Proposal for the Creation of a Graduate Program in [Program name]

[Give the program name, e.g. Education]

Degree(s):

[List the specific degrees being proposed]

Ex:
Doctorate in Philosophy Education
Master of Arts Education
Graduate Diploma Program Evaluation

Submitted to:

Council of the Faculty of Graduate and Postdoctoral Studies

[Date]
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Overview

In accordance with the University Institutional Quality Assurance Process (IQAP), the proposal for new programs is prepared by the academic unit seeking to create a new program. According to the Ontario Universities Council on Quality Assurance Framework and Guide, a new program is any degree, degree program, or program of specialization that is brand new. That is to say, a new program will have substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution.

Typically, the reports and data included in the new program proposal are drawn from programs that are already established and relevant to the proposal. For example, for the creation of a new PhD in Communication it would be appropriate to include data and reports about the Master’s program already established in Communication.

The proposal thoroughly describes the new program. It includes critical analysis and is developed with input from faculty, staff and students. It may also include information gathered from other relevant stakeholders (i.e., alumni, employers). It addresses pertinent information about the program and documents the following aspects:

- Objectives of the new program
- Admission requirements
- Structure and regulations
- Program content
- Mode(s) of delivery
- Assessment of teaching and learning
- Resources (human, physical and financial)
- Quality indicators

As part of these requirements, a budget must be included along with comparator information of other, similar programs within and outside the university.

For additional information on the creation of new programs, please consult the Ontario Universities Council on Quality Assurance Framework and Guide.
Instructions

Use the template provided as a guide to writing the new program proposal. Content, resources, formatting and writing suggestions are provided throughout the template as guidelines. Each graduate program is unique and consequently, it is expected that some sections will need to be added while others will need to be deleted.

Within the template and guide, note that:

- A number of tables and reports are inserted by the Quality Assurance Office.
- Other tables and reports are to be created and inserted by the academic unit proposing the new program.
- The text written in black is part of the brief and should be retained in the final product.
- The text written in grey is information that will guide the development of each section of the self-study. Delete the grey text once each section is complete. The final document should have no grey text.

If you have questions about the template, or about the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Once the new program proposal is complete, submit it to the Quality Assurance Office for an initial review.
Section 1: Introduction

New Program Proposal
Graduate Program in (NAME OF PROGRAM)

Approved by the Council of the
Faculty of Graduate and Postdoctoral Studies
Meeting of (DATE OF MEETING)

Prior to submitting the new program proposal to the Council of the Faculty of Graduate and Postdoctoral Studies, this proposal has been reviewed and approved by the (NAME OF THE ACADEMIC UNIT) in consultation with the Graduate Studies Office of the Faculty of (NAME OF THE FACULTY).

1.1 Academic Unit Responsible for Preparing the New Program Proposal

<table>
<thead>
<tr>
<th>Responsible academic units</th>
<th>In this section, list the participating units if the program is collaborative or joint.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestion:</td>
<td>There is no need for a paragraph</td>
</tr>
<tr>
<td></td>
<td>If appropriate, this section can be deleted</td>
</tr>
<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School of Human Kinetics</td>
</tr>
<tr>
<td></td>
<td>Department of Economics</td>
</tr>
<tr>
<td></td>
<td>Institute of Feminist and Gender Studies</td>
</tr>
<tr>
<td></td>
<td>Ottawa-Carleton Joint Institute of Mathematics and Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management of the program and authors of the new program proposal</th>
<th>In this section, list the names of those who will be managing the program. Typically, the management team are the same individuals who manage the development of the proposal, with input from all faculty members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Perron, Chair, Department of Economics</td>
</tr>
<tr>
<td></td>
<td>F. Lisé, Supervisor of the Ph.D. Program</td>
</tr>
<tr>
<td></td>
<td>S. Beauchamp, Supervisor of the Master’s Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative support staff</th>
<th>In this section, list the names of administrative staff members who helped prepare the proposal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R. Boutin, Operations Coordinator</td>
</tr>
<tr>
<td></td>
<td>S. Lavoie, Administrative Assistant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Web address</th>
<th>In this section, note any relevant web address(s) of the program. For example, provide the link to the department that will house the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://arts.uottawa.ca/visualarts/">http://arts.uottawa.ca/visualarts/</a></td>
</tr>
<tr>
<td></td>
<td><a href="http://arts.uottawa.ca/visualarts/programs-of-study">http://arts.uottawa.ca/visualarts/programs-of-study</a></td>
</tr>
</tbody>
</table>
# 1.2 Brief Program Overview

<table>
<thead>
<tr>
<th>Name of program</th>
<th>In this section, note the name of the program being proposed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestion:</td>
<td>Take care to use the correct name</td>
</tr>
<tr>
<td>Sample:</td>
<td>Epidemiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees</th>
<th>In this section, note the names of the degrees awarded in both official languages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions:</td>
<td>1. Take care to use the correct name(s) in both official languages</td>
</tr>
<tr>
<td></td>
<td>2. Use the exact title (for example, Master of Fine Arts is correct while Master in Fine Arts is incorrect)</td>
</tr>
<tr>
<td></td>
<td>3. There is no need for a paragraph; bullets suffice</td>
</tr>
<tr>
<td>Sample:</td>
<td>• Maîtrise ès sciences (M.Sc.) en épidémiologie / Master of Science (MSc) in Epidémiologie</td>
</tr>
<tr>
<td></td>
<td>• Doctorat de philosophie (Ph.D.) en épidémiologie / Doctor of Philosophy (PhD) in Epidemiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary statement</th>
<th>In this section, provide a very brief summary of the new program being proposed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions:</td>
<td>• Be very brief. One sentence will suffice.</td>
</tr>
<tr>
<td></td>
<td>• At most, write three sentences.</td>
</tr>
<tr>
<td>Sample:</td>
<td>The proposed PhD in Environmental Sustainability will focus on graduating professionals and academics specializing in the areas of urban planning, waste management and biodiversity. It will build on the newly established and highly successful MSc in Environmental Sustainability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of funding</th>
<th>In this section, note whether the program is a professional program and/or a full cost recovery program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestion:</td>
<td>There is no need for a paragraph, bullets suffice</td>
</tr>
<tr>
<td>Sample:</td>
<td>• Professional program: Yes</td>
</tr>
<tr>
<td></td>
<td>• Full cost recovery: No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High-level program requirements</th>
<th>In this section, briefly note the high-level program structure.</th>
</tr>
</thead>
</table>
Suggestion:
- There is no need for a paragraph

Sample:
- Master’s: 21 credits with thesis
- Doctorate: 27 credits of coursework, a comprehensive examination (oral and written), a thesis proposal, and a thesis
- Graduate Diploma: 15 credits

Fields
- In this section, note the names of the fields.

Suggestions:
1. Note that fields are not required
2. Take care to use the correct name(s) of the fields
3. There is no need for a paragraph; bullets suffice

Sample:
The proposed PhD program will have two fields:
- Descriptive and Analytic Epidemiology
- Applied and Clinical Epidemiology

Proposed program start date
- In this section, note the date when the new program seeks to admit the initial cohort of students.

Sample: Fall 2019

Please note that the program launch date will be subject to available funding.

Number of students proposed for the initial cohort of the program
- Sample: 6

Current number of core faculty members
- Sample: 14

Other data deemed appropriate by the academic unit
- If no additional data is deemed appropriate to include, this field can be deleted. Examples of information that could be noted in this field are delivery method (if it is regarded as innovative and unique) or funding sources (if key to program creation and continuation).

1.3 Development of the New Program Proposal

In this section, complete the table provided to the extent required for best practices for creating a new program proposal.

Content suggestions:
- Complete the Result column of the table with one of the following choices:
  - Meets expectations
  - Partially meets expectations
  - Not applicable, with rationale
  - Incomplete, with rationale
Formatting and writing suggestions:
- There is no need to write paragraphs. Simply record one of the following options (a) Meets expectations (b) Partially meets expectations (c) Not applicable or (d) Incomplete.
- Sometimes, an expectation cannot be met or is not applicable. In either case, please provide a brief explanation.

Tip: Use table 1.1 as a resource throughout the preparation of the proposal: it provides a thorough checklist of best practices.

The following table is completed by the academic unit. It is intended to function as a checklist for the academic unit as they create an effective proposal for the new program.

### Table 1.3-1 - Development of the New Program Proposal

<table>
<thead>
<tr>
<th>Feature</th>
<th>Best Practices for Creating a New Program Proposal</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal/Purpose</td>
<td>The new program proposal aims to clearly describe the proposed program and provide evidence that it is not only viable but also in-line with the goals of the university.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>Focus</td>
<td>The proposal focuses on the program being proposed.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>Character / Nature of Report</td>
<td>The proposal is reflective, analytical, self-critical and evaluative.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>Treatment of Curriculum</td>
<td>The curriculum is critically developed, with an eye to degree level expectations, learning objectives, and learning outcomes.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>Degree Level Expectations / Learning Objectives / Outcomes</td>
<td>The proposal expresses degree level expectations and learning objectives that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance and commitment of resources.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>Treatment of Data</td>
<td>Data is analyzed and contributes to the assessment of opportunities and challenges that the program will potentially face.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>Authorship</td>
<td>The proposal results from a participatory self-critical process and documents involvement in its preparation of all faculty members in the program, and of students. Similar programs within the University of Ottawa and Saint Paul have been consulted. Appropriate approvals were attained within the home faculty.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>Student Involvement</td>
<td>The proposal shows active involvement of students in the agenda-setting, analysis and preparation of the proposal.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>Student Survey</td>
<td>A student survey provides another valuable source of input for the proposal.</td>
<td>Sample: Meets expectation</td>
</tr>
<tr>
<td>External</td>
<td>The proposal is written such that external reviewers gain a</td>
<td>Sample:</td>
</tr>
</tbody>
</table>
Review | complete understanding of the program and can assess its strengths and areas for improvement.
| Note: An external review includes an on-site visit and is required for all new program proposals. Exceptions include proposals for new collaborative programs that result in a specialization and new for-credit graduate diploma programs. | Meets expectation

### 1.4 Implementation Plan

In this section, identify the timelines, milestones and key authorities for implementing the new program.

**Content suggestions:**
- Note the timelines for acting on and monitoring the implementation of the proposed program
- Indicate those who will be responsible for providing any resources (human, physical, and financial)

**Resource suggestions:**
- Ensure that the new program proposal has been reviewed and approved by the appropriate authorities, for example the Graduate Studies Office of the Faculty and the Dean of the Faculty

**Formatting and writing suggestions:**
- Use a table to present timelines and key milestones
- Include names of key authorities
- If the new program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where this program is heading in the future
Section 2: Program Intention

2.1 Introduction and Context

In this section, provide a description of the program.

Content suggestions:
- Describe the specific features of the proposed degree(s), for example:
  - Course-based, thesis/non-thesis options
  - Participation in collaborative programs, joint institutes, or other significant partnerships
  - Language in which the program is offered
  - Extension of the program to another campus
  - CO-OP or other experiential learning options
  - On-line or blended learning
- Situate the program within an appropriate context, for example, the National Capital, the Strategic Mandate Agreement (SMA), Destination 2020
- Situate the new program within a history. For example, if the proposed program is a PhD, then describe how this program is a natural next step following the creation of the Master’s degree. Highlight any significant developmental milestones
- Identify funding sources. Note if the program is a professional and/or a full cost-recovery program
- Identify degree streams (e.g. research, course-based, professional, etc.)
- Note any accreditations
- Indicate whether there are sufficient resources in place to offer the program and that the offer of the new program will not adversely affect existing programs
- Develop calendar text, add as an appendix and refer to it in this section

Resource suggestions:
- Refer to appendixes in the proposal. For example, the CO-OP report and Program Modification & Brief History Report.
- Use resources already available to develop this section, for example, the departmental website, annual reports and marketing materials
- Consider referring to the University’s Strategic Mandate Agreement (SMA), Destination 20/20 and/or the Strategic Areas for Development in Research
- Use resources developed by accrediting bodies, if appropriate
- Consult the General Regulations for graduate studies.

Formatting and writing suggestions:
- Write between 3/4 page and one page of information
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program will have more than one degree-type, then ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where this program is heading in the future
- Frame milestones and goals in terms of the continuous improvement of the program
2.2 Program Learning Outcomes in Relation to the Degree Learning Expectations

The following table maps out the learning outcomes and degree level expectations for each degree in the program. Program learning outcomes provide a description of skills, abilities or attitudes that students can perform or demonstrate upon completion of the program. Learning outcomes complete the following sentence: By the end of this program, the student will be able to...

This table is completed by the academic unit in collaboration with the Centre for University Teaching.

Table 2.2-1 - Mapping Learning Outcomes and Degree Level Expectations

<table>
<thead>
<tr>
<th>Degree Level Expectations</th>
<th>Learning Outcomes</th>
<th>How the Program Supports and Evaluates the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth and Breadth of Knowledge</td>
<td>Sample: a. b. c. ...</td>
<td>Sample</td>
</tr>
<tr>
<td>2. Research and Scholarship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Level of Application of Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Professional Capacity/Autonomy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Level of Communication Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Awareness of Limits of Knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis

In this section, write a clear statement of the learning outcomes of the program and how these outcomes fit with the relevant degree learning expectations (doctoral, master’s and diploma levels). Discuss how the program will assess student achievement of Learning Outcomes and Degree Level Expectations and whether these methods of assessment are appropriate.

Content suggestions:
- Provide a clear statement of the learning outcomes of the program in an introductory paragraph. Give a brief description before going into detail.
- Explain how these outcomes fit with the relevant degree level expectations (doctoral, master’s or diploma levels).
  - Depth and Breadth of Knowledge
  - Research and Scholarship
  - Level of Application of Knowledge
  - Professional Capacity/Autonomy
  - Level of Communication Skills
  - Awareness of Limits of Knowledge
- Discuss how assessment methods will be used by the program for students to achieve Learning
Outcomes and Degree Level Expectations.

- Give specific examples where possible; for example, describe how learning outcomes will be achieved through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

Resource suggestions:
- Consult the Centre for University Teaching for pedagogical advice and support in developing learning outcomes
- Examine the possibility of doing a curriculum analysis of the program with the Centre for University Teaching (CUT)
- Review the following document ‘A Guide to Learning Outcomes, Degree Level Expectations’
- Review the FGPS web site for degree level expectations at the Diploma, Master’s, and Doctoral levels
- Consult the General Regulations for graduate studies.

Formatting and writing suggestions:
- Write between 3/4 and one page of information
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- Refer to appendixes in the proposal. For example, the Course Mapping Report, if applicable.
- If the proposed program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Ensure that the differences in degree level expectations are taken into account. Outcomes will differ according to the level of the program (doctoral, master’s and diploma).

2.3 Fields of Research in the Program

In this section, note the fields of research in the proposed program, if applicable.

A “field of research” is a term used for the public declaration of an area of approved strength (or an area of concentration or an area of specialization) within a program and represents a specific area that the program wishes to advertise. Fields must be formally approved by the Ontario Universities Council on Quality Assurance (OUCQA). Fields are not required at either the master’s or PhD level. However, once fields are identified, program resources will be assessed in terms of each field.

Content suggestions:
- List the fields of the program and provide a brief description.
- If the program will include different fields at the master’s and PhD levels, they should be listed and described separately.

Resource suggestions:
- Please note that changes to fields must go through a separate approval process. Check the protocol and template for major and minor modifications on the following webpage: http://www.uottawa.ca/graduate-studies/about-fgps/quality-assurance/program-modifications

Formatting and writing suggestions:
- Use a table to present the information, if appropriate
The program will not have fields, then simply note this fact. Include a link to the webpage where fields are listed for the program that the proposed program links with. For example, if a PhD program is being proposed, provide the web link for the fields in place for the Master’s program.

2.4 University of Ottawa Mission and Strategic Plans

In this section, briefly explain how the program and its learning outcomes relate to the University’s mission and the strategic plans of the university, faculty or unit. Note that for programs offered by Saint Paul University, these comments can be framed in the context of SPU’s mission and strategic plans.

Content suggestions:
- Explain how the program and its learning outcomes relate to the University’s mission and strategic plan.

Resource suggestions:
- Consult Destination 20/20.
- Consult the Strategic Mandate Agreement (SMA).
- Consult the Strategic Areas for Development in Research (SADR).
- Consult the strategic plans of your Faculty or academic unit.

Formatting and writing suggestions:
- Write between ¾ and one page of information.
- Use separate paragraphs for separate ideas.
- Use sub-headers if appropriate.
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion.
- Write with a forward focus; indicate where this program is heading in the future.

2.5 Governance of the Program

In this section, explain the governance structure of the graduate program.

Content suggestions:
- Explain the proposed governance structure of the graduate program, including the roles of the program director and of the program committee.
- Explain how admissions will be handled.
- Describe the mechanisms that will be used to oversee comprehensive examinations, thesis committees (if applicable), fulfillment of program requirements, and graduation.

Resource suggestions:
- By-laws or statutes of the academic unit.
- Terms of reference of the graduate program committee and any sub-committees.

Formatting and writing suggestions:
- Include an organizational chart as an appendix, if appropriate.
- Use separate paragraphs for separate ideas.
2.6 Program Structure

In this section, give a brief description of the program’s structure and content.

Content suggestions:
- Describe the type of program (e.g. graduate diploma; course-based master’s; master’s with thesis; master’s with research paper; co-op option; collaborative program; PhD).
- Comment on the number of compulsory, elective, and optional courses.
- Provide a clear rationale for the program length that ensures that the program requirements can be reasonably completed within the proposed time period.
- If the program provides access to further graduate studies, comment on this link.

Formatting and writing suggestions:
- Use separate paragraphs for separate ideas.
- Use sub-headers if appropriate.
- If the proposed program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion.

2.7 Administrative Structure

In this section, write a brief statement about the administrative support for the proposed program.

Content suggestion:
- Describe the administrative support that will be dedicated to the program. This can include details of administrative staff, advisors, experiential learning coordinators (co-op, internship, field placement, practicum, etc.) and research facilitators.
- Indicate the level of staff support you anticipate needing, and the general responsibilities you anticipate the support staff will need to have.
- Include comments on the adequacy and strengths of the administrative support and, if necessary, identify any concerns.

Note: While it is appropriate to refer to positions, administrative staff should not be referred to by name.

Resource suggestions:
- Refer to the faculty web site that lists the support staff for the program.
- Refer to organizational charts, if available.

Formatting and writing suggestions:
- Write in sentence form.
- Use separate paragraphs for separate ideas.
- Use sub-headers if appropriate.
2.8 Special Matters and Innovative Features

In this section, identify unique and innovative features and any special initiatives in the program that may distinguish it from other programs.

Content suggestions:
- Unique and innovative features may include:
  - CO-OP, internships, service learning or other experiential learning opportunities
  - Field course
  - Joint institutes
  - Collaborative option resulting in a specialization
  - Cotutelle
  - Double-degrees
  - Accreditation by a professional body
  - Special funding for the program
- Special initiatives may include:
  - Annual graduate student symposia
  - Unique opportunities available through partnerships with other departments
  - International research partnerships

Resource suggestions:
- Refer to appendixes included with the brief, for CO-OP if there is a CO-OP program, for Cotutelle, if there is a Cotutelle program, for double-degrees, if there is a double-degree program.

Formatting and writing suggestions:
- Refer to the proper appendices where appropriate, for example; refer to the CO-OP report in the appendix section.
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion

2.9 Degree Requirements and Progress (timeline table)

In this section, describe how students will progress through the program.

Content suggestions:
- Explain the key milestones (non-course related requirements) including:
  - Comprehensive examinations
  - Secondary language requirements
  - Research projects
  - Seminar attendance/presentation
  - Thesis proposal
  - Thesis
- Explain the residency requirements of the program
• Include details about minimum standards
• Explain the duration of program. State normal duration and maximum time permitted.
• Describe fast-track regulations
• For CO-OP placements, internships or practica, provide information on the relevance of the placement to the program’s content and curriculum, and on the procedure and standards for evaluation
• Describe how the progress report will be used to monitor student progress and success. State the protocol and procedures for the progress report.
• State what will be done in the event that progress is less than satisfactory.
• Include a copy of the progress report (and any other report used for this purpose by your program) as an appendix.
• As shown below, provide a brief summary of the expected progress through the program for both Master’s and PhD students.

Example

PhD:
• Year 1: X three-credit courses/seminars.
• Year 2: X three-credit courses or seminars; comprehensive examination; submission of thesis proposal.
• Year 3: Doctoral research.
• Year 4: Doctoral research and thesis defence.

• As shown below, use a table to map the expected progress of students through the Master’s and PhD programs.

Resource suggestions:
• Check the thesis evaluation procedures and general regulations of the FGPS on the website to ensure that the program adheres to University regulations
• Refer to the progress report for details on the protocol and procedures
• Consult the General Regulations for graduate studies.

Formatting and writing suggestions:
• Create a calendar text, include it in the appendix section, and refer to the text here
• Write a narrative and present information in table form
• Include results from work conducted with the TLSS on learning outcomes and course mapping in an appendix. Refer to these results in the narrative.
• If more than one program is being proposed (e.g. Master’s, PhD, Diploma) provide details about each program, clearly labelling each section.
• Use separate paragraphs for separate ideas
• Use sub-headers if appropriate
• If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion

Table 2.9-1 - Course Progress

<table>
<thead>
<tr>
<th>MA with thesis</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
<td>Spring/Summer</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td><strong>MA with thesis</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td>ZZZ5115/5915 (3 cr.) course (3cr.)</td>
<td>course (3 cr.) course or directed study (3 cr.)</td>
<td>ZZZ7988 Literature Review (3 cr.) approval of the thesis proposal by the Graduate Studies Committee ZZZ7989 thesis research and writing</td>
</tr>
<tr>
<td>Assignment of thesis supervisor</td>
<td>course or directed study (3 cr.) ZZZ5928 (3 cr.) Thesis Proposal registration of thesis topic colloquium on the thesis proposal</td>
<td>ZZZ7988 Literature Review (3 cr.) approval of the thesis proposal by the Graduate Studies Committee ZZZ7989 thesis research and writing</td>
<td></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>ZZZ7989 thesis research and writing</td>
<td>ZZZ7989 thesis research and writing</td>
<td>ZZZ7989 thesis research and writing submission and defence of the thesis</td>
</tr>
<tr>
<td><strong>MA with research paper</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td>ZZZ5115/5915 (3 cr.) course (3cr.)</td>
<td>course (3 cr.) course or directed study (3 cr.)</td>
<td>course or directed study (3 cr.) ZZZ7988 Literature Review (3 cr.)</td>
</tr>
<tr>
<td>Assignment of thesis supervisor</td>
<td>course or directed study (3 cr.) ZZZ5928 (3 cr.) Thesis Proposal registration of thesis topic colloquium on the thesis proposal</td>
<td>course or directed study (3 cr.) ZZZ7988 Literature Review (3 cr.)</td>
<td>ZZZ7989 thesis research and writing submission and defence of the thesis</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>ZZZ5999 Research Paper (6 cr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PhD</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td>ZZZ8115/8915 (3 cr.) course or directed study (3cr.)</td>
<td>course or directed study (3 cr.) course or directed study (3 cr.)</td>
<td>course or directed study (3 cr.) registration of thesis topic</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>ZZZ9998 preparation of comprehensive examination</td>
<td>ZZZ9998 completion of comprehensive examination SSS5928 (3 cr.) Thesis Proposal colloquium on the thesis project</td>
<td>approval of the thesis proposal by the Graduate Studies Committee SRS9989 thesis research and writing</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>ZZZ9989 thesis research and writing</td>
<td>ZZZ9989 thesis research and writing</td>
<td>ZZZ9989 thesis research and writing submission and defence of the thesis</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>ZZZ9989 thesis research and writing</td>
<td>ZZZ9989 thesis research and writing</td>
<td>ZZZ9989 thesis research and writing submission and defence of the thesis</td>
</tr>
</tbody>
</table>

### 2.10 Part-time Studies (if applicable)

In this section, describe how the delivery of the part-time program will differ from the delivery of the full-time program.

**Content suggestions:**
- If the program will be offered to part-time students, describe how its delivery differs from that of the full-time program.
- Indicate whether part-time studies are possible at the master’s level only, or at both master’s and PhD levels.
- Describe the progression of part-time students in the program and comment on the opportunities for part-time students to engage in the “scholarly community” of the program.
- Indicate any requirements or regulations regarding change of status from full-time to part-time, or from part-time to full-time.

Resource suggestions:
- Consult the General Regulations for graduate studies.

Formatting and writing suggestions:
- Provide brief information for each point
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion

2.11 Language Rights

In this section, describe the policy that applies to the language rights of students in the program.

Content suggestions:
- Include the policy that covers the language rights of students who will participate in the proposed program.
- Explain how students’ language rights will be met if courses are not offered in both languages.
- Indicate how students will be informed of the policy on their language rights. If appropriate, refer to the student handbook and include it as an appendix or a web link.

Resource suggestions:
- Consult the Regulation on Bilingualism at the University of Ottawa (The students – Part VI section 4).

Formatting and writing suggestions:
- Use separate paragraphs for separate ideas
- Include sub-headers, if appropriate

2.12 Comparison with Similar Programs in Ontario and Elsewhere

In this section, provide a brief overview of how the proposed program compares to other programs, within the University of Ottawa, within Saint Paul University, within Ontario or elsewhere.

Content suggestions:
- Refer to the table of similar programs included in the appendix section (developed by the academic unit).
- Highlight the ways in which the proposed program is differentiated from other programs within the University of Ottawa, within Saint Paul University, within Ontario or elsewhere. Indicate how the new program will not adversely affect existing programs within the University of Ottawa and
Saint Paul University.

- Demonstrate that programs within the University of Ottawa and Saint Paul University have been consulted, if similarities do exist.

Formatting and writing suggestions:

- Include evidence of having consulted within the University of Ottawa and Saint Paul University (if applicable) in letter form; include it in the appendix section.
- Use separate paragraphs for separate ideas.
- Include sub-headers, if appropriate.

### 2.13 Cooperation and Partnership Opportunities (if applicable)

In this section, comment on the possible cooperation or partnership opportunities, if any, with other institutions.

Content suggestions:

- Describe any potential participation in collaborative programs, joint institutes, double-degrees or other significant partnerships.
- Note any unique opportunities available through partnerships with other departments.
- Comment on possible international research partnerships.

### 2.14 Budget

In this section, provide a brief overview of the budget.

Content suggestions:

- Highlight key aspects of the budget, for example enrolment goals, any requirement for new faculty hires, funding sources
- Note if the program is professional and/or full cost-recovery.
- Refer to the budget included in the appendix section (developed by the academic unit).
- Indicate the internal approvals that have been secured for the budget and the program as a whole.

Resource suggestions:

- Consult the Dean of the Faculty to develop the budget.
- Consult the General Regulations for graduate studies.

Formatting and writing suggestions:

- Use separate paragraphs for separate ideas
- Include sub-headers, if appropriate
# Section 3: Faculty (Teaching, Supervision and Guidance)

## 3.1 Composition of the Faculty

The following table lists the faculty members that will be involved in the graduate program, identifies their home unit, gender, and indicates their field of research. The intent of this table is to establish the strength and the degree of involvement of the faculty participating in each field of the program. The CVs for these professors are provided in Volume II of the program proposal. This table is completed by the academic unit.

### Table 3.1-1 - Faculty Members in the Program

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank(^1)</th>
<th>Bilingual(^2)</th>
<th>Gender M or F</th>
<th>Home Unit(^3)</th>
<th>Fields of Research(^4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Ranks are defined as:

- **Regular professors whose core appointment is with the program under review:** Full professors; Associate professors; Assistant professors.
- **Cross-appointed professors who have a secondary appointment to the program under review:** Full professors (cross-appointed); Associate professors (cross-appointed); Assistant professors (cross-appointed).
- **Other professors affiliated with the program under review:** Emeritus professors; Adjunct professors; Clinical professors.

\(^2\) \(A\): Active; \(P\): Passive; \(F\): French only; \(E\): English only.

\(^3\) The budget unit paying the salary: department, school, research centre, institute or other.

\(^4\) Please use this footnote to list the program fields numerically. 1) Field name, 2) field name, etc.
Provide an analysis of the composition of the faculty.
- Describe the composition of the faculty and its capacity to deliver a quality program. For example:
  o Discuss the number of professors in each rank and how this influences the delivery of the program.
  o If the program is bilingual, are there a sufficient number of professors teaching in both languages to ensure a graduate program of good quality and size.
  o Include details on professor status if relevant to understanding the quality of the program (Status types include adjunct, clinical, cross-appointed, distinguished, replacement and teaching associate.)
- Critically evaluate the professional credentials of faculty members as relevant to the proposed program (and its fields). Discuss whether there will be sufficiently qualified professors to ensure the supervision and instruction of students.
- Discuss the distribution of responsibilities across the ranks of professors as primary or supporting members of the program.

Resource suggestions:
- The data for the table is gathered by the academic unit. Human resources within the faculty can be a resource.
- Refer to the CVs gathered in Volume II. CVs for all professors should be included and are an important element in the assessment of the expertise of the faculty and hence of program resources.

Writing and formatting suggestions:
- If the proposed program fits within currently established fields, or is proposing fields, discuss number of faculty members involved in each field
- If the program will rely significantly on the contributions of faculty members from other programs (e.g., if required courses will be taught by faculty members from other programs), an indication of commitment of such contributions is required such as letters of support from the Department Chairs and/or Deans of the faculty members from other programs. Include appendices, if appropriate.
3.2 Graduate Student Supervision

The following table lists the number of ongoing and completed master's thesis supervisions, doctoral thesis supervisions, and postdoctoral trainees, by faculty member and rank in the program. For a new program proposal, this table provides supporting evidence that the academic unit is well placed to support additional graduate-level programs.

This table is completed by the academic unit.

Table 3.2-1 - Number of Thesis Supervisions by Faculty Members

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Completed During Career</th>
<th>Current Students in Progress at uOttawa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master's</td>
<td>PhD</td>
</tr>
<tr>
<td></td>
<td>In Program³</td>
<td>Other Programs⁴</td>
</tr>
<tr>
<td></td>
<td>Other Programs⁴</td>
<td>In Program³</td>
</tr>
<tr>
<td></td>
<td>Other Programs⁴</td>
<td>In Program³</td>
</tr>
<tr>
<td></td>
<td>In Program³</td>
<td>Other Programs⁴</td>
</tr>
<tr>
<td></td>
<td>Other Programs⁴</td>
<td>In Program³</td>
</tr>
<tr>
<td></td>
<td>Other Programs⁴</td>
<td>In Program³</td>
</tr>
</tbody>
</table>

1 Do not include supervisory committee activity in this table. Students who have withdrawn are not included.

2 Ranks are defined as:
   Regular professors whose core appointment is with the program under review: Full professors; Associate professors; Assistant professors.
   Cross-appointed professors who have a secondary appointment to the program under review: Full professors (cross-appointed); Associate professors (cross-appointed); Assistant professors (cross-appointed).
   Other professors affiliated with the program under review: Emeritus professors; Adjunct professors; Clinical professors.

3 In Program is defined as the total number of students/scholars supervised in the graduate program under review.

4 All Programs is defined as total number of students/scholars supervised in all other programs, including those at other universities.
Analysis

In this section, describe the supervisory capacity of the faculty members by referring to Table 3 above.

Content suggestion:
- Complete Table 3 – Completed and Current Numbers of Thesis Supervisions by Faculty Number
  - Indicate the supervisory workload and experience, past and present, of each member of the program.
  - List faculty members for each rank.
- Provide a written analysis.
  - Describe the supervisory capacity of the members.
  - Explain the distribution of graduate supervision across the members.
  - Comment on any unique trends (i.e., any supervisors who carry an exceptionally large supervisory load).

Resource suggestions:
- The supervisory data is gathered by the academic unit. Human resources within the faculty can be a resource.

Formatting and writing suggestions:
- The data presented should distinguish between the number of students supervised in the program and each professor’s life-time supervisions.
- For course-based, non-thesis programs, revise the table to include headings for the supervision of major research papers at the master’s level. Alternatively, an additional table may be included to report the supervision of major research papers. Do not combine the numbers for thesis supervision and major paper supervision.
- For the written analysis, write in sentence form and use sub-headers if appropriate.
3.3 Graduate Courses Offered

The following table lists all the graduate level courses offered by the program over the past three years, as well as the professors who taught them. Course enrolment is reported to easily identify the graduate students and undergraduate students enrolled in the course. Undergraduate student enrolment in cross-listed courses is not included. For a new program proposal, this table provides supporting evidence that the academic unit is well placed to deliver the necessary graduate courses.

This table is completed by Institutional Research and Planning (IRP) and the academic unit.

Please note that graduate level courses are defined as: a course offered by a graduate program and taught by institutionally-approved graduate faculty, where the learning outcomes are aligned with the Graduate Degree Level Expectations and the majority of students are registered as graduate students.

Table 3.3-1 - Graduate Courses Offered in the Past Three Years

<table>
<thead>
<tr>
<th>Course code</th>
<th>Faculty Member</th>
<th>Rank(^2)</th>
<th>2013-14(^3)</th>
<th>2014-2015(^3)</th>
<th>2015-2016(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(ex. 1G/96U)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Year is defined as academic year, September 1 to August 31.

\(^2\) Ranks are defined as:
- **Regular professors whose core appointment is with the program under review:** Full professors; Associate professors; Assistant professors.
- **Cross-appointed professors who have a secondary appointment to the program under review:** Full professors (cross-appointed); Associate professors (cross-appointed); Assistant professors (cross-appointed).
- **Other professors affiliated with the program under review:** Emeritus professors; Adjunct professors; Clinical professors.

\(^3\) “G” means Graduate students and “U” means Undergraduate students.
Analysis

In this section, write an analysis of the graduate courses offered in the past three years by making reference to the above table.

Content suggestion:
- Explain the unit’s standard workload.
- Comment on release time (reduced load), full and partial sabbaticals, and administrative responsibilities (e.g. chair, program director, etc.).
- If the proposed graduate program will include courses that enrol undergraduate students, explain the steps that the unit currently takes and will take to ensure that two-thirds of course requirements are met through courses at the graduate level.
- If the program contains cross-listed courses, describe the additional learning objectives required for graduate student enrolled.

Resource suggestions:
- The above table is partially completed by IRP. The academic unit identifies part-time professors and indicates professor’s status.
- Undergraduate enrolment in cross-listed courses is not included. This data can be made available upon request.
- If the program has many cross-listed courses, please contact the Quality Assurance Office at GradQual@uottawa.ca. The Quality Assurance Office can arrange for an additional report.
- Consult the Ontario Universities Council on Quality Assurance for further information on the requirement that two-thirds of courses must be at the graduate level to meet graduate level requirements, as well as the definition of graduate courses. Quality Assurance Framework

Formatting and writing suggestions:
- Names of the part-time professors should be in bold in the table
- Write the analysis in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

3.4 Course Size and Composition

The following table is intended to provide a “snapshot” of the size of graduate courses in the program over the course of the year. The data for this table is provided by Institutional Research and Planning (IRP). For a new program proposal, this table provides supporting evidence that the academic unit is well placed to deliver the necessary graduate courses.

Table 3.4-1 - Graduate Course Size by Session, 2015-16

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td># of courses</td>
<td>%</td>
<td># of courses</td>
<td>%</td>
</tr>
<tr>
<td>2-10 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-20 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40+ students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average class size</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: Includes students in all graduate programs (diploma, master’s, doctoral), letters of permission and transfers are excluded. Practica, directed readings, thesis proposals, dissertation and comprehensive exam codes are not included.

Analysis

In this section, write an analysis of the course size and composition of courses with reference to the table above.

Content suggestion:
- Discuss the results presented in the table.

Resource suggestions:
- For questions about the template as well as the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- Write the analysis in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

3.5 Innovative Mode(s) of Delivery

In this section, discuss the appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and Degree Level Expectations. Please specify if the program will be held at a site other than the University of Ottawa or if the program will be offered online.

Content suggestion:
- Describe any innovative mode(s) of program delivery for existing programs linked to the proposed program (e.g., flipped classroom, distance, online, problem-based, compressed part-time, different campus, inter-institutional collaboration or other non-standard form of delivery).
- Explain any systems in place to support innovative delivery (e.g., expertise in web-based instruction for online courses).
- Do not describe standard modes of delivery (e.g., lecture format, seminar). If the program will only employ standard modes of delivery then delete this section.

Resource suggestions:
- Consult with the https://tlss.uottawa.ca/ for information on blended learning, online courses, MOOCs, Virtual Campus and technologies.

Formatting and writing suggestions:
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- Write with a forward focus; indicate where this program is heading in the future

3.6 Quality of Teaching

The following table examines the quality of graduate teaching as measured by end-of-session course evaluations completed by students over the past three years. For a new program proposal, this table provides supporting evidence that the academic unit is well placed to deliver the necessary graduate
The data for this table is provided by Institutional Research and Planning (IRP).

Table 3.6-1 - Course Evaluation Results

<table>
<thead>
<tr>
<th>Questions</th>
<th>Year</th>
<th>Unit</th>
<th>Faculty average</th>
<th>University average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 1 : I find the professor well-prepared for class</td>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q4 : I think the professor conveys the subject matter effectively</td>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q9 : I find that the professor as a teacher is</td>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

In this section, please comment on the results of the end-of-session course evaluations received over the past three years.

Content suggestion:
- Analyze student feedback on the quality of teaching in the program.
- If gathered by the academic unit, use student survey data or focus group data.
- Discuss the results presented in the table and any plans the academic unit has for addressing any concerns raised.

Resource suggestions:
- For questions about the template as well as the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- Write the analysis in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
Section 4: Program Resources and Support (Financial, Physical, Human)

4.1 Operating Research Funding

The following table is intended to show the amount of funding available to support faculty and student research over the past eight years. For this reason, data on travel and publication grants awarded to faculty are not included in this table (these data may be included in another table or by referring to the CVs of individual faculty members). For a new program proposal, this table provides supporting evidence that the academic unit is well placed to deliver the necessary graduate courses.

The data for the table is provided by Research Management Services (RMS) and the academic unit.

### Table 4.1-1 - Operating Research Funding by Source and Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Federal Tri-Council Operating Grants</th>
<th>Contracts</th>
<th>Infrastructure</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
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<tr>
<td>2009-10</td>
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<td>2010-11</td>
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<tr>
<td>2011-12</td>
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<td>2012-13</td>
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<td>2013-14</td>
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<td>2014-15</td>
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<tr>
<td>2015-16</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

1. Budgetary year (April - March)
2. Only includes operating grants from the three federal funding agencies (CIHR, NSERC and SSHRC).
3. Include both Research and Development and Service Contracts received from Tri-Council, private sectors and governments.
4. Include funds for the purchase and maintenance of research infrastructure from the Canada Foundation for Innovation and the Ontario Ministry of Economic Development and Innovation.
5. Includes everything other than the first three categories, such as Canada Research Chairs, University and Faculty contributions, fellowships and bursaries and other operating grants (non Tri-Council).

**Analysis**

In this section, write an analysis of the amount of funding available to support faculty and student research by referring to the table above.

Content suggestion:
- Discuss the results presented in the table
- Comment on the increase or decrease in funding
- Comment on the research funding for emeritus and adjunct professors that supports graduate students

Resource suggestions:
- Since the most accurate source of information is, or should be, the faculty member CVs, invite each faculty member to complete a table listing their grants and contracts.
- For questions about the template as well as the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.
• Write the analysis in sentence form, use separate paragraphs for separate ideas
• List separately from the table:
  ○ Grants for travel and publication awarded to faculty
4.2 **Financial Support to Graduate Students**

The following tables identify the proportion of students receiving support and the average amount per student. Student funding, both internal and, especially external, is an important measure used to assess the quality of a graduate program. This table includes data on FGPS scholarships, external scholarships, student and postdoctoral fellow research, and conference travel awards. The table is presented as found in the U15/G13 Graduate Student Financial Support (GSFS) project. For a new program proposal, this table provides supporting evidence that the academic unit is well placed to provide financial support to graduate students.

The data is provided by Institutional Research and Planning (IRP).

**Table 4.2-1 - Student Academic Awards / Financial Aid, Master's Program**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Internal Scholarship $^{1}$</th>
<th>Federal Scholarship $^{1}$</th>
<th>Provincial Scholarship $^{1}$</th>
<th>Other Awards $^{1}$</th>
<th>Research Assistantships $^{1}$</th>
<th>Teaching Assistantships $^{1}$</th>
<th>Other Income $^{1}$</th>
<th>Total Support</th>
<th>Total Students</th>
<th>Proportion of full-time students funded %</th>
<th>Average Support $^{1}$</th>
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</thead>
<tbody>
<tr>
<td>2012-13</td>
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<td>2014-15</td>
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<td>2015-16</td>
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</table>

$^{1}$ Per funded student.

Note: Data for this table only include full-time students.
Analysis

In this section, write an analysis of the financial support for graduate students, referring to the table above.

Content suggestion:
- Describe the academic unit’s matching policy and minimum funding policy (separately noting the policy for Canadian and for international students) if it differs from that of FGPS (including policy on TAs and RAs).
- Indicate any additional sources of funding (from supervisors; internships, etc.).
- Discuss the results presented in the table and how the academic unit intends to address any concerns raised, or any important initiatives the unit has undertaken.

Resource suggestions:
- For questions about the template as well as the data and reports provided, please contact the Quality Assurance Office at GradQual@uottawa.ca.
- Verify funding information on the FGPS website to ensure accuracy.
- U15/G13 comparative tables are available upon request should the academic unit want to refer to them. To request these tables, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- Write the analysis in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

4.3 Library Resources

In this section, write a brief statement about the library resources that will available to students in the new program by referring to the Library Report found in the appendix section.

Content suggestion:
- Write a brief statement about the library resources.
- Include comments on the adequacy and strengths of the collection and if necessary, raise any concerns.
- For joint programs, a joint library statement and agreement is required.
- Discuss the library space made available to graduate students.

Resource suggestions:
- Consult the Information Brief produced by the Ontario College and University Library Association (OCULA) for information on the role libraries play in ensuring quality programs.

Formatting and writing suggestions:
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
4.4 Research and Scholarly Development Facilities

In this section, provide information about program facilities and refer to the space report found in the appendix section.

Content suggestion:
- Include a description of the laboratory facilities that will be available to support student research. Include an overview of the major equipment that will be available to students for research and describe any commitments or plans to install major research facilities and/or equipment over the next eight years.
- Describe the space that will be dedicated to the graduate program and students. Indicate the primary location of the program (i.e., the building where the program office will be located) and the location of space that is dedicated to the program.
- Describe the general workspace and any office space that will be available to the students in the program. Include any particular space resources not already included in the sections above. Describe the “common” space for students, staff and faculty that support community development within the program.
- Describe any plans for future changes or renovations and any plans for expansion of the space currently dedicated to the proposed program.

Resource suggestions:
- Enlist the Facility Manager of the Faculty to verify the accuracy of the space report and to interpret the information provided.
- Consult the General Regulations for graduate studies.

Formatting and writing suggestions:
- Refer to the space report in the appendix section.
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

4.5 Academic Services

Academic Services are defined as those services integral to a student’s ability to achieve the learning outcomes expected from a program. Such services would typically include, but are not limited to, academic advice and counselling appropriate to the program, information technology, library and laboratory resources directed towards the program, and internship, co-operative education and practicum placement services – where these experiential components are a required part of a program. Excluded from academic services are items such as intramural and extramural activities, residence services, food services, health and wellness services, psychological services, financial aid services and career services, except where any of these services are specifically identified to be an integral part of the academic program.

Academic Services detailed in appendix section include:
- Student Academic Support Services (SASS)
  - Aboriginal Resource Centre
  - Academic Writing Help Centre
Please comment on the academic services available to students in the program, and how these students make use of these services.

### 4.6 Student Professional Development Resources

In this section, briefly describe the professional development resources that will be uniquely available to students. Refer to the appendix included in this report that describes the various services.

**Content suggestion:**
- If appropriate, describe any unique resources or programs that are or will be offered directly to graduate students by the graduate program, the academic unit, or the faculty.
- Describe any unique funding currently or potentially available to graduate students to support their professional development directly by the graduate program, the academic unit or the faculty. For example, participation in professional/academic conferences.

**Resource suggestions:**
- Refer to the student handbook

**Formatting and writing suggestions:**
- Refer to the appendix on student professional development resources
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

### 4.7 Student Intellectual Development, Mentorship and Educational Experience

In this section, write a statement about how the graduate program will foster the intellectual development of students and provides opportunities for students to participate in a “community of scholars”.

**Content suggestion:**
- Describe the general arrangements that exist or will exist to foster the development of graduate students, and to enrich the quality of the graduate learning experience. For example, student orientation and other student experience programming.
- Comment on the nature of the learning community and structured opportunities for meaningful intellectual interaction among students, and with the faculty.
  - Describe departmental seminars in which faculty and students present and discuss their research, invite speakers, hold workshops on research ethics, safety regulations, and
grant and award applications.
  o Describe the role post-doctoral fellows play in enriching the quality of the graduate learning experience.
  o Describe the role alumni play in enriching the quality of the graduate student experience.
  o Describe relations that the department has with the wider community (e.g. professional associations, other institutions in the region, etc.)

- Describe opportunities and support that exist or will exist for students to present their research at the University and elsewhere, such as departmental seminars, “brown bag” lunch series, annual graduate student conferences, and faculty-wide research forums.
- Comment on efforts that will be made to introduce students into the wider community of scholars in the discipline and subject matter experts within the professional field.
- Note the policies or procedures that are in place to ensure the mentoring of new graduate students to ensure efficient progress through the program.

Resource suggestions:
  • Refer to the student handbook

Formatting and writing suggestions:
  • Write in sentence form
  • Use separate paragraphs for separate ideas
  • Use sub-headers if appropriate

4.8 Communication

In this section, write a brief statement about communication with students.

Content suggestion:
  • Explain the policies or procedures in place to ensure that students will have access to accurate and clear information about important deadlines, opportunities, and program requirements.
  • Indicate where students will be able to go for advice
  • Provide the link to the departmental website or other appropriate website.

Resource suggestions:
  • Refer to the student handbook and departmental website.

Formatting and writing suggestions:
  • Attach a copy of the student handbook as an appendix or provide the web link.
  • Write in sentence form
  • Use separate paragraphs for separate ideas
  • Use sub-headers if appropriate
Section 5: Student Population of Pre-Existing Programs

5.1 Student Engagement in Program Development and Review

In this section, write a brief statement about student consultations conducted to develop the new program proposal.

Content suggestion:
- Include information on the students’ view of strengths, weaknesses, opportunities, and challenges (SWOC) gathered through focus groups, surveys, interviews, meetings, retreats, etc.

Resource suggestions:
- At your invitation, the Centre for University Teaching (CUT) will facilitate the SWOC analysis with students and provide a written report of findings. A meeting space may also be provided by the Centre for University Teaching.

Formatting and writing suggestions:
- Include results from work conducted with the CUT in an appendix. Refer to these results in the narrative.
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

5.2 Graduate and Professional Student Survey (GPSS)

In this section, write a brief statement about the Graduate and Professional Student Survey (GPSS) results that are included in the appendix section.

Content suggestion:
- Write a brief statement about the survey results that are included in the appendix section.
- For joint programs, include results of the joint-program survey

Note: Results of the Graduate and Professional Student Survey (GPSS) are presented for programs which have at least three respondents. Non-applicable responses are excluded from frequencies calculation.

Resource suggestions:
- For reference, the full questionnaire is available for review.
- Refer to the GPSS website for further details.
- For questions about data, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- For joint programs, include results of the joint program survey in an appendix. Refer to these results in the narrative.
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
5.3 Admission Requirements and Results

In this section, include the admission requirements of the program.

Content suggestion:
- Explain how admission requirements will help to set students up for success in the program
- Write a brief statement about the admission requirements of the program.
- Describe how the admission requirements will contribute positively to candidate selection.

Formatting and writing suggestions:
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write in sentence form
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
### 5.4 Student Applications

The following table is intended to assess the quality of potential incoming graduate students by assessing the number of total applicants compared to the offers accepted and actual registrations of currently established programs.

The data for this table is provided by Institutional Research and Planning (IRP).

**Table 5.4-1 - Fall Admission: Applications, Offers, Acceptances, and Registrations**

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</thead>
<tbody>
<tr>
<td>Total</td>
<td>Master 1, PhD 2</td>
<td>Master 3, PhD 4</td>
<td>Master 5, PhD 6</td>
<td>Master 7, PhD 8</td>
<td>Master 9, PhD 10</td>
<td>Master 11, PhD 12</td>
<td>Master 13, PhD 14</td>
</tr>
<tr>
<td>Offers</td>
<td>Master 15, PhD 16</td>
<td>Master 17, PhD 18</td>
<td>Master 19, PhD 20</td>
<td>Master 21, PhD 22</td>
<td>Master 23, PhD 24</td>
<td>Master 25, PhD 26</td>
<td>Master 27, PhD 28</td>
</tr>
<tr>
<td>Acceptances</td>
<td>Master 29, PhD 30</td>
<td>Master 31, PhD 32</td>
<td>Master 33, PhD 34</td>
<td>Master 35, PhD 36</td>
<td>Master 37, PhD 38</td>
<td>Master 39, PhD 40</td>
<td>Master 41, PhD 42</td>
</tr>
<tr>
<td>Registrations</td>
<td>Master 43, PhD 44</td>
<td>Master 45, PhD 46</td>
<td>Master 47, PhD 48</td>
<td>Master 49, PhD 50</td>
<td>Master 51, PhD 52</td>
<td>Master 53, PhD 54</td>
<td>Master 55, PhD 56</td>
</tr>
</tbody>
</table>

**Table 5.4-2 - Fall Admission: Applications, Offers, Acceptances, and Registrations (Diploma as applicable)**

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</thead>
<tbody>
<tr>
<td>Total</td>
<td>Master 1, PhD 2</td>
<td>Master 3, PhD 4</td>
<td>Master 5, PhD 6</td>
<td>Master 7, PhD 8</td>
<td>Master 9, PhD 10</td>
<td>Master 11, PhD 12</td>
<td>Master 13, PhD 14</td>
</tr>
<tr>
<td>Offers</td>
<td>Master 15, PhD 16</td>
<td>Master 17, PhD 18</td>
<td>Master 19, PhD 20</td>
<td>Master 21, PhD 22</td>
<td>Master 23, PhD 24</td>
<td>Master 25, PhD 26</td>
<td>Master 27, PhD 28</td>
</tr>
<tr>
<td>Acceptances</td>
<td>Master 29, PhD 30</td>
<td>Master 31, PhD 32</td>
<td>Master 33, PhD 34</td>
<td>Master 35, PhD 36</td>
<td>Master 37, PhD 38</td>
<td>Master 39, PhD 40</td>
<td>Master 41, PhD 42</td>
</tr>
<tr>
<td>Registrations</td>
<td>Master 43, PhD 44</td>
<td>Master 45, PhD 46</td>
<td>Master 47, PhD 48</td>
<td>Master 49, PhD 50</td>
<td>Master 51, PhD 52</td>
<td>Master 53, PhD 54</td>
<td>Master 55, PhD 56</td>
</tr>
</tbody>
</table>
Analysis
Please analyze and discuss the tables above on student applications, offers, acceptances and registrations.

Add any information you find relevant regarding admissions and registration.

5.5 Admission Average

The following tables are intended to assess the quality of potential incoming graduate students by assessing the distribution of admission averages for incoming students of currently established programs.

The data for these tables are provided by Institutional Research and Planning (IRP).

Table 5.5-1 - Distribution of New Graduate Students by Admission Average

<table>
<thead>
<tr>
<th>Admission average</th>
<th>2009 %</th>
<th>2010 %</th>
<th>2011 %</th>
<th>2012 %</th>
<th>2013 %</th>
<th>2014 %</th>
<th>2015 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td></td>
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<td>8-8.9</td>
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<td>7-7.9</td>
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<td>Program Average</td>
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</tbody>
</table>

Analysis
Please comment on the tables above by discussing the admissions average for each degree in the graduate program.

Add any information you find relevant pertaining to the admissions average of the program.

5.6 Student Demographics

The following tables are intended to present a detailed view of admission statistics, including gender, immigration status, and language. While
not necessarily measures of quality, these statistics provide useful details for recruitment and other purposes. Demographics of students from within current programs can provide meaningful information about the demographics of the students who may enrol in the proposed program.

The data for these tables is provided by Institutional Research and Planning (IRP).

Table 5.6-1 - Fall Admission Statistics by Gender, Master’s Program

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<td>Total Applications</td>
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<tr>
<td>Offers (admissions)</td>
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<td>Acceptances</td>
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<td>Registrations</td>
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Table 5.6-2 - Fall Admission Statistics by Gender, PhD Program

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Table 5.6-3 - Fall Admissions Statistics by Gender, Diploma

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Table 5.6-4 - Fall Admission Statistics by Immigration Status, Master's Program

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Table 5.6-5 - Fall Admission Statistics by Immigration Status, PhD Program

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Table 5.6-6 - Fall Admission Statistics by Immigration Status, Diploma

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Table 5.6-7 - Fall Admission Statistics by Preferred Language, Master's Program

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Registrations

Identified by the student as their preferred language of communication with the University (i.e. English or French)

Table 5.6-8 - Fall Admission Statistics by Preferred Language\(^1\), PhD Program

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\(^1\) Identified by the student as their preferred language of communication with the University (i.e. English or French)

Table 5.6-9 - Fall Admission Statistics by Preferred Language\(^1\), Diploma

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\(^1\) Identified by the student as their preferred language of communication with the University (i.e. English or French)

Analysis

In this section, please briefly analyze the demographics. If the academic unit has any initiatives aimed at increasing applications from any specific demographic group, please comment on them.

Also, please discuss student registrations and how these numbers influence the delivery or growth of the program and impact on the proposed program.

Add any information you find relevant pertaining to admissions.
5.7 Retention/Graduation Rates and Time-to-Completion

The followings tables are intended to document an important measure of the success for the program: the rate of retention, completion, and attrition. For comparative purposes, University of Ottawa program statistics are measured against similar programs in the “U15/G13”. For new program proposals, this information provides evidence that the academic unit is well positioned to increase program offerings.

The data for these tables is provided by Institutional Research and Planning (IRP).

Table 5.7-1 - Retention/Graduation Rates, Master's Program

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<th>COHORT SIZE</th>
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<th>After 3 years</th>
<th>After 4 years</th>
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Table 5.7-2 - Time-to-Completion, Master’s Program

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<th>Average (TTC) After 5 years</th>
<th>Minimum TTC (in years)</th>
<th>Maximum TTC</th>
<th>Standard Deviation TTC</th>
<th>Average Time to Withdraw</th>
<th>% Students Fast-tracked to PhD</th>
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¹ Time-to-Completion (TTC)
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<td>% Completed</td>
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<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
<td>% Completed</td>
<td>% Retention</td>
</tr>
</tbody>
</table>
Table 5.7-4 - Time-to-Completion, PhD Program

<table>
<thead>
<tr>
<th>COHORT</th>
<th>COHORT SIZE</th>
<th>Average (TTC) After 5 years</th>
<th>Average (TTC) After 9 years</th>
<th>Minimum TTC (in years)</th>
<th>Maximum TTC</th>
<th>Standard Deviation TTC</th>
<th>Average Time to Withdraw</th>
<th>% Students Promoted from Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
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<td></td>
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<tr>
<td>2011</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analysis**

Please comment on the retention/graduation rates and time-to-completion for students in the graduate programs. If there are any areas of concern, please discuss any initiatives the unit has planned to address them.

Add any information you find relevant regarding the time to completion and retention in the program.
### 5.8 Career Path and Employment

The following table presents a sample of the career path and employment for graduates of the program. This table is prepared by the Quality Assurance Office using data provided by the Alumni Office.

#### Table 5.8-1 - Alumni Report

<table>
<thead>
<tr>
<th>Industry</th>
<th>Profession</th>
<th>Position</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this section, please comment on the career path of students following graduation.

Content suggestion:
- Discuss the employment outcomes achieved by students who have graduated from the program. Refer to the data provided by the Alumni Office included in the appendix section.
- Comment on the table above.

Resource suggestions:
- At your request, the Quality Assurance Office can arrange for the Alumni Office to conduct a LinkedIn Alumni Drive to gather specific information about the employment of students who have graduated from the program under review. A nominal cost is charged for this service.
- For questions about data provided in this report, and the LinkedIn Alumni Drive that can be conducted, please contact the Quality Assurance Office at GradQual@uottawa.ca.

Formatting and writing suggestions:
- For privacy reasons, do not include the names of the graduates.
- Write the overview in sentence form. Use a table to provide specific details about the path students have taken post-graduation.
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate

### Section 6: Future Development of the Proposed Program and Concluding Remarks

#### 6.1 Projected Enrolment

The following table provides the projected enrolments for master's and doctoral students over the next eight years. The projections for this table are developed by the academic unit.
Table 6.1-1 - Projected Intake and Enrolments, Master's and PhD

<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Intake</td>
<td>Enrolment</td>
<td>Intake</td>
</tr>
<tr>
<td>2016-17</td>
<td>Master's</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>2017-18</td>
<td>Master's</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>2018-19</td>
<td>Master's</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>2019-20</td>
<td>Master's</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>2020-21</td>
<td>Master's</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>2021-22</td>
<td>Master's</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>2022-23</td>
<td>Master's</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
<tr>
<td>2023-24</td>
<td>Master's</td>
<td></td>
<td></td>
<td>Doctoral</td>
</tr>
</tbody>
</table>

Discussion

In this section, outline the goal of the proposed program at launch and the direction of the proposed program over time, referring to the table above. Focus in particular on projected graduate student intake and enrolments and where the program development is expected to be in eight years’ time. Please provide any concluding remarks with a focus on the future direction of the program.

Content suggestions:
- In the above table, provide the projected enrolments for students at launch and over the next eight years. If significant increases or decreases in enrolment are projected, explain reasons for the changes.
- Note the timelines for launching the program and for acting on and monitoring the implementation of any plans for program development.
- List the names or positions of those who will be responsible for launching the program and then acting on any plans for program development.
- Discuss plans for marketing the program and recruiting students.
- Provide concluding remarks.

Formatting and writing suggestions:
- Use separate paragraphs for separate ideas
- Use sub-headers if appropriate
- Refer to the table
- If the program has more than one degree-type, ensure that the specific degree or diploma being described is clearly noted to avoid confusion
- Write with a forward focus; indicate where the program is heading in the future.
Appendix A: Previous Cyclical Review Results

- The Quality Assurance Office inserts the results of the previous cyclical review here.

Appendix B: Program Modification Report and Brief History

- The program modification report and brief history is prepared by the Quality Assurance Office.
- The Quality Assurance Office inserts the report here.

Appendix C: CO-OP Report

- The CO-OP report is prepared by the CO-OP Office.
- The Quality Assurance Office inserts the report here.

Appendix D: Cotutelle Report

- The cotutelle report is prepared by the Faculty of Graduate and Postdoctoral Studies.
- The Quality Assurance Office inserts the report here.

Appendix E: Library Report

- The library report is prepared by the Library.
- The Quality Assurance Office inserts the report here.

Appendix F: Space Report

- The space report is prepared by Facilities Management.
- The Quality Assurance Office inserts the report here.

Appendix G: Alumni Data

- The alumni report is prepared by the Alumni Office.
- The Quality Assurance Office inserts the report here.

Appendix H: Graduate and Professional Student Survey (GPSS)

- The Graduate and Professional Student Survey (GPSS) report is prepared by Institutional Research and Planning.
- The Quality Assurance Office inserts the report here.
The University of Ottawa participated in the Graduate and Professional Student Survey (GPSS) for the first time in 2007. This survey provides useful information on educational practices at the graduate level and the level of satisfaction of our graduate students. Indicator 3.1 of our institution’s scorecard will be based on this survey for the graduate results.

Note: Results of the Graduate and Professional Student Survey (GPSS) are presented for programs with at least three respondents. Non-applicable responses are excluded from frequency calculations.

**TABLE 3-6.C.i: COMPONENTS OF QUALITY OF TEACHING BENCHMARK, FREQUENCY DISTRIBUTIONS, MASTER’S PROGRAM**

<table>
<thead>
<tr>
<th>The following aspects of the program were:</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intellectual quality of the faculty</td>
<td></td>
</tr>
<tr>
<td>Quality of instruction in my courses</td>
<td></td>
</tr>
<tr>
<td>Overall quality of graduate level teaching by faculty</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3-6.C.ii: COMPONENTS OF QUALITY OF TEACHING BENCHMARK, FREQUENCY DISTRIBUTIONS, PHD PROGRAM**

<table>
<thead>
<tr>
<th>The following aspects of the program were:</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intellectual quality of the faculty</td>
<td></td>
</tr>
<tr>
<td>Quality of instruction in my courses</td>
<td></td>
</tr>
<tr>
<td>Overall quality of graduate level teaching by faculty</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3-6.A.i COMPONENTS OF SUPPORTIVE DISSERTATION ADVISOR BENCHMARK, FREQUENCY DISTRIBUTIONS, MASTER’S PROGRAM**

<table>
<thead>
<tr>
<th>My dissertation advisor:</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Served as my advocate when necessary</td>
<td></td>
</tr>
<tr>
<td>Gave me constructive feedback on my work</td>
<td></td>
</tr>
<tr>
<td>Returned my work promptly</td>
<td></td>
</tr>
<tr>
<td>Promoted my professional development</td>
<td></td>
</tr>
<tr>
<td>Overall, performed the role well</td>
<td></td>
</tr>
<tr>
<td>Was available for regular meetings</td>
<td></td>
</tr>
<tr>
<td>Was very helpful to me in preparing for written qualifying exams</td>
<td></td>
</tr>
<tr>
<td>Was very helpful to me in preparing for the oral qualifying exam</td>
<td></td>
</tr>
<tr>
<td>Was very helpful to me in selecting a dissertation topic</td>
<td></td>
</tr>
<tr>
<td>Was very helpful to me in writing a dissertation prospectus or proposal</td>
<td></td>
</tr>
<tr>
<td>Was very helpful to me in writing the dissertation</td>
<td></td>
</tr>
<tr>
<td>Was very helpful to me in selecting the dissertation committee</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 3-6.A.ii: COMPONENTS OF SUPPORTIVE DISSERTATION ADVISOR BENCHMARK, FREQUENCY DISTRIBUTIONS, PHD PROGRAM

<table>
<thead>
<tr>
<th>My dissertation advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Served as my advocate when necessary</td>
</tr>
<tr>
<td>Gave me constructive feedback on my work</td>
</tr>
<tr>
<td>Returned my work promptly</td>
</tr>
<tr>
<td>Promoted my professional development</td>
</tr>
<tr>
<td>Overall, performed the role well</td>
</tr>
<tr>
<td>Was available for regular meetings</td>
</tr>
<tr>
<td>Was very helpful to me in preparing for written qualifying exams</td>
</tr>
<tr>
<td>Was very helpful to me in preparing for the oral qualifying exam</td>
</tr>
<tr>
<td>Was very helpful to me in selecting a dissertation topic</td>
</tr>
<tr>
<td>Was very helpful to me in writing a dissertation prospectus or proposal</td>
</tr>
<tr>
<td>Was very helpful to me in writing the dissertation</td>
</tr>
<tr>
<td>Was very helpful to me in selecting the dissertation committee</td>
</tr>
</tbody>
</table>

### TABLE 3-6.B.i: COMPONENTS OF RESEARCH TRAINING AND CAREER ORIENTATION BENCHMARK, FREQUENCY DISTRIBUTIONS, MASTER'S PROGRAM

<table>
<thead>
<tr>
<th>The quality of the support and training was:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice/workshops on the standards for academic writing in your field</td>
</tr>
<tr>
<td>Advice/workshops on writing grant proposals</td>
</tr>
<tr>
<td>Advice/workshops on publishing your work</td>
</tr>
<tr>
<td>Advice/workshops on career options within academia</td>
</tr>
<tr>
<td>Advice/workshops on career options outside academia</td>
</tr>
<tr>
<td>Advice/workshops about research positions</td>
</tr>
<tr>
<td>Advice/workshops about research ethics in human subject research</td>
</tr>
<tr>
<td>Advice/workshops about research ethics in the use of animals</td>
</tr>
<tr>
<td>Advice on intellectual property issues</td>
</tr>
</tbody>
</table>

### TABLE 3-6.B.ii: COMPONENTS OF RESEARCH TRAINING AND CAREER ORIENTATION BENCHMARK, FREQUENCY DISTRIBUTIONS, PHD PROGRAM

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
The quality of the support and training was:

<table>
<thead>
<tr>
<th>The quality of the support and training was:</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice/workshops on the standards for academic writing in your field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice/workshops on writing grant proposals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice/workshops on publishing your work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice/workshops on career options within academia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice/workshops on career options outside academia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice/workshops about research positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice/workshops about research ethics in human subject research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice/workshops about research ethics in the use of animals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice on intellectual property issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3-6.D.i: COMPONENTS OF OPPORTUNITIES TO PRESENT AND PUBLISH BENCHMARK, FREQUENCY DISTRIBUTIONS, MASTER’S PROGRAM**

<table>
<thead>
<tr>
<th>2010</th>
<th>None</th>
<th>Once</th>
<th>Twice</th>
<th>Three Times</th>
<th>Four or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of times they were involved in the following</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtained departmental funding in order to attend national or regional meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended national scholarly meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivered a paper or presented a poster at national scholarly meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-authored in refereed journals with their program faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Published as sole or first author in a refereed journal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3-6.D.ii: COMPONENTS OF OPPORTUNITIES TO PRESENT AND PUBLISH BENCHMARK, FREQUENCY DISTRIBUTIONS, PHD PROGRAM**

<table>
<thead>
<tr>
<th>2010</th>
<th>None</th>
<th>Once</th>
<th>Twice</th>
<th>Three Times</th>
<th>Four or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of times they were involved in the following</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtained departmental funding in order to attend national or regional meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended national scholarly meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivered a paper or presented a poster at national scholarly meetings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-authored in refereed journals with their program faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I: Sample Graduate Student Progress Report

- The academic unit inserts a copy of the student progress report (and any other report used for this purpose by your program) here.

Appendix J: Student Handbook

- The academic unit inserts a copy of the student handbook here.

Appendix K: Student Professional Development Resources and Academic Services

Altitude

Altitude offers a variety of events and workshops which help hone particular skill sets, such as communication, teaching, and writing. These free workshops allow students to not only improve their academic success, but also gain an extensive understanding of the job market. Altitude takes learning beyond the classroom, bringing the graduate experience to greater heights.

Please consult Altitude for more details.

MyGradSkills

MyGradSkills.ca provides a series of self-paced, online modules aimed at providing information about #gradproskills ranging from topics such as teaching and learning, to career development, to community engagement, to entrepreneurship, and much more. These 18 modules were created by the Ontario Consortium for Graduate Professional Skills and are the result of collaboration between many Ontario Universities, including the University of Ottawa.

Please consult My Grad Skills for more details.

Mitacs

Mitacs Step is Canada's only comprehensive program providing business-ready skills to up-and-coming researchers. Mitacs Step trains graduate students and postdoctoral fellows in essential interpersonal, project management and entrepreneurial skills required for them to succeed in their future career.

Please consult Mitacs for more details.
Centre for University Teaching

The Centre for University Teaching serves the entire teaching community (full-time professors, part-time professors, teaching assistants and post-doctoral fellows) some of whom may be graduate students. The Centre offers a wide range of activities, including more than 30 workshops per year and a specialized course and practicum. All activities are designed to help professors innovate in their teaching or to establish (and even finance, with the assistance of the Centre’s grant program) special initiatives to improve student learning. The Centre also organizes various lectures related to pedagogy, provides access to a resource centre and offers individualized services for teaching-related professional development.

Please consult the Centre for University Teaching for more details.

3MT – Three Minute Thesis

Three Minute Thesis (3MT®) is an academic competition developed by The University of Queensland in Australia for research students. The exercise challenges graduate students to present their thesis topic and its significance in a compelling way in just three minutes. 3MT® develops academic, presentation, and research communication skills and supports the development of research students’ capacity to effectively explain their research in language appropriate to a non-specialist audience.

Please consult the Three Minute Thesis for more details.

GSAED

The GSAED is the student association that represents graduate students. It offers different services and activities such as a Writing Consultation Program and interdisciplinary conferences. The GSAED also works in partnership with other services at the University of Ottawa such as the Graduate Studies Mentoring Centre and the Career Development Centre.

Please consult the GSAED for more details.

Conference Travel Grants and Research Travel Grants

Graduate students may be eligible for grants that support their scholarly professional development.

Please visit the following website for more details on conference travel grants:

Please visit the following website for more details on research travel grants:

Student Academic Support Services (SASS)
SASS (Student Academic Success Services) offers a wide range of services to which our students have access. During orientation, SASS, in conjunction with the Graduate Student Association and the Faculty of Graduate and Postdoctoral, offers three days of information sessions and networking opportunities.

Please consult SASS for more details.

SASS - Aboriginal Resource Centre

Aboriginal Resource Centre (ARC) works closely with all university faculties and services to develop initiatives that support and benefit First Nation, Inuit and Métis students. We provide services that support your classroom, career and personal needs in a manner consistent with Aboriginal culture and values. We also promote strong working relationships with government agencies, as well as with Aboriginal communities and organizations to enrich your student experience.

Please consult the Aboriginal Resource Centre for more details.

SASS - Academic Writing Help Centre

The Academic Writing Help Centre is committed to contributing to the academic success of all students on campus and to enriching the quality of their university experience.

The goal of the AWHC is to help students develop strategies and skills that will enable them to identify and correct their mistakes. To do so, we offer individual writing appointments, classroom presentations and workshops, and online writing resources.

Please consult the Academic Writing Centre for more details.

SASS - Access Service

Access Service works collaboratively with our university community to facilitate the academic accommodation process.

Access Service is responsible for respectfully and reliably assessing, establishing, and implementing appropriate academic accommodations for students who have a disability, while adhering to the University of Ottawa’s policies, procedures, and administrative regulations, as well as Human Rights legislation.

Students who need academic accommodations are encouraged to contact Access Service as soon as possible.

Please consult Access Services for more details.

SASS – Counselling and Coaching Service

The Counselling and Coaching Service (CCS) is a sub-unit of the Student Academic Success Service (SASS)
which provides counselling, coaching, peer counselling, workshops and pet therapy to University Ottawa students.

The CCS invites all students to book an initial appointment to discuss their concerns. Most services are provided on an individual basis but group sessions and educational workshops are often available. The CCS also, on occasion, write notes to academic staff to support requests for temporary exemptions for personal reasons.

Some of the issues that are commonly addressed at the CCS include:

- **Personal issues**: stress and anxiety, feelings of depression, loneliness, guilt, low self-esteem, grief, lifestyle choices.
- **Relationship issues**: romantic relationship difficulties, sexual concerns, roommate problems, family issues.
- **Developmental issues**: identity development, adjustment to university, homesickness, life transitions.
- **Academic or career concerns**, including: perfectionism, underachievement, low motivation, procrastination, and performance anxiety.

When students present with longstanding issues and/or request long-term therapy, or when there are indications that short-term intervention may not be beneficial, the CCS makes every effort to facilitate a quick referral to other community services.

Please consult [Counselling and Coaching Service](#) for more details.

### SASS – Graduate Studies Mentoring Centre

The Student Mentoring Program provides students with a welcoming and positive peer help environment focused on academic success.

The Graduate Student Mentoring Centre of the University of Ottawa gives students in Master’s and PhD programs an opportunity to meet and talk with graduate student mentors and address the concerns they may have over the course of their studies.

Mentoring can help graduate students:

- Identify and clarify personal and professional goals
- Face challenges with greater ease and confidence
- Get back on track when distracted
- Develop strategies and action plans that yield results
- Stay motivated and committed until graduation

The Centre also produces the Strategic Guide to Graduate Studies: [http://sass.uottawa.ca/sites/sass.uottawa.ca/files/mentoring-graduateguide.pdf](http://sass.uottawa.ca/sites/sass.uottawa.ca/files/mentoring-graduateguide.pdf)

Please consult the [Graduate Studies Mentoring Centre](#) for more details.
The Official Languages and Bilingualism Institute is an integral part of the University of Ottawa’s vision for the future, where teaching excellence and innovation complement the institution’s commitment to bilingualism.

As a new Canadian standard bearer for official languages and bilingualism, OLBI strengthens and promotes education and research in the fields of teaching, evaluation and language policy design. It also brings together the University of Ottawa’s experts in official languages and bilingualism in four areas of teaching, research, testing and evaluation, development and promotion.

Programs and courses available include:
- English or French as a second language
- Second-language teaching
- Master of Arts in Bilingualism Studies
- Second-language certification
- Personal courses
- French immersion studies
- Language training services for academic staff

Please consult the Official Languages and Bilingualism Institute for more details.

Centre for Global and Community Engagement

The Centre for Global and Community Engagement is an on-campus, one-stop shop for information on volunteer opportunities in the National Capital Region. It also provides support for international involvement.

Volunteering opportunities include:
- Community service learning (CSL)
- Alternative student breaks
- Days of Service
- TD Environmental Leaders Program
- Residences

The Centre may issue a Co-curricular Record (CCR) to students who have completed a minimum number of approved volunteer hours. The Co-curricular Record is an official university document that records approved and certified volunteer activities undertaken by students.

Please consult the Centre for Global and Community Engagement for more details.

International Office

The International Office offers advice and support to students, faculty and staff from uOttawa and international institutions, on all aspects of international engagement, including coordinating student mobility, establishing exchange agreements, building international partnerships, and hosting international delegations.
The International Office also facilitates the development of strategies necessary to meet the University’s academic objectives that relate to internationalization.

Please consult the International Office for more details.

Office of the Ombudsperson

The purpose of the Office of the Ombudsperson is to provide an independent, impartial and confidential process through which members of the University community may pursue just, fair and equitable solutions to disputes. In addition, the Ombudsperson may make recommendations, where appropriate, for changes to University policies and procedures and may promote discussion of institution-wide concerns.

Please consult the Office of the Ombudsperson for more details.
Appendix L: Letter(s) of Support for Contributions of Faculty from Other Programs

- The academic unit inserts copies of support letters here. This section can be deleted if support letters are not required.

- If the program will rely significantly on the contributions of faculty members from other programs (e.g., if required courses are to be taught by faculty members from other programs), an indication of commitment of such contributions is required such as letters of support from the department chairs and/or deans of the faculty members from other programs.

Appendix M: Evidence of Consultation

- The academic unit inserts copies of letters here. This section can be deleted if letters are not required.

- If the program is similar to other programs at the University of Ottawa or Saint Paul University then evidence must be provided that those like-programs have been consulted and support the creation of the new program.

Appendix N: SWOC Analysis Results

- The Strengths, Weaknesses, Opportunities, Challenges (SWOC) Analysis Results report is jointly prepared by the academic unit and the Centre for University Teaching.

- If such a report was prepared, the academic unit inserts a copy of the report here.

Appendix O: Course Mapping Results

- The Course Mapping Results report is jointly prepared by the academic unit and the Centre for University Teaching.

- If such a report was prepared, the academic unit inserts a copy of the report here.

Appendix P: Calendar Text

- The academic unit inserts a copy of the calendar text in both official languages.

Appendix Q: Budget
• The academic unit inserts a copy of the budget for the program.

**Appendix R: University of Ottawa Comparable Fees**

• The academic unit inserts a copy of the fee schedule for similar programs offered at the university (or Saint Paul, as appropriate).

**Appendix S: Ontario Comparable Fees**

• The academic unit inserts a copy of the fee schedule for similar programs offered across Ontario (or in other provinces), as appropriate.

**Appendix T: Course Outlines**

• The academic unit inserts copies of course outlines, if available.
Resources

University of Ottawa

Strategic Mandate Agreement
http://www.tcu.gov.on.ca/pepg/publications/vision/OttawaAgreement.pdf

Destination 20/20
http://www.uottawa.ca/about/vision

Strategic Areas for Development in Research (SADR)
http://research.uottawa.ca/about/strategic-areas-development

Teaching and Learning Support Services

Regulation on Bilingualism at the University of Ottawa (The students – Part VI section 4)
http://www.uottawa.ca/about/policies-and-regulations/bilingualism

Graduate and Professional Student Survey (GPSS) – Results
http://qa2.uottawa.ca/services/irp/eng/research/survey/gpss.html

Ontario College and University Library Association (OCULA)

Province of Ontario

Ministry of Training, Colleges and Universities
http://www.tcu.gov.on.ca/pepg/

Ontario Human Rights Code

Council of Ontario Universities

Ensuring the Value of University Degrees in Ontario: A Guide to Learning Outcomes, Degree Level Expectations and the Quality Assurance Process in Ontario
http://cou.on.ca/reports/ensuring-the-value-of-university-degrees/

Learning Outcomes
http://www.heqco.ca/en-ca/OurPriorities/LearningOutcomes/Pages/home.aspx

Accessible Campus
http://cou.on.ca/resources/accessible-campus/

Canadian Association for Graduate Studies

Accommodating Graduate Students with Disabilities