

McMaster
University



**NEW PROGRAM PROPOSAL
GUIDEBOOK**

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INTRODUCTION

McMaster University encourages the development of new academic programs that will expand our innovative and stimulating learning environment. In addition to maintaining the excellence of existing programs, Faculties and Schools will be provided opportunities to introduce new undergraduate and graduate programs as well as to make major changes to existing programs. These initiatives are expected to align with the University's Academic Plan. New programs and/or major revisions to existing programs may be introduced for many reasons, including:

- support of Strategic Mandate Agreement (copy & paste link into web browser):
<https://www.mcmaster.ca/vpacademic/priorities.html>
- response to inter-Faculty and inter-Institutional initiatives
- strengthening academic quality
- strengthening McMaster as a destination of choice for the best qualified students
- response to the availability of new resources/opportunities previously unavailable or to a decrease in resources
- response to the growth of new knowledge making it necessary to introduce new sequences of courses and/or new fields of study to facilitate the dissemination of that new knowledge
- revenue generation

For the purposes of quality assurance, a program will be considered new when it has not previously been offered at McMaster University. In contrast to the normal evolution of academic programs, a new program will generally involve new courses, new learning outcomes and new or re-allocated resources, and will be meant to provide students with an academic path that was not previously available to them.

CONTACT INFORMATION

If you have any questions regarding your program's IQAP, inquiries can be directed to iqap@mcmaster.ca.

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INSTITUTIONAL RESEARCH AND ANALYSIS

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REGISTRAR'S OFFICE

Brad Coburn

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STEP 1: STATEMENT OF INTENT

The first step for the development of new undergraduate or graduate programs at McMaster is for the department proposing the new program to submit a Statement of Intent found here: <https://mi.mcmaster.ca/igap/> under the New Programs Proposals toggle. The purpose of this document is to provide all necessary personnel with a brief overview and rationale of the proposed program. The Statement of Intent must be endorsed by the Department Chair and Faculty Dean before it proceeds to the Vice-Provost (Faculty) for undergraduate programs or the Vice-Provost and Dean of Graduate Studies for new graduate program proposals. Once this form is endorsed and received, the departments may proceed to completing the **New Program Proposal template** where they will provide an in-depth description of all aspects of the program.

STEP 2: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY OF PROGRAMS TEMPLATE

In collaboration with your Faculty Director of Administration and Linda Coslovi, Associate Vice-President, Finance and Planning (Academic), please ensure that the Undergraduate - or Graduate - specific University Resource Implications and Financial Viability of Programs template has been completed and approved. For a copy of the document, please visit the following website: <https://budgetmodel.mcmaster.ca/drupal/tools-templates>. Or for additional information, please contact Linda Coslovi: coslovi@mcmaster.ca.

STEP 3: COMPLETING THE PROPOSAL DOCUMENT

The New Program Proposal template is structured to correspond with the evaluation criteria outlined in the Academic Program Development and Review Policy which can be found here: <https://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicProgramReview.pdf>.

In the sections below, notes have been written to provide clarification and further information on the types of evidence required and, where applicable, what resources are available to assist in retrieval or interpretation of the information required. For additional information, departments can visit the IQAP website <https://iqap.mcmaster.ca> or email iqap@mcmaster.ca.

1 PROGRAM

1.1 PROGRAM DESCRIPTION

This section is designed to provide readers with an overview for the program in addition to a description and rationale for its inception.

1.2 PROPOSAL PREPARATION AND CONSULTATION PROCESS

This section is intended to highlight any internal (e.g. other departmental units) and external collaborations (e.g. community partners or potential employers) that were undertaken in the development of the proposed program. Collaborations are highly encouraged and can be highlighted in this section. Any person or group who made a significant contribution to the proposal should be acknowledged here. Letters of support should also be appended to this document as evidence of any collaboration.

1.3 CONSISTENCY WITH MCMASTER'S MISSION AND ACADEMIC PLAN

Departments are asked to include a description of how the program aligns with McMaster's mission and academic plan. McMaster's Current Priorities and Strategic Mandate Agreement should be at the forefront of program design. This information can be found by **copying and pasting** the links below into your web browser:

i. **McMaster's Strategic Mandate Agreement:**

Refer to the President's Annual Report website for the most up to date Strategic Mandate Agreement:

<https://president.mcmaster.ca/annual-reports/>

The Strategic Mandate Agreement 2020-2025 includes institutional priorities related to performance metrics such as job outcomes, economic impact and productivity. In addition to these metrics, the agreement includes a focus on interdisciplinary programs and, in particular, a focus on subject areas deemed in demand such as:

- Computer and information sciences and support services
- Engineering

- Mathematics and Statistics
- Multidisciplinary/interdisciplinary studies
- Health professions and related programs
- Business, management, marketing & related support services

ii. **McMaster's current priorities:**

Please refer to the Office of the President's website for current institutional priorities.

<https://president.mcmaster.ca>

1.4 PROGRAM LEARNING OUTCOMES

This section should list the program learning outcomes for students who will graduate from the proposed program. Please consult the Degree Level Expectations when considering what your program learning outcomes will be. If departments require additional assistance in the development of program learning outcomes, please contact: iqap@mcmaster.ca.

1.5 CONSISTENCY WITH DEGREE LEVEL EXPECTATIONS

Appendix A and **Appendix B** list the Degree Level Expectations (UDLEs for undergraduate; GDLEs for graduate, respectively) which are a requirement for students who graduate from McMaster University. In the previous section, the department was asked to list all the program learning outcomes. This section requires departments to explain how the program learning outcomes meet or exceed the Degree Level Expectations. Please be sure to address how the program addresses each of the DLEs listed below.

UNDERGRADUATE DLES	GRADUATE DLES
Depth and Breadth of Knowledge Knowledge of Methodologies Application of Knowledge Communication Skills Awareness of Limits of Knowledge Autonomy and Professional Capacity	Depth and Breadth of Knowledge Research and Scholarship Application of Knowledge Communication Skills Awareness of Limits of Knowledge Autonomy and Professional Capacity

A table can be used to assist in demonstrating this alignment, or departments may choose to include a narrative to describe this alignment.

1.6 DEMAND FOR PROGRAM

1.6.1 Evidence of Societal/Labour Market Need:

In providing this evidence, the departments should consider the following points:

- Dimensions of the societal need for graduates (socio-cultural, economic, scientific, technological etc.);
- Surveys of organizations, potentials employers and/or professionals in the field.
- Employment rates for graduates of existing and related programs; and
- Employment outlook based on federal, provincial or sector reports (if available)
- **Please consult the following MTCU website for additional information when addressing labour market needs:** <http://www.tcu.gov.on.ca/eng/labourmarket/ojf/>

1.6.2 Evidence of Student Demand:

The department should provide evidence of student demand. This can be accomplished by including:

- The number of prospective student inquiries;
- The number of applications and registrations for this or similar programs; and,
- Surveys of existing students, graduates and/or professionals in the field.

In providing this evidence, the university should consider:

- Origin of student demand - local, regional, domestic and international students
- For **graduate** programs only – the undergraduate or master’s programs from which students may be drawn and the professional interest, if applicable;
- Duration of the projected demand; and,
- Evidence of participation of students and/or their representatives in the program development or approval process.

1.6.3 Justifiable Duplication:

The department should provide evidence of how any duplication or similarity to programs at other provincial postsecondary institutions is justifiable. The department should consider the following items:

- A list of comparator programs and associated tuitions fees at other postsecondary institutions;
- Why adding a new program is justifiable; and

- Evidence that the university has consulted with other institutions regarding the justification of duplication, or potential collaboration.

In providing this information, universities should consider:

- Differences between the programs;
- Comments from other institutions regarding proposed new undergraduate programs;
- Comments regarding health-related programs from the Ministry of Health and Long Term Care;
- Comments from other relevant stakeholders, as required; and
- The impact of any proposed experiential learning components on experiential learning programs at other institutions (if applicable).

1.7 DEGREE NOMENCLATURE

This section is a two-part description which first asks the department to explain: (1) how the specified degree level (i.e. B.Sc MSc, PhD) is relevant for the proposed program and (2) provide a rationale for the proposed program name.

2 ADMISSIONS & ENROLMENT

2.1 ADMISSION REQUIREMENTS

This section of the proposal asks the department to outline the program admission requirements and discuss how they are determined such that students may be reasonably expected to achieve the learning outcomes upon program completion.

Departments should consult the appropriate academic calendar found here: <https://academiccalendars.romcmaster.ca/>

Please provide the expected program enrolment (from initial year).

Academic Year	Cohort Year 1	Cohort Year 2	Cohort Year 3	Cohort Year 4	Cohort Year 5	Cohort Year 6	Cohort Year 7	Total Enrolment	Maturity

Please also address the following questions:

- How the enrolment fits within the university's total enrolment forecasts set out in the university's SMA.
- For **graduate programs**: how the university intends to manage within its graduate allocation.
- Any links with graduate allocation priorities envelope.

2.2 ALTERNATIVE REQUIREMENTS

Please note that this section may not be applicable to all proposals. If applicable, however, please elaborate on any additional and/or alternative admission requirements (e.g. minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience).

3 STRUCTURE

3.1 ADMINISTRATIVE, GOVERNANCE AND COMMUNICATION

Discuss appropriateness of the administrative, governance, and communication processes proposed in support of the program.

3.2 STRUCTURE AND REGULATION

This section will require departments to consider the following items:

- a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes.
- b) Provide a breakdown of the:
 - Required courses;
 - Core courses;
 - Total number of courses in the program'
 - Other curriculum components of the program (e.g. comprehensive exams, examination, practicum).
- c) Provide verification that the courses which are included meet:
 - University requirements in terms of the minimum number of courses required;
 - The level of courses required; and
 - The inclusion of other required elements *appropriate for the degree level* (e.g., transfer exams, comprehensive exams).
- d) This section should be accompanied by a narrative that describes how the course design allows for progressive student achievement in each year of the program.
- e) Also helpful would be to include calendar descriptions of all course offerings for the program.
- f) ***Please note that if you are proposing a new graduate program, at least two thirds of the course requirements must be at the graduate level.***

3.3 GRADUATE PROGRAMS - PROGRAM LENGTH

Please provide a clear rationale for program length that ensure that the program requirements can be reasonably completed within the proposed time period. ***Please consult with SGS regarding regulations associated with program length and progression.***

4 CURRICULUM AND TEACHING

4.1 PROGRAM CONTENT

- Explain how the curriculum will ensure that students stay current on emerging data in the proposed discipline or area of study.
- Particular reference should be made to how your curriculum will reflect a diverse student population and presents a variety of local and global perspectives.

4.2 PROGRAM INNOVATION

This section provides the department with the opportunity to highlight their innovative or unique approaches to teaching and learning. Departments may comment but are not limited to some of the following initiatives: ***blended learning, technology-enhanced courses, use of learning portfolios, professional development opportunities, co-operative education or community service learning components***. Discuss whether or not these components of the program are unique to students in the proposed program or at McMaster. Please discuss how the program will ensure the accommodation of students with disabilities (please consider multiple types of disabilities).

4.3 MODE(S) OF DELIVERY

This section asks for a description of what the mode(s) of delivery for the proposed program will be (e.g. classroom, tutorial, lab, online, blended, community service learning, etc).

- Departments may refer to Section C of the Resource Implications and Financial Viability of Programs document to assist with the completion of this section.
- Please be sure, however, to explain why these are the *most* appropriate methods of delivery to help students achieve the proposed learning outcomes as well as improve the student learning experience.
- Describe how this program will design and deliver contents in accessible formats. Some examples of accessible formats include (but are not limited to): selecting resources (i.e. textbooks) that are already available in alternative formats; using closed captioning for audio-visual components; including an accessibility and accommodation statement in course syllabi, etc.
- Additional information can be found on the McMaster Accessibility website: <http://accessibility.mcmaster.ca/>.

Those who wish to consider online or blended learning for courses or other elements of the program can visit <https://mi.mcmaster.ca/educational-technology/>

4.4 EXPERIENTIAL LEARNING

The department is asked to provide a description of any experiential learning opportunities available in the proposed program, including:

- a) Requirements, credits, length;
- b) Integration/relation of this experience within the program of study;
- c) How the experiential learning component will be arranged; and

d) Supply of opportunities for students.

Please discuss how the program will ensure the accommodation of students with disabilities (please consider multiple types of disabilities).

Departments are also asked to discuss the provision of supervision for experiential learning opportunities and append letters of support from potential collaborators.

NOTE: For graduate program proposals that include internships, co-ops or placements there may be OSAP implications. Please consult the document linked here:

https://gs.mcmaster.ca/sites/default/files/resources/definitions_of_experiential_work_as_defined_by_osap.pdf

4.5 ACCESSIBILITY & INCLUSION

Describe how teaching in your program prioritizes areas of accessibility and removes barriers to student learning. Some questions you may want to consider:

- In what ways is your program proactive, accessible, and inclusive in teaching and designing courses and curricula?
- How does the program remove barriers to learning and reduce the need for specialized accommodations?
- How does your program take into account a variety of student identities, including race, ethnicity, disabilities, language, age, and gender? How are these identities represented in the current curriculum in the program?
- How does the program communicate and demonstrate a commitment to diversity and inclusion to students, staff and faculty members?
- What, if any, are the specific supports for students of colour in the program?

For information on accessibility, inclusion and diversity, refer to the following resources:

McMaster's Accessibility Website

<http://accessibility.mcmaster.ca/>

The Inclusive Teaching Guide

<https://mi.mcmaster.ca/inclusive-teaching/>

The Equity & Inclusion Office

<https://equity.mcmaster.ca/>

4.6 RESEARCH REQUIREMENTS (IF APPLICABLE)

- a) For research-focused **graduate programs**, provide clear indication of the nature and suitability of the major research requirements for degree completion.
- b) **Undergraduate programs** that also incorporate research into their curriculum (e.g. thesis work), please provide a clear indication of the nature and suitability of the major

research requirements for degree completion.

5 ASSESSMENT OF LEARNING

5.1 METHODS FOR ASSESSING STUDENTS

In this section, please outline what types of assessments will be used to evaluate student progress in the program and explain why they have been selected. Departments are asked to provide a broad stroke representation of proposed assessment practices. For example, consider the following questions:

- Appropriateness of the proposed methods for the assessment of students achievement of the program learning outcomes. What skills will assessments be evaluating? Do these assessment align with your program learning outcomes?
- How are assessments **designed** to take into account a variety of student accessibility needs?
- How will assessments reduce (or eliminate) barriers to student learning?

5.2 CURRICULUM MAP

Departments are asked to discuss how the proposed assessment practices outlined above align with the program learning outcomes to illustrate that the intended learning outcomes are measureable and attainable. As a summary of the curriculum, please complete the Undergraduate or Graduate Curriculum Map template provided in **Appendix C or Appendix D**, respectively.

5.3 DEMONSTRATING STUDENT ACHIEVEMENT

The following section is likely one of the most difficult to address. In this section, departments are being asked to describe their plans for documenting and demonstrating student achievement/success in meeting program learning outcomes/Degree Level Expectations. This section is not meant to have departments describe assessment practices again, but to consider a holistic approach in student learning. It may be helpful to consider the following questions when thinking about this section:

- How does the program **define success**?
- How will the program determine student success based on this definition?
- What are some of the key assessment practices that the program will emphasize?
- Which of these assessment practices are particularly innovative?
- Which **key assessment pieces** can be used to demonstrate that students have met program learning outcomes? Or which assessment practices will be used in a student's culminating year of study?
- How could this evidence be documented and communicated? (e.g. learning portfolio, symposiums, conferences, community service)

6 RESOURCES

Note: Please be sure to complete the appropriate section based on whether you are

proposing a New Undergraduate Program or a New Graduate Program.

6.1 UNDERGRADUATE PROGRAMS

Please note that departments should have already completed their New Undergraduate Program Resource Implications and Financial Viability of Programs template which can be found here: <https://budgetmodel.mcmaster.ca/drupal/tools-templates>. Ensure that this template is complete and ready to be submitted. Departments may find it helpful to refer to their budget proposal when addressing the sections below. For additional information, contact Linda Coslovi, Associate Vice-President, Finance and Planning (Academic): coslovi@mcmaster.ca. Please provide evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students' scholarship and research activities.

6.1.1 ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES

Provide a ***rationale*** for the proposed use of the administrative, physical (e.g. offices, labs, seminar rooms, student space, etc.) and financial resources (e.g. donations, special grants, research overhead, etc.) that have been outlined in the budget template.

6.1.2 LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES

Provide a ***rationale*** for the proposed use of library (e.g. staffing, acquisitions, online resources, technical services, etc), technology (e.g. UTS computer labs and software, network/internet/Cloud services access & usage, audio-visual, etc.) as well as any laboratory resources that have been outlined in the budget template. *The Learning Support Librarian can be contacted to provide additional information on the types of resources available through the library.*

6.1.3 FACULTY

Outline the participation of core faculty and highlight their qualifications to teach and/or supervise in the program. Departments must also discuss whether adjunct and part-time faculty will be used and, if so, how this will help to support the program.

6.1.4 ANTICIPATED CLASS SIZE

Outline the planned/anticipated class sizes and address how the program plans to support these class sizes.

6.1.5 PROGRAM IMPLEMENTATION

Describe how the program will be phased in and what the plans are to provide the necessary resources in step with the implementation of the program.

6.2 GRADUATE PROGRAMS

Please note that departments should have already completed their New Graduate Program Resource Implications and Financial Viability of Programs template which can be found here: <https://budgetmodel.mcmaster.ca/drupal/tools-templates>. Ensure that this template is complete

and ready to be submitted. Departments may find it helpful to refer to their budget proposal when addressing the sections below. For additional information, contact Linda Coslovi, Associate Vice-President, Finance and Planning (Academic): coslovi@mcmaster.ca. Please provide evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students' scholarship and research activities.

6.1.6 ADMINISTRATIVE, PHYSICAL AND FINANCIAL RESOURCES

Programs are asked to provide a *rationale* for the proposed use of the administrative, physical (e.g. offices, labs, seminar rooms, student space, etc.) and financial resources (e.g. donations, special grants, research overhead, etc.) that have been outlined in the budget template.

6.1.7 LIBRARY, TECHNOLOGY, AND LABORATORY RESOURCES

Programs are asked to provide a rationale for the proposed use of library (e.g. staffing, acquisitions, online resources, technical services, etc.), technology (e.g. UTS computer labs and software, network/internet/Cloud services access & usage, audio-visual, etc.) as well as any laboratory resources that have been outlined in the budget template. The Learning Support Librarian can be contacted to provide additional information on the types of resources available through the library.

6.1.8 FACULTY

Outline the participation of core faculty and highlight their qualifications to teach and/or supervise in the program. Provide evidence that full-time tenured/tenure-track/CAWAR faculty have the recent research and/or professional/clinical expertise needed to sustain the program, promote innovation, foster an appropriate intellectual climate, and provide excellent supervision of students in academic and research components of the program.

6.1.9 STUDENT FINANCIAL SUPPORT

Where appropriate to the program, provide evidence that financial support (e.g. scholarships, stipends, RAs, TAs, OSAP, etc.) for students will be sufficient to ensure adequate quality and numbers of students.

6.1.10 FACULTY RESEARCH FUNDING

For programs with a research component, provide evidence that faculty research supervisors have current and ongoing research programs and funding, space and relevant research infrastructure appropriate to support students' research in the program.

The Table provided below is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included in this table (they may be included in the appropriate place in individual CVs or in a separate table). Major equipment grants, which provide important resources for the work of faculty and students, should also be listed separately.

Operating Research Funding by Source and Year				
	Source			
Year ¹	Granting Councils ²	Other Peer Adjudicated ³	Contracts	Others ⁴
Totals				

1. Year may be academic year or calendar year, as appropriate for the institution [specify].
2. Do not include equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants in this column.
3. Explain source and type in footnote.
4. University allocated grants (such as SSHRC minor grants).

6.1.11 SUPERVISION

Provide evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision. Provide evidence of prior experience in graduate teaching and research supervision for faculty participating in the program. Please complete the two templates provided below.

N.B.: The intent of this Table is to establish the strength and the degree of involvement of the faculty complement participating in each field of the graduate program and whose CVs should be included as part of the complete New Program Proposal Package. This is an important element in the assessment of program quality.

Faculty Members by Field						
Faculty Name & Category of Appointment	Home Unit ¹	Supervisory Privileges ²	Fields if applicable			
			1 ³	2	3	4
Category ⁴						
Aaaa - Assistant		Master's	x		x	
Bbbb - Professor		Full	x	x		
Cccc - Associate		Full				x
Dddd - Professor		Master's		x	x	

Category 2						
Eeee - Associate		Master's				
Category 3						
Ffff - Assistant		Master's				
Category 4						
Gggg- Professor (X)		Full				
Etc.						

1. *This is the budget unit paying the salary: department, school, research centre or institute, or other.*
2. *Indicate the level of supervisory privileges held by each faculty member: e.g., full, master's only, co-supervision only, etc.,*
3. *Either give the field name or a footnote reference to it.*
4. *List faculty members under the categories suggested, as applicable*

Category 1: tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review. For this purpose the master's and doctoral streams of a program are considered as a single program. Membership in the graduate program, not the home unit, is the defining issue.

Category 2: non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate program under review.

Category 3: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 4: non-tenure track core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review.

Category 5: other core faculty: this category may include emeritus professors with supervisory privileges and persons appointed from government laboratories or industry as adjunct professors. Please explain who would fall into this category at your institution.

Category 6: non-core faculty who participate in the teaching of graduate courses.

Note: Academic units can opt to include additional columns with demographic information about their faculty members, as appropriate.

N.B.: Please also evaluate the quality and availability of graduate supervision using the template provided below.

Completed and Current Numbers of Thesis¹ Supervisions by Faculty Member						
Member	Completed			Current		
	Master's	PhD	PDF	Master's	PhD	PDF
Aaa²	2(15)	3(10)	6	1(5)	0(3)	2
Bbb						
Ccc						

Ddd						
Eee						
Fff						
Ggg						

1. *If desired, columns (or an additional table) may be added to reflect the supervision of major research papers at the master's level. Do not include supervisory committee activity in this table.*
2. *Indicate the current number of students being supervised by the faculty members and, in parentheses, the total number of past students that the faculty member has supervised.*

7 QUALITY AND OTHER INDICATORS

7.1 ACADEMIC QUALITY OF THE PROGRAM

What indicators will departments use over the first five years to document and to demonstrate the quality of this program?

- Some examples of indicators:
 - scholarly, professional and other productivity measures (e.g. student publications, artistic work, scholarly presentations)
 - level of student engagement (e.g. NSSE, CLASSE)
 - formative assessment and feedback
 - (e.g. In-Program Student Satisfaction Survey, Alumni Satisfaction and Perception, Survey of Professional and Academic Leaders)
 - Other learning opportunities for students (e.g. theses, co-op, internship, community engagement)
 - time-to-completion
 - awards, grants and scholarships
 - grades/averages
 - retention rates
 - employability
 - student supports
 - (e.g. TAs, mentorship, funding for conferences, scholarly work, networking etc)

7.2 INTELLECTUAL QUALITY OF THE STUDENT EXPERIENCE

Provide additional evidence of how faculty members will ensure the intellectual quality of the student experience. Programs can consider some of the following questions:

- How will the program promote student-faculty interaction?
- What projects/activities will be incorporated in the program to sustain cooperation?
- What relevant experience do the faculty have in ensuring the intellectual quality of the student experience?
- How will the program reflect the unique and diverse needs of the student

population?

Please note that once the program is approved, some additional information will be requested:

- Brief program description which can be posted on the Quality Council website (1-2 paragraphs)
- Program details for OSAP eligibility purposes
- MTCU requirements

STEP 4: CHECKLIST FOR NEW PROGRAM PROPOSALS PACKAGE

The following section indicates all the items that are required as part of a **complete** new program proposal package which includes all the necessary documents. Part I, II and III should be submitted as separate files to igap@mcmaster.ca.

PART I: COMPLETE NEW PROGRAM PROPOSAL DOCUMENT

- Completed New Program Proposal Template**
- Faculty CVs** (can be submitted on CD or USB)
- Memorandum(s) of Understanding (Letters of Support)** (if applicable)

PART II: RESOURCE IMPLICATIONS AND FINANCIAL VIABILITY OF PROGRAMS TEMPLATE

- Completed
- Approved

PART III: FEES MEMO

- Completed
- Approved

STEP 5A: TRACKING THE APPROVALS PROCESS FOR NEW UNDERGRADUATE PROGRAMS

PLEASE NOTE: This table must be appended to the New Program Proposal Document and updated as each step in the approvals process is completed.

STEP IN THE NEW PROGRAM APPROVALS PROCESS	NAME OF COMMITTEE/ INDIVIDUAL PROVIDING CONSULTATION	DATE OF DOCUMENT APPROVAL
Resource Implications & Financial Viability Template (Budget)	Linda Coslovi, Associate Vice-President, Finance & Planning (Academic)	
University Students Fees Committee Approval of Budget		
Departmental & Faculty Approvals		

Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Curriculum & Admissions Committee, Undergraduate Council, University Planning Committee and Senate.*

STEP 5B: TRACKING THE APPROVALS PROCESS FOR NEW GRADUATE PROGRAMS

PLEASE NOTE: This table must be appended to the New Program Proposal Document and updated as each step in the approvals process is completed.

STEP IN THE NEW PROGRAM APPROVALS PROCESS	NAME OF COMMITTEE/ INDIVIDUAL PROVIDING CONSULTATION	DATE OF DOCUMENT APPROVAL
Preparation of the Resource Implications & Financial Viability Template (Budget)	Linda Coslovi, Associate Vice-President, Finance & Planning (Academic)	
University Students Fees Committee Approval of Budget		
Departmental & Faculty Approvals of Proposal		

Please note that approvals from the following internal committees is also required before the New Program Proposal can be sent to Quality Council & MTCU: *Graduate Council, University Planning Committee and Senate.*

GUIDELINES FOR ADVERTISING NEW PROGRAMS

Departments, Schools, or Faculties are permitted to advertise and promote New Orogams as soon as approval from both Quality Council and the MTCU has been obtained. All advertising should honour the McMaster brand guidelines outlined by the Office of Public Relations:

http://www.mcmaster.ca/opr/html/opr/mcmaster_brand/main/mcmaster_brand.html

In exceptional circumstances and subject to approval by the Provost and Vice-President Academic, a Department, School, or Faculty may announce its intention senate-approved to offer a new undergraduate or graduate program in advance of approval by the Quality Council. When such announcements are made in advance of Quality Council approval, they must prominently display the following statement: *“Prospective students are advised that offers of admission to a new program may be made only after the university’s own quality assurance processes have been completed and the Ontario Universities Council on Quality Assurance has approved the program.” Any advertising materials that are used in such exceptional circumstances must be approved before being publicly disseminated.* To request special consideration and approval for advance advertising please complete the **Request for Advance Advertising Form**, append your proposed advertisement(s) and submit the complete package to iqap@mcmaster.ca (for New Undergraduate Programs) or cbryce@mcmaster.ca (for New Graduate Programs). **Please note that before the New Program can be advertised, all advertising materials must *first* be approved by the Office of the Provost.**

REQUEST FOR ADVANCE ADVERTISING

To request special consideration and approval for advance advertising, please provide the following information about your New Program Proposal, ***append any proposed advertisement(s)***, and submit to iqap@mcmaster.ca (for New Undergraduate Programs) or cbryce@mcmaster.ca (for New Graduate Programs).

Name of Proposed Program:	
Department(s):	
Faculty:	
Proposed Start Date:	

Contact Information (1)		Contact Information (2)	
Name:		Name:	
Title:		Title:	
Department:		Department:	
E-mail:		E-mail:	

Please include an **email confirmation** from both the Dean and Chair of the program.

For Office Use Only:

Date Proposal was submitted to Senate: _____

Date Proposal was submitted to Quality Council: _____

Date Proposal was submitted to MTCU: _____

APPENDIX A: UNDERGRADUATE DEGREE LEVEL EXPECTATIONS

	BACHELOR'S DEGREE <i>This degree is awarded to students who have demonstrated:</i>	BACHELOR'S DEGREE: HONOURS <i>This degree is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline d) Some detailed knowledge in an area of the discipline e) Critical thinking and analytical skills inside and outside the discipline f) Ability to apply learning from one or more areas outside the discipline 	<ul style="list-style-type: none"> a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline d) Developed, detailed knowledge of and experience in research in an area of the discipline e) Developed critical thinking and analytical skills inside and outside the discipline f) Ability to apply learning from one or more areas outside the discipline
2. Knowledge of Methodologies	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b) devise and sustain arguments or solve problems using these methods. 	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.
3. Application of Knowledge	<p>The ability to review, present, and interpret quantitative and qualitative information to:</p> <ul style="list-style-type: none"> a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and <p>The ability to use a basic range of established techniques to:</p> <ul style="list-style-type: none"> a) analyze information; b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; c) propose solutions; and d) make use of scholarly reviews and primary sources. 	<p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and <p>The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and e) to make critical use of scholarly reviews and primary sources.
4. Communication Skills	<p>The ability to communicate accurately and reliably, orally and in writing to a range of audiences.</p>	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>
5. Awareness of Limits of Knowledge	<p>An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.</p>	<p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>

<p>6. Autonomy and Professional Capacity</p>	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility. 	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; e) and behaviour consistent with academic integrity and social responsibility.
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APPENDIX B: GRADUATE DEGREE LEVEL EXPECTATIONS

	MASTER'S DEGREE <i>This degree is awarded to students who have demonstrated:</i>	DOCTORAL DEGREE <i>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
2. Research and Scholarship	A conceptual understanding and methodological competence that: i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence, and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form, or ii) Originality in the application of knowledge.	a. 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 problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication;
3. 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.	The capacity to: i) Undertake pure and/or applied research at an advanced level; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials;
4. Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
5. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	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.
6. Autonomy and Professional Capacity	a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; ii) Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; d. The ability to appreciate the broader implications of applying knowledge to particular contexts.	a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts.

Ontario Universities' Degree Level Expectations are available as part of the Quality Assurance Framework policy document available at: <http://www.cou.on.ca/quality>

APPENDIX C: CURRICULUM MAP TEMPLATE FOR NEW UNDERGRADUATE PROGRAMS

Mapping Courses to Program Learning Outcomes: Program name

Program Learning Outcomes	Associated DLE(s)	Course Code			
		Required course or optional core?			
<u>PLO #1</u> By the end of the program, the student will be able to...		Teaching	Indicate the level (basic, intermediate, advanced) at which the PLO is covered. Provide examples where appropriate.		
		Assessment	Indicate what assessments you use to determine the extent to which this outcome is achieved by the end of your course. Provide examples where appropriate.		
<u>PLO #2</u> By the end of the program, the student will be able to...		Teaching	Indicate the level (basic, intermediate, advanced) at which the PLO is covered. Provide examples where appropriate.		
		Assessment	Indicate what assessments you use to determine the extent to which this outcome is achieved by the end of your course. Provide examples where appropriate.		
<u>PLO #3</u> By the end of the program, the student will be able to...		Teaching	Indicate the level (basic, intermediate, advanced) at which the PLO is covered. Provide examples where appropriate.		
		Assessment	Indicate what assessments you use to determine the extent to which this outcome is achieved by the end of your course. Provide examples where appropriate.		
<u>PLO #4</u> By the end of the program, the student will be able to...		Teaching	Indicate the level (basic, intermediate, advanced) at which the PLO is covered. Provide examples where appropriate.		
		Assessment	Indicate what assessments you use to determine the extent to which this outcome is achieved by the end of your course. Provide examples where appropriate.		
<u>PLO #5</u> By the end of the program, the student will be able to...		Teaching	Indicate the level (basic, intermediate, advanced) at which the PLO is covered. Provide examples where appropriate.		
		Assessment	Indicate what assessments you use to determine the extent to which this outcome is achieved by the end of your course. Provide examples where appropriate.		

APPENDIX D: CURRICULUM MAP TEMPLATE FOR NEW GRADUATE PROGRAMS

Program Learning Outcomes (PLOs)	Program Requirements		
By the end of the program, student graduating with a Masters degree will...	Master's Degree Level Expectations (DLEs)	Teaching Activities & Learning Opportunities	Assessments and Evidence
	For each PLO, identify which DLE(s) it aligns with below.	For each PLO, what teaching activities and learning opportunities are students exposed to that will help them to achieve that PLO?	For each PLO, what is specifically collected from the student as evidence that they can/have achieved the PLO before they graduate?

Program Learning Outcomes (PLOs)	Program Requirements		
By the end of the program, students graduating with a Ph.D. will ...	PhD Degree Level Expectations (DLEs)	Teaching Activities & Learning Opportunities	Assessments and Evidence

