Undergraduate New Program Proposal Evaluation Criteria

Office of Academic Quality and Enhancement
Western University

Proposals for new undergraduate degree programs are evaluated against the following criteria:

1. Program Objectives
2. Program Requirements
3. Admission Requirements
4. Assessment of Teaching and Learning
5. Resources

1. Program Objectives:

1. Clarity of the program's objectives;
2. Appropriateness of the degree nomenclature given the program's objectives;
3. Consistency of the program's objectives with Western's strategic priorities, and academic plans.

2. Program Requirements:

1. Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes;
2. Appropriateness of the program's structure, requirements and program learning outcomes in relation to the Western Degree Outcomes or the graduate degree level expectations;
3. Appropriateness of the proposed mode(s) of delivery (e.g., classroom format, online, blended, community-engaged learning, problem-based, compressed part-time, multi-campus, inter-institutional) to facilitate students' successful completion of the program-level learning outcomes;
4. Ways in which the curriculum addresses the current state of the discipline or area of study;
5. Ways in which the program actions Western's commitment to Equity, Diversity, Inclusion (EDI), decolonization and Indigenization.

3. Admission Requirements:

1. Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes;
2. Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry, or undergraduate program, (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience).

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4. Assessment of Teaching and Learning:

1. Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and the Western Degree Outcomes or the graduate degree level expectations;
2. Appropriateness of the plans to monitor and assess:
   i. the overall quality of the program;
   ii. whether the program is achieving in practice its proposed objectives;
   iii. whether its students are achieving the program-level learning outcomes;
   iv. how the resulting information will be documented and subsequently used to inform continuous program improvement.

5. Resources:

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

1. Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;
2. If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;
3. If required, provision of supervision of experiential learning opportunities; d) adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University;
4. Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access;
5. If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation.