**New Undergraduate Module/Certificate Proposal Process and Template**

Proposals for all new undergraduate modules within approved degrees require review and approval by Western’s Senate and in certain circumstances must subsequently be approved by the Quality Council.

This template is associated with the proposal of modules (and certain undergraduate certificates) that will be evaluated as part of the “Major Modifications” protocol in Western’s Institutional Quality Assurance Process (IQAP) document. Typically, module proposals that fall into this protocol are those for which 1) requirements and learning outcomes are not substantially changed from other modules in the program; and 2) the proposed module(s) comprises primarily existing courses and is offered with existing faculty expertise and resources. Program or module proposals that are more substantive follow the “New Program Approval” protocol, as outlined in the IQAP document.

Once completed this template will be presented at the Subcommittee on Program Review – Undergraduate (SUPR-U). The proposal will also be subsequently presented to the Senate Committee on Academic Curriculum and Awards (ACA) and Senate. Pending any requests for additional information, the review and approval process typically takes a few months.

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

Any questions can be directed to the OAQE at: OAQE@uwo.ca. For questions about calendar copy or the governance process for proposals, contact the Secretariat at: academic\_submissions@uwo.ca.

Proposals must be submitted by the Dean’s Office as an MS Word document using Arial 12-point font to the Secretariat at academic\_submissions@uwo.ca. The Secretariat provides support for determining the appropriate governance pathway.

New Undergraduate Module/Certificate Proposal Template

(when evaluated as a Major Modification)

**Name of the Module/Certificate:** *Insert name.*

**Academic Unit:** *Insert name of Academic Unit(s) submitting the proposal.*

**Faculty / School / Affiliate University College:** *Insert the name(s) of the Faculty / School / Affiliate University College.*

**Anticipated Date of Introduction:** *Insert here.*

**Primary Contact:** *Include the name, role, unit, and email address.* *Note the primary contact must be the Dean or Associate Dean.*

**Department/Program Contact***: If there is a department or program level contact for the proposal, include their name, role, department/program, and email address. If there is no department/program contact, delete this item.*

**Education Policy Committee (EPC) Approval Date** (or equivalent committee)**:** *List the EPC and approval date.* *For joint, combined, or shared modules/certificates, EPC approval is required from all participating Faculties. Please also include any other bodies that have approved the proposal.*

**New Courses:** Does this proposal contain courses that have not yet been approved by the Subcommittee on Undergraduate Academic Courses (SOC)? Please note that courses must be approved by SOC before a new program proposal may proceed to SUPR\_U.

[ ]  No

[ ]  Yes

**New Calendar Copy** (check the box below to confirm)

[ ]  New calendar copy for the proposed program has been included as part of item 3.9

**Consultation Process** (check the box below to confirm)

Officially, consultation takes place between Deans’ and Departmental offices. Initial consultation may have taken place between Faculties and Departments at Western and the Affiliated University Colleges, the relevant University Library, Education Policy Committees (or equivalent bodies), other institutions (if relevant to the proposal), and the Registrar’s Office. However, the responsibility for a proposal rests with the Office of the Dean.

The Office of the Dean will send a copy of the proposal to the relevant Associate Deans Academic (or equivalent) and Department Chairs of other faculties. They will have 30 days from the date the proposal is received to comment. Departments are encouraged to think broadly about consultation and to consult all other Departments/Faculties, including interdisciplinary programs offered between Departments/Faculties, that may be impacted by the proposal.

If, in the view of SUPR-U or ACA, a proposal has not had sufficient consultation, the proposal will be referred back to the Faculty, School or Affiliated University College until this has been done.

[ ]  Consultation with relevant Department Chairs and Deans has taken place. (as part of item 2.1).

[ ]  A final version of this proposal has been shared with the OAQE ahead of submission.

**1.0 Description and Rationale** (please add text below each of the following headings)

1.1 Provide a description of the proposed module.

1.2 What has led to the proposal of this module (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.)?

1.3 Describe what evidence there is of substantial new demand or need for the new module in this area and what other grounds there are to justify introducing this module (e.g., student demand, social need, new opportunity).

1.3.1 If appropriate, comment on the relevance of the proposed module to graduate employment prospects, i.e., if there is an established career path for graduates of this module.

If not already completed as part of the Letter of Intent, please contact the OAQE for market insight data related to the proposed program’s core themes. A summary of which can be integrated as part of the section above.

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

1.5 What are the prospective effects of the proposed module on other modules or programs (e.g., enrolments, use of resources)?

**2.0 Method for the Proposal of the New Module**

2.1 Describe how the consultation process was undertaken and, using the table below, include a list with the names and roles of the persons and/or groups consulted (e.g., program partners, academic leaders, Office of Indigenous Initiatives). Please also indicate the date the consultation was sent to, and received from, the parties (i.e., when they received the completed version of the proposal).

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Role** | **Date Sent** | **Response received** (note if no response was received) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

2.2 Summarize any feedback, concerns and/or changes that have resulted from the consultations. If no feedback was received, please note this.

**3.0 Objectives, Outcomes and Requirements**

Describe:

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

3.2 the consistency of the module’s objectives with Western’s mission, values, strategic priorities, and academic plans.

3.3 the module’s learning outcomes (see [Definition](https://oucqa.ca/framework/definitions/)).

3.3.1 Use the following Learning Outcome Table to outline the alignment of program learning outcomes, Western degree outcomes and likely courses addressing each.

|  |  |  |  |
| --- | --- | --- | --- |
| **Western Degree Outcomes** | **Program Learning Outcomes** | **How does the module/certificate support the achievement of each outcome (e.g., via which courses, other learning experiences)**  | **How does the module/certificate plan to evaluate the achievement of each outcome (e.g., rough sense of types of assessments, assignments, milestones)** |
| Knowledge | E.g., PLO 1; PLO 2; PLO 3. |  |  |
| Literacies and Interdisciplinarity | PLO 4 |  |  |
| Communication | PLO 5; PLO 6, etc. |  |  |
| Resilience and Life-Long Learning |  |  |  |
| Global and Community Engagement |  |  |  |
| Critical Inquiry and Creative Thinking |  |  |  |
| Professionalism and Ethical Conduct |  |  |  |

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

3.5 the admission and progression requirements, if any.

3.6 the projected module 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 |
| Program Year 1(if applicable) |  |  |  |  |  |
| Program Year 2 |  |  |  |  |  |
| Program Year 3 |  |  |  |  |  |
| Program Year 4 |  |  |  |  |  |
| Annual Ongoing |  |  |  |  |  |
| Anticipated # of completions |  |  |  |  |  |

3.7 What impact, if any, would this module have on the adequacy of resources to sustain the quality of the learning experience, such as faculty complement, administrative support, library support, information technology support, adequacy of space, laboratory access, and academic counselling.

## 3.8 Describe plans to monitor and assess the quality and sustainability of the module (e.g., dedicated committee, exit survey, annual focus group).

## 3.9 Provide new calendar copy for the proposed module.