

External Reviewers’ Report For New Programs

Reviewers’ Report on the Proposed (INSERT DEGREE) Program in (INSERT PROGRAM NAME) at the University of Waterloo.

|  |  |
| --- | --- |
| **Name** | **Name** |
| Department/School  | Department/School |
| Institution | Institution |
| Institution Address | Institution Address |
| Email | Email |

**SUMMARY**

*Please provide a brief synopsis of your review (2-4 paragraphs) that answers the following questions:*

* What is the overall assessment of the quality of the proposed program? *Describe.*
* Provide a summary of your recommendations. *Please include the full list of recommendations in Section 4.*

# 1. DETAILS OF THE SITE VISIT

## 1.1 Outline of the Visit

* With whom did you meet?
* What facilities were seen?
* Discuss any other activities relevant to the appraisal.

## Effectiveness

*In order to continuously improve the effectiveness and efficiency of site visits, please comment on the following:*

* How effective was the proposal brief in preparing you for the visit?
* How could the logistics of the visit be improved?

# 2. EVALUATION CRITERIA

## 2.1 Objectives

*For the following Yes/No questions, if ‘No’, please explain.*

* Is the program consistent with the [University of Waterloo’s mission](https://uwaterloo.ca/strategic-plan/) and relevant academic strategic plans?
* Are the program requirements and learning outcomes
	+ in alignment with the University of Waterloo’s [Undergraduate](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/undergraduate-degree-learning-expectations-udles) or [Graduate](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/graduate-degree-learning-expectations-gdles) Degree Level Expectations?
	+ clear and appropriately communicated?
* How do the program name and credential earned (e.g., BA, MSc, PhD, etc.)
	+ reflect the content of the program?
	+ advance the program’s objectives?

## 2.2 Admission requirements

*For the following Yes/No questions, if ‘No’, please explain.*

* Are admission requirements appropriately aligned with the learning outcomes established for completion of the program?
* Is there sufficient explanation of alternative requirements, *if any*, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?

## Structure

*For the following Yes/No questions, if ‘No’, please explain.*

* Are the program’s structure and regulations appropriate to meet the specified program learning outcomes and Degree Level Expectations?
* For graduate programs, is there a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period?

## Program Content

*For the following Yes/No questions, if ‘No’, please explain.*

* Does the curriculum reflect the current state of the discipline or area of study?
* What evidence is there of any significant innovation, distinctiveness or creativity in the content and/or delivery of the program?
* For research-focused graduate programs, is there a clear indication of the nature and suitability of the major research requirements for degree completion?
* For graduate programs, are there sufficient graduate level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at the graduate level?

## Mode of Delivery

*For the following Yes/No question, if ‘No’, please explain.*

* Is the proposed mode(s) of delivery appropriate to meet the intended program learning outcomes and Degree Level Expectations?

## Assessment of Teaching and Learning

*For the following Yes/No questions, if ‘No’, please explain.*

*All programs are expected to map the courses and related academic elements to the program learning outcomes and Degree Level Expectations (*[*UDLEs*](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/undergraduate-degree-learning-expectations-udles) *or* [*GDLEs).*](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/graduate-degree-learning-expectations-gdles) *This section intends to evaluate these relationships.*

* Is there a clear relationship between diverse academic elements: core courses, electives, and other program elements?
* Are the proposed assessment methods appropriate to effectively show student achievement of program learning outcomes and Degree Level Expectations?
* Is there a clear articulation of the plans for documenting and demonstrating the level of performance of students, consistent with the University of Waterloo’s [Undergraduate](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/undergraduate-degree-learning-expectations-udles) or [Graduate](https://uwaterloo.ca/academic-quality-enhancement/degree-level-expectations-dles/graduate-degree-learning-expectations-gdles) Degree Level Expectations?

## Resources

*For the following Yes/No questions, if ‘No’, please explain.*

* Is the academic unit’s (or units’) planned use of existing resources (e.g., human, physical) appropriate and effective for delivering the program? (*NOTE: Reviewers are encouraged to articulate and demonstrate the value added of any additional resources - e.g., new academic elements such as offering a new degree, or improved delivery of existing offerings, etc.)*
* If necessary, is there sufficient evidence of the plans and commitment to provide the necessary resources in step with the implementation of the program?
* Is there a sufficient number and quality of faculty and staff to achieve the goals of the program?
* Are the academic support services (e.g., library, co-op, technology, etc.), related to the program being reviewed, appropriate and effective?

**For proposed undergraduate programs,**

* Are planned/anticipated class sizes appropriate?
* If required, is there sufficient provision of supervision of experiential learning opportunities?
* Is the proposed role of adjunct and part-time faculty appropriate?

**For proposed graduate programs,**

* Do faculty have adequate and recent research or professional/clinical expertise needed to stain the program, promote innovation and foster an appropriate intellectual climate?
* Where appropriate, is there adequate evidence that financial assistance for students will be sufficient to ensure the number and quality of students?
* Is the quality and availability of graduate supervision sufficient?

## Quality Indicators

**With regards to the faculty complement,** comment on:

* Their qualifications, research and scholarly record

*(NOTE:**Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program in view of the expertise and scholarly productivity of the faculty.)*

* Evidence that the program’s structure and faculty research will ensure the intellectual quality of the student experience

# 3. RECOMMENDATIONS

List your recommendations, in priority order.

1. …

**Signature: Date:**

**Signature: Date:**