NEW GRADUATE PROGRAM PROPOSAL

# VOLUME I: PROPOSAL BRIEF

This template is to be used when seeking approval for new graduate programs (doctoral and master’s) and/or graduate diplomas (types 1, 2, and 3). All new graduate programs and diplomas must receive a recommendation from the Office of the Provost to move through governance processes. Submit the New Graduate Program Proposal (Volumes I and II) to the Assistant Vice-President, Graduate Studies through the Office of Graduate and Postdoctoral Studies ([ogps.graduate.curriculum@uoguelph.ca](mailto:ogps.graduate.curriculum@uoguelph.ca)) who, on behalf of the Provost, undertakes initial review to ensure new programming is consistent with the strategic plans and directions for growth of the university. Academic Units are strongly advised to contact the Manager, Graduate Curriculum in the Office of Graduate and Postdoctoral Studies at the outset of proposal development.

In accordance with the [University of Guelph’s Institutional Quality Assurance Process (IQAP)](http://www.uoguelph.ca/vpacademic/iqap/), proposals for new, **for-credit graduate diplomas** follow the **Protocol for Expedited Graduate Approvals**, meaning they require completion of Volumes I and II of the New Graduate Program Proposal, but do not require external review.

|  |  |
| --- | --- |
| **Name of Proposed Program:** |  |
| **Sponsoring Academic Unit and College:** |  |
| **Proposed Start Date:** |  |
| **Proposal Lead(s):** |  |

## A. Program Introduction

1. *Provide a brief description of the proposed program including its main goals, and comment on the appropriateness of proposed degree nomenclature.*
2. *Explain the rationale for developing the proposed program and identify its relationship to the plans of the Department/School and College and the University’s* [*Strategic Framework*](http://strategicrenewal.uoguelph.ca/)*.*
3. *Describe how relevant stakeholders were consulted in preparing this proposal. If the proposed program includes resources (e.g., courses, faculty supervision) from units other than the sponsoring unit, clear commitments of support for the proposed program must be included in* ***Volume II****.*

## B. Learning Outcomes and Assessment

1. *Outline and describe the anticipated learning outcomes of the proposed program**.*
2. *Describe any proposed fields[[1]](#footnote-1), and outline any unique learning outcomes associated with each field. Note: Programs are not required to declare fields at either the master’s or doctoral level.*
3. *Identify which of the five* [*University of Guelph Learning Outcomes for Graduate Programs*](https://www.uoguelph.ca/vpacademic/avpa/outcomes/pdfs/2013%20Learning%20Outcomes%20Rubric%20-%20Graduate%20Degree_BGSJan24.pdf) *are particularly addressed and how the proposed program supports student achievement of the University learning outcomes. Include the Learning Outcome Alignment Template (see* *“LO Alignment Template” under “Graduate LOS” on the* [*Learning Outcomes website*](http://www.uoguelph.ca/vpacademic/avpa/outcomes)*), or a comparable curriculum overview map and learning outcomes table in* ***Volume II****.*
4. *Indicate how the identified outcomes will be assessed, and comment on the appropriateness of the proposed methods of assessment in evaluating student progress and achievement of the program learning outcomes.*
5. *Identify any distinctive curriculum aspects, program innovations, or creative components.*
6. *Describe how the curriculum addresses the current state of the discipline. For professional programs, identify congruence with current accreditation and regulatory requirements of the profession and include any formal correspondence with accrediting bodies in* ***Volume II****.*

## C. Program Requirements

1. *Outline the requirements[[2]](#footnote-2) of the proposed program, including:*
   1. *courses currently offered, with frequency of offering;*
   2. *new courses proposed as part of the submission;*
   3. *required courses mounted by other units;*
   4. *for doctoral programs, the structure of the qualifying examination;*
   5. *required research and/or experiential learning activities; and*
   6. *required thesis, major paper, or other capstone requirement.*
2. *Describe the modes of delivery (in-class, lecture, problem- or case-based learning, distance education, hybrid). Explain why the modes of delivery are appropriate for meeting the program’s learning outcomes.*
3. *If the program is to allow for part-time study, describe how the delivery differs from that of the full-time program and summarize the pathway to completion.*
4. *Comment on the appropriateness of the program requirements and structure in meeting the program learning outcomes.*
5. *Describe how student progress will be monitored to ensure timely achievement of milestones (completion of coursework, QEs, etc.).*

**D. Admission Requirements**

1. *List the admission requirements of the proposed program and indicate their appropriateness for ensuring adequate achievement and preparation for entry into the program.*
2. *List any proposed alternative requirements (beyond the University-wide* [*Alternate Admissions Criteria*](https://www.uoguelph.ca/registrar/calendars/graduate/current/)*) and rationale.*

## E. Anticipated Enrolment and Impact on Existing Programs

1. *Describe enrolment projections for the proposed program, including:*
   1. *initial enrolment;*
   2. *annual enrolment increases above initial enrolment; and*
   3. *steady-state—total enrolment, and the year this will be achieved.*
2. *Describe any overlap with existing programs. Discuss potential impacts of the new program on existing programs, whether students may transfer to this program from others, and/or whether the proposed program is expected to attract new students.*
3. *Are any programs or fields of existing programs proposed for closure because of this proposed new program?*

## F. Administration

1. *Identify the Graduate Program Coordinator to be responsible for program management and academic counselling.*
2. *Describe how the program plans to document and demonstrate the level of performance of students in the program as a whole and how this information will be used towards the continuous improvement of the program moving forward.*

## G. Resources

1. *In* ***Table 1*** *below, list the core faculty who will provide instruction and supervise within the proposed program. The intent of this Table is to establish the strength and the degree of involvement of the faculty complement participating in the program (whose CVs are provided in* ***Volume II****). Note: Completed and Current supervisory records need not be recorded if the proposed program does not involve graduate supervision (e.g., coursework master’s).*

**TABLE 1. Faculty Members**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Name & Rank | Home Unit1 | Supervisory Privileges2 | **Fields3** | | | | **Completed** | | **Current** | |
| **1** | **2** | **3** | **4** | **Master’s4** | **Doctoral** | **Master’s** | **Doctoral** |
| ***Category 1 – Tenured or tenure-track core faculty*** *members whose graduate involvement is exclusively in the graduate program under review. For this purpose, the master’s and doctoral programs of the same name are considered a single program. Membership in the graduate program, not the home unit, is the defining issue.* | | | | | | | | | | |
| Aaaa – Associate | CHEM | Full |  | X |  | X | 4 | - | 3 | 2 |
| Bbbb – Full | PHYS | Full | X |  |  |  | 8 (2) | 4 | 3 | 1 (1) |
| ***Category 2 – Non-tenure-track core faculty*** *members whose graduate involvement is exclusively in the graduate program under review.* | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| ***Category 3 – Tenured or tenure-track*** *core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.* | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| ***Category 4 – Non-tenure track*** *core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.* | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| ***Category 5 – Other core faculty****, which may include emeritus professors with supervisory privileges and other Associated Graduate Faculty members.* | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |
| ***Category 6 – Special Graduate Faculty*** *members.* | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |

1. Indicate the budget unit paying the salary (department, school, research centre or institute, or other).
2. Indicate the level of supervisory privileges held by each faculty member (full, master’s only, co-supervision only, etc.).
3. Provide a footnote reference to the fields and indicate which fields faculty are associated with.
4. Use parentheses to indicate co-supervisions.
5. *Describe how instruction and supervisory loads will be distributed across the core faculty complement.*
6. *Briefly comment on the areas of strength and expertise of the current core faculty complement, and note any plans for future development. Describe the ways in which—through suitable scholarly activities, professional/clinical experiences, and/or sustained participation in activities involving graduate students (e.g., seminars, colloquia, journal clubs, etc.)—the core faculty complement will foster an appropriate intellectual climate.*
7. *Provide evidence of adequate resources to sustain the research activities and quality of scholarship produced by students, including information technology support and laboratory access.*
8. *In* ***Table 2*** *below, summarize total operating research funds acquired by the core faculty complement over the past four (4) years. Do not include equipment grants, conference grants, or minor grants allocated by the University.*

**TABLE 2. Research Funding by Source**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year1** | **Federal Granting Councils** | **Other Peer Adjudicated2** | **Contracts** | **Others3** |
| 2019-20 |  |  |  |  |
| 2018-19 |  |  |  |  |
| 2017-18 |  |  |  |  |
| 2016-17 |  |  |  |  |
| **Totals** |  |  |  |  |

1. Record funding according to year of award start date.
2. Explain source and type in in footnote.
3. Other sources of funding include SSHRC Institutional Grants (SIG Conference, SIG-TG, SIG-GRG, SIG Exchange, and SIG Explore).
4. *Indicate whether graduate students in the proposed program will receive funding packages, and if so, the expected level and source(s) of stipend.*
5. *Describe any other notable resources available to the program demonstrating institutional appropriateness (e.g., research institutes, centres, and Chairs; unique library collections or resources; facilities such as computer, laboratory, or studio spaces; etc).*

## H. Duplication, Student Demand, and Societal Need

1. *Comment on similar programs offered by other institutions in the Ontario university system and provide evidence of justifiable duplication based on demand and/or societal need.*
2. *Provide evidence of student demand for the proposed program. Consider:*
   1. *application statistics (e.g., number of inquiries, applications received, number of qualified applicants);*
   2. *origin of student demand (i.e., percent domestic versus international);*
   3. *duration of projected demand (i.e., short, medium, or long-term demand); and*
   4. *student consultation (e.g., student surveys, focus groups, and/or review and comment by appropriate student organization(s)).*
3. *Provide evidence[[3]](#footnote-3) that that the proposed program will fulfill a societal need, and indicate at least three occupations that graduates from this proposed program may be employed in. Consider:*
   1. *dimensions of the societal need for graduates (e.g., socio-cultural, economic, scientific, technological);*
   2. *geographic scope of the societal need for graduates (e.g., local, regional, national; international);*
   3. *trends in societal need for graduates; and*
   4. *duration of the societal need (i.e., short, medium, or long-term).*

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# VOLUME II: SUPPORTING DOCUMENTATION

1. Letters of Support
   1. College Dean
   2. Contributing Units
   3. Accrediting Bodies, Industry/Community Partners (if applicable)
2. Library Assessment
3. Curriculum Documentation
   1. Learning Outcomes Alignment Template
   2. Calendar Copy
   3. Course Outlines and Course Addition/Change Forms
4. Faculty Curricula Vitae

1. In graduate programs, “fields” refer to approved areas of specialization or concentration related to the demonstrable and collective strengths of the program’s faculty. Roughly one third of a student’s program of study should be reflective of their declared field. As such, programs that wish to establish fields are encouraged to include modest course requirements that support the learning outcomes associated with that field, and student research in thesis-based programs should relate to their declared field. [↑](#footnote-ref-1)
2. For each required course, provide its calendar description here and include a course outline in **Volume II**. For each new course or revised course proposed as part of this submission, also include a course addition or course change form in **Volume II**. [↑](#footnote-ref-2)
3. Examples of evidence for societal need could be:

   letters from a variety of potential employers of graduates who have seen the curriculum and commented upon the need for graduates within their organization and, more broadly, in their field of endeavour;

   professional society and/or association comments about the need for graduates based on a review of the curriculum;

   employment surveys indicating the number of positions advertised in, for example, the CAUT Bulletin, AUCC University Affairs, etc.;

   statistics related to the number of Ontario students leaving the province to study in the same field elsewhere in Canada or abroad. [↑](#footnote-ref-3)