

Send the electronic version of the completed template to:
Candace Loosley, Assistant to the Vice-Provost, School of Graduate and Postdoctoral Studies
E-mail: cloosley@uwo.ca (June 30, 2015)

Learning Outcome s	Depth & Breadth of Knowledg e	Research & Scholarshi p	Level of Applicatio n of Knowledg e	Professiona l Capacity / Autonomy	Level of Communicatio n Skills
-----------------------------------	--	--	--	--	---

Accreditation of the Professional Program

Describe any professional accreditation that has been or will be sought for the program. Note the accrediting body and the impact of accreditation on the program.

Delivery method of the Professional Program

Indicate whether the program, or part of the program, will be offered off-campus or on-line.

FACULTY MEMBERS IN THE PROGRAM AND GRADUATE SUPERVISION AND TEACHING***Faculty Members in the Program***

Primary members:

tenured or tenure-track faculty members whose graduate involvement will be primarily in the graduate program proposed
non-tenure-track faculty members, clinical faculty, and institute scientists whose graduate involvement will be primarily in the graduate program proposed

Supporting members:

tenured or tenure-track faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a member of the graduate program proposed

TABLE 1 - SGPS will supply the table template and member

TABLE 2 – Completed by the Program

Completed and Current Numbers of Thesis Supervisions by Faculty Member ¹				
Category ²	Faculty Name	Completed During Career at Western		Current Students in Progress at Western
		Master's		

Current and Recent Teaching Assignments

TABLE 3 - Completed by the Program

Graduate Course Teaching Assignments in the Past Three Years ¹					
Category ²	Faculty Member	2007-2008	2008-2009	2009-2010	Comments

Space

Describe the space that will be dedicated to the graduate program and students. Indicate the primary location of the program (i.e., the building where the program office is located) and the location of space that will be dedicated to the program.

Describe the general workspace and any office space to be available to the students in the program. Include any particular space resources not already included in the sections above. Describe the “common” space for students, staff and faculty that supports community development within the program.

Describe any plans for future changes or renovations to the space, and any plans for expansion of the space currently dedicated to the program.

Administrative Support

Describe the administrative support that will be dedicated to the proposed program. Indicate the level of support and the general responsibilities of the administrative support staff.

Professional Development resources

Describe the resources available to students to support their professional development (e.g., workshops offered through the Teaching Support Centre and the 360 Initiative). In particular, describe any resources or programs offered directly by the department/Faculty/program. Describe how students in the program are encouraged and supported to participate in professional development opportunities.

Describe any funding available to students to support their professional development. For example, describe any funding available to students to support their participation in professional/scholarly conferences.

PROGRAM REGULATIONS AND COURSES

The intellectual development and the educational experience of the student

It is expected that graduate programs foster the intellectual development of students and provide opportunities for students to participate in a “community of scholars”. The quality of student experiences relies on meaningful interaction with faculty members and on clear understanding of the expectations of the program.

Describe the general arrangements that exist in the program to foster the development of graduate students, and to enrich the quality of the graduate learning experience. Comment on the nature of the learning community, and structured opportunities for meaningful intellectual interaction among students, and with faculty. For example, describe any departmental seminars where faculty and student research is presented and discussed, invited speakers, workshops on research ethics, safety regulations, and grant and award application workshops.

The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.

The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online. The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.

Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores. Students must contact the graduate program in order to determine if test scores will not be required. A decision will then be made at the discretion of the School of Graduate and Postdoctoral Studies for exemption.

Degree Requirements

For each distinct degree offered within your program outline the following:

Degree Name (as seen on diploma, e.g. Master of Clinical Science, Physical Therapy, Wound Healing)

- Expected duration of the degree
- Course credit requirements for each degree option including:
 - Total course credits required
 - Specific courses required
- Milestones (Non-course related requirements) including:
 - Comprehensive Examinations
 - Secondary Language Requirements
 - Research Projects
 - Seminar Attendance/Presentation
 - Thesis Proposal
 - Thesis

Example:

Master of Clinical Science, Physical Therapy, Manipulative Therapy

Course Requirements

- 3.0 course credits
 - PHYSTHER 9600 (0.5)
 - PHYSTHER 9640 (0.5)
 - PHYSTHER 9610 (0.5)
 - PHYSTHER 9650 (0.5)

Two of:

- PHYSTHER 9620 (0.5)
- PHYSTHER 9630 (0.5)
- PHYSTHER 9670 (0.5)
- PHYSTHER 9680 (0.5)

Milestones (non-course degree requirements)

- Comprehensive Examination
 - All students must complete a comprehensive examination in their research field within the third term of the program.

Progression requirements

Under this heading include:

Process for evaluating progress in the program / Progress reports

- Describe how student progress is monitored and evaluated (e.g., annual progress evaluations and reports; quarterly meeting of the student with his/her advisory committee)

Part-time Studies

If the program will be offered to part-time students, describe how its delivery differs from that of the full-time program. Describe the progression of part-time students in the program, and comment on the opportunities for part-time students to engage in the “scholarly community” of the program.

Indicate any requirements or regulations regarding change of status from full-time to part-time, or from part-time to full-time.

Distance Delivery

If the program will be delivered in part or in whole by distance education, provide an overview of how the distance delivery meets the objectives of the program and ensures that degree level expectations are met. Provide evidence that courses taught by distance are of comparable quality to those taught on campus. Explain how the distance delivery meets the expectation of exposing students to a “community of scholars”. Describe the access to library and other resources for students studying via distance delivery.

All Graduate Courses to be Offered in the Program

It is expected that the program will provide a regular offering of courses, enabling students to meet their requirements within the expected timeframe of their program of study. Comment on how the course offerings listed in table 4 meet this expectation.

This section should include a list of all of the courses that will be offered in the program and an indication of the frequency with which they will be offered (e.g., offered every year, every other year). In addition, provide a description of any courses that will be offered outside of the program that students will be able to take to meet their requirements.

Table 4 lists all courses to be offered by the program. For each course listed, the anticipated instructor should be noted and the planned frequency for the course should be specified. Include courses that will be offered by other programs and expected to be taken by students in the proposed program.

If it is anticipated that students may be enrolled in any undergraduate courses as part of their graduate program, these undergraduate courses should be included in this listing (note: at most, undergraduate courses may comprise no more than 1/3 of a graduate student's program of study).

TABLE 4 - Completed by the Program

Graduate Courses to be Offered by the Program			
Course Catalog Number	Course Title	Faculty member(s) expected to teach the course	Frequency of Course
HRS 9601	Qualitative Method3 Tc e5CID 12 -0 0 12 478.44 8nQ15HH(i		

Participation in Collaborative Programs

Describe any participation that is expected in collaborative programs. For example, if students enrolled in this program will have the

TABLE 5 – Completed by Program**Projected Intake and Enrolments**

VOLUME 2

Curricula Vitae of the Program Members

Include the CV of each member of the program (i.e., a CV must be included for each member listed in Table 1 of Volume 1).

All CVs must be in the same format; programs may use whatever format they wish provided all CVs are in the same format.

CVs must be ordered alphabetically.

Volume 2 should be placed in a separate document/file.

NAME OF PROPOSED CONSULTANT:

RANK:

INSTITUTION: (include mailing address, telephone, fax numbers and e-mail)

L