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| University of Victoria |
| Title of New Undergraduate Degree Program Title (Bachelor) |
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| |  |  | | --- | --- | | Dean’s Name: | Signature Dean: | | Contact Name and Number: |  | |  |  | | Date approved by Department: | Head: | | Date approved by Faculty: | Dean or Faculty Chair: | |
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| INSTITUTION: University of Victoria | PSIPS PROPOSAL #: |
| PROPOSED DEGREE: | |

# Summary Description of New Undergraduate Degree Program (Bachelor): (1 page maximum)

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| **INSTITUTIONAL MANDATE / CAPACITY**  ***STANDARD: The institution must establish that it has the mandate and capacity to offer the proposed degree program***. |
| CRITERIA: |
| ***A. Mandate*** |
| How does the proposed New Undergraduate Degree Program (Bachelor) fit within the mandate of the institution?  How does the proposed New Undergraduate Degree Program (Bachelor) support the current academic and strategic plan of the institution? |
| ***B. Capacity*** |
| To what extent does the program build on the institution’s existing infrastructure, resources and experience from offering programs in Undergraduate Degree programs and related fields?  To what extent has the institution assessed the resources required and identified funding sources needed to implement the program? |

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| **SOCIAL AND ECONOMIC BENEFIT**  ***STANDARD: The institution must demonstrate that the proposed New Undergraduate Degree program (Bachelor) will serve the social and economic needs of British Columbians***. |
| CRITERIA: |
| ***A. Priority of Program Focus*** |
| Is the program focus primarily on meeting social benefit(s) or economic benefit(s)? |
| ***B. Social Benefit*** |
| What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed New Undergraduate Degree program (Bachelor) provide?  How would the proposed New Undergraduate Degree program (Bachelor) advance social goods or government priorities? |
| ***C. Economic Benefit*** |
| What direct and/or indirect economic, industrial or labour market benefits would the New Undergraduate Degree program (Bachelor) offer the student, community, region or province?  How would the proposed New Undergraduate Degree program (Bachelor) support economic growth and/or government economic priorities?  What labour market needs would the proposed New Undergraduate Degree program (Bachelor) meet for the province?  Do potential employers require a degree for graduates to gain employment in the field?  If the main employer will be government or another public agency, what support does the New Undergraduate Degree program (Bachelor) have from relevant ministry/public employers? |
| ***D. Consultation*** |
| What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed New Undergraduate Degree program (Bachelor)?  If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide? |

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| **SYSTEM COORDINATION / PROGRAM DUPLICATION**  ***STANDARD: The institution must establish that the proposed New Undergraduate Degree Program (Bachelor) fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*** |
| CRITERIA: |
| ***A. System Context*** |
| What differentiates the proposed New Undergraduate Degree program (Bachelor) from all other related programs in the province? |
| ***B. Consultation*** |
| To what extent has the institution consulted other institutions in British Columbia offering similar undergraduate programs and responded to their feedback? |
| ***C. Rationale for Duplication*** |
| If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another New Undergraduate Degree program (Bachelor)? |
| ***D. Collaboration*** |
| To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs? |

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| **STUDENT DEMAND AND OUTCOMES**  ***STANDARD: The institution must demonstrate that the proposed New Undergraduate Degree program (Bachelor) will have sufficient ongoing student interest and provide benefit to students.*** |
| CRITERIA: |
| ***A. Student Demand*** |
| How robust is the demonstrated potential student demand to sustain the proposed New Undergraduate Degree program (Bachelor)? |
| ***B. Benefit to Students*** |
| To what extent will students be able to transfer to and from other post-secondary institutions in the province?  What opportunities are available to program graduates for further study in the field or in professional fields?  What added value will the proposed undergraduate program offer graduates in terms of employment opportunities? |

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| **FULL PROPOSAL (up to 5,000 words plus appendices)** | |
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| ***A. Identification of new undergraduate degree program (Bachelor)*** | |
| Name, Location, Academic units (Faculties, departments, or schools) offering the new program: |  |
| Anticipated program start date: |  |
| Name, title, phone number and e-mail address of contact person: |  |
| ***B. History and context of the proposed undergraduate program and its value*** | |
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| ***C. Aims, goals and/or objectives*** | |
| Distinctive characteristics  Anticipated contribution to the UVic, Faculty, and academic unit’s strategic plans  Target audience, student and labour market demand  Include plans for student recruitment, retention, and success | |

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| ***D. Admission requirements*** |
| Include plans for admissions and transfer within BC system where appropriate |

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| ***E. Areas of specialization and evidence of adequate faculty complement (Include short faculty cv information in an appendix)*** |
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| ***F. Curriculum design*** |
| Schedule of course delivery   * Identify the prescribed set of core and prerequisite courses. * Identify which courses already exist at UVic and which new courses will be implemented as a result of the program. |
| Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments  Linkages between the learning outcomes and the curriculum design  Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity   * Describe use and purpose of practica, Co-op work terms, field placements or other forms of experiential learning * Where work terms or field placements are a component of the program, describe the unit’s plans to develop placement opportunities for students and the level of support that will be extended to students seeking placements. * Where applicable, describe the anticipated outcomes of the work experience or field placement, how the experience will provide an opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements. * Opportunities for civic engagement   Residency requirements and anticipated times to completion  Policies on student evaluation, candidacy exams, and oral examinations  Plans for integration of teaching and research  Describe any plans to develop international or Indigenous content or perspectives |
| ***G. Enrolment plan for the length of the undergraduate program (Include a table of anticipated annual intake created by new students and graduates including those in any existing programs)*** |
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| ***H. Funding plan for the length of the program*** |
| Resources required for Faculty appointments   * Currently funded faculty resources * New faculty resources required   Resources required for Staff appointments  Resources required for Space  Resources required from Library  (Include evidence of consultation with UVic Librarian) |
| ***I. Related programs within UVic or other British Columbia post-secondary institutions*** |
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| ***J. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of letters of support in an appendix)*** |
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Resource Plan for BOG (500 words maximum)

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| Strategic Relevance |
| Overview/nature of the new Bachelor and existing academic program |
| Alignment with the university’s mission and strategic plan |
| Senate/academic considerations |
| Demand and availability |
| Resource implications (including resource plan, revenue and expenditure implications) |
| Other relevant factors (including impact and outcomes) |