

Brief for the Proposal of a New Graduate Diploma Program

in
Program Name

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

Date

VOLUME 1

Program Name Table of Contents

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INTRODUCTION

Overview of the New Diploma Program

Program Name: Bioinformatics (example)

Degree Designation/Credential: Graduate Diploma (GDip)

Indicate the level of the diploma (master's or doctoral) and the type of diploma (Type 1, 2, or 3)

Descriptions of Graduate Diplomas

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 diploma program relates to the Faculty's Academic Plan and strategic priorities. In particular, describe how the new diploma program will advance the Faculty's priorities. Provide a link to the faculty strategic plan and department plan if available.

Link to Western's Strategic Plan

http://president.uwo.ca/strategic_planning/index.html

Explain how the proposed curriculum addresses the current state of the discipline/profession and how the graduates of the diploma program will contribute to the discipline/profession.

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

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

Elaborate on the description of the learning objectives of the diploma 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. b. c. ...		
2. Research & Scholarship			
3. Level of Application of Knowledge			
4. Professional Capacity / Autonomy			
5. Level of Communication Skills			
6. Awareness of Limits of Knowledge			

Consultation process in the preparation of the proposal

Describe the consultation that took place in the process of designing the new diploma 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 diploma program that would be attractive to potential students. Describe how the proposed program addresses a societal need for graduates in the field/area.

Special Matters and Innovative Features

Identify unique and innovative features and any special matters relating to the program; note any unique opportunities through partnerships with other departments, units, industry or professional partners; note any special training opportunities 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

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.

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- 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.

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

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.

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

Explain the commitment of faculty members from other graduate programs, departments or Faculties and/or members from other institutions or from industry or professional practice to the proposed program. Indicate the number of such members who will contribute to the program and describe their roles.

If the program will rely significantly on the contributions of members from other programs or from industry/professional practice (e.g., if required courses will be taught by members from other programs or by professionals in the field), an indication of ongoing commitment of such contributions is required. Evidence of significant commitment could include letters of support or an indication that the Dean(s) (or equivalent) have committed to the support.

PHYSICAL AND PROFESSIONAL DEVELOPMENT 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/profession, 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. A detailed overview of Library resources should be included in an Appendix.

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 diploma 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.

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

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 Level Diploma

Applicants must possess a four-year degree from an accredited university or equivalent. 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 Level Diploma

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 diploma offered 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)

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. 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 2 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 2 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 of a graduate student’s program of study).

Projected Graduate Intake and Enrolments

This section of the brief should include a table summarizing the planned intake into the program, year by year, for the next eight years.

Table 3 – Completed by Program

Projected Intake and Enrolments					
Year	Full-time		Part-time		Total Enrolment
	Intake	Enrolment	Intake	Enrolment	
2010-11					
2011-12					
2012-13					
2013-14					
2014-15					
2015-16					
2016-17					
2017-18					

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.