University of Toronto   
Major Modification Proposal:

New Freestanding Minor Where There is No Existing Specialist or Major

This template should be used to bring forward all proposals for major modifications of this type for governance approval under the University of Toronto’s Quality Assurance Process.

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| What is being proposed:  please specify exactly what is being proposed; i.e., a new freestanding minor (where there is no existing specialist or major) in… |  |
| Department/unit (if applicable): |  |
| Faculty/academic division: |  |
| Faculty/academic division contact: |  |
| Department/unit contact: |  |
| Version date:  please change as you edit this proposal. |  |

# Summary

* Please provide a brief summary of what is being proposed including:
  + - a clear statement of the relationship of this to other programs
    - the impetus for its development in brief
    - any distinctive elements

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# Effective Date

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# Academic Rationale

* Describe what is being proposed and why.
* If relevant, describe the mode of delivery (including online) and how it is appropriate to support students in achieving the learning objectives of the program.
* Context
  + - Discuss how the program addresses 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.
    - Describe the consistency of the program with the University’s mission and unit/divisional academic plan and priorities.
* Distinctiveness
  + - Identify any distinctive/innovative aspects of the proposed minor.
    - 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 minor focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, accreditation requirements.

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# Admission/Eligibility Requirements

* Describe any specific requirements that students must meet to be eligible for the proposed minor and how these will be administered.

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# Requirements for the Minor

* Describe in your own words the requirements and structure of the minor.

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* Provide, as an appendix:
  + - An exact program description as it will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
    - A detailed copy of the program requirements as they will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
* Provide, as an appendix:
  + - 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. |

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

* Address how the design, structure, requirements and delivery of the program support the program learning outcomes and DLEs.
* Identify DLEs, how each is addressed in this particular program and specify how the program design and requirements support the attainment of student learning outcomes. Proponents may find the language in the table useful or should feel free to use their own.

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| Degree-Level Expectations | Program Learning Outcomes | How the Program Design/Structure Supports the Degree-Level Expectations |
| 1. **Depth and Breadth of Knowledge**   Defined as […] for this degree | 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: |
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# Assessment of Teaching and Learning

* Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree-level expectations.

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# Consultation

* Describe any consultation with programs and units that may be affected.

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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 be specific 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 Requirements

* 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,
  + - Discuss the role of any adjunct or contractual faculty,
    - 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 1: Detailed List 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.

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# UTQAP Process

The UTQAP pathway is summarized in the table below.

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| Steps | Approvals |
| Development/consultation with the unit |  |
| Consultation with Dean’s office (and VPAP) |  |
|  | Unit-level approval as appropriate |
|  | Faculty/divisional council |
| Submission to Provost’s office |  |
| AP&P—reported annually |  |
| Report to Ontario Quality Council |  |