

New Undergraduate Program Proposal

Name of proposed program (as it will appear on the student's transcript):	
Degree Designation/Credential (e.g. BA, BSc, BEng, etc.):	
Cost Recovery Program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Professional Program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Faculty (where the program will be housed):	
Collaborating Faculty (if applicable):	
Program Delivery Location:	
Collaborating Institution(s) (if applicable):	
Proposed Program Start Date:	
Proposal Contact:	
Submission Date:	
Approved by Dean: (signature and date)	

For CIQE Use Only:

Date of Academic Council Approval:	
QAF Version Used:	2021 QAF
<input type="checkbox"/> External reviewers' report <input type="checkbox"/> Program's and Dean's response (with date)* <input type="checkbox"/> Summary of changes	<input type="checkbox"/> Final, revised proposal <input type="checkbox"/> CVs, course outlines, and other supporting material (as appendices)

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1 Introduction

a) Program Abstract

Please provide a brief overview of the proposed program, to be shared with the public, in 1000 characters or less (including spaces), including:

- *A clear statement of the purpose of the program*
- *Any program components, such as specializations, pathways, micro-credentials, or other offerings in addition to the major*
- *Any distinctive elements, including alternative modes of delivery (including online)*
- *Note that this statement is for external purposes; what do you want potential students/advisors to know about this program?*

b) Background and Rationale

- *Identify what is being proposed, what are the program objectives, and provide an academic rationale for the proposed program*
- *Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc. (QAF 2.1.2.1a/b)*
- *Describe the mode of delivery (in-class, hybrid, online) and how it will support students in achieving the Degree Level Expectations and learning objectives of the program (QAF 2.1.2.2c)*
- *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*

c) Consistency of Program Objectives with University Mission, Vision, Integrated Plan, and Strategic Mandate Agreement (QAF 2.1.2.1c)

- *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 Plan](#)*
- *Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's [Strategic Mandate Agreement](#)*

d) Student Demand

- Provide evidence of student demand, 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

Enrolment Information

- 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

Table 1: Projected Enrollment by Academic and Program Year

	Academic Year					
	20xx-20xx	20xx-20xx	20xx-20xx	20xx-20xx	20xx-20xx	20xx-20xx
Level of Study						
1 st year	# of students	#	#	#	#	#
2 nd year						
3 rd year						
4 th year						
5 th year						
Total Enrolment						

e) Societal Need

- Evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)
- Please indicate up to three occupations in which graduates from this proposed program may be employed using the [Ontario Job Futures](#) 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
- Mention if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix

f) Duplication

- 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?

- Identify similar or complementary programs offered elsewhere in Ontario in Table 2. Please be brief but specific in the table. Avoid value-based statements

Table 2: List of Similar Programs in Ontario

Institution Name	Credential Level and Program Name
Link to Program Web Page:	
Brief Program Description:	
What differentiates the new program from this existing program:	
Institution Name	Credential Level and Program Name
Link to Program Web Page:	
Brief Program Description:	
What differentiates the new program from this existing program:	
Institution Name	Credential Level and Program Name
Link to Program Web Page:	
Brief Program Description:	
What differentiates the new program from this existing program:	

- Provide additional overall comment on the justification for this duplication

2 Program Requirements

a) Admission Requirements (QAF 2.1.2.5)

- Outline the formal admission requirements; explain how these are appropriate for the program objectives and the program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?
- Explain 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)
- If this is not a direct-entry from high-school program, please explain

b) Program Structure, Learning Outcomes, and Assessment of Student Knowledge (QAF 2.1.2.2 a/b/d, 2.1.2.4)

- **Connect with CIQE (cique@ontariotechu.ca) early in the program development to participate in learning outcome development sessions or arrange for assistance and review prior to the scheduling of the external site visit**
- In Table 3 below, please describe what the student will know or be able to do (knowledge, methodologies, and skills) by the end of the program and indicate how that knowledge or skill will be demonstrated
- An example has been provided in purple in the first row and can be removed.

Degree Level Expectations are set by the Quality Council of Ontario and should not be modified. For the list of and more information on these expectations, including a detailed description, visit their [website](#).

Table 3: Program Learning Outcomes

Program Learning Outcomes By the end of the program, students graduating will be able to... (normally 6-8 outcomes per program with 12 being the maximum)	Degree Level Expectations (list all that apply; you must align with each expectation at least once)	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
<i>Adapt conventional models of safety from multiple disciplines in order to reflect and answer quality assurance challenges within health management</i>	<ul style="list-style-type: none"> • <i>Depth and breadth of knowledge</i> • <i>Knowledge of methodologies</i> 	<i>HSCI 4567 Quality Assurance in Health HSCI 4460 Principles of health management</i>	<i>Rubric for oral presentation Test/Defense</i>

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Selecting a few examples from above and with assistance from CIQE (cique@ontariotechu.ca), please provide further details on:

- Appropriateness of the program’s structure and the requirements to meet both its objectives and program learning outcomes; Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#)
- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations (How will students demonstrate they have learned and can do what we expect them to by the end of the program?); and
- Completeness and appropriateness of plans for monitoring and assessing:
 - 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
 - How the resulting information will be documented and subsequently used to inform continuous program improvement

Please see [Guidance on Assessment of Teaching and Learning](#) for advice on how to satisfy these criteria.

- Describe the requirements and structure of the program. Is it full-time/part-time? Is this an online or partially online/hybrid program? What are the unique curriculum or program innovations or creative components in this program?
- Address how the program’s structure, requirements, and program-level learning outcomes are appropriate in meeting the Degree Level Expectations.

- Please attach, as an Appendix, the Program Learning Outcome Alignment Map to Degree Level Expectations
- If the program is to be accredited, include with the above information about the accreditation requirements and add the accreditation tables, if available, as an Appendix.
- Describe the ways in which the curriculum addresses the current state of the discipline

- *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)*

- *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)?*
 - *Will this program provide space to allow for the discussion of other viewpoints outside the “dominant, Western narrative”?*
 - *Have the principles of [Universal Design](#) been considered?*
- *Describe how the potential need to provide accessibility accommodations has been considered in the development of this program; please provide information beyond the services offered by Student Accessibility Services*

c) Calendar Copy with Program Map(s)

- *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*
 - *Note that pathway (Bridge/Advanced Entry) programs will require a separate, usually shorter, section in the Calendar; please be sure to include one entry for each program type. [Pathway Calendar example](#)*
 - *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 the all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. Include full course proposals for [new courses](#), and the most recent course syllabi for existing courses. If you are making changes to existing courses, include instead a [course change form](#). In an appendix noted below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

Please see Appendix _ for proposed calendar copy.

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

3 Consultation

- *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*

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?

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

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

4 Resource Requirements (QAF 2.1.2.6, 2.1.2.8 a)

a) General Resource Considerations

- *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) regarding any implications to existing or new agreements.*

b) Faculty Members - Current and New Faculty Requirements

- *Complete as an Appendix, using the Faculty Information template provided, a chart detailing the list of faculty committed to the program and provide any additional details, in paragraph form below*
- *Include here a brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program, 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; 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*
- ***If new faculty resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

c) Additional academic and non-academic human resources

- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

d) Supporting information 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)?*

e) Existing student supports

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the [Campus Bookstore](#), [Housing and Living Resources](#) as well as the [Ontario Tech Student Union](#). Further information can be found at: <http://studentlife.ontariotechu.ca/>.

Faculty-Specific Support

Please provide details on the Academic Advising Office and any Faculty-specific student support services (e.g. peer mentoring, 'coffee chats', study groups, etc.).

Student Life

Student Learning Centre

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty

specific academic resources are available online and include tip sheets and videos. Academic specialists offer one-on-one support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

Student Accessibility Services

Ontario Tech University ensures that students with disabilities have equal opportunities for academic success. Student Accessibility Services operates under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Services and accommodation support are provided for students with documented disabilities and include:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

Student Accessibility Services also provides inclusive peer spaces, support groups, and skills workshops for students.

Career Readiness

Ontario Tech University offers comprehensive career service assistance, co-op and internship support and a variety of valuable resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Co-op and internships
- Interview preparation
- Job market information
- Job search strategies

The Career Centre hosts a variety of events during the academic year including employer information and networking sessions, job fairs and interviews conducted by leading employers.

Student Engagement, Equity and Inclusion, and Indigenous Education and Cultural Services

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources
- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program
- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Access short term counselling and therapy services
- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Attend drop-in sessions
- Participate in events, activities or support groups that promote positive health and well-being
- Work with a mental health professional to address concerns

Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities

Ontario Tech University offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf training centre. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff
- Treatment of disease, illness, and injury
- Allergy injections, immunizations, and influenza injections
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological health-care and prescriptions

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and SAFA is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

Information Technology Resources

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

Wireless network

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

Exam support services

IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

Laptop repairs

IT Services provide on campus repairs on eligible laptop models.

IT Service Desk

The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

General Use Workstations (GUWs)

Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

Software Support

Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services

Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

Teaching & Learning Centre

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech University is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech University towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

f) Physical resource requirements

- *Please attach a report, as an Appendix, from the Library regarding existing library holdings and support for student learning; please contact your Subject Librarian as you begin your proposal to request a 'Library statement for new program proposal'*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc. **If new space is required, please complete Table 4 (examples in purple); otherwise, please remove this Table from the document***
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as it relates to space, as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

Table 4: Additional Space Requirements

Space Type	Number Required	Space Requirements (sq. ft)
<i>e.g. Laboratory</i>	<i>1</i>	<i>900</i>
<i>Office</i>	<i>2</i>	<i>300</i>
Total	3	1200

g) Resource Summary

- *Provide a brief statement of the funding requirements and the rationale.*

Human Resource Requirements

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

If yes, what year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels)?

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

If yes, please outline what year the staff hire will be required and any additional criteria associated with the hiring requirement:

Space Requirements

Are there additional space requirements specific to being able to successfully launch this program? Yes No

If yes, please provide additional details:

Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? Yes No

If yes, please provide additional details:

Additional Resource Requirements

Are there additional resource requirements not specified above that are required to successfully launch this program? If so, please outline them below:

The resource requirements outlined above have been reviewed and approved by the Academic Resource Committee (ARC): _____
(date of review)

5 Closing Statements Regarding Program Quality (QAF 2.1.2.8)

- *Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; what areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience*
 - *Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience*
-

APPENDICES

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

Program Learning Outcome Alignment Map to DLEs
Accreditation tables (if applicable)
Calendar Copy with Program Maps (please use template)
List of Program Courses, New Course Proposals, Required Course Changes,
Course Syllabi for Existing Courses (can each be attached as separate
appendices)
Detailed Listing of Faculty Committed to the Program (please use template)
Library Report

Items to be separate documents sent to CIQE:

New Program Funding and Tuition form (for CIQE use only)
Full Budget Spreadsheet (for ARC use only)
CVs for all faculty committed to the program (to be provided to the external reviewers)