University of Toronto

Major Modification Proposal:

New Field or Concentration Within an Existing Graduate Program

This template should be used to bring forward all proposals for new fields or concentrations in existing graduate programs for governance approval under the University of Toronto’s Quality Assurance Process.

A field or concentration within a graduate program refers to an area of specialization or focus that is related to the demonstrable and collective strengths of the program’s Faculty. Graduate programs are not required to have fields or concentrations in order to highlight an area of strength within a program.

The two terms are used interchangeably but one should be used consistently in the context of a specific program. In establishing fields or concentrations, select whichever term resonates most in your context.

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| Program:  e.g., Child Study and Education, Linguistics |  |
| Existing fields or concentrations: |  |
| Proposed new field or concentration:  specify what level program this will apply to; i.e., master’s, doctoral or both. |  |
| Unit (if applicable): |  |
| Faculty/academic division: |  |
| Dean’s office contact: |  |
| Graduate unit contact: |  |
| Version date:  please change as you edit this proposal. |  |

# Summary

* Please provide a brief summary or overview of how the proposed field or concentration relates to existing fields or concentrations in the program summarizing many of the key points found in more detail elsewhere in the proposal. Please include:
  + - A clear statement of purpose
    - Identification of existing fields or concentrations
    - A description of the proposed field or concentration
    - Rationale for its inclusion in the program
    - The impetus for its development (including student demand) and how it fits with existing fields or concentrations
    - Faculty and programmatic strength in the proposed area

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# Effective Date

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| Anticipated start date of the field or concentration. |

# Academic Rationale

* Identification of existing fields or concentrations.
* Description of the field or concentration (its intellectual focus, etc.) and its relationship to existing fields or concentrations.
* Address how the proposed field or concentration relates to the current state of the discipline or area of study. Identify 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.
* Appropriateness and consistency of the field or concentration name.
* Distinctiveness.
  + - Identify any distinctive or innovative aspects of the proposed field or concentration.
    - To what extent is what is being proposed “the norm”? As appropriate, speak to similar offerings elsewhere at the University of Toronto or at other universities.

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# Need and Demand

* Provide a brief description of the need and demand for the proposed field or concentration focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, accreditation requirements, etc.

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Table 1: Graduate Enrolment Projections\*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year in Program | Academic Year | | Academic Year | | Academic Year | | Academic Year | | Academic Year | |
|  | Total # | # in Field | Total # | # in Field | # | # | # | # | # | # |
| 1 |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |  |  |  |

\*Steady state projected in [year]

* Please adjust the table as necessary. Please show total registration in the program and indicate whether the addition of the new field or concentration will result in an overall increase in the total number of students or will be accommodated within the existing number of spaces. In either instance, please show the relative proportion of spaces in the proposed field or concentration.
* Below please provide any relevant information or comments on the enrolment projections above (e.g., relationship of field or concentration to existing field or concentration, etc.)

# Admission Requirements

* Comment on the relationship of the admission requirements for the field or concentration to those of the parent program.
  + - If the same, describe the program admission requirements.
    - If different, describe the field or concentration admission requirements; indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field or concentration; i.e., how are these admissions requirements suitable to help support the success of students.
* How will these be administered?

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# Program Requirements

* Describe the requirements of the field or concentration. Please comment on the relationship of the requirements of the field or concentration to those for the program in general and any other fields or concentrations.
  + - Provide, as an appendix, proposed calendar copy (with all changes tracked) including the specific program requirements, required courses, electives and prerequisites.
* Provide as an appendix, where appropriate:
  + - A full list of the course numbers and titles, indicating clearly whether they are new or existing. Please note that new courses need to be proposed and approved separately following established Faculty/divisional procedures.

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| Please see Appendix [X] for proposed calendar copy.  Please see Appendix [X] for a full list of the course numbers and titles, indicating clearly whether they are new or existing. |

# Degree-Level Expectations (DLEs), Program Learning Outcomes and Program Structure

* Clearly outline the learning outcomes as they relate to the proposed field or concentration, underlining where these are similar to or different from those for existing fields or concentrations. Indicate the means by which students will satisfy the relevant DLEs.
* Demonstrate the clarity and appropriateness of the program’s requirements and associated learning outcomes in addressing the institution’s DLEs.

Table 2: Master’s DLEs

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| Master’s Degree-Level Expectations (Based on the Ontario Council of Academic Vice-Presidents [OCAV] DLEs) | Master’s Program Learning Outcomes | How the Program Design and Requirement Elements Support the Attainment of Student Learning Outcomes |
| **Expectations: This [identify degree program] is awarded to students who have demonstrated:** | | |
| 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 understood in [program name] as…  This is reflected in students who are able to… | The program design and requirement elements 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 requirement elements that ensure these student outcomes for research and scholarship are: |
| 1. **Level of 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. | Level of application of knowledge is defined in [program name] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for level of 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 requirement elements that ensure these student outcomes for professional capacity/autonomy are: |
| 1. **Level of Communication Skills** | Level of communication skills is defined in [program name] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for level of communication skills are: |

Table 3: Doctoral DLEs

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| Doctoral Degree-Level Expectations (Based on the Ontario Council of Academic Vice-Presidents [OCAV] DLEs) | Doctoral Program Learning Outcomes | How the Program Design and Requirement Elements Support the Attainment of Student Learning Outcomes |
| **Expectations:**  **This [identify degree program] extends the skills associated with the master’s degree and is awarded to students who have demonstrated:** | | |
| 1. **Depth and Breadth of Knowledge**   **A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.** | Depth and breadth of knowledge is understood in [program name] as…  This is reflected in students who are able to… | The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: |
| 1. **Research and Scholarship**   The ability to conceptualize, design and implement research for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;  The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and  The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. | Research and scholarship is defined in [program name] as…  This is reflected in students who are able to… | The program design and requirement elements that ensure these student outcomes for research and scholarship are: |
| 1. **Level of Application of Knowledge**   The capacity to  Undertake pure and/or applied research at an advanced level; and  Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches and/or materials. | Level of application of knowledge is defined in [program name] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for level and application of knowledge are: |
| 1. **Professional Capacity/Autonomy**   The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;  The intellectual independence to be academically and professionally engaged and current;  The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and  The ability to evaluate 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 requirement elements that ensure these student outcomes for professional capacity/autonomy are: |
| 1. **Level of Communication Skills**   The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively. | Level of communication skills is defined in [program name] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for level of communication skills are: |
| 1. **Awareness of Limits of Knowledge**   An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.  Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specificproblem or issue in a new setting. | Awareness of limits of knowledge is defined in [program name] as…  This is reflected in students who are able to: | The program design and requirement elements that ensure these student outcomes for awareness of limits of knowledge are: |

# Assessment of Teaching and Learning

* Please describe the methods of evaluation for the various program requirements as they relate to the proposed field or concentration.
* Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and DLEs (in other words, how will faculty be able to determine whether students have learned and can do what we expect them to by the end of the program).
* How will the program document and demonstrate the level of performance of students consistent with the University’s DLEs?

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# Consultation

* Describe the expected impact of what is being proposed on the nature and quality of the unit’s/division’s program of study and any impact on other units/divisions.
* Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed field or concentration.

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# Resources

* Describe any resource implications of the change(s) including, but not limited to, faculty complement, space, libraries and enrolment/admissions.
* Please specify where this may impact significant enrolment agreements with the Faculty/Provost’s office.
* Indicate if the major modification will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the major modification (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). Please consult with the Provost’s office ([vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)) regarding any implications to existing or new agreements.

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## Faculty Complement

* Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program.
  + - Comment on the expertise of the faculty who will actively support or participate in the field or concentration and discuss the role of any adjunct or contractual faculty.
    - Comment on the impact of the field or concentration on the parent program, focusing on the extent of the diversion of faculty from existing graduate courses and/or supervision.
    - Comment on the provision of supervision of experiential learning opportunities, as appropriate.
    - If relevant, describe the plan to provide additional faculty resources to support the program.

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Table 4: Detailed Listing of Committed Faculty

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| Faculty Name and Rank | Home Unit | Area(s) of Specialization |
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## Space/Infrastructure

* Address any unique space/infrastructure requirements including information technology, laboratory space and equipment, etc.

# UTQAP Process

The UTQAP pathway is summarized in the table below.

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| Steps | Approval |
| Development/consultation within unit |  |
| Consultation with Dean’s office (and VPAP) |  |
|  | Graduate unit approval as appropriate |
|  | Faculty/divisional council |
| Submission to Provost’s office |  |
| Report to AP&P |  |
| Report to Ontario Quality Council |  |