

University of Toronto

Major Modification Proposal:

Add Program Structure (Freestanding Minor, Specialist or Major Where One Exists, Stream, Field or Concentration)

|  |  |
| --- | --- |
| Program being modified:  Please specify what program and the components being created; e.g., New stream in the Specialist in History called…. |  |
| Program of Study Code(s):  Indicate if new POSt is needed |  |
| Proposed major modification: |  |
| Department/unit (if applicable): |  |
| Faculty/division: |  |
| Dean’s office contact: |  |
| Proponent: |  |
| Version date:  Please update as you edit this proposal. |  |

# Framework for UTQAP Major Modifications

The [University of Toronto Quality Assurance Process](https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2023/03/utqap-2023.pdf) (UTQAP) supports a structured approach for creating, reflecting on, assessing, and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its [Statement of Institutional Purpose](https://governingcouncil.utoronto.ca/secretariat/policies/institutional-purpose-statement-october-15-1992) (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:”

The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life — academic and administrative complement, research and scholarly activity, infrastructure, governance, etc. — bear on the quality of academic programs and the broad educational experience of students. ([Policy for Approval and Review of Academic Programs and Units](https://governingcouncil.utoronto.ca/secretariat/policies/academic-programs-and-units-policy-approval-and-review-june-24-2010) (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations. These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

The University of Toronto embraces academic change as a critical part of maintaining and enhancing programs of outstanding quality through a process of continuous improvement.

# Major Modification Proposal

A major modification to an existing program is a restructuring of a program, a merger of or the creation of new elements within existing programs, or a renewal of a program in order to keep it current with its academic discipline or improve student academic experience.

This template should be used to bring forward proposals for major modifications for:

* Creation of a new program of specialization where another with the same designation already exists (e.g., a new specialist program where a major with the same designation already exists).
* Addition of a new major or specialist that does not differ substantially in program requirements or learning outcomes from an existing program.
* Merger of two or more existing programs.
* Creation of a minor where there is no existing program of specialization (i.e., a “freestanding minor”).
* Creation of a field or concentration within an existing graduate program.
* Creation of a stream within an existing undergraduate program.

This template aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal. Divisions may have additional requirements that should be integrated into the proposal. Examples of major modifications are provided in [UTQAP 3.1.](https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2023/03/utqap-2023.pdf) See the [VPAP website](https://www.vpacademic.utoronto.ca/academic-change/major-modifications/) for more information on major modifications.

|  |  |
| --- | --- |
| Development and Approval Steps | Date (e.g., of final sign off, governance meeting, inclusion in reports) |
| Dean’s office sign-off | [date] |
| VPAP sign-off | [date] |
| Unit-level approval (if required) | [date] |
| Faculty/divisional governance | [date] |
| Faculty/division submits final proposal to VPAP | [date] |
| Included in Major Modification Report to AP&P | [date] |
| Included in Major Modification Report to Quality Council | [date] |

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**The Table of Contents will update automatically when you right-click on it and select “Update Field” and then “Update Entire Table.”**

**Please retain all the prompts for information in each section. Retain prompt guidance until proposal goes forward to governance.**

# Executive Summary

Please provide a brief summary of the change being proposed.

Guidance: Complete this section last, summarizing the main points from each of the sections below in no more than one page. Imagine this section is your governance cover sheet providing committee members with a high-level summary of the change. Throughout, ensure that a reader outside your discipline will understand the changes being described and why they are important.

Respond here.

# Effective Date

Please indicate when students may first be enrolled in the new structure and the anticipated date of the first review.

Guidance: Changes are normally effective September 1 (Fall session), January 1 (Winter session) or May 1 (Summer session) of an academic year or aligned with undergraduate POSt selection. If the effective date is a non-standard month, this should be discussed as part of the Program Design section. Retroactive changes to programs are not normally permitted and must be discussed with VPAP.

Effective date: Respond here.

Date of first review: Respond here.

# Current Calendar Copy with Changes Tracked or Highlighted

Insert calendar copy, including the program description, with all changes tracked or highlighted.

Guidance: This section provides readers with information on **what** is changing. Section 4 below provides the **why**.

Insert calendar copy with changes tracked or highlighted here.

# Academic Rationale and Program Objectives

## Program Objectives

1. State the program’s objectives.

Guidance: If creating a freestanding minor, the program objectives will be new and small in number (2 to 3). If creating a stream, field or concentration, program objectives will be the same as the existing program. If creating a major or specialist where one exists, show the alignment of the objectives and any differences. If there is a change to the program objectives, please discuss. See [VPAP Guidance sharepoint site](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#what-are-program-objectives) for program objective information.

Respond here.

## Academic Rationale

In a **single** response, please describe the academic rationale for the proposed changes, referring to the calendar copy above, and considering the offering relative to the criteria below.

Guidance: Start your response by discussing the ‘big picture’ context(s) that have prompted the proposed changes. The major modification process provides an occasion for considering the program in its broader context of c) and d) below, however, the proposal may focus on a specific subset of factors. Please consider all criteria below and discuss \*only\* criteria relevant to the specific proposal (i.e., no need to respond to each individual prompt). If the program has documents where the criteria below are addressed fully (e.g., self-study), feel free to attach as an appendix.

1. Discuss the consistency of the program’s [objectives](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#what-are-program-objectives) with the institution’s [mission](https://governingcouncil.utoronto.ca/secretariat/policies/institutional-purpose-statement-october-15-1992) and U of T’s/the division’s/unit’s [academic plans](https://www.vpacademic.utoronto.ca/reviews-academic-plans/academic-planning/current-divisional-plans/), [priorities](https://www.president.utoronto.ca/priorities-and-commitments/) and commitments, including consistency with any implementation plans developed following a previous review.
2. Appropriateness of degree or diploma nomenclature given the program’s objectives.

Guidance: if there is a **change** to the degree or diploma nomenclature, this requires discussion with the Office of the Vice-Provost, Academic Programs before proceeding. If there is no change, no need to address this prompt.

1. Evidence that the following have been substantially considered in the context of developing the proposed change and its associated resources:
   * 1. [Universal design principles](https://teaching.utoronto.ca/resources/universal-design-for-learning/) and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University’s [Statement of Commitment Regarding Persons with Disabilities](https://governingcouncil.utoronto.ca/secretariat/policies/statement-commitment-regarding-persons-disabilities-february-25-2021).
     2. Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the [Expert Panel on Undergraduate Student Educational Experience](https://www.provost.utoronto.ca/committees/expert-panel-on-undergraduate-student-educational-experience-usee/) and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and [Provostial Task Force on Student Mental Health](https://www.provost.utoronto.ca/planning-policy/student-mental-health/).
     3. Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in [Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada](https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf).
     4. Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the [Scarborough Charter](https://www.utsc.utoronto.ca/principal/scarborough-charter)and consistent with the recommendations of the [Anti-Black Racism Task Force Final Report](https://people.utoronto.ca/inclusion/anti-racism-strategic-tables/anti-black-racism-task-force/).
     5. Opportunities for fostering an equitable, diverse, and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the [Statement on Equity, Diversity, and Excellence](https://governingcouncil.utoronto.ca/secretariat/policies/equity-diversity-and-excellence-statement-december-14-2006), the [Antisemitism Working Group Final Report](https://people.utoronto.ca/inclusion/anti-racism-strategic-tables/anti-semitism-working-group/), the aforementioned reports and future institutional reports related to equity, diversity and inclusion.
2. Where appropriate, discuss unique curriculum or program innovations, creative components, significant high-impact practices relative to the change proposed.
3. Provide a statement on the way in which the proposed major modification will improve the student experience (required).

Respond here.

# Program Design

## Admission Requirements

Please describe any proposed changes to admission requirements by considering the changes tracked in the calendar copy relative to the following:

1. Discuss the appropriateness of the program’s admission requirements as they are articulated in section 3 above, given the program’s objectives and program-level learning outcomes.
2. Provide a sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience).

Guidance: Discuss how any changes help to ensure students are successful. If there are no changes to admissions requirements, please indicate “not applicable” below.

Respond here.

## Program Structure and Requirements

Addressing the prompts below in **one response**, please discuss the proposed changes to requirements, including any changes to milestone assessments, by considering the changes relative to the following criteria:

## All Programs

1. With reference to the change proposed, discuss the appropriateness of the offering’s structure and the requirements to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate).
2. Appropriateness of the offering’s structure, requirements and program-level learning outcomes in meeting the institution’s applicable [undergraduate or graduate Degree Level Expectations](https://www.vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/).

Guidance: In addressing a) and b) you may wish to use the table below, or another format appropriate to the discipline, to articulate the program-level learning outcomes and how the proposed structure, and requirements of the program support the program-level learning outcomes and degree level expectations. If you choose not to use the table below, please remove it. Along with the table (or other means of demonstrating alignment, as relevant), please discuss the appropriateness of the offering’s structure and how program-level learning outcomes are informed by the broader program objectives.

1. State the mode of delivery and the appropriateness and effectiveness of the mode(s) of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, flexible-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery) to facilitate students’ successful completion of the program-level learning outcomes.
2. If the offering’s structure will be an online or hybrid mode of delivery, please discuss the following as appropriate:
   * 1. Maintenace of and/or changes to the program objectives and program-level learning outcomes
     2. Adequacy of the technological platform and tools
     3. Sufficiency of support services and training for teaching staff
     4. Sufficiency and type of support for students in the new learning environment
     5. Access
3. Discuss the ways in which the proposed curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.
4. Please provide details on any experiential learning that is part of the offering, including confirmed and interested partners, duration of experiential learning component in a program, and anticipated number of placements.

Respond here.

Table 1: Degree Level Expectations, Program Learning Outcomes and Requirements

Guidance: If proposal is undergraduate, please replace this table with a similar undergraduate this table, or an alternative in order to demonstrate alignment of DLEs to PLO. All divisions’ [DLE descriptions are on the VPAP website](https://www.vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/).

| [Master’s DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#interdependency-of-program-objectives%2C-program-learning-outcomes%2C-and-degree-level-expectations-(dles)) | [Master’s Program Learning Outcomes](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#program-learning-outcomes-(plos)) | How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes |
| --- | --- | --- |
| Expectations: This [IDENTIFY DEGREE PROGRAM] is awarded to students who have demonstrated the following program objectives: | | |
| 1. Depth and Breadth of Knowledge   A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice. | Depth and Breadth of Knowledge is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirements that ensure these student outcomes for depth and breadth of knowledge are: |
| 1. Research and Scholarship   A conceptual understanding and methodological competence that:  Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;   * Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and * Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: * The development and support of a sustained argument in written form; or * Originality in the application of knowledge. | Research and Scholarship is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirements that ensure these student outcomes for research and scholarship are: |
| 1. Application of Knowledge   Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. | Application of Knowledge is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirements that ensure these student outcomes for application of knowledge are: |
| 1. Professional Capacity/ Autonomy   The qualities and transferable skills necessary for employment requiring:  The exercise of initiative and of personal responsibility and accountability; and  Decision-making in complex situations  The intellectual independence required for continuing professional development;  The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and  The ability to appreciate the broader implications of applying knowledge to particular contexts. | Professional Capacity/Autonomy is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirements that ensure these student outcomes for professional capacity/autonomy are: |
| 1. Communications Skills   The ability to communicate ideas, issues and conclusions clearly. | Communications Skills is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: | The program design and requirements that ensure these student outcomes for communication skills are: |
| 1. Awareness of Limits of Knowledge   Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines. | Communications Skills is defined in [PROGRAM NAME] as…  This is reflected in students who are able to: |  |

## Requirements for Graduate Programs Only

1. Please discuss the program length relative to the change and how it supports students completing the program-level learning outcomes and requirements [within the time required](https://www.sgs.utoronto.ca/resources-supports/improving-doctoral-time-to-completion/).
2. Confirm that each graduate student in the offering is required to take all of the course requirements from among graduate-level courses; and show evidence of sufficient graduate-level courses that students will be able to meet this requirement (please build on the wording below in your response).
3. For research-focused graduate programs, please provide a clear indication of the nature and suitability of the major research requirements for degree completion.
4. For proposals to introduce new fields/concentrations, confirmation that the SGS [Personal Time Off Policy](https://www.sgs.utoronto.ca/policies-guidelines/personal-time-off-policy/understanding-personal-time-off/) has been considered within the context of student well-being.

Guidance: Please remove this section if the proposal is undergraduate.

Respond here. Please use the working below as part of your response.

Whereas the Province’s Quality Assurance Framework requires that students complete a minimum of two-thirds of courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from among graduate-level courses. This proposed program complies with this requirement.

# Assessment

1. Discuss the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.
2. Discuss the appropriateness of the plans to monitor and assess the following:
   * 1. The overall quality of the offering’s structure
     2. Whether the program and/or the offering within the program is achieving in practice its proposed objectives
     3. Whether its students are achieving the program-level learning outcomes
     4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

Guidance: In addressing a) above you may wish to use the table below, or another format appropriate to the discipline, to demonstrate how the program-level learning outcomes (PLOs) are assessed across the offering. The table below lists the PLOs and the types of assessments that apply. The types of assessments in yellow are examples to be edited. If you choose not to use the table below, please remove it. Along with the table (or other means of demonstrating alignment), please discuss the appropriateness of the types of assessment used in the offering in addressing the program-level learning outcomes. For b), see VPAP guidance on [methods for assessing student achievement of program outcomes and degree level expectations](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx?xsdata=%3D&sdata=ZGxiZVJMRmVuQ0NrYTY2Y05nUVpvb2pTV1ZGK21aNnFvL0ROMmJUYzVwbz0%3D&ovuser=78aac226-2f03-4b4d-9037-b46d56c55210%2Cj.francisco%40utoronto.ca&OR=Teams-HL&CT=1697566465439&clickparams=eyJBcHBOYW1lIjoiVGVhbXMtRGVza3RvcCIsIkFwcFZlcnNpb24iOiIyNy8yMzA5MDExMjI3OCIsIkhhc0ZlZGVyYXRlZFVzZXIiOmZhbHNlfQ%3D%3D#mission%2C-academic-plan%2C-priorities%2C-commitments).

List of Program-Level Learning Outcomes and Assessments

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| List of PLOs | [Exams] | [Written Papers] | [Oral Presentations] | [Labs/Case Studies] | [Practice Observation] |
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Respond here.

# Need and Demand

Provide a brief description of the need and demand for the proposed offering, including information on student demand and internal cognate and external comparator programs as relevant.

Guidance: Here the focus is separate from the academic rationale already discussed and is more focused on how this offering might contribute to, or supplement, a student’s potential academic and/or career opportunities. **Be careful not to overclaim.** Please indicate how the offering is distinct from what already exists at U of T and feel free to reference the anticipated enrolment in the table below, if helpful. Address, if relevant, how this new program structure might affect enrolment in other related programs offered at the division or University. Very briefly discuss labour market need and demand and how the proposed program relates to (i.e., similar to or different from) existing programs offered by other peer universities with specific reference to Ontario and Canadian examples.

Respond here.

# Enrolment

1. Please provide details regarding the anticipated in-take by year, reflecting the expected increases to reach steady state. Include approximate domestic/international mix. This table should reflect normal estimated program length. (Please adjust the table as necessary.)
2. Please provide an explanation of the numbers shown and their relationship to the Faculty/division’s enrolment plan. Please be specific where this may differ from approved enrolment plans.

Table 1: Enrolment Projections\*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year of Study | Insert Academic Year | Insert Academic Year | Insert Academic Year | Insert Academic Year | Insert Academic Year | Insert Academic Year | Insert Academic Year |
| Year 1 | # of students |  |  |  |  |  |  |
| Year 2  (if relevant) |  |  |  |  |  |  |  |
| Year 3  (if relevant) |  |  |  |  |  |  |  |
| Year 4  (if relevant) |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |

\*Please note when the program expects to reach steady state.

Respond here.

# Impact of the Change

1. Please assess the impact the proposed modification will have on the program’s students and/or other units or divisions.

Guidance: The assessment of the change should consider and discuss any impact on continuing students, if any. For example, may in-progress students in a particular year of study opt into the new structure? If so, describe how the program will communicate with these students and track the implementation. Note that students complete the requirements in the program calendar entry in the year they entered the program.

Respond here.

# Resources

## Faculty

Please fill out the table below.

Table 2: Faculty Complement (please list alphabetically)

| Name | Unit of Primary Budgetary Appt and % | Unit of Other Budgetary Appt and % (if applicable) | Graduate Faculty Membership Status and Graduate Unit  (e.g., EEB, Associate member) | Commitment to Other Programs  (Please list other programs in which the person routinely teaches/ supervises.) | Nature of Contribution to This Program  (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.) |
| --- | --- | --- | --- | --- | --- |
| **Tenure Stream: Full Professor** | | | | | |
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| **Tenure Stream: Associate Professor** | | | | | |
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| **Tenure Stream: Assistant Professor** | | | | | |
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| **Tenure Stream: Assistant Professor (Conditional)** | | | | | |
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| **Continuing Stream Teaching Stream: Professor, Teaching Stream** | | | | | |
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| **Continuing Stream Teaching Stream: Associate Professor, Teaching Stream** | | | | | |
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| **Continuing Stream Teaching Stream: Assistant Professor, Teaching Stream** | | | | | |
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| **Continuing Stream Teaching Stream: Assistant Professor, Teaching Stream (Continuing)** | | | | | |
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| **Teaching Stream (CLTA, Part-time)** | | | | | |
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| **Non-Tenure Stream (CLTA, Part-time)** | | | | | |
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|  |  |  |  |  |  |
| **Sessional Lecturer** | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Others (please specify, i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions)** | | | | | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

## Resources: All Programs

Given the offering’s planned/anticipated class sizes and cohorts as well as its program-level learning outcomes please discuss:

1. Participation of a sufficient number and quality of core (i.e., appointed) faculty who are competent to teach and/or supervise in and achieve the goals of the offering and foster the appropriate academic environment.

Guidance: Consider the change you are making and its impact on faculty participation, including the impact on faculty’s existing commitments to other offerings. How will the new offering be sustained relative to ongoing offerings in the area, workload policies, etc.

Respond here, referring to the table above.

1. If applicable, discuss the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the offering and the associated plans to ensure the sustainability of the offering and quality of the student experience.

Guidance: see [QAF Guidance](https://oucqa.ca/guide/guidance-on-sessional-adjunct-faculty-qaf-2-1-2-6-and-5-1-3-1-6/).

Respond here.

1. If required, provision of supervision of experiential learning opportunities.

Respond here.

1. Adequacy of the administrative unit’s planned utilization of existing human, physical and financial resources.

Guidance: Does the change result in new requirements for physical facilities, administrative staff, etc. Will there be any changes in equipment and activities?

Respond here.

1. Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

Guidance: Is the offering associated with plans to bring forward proposals for additional space or the renovation of existing space that is related to research activities; or will the current space allocation accommodate the new initiative? You may also wish to highlight specific aspects of the following resources and supports as appropriate for the proposed offering such as:

Co-operative Education

Academic Advising (including international student advising)

Teaching and Learning Office

Technology Support for Teaching and Learning; Distance/Online Learning

Peer Learning Support

Disabilities/Accessibility Services

Student Academic Support Services

Academic Computing Services

Other unit- or program-specific supports/services.

Respond here.

1. If necessary, additional institutional or divisional resource commitments to support the offering in step with its ongoing implementation.

Guidance: Considerations here could be if there are interdivisional teaching implications; if the change will affect any existing agreements with other institutions or require the creation of a new agreement to facilitate the change (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.).

Respond here.

## Resources for Graduate Programs Only

Given the offering’s planned/anticipated class sizes and cohorts as well as its program level learning outcomes:

1. Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and [foster an appropriate intellectual climate](https://www.sgs.utoronto.ca/resources-supports/supervision-guidelines/).
2. Where appropriate to the program, evidence that [financial assistance for students](https://www.sgs.utoronto.ca/awards-funding/how-funding-works-research-stream/) will be sufficient to ensure adequate quality and numbers of students.
3. Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

Guidance: Please remove this section if proposal is undergraduate.

Respond here.

# Consultation

Describe consultation with internal (faculty, students, cognate units, etc., as appropriate) and external stakeholders (alumni, community, or professional organizations, etc., as appropriate).

Guidance: Please discuss how input from current students and recent graduates of the program has been considered as part of the development of the proposal as well as consultation with others affected by the change (e.g., faculty, cognate units, external stakeholders). Please briefly outline the feedback received and how it was addressed.

Appendix A: Courses

Guidance: Please provide a full list of all courses included in the offering, including course numbers, titles and descriptions. Please indicate clearly whether they are new/existing. Please note that all new courses should be proposed and approved independently in line with established academic change procedures.