

NEW PROGRAM TEMPLATE

**INSTRUCTIONS:**

* The Quality Assurance Framework is the final authority on the Protocol for New Programs. Lakehead University’s IQAP, and this template, are based on the Quality Council Framework. Please use this template in conjunction with the IQAP.
* This template is to be used for either Undergraduate or Graduate programs; for Undergraduate programs, please delete any elements related to Graduate programs, and then renumber sections accordingly.
* Replace explanatory text with relevant titles; for example replace “a) A BRIEF overview of the history and development of the Academic Unit and the programs contained within the Unit.” with “a) History and Development of (Academic Unit name)”
* Remove all explanatory text (generally denoted by NOTE).
* The submission should begin with a title page, containing the following information, followed by the Table of Contents.
* Delete this instruction section prior to submission.

New Program Proposal   
of the  
  
in

Submitted to the  
Lakehead University Senate

Submitted to the  
Ontario Universities Council on Quality Assurance

**TABLE OF CONTENTS**

(NOTE: Insert the table of contents on the page immediately following the title page, then begin the document on a fresh page).

# Introduction

An Introduction and Rationale for the Proposed Program

a) A BRIEF overview of the history and development of the Academic Unit and the programs contained within the Unit.

b) A summary description of the proposed program. Identify unique curriculum or program innovations, creative components, or significant high impact practices. Include course descriptions for all courses (if extensive, these should be included as an Appendix).

c) A rationale for the development of the new program.

d) A discussion related to demand for the proposed program, substantiated with data and/or research (e.g. Labour Market Information, employment demand, student demand, etc.).

# Evaluation Criteria

## Objectives of the program

a) The program’s objectives. (NOTE: Objectives are clear and concise statements that describe the goals of the program. Program objectives explain the potential applications of the knowledge and skills acquired in the program; seek to help students connect learning across various contexts; situate the particular program in the context of the discipline as a whole; and are broader in scope than the program-level learning outcomes that they help to generate).

b) Appropriateness of degree nomenclature given the program’s objectives.

c) Consistency of the program’s objectives with the general framework of the University’s Mission and Strategic, Academic and Research Plans as well as the University’s Strategic Mandate Agreement.

## Program Requirements

a) A set of program learning outcomes for the proposed program (Table 1).

Table 1: Program Learning Outcomes (PLO’s)

|  |
| --- |
| Program Learner Outcomes – After completing this program, students will be able to: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

b) Appropriateness of the program's structure and the requirements to meet both the program objectives and program-level learning outcomes. Include the connections between course learning outcomes and Program Learning Outcomes.

(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.)

c) Appropriateness of the program’s structure, requirements and program-level learning outcomes in meeting the institution’s undergraduate or graduate Degree Level Expectations.

(NOTE: a table is provided for both Undergraduate and Graduate programs - use the appropriate table and delete the other; within the correct table, use only the appropriate degree level and delete the other column)

Table 2: Mapping of Program LO’s to Lakehead University’s **Undergraduate** Degree Level Expectations (DLE’s). (NOTE: use only the appropriate degree level, delete the other column)

|  |  |  |  |
| --- | --- | --- | --- |
| **OCAV (2007)**  **Guidelines for University Undergraduate Degree Level Expectations** | **Degree Level Expectation**  **Baccalaureate/Bachelor’s Degree**  **This degree is awarded to students who have demonstrated:** | **Degree Level Expectation**  **Baccalaureate/Bachelor’s Degree: Honours**  **This degree is awarded to students who have demonstrated:** | **Program Learner Outcomes (normally there would be multiple PLOs addressing each DLE)** |
| 1. Depth and Breadth of Knowledge | a) a general knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline | a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline |  |
|  | b) a broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines | b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines |  |
|  | c) an ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline | c) a developed ability to:  - gather, review, evaluate and  - interpret information; and  - compare the merits of alternate  - hypotheses or creative options, relevant to one or more of the major fields in a discipline |  |
|  | d) some detailed knowledge in an area of the discipline | d) a developed, detailed knowledge of and experience in research in an area of the discipline |  |
|  | e) critical thinking and analytical skills inside and outside the discipline | e) developed critical thinking and analytical skills inside and outside the discipline |  |
|  | f) the ability to apply learning from one or more areas outside the discipline | f) the ability to apply learning from one or more areas outside the discipline |  |
| 2. Knowledge of Methodologies | … an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:  evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and  devise and sustain arguments or solve problems using these methods. | … an understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:  evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;  devise and sustain arguments or solve problems using these methods; and  describe and comment upon particular aspects of current research or equivalent advanced scholarship. |  |
| 3. Application of Knowledge | a) the ability to review, present, and interpret quantitative and qualitative information to:  develop lines of argument;  make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and | a) the ability to review, present and critically evaluate qualitative and quantitative information to:  develop lines of argument;  make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;  apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;  where appropriate use this knowledge in the creative process; and |  |
|  | b) the ability to use a basic range of established techniques to:  analyse information;  evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;  propose solutions; and | b) the ability to use a range of established techniques to:  initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;  propose solutions;  frame appropriate questions for the purpose of solving a problem; |  |
|  | c) the ability to make use of scholarly reviews and primary sources. | c) solve a problem or create a new work; and |  |
|  |  | d) the ability to make critical use of scholarly reviews and primary sources. |  |
| 4. Communication Skills | … the ability to communicate accurately and reliably, orally and in writing to a range of audiences. | … the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences. |  |
| 5. Awareness of Limits of Knowledge | … an understanding of the limits to their own knowledge and how this might influence their analyses and interpretations. | … an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. |  |
| 6. Autonomy and Professional Capacity | a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:  the exercise of personal responsibility and decision-making;  working effectively with others; | a) qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:  the exercise of initiative, personal responsibility and accountability in both personal and group contexts;  working effectively with others;  decision-making in complex contexts; |  |
|  | b) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and | b) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and |  |
|  | c) behaviour consistent with academic integrity and social responsibility. | c) behaviour consistent with academic integrity and social responsibility. |  |

Table 2: Mapping of Program LO’s to Lakehead University’s **Graduate** Degree Level Expectations (DLE’s). (use only the appropriate degree level, delete the other column)

|  |  |  |  |
| --- | --- | --- | --- |
| **OCAV (2007)**  **Guidelines for University Undergraduate Degree Level Expectations** | **Masters Degree Level Expectations**  **This degree is awarded to students who have demonstrated:** | **PhD Degree Level Expectations**  **This degree extends the skills associated with the Master’s degree and is awarded to students who have demonstrated:** | **Program Learning Outcomes**  **(normally there would be multiple PLO’s addressing each DLE)** |
| 1. Depth and Breadth of Knowledge | A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice. | A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice. |  |
| 2. Research and Scholarship | A conceptual understanding and methodological competence that:  i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;  ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and  iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, | a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; |  |
|  | on the basis of that competence, has shown at least one of the following:  i) The development and support of a sustained argument in written form; or  ii) Originality in the application of knowledge. | b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and |  |
|  |  | c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. |  |
| 3. Level of Application of Knowledge | Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | The capacity to  i)Undertake pure and/or applied research at an advanced level; and  ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. |  |
| 4. Professional Capacity/Autonomy | The qualities and transferable skills necessary for employment requiring:  a) The exercise of initiative and of personal responsibility and accountability; and  Decision-making in complex situations; and | a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; |  |
| b) The intellectual independence required for continuing professional development; | b) The intellectual independence to be academically and professionally engaged and current; |  |
| c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and | c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and |  |
| d) The ability to appreciate the broader implications of applying knowledge to particular contexts. | d) The ability to evaluate the broader implications of applying knowledge to particular contexts. |  |
| 5. Level of Communication Skills | The ability to communicate ideas, issues and  conclusions clearly. | The ability to communicate complex and/or ambiguous  ideas, issues and conclusions clearly and effectively. |  |
| 6. Awareness of Limits of Knowledge | Cognizance of the complexity of knowledge and of the potential contributions of other interpretations,  methods, and disciplines. | An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations,  methods, and disciplines. |  |

d) Appropriateness of the proposed mode(s) of delivery (see [Definitions](https://oucqa.ca/framework/definitions/)) to facilitate students’ successful completion of the program-level learning outcomes.

(NOTE: Provide a few examples of the linkages between each mode of delivery and specific course or program learning outcomes.).

e) Ways in which the curriculum addresses the current state of the discipline or area of study.

## Program Content and Requirements

a) Provide an outline of the curriculum as would appear in the university calendar.

b) A table mapping the connections between course learning outcomes for required courses and PLO’s.

Table 3: Mapping of Course Learning Outcomes to PLOs (NOTE: it is anticipated that a course may meet more than one PLO)

|  |  |  |
| --- | --- | --- |
| Program Learning Outcomes | Course No. and Title | Course Learning Outcomes |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

c) Identify how the new program includes experiential learning methods (including land-based learning and community service learning assignments), if applicable.

## (NOTE: d-f for graduate programs only)

d) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time.

e) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

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

## Assessment of teaching and learning

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

b) 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
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. 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 and Regulation Requirements

a) Appropriateness of the program’s admission requirements given the program’s objectives and program-level learning outcomes.

b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate or undergraduate program (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience).

c)Identify the regulations that apply to the proposed program (please note, a separate Curriculum Navigator submission is required for any new regulations).

## Resources

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

a) 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.

Table 4: Summary of all full-time faculty regularly teaching in the program.

(NOTE: Any new faculty (full- or part-time) required to deliver the program must be noted clearly.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name of Faculty Member | Rank | Year of Appt. | Teaching Assignments for Last Three Years (NOTE: please use course # and name) | | Number of Graduate students/HQP supervised (NOTE: include for graduate programs only) | | |
| Undergraduate | Graduate | Masters | PhD | PDF |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

b) 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 (Table 5 can be used to provide an overview).

(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.)

Table 5: Summary of adjunct/part-time faculty/limited term appointments regularly teaching in the program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of Member | Rank | Years of Service | Number of Graduate students/HQP supervised (include for graduate programs only) | | | Other Relevant Experience |
| Masters | PhD | PDF |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

c) Describe the provision of supervision of experiential learning opportunities, if applicable.

d) Describe the administrative unit’s planned use of existing human, physical and financial resources, including implications for other existing programs at the university.

Table 6: Summary of staff providing support to the program.

(NOTE: This should include administrative, laboratory, practicum supervisors, etc. as appropriate. Any new staff (full- or part-time) required to deliver the program(s) must be noted clearly.)

|  |  |  |
| --- | --- | --- |
| Name of Staff Member | Current Position | Roles and Responsibilities in the proposed graduate program |
|  |  |  |
|  |  |  |
|  |  |  |

e) Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

(NOTE: a library and TSC report will be provided and should be included as appendices).

f) Space for Faculty and Students: Provide details for the current faculty and general office space, along with the commitments/plans (if any) for additional and/or different space over the next seven (7) years. Indicate where and how much study space the students will have access to. Describe any future plans for relocation or space expansion.

g)If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.

(NOTE: a memo from the Dean should accompany the Curriculum Navigator submission).

h) Proposed Budget

(NOTE: The budget template is provided by, and is to be completed with input from, Institutional Planning and Analysis and Finance; additionally, a supporting memo from the Dean is required.)

## Resources (for graduate programs only)

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

a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the graduate program, promote innovation, and foster an appropriate intellectual climate.

Table 7: Summary of evidence of the quality of the faculty members involved in the proposed graduate program.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of Core Faculty | Refereed Journal Papers | Refereed Conference Papers | Book Chapters | Technical Reports | Books | Other |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Name of Adjunct Faculty |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

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

Table 8: Operational research funding\* by year and source received by the faculty members that will contribute to the quality of the proposed graduate program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year1 | Source | | | | |
| Federal Granting  Councils2 | Other Government  Grants3 | Foundations4 | Industry & Contracts | Others5 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1 Academic years

2 Includes: SSHRC, CIHR, etc.

3 Includes: Ontario Arts Council

4 Includes: Ontario Registered Teachers’ Association, Canadian Music Centre, etc.

5 Includes: Internal research funding (SSHRC), Lakehead start-up funds, Publisher and other University grants, etc.

\* All amounts converted to CAD.

c) Evidence of how supervisors will provide financial support to domestic and international students.

d) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

## Quality and other indicators

(NOTE: This section is focused on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Sections 2.6 & 2.7 address whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.)

a) 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).

b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.