**new program proposal**

**of**

**degree(s)**

**of  
program**

Submitted to the  
Ontario Universities Council on Quality Assurance

Volume I - Proposed Brief

Date (month/year)

**\*NOTE:** This template must be used for submission of a new program proposal.  Please consult the University of Waterloo [Institutional Quality Assurance Process](https://uwaterloo.ca/academic-quality-enhancement/about-aque/uwaterloo-iqap) and the [Quality Assurance Framework](http://oucqa.ca/resources-publications/quality-assurance-framework/) (QAF) for details or the [Academic Quality Enhancement Office](https://uwaterloo.ca/academic-quality-enhancement/).

**Proposed Start Date:**

*(subject to change by AQuE Office depending on approval timelines)*

**\*\*Volumes I, II, III must be reviewed and approved by the Academic Quality Enhancement Office, GSPA and IAP prior to submission to your Faculty Council\*\***

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**NOTES ON COMPLETING THE TEMPLATE BRIEF**

1. The template text in gray font is meant as a writing guide to aid in completing each section, and should be deleted prior to submission. Text in italics provides additional tips on completing the section.
2. The Table of Contents is pre-formatted to update page numbers under each section heading. Right click on the table of contents and click update field to update the page numbers.
3. All Volumes should be in the same font and size.
4. Academic units are strongly encouraged to seek assistance from [Centre for Teaching Excellence](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/curriculum-development-and-renewal/program-review-accreditation/templates-examples) in completing sections 2.1, 2.2, 2.3 and 2.4.
5. Units should work with Institutional Analysis and Planning (IAP) in preparing sections 3, 4 and the Financial Addendum. Note that IAP currently does not have full information on faculty in the [Affiliated and Federated Institutions of Waterloo (AFIW)](https://uwaterloo.ca/faculties-academics) or research funding of faculty in the AFIW; therefore programs with significant AFIW involvement will need to contact AFIWs directly to request this data.
6. Units proposing a co-op program through [Co-operative Education](https://uwaterloo.ca/co-operative-education/supports-and-resources/co-op-rights-and-responsibilities/feasibility-study) (CE) should consult the relevant [Faculty Relations Manager](https://uwaterloo.ca/co-operative-education/contacts?title=&group%5B63%5D=63) early in the process to conduct a co-op feasibility study. The Co-op feasibility study can be developed in tandem with the proposal brief.

# Please delete this page prior to submission.

# INTRODUCTION

Include a brief description of the proposed program. What type of credential is this program seeking to offer (BA, Master’s PhD)? What is the academic discipline? If a graduate program: is this a research (thesis) or professional (course-based) program? What are the unique options and offerings (thesis, major research paper, coursework only, experiential learning component)? What is the expected program length? Will the program be full-time, part-time, or both? Will the program be co-op, regular or both? Will the program be delivered in-person, online, or some combination? What is the expected tuition fee for this program (domestic, international, full-time, part-time)? When is the proposed program expected to begin with the first intake of students?

## You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program, unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

# EVALUATION CRITERIA

## Objectives of the program ([QAF 2.1.2.1)](https://oucqa.ca/framework/2-1initial-institutional-process/)

Clearly describe:

* The program’s objectives (see [Definitions and Guidance](https://oucqa.ca/guide/program-objectives-and-program-level-learning-outcomes/));
* The degree nomenclature given the program’s objectives; and
* The consistency of the program with the institution’s mission and [strategic and academic plans](https://uwaterloo.ca/strategic-plan/).

## Program Requirements ([QAF 2.1.2.2](https://oucqa.ca/framework/2-1initial-institutional-process/))

Describe:

How the program’s structure and requirements meet the program objectives and program-level learning outcomes

How the program’s structure, requirements and program-level learning outcomes ensure students meet the institution’s Undergraduate or Graduate Degree Level Expectations (Complete [Appendix A](#Appendix_A) or [B](#Appendix_B))

How the proposed mode(s) of delivery facilitate the students’ successful completion of the program-level learning outcomes; and

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

NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](https://oucqa.ca/guide/program-objectives-and-program-level-learning-outcomes/). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.

## Program Requirements for graduate programs only ([QAF 2.1.2.3](https://oucqa.ca/framework/2-1initial-institutional-process/))

Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

Provide descriptions for all courses, milestones and requirements, using standard forms for curriculum approval at Senate Graduate and Research Committee, thus obtaining approval for curriculum at the same time as program is approved. Contact the GSPA office for assistance.

## Assessment of teaching and learning ([QAF 2.1.2.4](https://oucqa.ca/framework/2-1initial-institutional-process/))

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program’s plans to monitor and assess:

1. The overall quality of the program;
2. Whether the program is achieving in practice its proposed objectives;
3. Whether its students are achieving the program-level learning outcomes; and
4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics (e.g., collecting and reporting on indicators of student achievement such as awards, publications, graduation rates, scholarly activities, licensure or professional certification etc.). Please see [Guidance on Assessment of Teaching and Learning](https://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-4-1-and-5-1-3-1-4/) for advice from the Appraisal Committee on how to satisfy these criteria.

## Admission Requirements ([QAF 2.1.2.5](https://oucqa.ca/framework/2-1initial-institutional-process/))

Describe the program’s admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.

Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

Describe whether the program will be full-time, part-time, or both.

Consider:

* Can full-time students also take courses offered in evenings or online?
* Can full time students switch to part-time to complete their program if circumstances change? Do they need to obtain permission to change status, and if so from whom?
* Are courses offered at times conducive to part-time students (evenings, weekends, concentrated modules)? Are courses offered in a format conducive to part-time study (online, mixed-mode).
* Can part-time students participate in experiential learning opportunities, if such exist?

## Resources ([QAF 2.1.2.6](https://oucqa.ca/framework/2-1initial-institutional-process/))

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

* 1. Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;

NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.

* 1. As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience;

NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program’s learning outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances.

* 1. Describe the provision of supervision of experiential learning opportunities, if applicable;
  2. Describe the administrative unit’s planned use of existing human, physical and financial resources, including implications for other existing programs or support units at the university;
  3. Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support (a report from the Library should be prepared and included), information technology support, laboratory access and space; and
  4. If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.

Many new programs are not based in existing academic units. Describe the organizational arrangements and reporting structures involved, and provide an organizational chart if appropriate. Which Faculties will be involved in offering this program?

Are there plans for any other institutions other than the University of Waterloo to be directly involved in offering this program? Discuss the proposed agreement, if applicable.

## Resources for graduate programs only ([QAF 2.1.2.7](https://oucqa.ca/framework/2-1initial-institutional-process/))

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

Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

Explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

NOTE: Faculty CVs must be provided to the external reviewers and should contain sufficient detail for reviewers to evaluate faculty members’ expertise and capacity to contribute to the program. CVs do not need to be included in the submission to the Appraisal Committee; however, the Committee may request CVs if further information is required.

## Quality and other indicators ([QAF 2.1.2.8](https://oucqa.ca/framework/2-1initial-institutional-process/))

Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

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

NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a) addresses whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.

# PROJECTED ENROLMENT

When is the proposed program expected to begin with the first intake of students? (e.g., Fall 2020). Describe projected enrolment for the next 7 years, outlining the anticipated number of full and part time students and the anticipated number domestic and international students. **Complete** [**Table 1**](#Table_1)**.**

1. FINANCIAL PLAN

All new programs need to undergo a financial viability analysis and a [financial plan](#Financial_Plan) must be prepared in conjunction with Institutional Analysis and Planning’s Budget Resource Planning Team. Once the FVA is ready, the Dean, together with IAP, will present the new program information to the Provost. **The financial viability analysis must be approved by the Provost prior to submitting the new program proposal for approval at Faculty Council.**

Faculty Council must approve the program proposal before it is submitted to Senate Undergraduate Council or Senate Graduate and Research Council**. The Academic Quality Enhancement Office is responsible for submitting the new program proposal to Senate Undergraduate Council or Senate Graduate and Research Council**, and then via the Secretariat to Senate (please refer to the new program approval process flow chart for specifics).

**Note: The full details of the financial plan are to be included in the addendum of this proposal, which will be removed from the brief before submission to Senate Undergraduate Council or Senate Graduate and Research Council, Senate, the Quality Council, and the Ministry, as this information is considered confidential within the University.**

Table 1 shows the projected student intake and total enrolment in the proposed program over the next seven academic years.

**To be completed in consultation with IAP**

**Table 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Projected Student Intake and Enrolment | | | | | | | | |
| Academic Year | FULL-TIME | | | | PART-TIME | | | |
| Year One Intake | | Total FT Enrolment | | Year One Intake | | Total PT Enrolment | |
| **Domestic** | **International\*** | **Domestic** | **International** | **Domestic** | **International** | **Domestic** | **International** |
| **2023/24** |  |  |  |  |  |  |  |  |
| **2024/25** |  |  |  |  |  |  |  |  |
| **2025/26** |  |  |  |  |  |  |  |  |
| **2026/27** |  |  |  |  |  |  |  |  |
| **2027/28** |  |  |  |  |  |  |  |  |
| **2028/29** |  |  |  |  |  |  |  |  |
| **2029/30** |  |  |  |  |  |  |  |  |

\* International fee-paying students

Financial Plan Addendum – For Internal Waterloo Use Only

**Financial Viability Details**

**Human Resources**

What is the hiring plan for professors, lecturers, technical staff, administrative staff, director(s), teaching assistants, other?

To the Faculty Dean’s Office: What is the level of compensation that is expected for each group?

**Teaching Resources**

How many teaching tasks are required for the program? How many teaching assistance tasks are required for the program?

How many courses need to be developed? How many online courses need to be developed?

**Physical Resources**

What are the overall space requirements for this program including lecture, studio, lab, office space, other? How much of this space is new space? Will any space be rented, built new or renovated? If so, what are the approximate costs associated with the space requirements? What is the expected source of capital funding?

**Other Resource Requirements**

What other resources will be required to offer/develop this program? Please include items such as computer/technical equipment, student aid, etc.

**Tuition & Fees**

What are the expected tuition and incidental fees for domestic students? For international students? Full-time vs. Part-time? Is the tuition based on a program fee structure or course fee structure?

If the expected tuition fee or incidental fees for this program are different from tuition currently charged for an existing University of Waterloo program, please explain and justify the tuition rate based on the costs of offering this program.

**Other Revenue**

Are there any other sources of revenue associated with this proposed program?

\*Assessment methods included in the table are suggestions. Please feel free to edit and propose actual assessment methods you intend to use in your program.

Appendix A – Summary of Program Level Learning Outcomes and [UDLES](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/undergraduate-degree-learning-expectations-udles) Mapped to Courses and Assessment Methods

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Specific UDLEs and Associated Learning Outcomes** | **Course** | | | | | **Assessment method** | | | | | | | |
|  | XXX 200 | XXX 220 | XXX 250 | XXX 352 | XXX 400 | Forum communication | Multi-part assignments | Quizzes/Tests | Written assignments/ arguments/policy briefs | Data interpretation, synthesis, visualization | Technical reports/plans | Slide decks/presentations | Video production |
| **1. Depth and Breadth of Knowledge** | | | | | | | | | | | | | |
| Demonstrate key elements in XXX and how these elements are being impacted by XXX | ✔ |  |  | ✔ | ✔ |  | ✔ | ✔ | ✔ |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2. Knowledge of Methodologies** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **3. Application of Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **4. Communication Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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\*Assessment methods included in the table are suggestions. Please feel free to edit and propose actual assessment methods you intend to use in your program.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Specific UDLEs and Associated Learning Outcomes** | **Course** | | | | | **Assessment method** | | | | | | | |
|  | XXX 200 | XXX 220 | XXX 250 | XXX 352 | XXX 400 | Forum communication | Multi-part assignments | Quizzes/Tests | Written assignments/ arguments/policy briefs | Data interpretation, synthesis, visualization | Technical reports/plans | Slide decks/presentations | Video production |
| **5. Awareness of Limits of Knowledge** | | | | | | | | | | | | | |
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| **6. Autonomy and Professional Capacity** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **7. Experiential Learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. **Diversity** |  |  |  |  |  |  |  |  |  |  |  |  |  |

**\*Note: 7 & 8 are additions made by the University of Waterloo**

\*Assessment methods included in the table are suggestions. Please feel free to edit and propose actual assessment methods you intend to use in your program.

Appendix B - Summary of Program Level Learning Outcomes and [GDLES](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/graduate-degree-learning-expectations-gdles) Mapped to Courses and Assessment Methods

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Specific GDLEs and Associated Learning Outcomes** | **Course** | | | | | **Assessment method** | | | | | | | |
|  | XXX 600 | XXX 620 | XXX 650 | XXX 652 | XXX 660 | Forum communication | Multi-part assignments | Quizzes/Tests | Written assignments/ arguments/policy briefs | Data interpretation, synthesis, visualization | Technical reports/plans | Slide decks/presentations | Video production |
| **1. Depth and Breadth of Knowledge** | | | | | | | | | | | | | |
| Demonstrate key elements in XXX and how these elements are being impacted by XXX | ✔ |  |  | ✔ | ✔ |  | ✔ | ✔ | ✔ |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2. Research & Scholarship** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **3. Level of Application of Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **4. Professional Capacity/Autonomy** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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\*Assessment methods included in the table are suggestions. Please feel free to edit and propose actual assessment methods you intend to use in your program.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Specific GDLEs and Associated Learning Outcomes** | **Course** | | | | | **Assessment method** | | | | | | | |
|  | XXX 600 | XXX 620 | XXX 650 | XXX 652 | XXX 660 | Forum communication | Multi-part assignments | Quizzes/Tests | Written assignments/ arguments/policy briefs | Data interpretation, synthesis, visualization | Technical reports/plans | Slide decks/presentations | Video production |
| **5. Level of Communications Skills** | | | | | | | | | | | | | |
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| **6. Awareness of Limits of Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |
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