



## New Undergraduate Program Proposal

The program proposal and accompanying documents must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program. This template is for all proposals for new undergraduate programs and aligns with Ontario Tech Institutional Quality Assurance Process (IQAP) requirements and, together with the required supporting documents, will help to ensure that all evaluation criteria established by the Quality Council are addressed. All sections of the template are required.

<b>Full name of proposed program (as it will appear on the student's transcript):</b> (e.g., Bachelor of Arts in Psychology; Bachelor of Science in Biology)	
<b>Degree designation and short form:</b> (e.g., Bachelor of Arts, B.A.; Bachelor of Science, B.Sc.)	
<b>Cost recovery program:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Professional program:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Faculty offering the program:</b> (i.e., where the program will be housed/site of academic authority)	
<b>Collaborating Faculty(ies) (if applicable):</b>	
<b>Collaborating institution(s) (if applicable):</b>	
<b>Program delivery location:</b>	
<b>Proposed program start date (please change as needed):</b>	
<b>Program proponent/contact:</b>	
<b>Version date (please change as you edit this proposal):</b>	
<b>Date of Academic Council Approval:</b>	

Proposal last updated: [date]

***Brief description of the proposed program***<sup>1</sup>: (NOTE: Text box is formatted to limit the description to 1000 characters or less. This description should be identical to the 'Program Abstract' on page one of the proposal.)

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<sup>1</sup> NOTE: Following the Quality Council's approval of the proposed program, the QA Secretariat will seek confirmation from the University that this description is appropriate to post on the Quality Council's website ([Approved Programs — Ontario Universities Council on Quality Assurance \(oucqa.ca\)](#))

*For CIQE Use Only:*

<b>Approval Steps</b>	<b>Date (e.g., of site visit, final sign off, meeting, submission)</b>
Notice of Intent (NOI) Open for Community Comment	[date]
NOI at Academic Resource Committee (ARC)	[date]
NOI Approved to Proceed	[date]
<b>Development of Proposal Brief</b>	
<ul style="list-style-type: none"> <li>✓ <i>Program Learning Outcomes Workshops and Review Completed</i></li> </ul>	[date]
Writing of Proposal <ul style="list-style-type: none"> <li>✓ <i>Collect Data</i></li> <li>✓ <i>Broad Consultation and Letters of Support</i></li> <li>✓ <i>All Required Appendices Completed</i></li> </ul>	[date]
Library Report Completed	[date]
Draft Proposal at Faculty Council for Feedback	[date]
Draft Proposal Reviewed by Centre for Institutional Quality Enhancement (CIQE)	[date]
Draft Proposal Reviewed by Schools of Graduate and Post-Doctoral Studies (if applicable)	[date]
List of Potential Reviewers Submitted to CIQE	[date]
Draft Proposal Presented to ARC	[date]
Draft Proposal Return to ARC (if required)	[date]
<b>External Review (Degree Programs Only) and Completion of Proposal</b>	
External Review Completed (degree programs)	[date]
Response to Review Completed (degree programs)	[date]
Final Proposal Completed	[date]
Decanal signoff <i>In signing I/We confirm that I/We have ensured appropriate:</i> <ul style="list-style-type: none"> <li>✓ <i>compliance with the evaluation criteria required in the Ontario Tech Institutional Quality Assurance Process</i></li> <li>✓ <i>consultation with the Office of the Provost and Vice-President, Academic</i></li> <li>✓ <i>consultation with faculty and students, other University divisions, and external institutions where appropriate</i></li> </ul>	[Name], Dean, [Faculty/Division] [Date of Signoff]
Provostial signoff <i>In signing I confirm that the new program proposal:</i>	[Name], Provost and Vice-President, Academic [Date of Signoff]

✓ <i>Is complete and includes information on all evaluation criteria required in the Ontario Tech Institutional Quality Assurance Process</i>	
Faculty Council Approval	[date]
<b>Submission to University Governance</b>	
Undergraduate/Graduate Studies Committee Recommendation	[date]
Academic Council Approval and Recommendation (must be within two years of NOI approval)	[date]
Board of Governors Approval	[date]
<p>The program may begin advertising once academic and fiscal approval has been received and the proposal has been submitted to the Ontario Universities Council on Quality Assurance (Quality Council) as long as any and all material includes the clear statement that, “No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Colleges and Universities (where the latter is sought/required).”</p>	
<b>External Approval and Launch of Program</b>	
Quality Council	[date]
<input type="checkbox"/> External reviewers’ report <input type="checkbox"/> Program’s and Dean’s response (with date)* <input type="checkbox"/> CVs, course outlines, and other supporting material (as appendices, where applicable; <b>CVs provided to external reviewers</b> )	<input type="checkbox"/> Summary of changes <input type="checkbox"/> Final, revised proposal
Anticipated Submission to the Ministry (where sought/required)	[date]
Final Expected Start Date	[date]
Initial Intake Report Due (based on expected start date)	[date]
1-Year Report Due (based on expected start date)	[date]
Date of First Cyclical Review (based on expected start date)	[date]

# New Undergraduate Program Proposal

[Program Name]

[Faculty/ies]

Please retain all the prompts and questions and address/answer all points in each section.

## 1 Program Abstract

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Please provide a brief overview of the proposed program, summarizing the key points, to be shared with the public, in 1000 characters or less. You may wish to include:

- A clear statement of the purpose of the program (who is it for, what are the outcomes)
- Any program components, such as fields, pathways, or micro-credentials (note that fields, pathways, and micro-credentials are not required)
- Nature of the learning environment, noting any distinctive elements, including alternative modes of delivery (including online)

Note that this statement will be used on a standalone basis and is for external purposes; what do you want potential students/advisors to know about this program? (You may wish to complete this section last.)

[Insert Response Here]

## 2 Academic Rationale

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- Identify what is being proposed, clearly state the program objectives, and provide an academic rationale for the proposed program (what is being created and why?)
- Explain the appropriateness of the program name and degree nomenclature, particularly as they relate to the program objectives; list any program specializations, pathways, etc.
- Describe the mode of delivery (in-class, hybrid, online) and any work-integrated learning; outline how the delivery and components are appropriate to support students in achieving the Degree Level Expectations, program outcomes, and Program Learning Outcomes
- Discuss how the program addresses the current state of the discipline or area of study

- Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University
- Describe any unique curriculum or program innovations, creative components, or significant high impact practice

[Insert Response Here]

### 3 University Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement

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- Detail the consistency of the program objectives with the Mission, Vision, Integrated Academic and Research Plan, and Strategic Mandate Agreement
- Describe how the program contributes to the University's Mission and Vision
- Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Integrated Academic and Research Plan
- Is this program consistent with the mandate of the sector? (i.e. technically/vocationally/theoretically/academically oriented for universities) Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's Strategic Mandate Agreement

[Insert Response Here]

### 4 Need, Demand, and Duplication

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Provide evidence of the need and demand for the program and how this has been determined, focusing on:

- Student interest:
  - including number of prospective student inquiries, applications and registrations for similar programs, results from surveys/focus groups of existing students, graduates, or professionals in the field (include information about domestic vs. international student interest)
- Societal need:
  - including evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors);

- *employment opportunities for prospective graduates, indicating at least three occupations in which graduates from this proposed program may be employed, selecting at least one using the [Ontario Job Futures website](#) and one from the [Government of Canada Labour Market Trends website](#); you may also wish to review the [Durham Workforce Authority website](#) and provide any relevant sector portfolio or local/community impact information;*
- *for professional programs, a description of the program's congruence with current regulatory requirements*
- *note if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix*

[Insert Response Here]

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*

[Insert Response Here]

- *Is this a new area of study? Please explain:*

[Insert Response Here]

- *Identify similar or complementary programs offered by other universities with specific reference to Ontario and Canadian examples, using the table in the Appendix. Please be brief but specific in the table. Avoid value-based statements; rather, focus on need and demand, describing how the proposed program is similar to or different from existing programs. Please fill out and refer to the table in the Appendix when discussing the comparator programs*
- *Provide additional overall comment on the justification for any duplication*

[Insert Response Here]

## 5 Enrolment Information

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- *Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections*

- Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (\*) in the corresponding box beside the number
- This table should reflect normal estimated program length. (Table may be adjusted as necessary.)

**Table 1: Projected Enrollment by Academic and Program Year**

	Academic Year					
	20xx-20xx	20xx-20xx	20xx-20xx	20xx-20xx	20xx-20xx	20xx-20xx
<b>Level of Study</b>						
<b>1<sup>st</sup> year</b>	# of students	#	#	#	#	#
<b>2<sup>nd</sup> year</b>						
<b>3<sup>rd</sup> year</b>						
<b>4<sup>th</sup> year</b>						
<b>5<sup>th</sup> year</b>						
<b>Total Enrollment</b>						

[Insert Response Here]

## 6 Admission Requirements

Outline the formal admission requirements as they will appear in the Academic Calendar

[Insert Response Here]

- Explain how the program’s admission requirements are appropriate for the program objectives and program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?
- Explain in detail any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)
- Indicate the programs from which students may be drawn; if this is not a direct-entry from high-school program, please explain

[Insert Response Here]



## 7 Program Requirements, Learning Outcomes, Degree Level Expectations (DLEs), and Program Structure

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*Participate in program learning outcome (PLO) development sessions and complete the PLO mapping document to describe what the student will know or be able to do by the end of the program and how that knowledge or skill will be demonstrated; include the mapping document as an appendix; refer to the new PLOs and PLO mapping document to complete the questions in this section.*

**[Insert the following text here, referring to the Mapping Document Appendix: "Please see Appendix ( ) for a list of the Program Learning Outcomes, Degree Level Expectations, Courses, and Assessments"]**

*Discuss how the design, structure, requirements, and delivery of the program are appropriate for the program learning outcomes, program outcomes, and Degree Level Expectations. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). Be sure to include the following in your response:*

- *The sequencing of required courses or other learning activities*
- *The mode of delivery of the program (is this an online or hybrid program?)*
- *Will the program be offered full-time and/or part-time; what is the program length for both full-time and part-time students; how will the program requirements reasonably be completed within the proposed time?*
- *A clear indication of how faculty scholarship and research is integrated; provide a clear indication of how an understanding of research in this area will be reflected in curriculum and/or assessment*
- *How the program will be administered*
- *The unique curriculum or program innovations or creative components in this program*
- *The ways in which the curriculum addresses the current state of the discipline*
- *If the program is to be accredited, include with the above details about the accreditation requirements and add the accreditation tables, if available, as an additional Appendix*

**[Insert Response Here]**

*Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:*

- *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
- *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
- *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)? Please provide information beyond the services offered by Student Accessibility Services*
- *Discuss how the program structure and delivery reflect universal design for teaching and learning and how the potential need to provide mental or physical health accommodations have been considered; describe how the program structure and delivery methods promote student well-being and resiliency and any elements that support a sense of community in the program*
- *Will this program provide space to allow for the discussion of other viewpoints outside the “dominant, Western narrative”?*

[Insert Response Here]

Does this Program contain any Indigenous content?  Yes  No  Unsure

*For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).*

Has the IEAC been contacted  Yes  No If yes, when? [Insert Date Here]

What was the advice you received from the IEAC, and how has it been included in your proposal?

[Insert Response Here]

Did the IEAC ask you to return the proposal to them for review?  Yes  No

If yes, have they completed their review?  Yes  No  N/A

*Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable) and provide letters of support.*

[Insert Response Here]

## 8 Assessment of Teaching and Learning

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*Using examples from the PLO mapping document, address the following. Please see [Guidance on Assessment of Teaching and Learning](#) and speak with the Teaching and Learning Centre (TLC) for advice on how to satisfy these criteria.*

- *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations*
- *Describe plans for documenting and demonstrating:*
  - *The overall quality of the program*
  - *Whether the program is achieving in practice its proposed objectives;*
  - *Whether the students are achieving the program learning outcomes and a level of performance consistent with the Degree Level Expectations; and*
  - *How the resulting information will be used to inform continuous program improvement*

[Insert Response Here]

[Insert the following text as part of your answer to the above, adding any Faculty-specific statements as applicable:

*"The formal avenue for assessing and monitoring program effectiveness and informing continuous improvement will be through the cyclical program review process. In addition to the review every eight years, Ontario Tech's Academic Resource Committee requires a brief report at program launch and a full report one-year after the launch of a new program. If there are areas of concerns raised at the one-year report, a subsequent 18-month report will be required. The one-year report will ask the program to review enrollment data, admission averages, and provide an analysis of successes and challenges encountered in the first year. If it is deemed necessary, recommendations will be made to enhance program effectiveness and student success. If required, the 18-month report will address key curricular and student data (e.g. GPA, retention data, etc.) as well as any outstanding*

recommendations from the one-year report. Pending the committee's review, further documentation may be required of the program for ongoing monitoring.”]

## 9 Calendar Copy and Program Map(s)

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- *Provide, as an Appendix using the template provided, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar; New minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items, please contact CIQE for more information and templates*
- *Provide, as an Appendix, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether the courses are new/existing. Include full new course proposals for new courses, the template for which will be provided by CIQE. Include the most recent course descriptions for existing courses. If you are making changes to the existing courses, also include a course change form. In an Appendix referenced in Section 11 below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

[Insert The Following Text Here:

“Please see Appendix \_ for proposed calendar copy.

Please see Appendix \_ for a full list of courses in the program.”]

## 10 Consultation

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- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization not covered in Section 7 above*

[Insert Response Here]

# 11 Resource Requirements

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## Resource Summary

*Provide a brief summary statement of the funding requirements and the rationale. Please consult with the Provost's Office early regarding any resource implications described in this section.*

[Insert Response Here]

***The resource requirements outlined in Section 11 have been reviewed by the Academic Resource Committee (ARC): \_\_\_\_\_  
(date of review)***

## 11.1 Human Resource Requirements

### **Faculty – New and Existing Requirements**

*Complete, as an Appendix, the table detailing the list of faculty committed to the program and provide, in paragraph form below, the following:*

- *Clear evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *Additional information to demonstrate how supervisory loads are distributed in light of qualifications and appointment status, if not clear from the table*
- *Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program and achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty and any adjunct faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities; how will supervisory loads be distributed?*

*Provide the CVs of all faculty who appear in the table of faculty committed to the program. These CVs should form a separate document with a table of contents and should have all CVs in alphabetical order by surname. CVs should be submitted in a consistent format.*

Are additional faculty required to be able to offer this program?  Yes  No

Please explain, i.e. Why would new faculty not be required? Would this change over time? What year will any faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities)?

[Insert Response Here]

### **Additional Academic and Non-Academic Human Resources**

*Give details regarding the nature and level of TA support required by the program, the level of administrative (i.e. new program director appointment), and academic advising support, etc. If new staff resources are needed, provide further details below.*

[Insert Response Here]

Are additional staff required to be able to offer this program?  Yes  No

If yes, please outline what year the staff hire(s) will be required and any additional criteria associated with the hiring requirement (e.g. enrolment levels, program growth, University or Faculty priorities):

[Insert Response Here]

## **11.2 Learning Resources**

*Provide an opening statement to describe the resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, enhance the learning and teaching environment, promote student well-being and resiliency in the learning and teaching environment; refer as noted to the two standard Appendices. Please contact your [Subject Librarian](#) as you begin your proposal to request the 'Library statement for new program proposal'.*

[Insert Response Here]

[Insert The Following Text Here:

"Please see Appendix \_ for a statement from the Library confirming the adequacy of library holdings and support for student learning.

Please see Appendix \_ for a University statement concerning student support services.”]

## 11.3 Information Technology

*Provide a summary of evidence that there are adequate information technology resources to sustain the quality of scholarship and research activities of undergraduate and graduate students; address any unique requirements including renovations to existing space, Faculty-specific space/equipment, etc.; are there additional technology requirements specific to being able to successfully launch this program? Refer as noted to the standard Appendix.*

[Insert Response Here]

[Insert The Following Text Here:

“Please see Appendix \_ for a University statement concerning information technology services.”]

### **Supporting information for online and hybrid programs**

*Where applicable, please provide the following details for online and hybrid programs:*

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
- *How has accessibility been considered?*
- *What strategies have been considered to accommodate students with disabilities?*
- *Have the principles of [Universal Design](#) been considered?*
- *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
- *Is course content designed logically and is it easy to follow with limited instruction?*
- *Are assignment expectations clear (i.e., a rubric)?*
- *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

[Insert Response Here]

## 11.4 Space and Infrastructure Requirements

- *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information about laboratory and research space access, where applicable, and office space; address any unique requirements*
- *Highlight the change in the number of faculty, students, administrative staff, etc. as well as information on changes in equipment and activities; renovation of existing space; or whether the current space allocation will accommodate the new program*
- *Are there additional space requirements specific to being able to successfully launch this program?*

[Insert Response Here]

## 11.5 Other Resource Implications

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office. Indicate if the new program will require changes to any existing agreements with other institutions or will require the creation of a new agreement. Please consult with CIQE ([ciqe@ontariotechu.ca](mailto:ciqe@ontariotechu.ca)) regarding any implications to existing or new agreements*
- *Are there inter-Faculty teaching implications?*
- *If this is a new joint program with another institution, indicate how the program will be administered and how program reviews will be conducted (refer to the Ontario Tech [Institutional Quality Assurance Process Policy](#) for more information)*

[Insert Response Here]

## 12 Closing Statements Regarding Program Quality

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- *Please summarize the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program; use indicators to provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record).*
- *Please summarize how the program and faculty will ensure the intellectual quality of the student experience.*



Proposal last updated: [date]

[Insert Response Here]

## Appendices

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*Please include at minimum the below. Additional Appendices may be added, as appropriate. Appendices should ultimately be listed below, attached as separate documents, and clearly labelled (A, B, C, etc.) in the order in which they are first mentioned in the document.*

List of Comparator Programs (please use template)  
Program Learning Outcome Alignment Map to DLEs, Courses, and Assessment (please use template)  
*Accreditation tables (if applicable)*  
*Letters of Support from Confirmed Experiential Learning Partners (if applicable)*  
Calendar Copy with Program Maps (please use template)  
List of Program Courses, New Course Proposals, Course Change Proposals, Course Descriptions for Existing Courses (can each be attached as separate appendices, listed as Appendix Xi, Xii, etc.)  
*Letters of Support from Faculty Deans (if applicable)*  
Detailed Listing of Faculty Committed to the Program (please use template)  
*Curriculum Vitae for Faculty Committed to the Program (provided only to external reviewers or Quality Council in the case of new Diploma Programs)*  
Library Report  
Existing Student Supports  
Information Technology Services

### **Items to be separate documents sent to CIQE:**

New Program Funding and Tuition form (for CIQE use only)  
Budget Spreadsheet (for ARC use only)