistency of the program’s objectives with Western’s mission, values, strategic priorities (e.g., Towards 150, and the Indigenous Strategic Plan), and academic plans.

## Program Requirements (IQAP 2.1.3.2)

Describe:

2.2.1 the program's structure and the requirements to meet its objectives and program-level learning outcomes.

2.2.1.1 How many new courses will be developed in support of the proposed program? How many courses in the proposed program are already being offered? What are the implications of the proposed program for the instructional load of the academic unit(s)? Please append to the proposal the descriptions of any new courses to be introduced.

2.2.1.2 Using a curriculum mapping exercise (to be attached as an appendix) , how do the proposed courses map across the proposed program’s learning outcomes?

2.2.1.3 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.

2.2.2 the program’s structure, requirements, and program learning outcomes in relation to the [Western Degree Outcomes](https://teaching.uwo.ca/curriculum/wdo.html).

2.2.3 the proposed mode(s) of delivery (e.g., classroom format, online, blended, community-engaged learning, problem-based, compressed part-time, multi-campus, inter-institutional) to facilitate students’ successful completion of the program-level learning outcomes.

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

2.2.5 how the program will embed the principles below into its design, learning outcomes, procedures and operations.

* Equity, Diversity, Inclusion and Antiracism;
* Decolonization and Indigenization; and
* Accessibility.

2.2.6 where appropriate, any special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

## Assessment of teaching and learning (IQAP 2.1.3.4)

*NOTE: In this section, the proposal should 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-teaching-and-learning-qaf-2-1-2-4-and-5-1-3-1-4/) *for advice from the Appraisal Committee on how to satisfy these criteria.*

Describe:

2.3.1 the methods for assessing student achievement of the program-level learning outcomes and the Western Degree Outcomes; and

2.3.1.1 Expanding on the curriculum map provided for 2.2.1.2, how do assessment methods map across courses?

2.3.2 the program’s plans to monitor and assess:

1. the overall quality and sustainability 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.

## Admission Requirements (IQAP 2.1.3.5)

Describe:

2.4.1 the program’s admission, progression, and graduation requirements given the program’s objectives and program-level learning outcomes.

2.4.2 alternative requirements for admission into the undergraduate program, if applicable (e.g., minimum grade point average, additional languages, or portfolios, and how the program recognizes prior work or learning experience).

## Resources (IQAP 2.1.2.6)

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

2.5.1 Describe the projected program enrolment at initial offering and over the next 5 years (full-time/part-time and domestic/international, as applicable). Please use the following table as a starting point. Expand to capture sub-groups as applicable. Describe any forecasted net gains in enrolment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Proposed Enrolment | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Annual Ongoing |
| Total head count |  |  |  |  |  |  |
| Program Year 1 (i*f applicable*) |  |  |  |  |  |  |
| Program Year 2 |  |  |  |  |  |  |
| Program Year 3 |  |  |  |  |  |  |
| Program Year 4 |  |  |  |  |  |  |
| Anticipated # of Graduates |  |  |  |  |  |  |

 2.5.1.1 What plans are in place regarding marketing and recruitment?

2.5.2 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*).

2.5.3 If 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.

2.5.4 If applicable, describe the provision of supervision of experiential learning opportunities (e.g., Internships, community-engaged learning, capstone projects or theses).

2.5.5 Describe the administrative unit’s planned use of existing human, physical and financial resources, including implications for other existing programs at the university.

2.5.6 Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students as well as their wellbeing, including library support, information technology support, laboratory access, and academic counselling.

2.5.7 Provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation, if necessary.

## Quality and other indicators (IQAP 2.1.3.8)

*NOTE: This section is distinguished from Section 2.5.1 (IQAP 2.1.2.6) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.5.1 (QAF 2.1.2.6) addresses whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.*

2.6.1 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).

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

## Provide a new calendar copy for the proposed program

**Appendix A**

This section offers broad guidelines to aid in providing responses required as part of the self-study. For a “Glossary of Terms” used in section 2.2.5, please visit Western’s Office of EDI website by [click here](https://www.edi.uwo.ca/resources/glossary-of-terms/).

**2.2** **Program Requirements (IQAP 2.1.3.2)**

NOTE1: *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-objectives-and-program-level-learning-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.*

2.2.1 Description and Alignment of the Learning Outcomes

Below is a list of the learning outcomes of a program in the context of the [Western Degree Outcomes](https://teaching.uwo.ca/curriculum/wdo.html).

* Knowledge
* Literacies and Interdisciplinarity
* Communication
* Resilience and Life-Long Learning
* Global and Community Engagement
* Critical Inquiry and Creative Thinking
* Professionalism and Ethical Conduct

Under each heading above, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

2.2.1.1 Curriculum Mapping Support can be procured through the Centre for Teaching and Learning (CTL). The CTL’s curriculum team will help set up the mapping process and guide the program through the collection, analysis and interpretation of the resulting data.

**Appendix B**

If the module (or series of modules) consist(s) of a new program of study that will necessitate funding approval from the Ministry, the following list of additional items will need to be considered and included with the program proposal submission.

To conform with the Ministry of Colleges and Universities’ program funding approval processes, the following items are equally to be considered and included as an Appendix to the new program proposal submission. These items (in concert with the content of the proposal in this template) aim to align with the themes examined by the ministry staff in their assessment of each submission.

Labour Market Demand:

* Summarize any reports from independent organizations that support the demand for the proposed program and the graduates that it would produce.
* Solicit and include letters of support for the program from industry.
* List the types of occupations that the graduates would likely go into.

Program Impact

* Analyze and report the distribution of, and demand for, similar programs in Ontario.

Experiential Learning

* Solicit and include letters of support for the program from prospective work-integrated learning, internship and/or placement partners (if applicable).
	+ Provide evidence of sufficient placement opportunities (if applicable).