**University of Toronto Scarborough**

**Minor Program Modifications Proposal**

**New Minor Where There is an Existing Major or Specialist**

*This template should be used to bring forward all proposals for new Minor offerings where there is an existing Major or Specialist. Submit your proposals to the Dean’s Office in MS Word format.*

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| **Program Title:**  [E.g.: Minor in Chemistry (Science)] |  |
| **Title of Existing Major and/or Specialist** |  |
| **Unit where the programs are housed:** |  |
| **Effective date:** |  |
| **Discipline Area/Calendar Section:** |  |
| **Departmental contact:** |  |
| **Divisional contact:** | Annette Knott, Academic Programs Officer  *Annette.knott@utoronto.ca* |
| **Date of This Version of the Proposal:** |  |

**DEAN’S OFFICE USE ONLY:**

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| **RESOURCE IMPLICATIONS** |  |
| **GOVERNANCE APPROVAL REQUIRED** |  |
| **QUESTIONS/CONCERNS** |  |

1. **Rationale**

* Describe what is being proposed and why (i.e., what academic need does the proposed Minor respond to). You may want to refer to Departmental goals and your academic plan.
* Describe how the proposed Minor fits with what you already offer in this area. Are the program requirements for the proposed Minor a sub-set of the requirements for the existing Major or Specialist program? How do they differ?
* Describe the student demand for/interest in the proposed Minor, and complete the Table 1: Enrolment Projections. Describe how the the proposed Minor will help students achieve their academic and career goals.

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| Table 1: Undergraduate Enrolment Projections  Provide details regarding the anticipated yearly in-take and projected steady-state enrolment target including a timeline for achieving it. (Please adjust the table as necessary)   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Level of study | Academic year | Academic year | Academic year | Academic year | Academic year | Academic year | Academic year | | 1st year |  |  |  |  |  |  |  | | 2nd year |  |  |  |  |  |  |  | | 3rd year |  |  |  |  |  |  |  | | 4th year |  |  |  |  |  |  |  | | Total enrolment |  |  |  |  |  |  |  |   Please note when the program expects to reach steady state |

1. **Program Description**

**Calendar Description**

* Provide a brief description of the proposed Minor that will appear in the *Calendar*.

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**Enrolment Requirements**

* Will the Minor be limited enrolment? If yes, describe the enrolment requirements.

\*Note: Minor offerings will not normally have enrolment requirements. If the proposed Minor will have enrolment requirements, you must provide a compelling rationale for this.

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**Completion Requirements**

* Describe the course requirements for the proposed Minor.

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| **MINOR PROGRAM IN XXX (ARTS/SCIENCE/BACHELOR OF BUSINESS ADMINISTRATION)**  **Program Requirements**  This program requires students to complete a total of X.X credits as follows: |

**Complete List of Associated Courses**

* Provide a complete Calendar description for all courses that are explicitly included in the Minor as required or optional.

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1. **Program Structure, Learning Outcomes, and Degree Level Expectations**
2. **Within the reasonable limits that can be expected of a Minor program, describe how the design, structure, requirements and delivery of the program support the program learning outcomes and degree level expectations.**
3. **Address how the Learning Outcomes for the proposed Minor will contract the Learning Outcomes for the existing Major or Specialist.**

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| Degree Level Expectations | Program Learning Outcomes – e.g. what students will know or be able to do at the completion of the program  [Clearly describe how the Program Learning Outcomes will support the degree level expectations] | How the program design / structure supports the degree level expectations  [Clearly describe how the program design/structure will support the degree level expectations] |
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| 1. Depth and Breadth of Knowledge  Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.  Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields. | Depth and breadth of knowledge is understood in the Minor 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: |
| **2. Knowledge of Methodologies**  Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study. |  |  |
| **3. Application of Knowledge**  Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively. |  |  |
| **4. Awareness of Limits of Knowledge**  Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations. |  |  |
| **5. Communication Skills**  Students are able to communicate information, arguments, and analyses accurately and reliably, both orally and in writing. They learn to read and to listen critically. |  |  |
| **6. Autonomy and Professional Capacity**  The education students receive achieves the following broad goals:   * It gives students the skills and knowledge they need to become informed, independent and creative thinkers * It instils the awareness that knowledge and its applications are influenced by, and contribute to, society * It lays the foundation for learning as a life-long endeavour |  |  |

1. **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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1. **Consultation**

* Describe the consultation that has taken place within the academic unit. Include the date on which the proposal was approved by the Departmental Curriculum Committee.
* Will the change(s) have any impact on other UTSC or UofT academic units? If yes, describe your consultation with these units.

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| Consultation within the academic unit:  Don’t forget to include the date the proposal was approved by the Departmental Curriculum Committee.  Consultation outside the academic unit: |

1. **Resources**

**Academic units are cautioned that any new or additional resources needed to support the proposed Minor must be secured before the proposal will be moved forward to governance.**

**Faculty and Teaching requirements**

* Include a 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 experiential learning opportunities, as appropriate.
* If relevant, describe the plan to provide additional faculty resources to support the program.
* Give details regarding the nature and level of TA support required by the program.

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Table 2: List of Supporting Faculty

| 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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