

University of Toronto  
Major Modification Proposal: Significant Modifications to Existing Undergraduate and Graduate Programs

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| --- | --- |
| Program being modified:  Please specify what program and which components of that are being modified; e.g., Specialist in History; Master of Environmental Science |  |
| Program of Study Code(s): |  |
| Proposed major modification: |  |
| Department/unit (if applicable): |  |
| Faculty/division: |  |
| Dean’s office contact: |  |
| Proponent: |  |
| Version date:  Please update as you edit this proposal. |  |

# Framework for UTQAP Major Modifications

The [University of Toronto Quality Assurance Process](https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2023/03/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.

The University of Toronto (U of T), in its [Statement of Institutional Purpose](https://governingcouncil.utoronto.ca/secretariat/policies/institutional-purpose-statement-october-15-1992) (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:”

The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life — academic and administrative complement, research and scholarly activity, infrastructure, governance, etc. — bear on the quality of academic programs and the broad educational experience of students. ([Policy for Approval and Review of Academic Programs and Units](https://governingcouncil.utoronto.ca/secretariat/policies/academic-programs-and-units-policy-approval-and-review-june-24-2010) (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations. These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

The University of Toronto embraces academic change as a critical part of maintaining and enhancing programs of outstanding quality through a process of continuous improvement. Proposals for major modifications are vehicles of academic change.

# Major Modification Proposal

A major modification to an existing program is a restructuring of a program, a merger of or the creation of new elements within existing programs, or a renewal of a program in order to keep it current with its academic discipline or improve student academic experience.

This template should be used to bring forward all proposals for major modifications to **existing** undergraduate and graduate programs for governance approval under the [University of Toronto Quality Assurance Process](https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2023/03/utqap-2023.pdf) (UTQAP). In cases where it is unclear whether a proposed change in a program is a new program, a major modification, or a minor modification, a determination will be made by the Vice-Provost, Academic Programs in consultation with the divisional Dean and the academic unit.

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. Examples of major modifications are provided in [UTQAP 3.1.](https://www.vpacademic.utoronto.ca/wp-content/uploads/sites/225/2023/03/utqap-2023.pdf) See the [VPAP website](https://www.vpacademic.utoronto.ca/academic-change/major-modifications/) for more information on major modifications.

|  |  |
| --- | --- |
| Development and Approval Steps | Date (e.g., of final sign off, governance meeting, inclusion in reports) |
| Dean’s office sign-off | [date] |
| VPAP sign-off | [date] |
| Unit-level approval (if required) | [date] |
| Faculty/divisional governance | [date] |
| Faculty/division submits final proposal to VPAP | [date] |
| Included in Major Modification Report to AP&P | [date] |
| Included in Major Modification Report to Quality Council | [date] |

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**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 in each section. Retain prompt guidance (blue text) until proposal goes forward to governance.**

# 

# Executive Summary

Please provide a brief summary of the change(s) being proposed.

Guidance: Complete this section last, summarizing the main points from each of the sections below in no more than one page. Imagine this section is your governance cover sheet providing committee members with a high-level summary of the change. Throughout ensure that a reader outside your discipline will understand the changes being described and why they are important.

Respond here.

# Effective Date

Please indicate when students may first be enrolled in the changed program or new option. If creating something new within a program, please state when the new option will first be reviewed and through which unit.

Guidance: Changes are normally effective September 1 (Fall session), January 1 (Winter Session) or May 1 (Summer session) of an academic year or aligned with undergraduate POSt selection. If the effective date is a non-standard month, this should be discussed as part of the Program Design section. Retroactive changes to programs are not normally permitted and must be discussed with VPAP.

Respond here.

# Current Calendar Copy with Changes Tracked or Highlighted

Insert calendar copy, including the program description, with all changes tracked or highlighted.

Guidance: this section provides readers with information on **what** is changing. Section 4 below provides the **why**.

Insert calendar copy with changes tracked or highlighted here.

# Academic Rationale and Program Objectives

## Program Objectives

1. State the program’s objectives.

Guidance: Please state the program objectives and if there is a change to them because of what is proposed. Changes to program objectives should be reflected in the calendar copy program description above. See the [VPAP Guidance sharepoint site](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#what-are-program-objectives) for program objective information.

Respond here.

## Academic Rationale

In a **single** response, please describe the academic rationale for the proposed changes, referring to the calendar copy above, and considering the changes relative to the criteria below.

Guidance: start your response by discussing the ‘big picture’ context(s) that have prompted the proposed changes (e.g., response to cyclical review recommendations). The major modification process provides an occasion for considering the program in its broader context of c) and d) below. However, the proposal may focus on a specific subset of factors. Please consider all criteria below and discuss \***only**\* criteria relevant to the specific proposal (i.e., no need to respond to each individual prompt). If the program has documents where the criteria below are addressed fully (e.g., self-study), feel free to attach as an appendix.

1. Discuss consistency of the program’s [objectives](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#what-are-program-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.
2. Appropriateness of degree or diploma nomenclature given the program’s objectives

Guidance: if there is a **change** to the degree or diploma nomenclature, this requires discussion with the Office of the Vice-Provost, Academic Programs before proceeding. If there is not change, no need to address this prompt.

1. Evidence that the following have been substantially considered in the context of developing the changes to the program and its associated resources:
   1. [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/statement-commitment-regarding-persons-disabilities-february-25-2021).
   2. 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/).
   3. 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 Commission of Canada](https://www.provost.utoronto.ca/wp-content/uploads/sites/155/2018/05/Final-Report-TRC.pdf).
   4. 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/).
   5. 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.
2. If appropriate, please discuss unique curriculum or program innovations, creative components, significant high impact practices related to the proposed change.
3. Provide a statement on the way in which the proposed major modification will improve the student experience (required).

Respond here.

# Program Design

## Admission Requirements

Please describe any proposed changes to admission requirements by considering the changes tracked in the calendar copy relative to the following:

1. Discuss the appropriateness of the program’s admission requirements given the program’s objectives and program-level learning outcomes.
2. 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).

Guidance: Discuss how any changes help to ensure students are successful. If there are no changes to admissions requirements, please indicate “not applicable” below.

Respond here.

## Program Structure and Requirements

Addressing the prompts below in **one** response, please discuss any proposed changes to program requirements, including any changes to milestone assessments, by considering the changes relative to the following criteria:

## All Programs

1. With reference to the change proposed, discuss the appropriateness of the program’s structure and the requirements to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate).
2. 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/).

Guidance: if there are changes to the program objectives and/or program-level learning outcomes along with any requirement changes, address a) and b) above. As part of your response, articulate in the table below, or in another format appropriate to the discipline, the existing and proposed [program-level learning outcomes](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#program-learning-outcomes-(plos)) (PLOs) and how the proposed design, structure and requirements of the program will support the new PLOs and existing [degree level expectations (DLEs)](https://www.vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/). Along with the table, please discuss the appropriateness of the program’s structure and how program-level learning outcomes are informed by the broader program objectives. If there are no changes to PLOs, please state that explicitly in your response.

1. Please state the mode of delivery and if it is changing, indicate the appropriateness and effectiveness of the proposed 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.
   1. If changing the mode of delivery of the program to online for all or a significant portion of a program that was previously delivered in-person, please discuss the following:

Maintenance of and/or changes to the program objectives and program-level learning outcomes

Adequacy of the technological platform and tools

Sufficiency of support services and training for teaching staff

Sufficiency and type of support for students in the new learning environment

Access

1. Ways in which the proposed curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.
2. If applicable, details on any new experiential learning that is part of the program, including confirmed and interested partners, duration of experiential learning component in a program, and anticipated number of placements.

Respond here.

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

|  |  |  |
| --- | --- | --- |
| [Degree-Level Expectations](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)) | [Program Learning Outcomes](https://utoronto.sharepoint.com/sites/dvpp/vpap/SitePages/UTQAP-Guidance.aspx#program-learning-outcomes-(plos)) | How the Program Design/Structure Supports the Degree Level Expectations |
| 1. **Depth and Breadth of Knowledge**   [INSERT [divisional or graduate DLEs](https://www.vpacademic.utoronto.ca/academic-programs/degree-diploma-certificate-programs/degree-level-expectations/)] | 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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## Requirements for Graduate Programs Only

1. Please discuss the program length relative to the change and how it supports students completing the program-level learning outcomes and requirements [within the time required](https://www.sgs.utoronto.ca/resources-supports/improving-doctoral-time-to-completion/).
2. Confirm that each graduate student in the program is required to take all of the course requirements from among graduate-level courses; evidence of sufficient graduate-level courses that students will be able to meet this requirement (please build on wording below in your response).
3. For research-focused graduate programs, please provide a clear indication of the nature and suitability of new major research requirements for degree completion.
4. For proposals to introduce new options (e.g., advanced standing, direct entry, thesis/major research paper), confirmation that the SGS [Personal Time Off Policy](https://www.sgs.utoronto.ca/policies-guidelines/personal-time-off-policy/understanding-personal-time-off/) has been considered within the context of student well-being.

Guidance: please remove this section if the proposal involves an undergraduate program.

Respond here. Please use the wording below as part of your 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 change complies with this requirement.

# Impact of the Change

1. Assessment of the impact the proposed modification will have on the program’s students and/or other units or divisions.

Guidance: improvement of the student experience is central to academic change. How does this change support that? Please indicate any impact on continuing students, if any. For example, may in-progress students in a particular year of study opt into the new structure? If so, describe how the program will communicate with students and track the implementation. Note that students complete the requirements in the program calendar entry in the year they entered the program. If students are provided with an option to opt-in to new requirements, the communication plan is outlined in this section.

Respond here.

# Resources

Please consider the proposed changes relative to the following:

Guidance: please address the prompts that apply below. Indicate “not applicable” or “no changes” as appropriate.

## Resources: All programs

Given the program’s class sizes and cohorts as well as its program-level learning outcomes please discuss:

1. Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment.

Guidance: Consider the change you are making and its impact on faculty participation, including the impact on faculty’s existing commitments to other offerings. How will the change be supported relative to ongoing offerings in the area, workload policies, etc.

Please make it clear who has agreed to participate in the change and in what way (e.g., commitment to supervising for a new thesis option). Discussion of faculty may benefit from the inclusion of a table.

Respond here.

1. If applicable, discuss 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.

Guidance: see [QAF Guidance](https://oucqa.ca/guide/guidance-on-sessional-adjunct-faculty-qaf-2-1-2-6-and-5-1-3-1-6/).

Respond here.

1. If required, provision of supervision of experiential learning opportunities.

Respond here.

1. Adequacy of the administrative unit’s utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University.

Guidance: does the change result in new requirements for physical facilities, administrative staff, etc. Will there be any changes in equipment and activities?

Respond here.

1. 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.

Guidance: Is the change associated with plans to bring forward proposals for additional space; the renovation of existing space; or will the current space allocation accommodate the new initiative? You may also wish to highlight specific aspects of the following resources and supports as appropriate for the proposed program such as:

* 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.

Respond here.

1. If necessary, additional institutional or divisional resource commitments to support the program in step with its ongoing implementation.

Guidance: Considerations here could be if there interdivisional teaching implications; if the change will affect any existing agreements with other institutions or require the creation of a new agreement to facilitate the change (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.).

Respond here.

## Resources for Graduate Programs Only

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

1. Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and [foster an appropriate intellectual climate](https://www.sgs.utoronto.ca/resources-supports/supervision-guidelines/).
2. Where appropriate to the program, evidence that [financial assistance for students](https://www.sgs.utoronto.ca/awards-funding/how-funding-works-research-stream/) will be sufficient to ensure adequate quality and numbers of students.
3. Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

Guidance: Please remove this section if proposal is undergraduate.

Respond here.

# Consultation

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

Guidance: please discuss how input from current students and recent graduates of the program has been considered as part of the development of the proposal as well as consultation with others affected by the change (e.g., faculty, cognate units, external stakeholders). Please briefly outline the feedback received and how it was addressed.

Respond here.