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| ***(DELETE THIS BLUE BOX BEFORE SUBMISSION)***  *This template is to be used by units seeking to introduce a new graduate program which is defined as: a degree, degree program or specialization which has substantially different program requirements and learning outcomes from those of any existing approved programs offered by Brock University (see IQAP Section 1.2 for further clarification). The process for the approval of a new program is outlined in Section 3 of the Brock Internal Quality Assurance Process (*[*IQAP*](https://brocku.ca/webfm_send/40957)*).*  *The New Program Proposal Brief (PPB) is to be submitted electronically as two separate, individually paginated files: Volume I – (this document); and Volume II - Appendices. Please submit to Brian Power, Vice Provost and AVP, Academic at* [*bpower@brocku.ca*](mailto:bpower@brocku.ca)*. Hard copies of documents are not required.*  *TECHNICAL:*  *1) This template contains a table of contents with section titles already populated. As you work through this document please update the table of contents by going to the “References” tab on the Word ribbon, then in the table of contents section, click on “Update Table” and then choose “Update Entire Table” in the dialog box.*  *2) Text boxes in this template will expand as needed.* |

**New Graduate Program Proposal Brief for the**

**[Insert Degree Name]**

**In**

**[Insert Discipline Name]**

|  |  |  |
| --- | --- | --- |
| *Name of Proposed Program:* |  | |
| *Unit Offering Program:* |  | |
| *Degree Designation upon Graduation:* |  | |
| *Proposed Start Date:* |  | |
| *Estimated Annual Intake and Steady State Enrollment:* | Intake: | Steady State: |
| *Submission Date:* |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| *Proponent’s Contact Information (1)* | | *Proponent’s Contact Information (2)* | |
| *Name:* |  | *Name:* |  |
| *Title:* |  | *Title:* |  |
| *Unit:* |  | *Unit:* |  |
| *E-mail:* |  | *E-mail:* |  |

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APPENDICES (Part 2)

The following Appendices must be included with the Program Proposal Brief. Additional Appendices, as needed, may be added by the Unit.

APPENDIX A –Course Level Learning Outcomes

APPENDIX B - Course Outlines

APPENDIX C – Program Governance & Unit Rules and Regulations

APPENDIX D - Draft Calendar Entry

APPENDIX E – CVs

CVs of all faculty members delivering/contributing to the program should be included. The format for the CVs should follow one of the Tri-Council formats, however all CVs must be in the same format. The information reported should refer to the past 8 years

Additional Appendices as needed

## 1.0: Unit Background

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| --- |
| *1.1: Introduction and Background* *Introduce the program being proposed; clearly articulate the program goals and objectives; describe the development process, identifying participants and their involvement in developing the PPB.* |
|  |
| *1.2: Consistency with the University’s Mission and Academic Plan (IQAP 3.5.1)*  *Provide:*   1. *A description of how the program is consistent with the mission, aims, objectives and existing strengths of the University. It is intended that the proponents will make reference to the Brock University Institutional Strategic Plan 2018-2025, as well as Faculty or Unit Strategic Plans, if available;* 2. *An explanation of how the proposed program fits with the University’s current program offerings and a demonstration of the University’s capacity to deliver the proposed program;* 3. *Evidence that the proposal is consistent with the government's strategic directions (e.g., enrolment caps); and* 4. *Additional or re-allocated resources that will be required for the proposed program. A more detailed description of the resource requirements for the proposed program will be presented in Section 5.* |
|  |
| *1.3: Alignment with the Strategic Mandate Agreement*  *Provide a description of how the proposed program is consistent with the program areas of strength or growth included in the current SMA.* |
|  |
| *1.4: Appropriateness of Degree Nomenclature (IQAP 3.5.1)*  *Indicate the specific degree to be awarded upon completion of the program, e.g. MA, MSc, PhD. Indicate the program name to be included with the degree, e.g. MA in Applied Health Sciences.* |
|  |
| *1.5: Fields in a Graduate Program (if applicable) (IQAP 3.5.14)*  *The inclusion of fields within a graduate program is optional. If a graduate program wishes to have the Quality Council endorse fields, clearly identify the fields below.* |
|  |

## 2.0: Degree Level Expectations and Learning Outcomes

*This section provides information on the degree level expectations (DLEs) and learning outcomes of the proposed program.*

*Brock DLEs and Faculty DLEs (where available) are included in Table 2.1. Both the overall program and the individual courses are assessed against these DLEs in terms of learning outcomes. The curricular content, admission requirements, mode of delivery, bases of evaluation of student performance, commitment of resources and overall quality of any academic program and its component courses are all related to its learning outcomes.*

*Proponents are advised that a curriculum map that links course learning outcomes to articulated program learning outcomes mapped to the DLEs shall be included in the PPB. As part of this process, proponents must also document and demonstrate the methods by which the performance level of students, based on the learning outcomes, will be assessed by the program.*

*Under the following headings, the proponents will provide a description of the program’s learning outcomes and their consistency with Brock’s and the Faculty’s mission and degree level expectations [IQAP 3.5.1]. This will include an explanation of the ways in which the program assesses the extent to which students have achieved those outcomes.*

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| *2.1: Course Learning Outcomes (IQAP 3.5.1)*  *Course learning outcomes, which support the program learning outcomes, are reported in copies of Table A.1 for each course in the proposed program. Completed copies of Table A.1 are to be included in Appendix A.*  *Provide comments on the range, variety and rationale of the course learning outcomes. Course learning outcomes will be summarized to the program level, with the latter reported in Table 2.1 in the next section.* |
|  |
| *2.2: Program Learning Outcomes (IQAP 3.5.1)*  *Table 2.1 presents the program learning outcomes linked to the Brock and Faculty DLEs.*  *Address the clarity and appropriateness of the program requirements and associated learning outcomes in meeting the University’s graduate DLEs.* |
|  |
| *2.3 Assessment of Teaching and Learning (IQAP 3.5.6)*  *Table 2.2 presents the program learning outcomes mapped to the modes of delivery and the methods of assessment for the proposed program.*  *a) With reference to Table 2.1 - 2.2, document the appropriateness of the proposed methods of assessment of the student achievement of the intended program learning outcomes and degree level expectations.*  *Include a numbered list of all assessment methods employed in the program(s). [IQAP 3.5.6].* |
|  |
| *b) Outline the plan for documenting and demonstrating the level of performance of students, and the consistency of the plan with the University’s statement of its degree level expectations.* |
|  |
| *2.4: Program Curriculum Map (IQAP 3.5.1)*  *Table 2.3 presents a curriculum map that links the program learning outcomes with the methods of assessment employed and the degree of implementation for each course in the program. Based on the curriculum map provide an analysis of and describe plans to address duplication, gaps and areas for improvement in the program.* |
|  |
| ***Directions for including the Curriculum Map:***  *1) Download the curriculum map file (Table 2.3 – Curriculum Map) available here.*  *2) Follow the instructions on the first tab in the file and complete the table for the program(s) being proposed.*  *3) Once completed, save and print the file as a PDF document.*  *4) Insert the PDF file as the final pages in the Program Proposal Brief* |
| *2.5: Modes of Delivery (IQAP 3.5.5)* *Discuss the formats (lecture, seminar, independent research, projects, etc.) by which the program will be delivered and the appropriateness of the proposed delivery mode(s) in meeting the program’s intended learning outcomes and Graduate Degree Level Expectations (GDLEs). The Proponents will discuss the methods of delivery (face to face, online, blended, independent study, etc.) to be employed in delivering the program content and the rationale for the various delivery methods to be used.* |
|  |

| Table 2.1: Master’s Degree - Mapping Program Outcomes to Graduate Degree Learning Expectations | | |
| --- | --- | --- |
| Program: | | |
| **Brock University GDLEs**  *A graduate of Brock University will be able to demonstrate:* | **Faculty specific GDLES**  *A graduate of the Faculty of ?? will be able to demonstrate:* | **Program Outcomes aligned with GDLES**  *At the end of this program, the successful student will be able to demonstrate:* |
| 1. Depth and Breadth of Knowledge   A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice. | INSERT FACULTY LEVEL DEGREE LEVEL EXPECTATIONS IN THIS COLUMN | INSERT PROGRAM LEVEL LEARNING OUTCOMES GENERATED DURING PROGRAM DEVELOPMENT  Examples include:  1a The ability to describe concepts, principles, and overarching themes in *the discipline*  1b The ability to develop a working knowledge of *the discipline’s* content domains  1c The ability to explain complex behavior by integrating concepts developed from different content domains  1d The ability to interpret, design, and conduct basic *disciplinary* research  … |
| 1. Research and Scholarship   A conceptual understanding and methodological competence that:   1. enables a working comprehension of how established techniques of research or enquiry are used to create and interpret knowledge in the discipline; 2. enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; 3. enables a treatment of complex issues and judgments based on established principles and techniques.   On the basis of that competence, has shown at least one of the following:   1. the development and support of a sustained argument in written form 2. originality in the application of knowledge |  | 2a  2b  … |
| 3.Level of application of knowledge  Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. |  | 3a  3b  … |
| 4.Professional capacity/autonomy   1. The qualities and transferable skills necessary for employment requiring: 2. the exercise of initiative and of personal responsibility and accountability 3. decision-making in complex situations 4. The intellectual independence required for continuing professional development 5. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research 6. The ability to appreciate the broader implications of applying knowledge to particular contexts. |  | 4a  4b  … |
| 5. Level of communications skills  The ability to communicate ideas, issues and conclusions clearly. |  | 5a  5b  … |
| 6. Awareness of the limits of knowledge  Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. |  | 6a  6b  … |

**OR**

| Table 2.1: Doctoral Degree - Mapping Program Outcomes to Graduate Degree Learning Expectations | | |
| --- | --- | --- |
| Program: | | |
| **Brock University GDLEs**  *A graduate of Brock University will be able to demonstrate:* | **Faculty specific GDLES**  *A graduate of the Faculty of ?? will be able to demonstrate:* | **Program Outcomes aligned with GDLES**  *At the end of this program, the successful student will be able to demonstrate:* |
| 1. Depth and Breadth of Knowledge   A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline. | INSERT FACULTY LEVEL DEGREE LEVEL EXPECTATIONS IN THIS COLUMN | INSERT PROGRAM LEVEL LEARNING OUTCOMES GENERATED DURING PROGRAM DEVELOPMENT  Examples include:  1a The ability to describe concepts, principles, and overarching themes in *the discipline*  1b The ability to develop a working knowledge of *the discipline’s* content domains  1c The ability to explain complex behavior by integrating concepts developed from different content domains  1d The ability to interpret, design, and conduct basic *disciplinary* research  … |
| 1. Research and Scholarship 2. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen circumstances; 3. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; 4. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. |  | 2a  2b  … |
| 1. Level of application of knowledge   The capacity to   1. undertake pure and/or applied research at an advanced level; and 2. contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. |  | 3a  3b  … |
| 1. Professional capacity/autonomy 2. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; 3. The intellectual independence to be academically and professionally engaged and current; 4. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; 5. The ability to evaluate the broader implications of applying knowledge to particular contexts. |  | 4a  4b  … |
| 5.Level of communications skills  The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively**.** |  | 5a  5b  … |
| 6.Awareness of the limits of knowledge  An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. |  | 6a  6b  … |

| *Table 2.2:* Master’s Degree - Mapping Program Outcomes to Modes of Delivery and Methods of Assessment | | | |
| --- | --- | --- | --- |
| Program: | | | |
| **Brock University GDLEs**  *A graduate of Brock University will be able to demonstrate:* | **Program GDLES/Learning Outcomes**  *A the end of this program, the successful student will:* | **Modes of Delivery** | **Assessment Methods**  *Students can demonstrate their knowledge/ are assessed through the following methods:* |
| 1. Depth and Breadth of Knowledge   A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice. | INSERT PROGRAM LEVEL LEARNING OUTCOMES IDENTIFIED IN TABLE 2.1  1a  1b  … | INSERT THE INTENDED MODES OF DELIVERY  Examples include:   * Lectures * Laboratories * Seminars * Tutorial * Assignments * Projects | INSERT THE INTENDED METHODS OF ASSESSMENT, TO TEST ATTAINMENT OF THE PROGRAM LEARNING OUTCOMES  Examples include:  1. Test or Quiz  2. Mid-Term  3. Exam  4. Seminar Participation  5. Research Essays  6. Document Studies  7. Book Reviews |
| 1. Research and Scholarship   A conceptual understanding and methodological competence that:   1. enables a working comprehension of how established techniques of research or enquiry are used to create and interpret knowledge in the discipline; 2. enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; 3. enables a treatment of complex issues and judgments based on established principles and techniques.   On the basis of that competence, has shown at least one of the following:   1. the development and support of a sustained argument in written form 2. originality in the application of knowledge | 2a  2b  … |  |  |
| 3.Level of application of knowledge  Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | 3a  3b  … |  |  |
| 4.Professional capacity/autonomy   1. The qualities and transferable skills necessary for employment requiring: 2. the exercise of initiative and of personal responsibility and accountability 3. decision-making in complex situations 4. The intellectual independence required for continuing professional development 5. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research 6. The ability to appreciate the broader implications of applying knowledge to particular contexts. | 4a  4b  … |  |  |
| 5. Level of communications skills  The ability to communicate ideas, issues and conclusions clearly. | 5a  5b  … |  |  |
| 6. Awareness of the limits of knowledge  Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. | 6a  6b  … |  |  |

OR

| Table 2.2: Doctoral Degree - Mapping Program Outcomes to Modes of Delivery and Methods of Assessment | | | |
| --- | --- | --- | --- |
| Program: | | | |
| **Brock University GDLEs**  *A graduate of Brock University will be able to demonstrate:* | **Program GDLES/Learning Outcomes**  *A the end of this program, the successful student will:* | **Modes of Delivery** | **Assessment Methods**  *Students can demonstrate their knowledge/ are assessed through the following methods:* |
| 1. Depth and Breadth of Knowledge   A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline. | INSERT PROGRAM LEVEL LEARNING OUTCOMES IDENTIFIED IN TABLE 2.1  1a  1b  … | INSERT THE INTENDED MODES OF DELIVERY  Examples include:   * Lectures * Laboratories * Seminars * Tutorial * Assignments * Projects | INSERT THE INTENDED METHODS OF ASSESSMENT, TO TEST ATTAINMENT OF THE PROGRAM LEARNING OUTCOMES  Examples include:  1. Test or Quiz  2. Mid-Term  3. Exam  4. Seminar Participation  5. Research Essays  6. Document Studies  7. Book Reviews |
| 1. Research and Scholarship 2. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen circumstances; 3. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; 4. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. | 2a  2b  … |  |  |
| 3.Level of application of knowledge  The capacity to   1. undertake pure and/or applied research at an advanced level; and 2. contribute to the development of academic or professional skills, techniques, tools approaches, and/or materials. | 3a  3b  … |  |  |
| 4.Professional capacity/autonomy   1. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; 2. The intellectual independence to be academically and professionally engaged and current; 3. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research 4. The ability to evaluate the broader implications of applying knowledge to particular contexts. | 4a  4b  … |  |  |
| 5. Level of communications skills  The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively. | 5a  5b  … |  |  |
| 6. Awareness of the limits of knowledge  An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. | 6a  6b  … |  |  |

## 3.0: The Program

*3.1: Program Structure, Curriculum and Governance (IQAP 3.5.3)*

|  |
| --- |
| *3.1.1: Program Structure* *Describe the program structure and include a breakdown of courses on a year-by-year or semester-by-semester basis. Explain how the proposed structure achieves the program learning outcomes and degree level expectations. In describing the structure, the Proponent will address the total number of credits or courses necessary for completion. Provide clear rationale for the program length that ensures that the program requirements can be reasonably completed within the proposed time period.* |
|  |
| *3.1.2: Courses and Curriculum* *Define the program length and provide a clear rationale that addresses the ability of students to complete the program requirements within the proposed time period. Clearly indicate required or core and elective courses for the program. Describe the contribution of any capstone experience to the program and the connection to the learning outcomes.* |
|  |
| | Table 3.1: Summary of course information for Program in [insert program name]. | | | | | | --- | --- | --- | --- | --- | | **Course No.** | **Course Name** | **Core or Elective** | **Contact hrs/wk** | **Delivery Mode** | | SYMB 1P01 | Fundamentals of Symbiology I | C | 4 | Lec/seminars | | SYMB 1P02 | Fundamentals of Symbiology II | C | 4 | Lec/seminars | |  |  |  |  |  | | **Insert additional rows as needed** | |  |  |  | |
| *3.1.3: Program Options* *Include possible options available for program completion, e.g. full time vs part time, course based, MRP, dissertation, practicum, fast track, research requirements, etc.* |
|  |
| *3.1.4: Progression Requirements* *Provide a description of the progression requirements for continuation in the program.* |
|  |
| *3.1.5: Governance* *Describe the governance model to be established for oversight and monitoring of the program from an administrative and academic perspective. Document both University and program specific regulations. Examples or copies of related documents are to be included in Appendix C.* |
|  |

### *3.2: Program Content*

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| *3.2.1: Current State of the Discipline (IQAP 3.5.4)*  *Describe how the proposed curriculum of the program is positioned relative to the current state of the discipline or area of study.* |
|  |
| *3.2.2: Uniqueness of Innovations of the Program (IQAP 3.5.4)*  *Identify and describe any unique curriculum, innovations or creative components that contribute to the program and the achievement of its learning outcomes.* |
|  |
| *3.2.3: Experiential Learning (IQAP 3.5.11)*  *If the proposed program will contain an experiential learning component provide a description of the component, including:*  *a) Requirements, credits, length;*  *b) Integration/relation of this experience within the program of study;*  *c) Who is responsible for arranging the experiential learning component;*  *d) What placement opportunities exist for students; and,*  *e) Where experiential education is a program requirement, provide evidence that all students can be accommodated.* |
|  |
| *3.2.4: Research Requirements (IQAP 3.5.4)*  *For research-focused graduate programs, clearly indicate the nature and suitability of the major research requirements toward degree completion.* |
|  |
| *3.2.5: Distribution of Graduate Courses (IQAP 3.5.4)*  *For new graduate programs provide clear evidence that each student in the program will be required to take a minimum of two-thirds of the course requirements from among graduate level courses.* |
|  |
| *A draft copy of the calendar entry for the proposed program should be included as Appendix D* |

## 4.0: Admissions and Enrollments

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| *4.1: Admission Requirements (IQAP 3.5.2)*  *Clearly define the admission requirements for the proposed program. Proponents will address the appropriateness of the program’s admission requirements for the learning outcomes established for completion of the program. Describe pathways to entry and how applications will be adjudicated.* |
|  |
| *4.2: Alternative or Additional Requirements* *Describe any alternative or additional requirements for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional language requirements or portfolios. Describe how the program will assess and recognize prior work or learning experience (if applicable).* |
|  |
| *4.3: Enrollment Projections* *The Department/Centre, in consultation with Institutional Analysis and Planning and the relevant Dean(s), is to provide the projected annual intake and enrollments for the program, including the desired level of steady state enrollment and how many years will be required to reach steady state levels.* |
| | Table 4.1: Projected Intake and Enrollments for Graduate Program in [INSERT PROGRAM NAME] | | | | | | | | | | | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | PROJECTED INTAKE AND ENROLLMENTS Masters (M) and Doctoral (D) Programs | | | | | | | | | | | | YEAR | FULL-TIME | | | | PART-TIME | | | | TOTAL ENROLMENT | | | Intake | | Enrollments | | Intake | | Enrollments | | M | D | | M | D | M | D | M | D | M | D | | 2017/18 | A-B | C-D | E-F | G-H |  |  |  |  |  |  | | 2018/19 |  |  |  |  |  |  |  |  |  |  | | 2019/20 |  |  |  |  |  |  |  |  |  |  | | 2020/21 |  |  |  |  |  |  |  |  |  |  | | 2021/22 |  |  |  |  |  |  |  |  |  |  | | 2022/23 |  |  |  |  |  |  |  |  |  |  | | 2023/24 |  |  |  |  |  |  |  |  |  |  | |
| *Provide comment on enrollment projections.* |
|  |

## 5.0: Resources

*In the following sections the Proponents will address the planned utilization of* ***existing*** *and* ***new*** *resources in support of the proposed program. Specifically the proponents are to address the human (faculty and staff), physical (office, teaching and research space), financial, library, technology (ITS and CPI), Co-op and experiential learning, etc., resources required.*

*Where new or additional resources are required to deliver the proposed program, the Proponents will document the results of consultation with the appropriate University office/unit, (e.g. the relevant Dean(s), Library, ITS, etc.) in the appropriate section(s) below, including any institutional commitments to provide these new resources.*

*5.1: Resources for All Programs (IQAP 3.5.9)*

|  |
| --- |
| *5.1.1: Existing Resources* *In the context of the proposed program indicate the planned utilization of any existing human, physical, fiscal and all other existing resources in the delivery of the program.* |
|  |
| *5.1.2: Faculty Complement* *Provide evidence of the participation of a sufficient number of faculty/instructors who are competent to teach and/or supervise in the program. When describing the faculty complement include the contributions of full time faculty, sessional instructors, adjunct appointments, professional/clinicians, etc. to the proposed program. Requests for any new faculty positions and the general area of expertise required for the program should be clearly identified along with the rationale for the positions reported.* |
| *Tables 5.1, 5.2 and 5.3 providing data on the existing faculty resources to be utilized in support of the proposed program.* ***The CVs of all faculty/instructors contributing to the program will be included as Appendix E.*** |
| 1. *Instructor Qualifications and Teaching Assignments within the Unit*   *Complete Table 5.1. Comment on the instructor qualifications and teaching assignments.* |
|  |
| 1. *Contributions by Instructors to Other Units*   *Complete Table 5.2. Comment on the contribution of instructors in the program(s) to other units.* |
|  |
| 1. *Contributions by Instructors from Other Units*   *Complete Table 5.3. Comment on the contribution of instructors from other units to the program.* |
|  |
| 1. *Document the role of adjunct and part-time faculty in the delivery of the program.* |
|  |
| 1. *Clearly identify and provide the rationale for any new faculty positions required to deliver the program. Include the results of consultation with the relevant Dean(s).* |
|  |

| Table 5.1: Instructor Qualifications and Teaching Assignments Within the Program (Current + past four years) | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Demographics** | | | | | | **Courses** | | **Supervisions** | | | | | | | **Comments** |
| **Instructor Name** | **Area of Expertise** | **Academic Year** | **Terminal Degree** | **Rank\*** | **Tenure of Tenure Stream** | **Start Date** | **Undergraduate** | **Graduate** | **Core or Participating** | **Undergraduate Thesis** | **Major Research Paper** | **Gradate Thesis (Masters)** | **Graduate Thesis – Doctoral** | **Grad Committee Membership** | **Post-Doctoral Fellows** |  |
| Smith | Nuclear imaging | 16/17 | PhD | AC | T | 2000 | 1.0 | 1.0 | C | 1 | 1 | 3 | 1 | 2 | 0 |  |
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| **Insert or remove rows as necessary** | | | | | | | | | | | | | | | | |

\*F = Professor, AC = Associate, AT = Assistant, EM = Emeritus, AD = Adjunct, IN = Instructor, etc.

|  | Table 5.2: Contributions by Instructors to Other Programs (Current + past four years) | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | **Year** | **Other Unit** | **Courses** | | **Supervisions** | | | | | | |  |
| **Instructor Name** | | **Area of Expertise** | **Academic year** | **Other Program** | **Undergraduate** | **Graduate** | **Core or Participating** | **Undergraduate Thesis** | **Major Research Paper** | **Graduate Thesis – Masters** | **Graduate Thesis – Doctoral** | **Grad Committee Member** | **Post-Doctoral Fellow** | **Comments** |
| Smith | |  | 16/17 | Political Sciences | 1.0 | 0.5 | C | 1 | 2 | 3 | 4 | 5 | 6 | Sabbatical |
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|  | **Insert or remove rows as necessary** | | | | | | | | | | | | | |

|  | Table 5.3: Contributions by Instructors from Other Program (Current + past four years) | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | **Year** | **Other Unit** | **Courses** | | **Supervisions** | | | | | | |  |
| **Instructor Name** | | **Area of Expertise** | **Academic year** | **Other Program** | **Undergraduate** | **Graduate** | **Core or Participating** | **Undergraduate Thesis** | **Major Research Paper** | **Graduate Thesis – Masters** | **Graduate Thesis – Doctoral** | **Grad Committee Member** | **Post-Doctoral Fellow** | **Comments** |
| Smith | |  | 16/17 | Political Sciences | 1.0 | 0.5 | C | 1 | 2 | 3 | 4 | 5 | 6 | Sabbatical |
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| *5.1.3: Staff Complement* *Indicate the availability of sufficient staff (technical and administrative) to support the proposed program, providing information on permanent staff that will have teaching responsibilities (Table 5.4) and all administrative staff (Table 5.5), directly associated with the program.*  *Requests for any new staff positions required for the program should be clearly identified and the rationale for the positions reported.* |
| | Table 5.4: Permanent Staff with Teaching Responsibilities Associated with the Program (Current + past four years) | | | | | | --- | --- | --- | --- | --- | | **Name** | **Academic Year** | **Start Date** | **Position** | **Contribution** | | Example | 11/12 | Nov/09 |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | Insert or remove rows as necessary | | | | | |
| | Table 5.5: All other Administrative Support Staff directly associated with the Program (Current + past four years) | | | | | | --- | --- | --- | --- | --- | | **Name** | **Academic Year** | **Start Date** | **Position** | **Comment** | | Example | 11/12 | Nov/09 |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | Insert or remove rows as necessary | | | | | |
| *Comment on the adequacy of the staff complement to support delivery of the proposed program.* |
|  |
| *Clearly identify and provide the rationale for any new staff positions required to support delivery of the program. Include the results of consultation with the relevant Dean(s).* |
|  |
| *5.1.4: Fiscal Resources* *With respect to financial resources, Proponents will provide a business plan for the proposed program for the first five (5) years of operation that includes the utilization of existing resources and clearly identifies required new resources. (Table 5.6)* |
|  |
| *5.1.5: Space* *Provide evidence that adequate physical space (office, teaching space, research, etc.) exists to accommodate participants (faculty, staff and students) in the program.*  *Identify and provide the rationale for any new space required for the program. Evidence that the Proponents have consulted with the University Committee on Space regarding the program’s space requirements must be included.* |
|  |
| *5.1.6: Support Services* *Provide evidence that there are adequate support services (library, information technology, CPI, Co-op, etc.) for both teaching and research, to sustain the quality of scholarship and research activity produced by graduates. Evidence for such support services will document consultation and include a report, from all appropriate units, detailing the impact of the proposed program on existing resources.*  *For each specific support service, identify and provide the rationale for any new resources required to support delivery of the program.* |
| *Library* |
| *Provide information about the library holdings, availability of and access to the library resources relevant to support the proposed program.* |
|  |
| *Clearly identify and provide the rationale for any new library resources required to support delivery of the program. Include evidence of consultation with the Library.* |
|  |
| *Information Technology Services (ITS)* |
| *Provide information regarding the hardware, software/internet, audio-visual, and other ITS resources relevant to support delivery of the proposed program.* |
|  |
| *Clearly identify and provide the rationale for any new ITS resources required to support delivery of the program. Include evidence of the consultation with ITS.* |
|  |
| *Co-op, Career and Experiential Education (CCEE)* |
| *Provide information regarding the CCEE resource implications for existing resources relevant to support delivery of the proposed program.* |
|  |
| *Clearly identify and provide the rationale for any new CCEE resources required to deliver the program. Include evidence of the consultation with CCEE.* |
|  |
| *Additional Resources* |
| *Provide information regarding additional resources relevant to support delivery of the proposed program.* |
|  |
| *Clearly identify and provide the rationale for any additional resources required to deliver the program. Include evidence of the consultation where appropriate.* |
|  |

5.2: Resources for Graduate Programs (IQAP 3.5.10)

|  |
| --- |
| *5.2.1: Faculty Expertise*  *Provide evidence that faculty have the current and relevant research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate. Reference may be made to Sections 5.1 and 6 which deal with the faculty complement and the intellectual contributions, respectively, of the faculty.* |
|  |
| *5.2.2: Financial Assistance (where appropriate)* *Provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.* |
|  |
| *5.2.3: Supervisory Loads* *Address how supervisory loads will be distributed across the faculty delivering the program.* |
|  |
| *5.2.4: Status of Faculty* *Address how the qualifications and appointment status of faculty, who will provide instruction and supervision, will be evaluated and monitored.* |
|  |

6.0: Quality and Other Indicators ***(IQAP 3.5.12)***

### 6.1: Quality of the Faculty

|  |
| --- |
| *Provide appropriate indicators (e.g., qualifications, research, innovation and scholarly record) that document evidence of the quality of the faculty. The expertise of the faculty will be documented through the completion and inclusion of: Table 6.1 - Intellectual Contributions; Table 6.2 - External Research Grants and Contracts; and, Table 6.3 - Internal Research Grants and Contracts.* |
| *Comment on how the expertise and quality of faculty, as judged by the intellectual contributions and research grants and contracts received, contribute to the success of the proposed program.* |
|  |

| Table 6.1: Intellectual Contributions (Past Eight Years) | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Faculty Name** | **A. Publication of books and monographs** | **B. Contributions to edited books** | **C. Papers in peer refereed journals** | **D. Peer reviewed abstracts** | **E. Papers delivered at conferences and professional meetings** | **F. Contributions to panels, workshops, and clinics** | **G. Invited Presentations** | **H. Consulting (government, related professionals and agencies)** | **I. Preparation of instructional, clinical, curriculum or policy materials for such agencies** | **J. Editorial and refereeing duties** | **K. Creation, performance, direction, programming, design and staging of creative works for the public** | **L. Curation of juried exhibitions** | **M. Festivals and competitions adjudicated, master classes offered** | **N. Professional residencies** | **O. Development of software, hardware or equipment** | **P. Scholarly contributions to pedagogy** | **Q. Other scholarly contributions to agencies, communities, governments or organizations** | **R. Other publications (non-refereed) with significant public impact** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Insert or remove rows as necessary** | | | | | | | | | | | | | | | | | | |

| Table 6.2: Research Grants and Contracts – External Sources (past eight years) | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Year** | **CFI** | | **CIHR** | | **NSERC** | | **SSHRC** | | **Other Major Granting Agencies** | | **Other Grants & Contracts** | | **Year Total** | **Individual Total** |
|  | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** |  |  |
| Sam | 10/11 | 2 | 376 | 1.00 | 63 | 0 | 0 | 3 | 896 | 5 | 1,228 | 12 | 1,440 | 4,003 |  |
| Sam | 11/12 | 1 | 500 | 1.00 | 400 | 0 | 0 | 2 | 500 | 6 | 1,000 | 3 | 1,200 | 3,600 | 7,603 |
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| **Insert or remove rows as necessary** | | | | | | | | | | | | | | | |

| Table 6.3: Research Grants and Contracts – Internal Sources (past eight years) | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Instructor Name** | **Year** | **BUAF** | | **CIHR Internal** | | **SSRC Internal** | | **Dean/Faculty** | | **Department** | | **Other** | | **Year Total** | **Individual Total** |
|  | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** | **#** | **Amount** |  |  |
| Sam | 10/11 | 2 | 376 | 1 | 63 | 0 | 0 | 3 | 896 | 5 | 1,228 | 12 | 1,440 | 4,003 |  |
| Sam | 11/12 | 1 | 500 | 1 | 400 | 0 | 0 | 2 | 500 | 6 | 1,000 | 3 | 1,200 | 3,600 | 7,603 |
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### 6.2: Faculty Expertise Linked to the Program Structure

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| *With reference to the program structure outlined in Section 3 explain how the faculty expertise will contribute to ensuring the intellectual quality of the student experience.* |
|  |

7.0: Student Demand (IQAP 3.5.7)

|  |
| --- |
| *Provide evidence of the existence of a population of potential students to whom this program would be of interest by providing data documenting the demand for the new degree/program on the part of potential students including:* |
| 1. *The origin of the student demand (local, regional, domestic and/or international);* |
|  |
| 1. *Evidence of basis for the projected five (5) year enrollment presented in Section 4.3;* |
|  |
| 1. *Expected duration for the student demand;* |
|  |
| 1. *Evidence of the level of professional interest, if applicable and,* |
|  |
| 1. *For new graduate programs only, a list of the undergraduate or master’s programs from which students may be drawn.* |
|  |
| ***NOTE: The Ministry of Advanced Education and Skills Development will consider enrollment in competing and comparable programs at other institutions when evaluating potential demand for the proposed program.*** |

8.0: Societal Need (IQAP 3.5.8)

|  |
| --- |
| *Provide evidence of a societal need for students who have successfully completed the proposed program. Proponents will describe the demand for graduates of the proposed degree/major on the part of society by addressing the following:* |
| 1. *Various dimensions of societal need for graduates (socio-cultural, economic, scientific, technological, etc.), with examples of career paths for graduates;* |
|  |
| 1. *Geographic scope of the societal need for graduates (local, regional provincial, national, international); and,* |
|  |
| 1. *Duration of the societal need;* |
|  |
|  |
| *Evidence in support of the above may include:* |
| 1. *The probable availability of positions upon graduation (e.g., include external letters of support from potential employers or governmental agencies). Describe and document career opportunities including non-academic positions for graduate degrees;* |
|  |
| 1. *In the case of professional programs, an assessment of the congruence of the proposed program with the regulatory requirements of the profession;* |
|  |
| 1. *Employment rates for graduates of existing and related programs; and* |
|  |
| 1. *Employment outlook based on federal, provincial or sector reports, where available.* |
|  |
| ***NOTE: The Ministry of Advanced Education and Skills Development may consider other sources of information related to societal and labour market need in evaluating the potential societal need for the proposed program.*** |

9.0: Qualification for Public Funding (IQAP 3.5.13)

In providing the information in this section, proponents will consider:

|  |
| --- |
| 1. *Differences between the proposed program and existing comparator programs, including innovative and distinguishing aspects of the proposed program;* |
|  |
| 1. *Comments from other institutions regarding the proposed new program. Note: MAESD will seek input from other institutions regarding any new program proposals;* |
|  |
| 1. *Comments regarding health-related programs from the Ministry of Health and Long Term Care, if applicable;* |
|  |
| 1. *Comments from other relevant stakeholders, as required; and* |
|  |
| 1. *Comment on the impact of any proposed experiential learning components within the proposed program on experiential learning programs at other institutions, if applicable.* |
|  |

## 10.0: Information Required by the Ministry for the Approval of New Programs

*In addition to the above information required in the IQAP to satisfy the requirements of the Quality Assurance Framework, for the purposes of funding (i.e. grant allocation) for new programs the Ministry of Advanced Education and Skills Development (MAESD) requires that institutions specifically address the following in their request for program approval.*

|  |
| --- |
| *Describe how the proposed program is consistent with an area of strength and/or area of growth identified in the* [*Strategic Mandate Agreement*](https://brocku.ca/webfm_send/32300) *(SMA). If not aligned, describe how the program is consistent with the mission, aims, objectives and existing strengths of Brock.* |
|  |
| *Explain how the proposed program fits with Brock’s current program offerings and the University’s capacity to deliver the proposed program.* |
|  |
| *Provide at least two (2) examples of both institutional and sector comparator programs (including program name, university, and most recent tuition fee exclusive of additional fees) used to set the proposed tuition fee.*  *Comparators may be similar credentials, similar programs or programs with similar cost structures. The Ministry prefers tuition comparators in Ontario, and then in Canada, if Ontario comparators are not available. If no comparators are available for tuition fee setting, please provide the rationale.*  *Justify the reasoning for the proposed tuition; if higher than comparators, describe how the impact on accessibility will be mitigated.* |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Program Comparators - Institution** | | | | | | | | | Program Name | Tuition fee for the program’s full academic year, as defined by the institution | Academic year | Tuition fees: how it is charged (per year/ session/course /credit) | Number of semesters covered by tuition noted in column 2 | Number of units of study covered by tuition noted in column 2 | Number of semesters for program completion | Number of units of study for program completion | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Program Comparators - Sector (only the program, institution names, and tuition fees are mandatory)** | | | | | | | | | | Program Name | Institution Name | Tuition fee for the program’s full academic year, as defined by the institution | Tuition fees: how it is charged (per year/ session/course /credit)– if known. | Tuition year | Number of semesters covered by tuition noted in column 1 | Number of units of study covered by tuition noted in column 1 | Number of semesters for program completion | Number of units of study for program completion | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |
| *Commentary:* |
| *List comparator programs both at Brock and other Ontario institutions, with particular reference to universities in the region; document how any duplicative similarities with existing programs at the University and other post-secondary institutions are justified; document that the program has consulted with other regional universities regarding the establishment of a similar program where the existing program is a recognized area of differentiation or leadership for the institution or where the proposed program requires substantial new investment in faculty, infrastructure, or experiential/entrepreneurial learning outside the regular learning environment.* |
|  |
| *Comment on any differences between the proposed program and comparators (number of credits/courses, structure, etc.).* |
|  |

## Table 2.3: Master’s/Doctoral Degree, Curriculum Map

Appendix A – Course level Learning Outcomes

NOTE: Insert and complete copies of the following table for each course in the program.

**Table A.1: Course Level Learning Outcomes**

Course:

Course Calendar Description:

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Outcome**  *A student will be able to:* | **Learning Activity/Experience**  *A student will learn this by:* | **Assessment**  *Achievement of this outcome will be demonstrated by:* | **Strategy for Improvement** |
|  |  |  |  |
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| Insert or remove rows as needed | | | |