



Academic Program Review Manual

8th edition, September 2026

This is the 8th edition (September 2026) of the Academic Program Review Manual (formerly Academic Programs Appraisal Manual). It reflects an adjusted program review process to align with the criteria established by the *Bureau de coopération interuniversitaire (BCI)*, from Quebec's *Ministère de l'éducation (MES)*, in December 2023. The nomenclature for program reviews now omits the word "appraisal" in all relevant phrases, documents, and titles.

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OVERVIEW OF PROGRAM REVIEW

Introduction

Academic program reviews are a systematic, cyclical analysis of a department's academic programs, strategic vision, research innovations, and pedagogical values. They are an important opportunity for departments to engage in thoughtful self-study of programs and clarify their aims and objectives. They are also an opportunity to recognize and celebrate the dedicated efforts and innovative practices of faculty and administrative staff.

The academic program review process at Concordia is mandated by the *Ministère de l'Enseignement supérieur (MES)* according to quality assurance criteria established by the *Bureau de coopération inter-universitaire (BCI)* (see BCI criteria for more information). As a partially public-facing process, academic program reviews provide accountability of Concordia University's contributions to the needs of society. Academic program reviews encourage each department to consider the service it offers as a public institution providing accessible, innovative, and sustainable education in a next-generation university.

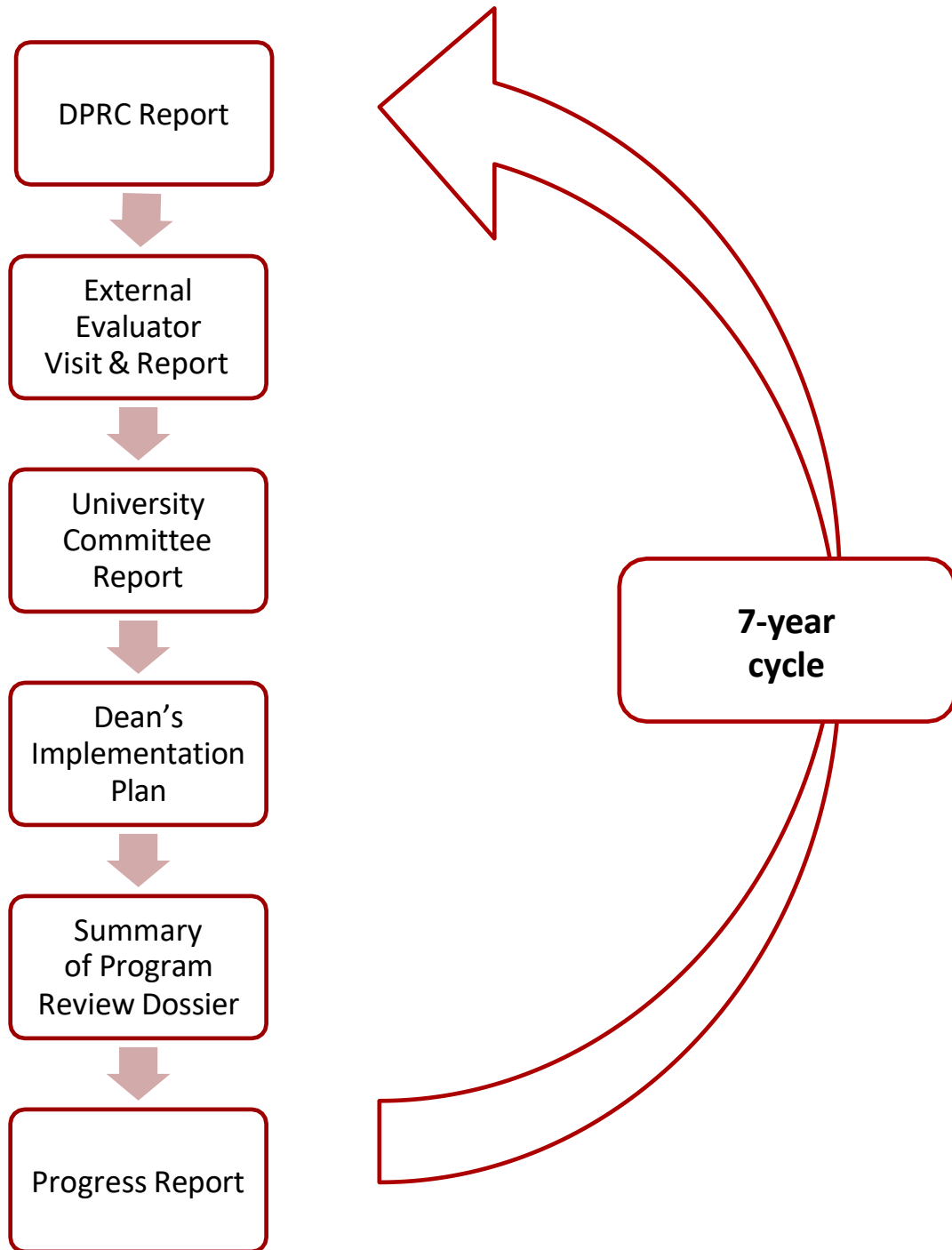
The academic program review is conducted through a Department Program Review Committee (DPRC). The DPRC is tasked with preparing the DPRC Report by engaging in an analytical and self-reflective review of their department's programs and processes using the data package provided, including responses from a student experience survey. Other relevant data sources may be consulted, and the curriculum development team can offer support to articulate program learning outcomes and/or create a curriculum map if needed.

The data provided allows the department to critically assess its strengths and identify opportunities for improvement and/or growth that may include enhancing delivery of the program, and where needed, identifying areas for evidence-driven revisions. Departments must also consider the potential to engage in innovative pedagogy or research and improve the curricular pathways of their programs.

The program review process has been designed to encourage departments to surpass simple descriptions of their programs and departmental activities. To this end, departments must analyze the needs of the internal communities and consider the broader societal and professional relevance of their programs and scholarly activities. Departments are invited to conceptualize possibilities for future program niches which include collaborations with other units within the university.

Finally, academic program reviews should be data-informed, succinct, forward-facing, honest, and consistent with the University's academic mission.

Program Review Cycle



Scope of the Program Review

The Concordia Academic Program Review process primarily comprises a self-study of the department and its academic programs from the last five academic years. All degree-granting programs are reviewed including Bachelor's (all options/streams and all concentrations: Honours, Specialization, and Major), Master's, and Doctorate programs.

A program-based approach to the self-study encourages departments to examine the quality, relevance, effectiveness, and sustainability of each of their programs. The DPRC will examine the global vision of the program offerings and the structure of course delivery as well as the suitability of admission requirements and teaching staff.

The evaluation of program processes and performance includes the following: reviewing program purpose & relevance (Section 1); the quality of the curriculum and program design (Section 2); enrolment trends, i.e. admission, retention, failure and withdrawal, and graduation rates (Section 3); teaching philosophy and practices (Section 4); supports for student success, equity, and experience (Section 5); student performance, research and creation (Section 6); professional development; and administrative processes.

In preparing their report, the DPRC reflects honestly and strategically while focusing on explicit facets of program quality for each program delivered within the unit. The DPRC is encouraged to consult or collaborate with department stakeholders throughout the academic program review process.

PROGRAMS REQUIRING SPECIAL ATTENTION

Certain programs fall outside the scope of the typical academic program review process.

SHORT-TERM CREDENTIALS (CERTIFICATES, DIPLOMAS, MICROPROGRAMS)

There is a shortened, modular process for reviewing short-term credentials including minors, certificates, diplomas, and microprograms that falls outside the degree program review calendar. Nevertheless, enrollment data for short-term credentials is included in the SEM data package and can be considered in department review and planning.

NEW PROGRAMS (LESS THAN FIVE YEARS OLD)

New programs, which are less than 5 years old, are typically not reviewed. The Program Review Lead will make this determination on a case-by-case basis.

SMALL PROGRAMS (FEWER THAN 10 UNDERGRADS OR 5 GRADS)

Small programs, which have fewer than ten undergraduate or five graduate registered students per year are not reviewed. In those cases, the DPRC must provide a short rationale explaining why these small programs are kept open and future plans for development or suspension of registrations. (See Section 6 of the DPRC Report Template).

JOINT AND INTERDISCIPLINARY PROGRAMS

Joint programs

For programs offered jointly with a partner institution, as an extension of the home institution, or with interprovincial or international programs, one institution takes the primary responsibility for the review, according to a procedure set out in the Memorandum of Understanding (MOU). In all cases, the MOU outlines the different responsibilities of the program review (e.g. frequency of meetings, commitment to provide required data, allocation of resources, selection and scheduling of evaluators, etc.) for each partner. For programs without a procedural guideline in the MOU, contact the Program Review Lead.

Internal joint programs and interdisciplinary programs

Interdisciplinary programs within the same institution are reviewed in a collaborative process according to the Memorandum of Understanding for the program. Generally, interdisciplinary programs are reviewed as part of the “home department” review, and the DRPC report should be reviewed by the partner departments before it’s submitted. For programs without a procedural guideline in the MOU, contact the Program Review Lead.

TIMELINE FOR PROGRAM REVIEW 2026-2027

DATE/DEADLINES	ACTIVITY	RESPONSIBILITY	DELIVERABLE
Preparatory work			
Summer 2026	The Program Review Lead contacts the Faculty Dean to initiate the program review	Program Review Lead	-
Summer 2026	The Program Review Lead sends a request to CUPFA for the nomination of the DPRC's part-time faculty representative	Program Review Lead and CUPFA	-
By September 15, 2026	The Department Chair confirms the DPRC membership to the Program Review Lead	Department Chair	DPRC membership
By September 30, 2026	Department Chair sends up to 25 questions for the student survey to Program Review Lead	Department Chair	Survey questions
By September 30, 2026	Department Chair sends documentation to PRL: course syllabi, course learning outcomes, accreditation report, etc. (if available)	Department Chair	Department documentation
September – October 2026	Facilitated working sessions with DPRC and Curriculum Developers, by request	DPRC and Curriculum Developers	Program Learning Outcomes (UG & GRAD)
Academic program review			
September 30, 2026	Program review begins. Documents sent to the DPRC by the Program Review Lead (PRL).	Program Review Lead	Departmental data package
By October 15, 2026	The DPRC chair calls the first meeting of the DPRC	DPRC Chair	-
By November 15, 2026	Submission of the list of EE candidates to the PRL	DPRC	EE candidates list
March 1, 2027	Submission of DPRC Report to the Departmental Assembly for review and approval. <i>(Following feedback, Dept may ask DPRC to make changes to report)</i>	DPRC	DPRC Report
April 1, 2027	Submission of the DPRC Report to the Program Review Lead <i>(after approval from the Departmental Assembly)</i>	DPRC	DPRC Report (Final, Approved)

May – December 2027	External Evaluators' visits	Program Review Lead	-
within 3 weeks of EE visit	Submission of the EE Report	EE	EE Report
within 6 weeks of EE report	Department's response to the EE Report (if needed)	Department assembly	DPRC Response
By January 15, 2028	Membership of the UPRC is confirmed by the Office of the Provost	Program Review Lead	UPRC membership
February – March, 2028	UPRC meetings	Program Review Lead	
April 15, 2028	Submission of the UPRC Report	UPRC	UPRC Report
within 6 weeks of UPRC report	Department's response to the UPRC Report (if needed)	Department assembly	DPRC Response
By June 1, 2028	The Program Review Lead sends the Program Review Dossier to the Faculty Dean and Dean of Graduate Studies.	Program Review Lead and Faculty Dean	Program Review Dossier
September 15, 2028	Submission of the Dean's Implementation Plan to the Program Review Lead	Faculty Dean	Implementation Plan
September 30, 2028	Online availability of the Implementation Plan	Program Review Lead	Summary
Progress Report (2 years after the submission of the Dean's Implementation Plan)			
September 1, 2030	Program Review Lead sends documentation on the Progress Report to the Faculty Dean and Department Chair	Program Review Lead	-
December 15, 2030	Faculty Dean and Department Chair submit the Progress Report to the Program Review Lead	Faculty Dean and Department Chair	Progress Report
December 21, 2030	Online availability of the Progress Report	Program Review Lead	-
August 2033 – Academic Program Review cycle starts again			

BCI Criteria

The *Bureau de coopération interuniversitaire (BCI)* defines program quality across the province of Quebec. The program review process ensures the quality and relevance of programs offered by higher education institutions at all levels and in all sectors with the goal of improving curricula, teaching, and learning to the benefit of students following the standard of internationally recognized best practices. All programs are now evaluated by the following nine [BCI criteria](#).

CRITERIA
1. Clarity and coherence of program learning outcomes and their suitability for the level of study.
2. Adequacy of the admission requirements relative to the program learning outcomes.
3. Appropriateness of the program structure in relation to the program learning outcomes.
4. Coherence between the curriculum and the expected program learning outcomes.
5. Appropriateness of teaching and learning assessment strategies in relation to program learning outcomes.
6. Measures to support student success tailored to the needs and diversity of student population.
7. Adequacy of faculty expertise and other human resources required to deliver quality programs.
8. Adequacy of material, informational, and digital resources in relation to program outcomes.
9. Maintaining the relevance of the program. Relevance includes: academic or artistic, societal, and system.

Note: For additional information on the BCI Criteria, consult: BCI, *Politiques et procédures encadrant la vérification et l'évaluation périodique des programmes universitaires*. PDF (Montréal, 2024), pp 19-20. [Politiques-procedures-encadrant-verification-evaluation-periodique-programmes-universitaires ADOPTE-2024-06-14.pdf](#) and/or the more detailed table at the end of this manual.

Concordia's academic program review process, more specifically the DPRC Report template questions, are closely tied to the nine criteria established by the BCI. The template questions prompt reflection on the department, how program design aligns with learning outcomes, curriculum innovation, and Concordia's key priorities.

The BCI ensures accountability across the province of Québec by reviewing the academic program review processes of all Québec universities at regular intervals. On a random basis, the BCI also conducts detailed audits of several program reviews in each university to ensure that the processes and guidelines established by each university are being followed.

Role of the Program Review Lead

The Program Review Lead (PRL) oversees the academic program review process at Concordia; is the main contact for units undergoing program review; and serves as the liaison between the various central offices and units involved throughout the process. The PRL is available to answer questions from departments and Department Program Review Committees. They may also request additional information and support throughout the program review cycle.

The PRL is responsible for preparing the Academic Program Review manual, the DPRC Report templates, and assembling the departmental data packages for departments. This year, the SEM data packages will be used for enrolment, admissions, and retention/graduation information for program review. The PRL provides guidance for interpreting the manual, templates, and data. The PRL oversees the development and deployment of the Student Experience Survey and compiles the results for departments. The PRL may be asked to interpret and/or analyze the departmental data packages and/or Student Experience Survey results to support departments in identifying trends and areas for improvement.

The PRL regularly follows up with individual units and specifically the DPRC Chair throughout the process to inquire about the status of the review. The PRL may act in a consultative role at the request of the DPRC Chair, the Department Chair, or the Faculty's Decanal team. The PRL, as needed, may adjust the timeline throughout the program review cycle.

The PRL is responsible for planning the External Evaluators' visit to the University, including all contacts with the candidates, making travel arrangements, and coordinating the meeting schedule. The PRL collaborates with the Department Chair and administrative staff to build the visit schedule. Throughout the visit of the External Evaluators, the PRL acts as local host and attends the visit to take meeting notes and provide them with logistical support.

The PRL serves as secretary for the University Program Review Committee. After sending the External Evaluators and University Program Review Committee reports to the Department Chair, the PRL sends requests for responses from the Department. The PRL sends the completed program review dossier (containing the DPRC report, EE report, department response to EE report, UPRC report, department response to UPRC report) to the Faculty Dean for her to prepare the Implementation plan that is published on the [Office of the Provost website](#).

Coordination with Accreditation Reviews

While program reviews and accreditation reviews are distinct processes, departments requiring professional accreditation reviews are encouraged to use all pertinent information gathered during the accreditation review for the program review. To this end, BCI recognizes that accredited programs face a more demanding evaluation procedure. Institutions are required to demonstrate that all the requirements of periodic evaluation related to accreditation are fulfilled. By request, the Program Review Lead can prepare a comparison grid to determine which sections of the accreditation report may be reused for the program review.

DEPARTMENT PROGRAM REVIEW COMMITTEE

Overview & Role of the DPRC

The Department Program Review Committee (DPRC) is established by the Department Chair of the department under review. The DPRC's responsibility is to ensure that the DPRC report is dutifully completed and accurately reflects the strengths and needs of the department, after thorough consultation with all relevant stakeholders. The DPRC may complete the entirety of the report themselves, or they may, where appropriate, delegate parts of the report to colleagues and/or committees within their department to answer specific questions.

The DPRC's report must address the following: the department's strategic vision; program relevance; pedagogical innovations and values; research expertise and output; student support services; pedagogical objectives, assessment mechanisms, performance, viability, and overall strengths and weaknesses. The DPRC should include future-oriented aspirations for the programs and make recommendations based on the current situation.

The DPRC is responsible for two key deliverables:

1. DPRC Report
2. List of External Evaluator candidates

After the DPRC Report has been completed, the DPRC will meet with the External Evaluators during their visit, which can be on-site or remote. The role of the DPRC is concluded once they have met with the External Evaluators. Following the visit, the Department Chair assumes responsibility for the department-level actions relating to the academic program review process. The Department Chair will consult with their Departmental Assembly to determine whether to prepare a departmental response to the External Evaluator and University Program Review Committee reports.

Composition of the DPRC

The Departmental Program Review Committee (DPRC) includes various departmental stakeholders who provide feedback and assist the program review process. The Department Chair is responsible for forming the DPRC and selecting the DPRC Chair¹. The Department Chair has the discretion of expanding membership in the DPRC, except for additional Part-Time Faculty.

The DPRC must include at least the following stakeholders:

- One tenured faculty member²
- One full-time faculty member (i.e., ETAs, tenure-track, or tenured)³
- One part-time faculty member (appointed by CUPFA)⁴
- One staff representative
- One undergraduate student representative^{5, 6}
- One graduate student representative^{5, 6}

¹ The Department Chair must send their recommendations for DPRC membership (i.e., full-time faculty and staff) to their Departmental Assembly for approval. They must also inform their Departmental Assembly when the part-time faculty member and student representatives are nominated. The Department Chair informs the Program Review Lead of the DPRC's membership, when available.

² At least ONE tenured faculty member must have previously served or currently be serving as Department Chair, Undergraduate Program Director or Graduate Program Director. Where appropriate, Program Directors should be included in the DPRC membership.

³ At least ONE of the full-time faculty members participating in the DPRC is required to have been actively involved in either graduate supervision or graduate teaching in the last 3 years.

⁴ The President of the Concordia University Part-Time Faculty Association (CUPFA) selects one part-time faculty member with more than 24 credits of seniority to be part of the DPRC. The Program Review Lead sends the request to the CUPFA President prior to the start of the review and communicates the name of the representative to the Department Chair and DPRC Chair once available.

⁵ Student representative(s) are required based on the program(s) under review. For example, if an undergraduate program is under review, then there must be an undergraduate student representative.

⁶ Student representatives may be nominated by the Department Chair, solicited through an open call to the student population, or by the unit's student association(s), if applicable. The process of finding student representatives is at the discretion of the Department Chair.

Additional considerations:

The DPRC Chair may, at their discretion, invite alumni, industry, or other community partners or stakeholders to sit on the DPRC.

Typically, the DPRC Chair schedules the first meeting only after all DPRC members are confirmed.

The DPRC Chair may, at their discretion, consult with and/or require the assistance of their colleagues, staff, and students throughout the program review process. The extent of involvement is determined by the DPRC Chair. For example, they may involve Program Directors or Curriculum Committee members when answering program-specific sections of the DPRC report.

The membership of program review committees for programs not housed within a department (e.g., the Individualized Program, the Humanities Interdisciplinary Program, etc.) is determined by the relevant oversight body of the unit housing the program.

Requests for exceptions or consideration for special circumstances must be discussed with the Program Review Lead.

Roles of the DPRC members

DPRC Chair (or Co-Chairs)

The DPRC Chair is responsible for coordinating the writing of the DPRC Report at the departmental level in addition to assigning and dividing the work between DPRC members. This includes but is not limited to reviewing the DPRC Report template, gathering information, analyzing documentation and data, distributing the departmental data package, booking facilitated working sessions, and requesting professional information from all full-time faculty members. The DPRC Chair must submit the draft of the DPRC Report to the Departmental Assembly for feedback and approval. The DPRC Chair sends the final DPRC report to the VPSLE and the Program Review Lead.

Full-time faculty representatives

The full-time faculty representatives are tasked (by the DPRC Chair) with writing sections of the DPRC Report, and to comment on the rest of the report. The representatives may be asked to consult with their colleagues on topics of interest.

Part-time faculty representative

The part-time faculty representative is tasked (by the DPRC Chair) with reviewing and commenting on the DPRC report. They may also be asked to write sections or parts of sections of the DPRC report and provide information as needed. The representative may be asked to consult with their colleagues on topics of interest.

Staff representative

The staff representative has a consultative role with other staff in the department and is typically asked to contribute or comment more specifically on sections relating to administrative processes, facilities, resources, and front-line services with students. Depending on their role in the department, they may be asked to provide support in preparing the document.

Student representatives

The student representatives have a consultative role, more specifically on sections relating to program quality, teaching and learning, student experience and support services, administrative processes, and facilities and resources. The student representatives are invited to consult with their peers on topics of interest identified by the DPRC Chair.

Departmental data package

A departmental data package is prepared by the Office of Institutional Planning and Analysis (OIPA) and the Program Review Lead which includes demographic data of the student body, information on applications, admissions, performance, retention, and graduation from the last five academic years. Some data is available in a cohort model/grouping.

The departmental data package also includes the results from a Student Experience Survey (circulated via OIPA) as well as the Librarian's Summary Report. Requests for additional data or clarifications may be sent to the Program Review Lead. DPRCs are also encouraged to consult any other data sources they deem relevant; additional data sources should be listed at the end of each section of the report.

Many questions in the DPRC Report are connected to a part of the departmental data package. DPRC Report questions, when applicable, will include a "data reference" indicating the section/item in the departmental data package to consult.

For information purposes, the Program Review Lead will also provide the previous program review report (if available) to the DPRC Chair. There is no expectation that any reference will be made to the archived reports in the DPRC Report.

The DPRC Chair is encouraged to book a facilitated data review working session with the Program Review Lead to go over key findings and observations from the departmental data package.

DPRC Report

The DPRC Report comprises 7 sections detailed in a report template (Appendix 1). The template contains various guidelines and questions to facilitate completion of the report. The Program Review Lead is available to clarify and/or provide guidance on interpreting and/or answering the questions in the DPRC Report.

The DPRC Report sections are briefly described below.

Section 1: **Program purpose & relevance** (BCI criterion #9)

This section emphasizes clarity and shared understanding, and we encourage you to be honest about *what the program currently prioritizes*, rather than aspirational language.

- *What do we want students to say this program is "about" after graduation?*

Section 2: **Program Quality and Structure** (BCI criteria #1, 3, 4)

This section emphasizes coherence over perfection, and we encourage you to focus discussions on bottlenecks, redundancies, or gaps that faculty already feel.

- *Where do students struggle most, and what does the curriculum assume they already know?*

Section 3: **Enrollment** (BCI criterion #2)

This section emphasizes enrollment trends, demographic composition of students, and internal student flows. It relies on AACR and SEM data.

Section 4: **Teaching, Learning, and Assessment** (BCI criterion #5)

This section contains questions on topics including the variety of instructional and assessment methods, grading policies, supports for inclusive and accessible teaching practices, and additional learning opportunities.

Section 5: **Student success, equity, and experience** (BCI criterion #6)

This section emphasizes the student voice in identifying barriers to their success. It can rely on partial or imperfect data.

- *Where do students most often get delayed, confused, or discouraged?*
- *Which students thrive here; and which have to work much harder to do so?*

Section 6: **Faculty, Resources, and Infrastructure** (BCI criteria #7, 8)

This section emphasizes sustainability, and we encourage you to be explicit about workload compression, reliance on key individuals, or fragile staffing models.

- *What parts of the program would be most vulnerable if staffing or resources changed?*

Section 7: **Strengths, Challenges, and Recommendations**

This section allows the department to give a summary analysis while identifying the programs' key strengths and signature features. We encourage you to be realistic: list no more than 5 recommendations per program; limit action items to things the program can directly influence; and tie goals to concrete decisions e.g. curriculum changes, scheduling, advising redesign.

***end of DPRC report sections

The DPRC is invited to include as appendices all documentation considered relevant to the program review and to the understanding of the department and programs. This can include course syllabi, course evaluations, strategic mission and hiring plans, reference guides for faculty or staff, brochures and advertisements, health and safety guidelines or handbooks, information on research groups or centres, MA and PhD thesis topics, other data sources consulted by the DPRC, and other relevant documentation.

Submission of the DPRC Report

As the DPRC is preparing to submit their final report to the Vice-Provost, Student Life and Experience (VPSLE) and Program Review Lead, they must do the following:

1. The DPRC Chair must send the draft report to their Departmental Assembly for discussion, feedback, and approval. This may take place virtually (i.e., by email), during a regular Departmental Assembly meeting, or during a special meeting of the Departmental Assembly. The DPRC Chair will also ensure that a draft of the report is sent to part-time faculty and staff through their representative on the DPRC. Part-time faculty and staff may provide feedback though it is not required.
2. Following this consultation, the DPRC may integrate the feedback from their departmental colleagues. It is at the discretion of the Department Chair, in consultation with the DPRC Chair, whether the updated DPRC Report needs to return to the Departmental Assembly for another review. The process of consulting and seeking approval from the Departmental Assembly should not delay the final submission of the DPRC Report. It is recommended that the draft report is sent to the assembly one month ahead of the deadline.
3. Once finalized, the DPRC Chair submits the DPRC Report to the Program Review Lead by email. The Program Review Lead verifies that the report is complete.

The Program Review Lead shares a copy of the completed DPRC report with the following:

- Vice-Provost, Student Life and Experience (VPSLE)
- Faculty Dean and Associate Dean, Academic Programs
- Dean of Graduate Studies
- External Evaluators, approximately one month prior to their visit.

Following the submission of the DPRC report, the next step in the academic program review process is the visit of the External Evaluators and the submission of their report.

Following the visit of the External Evaluators, the role of the DPRC is formally concluded. The responsibility for completing the remaining steps (after the visit of the External Evaluators) of the program review then belongs to the Department Chair and the departmental assembly.

EXTERNAL EVALUATORS

Role of the External Evaluators

The role of the External Evaluators (EEs) is to provide considered and objective feedback after reviewing the DPRC report and meeting with university and department leadership, program administrators, faculty, staff, and students. The EEs submit a concise, detailed report with recommendations that is sent to the University Program Review Committee and the Faculty Dean as part of the final program review dossier. The use of EEs is mandated by the BCI guidelines for program reviews:

“The assessment is conducted by experts whose competence in the field of study or in the discipline of the program is recognized, and whose independence is ensured.”²

“The mandate of external evaluators is to make their own judgement based on the DPRC report and recommend actions that could be taken to improve [the program’s] quality and relevance. External evaluators must therefore receive sufficient information to support their judgment and assess the program in its Quebec, Canadian and international contexts.”³

The two EEs will collaboratively write one EE Report for the department under review.

List of External Evaluator Candidates

The DPRC is required to prepare a list of six EE candidates – in consultation with faculty members in the department – and send the list to the Program Review Lead using the online form provided. The list may be ranked in order of preference by the DPRC. The list of EE candidates is the first task completed by the DPRC (deadline Nov. 15th, 2026).

The list of six EE candidates must include the following information:

- Name and title of each candidate;
- Affiliation;
- Contact information (email address); and
- Brief description of the administrative experience of the candidate, if applicable.

The DPRC and other members of the department must refrain from any contact with the candidates regarding their nomination at any time during the academic program review process. The Program Review Lead, on behalf of the Office of the Provost, is responsible for communicating with prospective and confirmed External Evaluators.

² BCI, *Politiques et procédures encadrant la vérification et l'évaluation périodique des programmes universitaires*. PDF (Montréal, 2024), pp 29. [Politiques-procedures-encadrant-verification-evaluation-periodique-programmes-universitaires_ADOPTÉ-2024-06-14.pdf](#)

³ BCI, *Politiques et procédures encadrant la vérification et l'évaluation périodique des programmes universitaires*. PDF (Montréal, 2024), pp 29. [Politiques-procedures-encadrant-verification-evaluation-periodique-programmes-universitaires_ADOPTÉ-2024-06-14.pdf](#)

Criteria for External Evaluator Selection

The Vice-Provost, Student Life and Experience reviews the list of EE candidates provided by the DPRC. The DPRC is invited to provide a ranked list of candidates, if desired. Any ranking will be carefully considered when sending out invitations to External Evaluator candidates.

A variety of criteria are considered by the VPSLE when inviting External Evaluator candidates. These criteria include (but are not limited to) budgetary constraints, familiarity with the Québec university system, proximity to Concordia, and breadth of administrative experience. Remote visits are possible and may be preferable when inviting qualified evaluators who are far away.

Aside from being recognized experts in the field or discipline of the programs under review, the External Evaluators:

- Should have administrative experience, either as a Department Chair, Undergraduate Program Director, or Graduate Program Director, or at the decanal or provostial level. At least one confirmed External Evaluator must have administrative experience.
- Should not hold (or have held), during the past five years, professional or personal relationships with managers or faculty of the program(s) under review. In addition, they must not be a former colleague or graduate of the institution, unless more than ten (10) years have passed since then.

Appointment of External Evaluators

Following the recommendations of the VPSLE, the Program Review Lead invites the candidates, requests a curriculum vitae, and asks whether they know of any potential conflict of interest which would prevent them from serving as an EE.

The curriculum vitae provided by the candidate should include the following:

- Name and rank/position;
- Institution/firm with current address and contact information;
- University degrees, discipline and date;
- Areas of specialization;
- Recent teaching, scholarly, creative or business-related activity;
- Any professional experience relevant to the appointment as an External Evaluator;
- Any previous affiliation with Concordia University; and
- Any previous or current association with members of the faculty, staff or students.

Planning the External Evaluators Visit

The Program Review Lead contacts the Department Chair of the department undergoing academic program review to prepare a schedule for the EEs visit. (see Appendix 2: EE Report template).

Normally, the EE visit spans two and a half days which includes two days of meetings and a half-day of collaborative work to advance the EE Report. Variations in the length of the visit may occur depending on the size of the department and/or number of programs under review.

The site visit must include meetings with the following stakeholders:

- Vice-Provost, Student Life and Experience (VPSLE)
- Faculty Dean or their representative
- Dean of Graduate Studies or their representative (optional)
- Member(s) of the Department Program Review Committee (DPRC)
- Full-time faculty, part-time faculty, and staff who are not part of the DPRC
- Students (undergraduate and graduate; depends on program[s] being reviewed)

While planning the visit, the Program Review Lead makes the necessary travel arrangements, including booking accommodation for the EEs. For remote visits, the PRL books the meetings with video conferencing capabilities.

The External Evaluators Visit

The EEs visit spans two and a half days where the EEs will meet with university, faculty, and department leadership in addition to faculty, staff, and students. The complete EEs' schedule is shared with the EEs, the Department Chair, the VPSLE, and other relevant stakeholders.

During the visit, the Program Review Lead, on behalf of the VPSLE, will serve as local host and will lend general assistance to the EEs during their visit. Additionally, they will act as Secretary for the EEs visit meetings and will provide their notes to the EEs to facilitate report writing.

Ahead of and throughout the visit, the Program Review Lead reminds the EEs to save all receipts and ensures they know where to submit them for reimbursement after the visit.

Pre-Visit Package

Approximately one month before the EEs visit, the Program Review Lead provides each EE with a pre-visit package which includes the following documents:

- Schedule of meetings for the site visit;
- DPRC Report with all appendices;
- Departmental Data Package;
- Concordia University Academic Program Review Manual;
- Academic plans of the University, Research and Graduate Studies, Faculty, and department, as available;
- Guidelines on allowable expenses for the EEs visit;

External Evaluators Report

The final half-day of the EE visit following two days of meetings provides time to work collaboratively on the EE Report. The Program Review Lead is available to support the EEs, as needed.

The EE Report must comprehensively and objectively review the key aspects highlighted by the DPRC – strengths and/or weaknesses – of the program(s) being evaluated. The EEs should focus their assessment on the data, trends, and recommendations outlined in the DPRC Report and must pay particular attention to the analysis of programs, faculty, and administrative processes. The EE Report includes a section where the EEs make their own recommendations and/or comment specifically on the recommendations of the DPRC. The EEs Report should be between 5 and 10 pages long.

The requirements for the EE Report and suggested format are presented in Appendix 2: EE Report template. An incomplete EE Report will be returned to the evaluators for amendment.

1. Cover page
2. Schedule from on-site visit
3. Short outline of visit
 - Facilities observed
 - Additional activities
4. Assessment of the DPRC Report

The assessment of the DPRC report should address each of the seven sections:

- Program purpose & relevance
- Program quality & structure
- Enrollment
- Teaching, learning, and assessment
- Student success, equity, and experience
- Faculty, resources, and infrastructure
- Strengths, challenges, and recommendations

5. Recommendations

The report must include a list of numbered recommendations, based on the Evaluators' reading of the DPRC Report and their own conclusions following the visit. Ideally, the EEs will comment on the list of recommendations in Section 7 of the DPRC Report.

Submission of the External Evaluators Report

The EEs submit their signed report by email to the Program Review Lead no more than three weeks after the visit. After ensuring it is complete, the Program Review Lead then forwards it to:

- Vice-Provost, Student Life and Experience
- Faculty Dean and Associate Dean, Academic Programs
- Dean of Graduate Studies
- Department Chair
- DPRC Chair so they may distribute it to the committee, for information purposes.

The Department Chair, on behalf of and in consultation with their department, may respond to the EE Report. See sections on Departmental Responses to the EEs and UPRC Reports.

The Program Review Lead will archive the EE Report in the Office of the Provost and Vice-President, Academic Affairs.

Departmental response to the EEs Report

The Program Review Lead sends the EE Report to the Department Chair. The Department Chair is invited to share the reports and/or the proposed responses with their Departmental Assembly for feedback. The Department Chair decides whether to send a formal response to the EE report.

After receiving the EE Report, the Departmental Assembly has two options:

- Respond: the Department Chair, after consulting with their Departmental Assembly, may inform the Program Review Lead of their intent to respond to the report. The response should include corrections to factual errors (if applicable), support for or disagreement with the recommendations put forth by the EEs, and other relevant comments on the reports.
- Decline to respond: the Department Chair, after consulting with their Departmental Assembly, may inform the Program Review Lead that the Department agrees with the contents and recommendations of the report and is choosing not to respond.

If the Department Chair chooses to respond, they must send their response within six (6) weeks to the Program Review Lead, who includes it in the Program Review Dossier. The response is not forwarded to the External Evaluators but is included in the final program review dossier for the Faculty Dean's consideration in writing the Implementation Plan.

Honorarium and Reimbursement of Expenses

External evaluators will receive an honorarium in addition to the reimbursement of eligible expenses as established by the Vice-Provost, Student Life and Experience (VPSLE). The payment of honoraria and reimbursement of expenses occur only after the VPSLE has received the EE Report. The EEs must submit all receipts and documentation related to expenses to the Program Review Lead for processing.

Prior to their visit, EEs receive guidelines indicating the following costs are covered by the University's academic program review budget:

- Transportation costs: for air travel only Economy class is permitted, whereas for the train up to Business class is permitted (only if certain criteria are met). Travel by car is reimbursed following the Travel and Conference Policy (CFO-3) guidelines. Parking is also considered an eligible expense.
- Local travel, whether to campus from home/hotel and/or from campus to home/hotel (e.g., Uber, taxi, public transport), is eligible for reimbursement.
- Accommodation: standard rooms at University-approved hotels only.
- Per diem amounts which follow Concordia's Travel and Conference Handbook

Following the submission of the External Evaluator report, the next step in the academic program review process is for the University Program Review Committee to review the DPRC and External Evaluator's Reports and then to submit their own report.

UNIVERSITY PROGRAM REVIEW COMMITTEE (UPRC)

Role

The role of the UPRC is to provide a university-level view on the academic programs under review, as an unbiased assessor, neither targeting nor advocating for any programs. The UPRC members respond to the recommendations from their perspective as faculty, administrators, or students in the university community. It is not the role of the UPRC to allocate resources – financial or other – for faculties, departments, or programs.

The UPRC is responsible for reviewing and commenting on the following:

- DPRC Report;
- EE Report; and
- Department Response to the EE Report (if applicable)

Membership

The VPSLE compiles a list of candidates for the UPRC through an open-call and considers DPRC members from previous program review cycles. The Provost and Vice-President, Academic Affairs then approves the membership of the UPRC. Membership is constituted for one cycle of program reviews, and members must not have been directly involved with the current program review.

The committee includes:

- Vice-Provost, Student Life and Experience (Chair);
- One representative selected by the Dean of Graduate Studies;
- One representative selected by the Concordia Student Union;
- One representative selected by the Graduate Students' Association;
- One faculty (tenured), having already served as Chair or undergraduate program director;
- One faculty (tenured), having already served as Chair or graduate program director;
- One faculty (extended-term appointment, tenure-track or tenured);
- One part-time faculty (with at least 24 credits of seniority), selected by the President of the Concordia University Part-Time Faculty Association; and
- Program Review Lead (non-voting member, acts as Committee Secretary).

Additionally, the UPRC may request consultative assistance from Student Services as well as the Office of Institutional Planning and Analysis.

Members of the UPRC must refrain from any program review-related informal contact with the Faculty Dean(s), Associate Dean(s), the DPRC, and the department (under review) until the deliberations of the UPRC are complete.

Meeting planning

The Vice-Provost, Student Life and Experience (VPSLE) determines the meeting format and timing. In preparation for the UPRC meeting, the Program Review Lead will email UPRC members to introduce the process and provide a timeline for completion. Prior to the meeting, the Program Review Lead will provide UPRC members with the Program Review Manual, the DPRC Report, the EE Report, the Department Response to the EEs Report and any other relevant documentation.

At the meeting, the UPRC Chair:

1. Reviews the general situation of the department in the Faculty and the University.
2. Reviews the salient points of the DPRC Report, EE Report, and Department Response to the EE Report.
3. Discusses the recommendations to be included in the UPRC Report.

Following the meeting, the UPRC Chair prepares a draft of the UPRC Report and distributes it to the committee for feedback, modifications, and approval. The UPRC Chair, at their discretion, may call for an additional meeting(s).

UPRC Report

The UPRC Report should be five pages long. See Appendix 3: UPRC Report template.

The UPRC Report contains the following elements:

1. Cover page
2. Summary

The UPRC must summarize the status of the department and programs under review.

More specifically, the UPRC:

- a) Situates the department in the academic program review process
 - b) Summarizes the department and its programs (including services, facilities, and resources)
 - c) Responds to the DPRC Report, EEs Report, and DPRC Response to the EEs Report (if applicable)
3. Numbered recommendations (from the UPRC)

Submission of the UPRC Report

The VPSLE sends the final UPRC Report to the Program Review Lead. Afterwards, the Program Review Lead sends the final UPRC Report to the Department Chair and requests a response within six (6) weeks.

Departmental response to the UPRC Report

The Program Review Lead sends the UPRC Report to the Department Chair. The Department Chair is invited to share the report and/or the proposed responses with their Departmental Assembly for feedback. The Department Chair decides whether to send a formal response to the report.

After receiving the UPRC Report, the Departmental Assembly has two options:

- Respond: the Department Chair, after consulting with their Departmental Assembly, may inform the Program Review Lead of their intent to respond to the report. The response should include corrections to factual errors (if applicable), support for or disagreement with the recommendations put forth by the UPRC, and other relevant comments on the report.
- Decline to respond: the Department Chair, after consulting with their Departmental Assembly, may inform the Program Review Lead that the Department agrees with the contents and recommendations of the report and is choosing not to provide a response.

If the Department Chair chooses to respond, they must send their response to the Program Review Lead within six (6) weeks. The response is not forwarded to the UPRC, but it is included in the final program review dossier for the Faculty Dean's consideration in writing the Implementation Plan.

Following the submission of the UPRC report, the next step in the academic program review process is for the Faculty Dean to prepare an Implementation Plan based on the DPRC, EE, and UPRC Reports.

IMPLEMENTATION PLAN

Once the UPRC Report and optional Department Response have been received, the Program Review Lead sends the initial program review dossier to the Faculty Dean and Dean of Graduate Studies (if graduate programs were part of the program review). The initial program review dossier includes the DPRC, EE, and UPRC reports in addition to the response(s), if applicable, from the Department.

The Faculty Dean is responsible for preparing the Implementation Plan focused on the recommendations from the three reports. The implementation plan discusses the feasibility of the recommendations and provides rationale for pursuing (or not) a particular recommendation. The Faculty Dean may designate an Associate Dean to draft the Implementation Plan. The Faculty Dean is invited to discuss the draft Implementation Plan with the Department Chair, the program director, the Dean of Graduate Studies, and any other relevant senior administrative offices that may seem relevant. The finalized Implementation Plan must include a schedule for implementing the recommendations.

The Implementation Plan must include the following sections (see template in Appendix 4):

1. Cover page
2. Summary
 - Short description of the department and its programs, including its mission statement
 - Identification of strengths and opportunities for positive change
 - Future directions
3. Numbered recommendations and a plan for implementing the changes required to address the recommendations.

Submission of the Implementation Plan

Once the Implementation Plan has been finalized, the Faculty Dean emails it to the Program Review Lead, who then forwards it to the:

- Provost and Vice-President, Academic Affairs
- Vice-Provost, Student Life and Experience
- Dean of the School of Graduate Studies
- Department Chair

The Program Review Lead adds the Implementation Plan to the Office of the Provost website.

Following the submission of the Implementation Plan, the next step in the academic program review process is to archive the Program Review Dossier and, after two years, for the Department to complete the Progress Report.

PROGRESS REPORT

The Program Review Lead initiates the Progress Report by informing the Faculty Dean and meeting with Department Chairs to brief them on the process. Following the meeting, the Program Review Lead provides the Department Chair with a Progress Report template including a table of recommendations from the Dean's Implementation Plan in addition to a Department Data Package.

Progress Reports are requested 2 years following the completion of the Dean's Implementation Plan. Departments are given three months to submit their completed Progress Report. The Program Review Lead will confirm the deadline for submission at the start of the Progress Report process.

The initial part of the Progress Report is to review the status of the recommendations made in the Implementation Plan. Departments are then invited to review the Department Data Package, which includes data related to applications, admissions, enrolment, and retention from the last five academic years. There are subsequent questions related to continuous improvement in addition to developments, improvements, and innovations, as well as emergent issues facing the programs and Department.

The Department Chair must present the draft of the Progress Report to the Departmental Assembly for discussion and/or feedback, which may take place virtually (e.g., by email) or during a Departmental Assembly meeting.

When finalized, the Department Chair emails the Progress Report to the Program Review Lead. After verifying it is complete, the Program Review Lead shares a copy with the Provost, the VPSLE, and the Faculty Dean. Afterwards, the Program Review Lead adds the Progress Report to the final Program Review Dossier. The Progress Report section with the status of the recommendations (from the Dean's Implementation Plan) will be added to the Office of the Provost website.

PROGRAM REVIEW DOSSIER (FINAL RESULT)

The Program Review Dossier is assembled throughout the program review cycle and includes the elements listed below.

Program Review Dossier – Contents

1. Department Program Review Committee (DPRC) Report
2. External Evaluators' (EE) Report
3. University Program Review Committee (UPRC) Report
4. Departmental Responses to the EE and UPRC Reports – optional
5. Dean's Implementation Plan
6. Summary Chart (or Table): comprises all recommendations from all the reports and responses to the recommendations – provided to Senate for informational purposes
7. Progress Report

The Program Review Dossier is archived with the Office of the Provost and Vice-President Academic Affairs. Only the Implementation Plan and Progress Report (specifically the section with the status of the recommendations) will be made available on the public-facing Office of the Provost website. Publishing the Implementation Plan and Progress Report on a public-facing webpage is part of the requirements outlined in the [BCI guidelines](#).

GLOSSARY

BCI (formerly CREPUQ)

Bureau de Coopération Interuniversitaire (BCI), formerly Conférence des recteurs et des principaux des universités du Québec (CREPUQ). BCI, among other responsibilities, strives to facilitate communication between universities and the use of collective tools for evaluation and administration of the program review process. BCI's guidelines are established in the Policy of Quebec Universities for the Periodic Evaluation of Current Academic Programmes.⁴

Curriculum Developer

Curriculum Developers collaborate with faculty members to conceptualize, develop, and refine academic programs, including defining program learning outcomes, and determining program pathways and course sequences. Curriculum Developers also facilitate curriculum mapping processes to ensure alignment between program-level learning outcomes, course learning outcomes, and instruction and assessment methods. Curriculum Developers provide a range of services to support the program review process, including facilitating working sessions to aid the DPRC in their program review work.

Curriculum mapping

Curriculum mapping involves articulating the targeted learning outcomes that students achieve by virtue of completing an academic program and tracing the curricular mechanisms reaching these outcomes. The program reviews require curriculum mapping for each of the programs under review. Departments will be given the opportunity and the tools and resources to conduct this part of the process in collaboration with the curriculum developers.

Dean and Associate Dean (Academic Affairs), School of Graduate Studies

The Dean of Graduate Studies and the Associate Dean responsible for Academic Affairs are participants in the External Evaluators' visit to the department. The Faculty Dean also consults with the Dean of Graduate Studies when drafting the Implementation Plan. The Program Review Lead sends all reports and responses in the program review dossier to the Dean and Associate Dean (Academic Affairs) of Graduate Studies.

⁴ BCI, *Politiques et procédures encadrant la vérification et l'évaluation périodique des programmes universitaires*. PDF (Montréal, 2024). [Politiques-procedures-encadrant-verification-evaluation-periodique-programmes-universitaires ADOPTÉ-2024-06-14.pdf](#)

Department

While some units responsible for managing programs are not officially called departments, this Manual uses the term to designate both departments and units. Some units may be combined for the review (in consultation with the appropriate Faculty or School and the VPSLE) to facilitate the process and avoid repetition.

Department Program Review Committee (DPRC)

Formerly known as the Department Appraisal Committee (DAC), the DPRC is responsible for the preparation of the DPRC Report. Membership is suggested in this Manual and confirmed by the chair of the department undertaking the review. The DPRC is usually disbanded following the External Evaluators' visit to the department.

Departmental data package

To support analysis of programs using quantitative data, departments are presented with a data package that includes a wide range of key performance indicators. Please refer to The DPRC Report: Departmental data package for more information.

Departmental Assembly (or Department Council)

This body, which includes full-time faculty, as well as part-time faculty, staff, and student representatives, is responsible for approving the DPRC Report and any response to the EE and UPRC Reports. If a department does not hold regular departmental assemblies or councils, approval of the DPRC Report and responses will require an extraordinary meeting composed of all full-time faculty and the DPRC members.

External Evaluators (EEs)

External Evaluators are considered peer experts in their disciplinary fields, chosen from universities offering similar programs of study. Invited to evaluate a program by the Program Review Lead in consultation with the DPRC and Faculty Associate Dean, the EEs visit the department under review, evaluate the recommendations in the DPRC Report, and send the EEs' Report to the Program Review Lead.

Faculty

The term Faculty is used in reference to any of the four Faculties: Arts and Science; Engineering and Computer Science; Fine Arts; and the John Molson School of Business. Specifically, the faculty where there are departments under review.

Faculty Associate Dean

The program review is identified as part of the portfolio of an Associate Dean from each Faculty. The Faculty Associate Dean serves as a consultant to the departments throughout the review process.

Guidelines on Length

The sections of the Department Program Review Committee (DPRC) Report do not contain guidelines on length. We encourage departments to submit a succinct, but complete, report.

Implementation Plan

Following the completion of the University Program Review Committee (UPRC) Report, the Program Review Lead forwards a copy of the program review dossier to the Faculty Dean, with a request to write the Implementation Plan. The Implementation Plan is the Faculty Dean's rejoinder to the reports prepared during the review process; it should include recommendations as well as the Dean's response to the issues discussed by the various stakeholders. It is expected that the Faculty Dean will consult with the Dean of Graduate Studies in drafting recommendations linked to either graduate programs or elements of the School of Graduate Studies' portfolio. The Implementation Plan is the only document that is made available to the public at the conclusion of the review process.

Joint Programs – with other institutions

For guidelines on programs that are joint with other post-secondary institutions, please contact the Program Review Lead.

Joint Programs – internal

Programs that are offered collaboratively between two or more departments within Concordia which may or may not have multiple streams. This category also includes interdisciplinary programs. These programs are reviewed in a collaborative process; please see the "Scope of the Program Review" section for more details.

Office of Institutional Planning and Analysis (OIPA)

The Office (previously known as the IPO) provides strategic information and analyses on issues related to the academic planning and mission of the University. Before the program review begins, the Office prepares the departmental data package for the use of the different committees involved in the process.

Program Learning Outcomes (PLOs)

Program learning outcomes are statements describing what students will know, be able to do, or have learned by the end of a program. They are broad statements formed from a student perspective to describe the knowledge, competencies, skills, and values students should acquire or develop upon completion of the program, and they describe observable and measurable outcomes of students' learning. Detailed information on program learning outcomes can be found in the Program Learning Outcomes Quick Guide, provided in the departmental data package.

Program Review Dossier

The Program Review Dossier (formerly Appraisal Dossier) includes the DPRC, UPRC, and EE Reports, as well as the Implementation Plan from the Faculty Dean. The latter is the only document that will be made available to the public; all other reports are confidential and will be exclusively shared with the units and people identified in this Manual.

Program Review Lead

The Program Review Lead (formerly Appraisal Coordinator) implements the schedule of program reviews, provides support to departments, forwards relevant documentation, plans External

Evaluator visits, and retains archives. The Lead acts in consultation with the VPSLE, the Faculty Deans, and the Dean of Graduate Studies.

Program Reviews

Program Reviews (formerly Department Appraisals) are periodic evaluations conducted by University-approved units and are a thorough, objective and constructive review of every academic program leading to a degree or non-degree (Minor, Major, Specialization, Honours, Masters and Doctoral programs) or to an official denomination (Undergraduate and Graduate Certificates, Graduate Diplomas, and Microprograms).

Progress Report

As part of the program review process, the Office of the Provost will initiate a Progress Report 2 years after the Dean's Implementation Plan has been prepared. Departments and units responsible for the implementation of recommendations will be asked to report on the progress of recommendations made in the program review, using updated program data from the Office of Institutional Planning and Analysis. A template will be provided for this brief report.

Subject Librarian

Subject Librarians hold professional graduate degrees in librarianship. As subject specialists, they collect and manage library collections in their subject area, provide in-depth reference and research consultations to students and faculty within their department, and provide working sessions on library research and resources for specific courses. The Subject Librarian of the department under review will submit a summary report (*'Librarian's Summary Report'*) to the Program Review Lead before the start of the review. This report will be sent to the DPRC Chair as part of the Departmental data package and must be included as Appendix 1 of the DPRC Report. The DPRC chair is encouraged to consult with the Subject Librarian throughout the program review process.

University Program Review Committee (UPRC) (formerly University Appraisal Committee (UAC)) The UPRC is a consultative committee responsible for reviewing the DPRC and EE Reports and writing the UPRC Report. The UPRC membership includes faculty, representatives from academic support units such as the Office of Institutional Planning and Analysis, the Office of the Vice-President, Research and Graduate Studies, and Student Services; it also includes representatives from the Concordia Student Union and the Graduate Students' Association. The UPRC Report is confidential and will only be sent to the Department under review, the Faculty Dean, and the Dean of Graduate Studies.

BCI CRITERIA

The *Bureau de coopération interuniversitaire (BCI)* defines program quality across the province of Quebec. The program review process ensures the quality and relevance of programs offered by higher education institutions at all levels and in all sectors with the goal of improving curricula, teaching, and learning to the benefit of students at the standard of internationally recognized best practices. All programs are now evaluated by the following nine [BCI criteria](#).

CRITERIA	THINGS TO CONSIDER
1. Clarity and coherence of program learning outcomes and their suitability for the level of study.	• Expected learning outcomes, knowledge and skills and their alignment with changes in the discipline and/or professional environment • Degree awarded • Comparison to BCI and ADESAQ competencies • Comparison to Quebec future skills framework (CPMT)
2. Adequacy of the admission requirements relative to the program learning outcomes.	• Conditions of admission • Selection procedures for capped programs • Statistical data on the student population (number of applications, acceptances, registrations etc.) • Diversity of the student population • Recognition of acquired knowledge and skills (RAC), where applicable
3. Appropriateness of the program structure in relation to the program learning outcomes.	• Distribution of credits • Distribution of required and elective courses • Frequency of course offerings • Experiential learning (including internships) • Course sequencing

4. Coherence between the curriculum and the expected program learning outcomes.	• Relationship between the curriculum and the program learning outcomes • The extent to which students demonstrate their achievement of the learning outcomes • Level of the curriculum and its alignment with the level of degree or credential awarded • Final assignment or projects required of graduate students (e.g. dissertations, theses, and research papers) • Relevance of experiential learning activities (including internships) • Comparison to BCI and ADESAQ competencies • Comparison to Québécois future skills framework (CPMT)
5. Appropriateness of teaching and learning assessment strategies in relation to program learning outcomes.	• Teaching methods and learning strategies (including pedagogical innovations) • Assessment methods including the evaluation of learning outcomes and/or acquired skills • Course syllabi • Teaching recognition
6. Measures to support student success tailored to the needs and diversity of student population.	• Student progress in the program: ○ Graduation rates ○ Time to completion ○ Retention or attrition rate after the first year of study • Orientation, integration, and support services for students offered by the program • Measures to support students tailored to the diversity of the student population • Identification and support of students in difficulty • Supervision and support offered for practical activities (experiential learning and work-integrated learning) • Availability of faculty members, teaching staff, technical and administrative staff • Scholarships and financial aid

7. Adequacy of faculty expertise and other human resources required to deliver quality programs.	• Qualifications, fields of interest, research activities of faculty members • Research grants • Professional development and training activities for faculty members to support quality teaching practices • Initiatives taken to support professors in their responsibilities • Participation of professional, administrative and technical staff in support of teaching activities • Pedagogical development of the teaching staff (individually and collectively)
8. Adequacy of material, informational, and digital resources in relation to program outcomes.	• Library and information resources • Digital resources • Physical resources (premises, laboratories and equipment) • Work and living spaces for students
9. Maintaining the relevance of the program.	Academic or artistic relevance • Developments in the disciplinary field • Current research and creative work (graduate programs) • Links between professors' research, the curriculum, and students' work
	Societal relevance (in relation to society's expectations and needs) • Contribution of the program to Quebec society (for example: community service, cultural development, job placement rate, etc.) • Results of surveys conducted with graduates of the program • Evolution of the program curriculum in relation to the needs of society • Registration and graduation in relation to societal needs
	System relevance (its location in the university system): • Uniqueness of the program compared to those offered in other Quebec universities (for example: comparison of learning outcomes, admission conditions, curriculum, etc.) • Place of the program within the Canadian and international university network

	Institutional relevance (its location in Concordia University and the Faculty): • Examination of the relationship of the program to other programs and institutional commitments at the University • Relationship of the program with institutional strategic priorities
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