Form F1: External Review Questions – Proposed Undergraduate Programs

The following are the NECHE program standards for undergraduate programs. Please comment on how well the proposed program meets these standards.

4.5 Degree programs have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning.

4.13 Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth study in at least one disciplinary or interdisciplinary area. Programs have an appropriate rationale; their clarity and order are visible in stated requirements in official publications and in student records.

4.14 Each undergraduate program includes a general education requirement and a major or concentration requirement. At the baccalaureate level, curricula include substantial requirements at the intermediate and advanced undergraduate level, with appropriate prerequisites. Wherever possible, the institution also affords undergraduate students the opportunity to pursue knowledge and understanding through unrestricted electives.

4.19 The major or area of concentration affords the student the opportunity to develop knowledge and skills in a specific disciplinary or clearly articulated interdisciplinary area above the introductory level through properly sequenced course work. Requirements for the major or area of concentration are based upon clear and articulated learning objectives, including a mastery of the knowledge, information resources, methods, and theories pertinent to a specific area of inquiry. Through the major or area of concentration, the student develops an understanding of the complex structure of knowledge germane to an area of inquiry and its interrelatedness to other areas of inquiry. For programs designed to provide professional training, an effective relationship exists between curricular content and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.

**In addition, please evaluate and comment on each of the following review questions for undergraduate level programs.**

1. In what ways is the proposed program consistent with the academic mission of the campus?

2. How does the proposed program address an area of significant public need in Massachusetts and nationally? Has the College or University presented sufficient documentation, including quantitative documentation, (e.g. State and federal employment outlooks, regional outlooks, etc.) to support the program’s need?

3. How does the overall program design accomplish the program’s goals and purposes? Specifically, are the content and sequencing of the curriculum appropriate? Does the curriculum achieve appropriate balance among the component disciplines? Are there major omissions? If so, what are they?

4. How are the degree requirements of sufficient rigor to produce graduates who are competitive in the field? Evaluate curricular requirements for some type of culminating experience that allows the student to demonstrate mastery of the complexity of study in the major.

5. What experience and expertise does the department possess to undertake the proposed program? Will the program have a significant proportion of faculty who hold advanced degrees in the field or in a closely related discipline?

6. How will graduates demonstrate that they have acquired the knowledge and developed the skills that are identified as the program’s objectives? Evaluate the process the College has established to assess the effectiveness of the program in achieving its goals and objectives.

7. How has the institution demonstrated its commitment of the necessary and appropriate resources to the proposed program (including faculty, plant and equipment, and library and information resources) to ensure program quality and program improvement?