

Report Outline for Independent External Reviews of New Degree Program Proposals

1. Summary

An overall summary of your assessment of the proposed program, including, if applicable, your positive recommendation to proceed with the implementation of the proposed program.

2. Program Learning Outcomes and Curriculum

Assessment of the quality and appropriateness of the program learning outcomes and curriculum given disciplinary, institutional, and national standards, including demonstration of:

- Developed program learning outcomes that are consistent with the Canadian Degree Qualifications Framework for the specified level of study.
- Curriculum that supports the program learning outcomes.
- Pedagogical approaches that support the delivery and assessment of the learning outcomes and that are appropriate for the teaching and learning of the curriculum.
- Does the proposed degree program meet or have the potential to meet national and international quality standards?

3. Degree Requirements

Assessment of the degree requirements, given disciplinary, institutional, provincial, and national standards for discipline and level of study, including:

- Appropriate admission, progression, and graduation requirements.
- Degree recognition for further study or employment.
- Does the proposed program demonstrate an understanding of the needs of learners in the program (the quality of the student experience and learning environment including the face-to-face experience and virtual environment and support system) and provide the appropriate academic breadth and depth of knowledge as outlined in the expectations for degree level standards in the Canadian Degree Qualifications Framework?
- Will the proposed program offer similar learning outcomes and opportunities for advancement as those offered to graduates of similar programs at Canadian post-secondary institutions?

4. Academic Staffing

Assessment of the academic staffing plan for delivering the program, including evidence of:

- Adequate number of academic staff with the minimum qualifications for the proposed discipline and level of study.
- The research and scholarly activity of faculty members having broad relevance to and enriching the teaching and learning of the proposed program.
- Faculty evaluation methods and support and resources for ongoing faculty effectiveness to maintain and enhance quality of program delivery.
- Have institutional administrators and faculty made a realistic assessment of demands that will be created by the proposed program (e.g., finances, adequacy of current and proposed faculty resources, workloads, support for scholarship of faculty, etc.)?

5. Resources

Assessment of the adequacy of existing or planned resources to effectively deliver and support learning in the program, such as:

- Teaching and learning spaces, including specialized spaces as applicable
- Technology
- Library and research resources
- Have institutional administrators and faculty made a realistic assessment of demands that will be created by the proposed program (e.g., finances, adequacy of current and proposed faculty resources, workloads, support for scholarship of faculty, etc.)?
- Does the institution have both the academic resources (e.g., supporting disciplines) and

the infrastructure (e.g., classrooms, information resources, labs, offices, equipment, etc.) to implement the proposed program?

6. Student Support Services

Assessment of the services available to students for their academic and career planning, including resources and support for:

- Accessing work-integrated learning opportunities.
- Conducting research and collaborating with peers and faculty.
- Transitioning from academia to the workplace and/or further academic studies.

7. Overall Suitability

Assessment of the overall suitability and likelihood of the success of the program:

- Given the overall quality of the institution's operations, does the expansion of programs, as proposed, seem to be a viable and realistic proposition?
- Has the institution adequately assessed demand for the program? Has it provided realistic enrolment projections?
- Do you endorse the proposal without conditions? If yes, for what reasons?
- Do you endorse the proposal subject to stated conditions? If yes, with which conditions and for what reasons?
- If you do not support the proposal, what are your reasons?

Resources

Additional Resources to support the independent external review of the new degree program proposal:

- Campus Alberta Quality Council: Standards and Evaluations Handbook 2 (Degree Programs) <https://caqc.alberta.ca/media/6248/caqc-handbook-2-degree-programs.pdf>
 - Refer to Section 4: Program Evaluation (4.2 Undergraduate Degrees and 4.5 Graduate Degrees)
- Campus Alberta Quality Council: Handbook Appendices <https://caqc.alberta.ca/media/6207/caqc-handbooks-appendices.pdf>
 - Refer to Appendix E: Terms of Reference – IAE For New Program Proposal
- Alberta Credential Framework [Alberta Credential Framework \(ACF\) \[2023\] - Open Government](#)