**New Program Proposal - Independent Academic Expert Report Template**

# INTRODUCTION TO THE TEMPLATE

Institutions proposing new degrees are required to engage two (2) Independent Academic Experts to conduct a review of the proposed program. Please see the CAQC Handbook for information on selecting an IAE and *Appendix E* for Terms of Reference.

The following is provided as a template for IAE Reports for New Program Proposals. Institutions may create their own templates that address these components and/or add additional components to this template to suit the program proposal.

# NEW PROGRAM PROPOSAL - IAE REPORT TEMPLATE

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| --- | --- |
| **INSTITUTION** |  |
| **PROGRAM** |  |
| **NAMES OF IAE** |  |
| **DATE OF REVIEW** |  |

## Executive Summary or Introduction

Having reviewed the full program proposal including Part A, Part B, and associated appendices per the IAE Terms of Reference, the following report is provided for inclusion in the final program submission to CAQC.

## Content of the Review

### CAQC PROGRAM STANDARDS

1. In reviewing the full proposal (Part A, Part B, and any related appendices) and the *CAQC Degree Handbook’s* Program Standards and/or Graduate Program Standards, does the Proposed Program meet, or have the potential to meet, the Program Standards for quality degrees in Alberta?

### PROVINCIAL AND NATIONAL QUALITY STANDARDS

1. Does the proposed program meet or have the potential to meet national and international quality standards for degree programs (e.g. Alberta Credential Framework, Canadian Degree Qualification Framework)?

### BREADTH AND DEPTH

1. Does the proposed program provide the appropriate academic breadth and depth of knowledge as outlined in the expectations for degree level standards in the CDQF (see Part B of the Proposal)?

### LEARNING OUTCOMES AND PATHWAYS

1. 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 (see Part A, Program of Study, and Part B)?

### NEEDS OF LEARNERS

1. Does the proposed program demonstrate an understanding of the needs of learners in the program (including the quality of the student experience and learning environment (including the face-to-face and virtual environment and support systems)?

### ACADEMIC RESOURCES

1. Does the institution have both the academic resources (e.g., supporting disciplines) and the infrastructure (e.g., classrooms, information resources, labs, equipment, etc.) to implement the proposed program (see Part A and Part B)?

### STUDENT DEMAND

1. Has the institution adequately assessed student demand for the program? Has it provided realistic enrolment projections (see Part A of the proposal)?

### PROGRAM DEMANDS AND INSTITUTIONAL RESPONSE

1. 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. – see Part B of the Proposal and Part A for institutional capacity)?

### PROGRAM VIABILITY

1. Given the over‑all quality of the institution’s operations, does the expansion of programs, as proposed, seem to be a viable and realistic proposition (see Part A, Institutional Capacity, and Part B, Implementation Plan)?

### RECOMMENDATIONS / ENDORSEMENT

1. As an Independent Academic Expert, 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?

## CONCLUSION/SUMMARY