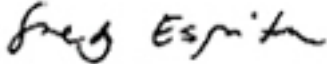


January 18, 2013

REVISED AGENDA

To : Members of Graduate Council

From : 
Medy Espiritu
Assistant Secretary and SynApps System Administrator

The next meeting of Graduate Council will be held on **Tuesday, January 22, 2013** at **2:00 p.m.** in the **Council Room, Gilmour Hall 111.**

Listed below are the agenda items for discussion.

Please email espiritu@mcmaster.ca if you are unable to attend this meeting.

A G E N D A

- I. Minutes of the meeting of November 20, 2012
- II. Business arising
- III. Report from the Associate Vice-President and Dean of Graduate Studies
- IV. Report from the Graduate Associate Deans
- V. Report from the Assistant Dean, Graduate Student Life and Research Training
- VI. Report from the Associate Registrar and Secretary of Graduate Studies
- VII. New graduate scholarships
 - The Brian Robertson Memorial Ontario Graduate Scholarship
 - The Elder Family Graduate Award
- VIII. Good Academic Standing
- IX. Revisions to McMaster's *Policy on Academic Program Reviews*
- X. M-Bridge – McMaster bridging program
- XI. Other business

**GRADUATE COUNCIL
NOVEMBER 20, 2012, 2:00 P.M.
COUNCIL ROOM, GILMOUR HALL 111**

PRESENT: Dr. A. Sekuler (Chair), Dr. N. Agarwal, Mrs. S. Baschiera (Secretary), Ms. B. Basse, Dr. A. Campos, Dr. T. Chamberlain, Dr. S. Fast, Dr. A. Guarné, Dr. R. Hackett, Dr. C. Hayward, Dr. M. Heath, Dr. B. Ibhawoh, Ms. J. Kohaar, Dr. M. Lawford, Dr. J. McDermid, Dr. B. Milliken, Dr. T. Porter, Dr. C. Sinding, Ms. E. Tatham, Dr. D. Welch, Mrs. M. Espiritu (Assistant Secretary)

BY INVITATION: Mr. J. Dubé

REGRETS: Dr. P. Bennett, Dr. D. Goellnicht, Mrs. B. Gordon, Dr. P. Graefe, Dr. A. Holloway, Dr. M. Horn, Mr. J. Jaskolka, Ms. V. Lewis, Dr. W. Wiesner

I. Minutes of meeting

The minutes of the meeting of November 20, 2012 were approved with minor corrections on a motion by Dr. McDermid, seconded by Dr. Lawford.

II. Business arising

There was no business arising from the minutes of the previous meeting.

III. Report from the Associate Vice-President and Dean of Graduate Studies

Dr. Sekuler reported on the following activities:

- The topic for the November 15, 2012 *Best Practices Lunch* was diversity. Facilitators were from Human Rights and Equity Services: Vilma Rossi (Program Coordinator) and Raihanna Hirji-Khalfan (Accessibility Specialist). There were 40 attendees. The next *Best Practices Lunch* will be on December 11, 2012 and the topic is Institutional Quality Assurance Process (IQAP).
- *Dine with the Dean*, November 20, 2012. Topic: Storytelling (importance in research and life). Guest speaker: Elise Hertzog. 19 attendees
- The final graduate enrolment numbers for Fall 2012 were received from the Office of Institutional Research and Analysis. Over the last year, total graduate enrolment has increased by 2.7%, Ph.D. enrolment was up by 2.2%, while Master's and Graduate Diploma/Certificate enrolment increased by 3.1%. Since 2007-2008, the total graduate enrolment has increased by 26.3%.

IV. Presentation: BIU Eligibility, Values and Distribution

Mr. Dubé from the Office of Institutional Research Analysis gave a presentation to the Council members concerning Basic Income Units (BIU) funding. Mr. Dubé's presentation document will be distributed to the Graduate Council members.

V. New Graduate Scholarships

Dr. Sekuler reviewed the following graduate scholarships for approval of Graduate Council:

- The Elder Family Graduate Award
- The Brian Robertson Memorial Ontario Graduate Scholarship

Dr. Hayward moved, and Dr. Agarwal seconded,

“that Graduate Council approve the Elder Family Graduate Award and the Brian Robertson Memorial Ontario Graduate Scholarship, as outlined in the document.”

The motion was carried.

VI. Report from the Graduate Associate Deans

Dr. Welch reported that the NSERC scholarship ranking has been completed and there are 103 applications that will be submitted to the NSERC office in Ottawa. Dr. Welch noted that the ranking committee had to closely examine the applications because students do not seem to recognize their area of work when they completed the application form. Dr. Porter reported that he will be involved in organizing regular meetings with graduate administrators in the Faculty of Social Sciences to share ideas and information concerning graduate studies. Dr. Ibhawoh is working on the School of Graduate Studies' e-thesis process and is in discussion with students concerning issues and preferences in thesis dissertations. Dr. Agarwal reported that the Master of Finance will be implemented in September 2013. Dr. Hayward is working on the Biomedical Discovery and Commercialization program in collaboration with the Faculty of Business. She will also be speaking about graduate student supervision and student-supervisor relationship at the next meeting of the Health Sciences Graduate Student Federation. Dr. Hayward invited the Council to the Faculty of Health Sciences Graduate Programs Open House to be held on November 22, 2012.

VII. Report from the Associate Registrar and Secretary of Graduate Studies

Ms. Baschiera reminded the Council that departments proposing new programs should work on the proposal and submit as soon as possible so it will be within the scope of the 2012-2013 graduate expansion. Ms. Baschiera briefly discussed the University's Enterprise Resource Platform (ERP) project. The project will replace McMaster's current information systems with a new web-based integrated platform which will link student services with student records,

human resources, etc. Ms. Baschiera informed the Council to email her should they have any ideas and suggestions regarding the ERP project.

VIII. Other Business

Report from the Assistant Dean, Graduate Student Life and Research Training

In the absence of Mr. Self, Dr. Sekuler reported on the following activities:

- Graduate Student Life Initiative Focus Group, November 2, 2012. Topic: Graduate Student Wellness, Recreation, Social and Local Activities. Debbie Marinoff-Shupe (Athletics & Recreation) and Pearl Mendonca/Melissa Fernandez (Student Wellness) were present. There were 12 attendees.
- Nature Hike in Dundas Valley, November 4, 2012. Led by Wayne Terryberry from Athletics & Recreation. 60 attendees
- USRA Poster Session, November 12, 2012. There were 44 students who presented their posters.
- McMaster Indigenous Graduate Students (MIGS) Action Circle, November 12, 2012. The School of Graduate Studies will sponsor the MIGS Fall conference on November 23, 2012.
- Seminar co-sponsored by the Graduate Students Association and the School of Graduate Studies, November 19, 2012. Topic: Use of LaTeX software in preparing reports and presentations. 30 attendees

Ontario Graduate Scholarships (OGS) Update

- 20% of the awards will be allocated to the Faculties for recruitment purposes and each Faculty will determine how to use the monies because of differences in timing of the processing of applications. Distribution will be based on a combination of historic awards and enrolment.
- There will be six awards allocated for international students and these will be distributed to the six Faculties and each Faculty will decide the most suitable candidate.
- The central competition will be held in March 2013 for the 2013-2014 internal graduate scholarships, which will include Ontario Graduate Scholarships (OGS), Prestige, and the Queen Elizabeth II Graduate Scholarships in Science and Technology (QEII-GSST). This joint competition will be open to new and returning students.

- There will be a departmental allocation for the number of applications that can be put forward to limit the number of selection committees. Distribution will be based on a combination of historic awards and enrolment.
- Returning students will need to complete a plan of study, reference letters and academic accomplishments.

Dr. Sekuler explained that the plan is to create three selection committees that are aligned with the existing Tri-Council committees. The School of Graduate Studies is asking for volunteers to assist with the planning process for these committees. In addition, Dr. Sekuler stated that the School of Graduate Studies is looking for two more volunteers (one each from the CIHR and NSERC fields) to assist in reviewing the relevant materials with the Scholarship Liaison Officers before distributing them to departments/programs. Dr. Sekuler reminded the Council that all OGS updates are available on the School of Graduate Studies website.

2011-2012 Council Quality Report

Dr. Sekuler referred to the Council on Quality Assurance Annual Report (July 2011-June 2012) for Graduate Council information.

There was no other business and the meeting adjourned at 3:25 p.m.

NEW GRADUATE SCHOLARSHIPS – FOR GRADUATE COUNCIL APPROVAL

The Brian Robertson Memorial Ontario Graduate Scholarship

Established in 2012 by family and friends in memory of Brian Robertson to recognize his scholastic achievement and success as an entrepreneur in photovoltaic energy. To be awarded by the School of Graduate Studies to a graduate student in the Faculty of Engineering. Preference to be given to students enrolled in a master's or doctoral degree in photovoltaic research.

The Elder Family Graduate Award

Established in 2011 by David Elder, B.A. (H) (Class of '64). To be awarded by the School of Graduate Studies to full time master's or doctoral students based upon the recommendation of the Faculty of Humanities. Students must be enrolled in French, Linguistics, or Communication studies and demonstrates excellent academic performance.

Good Academic Standing

This is in regard to revoking an offer of admission based on the student's final results following a conditional offer. If the student obtains an F or receives an academic dishonesty/misconduct notation, there is no statement in the offer letter that would give the department the ability to revoke the offer.

Issues:

- In the case of an F, the student may still qualify in departments with lower conditional average requirements (Engineering (B-), OTPT (B), etc.) however the student's average may be now lower than other candidates.
- A fail could impact a student's ability/obtain to apply for an OGS, NSERC, SSHRC, etc.
- Academic Integrity issues received in the final term of a conditional offer, should be reviewed case by case by the department/associate dean, but more wording to inform the student that withdrawal might be a result would be helpful.

Currently the conditional offer letter states (engineering as an example):

"This offer is conditional upon the receipt of an official transcript confirming that your Bachelor's degree has been conferred with at least a B- average in the final year (in the discipline you are entering)."

Proposed change:

"This offer is conditional upon the receipt of an official transcript confirming that your Bachelor's degree has been conferred with at least a B- average in the final year (in the discipline you are entering) and have maintained good academic standing."

"Good academic standing" will be defined in the "Notes of Successful Applicants" (which is attached to each offer email).

Definition:

"Good Academic Standing" refers to maintaining: a passing grade in all currently in-progress courses and free of academic misconduct/dishonesty."

POLICY ON ACADEMIC PROGRAM REVIEWS

TABLE OF CONTENTS	Page
1. PREAMBLE	3
2. CONTACT	4
3. PURPOSE	4
4. DEFINITION OF NEW PROGRAMS AND MAJOR MODIFICATIONS	4
5. NEW GRADUATE AND UNDERGRADUATE PROGRAMS	5
5.1 Broad consultation in the development of a draft proposal brief	5
5.2 Consultation with affected parties	6
5.3 Program proposal brief	6
5.3.1 Program objectives	6
5.3.2 Admission requirements	7
5.3.3 Structure	7
5.3.4 Program content	7
5.3.5 Mode of delivery	7
5.3.6 Assessment of teaching and learning	7
5.3.7 Resources for all programs	8
5.3.8 Resources for graduate programs only	8
5.3.9 Resources for undergraduate programs only	8
5.3.10 Quality and other indicators	9
5.3.11 Consultation process undertaken	9
5.4 External reviewers	9
5.5 Reviewers' report	10
5.6 Internal response	10
5.7 Institutional approval	10
5.8 Quality Council Secretariat	11
5.9 Announcement of new programs	12 11
5.10 Approved new programs	12
6. EXPEDITED APPROVALS OF NEW PROGRAMS	12
6.1 Proposal brief	12

6.2 Institutional identification of major modifications to existing programs	13
7. CYCLICAL PROGRAM REVIEWS	13
7.1 Self-study: Internal program perspective	13
7.1.1 Objectives	14
7.1.2 Admission requirements	14
7.1.3 Curriculum	14
7.1.4 Teaching and assessment	14
7.1.5 Resources	14
7.1.6 Quality indicators	14
7.1.7 Quality enhancement	15
7.1.8 Additional graduate program criteria	15
7.1.9 Evidence of consultative and inclusive system of governance	15
7.1.10 Concerns and recommendations from previews reviews	15
7.1.11 Areas requiring improvement	15
7.1.12 Ares that hold promise of enhancement	15
7.1.13 Academic services	16 15
7.1.14 Participation of faculty, staff and students in self-study	16
7.1.15 Input from others	16
7.2 External evaluation: External perspective	16
7.3 Institutional perspective and report	18
7.4 Reporting requirements	19
7.5 Use of accreditation in IQAP process	19
APPENDIX A: DEGREE LEVEL EXPECTATIONS	20

1. PREAMBLE

The first stated goal of McMaster's strategic plan, *Refining Directions*, is "to provide an innovative and stimulating learning environment where students can prepare themselves to excel in life." Although many factors contribute towards the learning environment, the academic program in which each student is enrolled plays a major part.

McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. It is clear that our reputation can only be maintained and improved if we, as academics and educators, critically review what we do and seek the opinion and advice from colleagues at McMaster and at other institutions.

Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt also should be designed to ~~also~~ meet our responsibility to the government on quality assurance: Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, whether or not the program is eligible for government funding.

The process by which institutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice-Presidents (OCAV) and approved by Executive Heads in April 2010. Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which is responsible to OCAV and the Council of Ontario Universities (COU).

As part of the ~~recently approved~~ Quality Assurance Framework, McMaster was required to develop an Institutional Quality Assurance Process (IQAP), which is contained within this Policy. The guiding principles used for developing McMaster's IQAP were:

- curriculum development and improvement is an ongoing, iterative process that is normally initiated, developed and controlled at the departmental level;
- McMaster's IQAP incorporates input from all principal stakeholders; and,
- McMaster's IQAP should be designed primarily to help improve programs and shape them to have characteristics that are most valued at our University, while also meeting the responsibility for quality assurance.

Thus, the goal of McMaster's IQAP is to facilitate the development and continued improvement of our undergraduate and graduate academic programs, and to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning and for the quality of its programs. McMaster's IQAP is intended to complement existing mechanisms for critical assessment and enhancement, including departmental reviews and accreditation reviews. The uniqueness of each program at McMaster will emerge in the IQAP self-study.

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The IQAP is subject to approval by the Quality Council when it is initiated and thereafter, when it is revised. The Quality Council will audit the University on an ~~8-8-~~ year cycle under the terms outlined in the Quality Assurance Framework.

2. CONTACT

The authority responsible for the IQAP is the Associate Vice-President ~~(Academic)(Faculty)~~. The authorities responsible for its application will be the Associate Vice-President ~~(Academic)(Faculty)~~ for undergraduate programs and the Associate Vice-President and Dean of Graduate Studies for graduate programs. When undergraduate and graduate programs are reviewed concurrently, the Associate Vice-President ~~(Academic)(Faculty)~~ and the Associate Vice-President and Dean of Graduate Studies will be jointly responsible for its application.

The person responsible for all contact between the University and the Quality Council is the Associate Vice-President ~~(Academic)(Faculty)~~.

Throughout this Policy, the Chair refers to the head of the academic unit (usually a Department, sometimes a School or an interdisciplinary group) that is proposing a new program or is responsible for an existing program, although we recognize that the official title of such person varies across programs and Faculties. Similarly, the Dean refers to the head of the Faculty or equivalent responsible for the program, again recognizing that the official title may vary.

In the case of joint academic programs (e.g., a combined honours program or a collaborative program with another educational institution), the relevant Chair and Dean shall be those at McMaster University who have the administrative responsibility for the program.

3. PURPOSE

This Policy on Academic Program Reviews is meant to guide the development of new undergraduate and graduate programs (including for-credit graduate diploma programs), and to aid in the ongoing improvement of existing programs. It has been designed also to meet the University's responsibility of ensuring the quality of such programs. It applies to all undergraduate and graduate programs offered at McMaster University, as well as programs offered in collaboration with other institutions that lead to McMaster University degrees or graduate diplomas.

Under this Policy, undergraduate and graduate program reviews may be conducted concurrently or in conjunction with other internal and accreditation reviews, but may also be done independently. The decision on whether to combine the reviews rests with the Chair responsible for the program.

4. DEFINITION OF NEW PROGRAMS AND MAJOR MODIFICATIONS

For the purposes of quality assurance, a program will be considered new when it is brand-new: that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered at McMaster.

Although not new, a program that has been offered at McMaster University without funding from the Ministry of Training, Colleges and Universities (MTCU) and for which a request for funding is to be made, will follow the procedures for new programs that are outlined in Section 5.

Revisions to an existing program will be classified as either a minor or a major modification to the program. In both cases, the program will continue to be subject to a cyclical program review as outlined in Section 7. Major modifications must be reported annually to the Quality Council, as outlined in Section 7.4.

For undergraduate programs, a major modification will be one in which more than 30% of the program requirements are being changed from one academic year to the next. Such changes could include, for example, new bridging options for college diploma graduates, changes to the students' laboratory experience, introduction or deletion of theses or capstone projects, or the introduction or deletion of experiential opportunities. For graduate programs, a major modification will be one in which more than 50% of the program requirements (including requirements such as courses, major exams, and research) are being changed from one year to the next. If these conditions do not apply, the modifications will not be considered to be major. Nevertheless, in some situations, significant changes to the faculty engaged in delivering the program or to the essential resources available might warrant classification of the changes as a major modification to the program.

In situations where disagreement exists on whether a proposal constitutes a minor modification, a major modification, or a new program, the determination will be made by McMaster University's Quality Assurance Committee.

5. NEW GRADUATE AND UNDERGRADUATE PROGRAMS

The steps required for the approval of any new program include:

5.1. Broad consultation in the development of a draft proposal brief

The Chair, in consultation with the Dean, is responsible for ensuring that there is broad consultation. Such consultation is especially important when proposing interdisciplinary programs as those initiators of the proposed plan may not know all the disciplines or individual faculty members who might potentially be interested, or have expertise. It will also be essential to have appropriate discussions with other institutions when the proposed programs are to be offered in collaboration with those institutions.

An initial meeting involving the Chair(s), the Dean(s) and the Associate Vice-President (~~Academic~~)(Faculty) or, in the case of graduate programs, the Associate Vice-President and Dean of Graduate Studies, will take place at which time the Dean(s) will be responsible for providing information showing that:

- the program is consistent with McMaster's principles and priorities and existing strengths of the University;
- the program is of high academic quality;
- there is convincing evidence of student demand and societal need for the

- program; and,
- sufficient financial support, infrastructure, and human resources can be made available to initiate and support the program either within the Faculty budget or based on the program being a full revenue generating program. Details of the program structure and course content are not needed for this meeting, but a brief written overview should be provided to the attendees of the meeting in advance.

5.2. Consultation with affected parties

Whenever faculty members from several departments are involved in a proposal, these proponents should discuss the proposal with their respective Dean(s) and Chair(s). Similarly, if there is a proposal to cross-list a course, or to recommend or require students in the new program to take existing courses, the teaching Department(s) should be consulted and agreement obtained, in writing, from the appropriate Chair/Dean, especially in the case where the course is provided through another Faculty. Approvals of the relevant Curriculum Committees should also be sought.

Discussions should be held with central support units such as, but not limited to, the Library, the Registrar, University Technology Services and the Centre for Leadership in Learning, as well as with Faculty-based support units, to assess the impact of the introduction of the new program. Input also should be sought from relevant groups of students for whom there is a potential impact of the proposal.

A proposal for a new interdisciplinary program should be presented to any related Faculty/Program to ensure that there is widespread awareness of the program and of its potential impact. If a new interdisciplinary program utilizes or cross-lists one or several new courses from other Departments, the Department(s) offering the course(s), rather than the new interdisciplinary group, must submit those courses for approval. Prior written agreement also must be obtained from Chairs of participating Departments for [teaching](#), graduate supervision, and other resources required for interdisciplinary programs. Departments must be given adequate time to consider these requests. Faculties must include the proposed administrative and governance structures in interdisciplinary program proposals.

5.3. Program proposal brief

The Chair is responsible, [in collaboration with relevant groups and/or individuals](#), for the preparation of a Program Proposal Brief that addresses the following criteria:

5.3.1. Program objectives

- 5.3.1.a. Consistency of the program with the University's mission and academic plans.
- 5.3.1.b. Clarity and appropriateness of the program's requirements and associated learning outcomes in meeting the University's Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level

Expectations (GDLEs), as outlined in Appendix A.

5.3.1.c. Appropriateness of degree nomenclature.

5.3.2. Admission requirements

5.3.2.a. Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.

5.3.2.b. Alternative requirements, if any, for admission into the program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.

5.3.3. Structure

5.3.3.a. Appropriateness of the administrative, governance, and communication processes proposed in support of the program.

5.3.3.b. Appropriateness of the program's structure and regulations to meet specified program learning outcomes and Degree Level Expectations.

5.3.3.c. For graduate programs, a clear rationale for program length, ~~that which~~ ensures that the program requirements can be reasonably completed within the proposed time period.

5.3.4. Program content

5.3.4.a. Ways in which the curriculum addresses the current state of the discipline or area of study.

5.3.4.b. Identification of any unique curriculum or program innovations or creative components.

5.3.4.c. For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

5.3.4.d. For graduate programs, verification that the courses included meet university requirements in terms of the minimum number of courses required, the level of courses required, and the appropriate inclusion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams). At least two thirds of the course requirements must be at the [700](#)-graduate level.

5.3.5. Mode of delivery

Appropriateness of the proposed mode(s) of delivery to meet the intended Program Learning Outcomes and Degree Level Expectations and availability of the necessary physical resources.

5.3.6. Assessment of teaching and learning

- 5.3.6.a. Appropriateness of the proposed methods for the instruction and assessment of student achievement of the intended Program Learning Outcomes. The Program Learning Outcomes must meet the University's Degree Level Expectations.
- 5.3.6.b. Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the University's statement of its Degree Level Expectations.
- 5.3.7. Resources for all programs
 - 5.3.7.a. Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
 - 5.3.7.b. Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
 - 5.3.7.c. Evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including library support, information technology support, and laboratory access.
- 5.3.8. Resources for graduate programs only
 - 5.3.8.a. 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.
 - 5.3.8.b. Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
 - 5.3.8.c. For programs with a research component, evidence that faculty research supervisors have current and ongoing research programs and funding, and space and relevant research infrastructure appropriate to support students' research in the program.
 - 5.3.8.d. Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
 - 5.3.8.e. Evidence of prior experience in graduate teaching and research supervision for faculty participating in the program.
- 5.3.9. Resources for undergraduate programs only

- 5.3.9.a. Evidence of plans for adequate numbers of faculty and staff to achieve the goals of the program;
- 5.3.9.b. Evidence of plans to provide the necessary resources in step with the implementation of the program;
- 5.3.9.c. Planned/anticipated class sizes;
- 5.3.9.d. Provision of supervision of experiential learning opportunities (if required); and,
- 5.3.9.e. Role of adjunct and sessional faculty.

5.3.10. Quality and other indicators

- 5.3.10.a. Definition and use of indicators that provide evidence of quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- 5.3.10.b. Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

- 5.3.11. Description of the [extent and method of the](#) consultation process undertaken during the development of the proposal, [including the groups and/or individuals who helped to prepare the proposal](#).

5.4. External reviewers

The Associate Vice-President ~~(Academic)~~(Faculty) or, in the case of graduate programs, the Associate Vice-President and Dean of Graduate Studies, in consultation with the Dean will select a team of reviewers to assess the proposal. The review team shall consist of at least one external reviewer for new undergraduate programs and two external reviewers for new graduate programs.

External reviews of new graduate programs must incorporate an on-site visit. External reviews of new undergraduate program proposals will normally be conducted on-site, but may be conducted by desk audit, video-conference or an equivalent method if the external reviewer is satisfied that the off-site option is acceptable. ~~E~~; exceptions [to on-site visits for undergraduate program reviews](#) will be determined by the Associate Vice-President ~~(Academic)~~(Faculty), in consultation with the Dean, prior to the commencement of the review.

External members of the review team shall normally be individuals who are in the same discipline as the program under review (or across disciplines for interdisciplinary programs) and who are distinguished senior academics of broad experience, with an established commitment to higher education. They must have an impartial, arms-length relationship to the program [\(for clarity, arms-length reviewers should not have been a research supervisor or student of members of the proposed program; and should not have collaborated with members of the](#)

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[proposed program within the past 6 years, or have made plans to collaborate with those individuals in the immediate future. There also should be no other potential conflicts of interest \(e.g., personal or financial\).](#)

~~They~~ Reviewers will be selected from a list of at least four suggested individuals ~~submitted—compiled~~ by the Department and endorsed with the Dean for undergraduate programs under review, or six for graduate programs. The list shall include, for each proposed external reviewer:

- name;
- rank and position;
- institution or company and current address, telephone and fax numbers, e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate programs, a description of research expertise, and a partial listing of recent scholarly publications.

The Program Proposal Brief, the McMaster Guide to Program Reviews and other materials specific to the review will be provided to all members of the review team no less than two weeks prior to their visit.

5.5. Reviewers' report

Excepting when contrary circumstances apply, the reviewers ~~will~~ normally will provide, within 4 weeks of the review, a joint report that appraises the standards and quality of the proposed program, and addresses the criteria set out in Section 5.3, including the associated faculty and material resources. Reviewers also will be invited to acknowledge any clearly innovative aspects of the proposed program, together with recommendations on any essential or otherwise desirable modifications to the program.

5.6. Internal response

Responses to the reviewers' report from both the Chair and the Dean, or their delegates, should be prepared and attached to the reviewers' report.

5.7. Institutional approval

In addition to the completion of the external review, approval of new program proposals by the following University bodies, normally in the order listed below, is required:

- the Department(s) – to ensure that the new program meets the stated objectives within the context of the discipline;
- the Faculty Curriculum Committee(s) – to ensure that the new program adds sufficient value to the programs already offered in the Faculty;
- the Faculty(ies) (or Faculty Council(s) if the Faculty By-Laws allow it to act on

- behalf of the Faculty) – to ensure that the program is consistent with the Faculty’s strategic plans and that the necessary resources are available if these are to be provided from within the Faculty’s envelope;
- for Undergraduate programs, the Undergraduate Council Curriculum Committee – to assess the impact of the new program on students enrolled in other Faculties;
 - Undergraduate Council or Graduate Council – to provide a venue for a broad discussion on the new program by elected faculty and student members with specific knowledge of and expertise in undergraduate or graduate programming, and ensure that the program is consistent with University-wide goals and criteria specifically related to undergraduate or graduate programming;
 - University Planning Committee – to ensure the financial viability of the new program and evaluate the need for additional resources if these are to be provided from outside the Faculty envelope; and,
 - Senate – to ensure that the program is consistent with the University’s general strategic plans with respect to academic programs.

These bodies should consider the criteria outlined in Section 5.3 when evaluating the proposal.

Normally, approvals by all of the above University bodies will take place before the external review. However, in cases where the external reviewers recommend significant changes to the program proposal, it may have to return to these bodies for re-assessment.

In addition:

- The University Budget Committee must approve any request for additional funding outside the Faculty envelope including new one-time or base budget funding. This would be done during the normal budget cycle. Typically budget submissions are received in March and decisions communicated in June after the budget has the Board of Governors’ approval.
- The University Student Fees Committee must approve all fees and the administration of them if the fees are different than the normal tuition charged in a Faculty and/or if supplementary fees are being proposed. The Fees Committee must approve all fees for revenue generating programs.

Special considerations, such as collaboration agreements or non-standard distribution and full revenue generating programs should refer to the Academic Revenue Generating Activity Policy (<http://www.mcmaster.ca/policy/AdminAcad/AcadAdmin/AcademicRevenueActivityPolicy.pdf>) and other relevant University policies as may apply.

If any one of the bodies requires changes to the proposal, those changes may have to be subsequently provided to the other approving bodies for approval, depending on the nature of the changes.

Chairs of Departments named in the proposal should be informed by the University Secretariat of the schedule for presentations to Undergraduate Council, University Planning Committee and Senate, and of the decisions of these bodies with regard to the new program proposal. The School of Graduate Studies should inform Chairs of

the schedule of presentations to Graduate Council, and of the decisions of this body with regards to the new program proposal.

5.8. Quality Council Secretariat

Once all approvals outlined in Section 5.7 are obtained, the institution will submit the Proposal Brief, together with the Reviewers' Report and the internal response to the Report, to the Quality Council Secretariat. The submission template will require information on whether or not the proposed program will be a cost-recovery program. The same standards and protocols apply regardless of the source of funding.

5.9. Announcement of new programs

Following its submission to the Quality Council, the University may announce its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until the program has been approved by the Quality Council.

5.10. Approved new programs

After a new program is approved to commence by the Quality Council, the University may seek Provincial funding for the program, which must begin within thirty-six months of the date of approval; otherwise, the approval will lapse.

The first cyclical review for any new program must be conducted no more than eight years after the date of the program's initial enrolment.

Between eighteen and twenty-four months after onset of the program, the Chair will provide the Dean and Associate Vice-President (~~Academic~~)(Faculty) or, in the case of graduate programs, the Associate Vice-President and Dean of Graduate studies, with a brief update on progress in the program, addressing any concerns from the initial program review, and highlighting any unanticipated changes in curriculum, resources, enrollment, funding mechanisms, or governance structure. If, after consultation with the Dean, the Associate Vice-President (~~Academic~~)(Faculty) or, in the case of graduate programs, the Associate Vice-President and Dean of Graduate studies, deems it appropriate, an informal internal assessment of the program may be undertaken, including interviews with current faculty, students, and staff, to determine if a more complete, early cyclical review is warranted.

6. EXPEDITED APPROVALS OF NEW PROGRAMS

The Protocol for Expedited Approvals applies when one or more of the following applies:

- an institution requests endorsement of the Quality Council to declare a new Field or to revise Fields in a graduate program (note: there is no requirement to declare fields in either master's or doctoral programs);
- there is a proposal for a new collaborative program;
- there are proposals for new for-credit graduate diplomas; or,
- there are major modifications to existing programs, and the University requests

approval.

The Expedited Approvals process requires all the approvals listed in Section 5.7 and the submission to the Quality Council of a Proposal Brief of the proposed program change/new program and the rationale for it. It does not require that external reviewers be involved in the approval process and provides for a faster turn-around on decisions by the Quality Council.

6.1. Proposal brief

The Proposal Brief will describe the new program or the significant changes being proposed (including, as appropriate, reference to Program Learning Outcomes, Degree Level Expectations, faculty and resource implications), provide a brief account of the rationale for the changes, and address the evaluation criteria.

6.2. Institutional identification of major modifications to existing programs

Existing programs can be expected to routinely undergo revisions with the aim of quality enhancement. This includes, for example, the introduction or deletion of courses, major exam structures, change in emphases, options, minors, or mode of delivery. The revisions must be submitted through the normal curriculum approval process outlined in Section 5.7 (excluding the University Planning Committee, unless there are significant resource implications). These revisions will be assessed during the course of the next cyclical review of the program.

There may be, however, situations where the changes to the program are of such significance that a more immediate review is desirable. This situation may occur, for example, where:

- the program's revisions meet the definition of a major modification, as defined in Section 4;
- the fundamental objectives of the program change; or,
- there are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources,

In such cases, the Department, the Faculty, Undergraduate Council or Graduate Council may, if it deems it advisable after consultation with the relevant Dean(s) and Associate Vice-President ~~(Academic)~~(Faculty) and/or Associate Vice-President and Dean of Graduate Studies, initiate a program review and request that the Quality Council review the major modification proposal. Normally, such review will occur through an Expedited Approval Process.

7. CYCLICAL PROGRAM REVIEWS

All academic programs are to be reviewed on an eight-year cycle. Combined programs do not require review if their constituting programs are reviewed separately. Emphases, Options and Minors do not require review. The list of programs that require review, and the schedule of such reviews, will be maintained by the Associate Vice-President ~~(Academic)~~(Faculty).

Departments can choose to review undergraduate and graduate programs jointly or separately. If the reviews are done jointly, there can be additional subsections within

the report to address different situations that apply to each program. Program reviews can also be done jointly with accreditation reviews, at the discretion of the Chair, in consultation with the Dean (see Section 7.5).

The review consists of the following five steps:

7.1. Self-study: Internal program perspective

The Chair is responsible, in collaboration with relevant groups and/or individuals, for preparing a self-study document that is broad-based, reflective, forward-looking and inclusive of critical analysis. It should identify any pertinent information that it deemed appropriate for inclusion. The self-study must address and document the consistency of the program's learning outcomes with the University's mission and Degree Level Expectations, and how its graduates achieve those outcomes;

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The self-study should include criteria and quality indicators including:

7.1.1. Objectives

- 7.1.1.a. Program is consistent with the University's mission and academic plans.
- 7.1.1.b. Program requirements and learning outcomes are clear, appropriate and align with the University's statement of the undergraduate and/or graduate Degree Level Expectations.

7.1.2. Admission requirements

Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.

7.1.3. Curriculum

- 7.1.3.a. How the curriculum reflects the current state of the discipline or area of study.
- 7.1.3.b. Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- 7.1.3.c. How the mode(s) of delivery are appropriate and effective at meeting the program's identified learning outcomes.

7.1.4. Teaching and assessment

- 7.1.4.a. Methods for assessing student achievement of the defined learning Outcomes and Degree Level Expectations are appropriate and effective.
- 7.1.4.b. Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning objectives and the University's statement of Degree Level Expectations.

7.1.5. Resources

Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering and maintaining the quality of its program(s), in relation to the University's priorities for and constraints on funding, space, and faculty allocation.

7.1.6. Quality indicators

Information on the quality of the program under review. Standard quality indicators, outlined in the McMaster Guide to Program Reviews, will be provided to Chairs by central resources and departments. Chairs will be expected to provide context and commentary on the data provided to them. When possible and appropriate, Chairs will also refer to applicable professional standards.

7.1.7. Quality enhancement

Initiatives that have been undertaken to enhance the teaching, learning and/or research environments thus, the quality of the program, and how these will be sustained.

7.1.8. Additional graduate program criteria

7.1.8.a. Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.

7.1.8.b. Quality and availability of graduate supervision.

7.1.8.c. Definition and application of indicators that provide evidence of faculty, student and program quality, for example:

7.1.8.c.i. Faculty: funding, honours and awards, and commitment to student mentoring;

7.1.8.c.ii. Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards;

7.1.8.c.iii. Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience, and commitment to development of professional and transferable skills; evidence of sufficient and regular graduate level course offerings to ensure that students will be able to meet university requirements in terms of the minimum number of courses required, the level of courses required, and the timely completion of other required elements appropriate for the degree level (e.g., transfer exams, comprehensive exams).

- 7.1.9. Evidence that a consultative and inclusive system of governance has been used on an ongoing basis to assess the program and implement changes as appropriate.
- 7.1.10. Concerns and recommendations raised in previous reviews;
- 7.1.11. Areas identified through the conduct of the self-study as requiring improvement;
- 7.1.12. Areas that hold promise for enhancement;
- 7.1.13. Academic services that directly contribute to the academic quality of each program under review;
- 7.1.14. Participation of program faculty, staff, and students in the self-study and how their views were obtained and taken into account, [and who contributed to the development and writing of the self-study](#).
- 7.1.15. The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers may also be included.

It is the Chair's responsibility to review and approve the self-study report to ensure that it meets the above criteria.

7.2. External evaluation: External perspective

The Associate Vice-President ~~(Academic)(Faculty)~~ or, in the case of graduate programs, the Associate Vice-President and Dean of Graduate Studies, in consultation with the Dean, will select a team of reviewers to evaluate the program. The review team shall consist of at least one external reviewer for undergraduate programs and two external reviewers for either graduate programs or for concurrent reviews of undergraduate and graduate programs. The team will also include one internal reviewer selected by the Associate Vice-President ~~(Academic)(Faculty)~~ or, in the case of graduate programs, the Associate Vice-President and Dean of Graduate Studies, in consultation with the Dean. Additional members may be added to the team if appropriate, such as when evaluating professional programs.

External members of the review team normally shall be individuals in the same discipline as the Program under review (or across disciplines for interdisciplinary programs) who are distinguished senior academics of broad experience, with an established commitment to higher education. They must have an impartial, arms-length relationship to the Program [\(as defined in Section 5.4\)](#). They will be selected from a list of at least four suggested individuals ~~submitted—compiled~~ by the Program/Department under review [and endorsed by the Dean](#), or six for graduate programs or combined undergraduate/graduate program reviews. The list shall include, for each proposed external reviewer:

- name;
- rank and position;

- institution or company and current address, telephone and fax numbers, and e-mail address, and URL if available;
- professional (including administrative) experience or expertise relevant to the Program under review;
- details of any previous or current affiliation with the University, and any association with individual members of the Program under review (e.g., co-author, previous student/supervisor, close relationship); and,
- for graduate program or combined reviews, a description of research expertise, and a partial listing of recent scholarly publications.

The Self-Study, the McMaster Guide to Program Reviews, and other materials specific to the current review will be provided to all members of the Review Committee no less than two weeks prior to their visit. When appropriate, the results of the previous accreditation review also will be made available to the Review Committee to provide them with the views of the relevant professional association(s). The Guide describes the review process and the roles and obligations of the Review Committee, which include:

- to identify and comment on the program's notably strong and creative attributes;
- to describe the program's respective strengths, areas for improvement, and opportunities for enhancement;
- to recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take with existing resources and those that require external action;
- to recognize the University's autonomy to determine priorities for funding, space, and faculty allocation; and,
- to respect the confidentiality required for all aspects of the review process.

It is required that all reviewers visit at the same time, normally for two days. As appropriate, the review team shall meet with the following:

- Chair or Director;
- Full-time faculty members (in groups);
- Part-time faculty members (in groups);
- Program students (units should encourage a broad cross section of students to participate in a meeting with the review team);
- Associate Dean;
- Dean;
- for graduate programs, the Associate Vice-President and Dean of Graduate Studies;
- for undergraduate programs, the Associate Vice-President (~~Academic~~)(Faculty); and,
- Provost and Vice-President (Academic), if available.

The review team will submit to the Office of the Associate Vice-President (~~Academic~~)(Faculty) a joint report, including an Executive Summary, for the program(s) under review, normally within four weeks of the visit. The report will normally be written primarily by the external reviewer(s), with input from the internal reviewer. The Review Committee's report should address the substance of both the self-study report and the evaluation criteria set out in Section 5.3. The

intent of these reports is to be formative and constructive. The reports are intended to provide counsel rather than prescriptive courses of action. The Office of the Associate Vice-President ~~(Academic)~~(Faculty) will circulate the report to the appropriate Chairs and Deans and, in the case of graduate programs, to the Associate Vice-President and Dean of Graduate Studies.

The Chair shall be responsible, in collaboration with relevant groups and/or individuals, for preparing the Program's response to the report and submitting it to the Dean.

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The Dean's response to the reviewers' report and to the Chair's response constitutes the Implementation Plan and should include any changes in organization, policy or governance that would be necessary to meet the recommendations, a discussion of the ways in which proposed changes deal with problems identified in the review, whether additional resources can be allocated to enhance the quality of the program, and a proposed timeline for the implementation of proposed changes. The Dean will be responsible for reviewing the recommendations and for providing resources necessary for those that will be implemented.

7.3. Institutional perspective and report

The program self-study, the program review report and the Implementation Plan will be submitted to McMaster University's Quality Assurance Committee, a joint committee of Undergraduate and Graduate Councils. The program self-study and the review report will be treated as confidential. The Quality Assurance Committee will assess the documents and will submit a Final Assessment Report to Undergraduate Council or Graduate Council that:

- identifies significant strengths of the program;
- addresses the appropriateness of resources for the success of the program;
- identifies opportunities for program improvement and enhancement;
- identifies and prioritizes the recommendations;
- provides an Executive Summary, exclusive of any confidential information and suitable for public dissemination;
- includes the Implementation Plan;
- may include a confidential section (e.g., where personnel issues may be addressed);
- may include additional recommendations or comments to the Provost and Vice-President (Academic). Recommendations could include, for example, requiring a detailed 18-month report that will describe progress towards addressing major concerns or scheduling an additional cyclical review sooner than specified by the normal 8-year cycle.

Undergraduate Council or Graduate Council will receive the Final Assessment Report from the Quality Assurance Committee in open session (confidential sections, if any, will be discussed in closed session) and will consider whether it will add–provide its own recommendations or comments to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean, and the Associate Vice-President ~~(Academic)~~(Faculty) or, in the case of graduate programs, to the Associate Vice-President and Dean of Graduate Studies.

The report from Undergraduate Council or Graduate Council, along with any recommendations or comments, will be presented to the University Planning Committee, which will consider whether it will make additional recommendations or comments to the Provost and Vice-President (Academic). These will be communicated to the Chair, the Dean and the Associate Vice-President (Academic)(Faculty) or, in the case of graduate programs, to the Associate Vice-President and Dean of Graduate Studies.

Eighteen months after receiving the report from Undergraduate Council or Graduate Council, the Dean will meet with the Chair for an update on the program. The Dean will submit to Undergraduate Council or Graduate Council a report summarizing the status of any actions in the Implementation Plan that have been taken or are being taken. This report, along with any recommendations or comments made to the Provost and Vice-President (Academic) from Undergraduate Council or Graduate Council, will be presented to the University Planning Committee, which will consider whether it will make additional recommendations or comments to the Provost and Vice-President (Academic)s. These will be communicated to the Dean, and the Associate Vice-President (Academic)(Faculty), or, in the case of graduate programs, to the Associate Vice-President and Dean of Graduate Studies.

7.4. Reporting requirements

Once per year, the Associate Vice-President (Academic)(Faculty) will submit a report of major modifications to existing programs, as defined in Section 4, and will submit the report to the Quality Council, along with the Final Assessment Reports for all program reviews completed in that year.

Once per year, the Chair of the Quality Assurance Committee will present an Annual Report, consisting of a compilation of the Final Assessment Reports, to an open session of Senate (confidential sections, if any, will be discussed in closed session). The Deans will be invited to answer any questions that arise.

The Executive Summaries and the Implementation Plans of the Final Assessment Reports will be posted on the Vice-President Academic section of the University's website and copies of this information will be provided to the Quality Council and to the University's Board of Governors.

7.5. Use of accreditation and other external reviews in the Institutional Quality Assurance Process

Programs that periodically undergo accreditation reviews may use the associated documentation as a partial substitute for the self-study. The Associate Vice-President (Academic)(Faculty) or, in the case of graduate programs, the Associate Vice-President and Dean of Graduate Studies, in consultation with the Dean, will review the accreditation requirements to determine their suitability and identify any components of the cyclical review that are missing. An addendum to the accreditation documentation, containing any revised or missing components, will be prepared and appended to the accreditation documentation. A record of substitutions or additions, and the grounds on which they were made, will be

eligible for audit by the Quality Council. The remaining steps in the cyclical review will then take place. When requested by the Dean and permitted by the accreditation authorities, the cyclical visit by the external reviewers may be performed at the same time or by the same people as the accreditation review, or it may be used to assess quality assurance issues not covered by the accreditation review.

APPENDIX A

**McMASTER UNIVERSITY'S STATEMENT
ON DEGREE LEVEL EXPECTATIONS**

A McMaster education should enable students to develop sets of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Degree level expectations elaborate the intellectual and creative development of students and the acquisition of relevant skills that are usually widely, yet implicitly, understood.

McMaster University has adopted the following Undergraduate Degree Level Expectations (UDLEs) or Graduate Degree Level Expectations (GDLEs) that were developed by the Ontario Council of Academic Vice-Presidents and endorsed by the Council of Ontario Universities in December 2005. These degree level expectations are to be viewed as a minimum threshold for all degree programs at McMaster.

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	<p>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</p> <p>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</p> <p>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</p> <p>d) Some detailed knowledge in an</p>	<p>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</p> <p>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</p> <p>c) Developed ability to:</p> <p>i) gather, review, evaluate and interpret information; and</p> <p>ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline</p> <p>d) Developed, detailed knowledge</p>

	<p>area of the discipline</p> <p>e) Critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>	<p>of and experience in research in an area of the discipline</p> <p>e) Developed critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>
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> <p>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and</p> <p>b) devise and sustain arguments or solve problems using these methods.</p>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</p> <p>b) devise and sustain arguments or solve problems using these methods; and</p> <p>c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>
3. Application of knowledge	<p>The ability to review, present, and interpret quantitative and qualitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and</p> <p>The ability to use a basic range of established techniques to:</p>	<p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <p>a) develop lines of argument;</p> <p>b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</p> <p>c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</p> <p>d) where appropriate use this knowledge in the creative process; and</p> <p>The ability to use a range of established techniques to:</p>

	<p>a) analyze information;</p> <p>b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;</p> <p>c) propose solutions; and</p> <p>d) make use of scholarly reviews and primary sources.</p>	<p>a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</p> <p>b) propose solutions;</p> <p>c) frame appropriate questions for the purpose of solving a problem;</p> <p>d) solve a problem or create a new work; and</p> <p>e) to make critical use of scholarly reviews and primary sources.</p>
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	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.
6. Autonomy and professional capacity	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of personal responsibility and decision-making;</p> <p>b) working effectively with others;</p> <p>c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and</p>	<p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</p> <p>b) working effectively with others;</p> <p>c) decision-making in complex contexts;</p>

	d) behaviour consistent with academic integrity and social responsibility.	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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GRADUATE

	Master's degree This degree is awarded to students who have demonstrated the following:	Doctoral degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
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;	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.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex	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

	<p>issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) The development and support of a sustained argument in written form; or</p> <p>b) Originality in the application of knowledge.</p>	<p>research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>
3. Level of application of knowledge	<p>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.</p>	<p>The capacity to:</p> <p>a) Undertake pure and/or applied research at an advanced level; and</p> <p>b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.</p>
4. Professional capacity/autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) The exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) Decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p> <p>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to evaluate the broader implications of applying</p>

		knowledge to particular contexts.
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly, orally and in writing, to a range of audiences.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, orally and in writing, to a range of audiences.
6. 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.

Draft proposal:
M-Bridge – McMaster bridging program

1 M-Bridge ELS Bridging Program: Introduction

The proposed M-Bridge Program (McMaster ESL Bridging Program) is a new initiative intended to facilitate for **international students** entry into McMaster's undergraduate programs. The program targets **undergraduate students** who meet program-specific admission requirements, but **do not meet English proficiency requirements**. Although the program is primarily intended for undergraduate students, it will also serve the needs of **graduate** students who need further development in academic English.

2 Why McMaster needs M-Bridge

Most universities in Ontario, both larger and smaller than McMaster, offer a substantial 'bridging' program to facilitate full-time study for international students who qualify for admission to undergraduate studies but do not meet the language proficiency requirements. Table 1 identifies a few such programs. In fact, according to Rebecca Hamilton, Associate Registrar at McMaster, McMaster is **one of only three** universities in Ontario **not** to offer such a program (the others are OCAD and Nipissing).

Table 1 - Bridging programs at some Ontario universities

University	Name of bridging program
Brock U	Intensive English Language Program (IELP)
Queen's U	QBridge – Queen's U English Bridging Program
U of Toronto	International Foundation Program (IFP) Graduate International Foundation Program (Grad IFP)
U of Waterloo	Bridge to Academic Success in English (BASE)
Wilfrid Laurier	The Laurier English and Academic English Foundation (LEAF) Program
York U	YUBridge – York University Bridging Program

It appears that while the above universities provide international students who do not meet language requirements the option to complete intensive English programs, along with conditional offers to study at the institution, McMaster simply turns such students away. At a recent meeting with Rebecca Hamilton, we learned that McMaster receives many inquiries about a bridging program; these students are notified in turn that we do not have such a program in place. We do not know how many students potentially would be served by such a program; an initial inquiry with Admissions office at McMaster has revealed that, for 2012-13, McMaster turned away 220 students because they did not meet the University's English language requirements. Why is McMaster not doing more to support international students who would like to study here?

M-Bridge and *Forward with Integrity*

The importance of **internationalization** and **experiential learning in the student experience** are strongly articulated in President Deane's open letter to the McMaster community. The M-Bridge program outlined here aligns with these critical aspects of the university's mission going forward. The program supports internationalization in that it envisages a pathway to open up the university to students from around the world who require support in academic language training. The program also envisages an avenue for other students from the McMaster community to become aware of the barriers faced by those who are not as proficient in English in a global context where English continues to enjoy a privileged status, and to contribute directly to the eradication of those barriers.

International Education: a Key Driver of Canada's Future Prosperity

In August 2012 a task force led by Amit Chakma, the President of the University of Western Ontario, released a lengthy report entitled ***International Education: a Key Driver of Canada's Future Prosperity***. The report recommends that Canada should double its intake of international students by 2022 (from 239,130 to 450,000), noting that 'Canada's share of international students in post-secondary education is relatively modest compared to competitor countries' such as France, Germany and Australia. Recruiting **international students** to Canadian campuses is one of the key components of **internationalization** as identified by the task force, along with internationalization of the curriculum, engagement in international research collaborations, and provision of opportunities for Canadian students to study abroad.

The short-term and long-term economic benefits of hosting international students on Canadian campuses are emphasised both in the *International Education* report cited above, and in a 2009 report prepared by Roslyn Kunin & Associates for Foreign Affairs and International Trade Canada, entitled *Economic Impact of International Education in Canada*. In the short term, international students contribute directly to local and national economies; in the long term, international students help Canadians develop a **global perspective and a sense of global citizenship**, help us address **demographic and labour market shortages**, and help us create **international alumni networks** that can facilitate future knowledge production, cosmopolitan conviction, and investment partnerships.

International students at McMaster

As mentioned above, Canada lags behind competitor countries in accepting international students in post-secondary institutions; international students account for 7.5% of post-secondary enrolment in Canada, but they account for 12%, 11.5% and 23.2% of post-secondary enrolment in France, Germany and Australia respectively.

When we consider the Ontario context, we note that McMaster has a lower percentage of international students than several competitor universities. According to a 2011 report prepared by the Ontario Undergraduate Student Alliance (OUSA), entitled *Going Global: Supporting Ontario's International Students*, **4.9%** of undergraduate students at McMaster in Fall 2009 were full-time **international students**. In many Ontario universities, international students make up a larger percentage of undergraduate students: 5.4% at York, 7.5% at Windsor, 7.6% at Waterloo, 9.1% at Carleton and 10.5% at Toronto (figures for Fall 2009).

It should be noted, too, that increasing the presence of international students in Ontario universities has also been a priority of the Ontario government. In the 2010 Speech from the Throne, the Ontario government pledged to 'aggressively promote Ontario postsecondary institutions abroad, and increase international enrolment by 50 per cent' over five years (Speech from the Throne, March 8 2010).

3 English language proficiency requirements at McMaster

The students who would be served by this program are those whose English language proficiency falls below the minimum required by their program of choice. Undergraduate requirements are found in Table 2 below, and are taken from the University's Admission website.

Table 2 - Undergraduate English Proficiency Admission Requirements

English Language Test	Minimum Acceptable Score
TOEFL (Test of English as a Foreign Language) www.toefl.com	IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening) Valid for 2 years
COPE (Certificate of Proficiency in English)	86 Overall with 32 in Writing and 22 in both Listening and Reading. Valid for 2 years
IELTS (International English Language Testing System)	6.5 Overall Valid for 2 years
MELAB (Michigan English Language Assessment Battery)	85 Overall Valid for 2 years
CAEL (Canadian Academic English Language)	70 Overall Valid for 1 year
PTE (Academic): Pearson Test of English Academic	60 Overall with minimum score of 60 in Writing and Speaking

Graduate and professional program requirements vary across disciplines; Table 3 below provides the information found on the School of Graduate Studies' website, as well as the information provided by some other faculties and programs across campus.

Table 3 – Graduate/Other English Proficiency Admission Requirements

Graduate Unit/Faculty/Program	Minimum Acceptable Score
SGS (recommended for Faculties other than Engineering)	TOEFL iBT: 92 TOEFL paper-based: 580 TOEFL computer-based: 237
Engineering	TOEFL iBT: 80 TOEFL paper-based: 550 TOEFL computer-based: 213
OT/PT	TOEFL iBT: 92 TOEFL paper-based: 600 TOEFL computer-based: 250
Medical Sciences Graduate Program	TOEFL iBT: 92 TOEFL paper-based: 580 TOEFL computer-based: 237 IELTS: 7.0

4 How M-Bridge works: overview

The proposed M-Bridge program would be a high quality program that assists international students in developing their academic English skills while growing accustomed to the post-secondary Canadian environment. Students could complete an eight-month option (September – April) or an intensive four-month option (May – August). In each session, Fall-Winter or Summer, the program would offer intermediate to advanced academic English courses (four levels), seminars on academic integrity, and acculturation and professional development modules. In addition, this program will enable students to complete a degree course in each term which can be used as electives in their degrees. Table 4 provides an overview of the program. It is anticipated that the intensive summer program will be particularly appealing for international students seeking admission to graduate or professional programs, whether or not they meet the minimum requirements.

Table 4 - Quick overview of M-Bridge

Components	Fall-Winter Term 1	Fall-Winter Term 2	May-June	July-August
Levels 1-2				
-student integration	✓		✓	
Levels 3-4		✓		✓
-professional development				
-academic integrity	✓	✓	✓	✓
-acculturation				
-completion of degree course	✓	✓	✓	✓

5 How M-Bridge works: more details

The objective of M-Bridge is to provide a quality, student-centred, intensive program in Academic English so that international students have the foundational linguistic and academic skills to succeed at McMaster. The program focuses on all aspects of academic English: reading, writing, speaking and listening. In addition, attention is paid to university-specific awareness, cultural awareness and professional development (the development of key skills to operate in a Canadian academic setting). Academic English instruction will take place in small groups, and speaking and listening skills will be reinforced outside the classroom environment through conversational cafes run by university peers who are proficient of English. Students are also encouraged to complete 6 units of university courses, which will subsequently count towards their undergraduate degree. Taking a university course while studying academic English reinforces all the language skills in a 'real' university setting, while enabling students to work toward degree requirements.

Conditional acceptance – pathway to university degree through M-Bridge

The M-Bridge program entails conditional acceptance for international students who are admissible to the program of their choice, but whose English proficiency score is too low. Students are given a conditional acceptance to their program of choice pending successful completion of one of the options above. Successful completion includes obtaining the required score on the appropriate English Proficiency Test (IELTS, TOEFL, etc.) OR completing a McMaster-internal equivalent language proficiency test. Upon successful completion of the M-Bridge program, the student is admitted to his/her preferred program. While completing the M-Bridge program, students earn 6 units of credit toward their undergraduate degree.

M-Bridge intensive program + 2 university courses

The pedagogical focus of each of the levels of the M-Bridge is described very briefly below. In each level there is a focus on all aspects of language use: reading, writing, speaking and listening. In each level there is a complementary focus on socio-cultural and professional development.

Levels 1 and 2

20 hours structured per week in Intermediate English for Academic Purposes

- all skills: reading, writing, speaking, listening
- basic research skills; basic presentation skills; academic integrity
- cultural awareness; university preparation
- conversational student cafes
- + 3 units in university credits (Linguistics 1Z03)

Levels 3 and 4

20 hours structured per week in Advanced Academic English

- all skills: reading, writing, speaking, listening
- advanced research, presentation and critical skills
- ability to discuss and produce scholarly work
- academic integrity issues
- conversational student cafes
- + 3 units university credits (Linguistics 1ZZ3)

Why Linguistics 1Z03 and 1ZZ3 as the university credits?

We are asking students to take these two new linguistics courses for two reasons. First, they are a good introduction to university lecture style courses: short frequent assignments, new technical concepts (they are not already familiar with), large lectures. These courses will help in the development of listening and note taking skills in English. Second, and most important, the courses will focus on **Canadian English**: *sounds, sound structure* and *word formation* in Linguistics 1Z03, and *sentence structure* and *meaning* in Linguistics 1ZZ3. The international students who take this course as part of the M-Bridge program will have their own tutorial section, guided by a graduate TA from the Department of Linguistics & Languages, with whom they can discuss challenges and insights from their perspective.

The linguistics courses are also a **natural complement** to courses on academic English. We believe that this feature of M-Bridge makes McMaster's bridging program unique in the province: it is the only such program to integrate **linguistics** into the academic English program.

A program taught by experts and supported by linguists

The core program in academic English will be delivered by experts in the Teaching of English as a Second Language (TESL). The Department of Linguistics & Languages will seek experts qualified in the teaching of ESL to do the core instruction. The Department of Linguistics & Languages already employs a TESL-Ontario certified instructor (TESL Ontario is the highest accreditation body in the province for instructors of English as a Second Language) to deliver two Level IV courses in the Linguistics program aimed at providing students some training in TESL: a TESL methodology course and a TESL Practicum. Senior students in linguistics who qualify for the TESL Practicum currently do placements (observation and instruction) throughout Hamilton in several ESL classrooms. With the M-Bridge program in place, students in the TESL Practicum course could do their placement within the new program.

Undergraduate Humanities students who are not in need of ESL training could obtain valuable experience by participating in the program as an **M-Bridge 'peer'**. M-Bridge

peers are partners for M-Bridge students in providing opportunities for doing the following in English (outside of the classroom): listening, speaking, learning about Canadian society and university life. M-Bridge peers receive training by the Department of Linguistics & Languages and course credit (3 units of Applied Humanities) for their participation in the M-Bridge program.

6 Cost of M-Bridge – Student fees

Only approximate costs of the program for students who wish to enroll in M-Bridge have been identified; further details need to be considered. The tuition cost per term will be comparable to the cost of a full-time undergraduate program per term. Details concerning other student fees, medical insurance, etc. need to be considered. The cost at other universities in Ontario also appears to be based on full-time tuition costs. Table 5 contains the cost of bridging programs at other Ontario universities, as reported on their websites. The objective is to deliver a **quality, sustainable program** that is in keeping with what comparable institutions offer.

Table 5 – Cost of bridging programs at other Ontario universities

University	Cost of bridging program
Brock U	\$3,700 per term
Queen's U	\$9,150 (summer term only)
U of Toronto	International Foundation Program (IFP) – undergraduate \$29,000-31,000 (two terms, Sept – April) – includes health insurance, incidental fees, 1 degree course + 1 discipline-specific course
Wilfrid Laurier	\$3,650 for 8-week program \$4,950 for 14-week program
York U	\$21,565 – two terms – includes 6 units of university courses

Accommodation and meal plans

McMaster should provide options for on-campus accommodation during the summer months. Meal plans should also be made available to students in the M-Bridge program.

7 Resource costs

At least two full-time positions will be required to deliver the program in the first year. The positions will require expertise in adult learning, specifically in TESL, with a focus on academic English. In addition, there will need to be resources allocated to the coordination of M-Bridge peers, to setting up the measurement of program outcomes, to devising a McMaster-internal English proficiency test, and to promoting international awareness of the program. The revenue generated by the program will support program

expansion in subsequent years. The **anticipated costs** of setting up this program are approximately \$300,000 (12 months).

Sources of funding to be explored

Seed money for this initiative will be sought through the Research Centres/Institutes initiative of the Faculty of Humanities. The M-Bridge program will be part of a proposal put forward by the Department of Linguistics & Languages to create an International Centre for Clinical and Applied Research on Language (iCCARL) that will promote international research collaborations and the training of international graduate students. In addition, the Department will seek funding through the FWI initiative to develop a student-centred learning experience.

8 Preliminary budget

A very preliminary budget that includes the principal projected expenses and an estimate of revenues for one year has been worked out. As mentioned, it is anticipated that this program will cost approximately \$300,000 to deliver in the first year. The **projected expenses** include essential salaries and benefits, sessional teaching for additional units of Linguistics 1Z03 and 1ZZ3, basic materials for program delivery (texts, digital media), and costs related to the promotion of the program abroad. We anticipate promotional costs to be much higher in the first year than in subsequent years since we need to make potential students aware of the program.

The **projected revenue** for the same period (12 months) is approximately \$340,000. This is based on tuition and application fees for approximately 30-40 students over one year. The projected enrolment is 15-20 students for the summer program, and 15-20 students for the fall-winter session. The **projected profit/loss summary** for the first year is a modest profit of \$40,000. Profits generated by this program will be reinvested in the program and in the proposed Centre to strengthen and expand the program.

9 Modest year 1 enrolment projection

The anticipated enrolment in the first year of this program is modest: 15-20 students in each session of the program. The Department would like to proceed cautiously for several reasons. First, it takes time to build a **quality program**; starting 'small' ensures that it is possible to adapt and respond to student need. Second, this program necessitates the cooperation of **faculties across campus** whose undergraduate degree programs are in demand (e.g., Engineering, Science); these faculties need time to consider the role of the bridging program in their admission targets and program capacities. Third, this program also requires the **assistance of other units** on campus, such as the Office of the Registrar and International Affairs; smaller initial numbers will be more manageable for other units.

