**Evaluative Criteria for New Programs**

**Excerpt from Algoma University IQAP**

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New programs and major modifications to programs are evaluated against the following criteria:

Nomenclature

* The program name and degree designation are appropriate to program content and consistent with current usage in the discipline and practices at Algoma University.

Objectives

* The program is consistent with the vision, special mission, strategic objectives of the university, and with the academic principles of the 5-Year Academic Plan. The program fits into the broader array of program offerings, particularly in areas of teaching and research strength.
* The program requirements and associated learning outcomes are consistent with Algoma University’s expression of the undergraduate degree level expectations.

Societal Context

* There is convincing evidence of student demand for the program.
* The proposal clearly demonstrates how students were engaged in the development process.
* The program does not directly duplicate that offered by another Ontario university, unless there is evidence of justification of the duplication based on student demand and/or societal need.
* The proposal presents convincing evidence that graduates of the program are needed in specifically identified fields (academic, public, and/or private sector).
* For professional programs, the proposal ensures congruence with current regulatory requirements of the profession and demonstrates how the regulatory body was involved in the development process.

Admissions

* The admission requirements are appropriate for the learning outcomes established for completion of the program.
* Sufficient explanation of alternative requirements, including special degree completion arrangements and bridge programs for college transfer students, is provided.
* For transfer arrangements and bridge programs proposing more than the standard level of transfer credits, a gap analysis based on learning outcomes has been completed and presented.

Structure

* The program’s structure and regulations are appropriate to facilitate meeting specified program-level learning outcomes and degree level expectations.
* For programs involving work experience or a placement component, the Department will describe: a) the learning outcomes of the work experience; and, b) the supports the university will extend to students in order to develop and maintain placement opportunities.

Program Content

* A representative program development advisory committee played a central role in ensuring community input to the curriculum and that the curriculum addresses the current and future state of the discipline or area of study.
* The program was designed to maximize the graduates’ potential for employment and promotion in their field and further study
* The ways in which the curriculum addresses the current state of the discipline or area of study are described.
* The program includes some unique curriculum, program innovation, or creative component that adds to the strength of the program.
* The learning outcomes of the program are developed in a logical and progressive manner through the core and elective course content.

Mode of Delivery

* The proposed mode of delivery is appropriate to the intended program learning outcomes and undergraduate degree level expectations.
* The university has the expertise and resources to support the proposed mode of delivery and to ensure its effectiveness.

Assessment of Teaching and Learning

* The proposed methods for assessment of student achievement are appropriate to the program-level learning outcomes and the undergraduate degree level expectations.
* Completeness of plans for documenting and demonstrating the level of performance of students, consistent with Algoma University’s statement of its degree level expectations.

Resources for all Programs

* The planned utilization of existing human, physical, and financial resources, and any institutional commitment to supplement these resources, is adequate to deliver the program.
* The planned faculty hiring schedule is of a sufficient number and quality to create a faculty complement that is competent to teach and/or supervise in the program.
* There are adequate resources to sustain the quality of scholarship produced by undergraduate students, including library support, information technology support, and laboratory access (if applicable).
* There is evidence of planning and adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and part-time faculty.

Quality

* The program provides a learning environment that meets-or-exceeds disciplinary standards and prepares graduates for further study, employment, and community engagement.
* The proposal defines and uses 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).
* The program structure and research activity of faculty creates an environment that will ensure the intellectual quality of the student experience.