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| ***(DELETE THIS BLUE BOX PRIOR TO SUBMISSION)***  *This template is to be used to create the Self-Study for an Academic Program Review and must be completed by the academic unit responsible for the program(s) being reviewed. In writing the Self-Study please avoid making references to individuals and instead focus on the how the unit as a whole delivers the program(s).*  *For complete information related to the academic review process please refer to the* [*Brock IQAP*](https://brocku.ca/webfm_send/40957)*. The evaluation criteria by which the program will be assessed by the reviewers can be found in IQAP Section 2.5.*  *The Self Study 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.* |

Self Study for the

Cyclical Academic Review

Of Programs Offered within the

[Department/Centre/Faculty]

Contact Information

|  |  |  |  |
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Program Fact Sheet

Insert the One Page Fact Sheet provided by Institutional Analysis here.

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APPENDICES

The following Appendices are to be included in a separate document/file. Additional Appendices, as needed, may be added by the Unit.

APPENDIX A –Course Level Learning Outcomes

APPENDIX B - Course Outlines

APPENDIX C – Program(s) Calendar Entry

APPENDIX D – 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

APPENDIX E – Program Governance & Unit Rules and Regulations

APPENDIX F - Surveys of Current Students

APPENDIX G - Surveys of Recent Alumni

APPENDIX H – External Surveys Relevant to the Program(s) (If applicable)

APPENDIX I - Previous Review Results (Four Year Report)

Additional Appendices as required

## 1.0: Unit Background

|  |
| --- |
| *1.1: Introduction and Background* *Introduce the unit and the program(s) being reviewed;*  *Describe any unique features or highlights of the program(s) that will serve to frame the contents of the Self-Study for the reviewers;*  *Include an overview of the Unit’s program(s) in terms of their vision and over-all objectives.* |
|  |
| *1.2: Consistency with the University’s Mission and Academic Plan (IQAP 2.5.1)*  *Provide the vision and mission statements for the program(s).*  *Demonstrate consistency of the program(s) with the institution’s mission and academic plans. It is intended that the Unit will make reference to the Brock University Institutional Strategic Plan 2018-2025, as well as Faculty or Unit Strategic Plans, if available.* |
|  |
| *1.3: Evolution of the Program(s)*  *Describe the evolution of the program(s) including a narrative of the significant milestones and developments that have shaped the program(s) and how the objectives of the program(s) were established and evolved to their present form.* |
|  |
| *1.4: Self-Study Process*  *Describe the process by which the Self-Study was developed, who held responsibility and the role of faculty, staff and students in the development.* |
|  |

## 2.0 Previous Review

|  |
| --- |
| *Provide a summary of the previous review of the Unit’s program(s) including an analysis of the impact of the implementation of the reviewers’ recommendations on the program(s). [IQAP 2.5.7].*  *A copy of the Four Year Report from the previous review is to be included in Appendix I.* |
|  |

## 3.0: Degree Level Expectations and Learning Outcomes (IQAP 2.5.1)

*This section provides information on the degree level expectations (DLEs) and learning outcomes for the Unit’s program(s).*

*Brock DLEs and Faculty DLEs (where available) are included in Table 3.1. Both the overall program and the individual courses are assessed against these DLEs in terms of learning outcomes. The curricular content, admission requirements, modes 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.*

*The link between DLEs, program level learning outcomes and course level learning outcomes is established through the development of a curriculum map through the synthesis of:*

1. *Course level learning outcomes, recorded in Table A.1, which are used to define the program level learning outcomes recorded in Table 3.1;*
2. *Learning activities/experiences together with assessment methods across the program for each program level learning outcome are reported in Table 3.2;*
3. *Table 3.3 provides a curriculum map for the program(s).*

*Proponents are advised that a curriculum map that links articulated program learning outcomes with the methods of assessment and the degree of implementation for each course in the program shall be included in the Self-Study (Table 3.3). As part of this process, the Unit must document and demonstrate the methods by which the performance level of students, based on the learning outcomes, are assessed by the program.*

*Under the following headings, 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 2.5.1]. This will include an explanation of the ways in which the program assesses the extent to which students have achieved those outcomes.*

|  |
| --- |
| *3.1: Course Learning Outcomes (IQAP 2.5.1)*  *Course learning outcomes, which support the program learning outcomes, are reported in copies of Table A.1 for each course in the 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 3.1 in the next section.* |
|  |
| *3.2: Program Learning Outcomes (IQAP 2.5.1)*  *Table 3.1 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 undergraduate or graduate DLEs, as appropriate.* |
|  |
| *3.3 Assessment of Learning and Improvement of the Program (IQAP 2.5.4)*  *With reference to Table 3.1 and 3.2, indicate how the program’s learning outcomes are assessed and how the assessment methods address achievement of the program learning outcomes and DLEs.*  *Document how the level of performance of students is consistent with the University’s statement of its DLEs.*  *Include a numbered list of all assessment methods employed in the program(s).* |
|  |
| *3.4 Program Curriculum Map* *Table 3.3 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. A curriculum map is required for each program (undergraduate and graduate) being reviewed.* |
|  |
| *Directions for including the Curriculum Map:*   1. *Download the curriculum map file (Table 3.3 – Curriculum Map) available here.* 2. *Follow the instructions on the first tab in the file and complete the table for each program being reviewed.* 3. *Once completed, save and print the file as a PDF document.* 4. *Insert the PDF file as the final pages in the Self-Study.* |
| *3.5 Additional Learning Outcomes Support* *Where applicable, in this section, the Unit will discuss the NSSE Senior year results and/or CGPSS results, is they relate to addressing achievement and assessment of the program learning outcomes. Survey results, if available, to be included in Appendix H.* *3.5.1: National Survey of Student Engagement (NSSE)* *Provide analysis and comment on NSSE results, if available.* |
|  |
| *3.5.2: Canadian Graduate and Professional Student Survey Results (CGPSS)* *Provide analysis and comment on CGPSS results, if available.* |
|  |
| *3.5.3: Other Relevant Data* *Any other relevant data related to learning outcomes or DLEs may be reported here.* |
|  |

| Table 3.1a: Honours Bachelor’s Degree – Mapping Program Outcomes to the Degree Level Expectations | | |
| --- | --- | --- |
| Program: | | |
| **Brock University UDLEs**  *A graduate of Brock University will be able to demonstrate:* | **Faculty specific UDLEs**  *A graduate of the Faculty of ?? will be able to demonstrate:* | **Program Outcomes aligned with UDLEs**  *At the end of this program, the successful student will be able to demonstrate:* |
| 1. Depth and Breadth of Knowledge   1. developed knowledge and critical understanding of key concepts 2. developed understanding of many major fields 3. developed ability to gather and interpret information and compare merits of alternate views 4. detailed knowledge and experience in an area of the discipline 5. developed critical thinking and analytical skills 6. apply learning from outside discipline | INSERT FACULTY LEVEL DEGREE LEVEL EXPECTATIONS IN THIS COLUMN | INSERT PROGRAM LEVEL LEARNING OUTCOMES  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  … |
| 2. Knowledge of Methodologies  Apply methods of inquiry to:   1. evaluate different approaches 2. use these methods to devise and sustain arguments or solve problems 3. comment on current research or advanced scholarship |  | 2a  2b  … |
| 3. Application of Knowledge  Review, present and critically evaluate information in order to:   1. develop lines of argument 2. make sound judgments 3. apply underlying concepts, principles 4. use this knowledge in the creative process   Use techniques to:   1. critically evaluate 2. propose solutions 3. frame appropriate questions 4. solve a problem or create new work 5. make critical use of scholarly sources |  | 3a  3b  … |
| 4. Communication skills  Communicate information, arguments and analyses accurately and reliably, orally and in writing to a range of audiences. |  | 4a  4b  … |
| 5. Awareness of Limits of Knowledge  Understand limits to own knowledge, appreciate uncertainty, and how this might influence their analyses and interpretations. |  | 5a  5b  … |
| 6. Autonomy and Professional Capacity  Qualities and transferrable skills for further use:   1. exercise of initiative, personal responsibility and accountability 2. working effectively with others 3. decision-making in complex contexts 4. ability to manage learning within and outside discipline 5. behaviour consistent with academic integrity and social responsibility. |  | 6a  6b  … |
| 7. Other  Include any program outcomes that may not be covered by the 6 DLES listed above |  | 7a  7b  … |

| Table 3.1b: Master’s Degree – Mapping Program Outcomes to Degree Level 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  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  … |

| Table 3.1c: Doctoral Degree – Mapping Program Outcomes to Degree Level 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  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  … |
| 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, practices, ideas, theories, 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  … |

| Table 3.2a: Honours Bachelor Degree, - Mapping Program Learning Outcomes to Modes of Delivery and Methods of Assessment | | | |
| --- | --- | --- | --- |
| Program: | | | |
| **Brock University UDLEs**  *A graduate of Brock University will be able to demonstrate:* | **Program UDLEs/Learning Outcomes**  *At the end of this program, the successful student will:* | **Modes of Delivery** | **Assessment of Method**  *Students can demonstrate their knowledge/are assessed through the following methods:* |
| 1. Depth and Breadth of Knowledge   1. developed knowledge and critical understanding of key concepts 2. developed understanding of many major fields 3. developed ability to gather and interpret information 4. detailed knowledge and experience in an area of the discipline 5. developed critical thinking and analytical skills 6. apply learning from outside discipline | INSERT PROGRAM LEVEL LEARNING OUTCOMES IDENTIFIED IN TABLE 3.1  1a  1b  … | INSERT THE VARIOUS MODES OF DELIVERY, IDENTIFIED IN THE COURSE OUTLINES, WHERE THE SPECIFIC PROGRAM LEARNING OUTCOME IS ADDRESSED,  Examples include:   * Lectures * Laboratories * Seminars * Tutorial * Assignments * Projects | INSERT THE METHODS OF ASSESSMENT, IDENTIFED IN THE COURSE OUTLINES, USED TO TEST ATTAINMENT OF THE PROGRAM LEARNING OUTCOME  Examples include:  1. Test or Quiz  2. Mid-Term  3. Exam  4. Seminar Participation  5. Research Essays  6. Document Studies  7. Book Reviews |
| 2. Knowledge of Methodologies  Apply methods of inquiry to:   1. evaluate different approaches 2. use these methods to devise and sustain arguments or solve problems 3. comment on current research or advanced scholarship | 2a  2b  … |  |  |
| **3.** Application of Knowledge  Review, present and interpret information in order to:   1. develop lines of argument 2. make sound judgements 3. apply underlying concepts, principles 4. use the knowledge in the creative process   Use techniques to:   1. critically evaluate 2. propose solutions 3. frame appropriate questions 4. solve a problem or create new work 5. make critical use of scholarly sources | 3a  3b  … |  |  |
| 4. Communication skills  Communicate accurately and reliably, orally and in writing to a range of audiences. | 4a  4b  … |  |  |
| 5. Awareness of Limits of Knowledge  Understand limits to own knowledge and how this might influence their analyses and interpretations. | 5a  5b  … |  |  |
| 6. Autonomy and Professional Capacity  Qualities and transferrable skills for further use:   1. exercise of initiative, personal responsibility and accountability 2. working effectively with others 3. decision-making in complex contexts 4. ability to manage learning within and outside discipline 5. behaviour consistent with academic integrity and social responsibility | 6a  6b  … |  |  |
| 7. Other  Include any program outcomes that may not be covered by the 6 DLES listed above |  |  |  |

| Table 3.2b: Master’s Degree – Mapping Program Learning 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 3.1  1a  1b  … | INSERT THE VARIOUS MODES OF DELIVERY, IDENTIFIED IN THE COURSE OUTLINES, WHERE THE SPECIFIC PROGRAM LEARNING OUTCOME IS ADDRESSED,  Examples include:   * Lectures * Laboratories * Seminars * Tutorial * Assignments * Projects | INSERT THE METHODS OF ASSESSMENT, IDENTIFED IN THE COURSE OUTLINES, USED TO TEST ATTAINMENT OF THE PROGRAM LEARNING OUTCOME  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  … |  |  |

| Table 3.2c: 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 3.1  1a  1b  … | INSERT THE VARIOUS MODES OF DELIVERY, IDENTIFIED IN THE COURSE OUTLINES, WHERE THE SPECIFIC PROGRAM LEARNING OUTCOME IS ADDRESSED,  Examples include:   * Lectures * Laboratories * Seminars * Tutorial * Assignments * Projects | INSERT THE METHODS OF ASSESSMENT, IDENTIFED IN THE COURSE OUTLINES, USED TO TEST ATTAINMENT OF THE PROGRAM LEARNING OUTCOME  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  … |  |  |
| 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 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  … |  |  |

## 4.0: Program Structure, Curriculum and Delivery Modes (IQAP 2.5.3, 2.5.6)

*Information in this section can be pulled from the current calendar entry provided by Institutional Analysis. The complete calendar entry, including the course descriptions will be included in Appendix C.*

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| --- |
| *4.1: Program Goals (IQAP 2.5.1)* *Provide an overarching statement on the Unit’s goals for the program(s) it delivers.* |
|  |
| *4.2: Program Options* *Provide data that presents the various program options available for degree completion along with analysis and comment under the following headings:* |
| 1. *Undergraduate*  *Provide information on majors, streams, minors, etc. as applicable.* |
|  |
| 1. *Graduate*   *Provide information on approved fields.* |
|  |
| *4.3: Program Structure* *Provide the structure for each program being reviewed, as outlined in the current academic calendar.* |
| *e.g.: Honours program*  *Year 1: - ERSC 1F01, BIOL 1F90, CHEM 19F91, MATH 1P97 and 1P98*  *Year 2: -*  *Year 3: -*  *Year 4: -*  *etc.* |
| *4.4: Program Curriculum* *a) Calendar Outline*  *Using the current calendar information, complete Table 4.1 below.* |

| Table 4.1: Summary of course information for Program in [insert program name]. | | | |
| --- | --- | --- | --- |
| **Course No.** | **Course Name** | **Contact hrs/wk** | **Delivery Mode** |
| ERSC 1P01 | Planet Earth I | 5 | Lec/Lab/Field Trip |
| ERSC 1P02 | Planet Earth II | 5 | Lec/Lab/Field Trip |
|  |  |  |  |
| **Insert additional rows as needed** | |  |  |

|  |
| --- |
| 1. *Current State of the Discipline*   *Explain how the program curriculum reflects the current state of the discipline or area of study [IQAP 2.5.3]. Describe any significant innovation or creativity in the content and/or delivery of the program. [IQAP 2.5.3]* |
|  |
| 1. *Collaborative Arrangements*   *Document and describe any collaborative arrangements within and external to Brock University, such as co-ops, practica, internships, international exchanges, study abroad, community outreach and involvement, and/or partnerships that support the program.* |
|  |
| *4.5: Course Offerings* *Institutional Analysis will provide data related to course offerings, registrations, and class size which are reported in the tables below. Comment on the frequency with which courses have been offered over the past 8 years, under the following headings:* |
| 1. *Courses Offered by Unit* |
| *Undergraduate Courses* |
| Table 4.2a: Undergraduate Course Registrations by Level (previous eight years)  Insert 4.2a provided by Institutional Analysis |
| Table 4.2b: Undergraduate Course FCE (Full Course Equivalent) Enrolment by Level (previous eight years)  Insert 4.2b provided by Institutional Analysis |
| Table 4.2c: Undergraduate FCE Course Sections by Level (previous eight years)  Insert 4.2c provided by Institutional Analysis |
| *For Table 4.2d: Undergraduate Course Offerings and Registrations (past eight years) please see the end of this section.* |
| *Comment on the data presented in Table 4.2:* |
|  |
| *Graduate Courses* |
| Table 4.3a: Graduate Course Registrations by Level (previous eight years)  Insert 4.3a provided by Institutional Analysis |
| Table 4.3b: Graduate Full-Course Equivalent (FCE) Enrolment by Level (previous eight years)  Insert 4.3b provided by Institutional Analysis |
| Table 4.3c: Graduate Full-Course Equivalent (FCE) Sections Offered by Level (previous eight years)  Insert 4.3c provided by Institutional Analysis |
| *For Table 4.3d: Graduate Course Offerings and Registrations (past eight years) please see the end of this section.* |
| *Comment on the data presented in Table 4.3:* |
|  |
| *Provide evidence that there are sufficient graduate courses for a student to meet degree requirements [IQAP 2.5.8].* |
|  |
| 1. *Additional Courses Offered by Other Units*   *Document and describe courses offered by other units which contribute to achievement of the program learning outcomes.* |
|  |
| *4.6: Modes of Delivery* *Identify the modes of delivery utilized in the program(s). Provide comment and analysis.* |
|  |
| 1. *Degree of Interactivity*   *Describe how the modes of delivery support interactive learning and promote student engagement.* |
|  |
| 1. *Class Size*   *Describe any modifications or accommodations made to support learning outcomes relative to class size.* |
|  |
| 1. *Appropriateness and Effectiveness*   *Describe the appropriateness and effectiveness of the modes of delivery and how they support the achievement of learning outcomes in the program [IQAP 2.5.3].* |
|  |

Table 4.2d: Undergraduate Course Offerings and Registrations by Level (previous eight years)

Insert 4.2d provided by Institutional Analysis

Table 4.3d: Graduate Course Registrations (previous eight years)

Insert 4.3d provided by Institutional Analysis

## 5.0: Faculty and Staff Resources

*This section will provide an account of faculty and staffing resources in place since the last review. Provide analysis and comment with regards to the impact of the quantity and quality of faculty and staffing resources on the delivery of the program [IQAP 2.5.5] and [IQAP 2.5.6]. Only those tables which are applicable to the Unit/Program should be completed.* ***The CVs of all faculty/instructors contributing to the program will be included as Appendix E.*** *The Unit will supply information under the following headings:*

|  |
| --- |
| *5.1: Full and Part-Time Faculty*  *In completing Tables 5.1, 5.2 and 5.4, faculty are listed as being either core or participating. Core faculty are defined as those faculty members who are expected to be involved in thesis supervision. Participating faculty are defined as those faculty who may be involved in a graduate program through teaching courses and/or serving on thesis committees.* |
| 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. *Intellectual Contributions*   *Complete Table 5.3. Comment on how the expertise and quality of the faculty as judged by their intellectual contributions contribute to the success of the program(s).* |
|  |
| 1. *Role of Adjunct and Part-Time Faculty*   *Document the role of adjunct and part-time faculty in the delivery of the program. What is the percentage of classes taught by adjunct or part-time faculty?* |
|  |
| *5.2: Faculty Directly Involved with the Program from Other Units* *Complete Table 5.4. Comment on the contributions by instructors from other Units to the program(s) being reviewed.* |
|  |

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| 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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| **Inset 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** | | | | | | | **Comments** |
| **Instructor Name** | **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** |  |
| Smith | 16/17 | Political Sciences | 1.0 | 0.5 | C | 1 | 2 | 3 | 4 | 5 | 6 | Sabbatical |
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| Table 5.3: 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 5.4: Contributions by Instructors from Other Programs (Current + past four years) | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year** | **Other Unit** | **Courses** | | **Supervisions** | | | | | | |  |
| **Instructor Name** | **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** | | | | | | | | | | | | |

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| *5.3: Permanent Staff with Teaching Responsibilities Associated with the Program* *Complete Table 5.5. Comment on the contribution of permanent staff in the delivery of the program(s) (if applicable).* |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 5.5: Permanent Staff with Teaching Responsibilities Associated with the Program (Current + past four years). Indicate in first row if not applicable. | | | | |
| **Name** | **Academic Year** | **Start Date** | **Position** | **Contribution** |
| Jane Doe | 11/12 | Nov/09 | Senior Demonstrator | Year 1 lab instruction |
|  |  |  |  |  |
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| *5.4: All other Administrative Support Staff directly Associated with the Program* *Complete Table 5.6. Comment on the adequacy of the staff complement to support delivery of the program.* |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 5.6: All other Administrative Support Staff directly Associated with the Program (Current + past four years) | | | | |
| **Name** | **Academic Year** | **Start Date** | **Position** | **Comment** |
| John Smith | 11/12 | Nov/09 | Cartographer | Support faculty research |
|  |  |  |  |  |
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| **Insert or remove rows as necessary** | | | | |

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| *5.5: Research Grants* *Complete Tables 5.7 and 5.8. Comment on how the expertise and quality of the faculty, as judged by research grants and contracts received, contribute to the success of the program(s).* |
|  |

| Table 5.7: 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 5.8: 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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| **Insert or remove rows as necessary** | | | | | | | | | | | | | | | |

Table 5.9: Financial Support for Full-Time Graduate Students – [INSERT PROGRAM NAME]

**INSERT TABLE 5.9, provided by Institutional Analysis here.**

|  |
| --- |
| *5.6: Faculty Awards and Distinctions* *Provide evidence of faculty quality and prominence in the form of honours, awards and recognition received/awarded over the past eight years. [IQAP 2.5.8 a].* |
|  |
| *5.7: Financial Support for Graduate Students* *With reference to Table 5.9 provide analysis and comment on the adequacy of funding support for graduate students.* |
|  |

## 6.0: Budget, Space and Other Resources (IQAP 2.5.5)

|  |
| --- |
| *6.1: Operating Budget (IQAP 2.5.2)* *Insert the Units Operating budget Table 6.1, provided by Institutional Analysis, on the next page.*  *Provide analysis and comment on how the operating budget supports the academic program(s).Insert Operating Budget* |
|  |
| *6.2: Space and Equipment* *Provide an account of the existing space and equipment which supports the program(s). Report on any anticipated upgrade, renovations or additions.* |
|  |
| *6.3: Other Academic Resources* *Describe and evaluate any other related resources that contribute to the academic quality of the program(s).* |
|  |

Table 6.1 – Operating Budget

Insert Table 6.1: from Institutional Analysis

## 7.0: Technological Resources and Support (IQAP 2.5.5)

|  |
| --- |
| *7.1: ITS Report* *Insert the provided report and comment on the utilization of ITS resources in support of the program(s).* |
|  |
| *7.2: Centre for Pedagogical Innovation (CPI) (Educational Technology Report)* *Insert the provided report and comment on the utilization of educational technology in support of the program(s).* |
|  |

## 8.0: Library Resources

|  |
| --- |
| *Insert the provided report and comment on the utilization of Library resources in support of the program(s).* |
|  |

## 9.0: Comparators (IQAP 2.10)

|  |
| --- |
| *With respect to the program(s) being reviewed identify comparator programs offered at institutions both within and outside Ontario (if appropriate).*  *Explain the choice of comparators, describe and explain similarities to, and differences from these programs, Include information on the structure, content, and focus of the comparator program.* |
| *9.1: Undergraduate Comparators* |
|  |
| *9.2: Graduate Comparators* *Include information on the unique focus or attributes of the program(s) under review.* |
|  |

## 10.0: Admissions (IQAP 2.5.6b)

|  |
| --- |
| *10.1: Admission Requirements and Qualifications of Incoming Students*  *The unit will report the program(s) admission requirements, along with comment and analysis for:* |
| 1. *Undergraduate Program(s)* |
|  |
| 1. *Graduate Program(s)* |
|  |
| *10.2: Admission Targets and Numbers of Students Registered* |
| 1. *Undergraduate Admission Targets and Registrations*   *Provide analysis and comment on the undergraduate admission data in Table 10.1 below.* |
|  |
| Table 10.1: Undergraduate Admission Targets and Registrations (previous eight years)  Insert Table 10.1 provided by Institutional Analysis |
| 1. *Graduate Admission Targets, Application Numbers, Acceptances and Registrations*   *Provide analysis and comment on the graduate admission statistics data in Table 10.2 below.* |
|  |
| Table 10.2: Graduate Admission Statistics (previous eight years)  Insert Table 10.2 provided by Institutional Analysis |
| 1. *Distribution of Admission Averages*   *With reference to Tables 10.3 and 10.4 below, provide analysis and comment on the undergraduate and graduate program(s) admission averages, respectively.* |
| * 1. *Undergraduate* |
|  |
| Table 10.3: Undergraduate Admission Averages (previous eight years)  Insert Table 10.3 provided by Institutional Analysis |
| * 1. *Graduate* |
|  |
| Table 10.4: Graduate Admission Averages (previous eight years)  Insert Table 10.4 provided by Institutional Analysis |
| *10.3: Admission Patterns* |
| 1. *Undergraduate Applications: 101s vs 105s*   *Provide analysis and comment on the program(s) admission patterns data in Table 10.5 below.* |
|  |
| Table 10.5: Undergraduate Admission Patterns (previous eight years)  Insert Table 10.5 provided by Institutional Analysis |
| 1. *Graduate Admissions*   *Provide analysis and comment on the program(s) admission patterns data reported in Section 10.2 above.* |
|  |
| 1. *Other Relevant Information*   *Provide additional information on transfer students, and/or other categories relevant to the program, with analysis and comment.* |
|  |

## 11.0: Enrolments (IQAP 2.5.6 b)

|  |
| --- |
| *Using the data tables provided by Institutional Analysis, provide analysis and comment of past, present and future enrolments in the program(s).* |
|  |
| *11.1 Undergraduate: Number of Majors (by program)* |
| Table 11.1: Undergraduate Headcount by Major (past eight years)  Insert Table 11.1 provided by Institutional Analysis |
| *11.2: Undergraduate: Full-time Equivalent Enrollment (by Session)* |
| Table 11.2: Undergraduate Full Time Equivalent Students Taught (past eight years)  Insert Table 11.2 provided by Institutional Analysis |
| *11.3: Graduate Program Enrolments and Projections* |
| Table 11.3: Graduate Student Headcount (past eight years)  Insert Table 11.3 provided by Institutional Analysis |

## 12.0: Retention, Graduation and Times to Completion

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| --- |
| *12.1: Undergraduate Retention and Graduation Rates (10 year cohort analysis)*  *Provide analysis and comment on the retention and graduation data reported in Tables 12.1 below.* |
|  |
| Table 12.1: Undergraduate Retention and Graduation Report  Insert Table 12.1 provided by Institutional Analysis |
| *12.2: Graduate Flow-through and Times to Completion*  *Provide analysis and comment on the flow through and times to completion data for the graduate program(s) reported in Tables 12.2 and 12.3 below, as applicable.* |
|  |
| 1. *Masters Students* |
| Table 12.2a: Master’s Students Flow Through and Times to Completion  Insert Table 12.2a provided by Institutional Analysis |
| 1. *Doctoral Students* |
| Table 12.2b: Doctoral Students Flow Through and Times to Completion  Insert Table 12.2b provided by Institutional Analysis |

## 13.0: Student Success

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| --- |
| *13.1: Scholarly Success (IQAP 2.5.8)* *Provide data on scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills.* |
|  |
| *13.2: Pathways to Success after Graduation* |
| 1. *Undergraduate (IQAP 2.5.6)*   *Provide analysis and comment on graduate employment six months and two years after graduation, postgraduate study, “skills match” and alumni reports on program quality. If available, results from the Ontario Graduate Employment Survey will be included.* |
|  |
| 1. *Graduate*   *Provide analysis and comment on graduate employment six months and two years after graduation, postgraduate study, “skills match” and alumni reports on program quality. If available, results from the Ontario University Graduate Survey will be included.* |
|  |

## 14.0: Surveys

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| --- |
| *14.1: Results of Surveys of Current Students* *Institutional Analysis will provide the survey results. (The complete survey results will be included in Appendix F.)* |
| 1. *Undergraduate*   *Provide a summary of the survey results and include analysis and comment.* |
|  |
| 1. *Graduate*   *Provide a summary of the survey results and include analysis and comment.* |
|  |
| *14.2: Results of Surveys of Recent Alumni* *Institutional Analysis will provide the survey results. (The complete survey results will be included in Appendix G.)* |
| 1. *Undergraduate*   *Provide a summary of the survey results and include analysis and comment.* |
|  |
| 1. *Graduate*   *Provide a summary of the survey results and include analysis and comment.* |
|  |
| *14.3: Other Surveys* *Provide a summary of the results of any other survey(s) relevant to the review, along with analysis and comment.,* |
|  |

## 15.0: Potential for Growth and Improvement

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| --- |
| *Provide a critical analysis of the strengths and weaknesses of the program(s). in comp[letting this section the Unit is encouraged to assess which aspects of the program(s) are effective in promoting its vision, objectives and learning outcomes and which inhibit those goals.* |
|  |

## 16.0: Academic Program Plan

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| *Provide a projection based on the analysis in Section 15 of where the program(s) expect to be in three to five years. The Unit should set priorities and outline specific details and strategies for implementing this plan* |
|  |

## Table 3.3 – 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 | | | |