

1. Master's Level General Criteria – The changes to the existing Master's Level General Criteria are extensive and so no markup is presented here. The revised criteria shown below attempts to consolidate the criteria for Standalone Master's Programs with the criteria for Integrated Baccalaureate-Master's Programs. *This proposal is pending approval on 6 Nov 2026 by the Computing Area Delegation (CAD). If approved, this proposal will be posted for a year of feedback / comment (aka "first reading") prior to any final actions being taken.*

General Criteria for Master's Level Programs in Computing

1. Students

Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters.

The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

2. Program Educational Objectives

The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.

3. Student Outcomes

The program must have documented and publicly stated student outcomes that include (1) through (6) below and any outcomes required by applicable Master's Level Program Criteria. The program may define additional outcomes.

Graduates of the program will have an ability to:

1. Analyze a complex problem in the program's domain and apply principles of the discipline to identify alternative and suitable solution strategies.
2. Design, implement, and evaluate a solution to an ill-defined computing problem in the context of the program's discipline.
3. Articulate professionally the strategies and solutions of problem-solving activities in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

5. Function effectively as a member and leader of a team engaged in activities appropriate to the program's discipline.

6. Demonstrate mastery of problem-solving activities in a specific field of study consistent with the program's discipline.

4. Continuous Improvement

The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the program's continuous improvement actions. Other available information may also be used to assist in the continuous improvement of the program.

5. Curriculum

The program curriculum must provide adequate content for each element of the curriculum, consistent with the student outcomes and program educational objectives, to ensure that students are prepared to grow in the profession.

The curriculum must include:

1. a minimum of 30 semester credit hours (or equivalent) at the graduate level,
2. computing topics in a specific field of study or an area of professional practice consistent with the program name and at a level beyond baccalaureate-level programs,
3. a project or research learning activity resulting in a set of deliverables that demonstrates both the mastery of the subject matter and enables the application of appropriate professional dispositions.

Graduates of the program must have obtained from foundational education or documented similar experiences: mathematics and statistics appropriate to the discipline as well as up-to-date coverage of fundamental and advanced computing topics that provide both breadth and depth. This must include computing topics covering:

1. techniques, skills, and tools necessary for computing practice,
2. principles and practices of security and privacy in computing, and
3. local and global impacts of computing solutions on individuals, organizations, and society.

Each student's overall program of post-secondary educational and professional experience must satisfy the curricular components of the Master's Level Program Criteria relevant to the master's level program name.

6. Faculty

The faculty serving in the program must be of sufficient number to maintain continuity, stability, oversight, student interaction, and advising. Each faculty member teaching in the program must have competency and currency within the program's discipline consistent with the contributions to the program expected from the faculty member. The

competency of faculty members must be demonstrated by such factors as education, professional credentials and certifications, professional experience, ongoing professional development, contributions to the discipline, teaching effectiveness, and communication skills. Collectively, the faculty must have the breadth, depth, responsibility, and authority to develop, cover, update, and assess all curricular areas of the program. Faculty who are primarily responsible for developing, maintaining, and updating the curriculum are qualified by virtue of their education, professional preparation, or relevant experience in the discipline.

7. Facilities

Classrooms, offices, laboratories, and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program.

The library services and the computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.

8. Institutional Support

Institutional support, resources, and leadership must be sufficient to: a) ensure the quality and continuity of the program; b) attract, retain, and provide for the continued professional development of a qualified faculty; c) acquire, maintain, and operate infrastructures, facilities and equipment appropriate for the program; and d) create and foster a respectful environment among the program's students, faculty, staff, and administrators such that the student outcomes can be attained. Resources include institutional services and policies, financial support, and administrative and technical staff.