**Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| Program name: |  | Year 1 Projected Enrolment |  |
| Program level: | Undergraduate | Ongoing Projected Enrolment |  |
| Credit/Non-credit: |  | Total New Resource costs |  |
| AVED approval | Y /N |  |  |

**Evaluation criteria**

|  |  |  |
| --- | --- | --- |
| **Factor:** | **Overall Rating: (Strong/Positive, Moderate, Weak/Negative, None /Unfeasible, N/A)** | **General Positioning:**  Community Service  Revenue |
| 1. Alignment |  |
| 1. Value to Communities |  |
| 1. Academic value to the Students/Clients/Audience |  |
| 1. Financial |  |
| 1. Sustainability |  |
| 1. Central Resource Requirements – Start-up |  |
| 1. Central Resource Requirements – Maintenance |  |
| 1. Demands on Program Unit(s) Resources |  |
| 1. Ongoing Program Measures |  |

**Guidelines for completing the New Program Viability Index:**

1. For all new undergraduate program proposals, those proposing the program should complete the following sections: 1, 2, 4, 5, 6, 7, and 8 as well as whichever version of section 3 is relevant to the proposal (i.e., either section 3a or 3b) and submit to the Dean of the relevant academic Faculty.
2. The relevant Faculty Curriculum Committee will complete the Summary and Factor sections on this page when the completed viability form is forwarded to them by the Dean.

|  | **Factor** | **Yes** | **No** | **Comments and Rationale** |
| --- | --- | --- | --- | --- |
| 1. | Alignment with strategic priorities of:   1. University 2. Faculty 3. Unit |  |  |  |
| 2a. | Value to Communities   1. Will the program have as its goal the improvement of conditions in the community by, for example:  * Providing a “train the trainer” model with information flowing back to the community; * addressing the needs or improving conditions of disenfranchised or underserved populations; * focusing on the needs of the collective as well as the individual.  1. Has a community or professional organization expressed a need for the program (either as part of a needs analysis, survey or a direct request for programming), and is documented evidence of support such as letters of support), or documented policy or PD changes which require this program content? 2. Will the program draw on and build upon expertise, which exists in the community thereby supporting and developing community assets? 3. Will the program offer unique content, which the community would not be able to access otherwise, or is it offered in a unique format which increases accessibility? 4. Will the program develop capacity among community organizations or service providers? |  |  |  |
| 3a. | **For non-degree undergraduate program or Certificate or Diploma program**: Evaluate academic value to the Students/Clients/Audience   1. Can the non-degree program ladder into a Bachelor program? 2. Will the program have content currency and relevance? e.g.  * Is there a balance between theory and practice? * Is there a credentialing requirement for curriculum (industry or government mandated)? * Does curriculum represent advances in a field of study?  1. Will the program have pedagogical currency and relevance? e.g.  * Will the program and its courses have clear learning objectives and will the content and assignments contribute to the achievement of these objectives? * Is the technology used appropriate for content, instructor and student needs?  1. Will the program include an advisory committee with terms of reference that reflect its degree of involvement in supporting the program? 2. Is the program designed to provide students with academic or professional development? e.g.  * access to or connections with experts in the field * practical application of subject matter which may assist with employability  1. Is the program designed to provide students with an opportunity for personal (as opposed to professional) development or transformation? 2. Will students have access to advising related to: e.g.,  * Academic matters * Career counselling * Admissions and Funding * Graduation |  |  |  |
| 3b. | **For undergraduate degree program**: Evaluate academic value to the Students.   * 1. Will the program have content currency and relevance? e.g., * Is there a balance between theory and practice? * Will the curriculum represent advances in the field of study? * Will the program require accreditation?  1. Will the program have pedagogical currency and relevance? e.g.,  * Will the program and do the courses have clear learning objectives and do the content and assignments contribute to the achievement of these objectives? * Is technology used appropriate for content, instructor and student needs?  1. Will the program include an advisory committee with terms of reference that reflect its degree of involvement in supporting the program? 2. Is the program designed to provide students with academic and/or professional development? e.g.,  * access to or connections with experts in the field * practical application of subject matter which may assist with employability  1. Is the program designed to provide students with an opportunity for personal development or transformation? 2. Will students have access to advising related to: e.g.  * Academic matters * Career counselling * Admissions and Funding * Graduation |  |  |  |
| 4. | Financial   1. Will the program/course contribute a positive net income (after direct and indirect expenses) 2. Will the program/course recover development costs within 3 years (direct, indirect, institutional) 3. Will the program/course rely on external funding to the Faculty and unit?   If yes:   * Is it one time support * Ongoing  1. Can the program sustain ongoing development (and delivery) without external funding? 2. Will the program provide a financial benefit to another Faculty or unit program/service area? |  |  |  |
| 5. | Sustainability   1. Is the Life expectancy of the program    1. Less than or equal to 3 years?    2. More than 3 years? 2. Will the program require substantive curriculum revision more frequently than every 2-3 years to maintain the program? 3. Is there a sufficient pool of course instructors (skill set, numbers, availability) 4. Is there an agreement with external partners that extends throughout the duration of the program (contact person, financial and/or non-financial support, written or verbal)? 5. Have program and student evaluations been considered and planned for? 6. Will the program/course require space (classroom/office) not currently available? |  |  |  |
| 6. | Preamble: After considering what central services will be required for this program development and maintenance:  Is there staff capacity (person hours, skills) to support the start-up phase of the program/course?   1. Can Administrative Services support be managed within existing person hours and skill sets? 2. Can Marketing Services support be managed within existing person hours and skill sets? 3. Can IT Services support be managed within existing person hours and skill sets? 4. Can DES support be managed within existing person hours and skill sets?   Is there staff capacity (person hours, skills) for the intended duration of the program/course?   1. Can Administrative Services support be managed within existing person hours and skill sets? 2. Can Marketing Services support be managed within existing person hours and skill sets? 3. Can IT Services support be managed within existing person hours and skill sets? 4. Can DES support be managed within existing person hours and skill sets? |  |  |  |
| 7. | Demands on Program Unit(s) Resources  a. Does the program unit have sufficient content knowledge and skills to develop and deliver this program?   1. Do program staff (Director, Coordinator, Secretary) have time available for each of the following phases: 2. Phase I: Planning and partnership development; 3. Phase II: Program development, including    1. curriculum planning/development    2. policies and systems development; 4. Phase III: Program/course implementation ; 5. Phase IV: Ongoing administration; 6. Phase V: Evaluation and redevelopment. |  |  |  |
| 8. | Ongoing Program Measures  In considering ongoing regular evaluation of a course or program, has consideration been given to:   1. Academic value 2. Student satisfaction (student evaluations) 3. Impact on life/work of students 4. Sustainability 5. Continuance or discontinuance of the course or program 6. If discontinue, what is the teach-out plan 7. Regular program evaluation 8. Annually, biannually, every five years, external or internal? 9. Evaluate future market possibilities and product life cycle 10. Enrollments, finances, student outcomes 11. Demographic profile of student body |  |  |  |