

**University of Toronto Proposal: New Undergraduate and Graduate Program**

|  |  |
| --- | --- |
| Full name of proposed program:(i.e., Specialist in Historical Studies; Master of Arts in History) |  |
| Degree name and short form:i.e., Honours Bachelor of Science, HBA; Master of Arts, MA |  |
| Program name:i.e., History; Sustainability Management |  |
| Professional program (yes or no): |  |
| Unit (if applicable) offering the program:i.e., site of academic authority. Where a program is housed elsewhere (in physical terms), this should also be indicated.For graduate, if a new graduate unit is contemplated, please indicate here. |  |
| Faculty/division: |  |
| Dean’s office contact: |  |
| Proponent: |  |
| Version date (please change as you edit this proposal) |  |

Framework for UTQAP New Programs

The [University of Toronto Quality Assurance Process](https://www.vpacademic.utoronto.ca/wp-content/uploads/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.

New Program Proposal

The New Program Approval Protocol applies to new undergraduate or graduate degrees, undergraduate specialists and majors within approved degrees, and to graduate degree programs, offered in full or in part by the University of Toronto or by the University of Toronto jointly or conjointly with institutions federated or affiliated with the University. New for-credit graduate diplomas and new standalone degree programs arising from a long-standing field in a master’s or doctoral program go through the Expedited Approval Protocol (see [UTQAP section 2.8](https://www.vpacademic.utoronto.ca/wp-content/uploads/2023/03/utqap-2023.pdf)). All proposed new programs except graduate diplomas are subject to external appraisal.

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.

|  |  |
| --- | --- |
| Development and Approval Steps | Date (e.g., of external appraisal site visit, final signoff, governance meeting, Quality Council submission, Ministry submission) |
| New program consultation meeting | [date] |
| Consultation Proponents/Dean’s Office/Provost’s Office |
| Provost’s Advisory Group | [date] |
| External appraisal | [date] |
| Decanal signoffIn signing off I confirm that I have ensured appropriate:* compliance with the evaluation criteria listed in UTQAP section 2.3
* consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development
* consultation with faculty and students, other University divisions and external institutions
 | [Name], Dean, [Faculty/Division][Date of Signoff] |
| Provostial signoffIn signing off I confirm that the new program proposal:* is complete
* includes information on all the evaluation criteria listed in UTQAP section 2.3
 | [Name], Vice-Provost, Academic Programs[Date of Signoff] |
| Unit-level approval (if required) | [date] |
| Faculty/divisional governance | [date] |
| Submission to Provost’s Office |
| AP&P | [date] |
| Academic Board | [date] |
| Executive Committee of Governing Council | [date] |
| The program may begin advertising as long as any material includes the clear statement that, “No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Colleges, Universities, Research Excellence and Security (where the latter is required).” |
| Ontario Quality Council | [date] |
| Submitted to the Ministry (in case of new graduate degrees and programs, new diplomas) | [date] |

**New Program Proposal**

**[Name]**

**[Unit]**

**[Division]**

Table of Contents

[1 Executive Summary 5](#_Toc206488741)

[2 Effective Date and Date of First Review 5](#_Toc206488742)

[3 Academic Rationale and Program Objectives 5](#_Toc206488743)

[4 Academic Calendar Copy 7](#_Toc206488744)

[5 Rationale for Program as Designed 7](#_Toc206488745)

[6 Assessment 14](#_Toc206488746)

[7 Need and Demand 16](#_Toc206488747)

[8 Enrolment 16](#_Toc206488748)

[9 Consultation 17](#_Toc206488749)

[10 Resources 19](#_Toc206488750)

[11 Quality and Other Indicators 26](#_Toc206488751)

[Appendix A: Courses 27](#_Toc206488752)

[Appendix B: Library Statement 28](#_Toc206488753)

[Appendix C: Student Support Services 29](#_Toc206488754)

[Appendix D: Comparator Programs 30](#_Toc206488755)

[Appendix E [as needed]: [other appendices] 33](#_Toc206488756)

**Instructions:** Please include all sections with page numbers and a full list of appendices in the table of contents. 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 (blue) during development and remove prior to proposal going to the Provostial Advisory Group and the external reviewers.**

# Executive Summary

Guidance: Complete this section last, briefly summarizing the main points from each of the sections below in approximately one to two pages. Imagine this section is your governance cover sheet providing committee members with a high-level summary of the new program.

Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal.

Response:

# Effective Date and Date of First Review

Guidance: New programs are normally effective September 1, January 1 or May 1 of a specific year.

Anticipated date students will start the program: Response

First date degree program will undergo a UTQAP review and with which unit[[1]](#footnote-1): Response

# Academic Rationale and Program Objectives

## Program Objectives

Guidance: Program Objectives are clear and concise statements that describe the broad goals of the program. [See a detailed definition and examples of program objectives](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#what-are-program-objectives). Support for program visioning, including the development and articulation of program objectives is available from Jessie Richards, Curriculum Development Specialist, Office of the Vice-Provost, Innovations in Undergraduate Education (jessie.richards@utoronto.ca).

List the program’s objectives.

Response:

## Academic Rationale

Guidance: In this section, please start with the “big picture” context(s) that have prompted the proposed new program, identifying what is being created and why. This will include how the program addresses the current state of the discipline or area of study and identifying the pedagogical and other issues giving rise to the creation of this program. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development. If the new program is related to a cyclical review recommendation, please discuss this. Then go on to indicate how you have considered University of Toronto priorities in the development of this new program.

* Provide the academic rationale for the proposed program.
* Discuss the appropriateness of degree or diploma nomenclature given the program’s objectives.
* Discuss the consistency of the program’s 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.
* Evidence that the following have been substantially considered in the context of developing the changes to the program and its associated resources:
* [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/disabilities-statement-commitment-regarding-persons-february-25-2021).
* 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/).
* 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 Committee of Canada](https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf) (PDF).
* 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/).
* 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.
* Unique curriculum or program innovations, creative components, significant high impact practices, where appropriate.

Response:

# Academic Calendar Copy

Guidance: Insert the academic calendar copy as it will appear in your divisional or School of Graduate Studies Calendar. Please include the program description that will reflect the program’s objections; include the program’s purpose (e.g., who is it for, what are the outcomes) and nature of learning environment including mode of delivery.

Insert calendar copy here.

# Rationale for Program as Designed

## Rationale for Admission Requirements

Guidance: The calendar entry above provides the program’s requirements. Section 5 provides the explanation of why the requirements are appropriate. For 5.1, how will the admission requirements help to ensure students are successful? Provide sufficient explanations of any admission requirements that are above or in addition to normal minimum requirements (e.g., higher grade requirement, supplemental information, specific knowledge or skills).

* Discuss the appropriateness of the program’s admission requirements as they are articulated in the calendar entry above, given the program’s objectives and program-level learning outcomes.
* 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.

Response:

## Rationale for Program Structure

### All New Programs

Guidance: In addressing the first two prompts, you may wish to use Table 1 below, or another format appropriate to the discipline, to articulate the program learning outcomes (please number them: e.g., PLO1, PLO2, etc.), and demonstrate how the design, structure and requirements of the program support the program learning outcomes and degree level expectations (DLEs). If you choose not to use the table below, please remove it. Along with the table (or alternative), please discuss the appropriateness of the offering’s structure and how program-level learning outcomes are informed by the broader program objectives.

In a **single** response, please discuss the new program requirements, by considering the program relative to the following criteria:

* Discuss the appropriateness of the program’s structure and requirements as stated in the calendar to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate). Please include a discussion of the program’s planned/anticipated class sizes.
* Appropriateness of the program’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/)
* State the proposed mode(s) of delivery of the program. Discuss the appropriateness 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.
* Discuss the ways in which the curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.

Response:

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

Guidance: If the proposal is undergraduate, please replace this table with a similar undergraduate table using your division’s undergraduate DLE descriptions in order to demonstrate alignment of DLEs to PLOs and requirements. 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 |
| --- | --- | --- |
| 1. Depth and Breadth of KnowledgeA 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. | The Program Learning Outcomes for Depth and Breadth of Knowledge are: | The program design and requirements that ensure these student outcomes for depth and breadth of knowledge are: |
| 2. Research and ScholarshipA 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.
 | The Program Learning Outcomes for Research and Scholarship are: | The program design and requirements that ensure these student outcomes for research and scholarship are: |
| 3. Application of KnowledgeCompetence 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. | The Program Learning Outcomes for Application of Knowledge are: | The program design and requirements that ensure these student outcomes for application of knowledge are: |
| 4. Professional Capacity/AutonomyThe qualities and transferable skills necessary for employment requiring: * The exercise of initiative and of personal responsibility and accountability;
* 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.
 | The Program Learning Outcomes for Professional Capacity/Autonomy are: | The program design and requirements that ensure these student outcomes for professional capacity/autonomy are: |
| 5. Communication SkillsThe ability to communicate ideas, issues and conclusions clearly. | The Program Learning Outcomes for Communication Skills are: | The program design and requirements that ensure these student outcomes for communication skills are: |
| 6. Awareness of Limits of KnowledgeCognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines. | The Program Learning Outcomes for Awareness of Limits of Knowledge are: | The program design and requirements that ensure these student outcomes for awareness of limits of knowledge are: |

### For Graduate Programs Only

Guidance: Please remove this section if the proposed program is undergraduate. For professional graduate programs, please describe how the research expectations of the degree level expectations will be met.

* Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time.
* Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses (please include the language, provided in the “Response” area, below, in your response).
* For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
* Discussion on how the SGS [Personal Time Off Policy](https://www.sgs.utoronto.ca/policies-guidelines/personal-time-off-policy/understanding-personal-time-off/) has been considered in the proposal within the context of student well-being.

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

Guidance: For the first prompt you may wish to use table 2 below, or another format appropriate to the discipline, support your discussion on the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations. Note that it is not necessary to reference assessments by course; the intent is to provide an overview of the types of assessments typically used to assess the achievement of student learning for a given program learning outcome (e.g., exams, research papers, presentations, lab work, etc.). 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 learning outcomes. For the second prompt, please indicate what types of information will be collected (e.g., course-level data, final assessments, capstone projects, student course evaluations), who will be responsible for collecting and analyzing it (e.g., curriculum committees, program director), and how often this will occur. Programs may include plans for alumni or employer feedback to help assess longer-term outcomes. Also 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=MDV8MDF8fDZlMDVkM2E4YzM3MTRhYmM3NjdmMDhkYmNmM2NlMzA5fDc4YWFjMjI2MmYwMzRiNGQ5MDM3YjQ2ZDU2YzU1MjEwfDB8MHw2MzgzMzE2MzI2MTcwOTI3MzV8VW5rbm93bnxWR1ZoYlhOVFpXTjFjbWwwZVZObGNuWnBZMlY4ZXlKV0lqb2lNQzR3TGpBd01EQWlMQ0pRSWpvaVYybHVNeklpTENKQlRpSTZJazkwYUdWeUlpd2lWMVFpT2pFeGZRPT18MXxMMk5vWVhSekx6RTVPbTFsWlhScGJtZGZXVzFLYVUxcVdtbE5WRkYwV1ZSWk5GcERNREJPUkZwdFRGUnJNMDFIVlhSUFZFVjZUakpWTkZsWFVYcE5WRWswUUhSb2NtVmhaQzUyTWk5dFpYTnpZV2RsY3k4eE5qazNOVFkyTkRZeE5EUXp8YWMyYzM3YjgzNmFiNDM0MDc2N2YwOGRiY2YzY2UzMDl8MWE4MTY2ZjVlYjIxNGM2NGI5MWZhYjczYzk5ZTg2Yjc%3D&sdata=ZGxiZVJMRmVuQ0NrYTY2Y05nUVpvb2pTV1ZGK21aNnFvL0ROMmJUYzVwbz0%3D&ovuser=78aac226-2f03-4b4d-9037-b46d56c55210%2Cj.francisco%40utoronto.ca&OR=Teams-HL&CT=1697566465439&clickparams=eyJBcHBOYW1lIjoiVGVhbXMtRGVza3RvcCIsIkFwcFZlcnNpb24iOiIyNy8yMzA5MDExMjI3OCIsIkhhc0ZlZGVyYXRlZFVzZXIiOmZhbHNlfQ%3D%3D#assessing-labour-market-demand-for-new-programs-and-microcredentials).

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

Table 2: Alignment of Program Learning Outcomes and Assessments

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PLO List | List assessment type e.g., Exams | List assessment type e.g., Exams | List assessment type e.g., Exams | List assessment type e.g., Exams | List assessment type e.g., Exams |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Response:

# Need and Demand

Guidance: In this section you discuss two things: 1) information on internal cognate and external comparator programs, focusing first on U of T and then, Ontario, Canadian and international peer comparators, and 2) the labour market demand for the program. For 1), you are evaluating this new program in comparison with national and global programs including how this program compares to our peers. This information will also be summarized briefly in the comparator appendix along with comparator tuition which is used to submit to the Ministry of Colleges, Universities, Research Excellence and Security (MCURES). For 2) MCURES is looking for evidence that graduates of the program are needed in specifically identified fields, for example, within the academic, public and/or private sector. Please also provide three occupations that graduates from this proposed program may be employed in. For help with determining this, please see [VPAP’s assessing labour market demand information](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx?xsdata=MDV8MDF8fDZlMDVkM2E4YzM3MTRhYmM3NjdmMDhkYmNmM2NlMzA5fDc4YWFjMjI2MmYwMzRiNGQ5MDM3YjQ2ZDU2YzU1MjEwfDB8MHw2MzgzMzE2MzI2MTcwOTI3MzV8VW5rbm93bnxWR1ZoYlhOVFpXTjFjbWwwZVZObGNuWnBZMlY4ZXlKV0lqb2lNQzR3TGpBd01EQWlMQ0pRSWpvaVYybHVNeklpTENKQlRpSTZJazkwYUdWeUlpd2lWMVFpT2pFeGZRPT18MXxMMk5vWVhSekx6RTVPbTFsWlhScGJtZGZXVzFLYVUxcVdtbE5WRkYwV1ZSWk5GcERNREJPUkZwdFRGUnJNMDFIVlhSUFZFVjZUakpWTkZsWFVYcE5WRWswUUhSb2NtVmhaQzUyTWk5dFpYTnpZV2RsY3k4eE5qazNOVFkyTkRZeE5EUXp8YWMyYzM3YjgzNmFiNDM0MDc2N2YwOGRiY2YzY2UzMDl8MWE4MTY2ZjVlYjIxNGM2NGI5MWZhYjczYzk5ZTg2Yjc%3D&sdata=ZGxiZVJMRmVuQ0NrYTY2Y05nUVpvb2pTV1ZGK21aNnFvL0ROMmJUYzVwbz0%3D&ovuser=78aac226-2f03-4b4d-9037-b46d56c55210%2Cj.francisco%40utoronto.ca&OR=Teams-HL&CT=1697566465439&clickparams=eyJBcHBOYW1lIjoiVGVhbXMtRGVza3RvcCIsIkFwcFZlcnNpb24iOiIyNy8yMzA5MDExMjI3OCIsIkhhc0ZlZGVyYXRlZFVzZXIiOmZhbHNlfQ%3D%3D#assessing-labour-market-demand-for-new-programs-and-microcredentials). Supplemental information such as support letters from industry, professional associations, government agencies or policy bodies can be attached as an appendix.

* Discuss this program in relation to internal cognate and external comparator programs. Please fill out and refer to the table in Appendix E listing the comparator programs.
* In 500 words or less, discuss the labour market demand for the program, providing evidence that graduates of the program are needed in specifically identified fields (within academic, public and or private sectors), where information is available. Please indicate up to three occupations that graduates from this proposed program may be employed in.

Response:

# Enrolment

* 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. You may wish to build in a small amount of reduced retention in the later years.
* Please provide an explanation of the numbers shown and their relation to the Faculty/division’s enrolment plan. Please be specific where this may differ from approved enrolment plans.

Table 3: Enrolment Projections\*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year of Study | 2027-28 | Insert Academic Year | Insert Academic Year | Insert Academic Year | Insert Academic Year | Insert Academic Year | Insert Academic Year |
| Year 1 |  |  |  |  |  |  |  |
| Year 2 (if relevant) |  |  |  |  |  |  |  |
| Year 3 (if relevant) |  |  |  |  |  |  |  |
| Year 4 (if relevant) |  |  |  |  |  |  |  |
| **Total** |  |  |  |   |  |  |  |

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

Response:

# Consultation

Guidance: The UTQAP states “The Dean ensures that appropriate consultation is conducted with faculty and students, other University divisions and external institutions and organizations, as applicable.” In this section please discuss the divisional, institutional and external consultation completed and how feedback has been addressed. As part your consultation process please provide the proposal to the relevant U of T Dean’s Offices for feedback. Some other relevant tables are tri-campus Deans; Council of Health Sciences; and Council of First-Entry Deans. VPAP is pleased to offer guidance on consultation. All U of T wide consultation must be completed prior to the proposal going to the Provostial Advisory Group (PAG).

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

Response:

# Resources

## Faculty

Guidance: In this table you are presenting 1) who will be engaged in the program, 2) how they will participate and 3) that they have the capacity relative to their workload in other programs, to support the program.

Please fill out the table below. In a separate appendix provide all CVs of all faculty in the table.

Table 4: Faculty Complement (please list alphabetically by category)

| Name | Unit of Primary Budgetary Appt and % | Unit of Other Budgetary Appt and % (if applicable) | Graduate Faculty Membership Status and Graduate Unit(e.g., Associate, Department of Public Health Sciences) | Commitment to Other ProgramsPlease list other programs in which the person routinely teaches/ supervises. (e.g., MA in English; PhD in English) | 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** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Tenure Stream: Associate** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Tenure Stream: Assistant** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Teaching Stream: Full** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Teaching Stream: Associate** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Teaching Stream: Assistant** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Non-Tenure Stream (i.e., CLTA)** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Sessional Lecture** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Others (please specify; i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions)** |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Guidance: Referring to the table above, in this section please discuss faculty resources focusing on why there is a sufficient number of faculty in the right mix (e.g. tenure vs teaching; senior vs junior, disciplinary expertise) to teach, monitor and guide the program in the future. You will want to discuss faculty capacity to support the program relative to workload policies, participation in other programs, as reflected in the Commitment to Other Programs column above. Avoid listing individual faculty in this section; the focus here is on the collective critical mass. For programs in which sessional/adjunct faculty have a role, the proposal will include a rationale for the use of sessional and / or adjunct faculty for program delivery, plans for how a stable and consistent approach to teaching the program’s learning outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances. See [Ontario Quality Assurance Framework Guidance](https://oucqa.ca/guide/guidance-on-sessional-adjunct-faculty-qaf-2-1-2-6-and-5-1-3-1-6/) on sessional and adjunct faculty.

Given the program’s planned/anticipated class sizes and cohorts (enrolment section) as well as its program level learning outcomes please discuss:

* 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 program and foster the appropriate academic environment.
* If applicable, discussion/explanation of the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience.
* If required, provision of supervision of experiential learning opportunities.

Response:

## Other Resources

Guidance: Please discuss the other resources that will be used in offering the new program, guided by the prompts below. This will involve identifying requirements for physical facilities, including information on the change in the number of people to be accommodated by type (i.e., faculty, students, administrative staff, etc.) as well as information on changes in equipment and activities requiring accommodation. Please indicate if there are plans to bring forward proposals for additional space; the renovation of existing space; or whether the current space allocation to the academic program will accommodate the new program. For the second prompt, you may also wish to highlight specific aspects of the following resources and supports as appropriate for the proposed program: Co-operative Education; Academic Advising; Technology Support for Teaching and Learning; Distance/Online Learning; Peer Learning Support; Accessibility Services; Student Academic Support Services; Academic Computing Services; other unit- or program-specific supports/services. Other considerations might include if there are interdivisional teaching implications; if the new program will affect any existing agreements with other institutions or require the creation of a new agreement to facilitate the new program (e.g., Memorandum of Understanding for a joint program); or if a new graduate unit is being created to offer the program.

* Adequacy of the administrative unit’s planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University.
* 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.
* If necessary, additional institutional or divisional resource commitments to support the program in step with its ongoing implementation.

Please include the reference to the appendices below at the end of your response. Response:

Please see the following appendices:

Appendix C: Library statement confirming the adequacy of library holdings and support for student learning.

Appendix D: Standard statement concerning student support services.

## Resources for Graduate Programs Only

Guidance: Please remove this section if new program is undergraduate.

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

* Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
* Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
* Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

Response:

# Quality and Other Indicators

Guidance: The Faculty Resources section above addresses whether sufficient numbers of core faculty to cover the program’s teaching and supervision and evidence that the program is research informed. This section is where you show evidence of faculty’s collective expertise by discussing the more granular details and culminating evidence of faculty quality. You might highlight some information from faculty’s CVs, for example, the top journals faculty contribute to, any academic recognitions people have received, and experts that contribute to media commentary. If you have addressed the final prompt in the Need and Demand section, no need to readdress here, you can simply refer to that section.

* Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
* The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching.
* Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
* Any additional indicators of quality identified by the division or academic unit.
* How the proposed program compares to the best in its field among international peer institutions.

Response:

Appendix A: Courses

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

Appendix B: Library Statement

Appendix C: Student Support Services

Appendix D: Comparator Programs

Please list U of T and external comparators and provide a short summary of the programs and highlight any differences between the degree programs and what is proposed. Please remove the example from the table below. The Ministry will be interested in variations in tuition of Ontario comparators. For example, if the new program’s tuition is much higher than existing comparator programs in Ontario, the differences column and discussion above needs to present the value-add of this program.

| Institution and Unit | Degree and Program (including URL) | Domestic Tuition | Program Description | Differences Between This Program and What is Proposed |
| --- | --- | --- | --- | --- |
| U of T Comparators |
| University of TorontoFaculty of Arts and Science | Music Specialist (Arts Program)Music Specialist with Ensemble Option (Arts Program) Music Major (Arts Program)Music Major with Ensemble Option (Arts Program) https://artsci.calendar.utoronto.ca/section/Music | 2022-23 program fees: $6,100 Ontario domestic2022-23 program fees:$6,280.00Full-Time domestic (non-Ontario resident) students | Students in the Specialist and Major programs are not given individual applied music instruction (e.g. piano or voice lessons). They are offered a thorough grounding in musicology, and strong training in both ethnomusicology and music theory, with the option of increasing their exposure to the latter two disciplines via their upper-year option courses. | In the Faculty of Arts and Science programs, Music is approached as one of the liberal arts and taught as cultural history. Students are not given individual applied music instruction; instead, they receive a thorough grounding in musicology, and strong training in both ethnomusicology and music theory. The proposed program is distinct in that it combines a broad-based liberal arts-style learning with industry-oriented career development in music industry and technology, and leads to a dual credential (H.B.A. and Ontario College Certificate in Music Business and Technology). |
|  |  |  |  |  |
|  |  |  |  |  |
| Ontario Comparators |
|  |  |  |  |  |
|  |  |  |  |  |
|  |   |  |  |  |
|  |   |   |  |  |
| International Comparators |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Appendix E [as needed]: [other appendices]

1. Programs that are inter- and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews. [↑](#footnote-ref-1)