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**REQUEST TO THE SENATE**

**New Program**

 **Faculty** \*\*\*\*\*

 **Academic unit** \*\*\*\*\*

 **Request number \*\*\*\*\***

**Program(s)**

**\*\*\*\*\***

 **Approvals**

Academic unit: Date

 Verification with the Curriculum Management team: Date

 Faculty Council: Date

Council on Undergraduate Studies or Council on Graduate Studies: Date

Executive Committee of the Senate: Date

Senate: Date

**Effective date**

**May 20XX**

# Summary

*Please describe briefly (50 words maximum) the proposed new program creation*

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**Program Creation Template**

**1. Name of proposed program**

a) Provide the full program title, as it will appear on the diploma conferred.

English:

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French:

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b) Provide the official program title, as it will appear on the transcript.

English:

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French:

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c) Provide a justification for the program title

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**2. Description of proposed program**

This description will be used when the program is submitted to the Ontario Universities Council on Quality Assurance (the Quality Council) and to the Ministry of Training, Colleges and Universities (MTCU). It will also appear on the Quality Council website once the program is approved *(200 words maximum)*.

English:

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French:

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**3.** **Expected program launch date**

Please note that following approval from the University Senate, new program proposals must be submitted for approval to the Quality Council and the MTCU before the new program can be published in the calendar and admit new students.

Select a date

**4. Comparison with similar programs in Ontario and elsewhere**

a)Provide an overview of how the proposed program compares to other programs offered at the University of Ottawa or Saint Paul University, as well as in Ontario or elsewhere. Explain how the curriculum addresses the current state of the discipline or area of study, including any distinctive and innovative curriculum or program components.

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b) Show how the new program will not adversely affect existing programs at the University of Ottawa or Saint Paul University. Include any information on your consultations with other faculties at the University of Ottawa or Saint Paul University.

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**5. Anticipated student enrolment**

Provide the expected program enrolment (from initial year) and indicate the year of maturity. Please fill out the following table.

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| **Year** | **New admissions** | **Cumulative total** (given that students will take x years to complete their program) |
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**6. If this a joint or collaborative program, list any partner institutions, and provide in Appendix 3 all official agreements signed concerning program delivery.**

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**7. Program structure and requirements**

1. Program type (*select an option from the list below*):

Select an option

1. Language of instruction (*check all applicable boxes*):

[ ]  French (courses and activities related to the program offered only in French)

[ ]  English (courses and activities related to the program offered only in English)

[ ]  Bilingual program (courses and activities related to the program offered in French and in English)

[ ]  Bilingual program (courses offered in one language and activities related to the program offered in French and in English)

[ ]  Other (please specify below)

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1. Options (*check applicable boxes*):

Is a thesis option offered? [ ] Yes [ ] No

Is a major research paper option offered? [ ] Yes [ ] No

Is a course-based option offered? [ ] Yes [ ] No

Is a cooperative education option offered? [ ] Yes [ ] No

Is the French Immersion Stream offered? [ ] Yes [ ] No

Is the Extended French Stream offered? [ ] Yes [ ] No

1. List the program requirements that must be fulfilled to obtain the degree.

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**8. Program timeline**

Indicate below how a typical student cohort would progress through the program. *Select an option from the list for each term.*

**Year Fall Term Winter Term Spring-Summer Term**

**Year 1** Please selectPlease selectPlease select

**Year 2** Please selectPlease selectPlease select

**Year 3** Please selectPlease selectPlease select

**Year 4** Please selectPlease selectPlease select

**Year 5** Please selectPlease selectPlease select

**Year 6** Please selectPlease selectPlease select

**Year 7** Please selectPlease selectPlease select

Note: For graduate programs, a thesis is considered an experiential learning activity.

Provide any additional information:

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**9. Demonstrate how the new program meets the following evaluation criteria:**

**9.1 Objectives**

1. Justify how the new program is consistent with the University’s mission and priorities.

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1. Show the program’s coherence through a detailed description of program requirements, objectives, learning outcomes and degree level expectations.

*(Fill out the table corresponding to the level of the program. TLSS* *can provide support for this section; you may contact Geneviève Gauthier at* *ggauthi4@uottawa.ca* *or* *saea-tlss@uottawa.ca* *)*

**Undergraduate Program**

|  | **Compulsory Courses**  | **Optional Courses** |
| --- | --- | --- |
| I : IntroductoryR : ReinforcementA : Advanced | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title |
| **1. Depth and breadth of knowledge** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
| **2. Knowledge of methodologies** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
| **3. Application of knowledge** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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| **4. Communication skills** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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| **5. Awareness of limits of knowledge** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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| **6. Autonomy and professional capacity** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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**Graduate Program**

|  | **Compulsory Courses**  | **Optional Courses** | **Research** |
| --- | --- | --- | --- |
| I : IntroductoryR : ReinforcementA : Advanced | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title | Add course code and title related to the research activity | Add course code and title related to the research activity |
| **1. Depth and breadth of knowledge**  |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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| **2. Research and scholarship** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
| **3. Level of application of knowledge** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |
| **4. Professional capacity/autonomy** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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| **5. Level of communication skills** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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| **6. Awareness of limits of knowledge** |
| *Insert the program’s learning outcomes* |  |  |  |  |  |  |  |  |  |
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1. Demonstrate the relevance of the proposed program with regard to student demand and societal need. To the extent possible, provide evidence confirming demand for graduates of such a program in specific sectors (university, public or private sector). List up to three occupations that graduates from this program may be employed in. To assist in determining employment outlooks, please refer to the [Ontario Job Futures](https://www.iaccess.gov.on.ca/labourmarket/search.xhtml?lang=en) website.

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1. Provide convincing data on student demand from surveys of students, alumni or professionals in the field. Provide data on the number of students enrolled in any similar program at the University of Ottawa or at Saint Paul University, if applicable.

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**9.2 Admission requirements**

* 1. Describe in detail the program’s admission requirements as they relate to the learning outcomes established for program completion, and provide a brief explanation of any other requirements, if applicable, such as minimum average, additional languages or portfolios, or advanced standing for prior work or learning.

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* 1. Describe the intellectual, psychological, mental and physical abilities that are academically essential for admission to the program.

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* 1. **Structure**
1. Describe the importance of the program’s governance structure and regulations in attaining program learning outcomes and degree level expectations (describe the role of the program chair and of the program committee and the mechanisms to ensure program requirements are met and degrees are completed).

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1. For a graduate program, justify the program length, showing how the program requirements can be fully met within this time.

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**9.4 Content (for graduate programs only)**

* 1. Indicate the nature and suitability of the main research requirements for degree completion.

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* 1. Show how each graduate student in the program can take at least two-thirds of the required coursed from among graduate-level courses.

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* 1. **Modes of delivery**
1. What are the course modes of delivery?

*(Please select the modes of delivery offered as part of the program)*

[ ]  Classroom

[ ]  Blended/hybrid learning

[ ]  Fully online asynchronous learning

[ ]  Synchronous online learning

1. Discuss the suitability of the proposed modes and places of delivery in meeting the program learning outcomes and degree level expectations.

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1. Discuss the suitability of the proposed modes and places of delivery in meeting the needs of the target audiences.

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1. Does the proposed program have an experiential learning[[1]](#footnote-1) component (through the workplace, community, a project, simulation, co-op, internships, laboratories…)? If so, provide details on the experiential learning, including confirmed and interested partners, duration of the experiential learning component and expected number of placements.

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**9.6 Assessment of teaching and learning**

* 1. Discuss the relevance and effectiveness of the proposed methods for assessing whether students achieve the intended program learning outcomes and degree level expectations. Provide a list of the types of assessment methods that will be used by the program, indicating where in the curriculum they will be used, by completing the table below in which assessment methods are aligned with program learning outcomes and degree level expectations. If specific assessment methods will be used to assess several program learning outcomes at once, add more information in the box below the table.

*(Complete the appropriate table for your program and delete the two others. TLSS can provide support for this section; you may contact Geneviève Gauthier at* *ggauthi4@uottawa.ca* *or* *saea-tlss@uottawa.ca**)*

**Undergraduate program:**

|  |  |  |
| --- | --- | --- |
| **Degree level expectations** | **Learning outcomes** | **Assessment methods** |
| 1. Depth and breadth of knowledge
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| 1. Knowledge of methodologies
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| 1. Application of knowledge
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| 1. Communication skills
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| 1. Awareness of limits of knowledge
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| 1. Autonomy and professional capacity
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**Graduate diploma**

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| --- | --- | --- |
| **Degree level expectations** | **Learning outcomes** | **Assessment methods** |
| 1. Depth and breadth of knowledge
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| 1. Conceptual and methodological awareness
 |  |  |
| 1. Communication skills
 |  |  |
| 1. Application of knowledge
 |  |  |
| 1. Professional capacity/autonomy
 |  |  |
| 1. Awareness of limits of knowledge
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 **Master’s or doctorate:**

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| --- | --- | --- |
| **Degree level expectations** | **Learning outcomes** | **Assessment methods** |
| 1. Depth and breadth of knowledge
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| 1. Research and scholarship
 |  |  |
| 1. Level of application of knowledge
 |  |  |
| 1. Professional capacity/autonomy
 |  |  |
| 1. Level of communication skills
 |  |  |
| 1. Awareness of limits of knowledge
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Additional information, if required.

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* 1. Describe the strategies for documenting and demonstrating students’ performance levels at the end of the program, in terms of the program objectives and degree level expectations. Examples that may be used to meet this criterion include documenting the grade spread of a graduating cohort, setting a course grade or GPA that students must achieve for graduation, requiring successful completion of a capstone experience, assessing achievement of program learning outcomes annually by a program committee, using a tool to track student progress related to program learning outcomes, using accreditation requirements to ensure students are meeting the program learning outcomes, devising plans for exit surveys or surveying alumni.

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**9.7 Resources (undergraduate programs only)**

* 1. Discuss the unit’s administrative plan for the use of human, physical and financial resources, demonstrating the program’s viability. If new resources are needed, include in Appendix 4 any agreements established with the dean and with the deputy provost, planning and academic budgets.

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* 1. Show how the number of professors and their expertise will help meet the program objectives, by completing the table below.

| **Professor** | **Rank** | **Bilingualism**1 | **Home unit** | **Research area** |
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1. *A:* Active; *P:* Passive; *F*: French only; *E*: English only
	1. Indicate the expected number of students per class.

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* 1. Show how supervision of experiential learning opportunities will be provided (if applicable).

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* 1. Discuss the role of adjunct and part-time professors.

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* 1. Discuss the resources currently available to ensure an optimal experience for undergraduate students, in terms of their classroom learning or research, such as libraries, information technology, laboratory access, class size, etc. Are current resources sufficient and of quality?

 *(The Library will provide you with a report on these resources; you may contact* *bibliolibrary@uottawa.ca**. Include the report in Appendix 5.)*

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 **9.8 Resources (graduate programs only)**

* 1. Discuss the unit’s plan to manage human, physical and financial resources, showing the program’s viability. If new resources are needed, include in Appendix 4 any agreements established with the dean and with the deputy provost, planning and academic budgets.

*(Institutional Research and Planning (IRP) can support you with this section; you may contact* *rechinst@uottawa.ca* *)*

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b)Show how the number of professors and their expertise will help meet the program objectives and that there is a sufficient number of institutionally approved faculty members who have the research or professional/clinical expertise needed to sustain the program, promote innovation and foster an intellectually stimulating environment, by completing the table below.

| **Professor** | **Rank** | **Bilingualism**1 | **Home unit** | **Research area** | **# of theses supervised or currently supervising**  |
| --- | --- | --- | --- | --- | --- |
| **Master’s** | **PhD** |
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1 *A:* Active; *P:* Passive; *F*: French only; *E*: English only

* 1. Describe the measures the unit will take to ensure that new thesis supervisors are properly mentored and that the highest standards of thesis supervision will be maintained in the program.

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* 1. Show, if applicable, how financial aid is sufficient to attract adequate quality and numbers of students. (*Data to include in this table are available from Institutional Research and Planning (IRP). To receive them, email* *rechinst@uOttawa.ca*.)

**STUDENT ACADEMIC AWARDS / FINANCIAL AID for existing program**

| Fiscal year | 2014–2015 | 2015–2016 | 2016–2017 | 2018–2019 |
| --- | --- | --- | --- | --- |
| **Internal scholarships1 ($)** |  |  |  |  |
| **Federal scholarships1 ($)** |  |  |  |  |
| **Provincial scholarships1 ($)** |  |  |  |  |
| **Other awards1 ($)** |  |  |  |  |
| **Research assistantships1 ($)** |  |  |  |  |
| **Teaching assistantships1 ($)** |  |  |  |  |
| **Other income1 ($)** |  |  |  |  |
| **Total support ($)** |  |  |  |  |
| **Total students** |  |  |  |  |
| **Proportion of full-time students funded (%)** |  |  |  |  |
| **Average support1** |  |  |  |  |

1 per funded student

 *(Please read the information in the box below and modify the text as needed to reflect the reality of your program).*

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| Students admitted to the program will be eligible for the following internal scholarships: **Admission Scholarship for Master programs**: Awarded automatically to Canadian or Permanent Resident students admitted full time to a master program with an average of at least 9.0/10. The first component of the scholarship is valued at $7,500 for one year ($2,500 per term for the first three consecutive terms).The second component will be valued at the equivalent of, or more than, the first component of the admission scholarship, and allocated in the form of a Soft-Funding Bursary, a Teaching or Research Assistantships or any other form of contract.**Admission Scholarship for PhD programs**:Awarded automatically to all students (Canadians, Permanent residents and Internationals) admitted full-time to a doctoral program with an average of 8.0/10. The first component of the scholarship is valued at $36,000 ($3,000 per term for the first twelve consecutive terms).The second component will be valued at the equivalent of, or more than, the first component of the admission scholarship, and allocated in the form of a Soft-Funding Bursary, a Teaching or Research Assistantships or any other form of contract.**Special Merit Scholarship** Granted to candidates by way of nominations from their academic unit.Students in this program will also be eligible to apply for the following external scholarships: * **External scholarships for Canadian students and permanent residents**

**Master’s and doctoral programs:** * Ontario Graduate Scholarships (OGS)
* Canada Graduate Scholarships – CIHR, NSERC, SSHRC
* Fonds de recherche du Québec (for students living in Quebec)
* Queen Elizabeth II Graduate Scholarships in Science and Technology (QEII-GSST)
* Canada-U.S. Fulbright Program
* Ontario Women’s Health Scholars Awards
* Autism Scholars Award
* Rhodes Scholarship
* Mackenzie King Memorial Scholarship
* Foreign Study Supplement
* Dr. Jim McDonald Scholarship for Northern Research
* Ages Foundation Fellowship
* Graduate Student Award of Merit (SWAAC)
* Student Award in Equity, Diversity and Inclusion (SWAAC)
* WIDS & Canadian Global Affairs Institute (CGAI) Fellowship

**Doctoral programs only:** * Flaherty Research Scholarship
* Pierre Elliott Trudeau Foundation scholarships
* Vanier Canada Graduate Scholarships
* WIDS & Canadian Global Affairs Institute (CGAI) Fellowship

**External scholarships for international students** **Master’s and doctoral programs:** * Ontario Graduate Scholarships (OGS)
* Mitacs Globalink Research Award

**Doctoral programs only:** * Vanier Canada Graduate Scholarships
* Ontario Trillium Scholarship
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* 1. If applicable, indicate any scholarships and financial assistance offered by the academic unit and the faculty.

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1. Discuss the resources currently available to ensure an optimal experience for graduate students, in terms of their classroom learning or research, such as libraries, information technology, laboratory access, class size, etc. Are current resources sufficient and of quality?

*(The Library will provide you with a report on these resources; you may contact* *bibliolibrary@uottawa.ca**. Include the report in Appendix 5.)*

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**9.9 Quality indicators**

1. Show the quality of the program faculty (for example, qualifications, research, innovation and scholarly activities; relevance and advantages of overall professor expertise regarding the proposed program).

*(Complete the following table and provide all other relevant information. You may contact the vice-dean, research of your respective faculty to obtain the data.)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 11 | Federal Tri-Council operating grants2 | Contracts3 | Infrastructure4 | Other5 | Total |
| **2015–2016** |  |  |  |  |  |
| **2016–2017** |  |  |  |  |  |
| **2017–2018** |  |  |  |  |  |
| **2018–2019** |  |  |  |  |  |
| **Total** |  |  |  |  |  |

*1Fiscal year (April to March)*

*2 Only include operating grants from the Tri-Council agencies (CIHR, NSERC and SSHRC).*

*3Include both research and development and service contracts received from the Tri-Council, private sector and government.*

*4 Include funds for the purchase and maintenance of research infrastructure from the Canada Foundation for Innovation and the Ontario Ministry of Economic Development, Job Creation and Trade.*

*5Include everything other than the first three categories, such as Canada Research Chairs, University and faculty funding, fellowships, bursaries and other operating grants (excluding Tri-Council).*

1. Show how the program structure and professors’ research will ensure the intellectual quality of the student experience (for example, teaching and research awards, CRCs, Chair in University Teaching, professors’ ranks, participation in professional associations, peer review participation).

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**9.10 Fields in a graduate program [optional]**

* 1. If fields are declared for a master’s or a doctorate, list them. Please note that declaring fields is no longer required.

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* 1. Briefly describe each field and show that a sufficient number of professors have the expertise required for it.

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**APPENDICES**

**Appendix 1:** Calendar text

| **ANNUAIRE** *(français)* | **CALENDAR TEXT** *(English)* |
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| **SURVOL****EXIGENCES D’ADMISSION (pour les programmes aux études supérieures seulement)****EXIGENCES DU PROGRAMME****COURS (inclure seulement les cours qui font partie du programme)** | **OVERVIEW****ADMISSION REQUIREMENTS (for graduate programs only)****PROGRAM REQUIREMENTS****COURSES (include only courses that are part of the program)** |

**Appendix 2**: uoCampus document (course creation or modification). Please refer to the Guide for Preparing Senate Requests (*hyperlink to be inserted*).

**Appendix 3**: Official partnership agreements for joint or collaborative programs (if applicable) *(question 6)*

**Appendix 4**: Agreements signed when programs require new resources (if applicable) *(question 9.7a or 9.8a)*

**Appendix 5:** Library Report *(question 9.7f or 9.8f)*

1. “Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities.”   (OCAV) [↑](#footnote-ref-1)