New Program Proposal

Appraisal Report

Terms of Reference / Template

(Graduate Program)

Appraisers are asked to provide an Appraisal Report evaluating the standards and quality of the proposed program using the evaluation criteria identified below, including the associated faculty and material resources. Appraisers are invited to acknowledge any clearly innovative aspects of the proposed program and make recommendations for any essential or desirable modifications to it. This is normally presented within two weeks of the site visit. Please use this as a template for the report.

Report Summary

Program Evaluation Criteria

### Objectives

* Consistency of the program with the institution’s mission and unit’s academic plans.
* Clarity and appropriateness of the program’s requirements and associated learning outcomes in addressing the academic division’s graduate Degree Level Expectations.
* Appropriateness of the degree or diploma nomenclature.

### Admission Requirements

* Appropriateness of the program’s admission requirements for the learning outcomes established for completion of the program.
* Appropriateness of any alternative requirements for admission into the program such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.

### Structure

* Appropriateness of the program's structure and regulations to meet specified program learning outcomes and Degree Level Expectations.
* Rationale for program length in order to ensure that the program requirements can be reasonably completed within the proposed time period.
* The extent to which the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.

### Program Content

* Ways in which the curriculum address the current state of the discipline or area of study.
* Identification of any identified unique curriculum or program innovations or creative components and their appropriateness.
* For research-focused graduate programs: clarity of the nature and suitability of the major research requirements for degree completion.
* Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses.

### Mode of Delivery

* Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flexible-time options) to meet the intended program learning outcomes and Degree Level Expectations.

### Assessment of Teaching and Learning

* Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.
* Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division’s statement of its Degree Level Expectations.

### Resources

* 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.
* Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
* Adequacy of resources to sustain the quality of scholarship and research activities of graduate students, including library support, information technology support and laboratory access.
* Faculty have recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
* Where appropriate to the program, financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
* Supervisory load distribution and the qualifications and appointment status of faculty who will provide instruction and supervision.

### Quality and Other Indicators

* Quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
* Program structure and faculty research that will ensure the intellectual quality of the student experience.
* The extent to which the program has integrated any elements that enhance the diversity of its curriculum, students or teaching staff.