

1. PROGRAM OBJECTIVES AND CURRICULUM

A quality program has clearly stated objectives that are appropriate to the level of degree offered, to the academic context of the discipline and/or to the expectations of the profession.

The program curriculum meets the program objectives at the level of degree offered, is current and includes opportunities for specialization, cultivating further conceptual depth or breadth. Student learning success is assessed through written and oral examinations of knowledge and skills in all aspects of the discipline. Interdisciplinary collaborations provide opportunities for the acquisition, synthesis, application and integration of knowledge, cultivating the intellectual development of graduate students.

QUALITY STANDARDS

- Meets
 Does Not Meet

		RESOURCES
1.1	Do the program objectives and the program curriculum meet the expectations of the discipline in terms of breadth, depth of coverage and interdisciplinary nature; currency of content and theory; research design and analysis (where appropriate)? To what extent does the curriculum demonstrate innovation and creativity in program design?	<ul style="list-style-type: none"> • Online program description • Course syllabi • Self-study document
1.2	Is the curriculum effective in content and/or delivery? Are courses sequenced and offered such that students are able to complete their programs in a timely manner? Does the program offer opportunities for meaningful specialization within the discipline?	
1.3	Does the program engage in a breadth and depth of interdisciplinary collaboration that stimulates the intellectual development of students and program faculty?	<ul style="list-style-type: none"> • Site visit • Self-study document
1.4	Are the degree requirements appropriate in the academic context of the discipline and/or the expectations of the profession?	<ul style="list-style-type: none"> • Course syllabi • Self-study document • Student consultations
1.5	Are students engaged in various activities to develop and demonstrate learning (e.g. experiential learning, practica, field experiences, internships), where appropriate?	<ul style="list-style-type: none"> • Course syllabi • Self-study document • Student consultations
1.6	Are the student learning outcomes (SLOs), knowledge and attributes for the program clearly articulated (e.g. conceptual and critical thinking, research skills and methodologies, specific skills and abilities central to the discipline, ethics, written and oral language abilities)?	<ul style="list-style-type: none"> • Course syllabi • Self-study document • Current student survey • Electronic dissertations
1.7	Are the SLOs evaluated in a manner that is effective and representative of the progressive learning outcome expectations between Masters' and PhD programs?	<ul style="list-style-type: none"> • Self-study document • Site visit



2. PROGRAM ENROLMENT AND STUDENT FUNDING

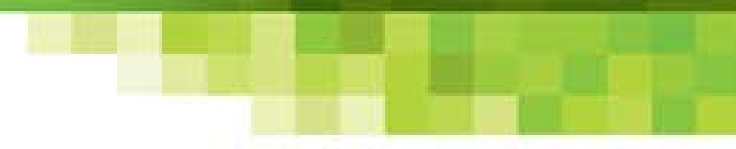
A quality graduate program has the profile and reputation to attract a viable number of high caliber students, who will have local, national and international backgrounds. The students entering the program have the capacity and preparation necessary to meet the challenges of the program and to successfully complete their degree.

Graduate students research grants, scholarships and awards provide the program students with the financial resources necessary to complete the program.

QUALITY STANDARDS

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 Does Not Meet

		RESOURCES
2.1	Is the quality of the applicants regarding admission averages; proportion of students with national scholarships acceptable? Is the unit making decisions that are consistent with attracting students of promise?	<ul style="list-style-type: none"> • Self-study document
2.2	Does this program have a national reputation as a high quality program that attracts students from outside Saskatchewan or from outside of Canada?	<ul style="list-style-type: none"> • Self-study document
2.3	What is your assessment of the level of graduate student support from external awards ? Is it what you would expect given the scope and profile of the program?	<ul style="list-style-type: none"> • Self-study document
2.4	Is the level of student funding available through internal scholarships, awards and teaching fellowships and other sources within the norm of what is available to comparable programs at other institutions?	



3. STUDENT OUTCOMES

Graduate students acquire a systematic knowledge of the discipline and are being suitably prepared for professional practice and for research and inquiry. Masters students engage in independent research or practice in a supervised context and demonstrate critical thinking and analytical skills. Doctoral students show a high degree of intellectual autonomy, an ability to conceptualize, design and complete projects and an ability to generate knowledge through original research or creative activity.

Students participate in seminars and conferences; they present their research findings through posters and published papers; and have opportunities to develop professional skills through experience as teaching assistants and research assistants. Graduate students are credited with a suitable number and quality of publications, achievement awards and conference invitations.

A quality graduate program demonstrates that its graduate students successfully complete their degree requirements on time, and that students can access a variety of career paths after they graduate. Students express a high level of satisfaction with their program.

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- Does Not Meet

		RESOURCES
3.1	Are the learning outcomes for the graduate degrees in the program clearly identified and comparable to other similar graduate programs?	<ul style="list-style-type: none"> • Self-study document • Site visit • Program website or handbook
3.2	Are the student outcomes assessed regularly and effectively, with evidence that the outcome assessment is being used to inform changes or enhancements to the program?	<ul style="list-style-type: none"> • Self-study document • Site visit
3.3	Are completion rates and times reasonable in light of national or international standards?	<ul style="list-style-type: none"> • Self-study document
3.4	Are the percentages of students who withdraw from the program reasonable in light of national or international standards?	<ul style="list-style-type: none"> • Self-study document
3.5	Is the quantity and quality of student publications, presentations and awards reflective of a top quality program? Are students' works published in peer-reviewed journals and conference proceedings?	<ul style="list-style-type: none"> • Self-study document • Literature scan • Electronic theses and dissertations
3.6	Are graduates from the program successful in gaining entry into advanced graduate study (doctoral study, postdoctoral fellows, research in industry, or research institutes), entering academia, being licensed to practice or accredited for service? (whichever is discipline appropriate)	<ul style="list-style-type: none"> • Alumni survey • Current student survey
3.7	Are the employment prospects in the areas of concentration [field of study] and emphasis on this program the same, better or worse than those of comparable programs?	<ul style="list-style-type: none"> • Alumni survey
3.8	Is the level of student satisfaction with their graduate experience and learning outcomes reflective of a quality program and a quality educational experience?	<ul style="list-style-type: none"> • Current student survey • Alumni survey • Site visit



4. LEARNING ENVIRONMENT

A quality student experience at the graduate level is built on strong interactions with faculty. Students are regularly advised, informed and guided by meetings with their graduate supervisor. The learning environment provides a range of opportunities for students to participate in intellectual and professionally challenging activities. Graduate course instruction uses state of the art modalities and processes that enhance the student learning experience.

Student have access to appropriate learning and information resources (such as library, databases, computers, classroom equipment, and laboratory facilities) and to an appropriate range of academic support services

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4.1	Are students adequately prepared and mentored in the development of critical thinking and research skills, and teaching and supervisory skills? Are there sufficient opportunities for knowledge transfer and are students participating in these activities to a high degree?	<ul style="list-style-type: none"> • Site visit • Self-study document • Curriculum overview and course syllabi • Current student survey
4.2	Is there an appropriate ratio of students to active graduate faculty?	<ul style="list-style-type: none"> • Self-study document
4.3	What is the quality of supervision students receive from their supervisor and advisory committee? Is there sufficient evidence for appropriate oversight of graduate student mentoring and scholarly and creative activities?	<ul style="list-style-type: none"> • Self-study document • Faculty profiles • Site visit • Electronic theses and dissertations
4.4	How accessible and effective are the information tools (website, graduate handbook, etc.) used by the program to inform students?	<ul style="list-style-type: none"> • Graduate Student Handbook • Department or program website
4.5	Do the students and faculty have access to appropriate learning and information resources such as library resources, computers, classroom equipment and laboratory facilities?	<ul style="list-style-type: none"> • Site visit • Self-study document • Library report • Current student survey
4.6	How effective are the steps being taken to improve instruction based on regular and appropriate evaluation of graduate course instruction?	<ul style="list-style-type: none"> • Self-study document • Site visit

5. FACULTY PROFILE

The quality of a graduate program is defined by the extent of the scholarly activities of its program faculty, as well as by a high degree of faculty involvement in the graduate program as supervisors and teachers.

In doctoral and research-oriented masters programs, faculty members are credited with a suitable number and quality of discipline-specific publications, awards, research grants and conference invitations, all indicative of the breadth and level of their engagement in scholarly work.

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		RESOURCES
5.1	Is the level of overall faculty scholarship and creative productivity within the norms for a program of this size and scope, with respect to both the quantity and quality of the work?	<ul style="list-style-type: none"> • Faculty profiles • Site visit
5.2	Are the faculty sufficiently engaged in research, scholarship or artistic work such that the environment created enables high quality theses and dissertations?	<ul style="list-style-type: none"> • Electronic theses and dissertations
5.3	Is the majority of graduate teaching and supervising of graduate students being done by faculty with active and productive research programs?	<ul style="list-style-type: none"> • Faculty profiles • Site visit
5.4	Is there integration between scholarship and teaching? Does faculty bring their scholarship to their graduate teaching and mentorship?	<ul style="list-style-type: none"> • Self-study document • Faculty profiles • Site visit
5.5	Is the number of faculty members holding grants proportionate to the averages of other units in the discipline in competitive awards?	<ul style="list-style-type: none"> • Self-study document • Faculty profiles
5.6	Is the level of unit and/or faculty contribution to graduate student support reflective of discipline appropriate norms?	<ul style="list-style-type: none"> • Self-study document • Site visit

6. ADMINISTRATION

A quality graduate program incorporates effective systems and procedures in the areas of recruitment and admissions, program management, and in the allocation of awards and scholarships to graduate students.

Program leadership anticipates the ongoing evolution of their discipline, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends may impact on the recruitment and selection of students, on the quality of delivery of the program, and ultimately, on the student experience.

The strategic vision of the program is aligned with the broader integrated planning environment at the university

QUALITY STANDARDS

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 Does Not Meet

		RESOURCES
6.1	Is the financial assistance package (scholarships, GTFs, GTAs) available to graduate students adequate?	<ul style="list-style-type: none"> • Self-study document
6.2	Are the operating procedures and structures of the unit sponsoring the program consistent with discipline appropriate norms?	<ul style="list-style-type: none"> • Self-study document
6.3	Does the grad program engage, appropriate to the norms of the discipline, in a self-reflection on “ <i>where are we now</i> ” and in a planning effort on “ <i>where do we want to go</i> ” within the discipline?	<ul style="list-style-type: none"> • Self-study document • Site visit
6.4	Is there concern with the number of problems or issues referred to the College of Graduate Studies and Research?	<ul style="list-style-type: none"> • Self-study document
6.5	Are there sustained, effective and purposeful recruitment and admission efforts?	<ul style="list-style-type: none"> • Self-study document • Department or program website
6.6	Is there evidence that the unit sponsoring the program is dealing with program and students issues effectively and efficiently?	<ul style="list-style-type: none"> • Current student survey • Alumni survey
6.7	Is there evidence that the strategic vision of the program is aligned with the broader integrated planning environment at the university	<ul style="list-style-type: none"> • Program/departmental plans • Self-study document • University strategic priorities