# Brief for the Proposal of a New Program

***MA / MSc and PhD***
**in**
***Program Name***

**Submitted to the**
**Senate Subcommittee on Program Review – Graduate**
**Western University Canada**

***Date***

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# VOLUME 1

***Program Name***
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# INTRODUCTION

## *Overview of the New Program*

**Program Name: Bioinformatics** (example)
**Degree Designation/Credential: Doctor of Philosophy (PhD)** (example)

Provide a description of the degree(s). Include an explanation of the appropriateness of the degree nomenclature.

Identify the department(s)/school(s) or home unit(s) of the proposed program.

Provide a description of the program and its major objectives. Explain how the new program relates to the Faculty's Academic Plan and strategic priorities. In particular, describe how the new program will advance the Faculty's priorities.

Link to Western's Strategic Plan
http://president.uwo.ca/strategic_planning/index.html

Provide a link to the faculty strategic plan and department plan if available.

Explain how the proposed curriculum addresses the current state of the discipline or area of study.

Identify the degree streams (e.g., research, course based, professional) and describe the relevant features of the program (e.g., thesis option, non-thesis option, opportunities to participate in collaborative programs).

## *Goals and Objectives of the Program in relation to the Graduate Degree Level Expectations*

Master's level:

Provide a statement of the overall objectives of the master's program in an introductory paragraph.

Elaborate on the description of the master's level learning objectives of the program in terms of each of the headings below. Refer to the Graduate Degree Level Expectations document for an overview of the expectations regarding each of these areas.

a) Depth and Breadth of Knowledge
b) Research and Scholarship
c) Level of Application of Knowledge
d) Professional Capacity / Autonomy
e) Level of Communication Skills

f) Awareness of Limits of Knowledge

Under each subheading, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

PhD level:

Provide a statement of the overall objectives of the PhD program in an introductory paragraph.

Elaborate on the description of the PhD level learning objectives of the program in terms of each of the headings below. Refer to the Graduate Degree Level Expectations document for an overview of the expectations regarding each of these areas.

a) Depth and Breadth of Knowledge
b) Research and Scholarship
c) Level of Application of Knowledge
d) Professional Capacity / Autonomy
e) Level of Communication Skills
f) Awareness of Limits of Knowledge

Under each subheading, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

Complete the following table, clearly indicating how the program will support the specific learning outcomes. Use a separate table for master's and doctoral level expectations. Learning outcomes must relate to the Degree Level Expectations as defined for master's and doctoral programs. In the "How does the program support learning?" column, indicate what instructional components of the program (e.g., courses, independent studies, lab training, lab meetings, seminars & thesis) contributes to the student's learning experience. In the "How does the program assess the outcome?" column, describe what evaluation methods are in place that allow a student to demonstrate their achievement of the outcome (e.g., assignments, exams, oral presentations, practicum evaluations & thesis defense).

| Degree Level Expectations | Program-level Learning Outcomes | How does the program support learning? (e.g. instructional methods) | How does the program assess the outcome? (e.g. evaluation methods) |
|---|---|---|---|
| 1. Depth & Breadth of Knowledge | a.<br>b.<br>c.<br>… | | |
| 2. Research & Scholarship | | | |
| 3. Level of Application of Knowledge | | | |
| 4. Professional Capacity / Autonomy | | | |
| 5. Level of Communication Skills | | | |
| 6. Awareness of Limits of Knowledge | | | |

Using check-marks, indicate how each learning outcome (from the table above) maps onto the degree level expectations. Some outcomes may map onto only one degree level expectation, whereas other may map on to several (as illustrated in the examples below). Use a separate table for master's and doctoral level expectations.

| **Learning Outcomes** | **Depth & Breadth of Knowledge** | **Research & Scholarship** | **Level of Application of Knowledge** | **Professional Capacity / Autonomy** | **Level of Communication Skills** | **Awareness of Limits of Knowledge** |
|---|---|---|---|---|---|---|
| 1.a.<br>1.b.<br>1.c.<br>… | ✓<br>✓ | | ✓ | | ✓ | |
| 2.a. | | | | | | |
| 3.a. | | | | | | |
| 4.a. | | | | | | |
| 5.a. | | | | | | |
| 6.a. | | | | | | |
| 7.a. | | | | | | |

## *Consultation process in the preparation of the proposal*

Describe the consultation that took place in the process of designing the new program. For example, describe any consultation with, and involvement and input from, students, faculty members, administrators, professionals or professional organizations, other graduate programs and/or Faculties.

## *Evidence to support the introduction of the program*

Describe the potential "market" for the program. Identify the major opportunities for recruitment of students (e.g., from what undergraduate programs would students be recruited). Where possible, provide information regarding the existence of similar programs at other universities.

Describe the unique aspects of the proposed program that would be attractive to potential students. Describe how the proposed program addresses a societal need for graduates in the field/area.

## *Fields of Research in the Program*

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 through the review process.

Fields are not required at either the Master's or PhD level. However, if fields are identified, the program resources will be assessed against the fields of research.
If the proposed program includes different fields at the master's and PhD levels, they should be listed and described separately. For all fields, include a brief description of the field. Please indicate whether the program would like the fields displayed on the transcript, parchment, neither or both.
EXAMPLE:
**Program Name: Bioinformatics** (example)
**Degree Designation/Credential: Doctor of Philosophy (PhD)** (example)
**Field(s):**

## *Special Matters and Innovative Features*

Identify unique and innovative features and any special matters relating to the program. For example, note if the program is accredited by a professional body; note any unique opportunities through partnerships with other departments or units; note any special training opportunities or internships available to students; note any special funding for the program.

### *Delivery Method of the Program*

Indicate whether the program, or part of the program, will be offered off-campus or on-line.

## FACULTY MEMBERS IN THE PROGRAM, RESEARCH FUNDING IN THE PROGRAM, AND GRADUATE SUPERVISION AND TEACHING

### *Faculty Members in the Program*

Table 1 lists the faculty members who will be involved in the proposed program, identifies their home unit and SGPS membership, and indicates gender. The intent of this table is to establish the strength and the degree of involvement of the faculty complement participating in each field of the graduate program and whose CVs are provided in Volume II of the Brief. This is an important element in the assessment of program quality.

Describe the composition of the faculty, its appropriateness for offering the program, and the commitment to ensuring the ongoing participation of faculty members. For example:

- There are [X] full-time Primary professors. These members will have primary responsibility for delivering the required courses in the program.
- There are [X] members in the program who are not Primary or Supporting faculty, but contribute to the program through teaching of graduate courses and professional training; they provide valuable expertise in .... [If applicable]
- There are [X] cross-appointed professors from other academic units. [X] adjunct professors, [X] clinical professors, and [X] emeritus professors.

Comment on the professional credentials of faculty members as relevant to the program. Note the number or proportion of faculty who have professional credentials or expertise relevant to the program.

Comment on the distribution of responsibilities across the ranks of professors as primary or supporting members of the program.

Comment on involvement of non-tenure track members of the program.

Using the format of Table 1, list the faculty members in the program according to the descriptions below (e.g., Primary, Supporting, Emeritus, Other).

If the program currently has fields, or is proposing fields, faculty members must be listed by field.

Primary members:

- tenured or tenure-track faculty members whose graduate involvement will be primarily in the graduate program proposed
- non-tenure-track faculty members, clinical faculty, and institute scientists whose graduate involvement will be primarily in the graduate program proposed

Supporting members:

- tenured or tenure-track faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a member of the graduate program proposed
- non-tenure track faculty members, clinical faculty, and institute scientists who are involved in teaching and/or supervision in other graduate program(s) in addition to being a member of the graduate program proposed

Emeritus

- emeritus professors with SGPS Membership who will be contributing to the program

Other

- includes persons from outside of the university, such as those from government laboratories, industry, or professional practice appointed as adjunct professors; also includes non-core faculty who will participate in the teaching of graduate courses.

**Table 1** - SGPS will supply the table template and membership listing; the Program will indicate field membership.

| Faculty Members by Field | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Category[1]** | **Faculty Name** | **Rank** | **Gender** | **Home Unit[2]** | **SGPS membership level[3]** | **Fields of Research** | | | |
| | | | | | | **1** | **2** | **3** | **4** |
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[1] Categories are defined as:
**Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses.

[2] The budget unit paying the salary: department, school, research centre, institute or other.

[3] The level of SGPS Membership held by the faculty member for the graduate program under review.

## *Research Funding*

This section is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research.

Comment on whether there has been an [increase/decrease] in research funding e.g., total, source, field (give percentages if useful)]. This can be attributed to [ ...] [e.g., granting council budget changes, increase/decrease in number of professors, recent appointments, changes in affiliation and contacts with industry, alternative sources of research funding (e.g., foundations, etc.) Refer to Table 2 data where appropriate.

If appropriate, provide information and comments on infrastructure funding or any special funding that has an impact on the program. Provide data to support comments.

Table 2 presents research funding received by the faculty members in the program by source and year for the past five years. Figures represent the sum total of research revenue for all faculty members in the program as submitted through Western's ROLA system.

The heading Granting Councils includes Tri-Council grant revenue from SSHRC, CIHR and NSERC.

The heading Other Peer Adjudicated includes grant revenue from foundation grants and externally peer adjudicated grants.

The heading Contracts includes research revenue from corporations and external contracts.

The heading Other includes equipment grants, conference grants, and similar grants.

The heading Internal Grants includes institutional grants and research funding.

When present, a separate column is included for CFI grants.

Grants for travel and publication awarded to faculty should not be included in this table (they may be included in the appropriate place in individual CVs or in a separate table).

**Table 2** - Completed by SGPS

| Research Funding of Members in the Program for the Past Five Years | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Year[1]** | **Granting Councils[2]** | **Other Peer Adjudicated[3]** | **Contracts[4]** | **Other[5]** | **Internal Grants[6]** | **CFI Grants[7]** | **Total (by Year)** |
| **2005-06** | | | | | | | $ - |
| **2006-07** | | | | | | | $ - |
| **2007-08** | | | | | | | $ - |
| **2008-09** | | | | | | | $ - |
| **2009-10** | | | | | | | $ - |

[1] The Tri-Council fiscal year (April 1 to March 31)

[2] Tri-Council grants from SSHRC, CIHR and NSERC

[3] Foundation grants and externally peer adjudicated grants (e.g. Heart & Stroke Foundation)

[4] Contracts include funding received from corporations

[5] Other includes equipment grants, conference grants and similar grants.

[6] Internal grants are defined as grant funding allocated by Western University

[7] CFI Grants, if applicable

## *Graduate Supervision*

The purpose of this section is to provide evidence that the members of the proposed program have experience in graduate supervision and teaching and that the members have the capacity to supervise students in the proposed program.

Comment on the supervisory capacity of the members in the proposed program. Comment on the distribution of graduate supervision across the members of the proposed program. Comment on any extreme values (i.e., any supervisors who carry an exceptionally large supervisory load).

Table 3 lists the number of current and completed master's thesis supervisions, doctoral thesis supervisions, and post-doctoral trainees, by faculty member in the program.

For professional and non-thesis based programs the table can be revised 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.

Faculty members should be listed under the categories specified in Table 1.

Table 3 is intended to provide an indication of the supervisory workload and experience, past and present, of each member of the program. In addition, it is intended to provide an indication of the capacity for members to supervise students in the proposed program. It is expected that Primary members of the program would supervise more students in this program than would Supporting members.

Because this is a new/proposed program, it is possible that some faculty members may have had little or limited graduate student supervision. For such faculty members, provide a brief explanation for their limited supervisory experience and describe any other experiences that they have had with graduate students/programs (e.g., teaching graduate courses, service on advisory committees, examining theses).

**Table 3** - Completed by the Program

| Completed and Current Numbers of Thesis Supervisions by Faculty Member[1] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Category[2] | Faculty Name | Completed During Career at Western | | | Current Students in Progress at Western | | | |
| | | Master's | PhD | Post Doctoral Scholars | Master's | PhD | Post Doctoral Scholars | |
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[1] For reporting purposes, supervision of one student is assigned a value of 1. Co or joint supervision of one student is assigned a value of 0.5. Students who have withdrawn are not included.

[2] Categories are defined as:

**Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses.

[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 the Supervisor holds membership at Western

## *Current and Recent Teaching Assignments*

Provide an overview of the current and recent teaching workloads and experience of faculty members in the proposed program. It is expected that Primary members would be involved in graduate teaching and would have most of their graduate teaching responsibilities in this program. It is expected that Supporting members would have most of their graduate teaching responsibilities in another graduate program.

Table 4 lists the graduate courses taught by each member of the graduate program over the past three years. All graduate courses taught by the members are reported, including those taught in other graduate programs.

Comment on any patterns of graduate teaching responsibility that are not consistent with expectations. Note in the table (under the heading of “Comments”), any circumstances having an impact on a member’s teaching (e.g., sabbatical leaves).

A footnote to the table is provided to explaining the course labeling.

**Table 4** - Completed jointly by SGPS and the Program

| Graduate Course Teaching Assignments in the Past Three Years[1] | | | | | |
|---|---|---|---|---|---|
| **Category[2]** | **Faculty Member** | **2007-2008** | **2008-2009** | **2009-2010** | **Comments** |
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[1] Year is defined as academic year, September 1 to August 31

[2] Categories are defined as:

**Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses.

### *Commitment of Faculty Members from Other Programs and/or Other Institutions*

Explain the commitment of faculty members from other graduate programs and/or departments/Faculties to the proposed program. Indicate the number of faculty members from other programs who will contribute to the program and describe their roles (e.g., thesis supervisory, advisory committee member, course instructor).

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 ongoing commitment of such contributions is required. Evidence of significant commitment could include letters of support from the Department Chairs and/or Deans of the faculty members from other programs.

## PHYSICAL, PROFESSIONAL DEVELOPMENT AND FINANCIAL RESOURCES

### *Library Resources*

The information in this section should consist of a summary statement by the Chief Librarian on the university holdings pertinent to the fields, the collection policy, and library expenditures for last seven years. A qualitative analysis of the collections against existing standards for the discipline, where these standards exist, is most useful. The report should also include information on what unique resources are available on site and what access, if any, faculty and students have to other resources.

### *Research and Scholarly Development Facilities*

Include a description of the laboratory facilities available to support the research of students. Include an overview of major equipment available to students for research and describe any commitments or plans (if any) for major research facilities and/or equipment during the next eight years.

In non-laboratory disciplines, include a description of the scholarly resources and facilities available to students to support their research.

### *Computer Facilities*

All graduate students receive a Western email account and access to Western computing resources upon registration. In this section, describe any additional computing resources and services available to students in the program. In particular, describe how the discipline-specific computing needs of students are met. Note any anticipated or planned changes in computing resources.

## *Space*

Describe the space that will be dedicated to the proposed graduate program and students. Indicate the primary location of the program (i.e., the building where the program office is located) and the location of space that will be dedicated to the program.

Describe the general workspace and any office space to 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 supports community development within the program.

Describe any plans for future changes or renovations to the space, and any plans for expansion of the space currently dedicated to the program.

## *Administrative Support*

Describe the administrative support available that will be dedicated to the proposed program. Indicate the amount of support and the general responsibilities of the administrative support staff.

## *Professional Development resources*

Describe the resources that will be available to students to support their professional development (e.g., workshops offered through the Teaching Support Centre and the 360 Initiative). In particular, describe any resources or programs that will be offered directly by the department/Faculty/program. Describe how students in the program will be encouraged and supported to participate in professional development opportunities.

Describe any funding that will be available to students to support their professional development. For example, describe any funding that will be available to students to support their participation in professional/scholarly conferences.

## *Financial Support of Graduate Students*

Provide an overview of anticipated student funding, including all sources of funding that will be available to students (e.g., internal scholarships such as Dean's Entrance Scholarships, teaching assistantships, research assistantships, funding from SGPS).

Provide a separate overview for master's and PhD students.

Describe how students will be supported in applying for external scholarships
Include a description of any guaranteed funding levels that will be offered by the program. Describe program-specific eligibility requirements regarding funding.

Where possible, provide a comparison of the planned student funding levels with those of major competitors.

# PROGRAM REGULATIONS AND COURSES

## *The intellectual development and the educational experience of the student*

It is expected that graduate programs foster the intellectual development of students and provide opportunities for students to participate in a “community of scholars”. The quality of student experiences relies on meaningful interaction with faculty members and on clear understanding of the expectations of the program.

Describe the general arrangements that exist in the program to foster the development of graduate students, and to enrich the quality of the graduate learning experience. Comment on the nature of the learning community, and structured opportunities for meaningful intellectual interaction among students, and with faculty. For example, describe any departmental seminars where faculty and student research is presented and discussed, invited speakers, workshops on research ethics, safety regulations, and grant and award application workshops.

Describe opportunities and support for students to present their research at the university and elsewhere. For example, describe any departmental seminars, “brown bag” lunch series, annual graduate student conferences, or Faculty-wide research forums.

Comment on efforts to introduce students into the wider community of scholars in the discipline.

## *Admission Requirements*

Under this heading, include:

- Admission requirements, policies, standards and practices:
  - Recruitment methods
  - Application deadlines
  - Offer timelines
  - Requirements for admission
  - Any grade requirements for funding eligibility

Outlined below are the minimum admission requirements set forth by the School of Graduate and Postdoctoral Studies. Please use this information as the basis for your departmental requirements.

**Master’s Programs**

Applicants must possess a four-year degree from an accredited university. The School of Graduate and Postdoctoral Studies requires at least a 70% average across courses taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession.

**Doctoral Programs**
Applicants must possess a Master's degree or equivalent from a university, college or institute, and provide evidence of research potential. The School of Graduate and Postdoctoral Studies requires at least a 70% average in the Master's degree, as determined by the School of Graduate and Postdoctoral Studies.

**English Language Proficiency**
Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

**Exemptions**
Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the graduate program in order to determine if test scores will not be required. A decision will then be made at the discretion of the School of Graduate and Postdoctoral Studies for exemption.

## *Degree Requirements*

For each distinct degree offered within your program outline the following:

- **Degree Name (as seen on diploma, e.g. Master of Clinical Science, Physical Therapy, Wound Healing)**

- Expected duration of the degree
- Course credit requirements for each degree option including:
  - Total course credits required
  - Specific courses required
- Milestones (Non-course related requirements) including:
  - Comprehensive Examinations
  - Secondary Language Requirements
  - Research Projects
  - Seminar Attendance/Presentation
  - Thesis Proposal
  - Thesis

**Example:**

**Master of Clinical Science, Physical Therapy, Manipulative Therapy**
The Master of Clinical Science, Physical Therapy, Manipulative Therapy degree is a six term (two year) program

- Course Requirements
  - 3.0 course credits
    - PHYSTHER 9600 (0.5)
    - PHYSTHER 9640 (0.5)
    - PHYSTHER 9610 (0.5)
    - PHYSTHER 9650 (0.5)
    - Two of:
      - PHYSTHER 9620 (0.5)
      - PHYSTHER 9630 (0.5)
      - PHYSTHER 9670 (0.5)
      - PHYSTHER 9680 (0.5)
- Milestones (non-course degree requirements)
  - Comprehensive Examination
    - All students must complete a comprehensive examination in their research field within the third term of the program.

## *Progression requirements*

Under this heading include:

- Process for evaluating progress in the program / Progress reports
  - Describe how student progress is monitored and evaluated (e.g., annual progress evaluations and reports; quarterly meeting of the student with his/her advisory committee)

## *Thesis evaluation procedures (if applicable)*

- Provide an overview of the SGPS regulations regarding thesis examination

**Example:**

A thesis (or dissertation) is a formal statement of the theory, source materials, methodology, and findings of a student's major research project. It must be a complete and sufficient document that does not require subsidiary information to substantiate its findings. The examination of the thesis exposes the student's work to scholarly criticism.

To fulfill the degree requirement, the thesis and the candidate's oral examination must be assessed and approved by a Thesis Examination Board and meet SGPS requirements for thesis form and thesis content.

**Doctoral Degree**
Every candidate for the Doctoral degree must complete a thesis. The thesis must indicate in what respects the investigation has increased knowledge of the subject. A candidate may not submit a thesis that has been previously accepted for a degree, but may, with the permission of the Graduate Program, incorporate material included in a previous thesis.

Doctoral candidates must present a Public Lecture on their thesis research. The Public Lecture allows the candidate to present his/her research projects to a UWO community of scholars in an open forum.

**Master's Degree(s)**
Every candidate for the Master's degree must complete a thesis. The thesis must indicate in what respects the investigation has increased knowledge of the subject. A candidate may not submit a thesis that has been previously accepted for a degree, but may, with the permission of the Graduate Program, incorporate material included in a previous thesis.

- A complete listing of the regulations governing the thesis examination process at Western can be found at: http://grad.uwo.ca/current_students/thesis_regulations/index.htm.

## *Part-time Studies*

If the program will be offered to part-time students, describe how its delivery will differ from that of the full-time program. Indicate whether part-time studies will be possible at the master's level only, or at both master's and doctoral 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.

## *Distance Delivery*

If the program will be delivered in part or in whole by distance education, provide an overview of how the distance delivery meets the objectives of the program and ensures that degree level expectations are met. Provide evidence that courses taught by distance are of comparable quality to those taught on campus. Explain how the

distance delivery will meet the expectation of exposing students to a “community of scholars”. Describe the access to library and other resources for students studying via distance delivery.

## *All Graduate Courses Offered in the Program*

It is expected that the program will provide a regular offering of courses, enabling students to meet their requirements within the expected timeframe of their program of study. Comment on how the course offerings listed in table 5 meet this expectation.

This section should include a list of all of the courses that will be offered in the program and an indication of the frequency with which they will be offered (e.g., offered every year, every other year). In addition, provide a description of any courses that will be offered outside of the program that students will be able to take to meet their requirements.

Table 5 lists all courses to be offered by the program. For each course listed, the anticipated instructor should be noted and the planned frequency for the course should be specified. Include courses that will be offered by other programs and expected to be taken by students in the proposed program.

If it is anticipated that students may be enrolled in any undergraduate courses as part of their graduate program, these undergraduate courses should be included in this listing (note: at most, undergraduate courses may comprise no more than 1/3 or a graduate student’s program of study).

**Table 5** - Completed jointly by SGPS and the Program

| Graduate Courses to be Offered by the Program | | | |
|---|---|---|---|
| **Course Catalog Number** | **Course Title** | **Faculty member(s) expected to teach the course** | **Frequency of Course** |
| HRS 9601 | Qualitative Methods in Health Sciences Research | Dr. Green | Will be offered annually |
| | | | |
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## *Participation in Collaborative Programs*

Describe any participation that is expected in collaborative programs. For example, if students enrolled in this program will have the opportunity to engage in a collaborative program, describe the collaborative opportunity and any requirements related to the collaborative opportunity. Note any additional course requirements associated with the collaborative program. Comment on how the collaborative opportunity will enrich the experiences of the students and meet the objectives of the program.

## *Projected Graduate Intake and Enrolments*

In this table, provide the projected enrolments for both master's and doctoral students for the next eight years. If significant increases or decreases in enrolment are projected, explain for reason for the changes.

**Table 6 –** Completed by Program

| Projected Intake and Enrolments - Masters and Doctoral Programs | | | | | | |
|---|---|---|---|---|---|---|
| **Year** | **Level** | **Full-time** | | **Part-time** | | **Total Enrolment** |
| | | **Intake** | **Enrolment** | **Intake** | **Enrolment** | |
| 2010-11 | Master's | | | | | |
| | Doctoral | | | | | |
| 2011-12 | Master's | | | | | |
| | Doctoral | | | | | |
| 2012-13 | Master's | | | | | |
| | Doctoral | | | | | |
| 2013-14 | Master's | | | | | |
| | Doctoral | | | | | |
| 2014-15 | Master's | | | | | |
| | Doctoral | | | | | |
| 2015-16 | Master's | | | | | |
| | Doctoral | | | | | |
| 2016-17 | Master's | | | | | |
| | Doctoral | | | | | |
| 2017-18 | Master's | | | | | |
| | Doctoral | | | | | |

# VOLUME 2

## *Curricula Vitae of the Program Members*

Include the CV of each member of the program (i.e., a CV must be included for each member listed in Table 1 of Volume 1).

All CVs must be in the same format; programs may use whatever format they wish provided all CVs are in the same format.

CVs must be ordered alphabetically.

Volume 2 should be placed in a separate document/file.

# VOLUME 3

## *List of Proposed Consultants*

The consultants should be listed alphabetically or by specialty (related to the program's fields). SUPR-G will use the information provided in this Volume to make the most appropriate selection of consultants for the program. It is important that all requested information be provided for each proposed consultant.

Proposed consultants should have experience with graduate supervision and administration of graduate programs. In completing Volume 3, programs may communicate with the proposed consultants, but must make it clear that the person's name is being nominated as part of a slate of potential consultants.

Volume 3 should be placed in a separate document/file.

NAME OF PROPOSED CONSULTANT:

RANK:

INSTITUTION: (include mailing address, telephone, fax numbers and e-mail)

Link for personal webpage (if available):

DEGREES: (include university, discipline and date conferred)

Area(s) of Specialization

- *relate this to those offered by the program being appraised*

Experience/Expertise relevant to service as a consultant (e.g. membership on editorial boards, administrative experience, academic recognition).

- *A short statement regarding the appropriateness of the nominee as a consultant for this program would help the committee.*

Recent scholarly activity

- *if possible cite 3 to 5 recent publications or scholarly works*

Previous affiliation with the University if any (e.g. visiting professor – give dates, internal consultant, former employee, any former professor/student relationships with faculty members).

- *Consultants should be at "arm's length" from the program, which means not a close friend, not a regular and current collaborator, not having been supervised recently by, not having been a visitor/teacher for some time at, and not a former colleague. Full disclosure of all past affiliation is required to assist the committee in the selection and to ensure an arm's-length relationship.*

Note any major blocks of time over the next 12 to 18 months when the proposed consultant may not be available (if known).