

University of Toronto

New Graduate Program Proposal

The program proposal must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program.

This template (last updated by the Office of the Vice-Provost, Academic Programs on November 9, 2020) is for all proposals for new graduate programs. It 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 for a new program. Separate templates have been developed for other types of proposals.

Please note that all proposed new programs except graduate diplomas are subject to external appraisal.

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| Full name of proposed program:  (i.e., Master of Arts in History; Master of Science in Sustainability Management) |  |
| Degree name and short form:  i.e., Master of Arts, M.A.; Master of Science in Sustainability Management, M.Sc.S.M. |  |
| 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.  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): |  |

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| Development & Approval Steps | Date (e.g., of external appraisal site visit, final sign off, 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 signoff  In 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 signoff  In 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 and Universities (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 Graduate Program Proposal

[Name]

[Unit]

[Division]

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**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.**

# Executive Summary

Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal. (You may wish to complete this section last.) This may need to be used on a standalone basis:

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# Effective Date and Date of First Review

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| Anticipated date students will start the program:  First date degree program will undergo a UTQAP review and with which unit[[1]](#footnote-2): |

# Academic Rationale

Please use the headings below:

* Identify what is being proposed and provide an academic rationale for the proposed program (what is being created and why?).
* Explain the appropriateness of the program name and degree nomenclature.
* If relevant, describe the mode of delivery (including blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes 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 as specified within the [Statement of Institutional Purpose](https://governingcouncil.utoronto.ca/secretariat/policies/institutional-purpose-statement-october-15-1992) and unit/divisional academic plan and priorities.
* Distinctiveness
  + Identify any unique curriculum or program innovations or creative components.

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# Fields/Concentrations [Optional]

* Description of fields/concentrations, if any. (Please note: graduate programs are not required to have fields/concentrations in order to highlight an area of strength or specialization within a program.)

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# Need and Demand

* Provide a brief description of the need and demand for the proposed program and how this has been determined, focusing, as appropriate, on:
  + student interest;
  + societal need;
  + employment opportunities for prospective graduates;
  + interest expressed by potential employers;
  + professional associations;
  + government agencies or policy bodies.
* How is the program distinct from other programs at U of T? (Address, if relevant, how this program might affect enrolment in other related programs offered here.)
* With specific reference to the impact on need and demand, describe how the proposed program relates to (is similar to or different from) existing programs offered by other universities in North America and internationally (with specific reference to Canadian and Ontario examples). Please fill out and refer to the table in Appendix E listing the comparator programs.

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# 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. (Please adjust the table as necessary.)
* 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.

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Table 1: Graduate Enrolment Projections\*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year of Study | Academic Year | Academic Year | Academic Year | Academic Year | Academic Year | Academic Year | 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.

# Admission Requirements

* Provide a formal statement of admissions requirements as they will appear in the SGS Calendar entry.
* Explain how the program’s admission requirements are appropriate for the learning outcomes established for completion of the program.
  + How will they help to ensure students are successful?
  + Provide sufficient explanation of any admissions requirements that are above or in addition to the normal minimum requirements for a graduate program at this level (including higher GPA, specific knowledge or skills — e.g., prior calculus; prior professional practice; additional language, interviews, portfolio, letters of intent, etc.) For example, are there specific undergraduate or master’s programs from which students may be drawn?

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

* In a [curriculum map](https://teaching.utoronto.ca/teaching-support/curriculum-renewal/mapping-analysis/), or in the table below, or in another format appropriate for the discipline, state the program learning outcomes and program requirements, and show how the [program learning outcomes](https://teaching.utoronto.ca/teaching-support/curriculum-renewal/program-outcomes/) are appropriate for the [degree level expectations](https://www.vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/).
* Discuss how the design, structure, requirements and delivery of the program are appropriate for the program learning outcomes and degree level expectations. Please include:
  + The sequencing of required courses or other learning activities, etc.
  + The mode of delivery of the program (face-to-face; blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program and the degree level expectations. Whether the program will be offered on a full-time basis only or will also be offered part-time and if so, why.
  + The program length for both full-time and part-time students. Address how the program requirements can reasonably be completed within the proposed time period.
  + Describe how the specific elements of the curriculum (e.g., Internships, etc.) will be administered.
  + A clear indication of how faculty “scholarship and research is brought to bear on the achievement of Degree Level Expectations” (UTQAP 1.1)
  + For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion. For professional graduate programs, how the research expectations of the degree level expectations will be met.
  + Describe how the program structure and delivery methods reflect [universal design principles](https://teaching.utoronto.ca/teaching-support/udl/) and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.
  + Describe how the program structure and delivery methods promote student well-being and resiliency in the learning and teaching environment.
  + Describe any elements that support a sense of community in the program.
* Please include the standard text which has been inserted in the box.

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| 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. |

Table 2: Master's DLEs[[2]](#footnote-3), Program Learning Outcomes and Requirements

| Master’s DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV]) | Master’s Program Learning Objectives and Outcomes | 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: | | |
| 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: |  |

# Assessment of Learning

* Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and degree level expectations.
* Describe plans for documenting and demonstrating the level of performance of students consistent with the DLEs. (Assessment of Teaching and Learning examples in [Guide to Quality Assurance Processes](https://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-4-1-and-5-1-3-1-4/).)

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# Program Description and Calendar Copy

* Provide a description of the program (audiences: prospective and current students, staff and employers) that can be used for external and internal posting that includes the following information:
  + Program’s purpose (who is it for, what are the outcomes).
  + Nature of learning environment (including mode of delivery).
  + Approaches to teaching/learning/assessment.
* Provide, as an appendix, a clear and full calendar copy including:
  + The program description; the program requirements including all required courses and recommended electives and their prerequisites, including for any fields/concentrations.
* Provide as an appendix:
  + A full list of the all courses included in the program 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. Where possible, append full course proposals as an appendix).

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| **Program Description**  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/existing. |

# Consultation

* Describe the expected impact of what is being proposed on the nature and quality of other programs delivered by the unit/division.
* Describe the expected impact of what is being proposed on programs being offered by other units/divisions.
* Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed program as per UTQAP 2.4.2: “The Dean ensures that appropriate consultation is conducted with faculty and students, other University divisions and external institutions.*”*

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# Resources

## Faculty

* Complete Table 3 below.
* Brief commentary to provide:
  + Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program.
  + Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program.
  + That faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
  + Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
  + Planned/anticipated class sizes (connect this to delivery method, Section 8 and assessment methods, Section 9).
  + If relevant, plans and commitment to provide additional faculty resources to support the program.
  + The role of any adjunct or contractual (e.g., stipendiary) faculty.
* Provide the CVs of all faculty who appear in Table 3, as evidence substantiating the above. The appendix should form a separate document with a table of contents and all CVs in alphabetical order. CVs should be submitted in a consistent format.

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Table 3: Faculty Complement (please list alphabetically)

| Name | Unit of Primary Budgetary Appt and % | Unit of Other Budgetary Appt and % (if applicable) | Graduate Faculty Membership Status  (e.g., Associate/ Full privileges) | 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** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Tenure Stream: Associate** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Tenure Stream: Assistant** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Teaching Stream: Full** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Teaching Stream: Associate** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Teaching Stream: Assistant** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Non-Tenure Stream (i.e., CLTA)** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Sessional Lecturer** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Others (please specify, i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions)** |  |  |  |  |  |

## Learning Resources

* Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including library support.
* Describe any resources that enhance the learning and teaching environment, including resources to promote student well-being and resiliency in the learning and teaching environment. Note: Standard appendices on the library and student support are always included in the proposal. You may also wish to highlight specific aspects of the following resources and supports as appropriate for the proposed program:
  + Library
  + 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

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| Please see the following appendices:  Appendix [x]: Library statement confirming the adequacy of library holdings and support for student learning  Appendix [x]: Standard statement concerning student support services |

## Financial Support for Graduate Students

* Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

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## Space/Infrastructure

* Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information technology support and laboratory access; address any unique requirements including renovations to existing space, new space, equipment, etc.
* Note: The requirements for physical facilities should be identified by providing 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. The division/Faculty should state whether it 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 initiative.

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## Other Resource Implications

* For example,
  + Is a new graduate unit contemplated that would require a separate graduate chair appointed under the PAAA?
  + Are there interdivisional teaching implications?
  + Will the new program 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, Memorandum of Agreement, etc.). (Existing joint programs are offered with Centennial, Sheridan and Michener.)
  + If this is a new joint program, please indicate how future reviews of the program will be conducted in accordance with UTQAP 2.1: “Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected. Program proposals specify how future reviews will be conducted.”
* Please consult with the Provost’s Office ([vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)) early regarding any resource implications described in this section.

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# Quality and Other Indicators

* Please describe the appropriateness of the faculty’s collective expertise and how it contributes substantively to the proposed program. Define and use indicators to provide evidence of the quality of the faculty (e.g., qualifications, research, innovation and scholarly record).
* Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience.
* Please describe any elements that enhance the program’s diversity.

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Appendix A: Courses

Appendix B: Graduate Calendar Copy

Appendix C: Library Statement

Appendix D: Student Support Services

Appendix E: Comparator Programs

Please list U of T and external comparators; provide a short summary of the programs and highlight any differences between the degree programs and what is proposed.

| Institution and Unit | Degree and Program (including URL) | Program Description and Curriculum | Differences Between This Program and What is Proposed |
| --- | --- | --- | --- |
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Appendix F [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-2)
2. All U of T master’s programs use the master’s DLEs established by the School of Graduate Studies. These have been pre-populated into the table. If this is a proposal for a doctoral program, please use the established doctoral DLEs to populate the DLE column (all U of T DLEs are available on the [VPAP website](http://vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/)). [↑](#footnote-ref-3)