University of Toronto   
Major Modification Proposal:

Significant Modifications to Existing Graduate and Undergraduate Programs

This template should be used to bring forward all proposals for major modifications to existing graduate and undergraduate programs for governance approval under the University of Toronto Quality Assurance Process (UTQAP).

This template (last updated by the Office of the Vice-Provost, Academic Programs on November 9, 2020) is for all proposals for significant modifications to existing graduate and undergraduate 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. Separate templates have been developed for other types of proposals.

|  |  |
| --- | --- |
| Program being modified:  Please specify exactly what program and which components of that are being modified; e.g., BA…specialist, major and minor components. |  |
| Proposed major modification: |  |
| Department/unit (if applicable): |  |
| Faculty/academic division: |  |
| Dean’s Office contact: |  |
| Proponent: |  |
| Version date:  Please change as you edit this proposal. |  |

# Summary

* Please provide a brief summary of the change(s) being proposed as it relates to the current structure of the program.

|  |
| --- |
|  |

# Effective Date

|  |
| --- |
|  |

# Academic Rationale

* What are the academic reasons for the change proposed, and how do they fit with the unit’s and division’s academic plans?

|  |
| --- |
|  |

# Description of the Proposed Major Modification(s)

* Please describe in detail what changes are being proposed. Major modifications include changes to the program requirements that will significantly change what students will know and be able to do when they complete the program.
* Other major modifications that may be included are significant changes to admission requirements, significant changes to faculty engaged in program; and a change to mode of delivery, change to the language of the program and offering the program at another location or institution.
* Please be explicit about how the learning outcomes have changed and include both previous and proposed learning outcomes or one version of the current learning outcomes with the new learning outcome in track changes. You may wish to use Appendices A and B.
* Describe how the modification reflects [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 modification.
* 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 provide calendar copy in track changes or changes highlighted in Appendix C.

|  |
| --- |
|  |

# Impact of the Change on Students

* Outline the expected impact on continuing students, if any, and how they will be accommodated.
* Please detail any consultation with students.

|  |
| --- |
|  |

# Consultation

* Describe the impact of the major modification on other programs and any consultation undertaken with the Dean and chair/director of relevant academic units.

|  |
| --- |
|  |

# Resources

* Describe any resource implications of the change(s) including, but not limited to, faculty complement, space, libraries and enrolment/admissions.
* 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. 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
* 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.

|  |
| --- |
|  |

# UTQAP Process

The UTQAP pathway is summarized in the table below.

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

# Appendix A: Current Learning Outcomes and Degree Level Expectations

Address how the design, structure, requirements and delivery of the program support the [program learning outcomes](https://teaching.utoronto.ca/teaching-support/curriculum-renewal/program-outcomes/) and [degree level expectations (DLEs)](https://www.vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/) .

|  |  |  |
| --- | --- | --- |
| Degree-Level Expectations | Program Learning Outcomes | How the Program Design/Structure Supports the Degree Level Expectations |
| 1. **Depth and Breadth of Knowledge**   Defined as [INSERT DLEs] 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: |
|  |  |  |
|  |  |  |
|  |  |  |

# Appendix B: Proposed Learning Outcomes and Degree Level Expectations

Address how the design, structure, requirements and delivery of the program support the [program learning outcomes](https://teaching.utoronto.ca/teaching-support/curriculum-renewal/program-outcomes/) and [degree level expectations (DLEs)](https://www.vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/).

|  |  |  |
| --- | --- | --- |
| Degree Level Expectations | Program Learning Outcomes | How the Program Design/Structure Supports the Degree Level Expectations |
| 1. **Depth and Breadth of Knowledge**   Defined as [INSERT DLEs] 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: |
|  |  |  |
|  |  |  |
|  |  |  |

Appendix C: Current Calendar Copy with Changes Tracked or Highlighted