



University of Toronto Mississauga Campus Council
ACADEMIC AFFAIRS COMMITTEE

Wednesday, November 12, 2014 at 4:10 p.m.

Council Chamber, Room 3130, William G. Davis Building

AGENDA

- 1. Chair's Remarks**

- 2. Accommodations for Students with Disabilities: Presentation by Professor Amy Mullin, Vice-Principal Academic & Dean, Mr. Mark Overton, Dean of Student Affairs and Ms Nythalah Baker, Equity and Diversity Officer (for information)**

- 3. New Combined Degree Programs: Masters of Science in Sustainability Management (MScSM) & Honours Bachelor of Science and Honours Bachelor of Arts, UTM Geography* (for approval)**

Be it Resolved,

THAT the following proposed Combined Degree Programs, as recommended by the Vice-Principal Academic and Dean, Professor Amy Mullin, in the proposal dated October 28, 2014, be approved, effective September 1, 2015:

- Combined Degree Program UTM Honours Bachelor of Arts Specialist in Environmental Management / Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Arts Major in Environmental Management / Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Science Specialist in Environmental Science/ Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Science Major in Environmental Science/ Master of Science in Sustainability Management.

- 4. New Minor: Education Studies* (for approval)**

Be it Resolved,

* Documentation included

** Documentation for consent item included. This item will be given individual consideration by the Academic Affairs Committee only if a members so requests. Members with questions or who would like a consent item to be discussed by the Academic Affairs Committee are invited to notify the Committee Secretary Mariam Ali at least 24 hours in advance of the meeting by telephone at 905-569-4358 or by email at mariam.ali@utoronto.ca

THAT the proposed New Minor in Education Studies, offered by the Department of Language Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated October 23, 2014, be approved, effective September 1, 2015.

5. Minor Undergraduate Curriculum Changes: Humanities, Sciences and Social Sciences* (for approval)

Be It Resolved,

THAT the proposed Humanities undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

Be It Resolved,

THAT the proposed Sciences undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

Be It Resolved,

THAT the proposed Social Sciences undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

6. Other Business

7. Assessors' Report

CONSENT AGENDA**

8. Report of the Previous Meeting: Report 7 – September 18, 2014

9. Business Arising from the Report of the Previous Meeting

10. Date of Next Meeting – Wednesday, January 7, 2015, 4:10 p.m.

* Documentation included

** Documentation for consent item included. This item will be given individual consideration by the Academic Affairs Committee only if a members so requests. Members with questions or who would like a consent item to be discussed by the Academic Affairs Committee are invited to notify the Committee Secretary Mariam Ali at least 24 hours in advance of the meeting by telephone at 905-569-4358 or by email at mariam.ali@utoronto.ca

Academic Accommodations for Students with Disabilities

Academic Affairs Committee
November 12, 2014

Nythalah Baker, Equity & Diversity Officer, Office of the Principal
Amy Mullin, Vice Principal Academic and Dean
Mark Overton, Dean of Student Affairs



Focus of Presentation

- University of Toronto's policies and obligations
- Review of UTM's *AccessAbility* Resource Centre
- Faculty member's role in academic accommodations
- Resources and Questions

University of Toronto's Policies and Obligations

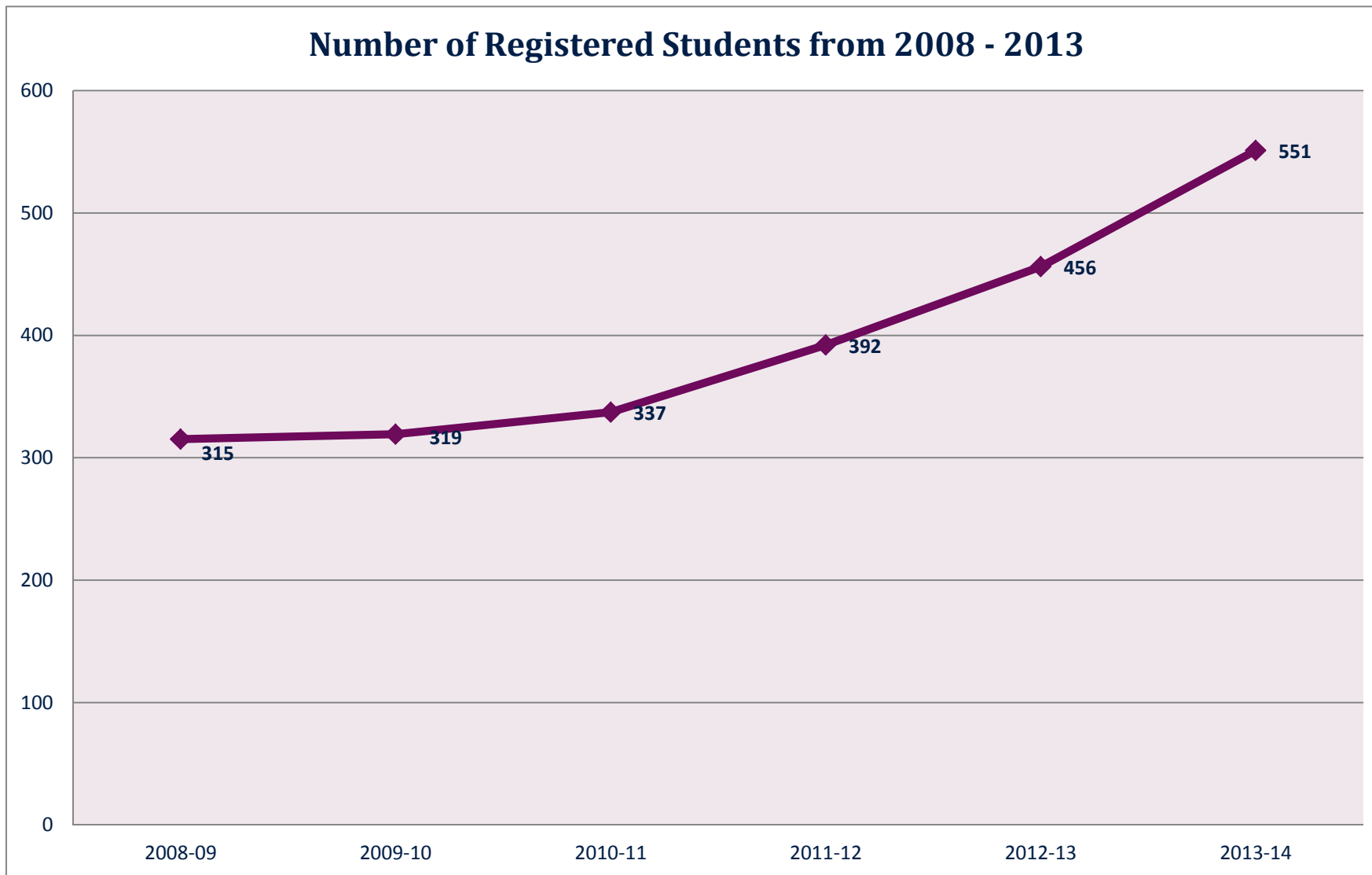
- The university has a legal duty to accommodate students with disabilities (Ontario Human Rights Code)
- Our commitment: an accessible learning environment that provides *reasonable accommodations* to enable students with disabilities to meet the *essential academic requirements* of our courses and programs

Meeting our Obligations

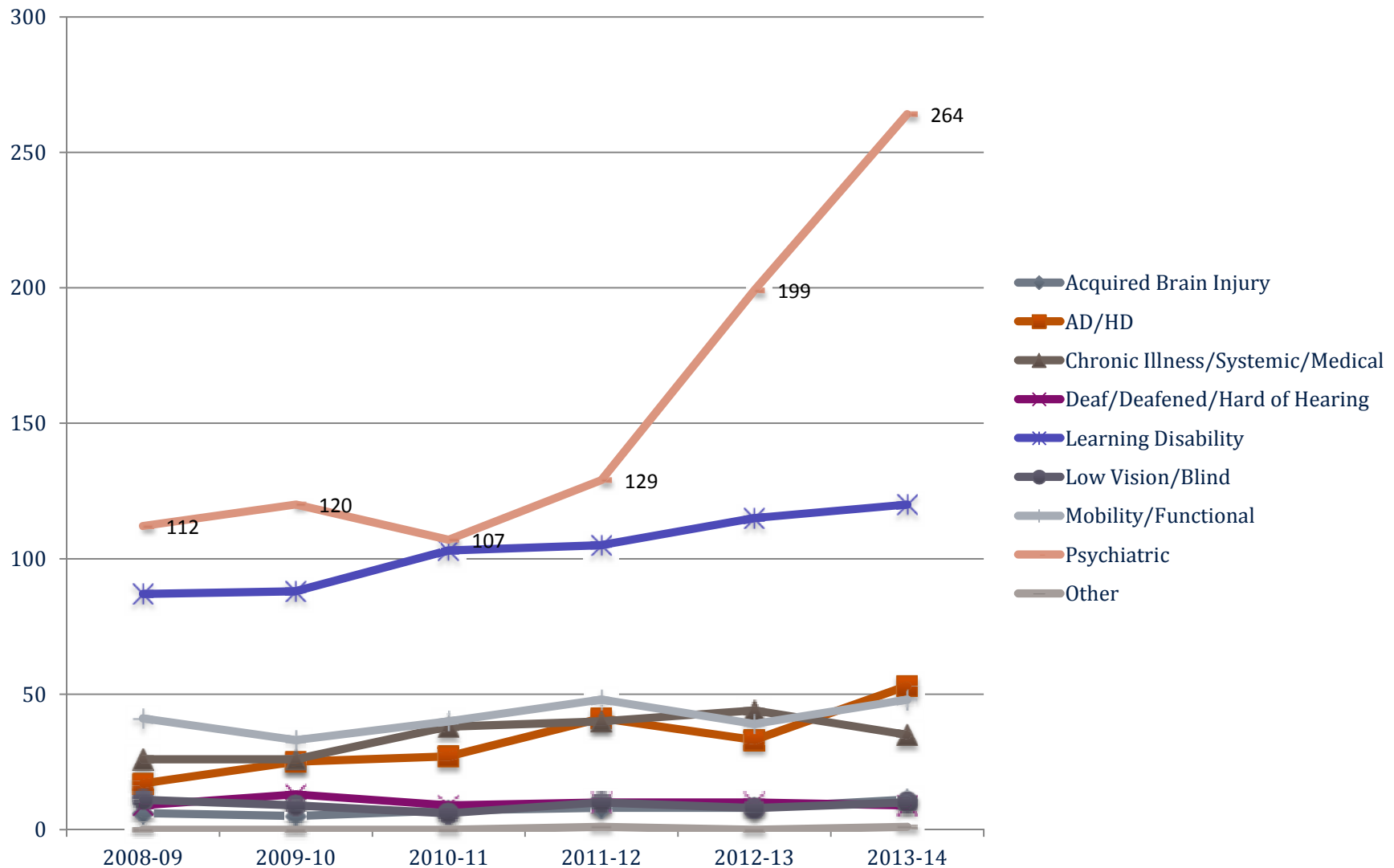
- Accessibility services offices - the designated offices for us to respond to requests for accommodations
- Departments CANNOT require that they be provided with medical documentation of a disability
- At UTM our *AccessAbility* Resource Centre receives requests, reviews documentation, recommends accommodations
- Letters of Academic Accommodation may be issued at any time during the year

***AccessAbility* Resource Centre:**

- Focuses on individual students' strengths and challenges
- Respects the essential requirements of the academic courses and programs
- Promotes Universal Design and Inclusive Teaching practices
- Seeks community partnerships and collaboration to enhance services



Students Identified According to PRINCIPAL Disability (2008-2013)



AccessAbility Team

Consulting
Services

- Consulting with faculty, staff, student groups and academic/ administrative departments (e.g. Facilities, Library) on disability related issues

Accommodations
and Services

- Disability Advisors set up individualized academic accommodations and provide services to students (e.g. referrals, learning strategies)

Exam
Office

- Coordination of tests/quizzes/final exams written under the supervision of the AccessAbility Resource Centre

Volunteerism and
Outreach

- Note-taking services
- Outreach and education initiatives relating to the service and disability issues (internal and external communities)

Registration with UTM

AccessAbility

- Students complete a 5-page Medical Certificate form
- Students provide medical documentation
- Annual re-registration required

Who Qualifies to Register with *AccessAbility*?

In order to assess if a student qualifies for accommodations *AccessAbility* considers:

1. Does this student have a disability?
2. Does the disability impact services or academic requirements for which the student would need accommodations?
3. Does the student's medical documentation support the accommodation(s) requested?

Classroom Accommodation Examples

- Use of a sign-language interpreter or computerized note-taker
- Permission to obtain copies of overheads
- Peer note-taker
- Alternative assignments to group assignments
 - Group projects can be extremely difficult for students with Asperger's, Schizophrenia, Severe Depression, and Social Anxiety Disorder
- Permission to digitally record lectures

Exam Accommodation Examples

- Writing exams in an alternate location
- Use of assistive devices (e.g., a computer equipped with specialized software)
- Additional time
- Use of a scribe, for students who are blind or have low vision

Other Academic Accommodations

- Alternative format textbooks such as e-text, large print, braille
- Use of an assistant in a lab or lecture
- Assistant/Attendant for field trips including international (e.g. for a student who is blind)

Additional Student Services Offered by *AccessAbility:*

- Peer Mentorship Program for First Year Students with Disabilities
- Autism Spectrum Peer Group
- Learning Strategy Services for students with learning disabilities
- Adaptive Technology Room in HMALC

Verification of Student Illness or Injury Form

- Presented when students seek exceptions due to short-term illness or injury **not disability**
- Form and supporting document should be submitted to designated department contact (such Academic Advisor) to maintain privacy
- Students who present the Verification of Illness form but are seeking long-term accommodations should be directed to *AccessAbility*

Faculty Members and Academic Accommodations

- Maintain students' confidentiality
- Refer students to *AccessAbility*
- Contact *AccessAbility* with questions and to work with Advisor

Faculty Members and Academic Accommodations (con't): Learning Environment

- Identify essential requirements of course (important when alternate assessment of learning is needed)
- Provide handouts and/or presentation slides in advance of class, so interpreters and/or students can be prepared for the class
- Include 'syllabus statement' to assist students with disabilities in connecting with *AccessAbility*

Faculty Members and Academic Accommodations (con't):

Tests and Exams

- Be available to answer questions: call in, stop by, or provide number
- If unavailable, assign TA to be available to answer questions
- Be sure to pick up exams and tests from students writing with *AccessAbility*

Resources for Faculty and Staff

AccessAbility Advisors

Room: DV 2047

905-569-4699

access.utm@utoronto.ca

Faculty and Staff Resources:

www.utm.utoronto.ca/accessability/facultystaff-resources

Questions?

Elizabeth Martin

Director, *AccessAbility* Resource Centre



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

SPONSOR: Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: See Sponsor.
CONTACT INFO:

DATE: November 5, 2014 for November 12, 2014

AGENDA ITEM: 3

ITEM IDENTIFICATION:

New Combined Degree Programs: Masters of Science in Sustainability Management (MScSM) & Honours Bachelor of Science and Honours Bachelor of Arts, UTM Geography

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing programs.

GOVERNANCE PATH:

- 1. Academic Affairs Committee [For Approval] (November 12, 2014)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this proposal.

HIGHLIGHTS:

This is a proposal for a series of closely related Combined Degree Programs between the Institute for Management & Innovation's (IMI) Master of Science in Sustainability Management (MScSM) and four Department of Geography undergraduate programs, effective September 1, 2015.

The combination of the MScSM Program with the Environmental Sciences Major and Specialist and the Environmental Management Major and Specialist acknowledges the strong intellectual connection and common interdisciplinary emphasis between these programs. The four undergraduate programs share fundamental courses in sustainability, physical geography,

Academic Affairs Committee – New Combined Degree Programs: Masters of Science in Sustainability Management (MScSM) & Honours Bachelor of Science and Honours Bachelor of Arts, UTM Geography

ecosystems, and environmental science, which serve as excellent preparation for the MScSM program.

The proposed new programs will provide our strongest undergraduate students in Environmental Sciences and Environmental Management the opportunity not only to apply for early admission to our MScSM graduate program but also to experience 1.0 FCE of graduate level courses in their final year of undergraduate study. Students who qualify for these Combined Degree Programs will be able to enroll in two half-credit MScSM courses that will be used as credit toward completion of both their undergraduate HBSc or HBA degree and their MScSM program. Though there is no acceleration in time to completion in the Combined Degree Programs (program length remains at four years for the undergraduate degree and 20 months for the MScSM), students will benefit from early admission to the MScSM Program, early exposure to graduate level courses, and a reduced course load while completing their MScSM.

Faculty and staff in the Department of Geography and the MScSM Program were consulted during the development of this proposal and responded positively. Undergraduate students currently in the four undergraduate programs were also surveyed and were in strong support of these programs.

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

Be it Resolved,

THAT the following proposed Combined Degree Programs, as recommended by the Vice-Principal Academic and Dean, Professor Amy Mullin, in the proposal dated October 28, 2014, be approved, effective September 1, 2015:

- Combined Degree Program UTM Honours Bachelor of Arts Specialist in Environmental Management / Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Arts Major in Environmental Management / Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Science Specialist in Environmental Science/ Master of Science in Sustainability Management; and
- Combined Degree Program UTM Honours Bachelor of Science Major in Environmental Science/ Master of Science in Sustainability Management.

Academic Affairs Committee – New Combined Degree Programs: Masters of Science in Sustainability Management (MScSM) & Honours Bachelor of Science and Honours Bachelor of Arts, UTM Geography

DOCUMENTATION PROVIDED:

AAC 2014 11 12 Item Combined Degree Programs Geography and MScSM



University of Toronto Major Modification Proposal – Type C: Combined Program

This template should be used to bring forward proposals for Combined programs for governance approval under the University of Toronto's Quality Assurance Process. It is designed to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for a new program.

Section 1

<p>Program Proposed: <i>Please specify exactly which program will be combined</i></p>	<p>Combined UTM Honours Bachelor of Arts Specialist in Environmental Management / Master of Science in Sustainability Management</p> <p>Combined UTM Honours Bachelor of Arts Major in Environmental Management / Master of Science in Sustainability Management</p> <p>Combined UTM Honours Bachelor of Science Specialist in Environmental Science/ Master of Science in Sustainability Management.</p> <p>Combined UTM Honours Bachelor of Science Major in Environmental Science/ Master of Science in Sustainability Management.</p>
<p>Department(s) / Graduate Unit(s) involved:</p>	<p>University of Toronto Mississauga: Department of Geography</p> <p>University of Toronto: Institute for Management & Innovation</p>
<p>Faculty(s) / Academic Division(s):</p>	<p>University of Toronto Mississauga (UTM)</p> <p>Institute for Management & Innovation (IMI)</p>
<p>Faculty / Academic Division Contact:</p>	<p>Yen Du Program and Planning Officer Office of the Dean University of Toronto Mississauga yen.du@utoronto.ca</p>
<p>Department / Unit Contact:</p>	<p>Professor Kathi Wilson</p>

	Chair, Department of Geography (UTM) chair.utm.geography@utoronto.ca Professor Shashi Kant Program Director, MScSM Shashi.kant@utoronto.ca
Anticipated date of first admissions:	April, 2015
Anticipated date of first registration:	September 1, 2015
Version Date:	October 28, 2014

Section 2

1. Executive Summary

This is a proposal for a series of closely related Combined Degree Programs between the Institute for Management & Innovation’s (IMI) Master of Science in Sustainability Management (MScSM), and the Department of Geography undergraduate programs at the University of Toronto Mississauga (UTM). The undergraduate and graduate programs will be combined to enhance the undergraduate learning experience by offering students the opportunity to take graduate level courses while completing their undergraduate degree. There is a strong intellectual synergy between IMI’s MScSM and the Department of Geography. As a result, the undergraduate programs offered by Geography, including the Hons. BA Specialist and Major in Environmental Management, and the Hons. BSc Specialist and Major in Environmental Science support a natural progression into the Master of Science in Sustainability Management (MScSM) program offered by IMI.

In proposing these Combined Degree Programs, UTM is responding to students’ interests and actively seeking out new ways to expand its offerings and deepen the educational experience of students. The University of Toronto (UofT) is committed to initiatives that embrace a multidisciplinary approach to education and research. In addition, through efforts such as the University of Toronto Sustainability Office and the School for the Environment, the University has demonstrated its desire to create not only a sustainable campus but also prepare its students for a world that requires sustainability knowledge and action.

The appeal of this program is twofold: it allows our strongest undergraduate students to apply early to the Master of Science in Sustainability Management for conditional admissions in April (upon completion of the third year of the HSc/HBA), and it allows students to complete 1.0 FCE of graduate courses in the fourth year of their undergraduate program. In essence, the Combined Degree Programs provide eligible students with an opportunity for early planning of their career in the Master of Science in Sustainability Management Program (a professional Master’s program) that follows upon a bachelor’s degree (4 years + 20 months). The combination of the MScSM program with the HSc/HBA in Environmental Management or Environmental Science is ideal for students looking to work in the sustainability sector. It also provides a rich intellectual pathway for exceptional undergraduate students

by providing access to graduate courses and a graduate milieu before the completion of an undergraduate degree. Students will develop a solid foundation in environmental science and management proficiencies, allowing them to bridge their previous education with the multidisciplinary requirements of the program.

It is anticipated that providing the option of a series of Combined Degree Programs with the Master of Science in Sustainability Management degree will enhance the attractiveness of the Environmental Management Specialist/Major, and Environment Science Specialist/Major undergraduate programs yielding more and better applicants, both domestic and international. At present, total enrolments in these programs sit at approximately 300 students. These are academically strong programs geared to students well-suited to remain at UofT for the MScSM Program. The proposed Combined Degree Programs will provide an academic pathway for a limited number of our most elite¹ undergraduates to take advantage of early graduate education opportunities, producing strong MScSM graduate students with a well-defined background in sustainability.

The HBA Environmental Science, and HBA Environmental Management programs share fundamental courses in sustainability, physical geography, ecosystems, and environmental science which serve as excellent preparation for the science and management concentrations of the MScSM program. In addition, environment students are encouraged to take an interdisciplinary and holistic perspective towards the subject matter that forms the core of their coursework. This perspective is one that has much in common with the philosophy of the MScSM program.

At the time of their application to one of the Combined Degree Programs, full-time undergraduate students will have completed or enrolled into 15.0 undergraduate credits; will have completed their 3rd year of study in one of the four Environment programs (HBA Environmental Science Specialist/ Major, HBA Environmental Management Specialist/ Major); will have an annual GPA of no less than 3.7 (A-); and be on track to complete the remaining requirements of their respective undergraduate program. Students will also be required to submit an application for admission and participate in an admission interview to the MScSM Program and an application to the Combined Degree Program. Successful applicants will be accepted into the Combined Degree Programs which corresponds to their current undergraduate program and also receive a conditional offer of early admission to the MScSM Program. During their final year of undergraduate studies, Combined Degree Program students will be required to complete their remaining undergraduate program requirements including 1.0 FCE of graduate level MScSM elective courses² (see Appendix A for detailed outlines of the academic progression of the programs and Appendix B for a list of current MScSM elective course options). To ensure appropriate background and preparation for the graduate courses, all students in the Combined Degree Programs are required to have completed a min. 15.0 FCE before they can begin any MScSM graduate course.

2. Program Rationale

The University of Toronto Mississauga (UTM) has made a provincial commitment to undergraduate and

¹ The Combined Degree Programs will offer 5 spaces annually to undergraduate students with an annual GPA of 3.7 or higher who are currently enrolled in one of the 4 undergraduate programs (Environmental Science Specialist & Major, Environmental Management Specialist & Major).

² The 1.0 FCE of graduate level courses to be completed in the 4th year of undergraduate study will count toward both the undergraduate degree requirements and the MScSM Program requirements (see Appendix A).

graduate enrolment growth. UTM is interested in improving the already high quality of its applicant pool to its professional graduate programs. The proposed Combined Degree Programs will provide this small, select group of our exceptional undergraduate students with the opportunity to secure conditional early admission to a competitive professional graduate program, eliminating the need, stress, and cost of applying during the final year of study. Instead, this year will be used to experience graduate courses (1.0 FCE) and be exposed to the MScSM Program. This will help students in the Combined Degree Programs to better determine their concentration (management or science) in MScSM as well as reduce the course load required at the graduate level. Completion of each Combined Degree Program will not accelerate either the undergraduate or graduate degree – program lengths remain at 4 years (for the HBA/HBSc degree) and 20 months (for the MScSM Program).

Designed for students aspiring toward a leadership role in sustainability management, the MScSM Program offers a unique opportunity to specialize in either a management or science concentration (see Appendix C for the program structure). Both concentrations emphasize a strong foundation in sustainability management. The program is expected to become an international leader in sustainability management education and training. In the first year of admission (for Fall 2014 classes), the MScSM Program saw 144 applications for only 30 spaces. Over 40% of the applications came from international students, representing more than 20 countries. There is clearly healthy interest and considerable demand for the graduate program. The introduction of these Combined Degree Programs with rigorous admission requirements will enable UTM to develop, train, and retain our best and brightest students in the growing and competitive field of sustainability.

3. Need and Demand

The Department of Geography polled undergraduate students in the Environmental Science, and Environmental Management programs to gauge interest in the Combined Degree Programs. Courses that are popular and/ or required across the four undergraduate programs were targeted and a keen interest was expressed (see Appendix D).

As discussed above, these Combined Degree Programs will be for high achieving undergraduate students in their final year of study to ensure maximum academic success in their graduate courses. As such, total enrolment across all four Combined Degree Programs is limited to five students in the first few years. As these Combined Degree Programs and the MScSM program grows, it is anticipated that the maximum number of students that can be accommodated will increase.³

Given that the proposed Combined Degree Programs allow students to combine studies leading to a high quality undergraduate program with a graduate program that is also highly sought after, it is expected that graduates of this program will experience considerable demands for their skills and competencies.

The following two tables outline the annual projected enrolments in the Combined Degree Programs and the MScSM program for the next five academic years. Students entering the MScSM through the Combined Degree Programs (Table 1) are accounted for within the projections presented in Table 2. The projections in Table 2 represent the Combined Degree Program students within the already established

³ As with all program expansion, resource implications will need to be considered carefully to ensure optimal growth. See Section 8 Resources of this proposal below.

graduate targets for this program.

Table 1: Enrolment Projections for the proposed Combined Degree Programs

Note: This chart reflects total number of students expected to be enrolled in all four of the proposed Combined Degree Programs at the undergraduate level. Students will apply upon completion of their 3rd year of study (i.e. 15.0 FCE).

Year in program	Academic year	Academic year	Academic year	Academic year	Academic year	Academic year
	2015	2016	2017	2018	2019	2020
4 th year registrants	5	5	6	6	6	7

Table 2: Enrolment Projections for MScSM Program

Note: These enrolment numbers include the projected students from the Combined Degree Programs (see Table 1 above).

Year in program	Academic year	Academic year	Academic year	Academic year	Academic year	Academic year
	2016	2017	2018	2019	2020	2021
1st year	40	40	40	40	40	40
2nd year	35	40	40	40	40	40
Total:	75	80	80	80	80	80

4. Program Description

The current requirements of the undergraduate and graduate programs will be met by the students in the Combined Degree Programs. Please refer to Appendix A for an outline of the current program requirements of the undergraduate and MScSM programs as well as a comparison chart that outlines how the proposed Combined Degree Programs will satisfy the requirements of the separate degree programs.

Students will register for two graduate half courses (1.0 FCE) (from a specified list) offered by MScSM that can be counted toward the required or elective courses of the MScSM program as well as toward undergraduate degree requirements. While these graduate courses will not form part of the student’s undergraduate program (i.e. Environmental Science Major, Environmental Science Specialist, Environmental Management Major, and Environmental Management Specialist), it will be counted as part of the 20.0 FCE that is required for degree (HBSc or HBA) completion.

The normal time for completion for all program Combined Degree Programs (HBSc/ HBA and MScSM) will be slightly less than 6 years (4 years +20 months).

See Appendix E for a Calendar Copy of each Combined Degree Program.

5. Admission Requirements

Students will apply to the Combined Degree Programs at the end of the third year of the HBSc/HBA program. Admission to one of the Combined Degree Programs requires the following:

- Current enrolment in one of the four undergraduate programs of Environmental Science Specialist, Environmental Science Major, Environmental Management Specialist, Environmental Management Major;
- Completion of 15.0 credits by the end of the academic year of program request;
- Annual GPA of 3.7 or higher in the academic year of program request (or 5.0 credits most recently completed);
- Ability to complete remaining undergraduate program requirements within following academic year while concurrently completing 1.0 FCE of MScSM graduate level courses (i.e. requires less than 4.0 FCE in undergraduate program requirements by the end of the academic year of program request); and

The early admission offer to the MScSM Program will be conditional upon the student achieving an annual GPA of 3.7 (or higher) in their final 5.0 credits of study and conferral of their undergraduate HBSc or HBA degree. After conferral of the undergraduate degree, conditional admission to the MScSM Program is removed. The 1.0 FCE graduate level MScSM courses previously completed will also be counted toward the program requirements of the MScSM degree as well as their undergraduate program (i.e. they will be double counted). Students will then begin their graduate studies in the MScSM program in the Fall term of the following academic year.

6. Program Requirements

The requirements of the Combined Degree Programs are the same as those of the regular undergraduate program and degree. The completion of the 1.0 FCE graduate courses (see Appendix B for a list of course options) will fold into the 20.0 FCE required of the degree as electives. This means there are no additional requirements to the students that necessitate additional courses beyond the 20.0 FCE for their degree. When Combined Degree Program students move into the MScSM Program the graduate courses completed will be counted toward their graduate program requirements, reducing their course load at the graduate level. The advanced standing credit(s) for these courses will fulfill either core or elective requirements of the MScSM Program.

While there is no acceleration of either the undergraduate or graduate degree, the Combined Degree Programs will allow our high achieving students interested in the sustainability field to receive a more enriched experience. These students will be introduced to graduate courses in their final year of undergraduate studies. This will prepare them for the expectations of graduate level work as well as introduce them to the MScSM program structure and course offerings. In addition, it will provide them with the opportunity to interact with current graduate students and instructors. These are valuable connections that will be unique to UTM and only available to our strongest undergraduates in the area of sustainability.

7. Consultation

Wide consultation was conducted throughout the development of this proposal including the faculty and staff in the Department of Geography and the MScSM Program. There was positive feedback and support for this proposal and these Combined Degree Programs. Impact with respect to the Geography Department's enrolment in their undergraduate programs will be minimal given the anticipated small size of these Combined Degree Programs (5-7 students per year). The relationship between Geography and MScSM will naturally continue to grow and strengthen as, on an administrative level, both offices will work together to ensure a smooth transition for the students as they progress from their undergraduate program to the Combined Degree Program and finally into the MScSM program. Academically speaking, the Combined Degree Programs will naturally continue to foster the existing cohesive nature of the two curriculums.

Current undergraduate students at various stages of their study and enrolled in courses that have high enrolment from the Environmental Science Specialist and Major, and the Environmental Management Specialist and Major programs were polled on the Combined Degree Programs in Fall 2014. Strong support and interest was expressed across all the courses. (See Appendix D)

8. Resources

As the Combined Degree Programs are based on existing undergraduate and graduate courses and will have limited annual enrolment, there is no impact on teaching/ instructional staff. However, the Director, Environmental Programs within the Department of Geography will oversee the administration of these programs with the assistance of the Academic Counselor. The programs will be housed formally within the Department of Geography though the MScSM Program Director and staff will be actively involved with the programs and students.

With the anticipated growth of the MScSM and these Combined Degree Programs, there may be natural resource implications for space (i.e. larger classroom), learning resources (i.e. lab materials), teaching assistant funding, etc. The ability to increase and offer additional space in these programs will be dependent upon receiving the necessary support and resources, some of which may be able to handled within the increased revenue from tuition and BIUs.

Appendix A: Program Requirements

This section summarizes the Combined Degree Program’s distinct curricular path in comparison to the program requirements when completed separately.

Honours Bachelor of Arts, Specialist Environmental Management / M.Sc. in Sustainability

Separate Degree Requirements	Combined Degree Programs Requirements
<p>Honours Bachelor of Arts Specialist Environmental Management</p> <p>First Year (2.0 credits):</p> <ol style="list-style-type: none"> 1. Introduction: ENV100Y5 2. Economics: ECO100Y5 3. Foundation: 1.0 credit chosen from this lists: ANT102H5; GGR111H5; PHL105Y5; POL112H5, POL113H5, POL114H5; SOC100H5 <p>Second Year (4.0 credits):</p> <ol style="list-style-type: none"> 1. Environmental Management Core: ENV201H5 2. Social Science/ Humanities Core: 1,5 credits chosen from this list: ANT204Y5, ANT241Y5; ECO200Y5; ENG259H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR267H5, GGR269H5, GGR287H5, GGR288H5; MAT102H5, MAT133Y5, MAT134Y5, MAT135Y5; PHL273H5; ENV250Y5 3. Science Core: 1.0 credit chosen from this list: BIO201H5, BIO205H5; ERS201H5, ERS202H5, ERS203H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5; PHY237H5 4. Statistics: 0.5 credit chosen from this list: GGR276H5; STA220H5 or other 200/300-level statistics course with permission from Program Advisor 5. Analytical & Research Methods: 0.5 credit chosen from this list: GGR277H5, GGR278H5; STA221H5; or another program-relevant 200/300-level research methods course, with permission of the Program Advisor <p>Upper Years (5.0 credits):</p> <ol style="list-style-type: none"> 1. Environmental Management Perspectives: 1.5 credit chosen from this list: ANT357H5; ENV310H5, ENV393H5; HIS308H5, HIS319H5 2. Social Economic & Policy Perspectives: 2.0 credits chosen from this list: ANT357H5, ANT368H5, ANT380H5; ECO373Y5; ENV320H5, ENV345H5, ENV351H5, ENV420H5, ENV425H5, ENV452H5; GGR318H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR361H5, GGR365H5, 	<p>Honours Bachelor of Arts, Specialist Environmental Management / M.Sc. in Sustainability</p> <p>First Year: Same requirements</p> <p>Second Year: Same requirements</p> <p>Third Year: Same requirements NOTE: Student must complete a min. 15.0 FCE by the end of this academic year and applies to Environmental Management Specialist/ M.Sc. in Sustainability Combined Degree Program at the end of third year of study; receives conditional offer of admission to the MScSM Program.</p> <p>Fourth Year:</p>

<p>GGR370H5, GGR418H5, GGR419H5, GGR426H5, GGR493H5; GGR321H1; JGE378H5; JUG320H1; MGT395H5; PHL373H1; POL343Y5; SOC339H5, SOC349H5, SOC356H5; WRI375H5</p> <p>3. Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, BIO464H5; ENV495H5, ENV496H5; ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR374H5, GGR377H5, GGR384H5, GGR484H5; ERS313H5; JGE378H5; SCI395H5, SCI396H5</p> <p>4. Experiential, Field & Research Perspectives: 1.0 credit chosen from this list: ENV299Y5, ENV331H5, ENV332H5, ENV399Y5, ENV497H5, ENV498Y5; GGR379H5, GGR389H5; JEG400Y5, JEG401Y5; SCI498H5, SCI499H5; or another program-relevant field, experiential, or research course, with permission of the Program Advisor</p>	<p>1. Same requirements as the undergraduate program 2. 1.0 FCE MScSM graduate courses that will count toward the 20.0 FCE required for the undergraduate degree as well as the MScSM Program. Courses can be chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; JPG1407H, JPG1408H; or another program-relevant graduate course with permission of the MScSM Director</p> <p>NOTE: Student must complete undergraduate program and degree requirements and fulfill conditions of the MScSM admission offer.</p>
<p>Master of Science in Sustainability</p> <p>9.0 FCE total (6.0 FCE core courses; 3.0 FCE elective courses); and completion of an internship placement (SSM1110H) of 2 to 4 months.</p> <p>Core Courses SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y, SSM1110H</p> <p>Examples of Elective Courses Science Electives: JPG1407H, JPG1408H, EES1107H, EES1117H, EES1125H, ENV1002H, ENV1704H</p> <p>Management, Economics, and Social Electives: SSM2010H, SSM2020H, ENV1707H, EES1124H, ECO2908H, MGT2918H, RSM2216H</p>	<p>Fifth and Sixth Years</p> <p>NOTE: Removal of conditions of acceptance into graduate program; advanced standing of 1.0 FCE graduate level courses granted</p> <p>8.0 FCE (5.0-6.0 FCE core courses; 2.0-3.0 FCE elective courses – the exact requirements will depend on which courses were completed in their 4th year of undergraduate studies); and completion of an internship placement (SSM1110H) of 2 to 4 months</p> <p>Core Courses SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y, SSM1110H</p> <p>Examples of Elective Courses Science Electives: JPG1407H, JPG1408H, EES1107H, EES1117H, EES1125H, ENV1002H, ENV1704H</p> <p>Management, Economics, and Social Electives: SSM2010H, SSM2020H, ENV1707H, EES1124H, ECO2908H, MGT2918H, RSM2216H</p>

Honours Bachelor of Arts, Major Environmental Management / M.Sc. in Sustainability

Separate Degree Requirements	Combined Degree Programs Requirements
<p>Honours Bachelor of Arts, Major in Environmental Management</p> <p>First Year (2.0 credits):</p> <ol style="list-style-type: none"> 1. Introduction: ENV100Y5 2. Foundation: 1.0 credit chosen from this list: 	<p>Honours Bachelor of Arts, Major Environmental Management / M.Sc. in Sustainability</p> <p>First Year: Same requirements.</p>

<p>ANT102H5; ECO100Y5; GGR111H5; PHL105Y5; POL112H5, POL113H5, POL114H5; SOC100H5</p> <p>Second Year (2.5 credits):</p> <ol style="list-style-type: none"> 1. Environmental Management Core: ENV201H5 2. Social Science/ Humanities Core: 1.0 credit chosen from this list: ANT204Y5, ANT241Y5; ENG259H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR267H5, GGR269H5, GGR278H5, GGR288H5; PHL273H5; ENV250Y5 3. Science Core: 0.5 credit chosen from this list: BIO205H5; ERS201H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5; PHY237H5 4. Analytical & Research Methods: 0.5 credit chosen from this list: GGR276H5, GGR277H5, GGR278H5; STA220H5; or another program-relevant 200/300-level research methods course, with permission of the Program Advisor <p>Upper Years (3.5 credits):</p> <ol style="list-style-type: none"> 1. Environmental Management Perspectives: 1.0 credit chosen from this list: ANT357H5; ENV310H5, ENV393H5; HIS318H5, HIS319H5 2. Social, Economic & Policy Perspectives: 1.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373H5; ENV310H5, ENV320H5, ENV345H5, ENV351H5, ENV420H5, ENV425H5, ENV452H5; GGR318H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, GGR425H5, GGR426H5; JGE378H5; MGT394H5; PHL373H1; POL343Y5; SOC339H5, SOC349H5, SOC356H5; WRI375H5 3. Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, BIO464H5; ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR374H5, GGR377H5, GGR384H5, GGR484H5; ENV496H5, ENV496H5; ERS313H5; JGE378H5; SCI395H5, SCI396H5 4. Project-Based, Field & Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, ENV331H5, ENV332H5, ENV399Y5; GGR379H5, GGR389H5; JEG400Y5, JEG401Y5; or another program-relevant field, project-based or research course, with permission of the Program Advisor 	<p>Second Year: Same requirements.</p> <p>Third Year: Same requirements. NOTE: Student must complete a min. 15.0 FCE by the end of this academic year and applies to Environmental Management Major/ M.Sc. in Sustainability Combined Degree Program at the end of third year of study; receives conditional offer of admission to the MScSM Program.</p> <p>Fourth Year:</p> <ol style="list-style-type: none"> 1. Same requirements as the undergraduate program 2. 1.0 FCE MScSM graduate courses that will count toward the 20.0 FCE required for the undergraduate degree as well as the MScSM Program. Courses can be chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; JPG1407H, JPG1408H; or another program-relevant graduate course with permission of the MScSM Director <p>NOTE: Student must complete undergraduate program and degree requirements and fulfill conditions of the MScSM admission offer.</p>
<p>Master of Science in Sustainability</p> <p>9.0 FCE total (6.0 FCE core courses; 3.0 FCE elective)</p>	<p>Fifth and Sixth Years</p> <p>NOTE: Removal of conditions of acceptance into graduate program; advanced standing of 1.0 FCE</p>

<p>courses); and completion of an internship placement (SSM1110H) of 2 to 4 months.</p> <p>Core Courses SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y, SSM1110H</p> <p>Examples of Elective Courses Science Electives: JPG1407H, JPG1408H, EES1107H, EES1117H, EES1125H, ENV1002H, ENV1704H</p> <p>Management, Economics, and Social Electives: SSM2010H, SSM2020H, ENV1707H, EES1124H, ECO2908H, MGT2918H, RSM2216H</p>	<p>graduate level courses granted</p> <p>8.0 FCE (5.0-6.0 FCE core courses; 2.0-3.0 FCE elective courses – the exact requirements will depend on which courses were completed in their 4th year of undergraduate studies); and completion of an internship placement (SSM1110H) of 2 to 4 months</p> <p>Core Courses SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y, SSM1110H</p> <p>Examples of Elective Courses Science Electives: JPG1407H, JPG1408H, EES1107H, EES1117H, EES1125H, ENV1002H, ENV1704H</p> <p>Management, Economics, and Social Electives: SSM2010H, SSM2020H, ENV1707H, EES1124H, ECO2908H, MGT2918H, RSM2216H</p>
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Honours Bachelor of Science, Specialist Environmental Science / M.Sc. in Sustainability

Separate Degree Requirements	Combined Degree Programs Requirements
<p>Honours Bachelor of Science, Specialist in Environmental Science</p> <p>First Year (4.0 credits):</p> <ol style="list-style-type: none"> 1. Introduction: ENV100Y5 2. Quantitative Foundation: 1.0 credit chosen from this list: MAT134Y5, MAT135Y5, MAT137Y5 3. Basic Scientific Foundation: 2.0 credits chosen from this list: BIO152H5, BIO153H5; CHM110H5, CHM120H5; GGR112H5; PHY135Y5, PHY136H5, PHY137H5 <p>Second Year (4.0 credits):</p> <ol style="list-style-type: none"> 1. Environmental Management Perspectives: ENV201H5 2. Biological & Ecological Perspectives: 0.5 credit chosen from this list: BIO202H5, BIO203H5, BIO205H5, BIO206H5 3. Geographical Perspectives: 0.5 credit chosen from this list: GGR201H5, GGR214H5, GGR217H5, GGR227H5 4. Earth Science Perspectives: ERS201H5 5. Physical & Chemical Perspectives: 1.0 credits chosen from this list: CHM231H5, CHM242H5; JCP221H5; ERS202H5, ERS203H5; PHY237H5 6. Analytical & Research Methods: 0.5 credit chosen from this list: BIO360H5, BIO361H5; CHM211H5; GGR276H5; STA220H5, STA221H5; 	<p>Honours Bachelor of Science, Specialist Environmental Science / M.Sc. in Sustainability</p> <p>First Year: Same requirements.</p> <p>Second Year: Same requirements.</p>

<p>plus an additional 0.5 credit of Analytical & Research Methods courses, including GGR278H5, GGR337H5, GGR308H5</p> <p>Upper Years (4.0 credits):</p> <ol style="list-style-type: none"> 1. Environmental Science Core: ENV330H5 2. Field Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, BIO329H5, BIO416H5; ERS325H5; ENV331H5; GGR379H5, GGR390H1; or another program-relevant field course (SCI), with permission of the Program Advisor 3. Project-Based & Research Perspectives: 1.0 credit chosen from this list: BIO400Y5; ENV332H5, ENV399Y5, ENV497H5, ENV498Y5; GGR417Y5; JEG400Y5, JEG401Y5; SCI395H5, SCI396H5, SCI498H5, SCI499H5; or another program-relevant project-based or research course (SCI), with permission of the Program Advisor 4. Biogeochemical Perspectives: 1.5 credits chosen from this list: BIO311H5, BIO312H5, BIO318Y5, BIO328H5, BIO330H5, BIO33H5, BIO373H5, BIO405H5, BIO406H5, BIO436H5, BIO464H5; CHM310H1, CHM311H5, CHM331H5, CHM333H5, CHM347H5, CHM361H5, CHM362H5, CHM391H5, CHM393H5, CHM416H5; ENV490H5, ENV491H5, ENV495H5, ENV496H5; ERS313H5, ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR312H5, GGR315H5, GGR316H5, GGR317H5, GGR338, GGR372H5, GGR374H5, GGR375H5, GGR377H5, GGR384H5, GGR403H1, GGR406H5, GGR407H5, GGR409H1, GGR413H1, GGR463H5, GGR464H5, GGR479H5, GGR484H5; JGE378H5; PHY331H5 5. Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5; ECO373Y5; ENV250Y5, ENV310H5, ENV320H5, ENV345H5, ENV351H5, ENV393H5, ENV420H5, ENV325H5, ENV452H5; GGR318H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, GGR420H5, GGR426H5; JGE378H5; HIS318H5, HIS319H5; MGT394H5; PHL273H5, PHL373H1; POL343Y5; SOC226H5, SOC339H5, SOC356H5; WRI375H5 	<p>Third Year: Same requirements. NOTE: Student must complete a min. 15.0 FCE by the end of this academic year and applies to Environmental Science Specialist/ M.Sc. in Sustainability Combined Degree Program at the end of third year of study; receives conditional offer of admission to the MScSM Program.</p> <p>Fourth Year: 1. Same requirements as the undergraduate program 2. 1.0 FCE MScSM graduate courses that will count toward the 20.0 FCE required for the undergraduate degree as well as the MScSM Program. Courses can be chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; JPG1407H, JPG1408H; or another program-relevant graduate course with permission of the MScSM Director</p> <p>NOTE: Student must complete undergraduate program and degree requirements and fulfill conditions of the MScSM admission offer.</p>
<p>Master of Science in Sustainability 9.0 FCE total (6.0 FCE core courses; 3.0 FCE elective)</p>	<p>Fifth and Sixth Years NOTE: Removal of conditions of acceptance into graduate program; advanced standing of 1.0 FCE</p>

<p>courses); and completion of an internship placement (SSM1110H) of 2 to 4 months.</p> <p>Core Courses SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y, SSM1110H</p> <p>Examples of Elective Courses Science Electives: JPG1407H, JPG1408H, EES1107H, EES1117H, EES1125H, ENV1002H, ENV1704H</p> <p>Management, Economics, and Social Electives: SSM2010H, SSM2020H, ENV1707H, EES1124H, ECO2908H, MGT2918H, RSM2216H</p>	<p>graduate level courses granted</p> <p>8.0 FCE (5.0-6.0 FCE core courses; 2.0-3.0 FCE elective courses – the exact requirements will depend on which courses were completed in their 4th year of undergraduate studies); and completion of an internship placement (SSM1110H) of 2 to 4 months</p> <p>Core Courses SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y, SSM1110H</p> <p>Examples of Elective Courses Science Electives: JPG1407H, JPG1408H, EES1107H, EES1117H, EES1125H, ENV1002H, ENV1704H</p> <p>Management, Economics, and Social Electives: SSM2010H, SSM2020H, ENV1707H, EES1124H, ECO2908H, MGT2918H, RSM2216H</p>
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Honours Bachelor of Science, Major in Environmental Science / M.Sc. in Sustainability

Separate Degree Requirements	Combined Degree Programs Requirements
<p>Honours Bachelor of Science, Major in Environmental Science</p> <p>First Year (3.0 credits):</p> <ol style="list-style-type: none"> 1. Introduction: ENV100Y5 2. Quantitative Foundation: 1.0 credit chosen from this list: MAY134Y5, MAT135Y5, MAT137Y5 3. Basic Scientific Foundation: 1.0 credit chosen from this list: BIO152H5, BIO153H5; CHM110H5, CHM120H5; GGR112H5; PHY135Y5, PHY136H5, PHY137H5 <p>Second Year (2.5 credits):</p> <ol style="list-style-type: none"> 1. Environmental Management Perspectives: ENV201H5 2. Biological & Ecological Perspectives: 0.5 credit chosen from this list: BIO202H5, BIO203H5, BIO205H5, BIO206H5 3. Geographical Perspectives: 0.5 credit chosen from this list: GGR201H5, GGR214H5, GGR217H5, GGR227H5 4. Physical & Chemical Perspectives: 0.5 credit chosen from this list: CHM231H5, CHM242H5; JCP221H5; ERS201H5; PHY237H5 5. Analytical & Research Methods: 0.5 credit chosen from this list: CHM211H5; BIO360H5; GGR276H5; STA220H5; or another program-relevant 200/300-level Research Methods course 	<p>Honours Bachelor of Science, Major in Environmental Science / M.Sc. in Sustainability</p> <p>First Year: Same requirements.</p> <p>Second Year: Same requirements.</p>

<p>(SCI), with permission of the Program Advisor</p> <p>Upper (3rd & 4th) years:</p> <ol style="list-style-type: none"> 1. Environmental Science Core: ENV330H5 2. Field, Project-Based & Research Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, BIO329H5, BIO416H5; ERS325H5; ENV299Y5, ENV331H5, ENV332H5, ENV399Y5; GGR379H5; JEG400Y5, JEG401Y5; SCI395H5, SCI396H5, SCI498H5, SCI499H5; or another program-relevant Field, Project-Based, or Research course (SCI), with permission of the Program Advisor 3. Biogeochemical Perspectives: 1.0 credit chosen from this list: BIO311H5, BIO312H5, BIO318Y5, BIO328H5, BIO330H5, BIO333H5, BIO373H5, BIO405H5, BIO406H5, BIO436H5, BIO464H5; CHM310H5, CHM311H5, CHM331H5, CHM333H5, CHM347H5, CHM361H5, CHM362H5, CHM391H5, CHM393H5; ENV495H5, ENV496H5; ERS313H5, ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR312H5, GGR315H5, GGR316H5, GGR317H5, GGR338H5, GGR372H5, GGR374H5, GGR377H5, GGR403H1, GGR406H5, GGR407H5, GGR409H1, GGR413H1, GGR463H5, GGR464H5, GGR479H5; JGE378H5; PHY331H5 4. Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5; ECO373Y5; ENV250Y5, ENV310H5, ENV320H5, ENV345H5, ENV393H5, ENV420H5, ENV245H5; GGR318H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, GGR420H5; HIS318H5, HIS319H5; JGE378H5; MGT394H5; PHL255H5, PHL273H5, PHL373H1; POL343Y5; SOC226H5, SOC339H5, SOC356H5; WRI375H5 	<p>Third Year: Same requirements. NOTE: Student must complete a min. 15.0 FCE by the end of this academic year and applies to Environmental Science Major/ M.Sc. in Sustainability Combined Degree Program at the end of third year of study; receives conditional offer of admission to the MScSM Program.</p> <p>Fourth Year:</p> <ol style="list-style-type: none"> 1. Same requirements as the undergraduate program 2. 1.0 FCE MScSM graduate courses that will count toward the 20.0 FCE required for the undergraduate degree as well as the MScSM Program. Courses can be chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; JPG1407H, JPG1408H; or another program-relevant graduate course with permission of the MScSM Director <p>NOTE: Student must complete undergraduate program and degree requirements and fulfill conditions of the MScSM admission offer.</p>
<p>Master of Science in Sustainability</p> <p>9.0 FCE total (6.0 FCE core courses; 3.0 FCE elective courses); and completion of an internship placement (SSM1110H) of 2 to 4 months.</p> <p>Core Courses SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y, SSM1110H</p> <p>Examples of Elective Courses Science Electives: JPG1407H, JPG1408H, EES1107H, EES1117H, EES1125H, ENV1002H, ENV1704H</p>	<p>Fifth and Sixth Years NOTE: Removal of conditions of acceptance into graduate program; advanced standing of 1.0 FCE graduate level courses granted</p> <p>8.0 FCE (5.0-6.0 FCE core courses; 2.0-3.0 FCE elective courses – the exact requirements will depend on which courses were completed in their 4th year of undergraduate studies); and completion of an internship placement (SSM1110H) of 2 to 4 months</p> <p>Core Courses SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H,</p>

<p>Management, Economics, and Social Electives: SSM2010H, SSM2020H, ENV1707H, EES1124H, ECO2908H, MGT2918H, RSM2216H</p>	<p>SSM1090H, SSM1100Y, SSM1110H</p> <p>Examples of Elective Courses</p> <p>Science Electives: JPG1407H, JPG1408H, EES1107H, EES1117H, EES1125H, ENV1002H, ENV1704H</p> <p>Management, Economics, and Social Electives: SSM2010H, SSM2020H, ENV1707H, EES1124H, ECO2908H, MGT2918H, RSM2216H</p>
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Appendix B: MScSM Course Options for 4th Year Undergraduate Students in Combined Degree Programs

Students in the Combined Degree Programs are eligible to choose from the follow core and elective course options. All Combined Degree Program students will need permission from the MScSM Director to enroll in these courses. In the case of elective courses that are offered by another Department, permission of this Department Chair will also be required for enrolment.

CORE COURSES

SSM1010Y Principles of Sustainability Management
 SSM1020H Decision Making for Sustainability Management
 SSM1030H Environmental Science
 SSM1040H Managerial Economics for Sustainability Management
 SSM1050H Ecosystem Science
 SSM1060H Managing Sustainable Organizations
 SSM1070H Sustainability Law and Policy
 SSM1080H Strategies for Sustainability Management

EXAMPLES OF ELECTIVES

Science Electives

JPG1407H Efficient Use of Energy
 JPG1408H Carbon Free Energy
 EES1107H Remediation Methods
 EES1117H Climate Change and Impact Assessment
 EES1125H Contaminated Site Remediation
 ENV1002H Environmental Policy
 ENV1704H Environmental Risk Analysis and Management

Management, Economics, and Social Electives

SSM2010H Marketing in Sustainability Management
 SSM2020H Sustainability Ethics
 ENV1707H Environmental Finance and Sustainable Investing
 EES1124H Environmental Project Management
 ECO2908H Environmental and Resource Economics
 MGT2918H Multidisciplinary Special Topics
 RSM2216H Special Topics in Accounting

Appendix C: MScSM Program Structure

The Core of the Program

The Master of Science in Sustainability Management program consists of 10 required core courses, 6 elective courses, and an internship placement of 2 to 4 months, over a period of 20 months. Students can select either a management or science concentration.

(9.0 FCE in total + completion of internship)

Management Concentration

6.0 FCE Core Courses, Internship Placement

1.0 FCE Science Electives

2.0 FCE Finance, Economics, or Social Electives

Science Concentration

6.0 FCE Core Courses, Internship Placement

2.0 FCE Science Electives

1.0 Finance, Economics, or Social Electives

Appendix D: Student Consultation (from Department of Geography)

Undergraduate students in several classes were consulted to assess interest in the Combined Degree Programs involved four undergraduate Environmental Science/ Environmental Management programs and the MScSM graduate program. The courses targeted in the consultation were:

- (1) ENV201H5 (Environmental Management)
This is a required course for all Environmental Science and Environmental Management Specialists and Majors, capturing the majority of second year students who would be eligible to apply for the Combined Degree Programs in the future;
- (2) ENV425H5 (Managing Urban Ecosystems)
This course includes a mix of environmental management, environmental science, and physical geography students; and
- (3) JEG400Y5/401Y5 (Geography/ Environmental Science/ Environmental Social Science Internship)
These internship courses typically include the best students in the physical geography, environmental science, and environmental management programs, which is the target group for the combined program.

All students were given an introduction to the existing MScSM program and an outline of the proposed Combined Degree Programs. Of the 148 second year students queried in ENV201H5, over 75% indicated interest. In ENV425H5, 85% of the class expressed regret that such options and programs were not yet in place when they were in their 3rd year of undergraduate studies. Finally, in JEG400Y5/401Y5, 85% of the class were supportive of the proposed programs.

Appendix E: Undergraduate Calendar Copy of each Combined Degree Program

Combined Degree Programs in Environmental Management (HBA) and Master of Science in Sustainability Management (MScSM)

Students in either the Specialist or Major program in Environmental Management with an interest in pursuing a Master of Science in Sustainability Management (MScSM) (offered at the UTM campus) have the opportunity to participate in a Combined Degree Program. The Combined Degree Programs in Environmental Management and MScSM will allow students to complete an undergraduate degree with an early conditional admission offer to the MScSM program in their final year of study. Students will be able to complete 1.0 FCE of MScSM graduate level courses in their final undergraduate year, which will count as credit toward undergraduate degree requirements and the MScSM Program. At the end of the Combined Degree Program, students will have earned a four-year undergraduate degree and an MScSM.

Students interested in pursuing a Combined Degree Program will apply to the program at the end of their third year of study (after 15.0 credits have been completed). As part of the application, students will be required to apply and interview for early conditional admission to the MScSM Program. Once accepted into the Combined Degree Program, students will work with the MScSM Director to choose appropriate graduate level courses to complete during their final undergraduate year.

Combined Specialist in Environmental Management and Master of Science in Sustainability Management (ERXXX####)

Limited Enrolment – Enrolment in this program is limited to students who:

- Are currently enrolled in the Specialist Program in Environmental Management (ERSPE1425);
- Have either completed or are currently enrolled in a min. of 15.0 total credits
- Have a min. annual GPA of 3.7 in the most recent 5.0 credits of study
- Have been offered conditional early admission to the MScSM Program

Meeting the minimum requirements does not guarantee admission to the program. There are a limited number of spaces available in this program; thus, the actual GPA requirement in any particular year may vary from the 3.7 value in order to achieve a proper balance between enrolments and teaching/ learning resources.

First Year:

1. Introduction: ENV100Y5
2. Economics: ECO100Y5

3. Foundation: 1.0 credit chosen from this lists: ANT102H5; GGR111H5; PHL105Y5; POL112H5, POL113H5, POL114H5; SOC100H5

Second Year:

1. Environmental Management Core: ENV201H5
2. Social Science/ Humanities Core: 1.5 credits chosen from this list: ANT204Y5, ANT241Y5; ECO200Y5; ENG259H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR267H5, GGR269H5, GGR287H5, GGR288H5; MAT102H5, MAT133Y5, MAT134Y5, MAT135Y5; PHL273H5; ENV250Y5
3. Science Core: 1.0 credit chosen from this list: BIO201H5, BIO205H5; ERS201H5, ERS202H5, ERS203H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5; PHY237H5
4. Statistics: 0.5 credit chosen from this list: GGR276H5; STA220H5 or other 200/300-level statistics course with permission from Program Advisor
5. Analytical & Research Methods: 0.5 credit chosen from this list: GGR277H5, GGR278H5; STA221H5; or another program-relevant 200/300-level research methods course, with permission of the Program Advisor

Third & Fourth Years:

1. Environmental Management Perspectives: 1.5 credit chosen from this list: ANT357H5; ENV310H5, ENV393H5; HIS308H5, HIS319H5
2. Social Economic & Policy Perspectives: 2.0 credits chosen from this list: ANT357H5, ANT368H5, ANT380H5; ECO373Y5; ENV320H5, ENV345H5, ENV351H5, ENV420H5, ENV425H5, ENV452H5; GGR318H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, GGR426H5, GGR493H5; GGR321H1; JGE378H5; JUG320H1; MGT395H5; PHL373H1; POL343Y5; SOC339H5, SOC349H5, SOC356H5; WRI375H5
3. Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, BIO464H5; ENV495H5, ENV496H5; ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR374H5, GGR377H5, GGR384H5, GGR484H5; ERS313H5; JGE378H5; SCI395H5, SCI396H5
4. Experiential, Field & Research Perspectives: 1.0 credit chosen from this list: ENV299Y5, ENV331H5, ENV332H5, ENV399Y5, ENV497H5, ENV498Y5; GGR379H5, GGR389H5; JEG400Y5, JEG401Y5; SCI498H5, SCI499H5; or another program-relevant field, experiential, or research course, with permission of the Program Advisor
5. MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; JPG1407H, JPG1408H; or another program-relevant graduate course with permission of the MScSM Director

Fifth & Sixth Years:

1. Core Courses: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y

2. Elective Courses: 3.0 credits of either Science or Management, Economics, and Social Electives
3. Internship: SSM1110H

Notes:

1. Students must complete a min. 15.0 credits before they can enroll in this Combined Degree Program
2. Students must also complete their remaining Environmental Management Specialist program requirements and undergraduate degree requirements before conditions of acceptance to the MScSM Program are removed and student can begin graduate studies.
3. Students will retain 1.0 credit of graduate MScSM courses that were completed during their undergraduate. These courses do not need to be repeated to fulfill MScSM program requirements.
4. Sample Science elective courses for MScSM: JPG1407H, JPG1408H; EES1107H, EES1117H, EES1125H; ENV1002H, ENV1704H; or another program-relevant course with permission of the MScSM Director and Chair of the host department.
5. Sample Management, Economics, and Social elective courses for MScSM: SSM2010H, SSM2020H; ENV1707H; EES1124H; ECO2908H; MGT2918H; RSM2216H; or another program-relevant course with permission of the MScSM Director and Chair of the host department.

Combined Major in Environmental Management and Master of Science in Sustainability Management (ERXXX####)

Limited Enrolment – Enrolment in this program is limited to students who:

- Are currently enrolled in the Major Program in Environmental Management (ERMAJ1425);
- Have either completed or are currently enrolled in a min. of 15.0 total credits
- Have a min. annual GPA of 3.7 in the most recent 5.0 credits of study
- Have been offered conditional early admission to the MScSM Program

Meeting the minimum requirements does not guarantee admission to the program. There are a limited number of spaces available in this program; thus, the actual GPA requirement in any particular year may vary from the 3.7 value in order to achieve a proper balance between enrolments and teaching/ learning resources.

First Year:

1. Introduction: ENV100Y5
2. Foundation: 1.0 credit chosen from this list: ANT102H5; ECO100Y5; GGR111H5; PHL105Y5; POL112H5, POL113H5, POL114H5; SOC100H5

Second Year:

1. Environmental Management Core: ENV201H5
2. Social Science/ Humanities Core: 1.0 credit chosen from this list: ANT204Y5, ANT241Y5; ENG259H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR267H5, GGR269H5, GGR278H5, GGR288H5; PHL273H5; ENV250Y5
3. Science Core: 0.5 credit chosen from this list: BIO205H5; ERS201H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5; PHY237H5
4. Analytical & Research Methods: 0.5 credit chosen from this list: GGR276H5, GGR277H5, GGR278H5; STA220H5; or another program-relevant 200/300-level research methods course, with permission of the Program Advisor

Third & Fourth Years:

1. Environmental Management Perspectives: 1.0 credit chosen from this list: ANT357H5; ENV310H5, ENV393H5; HIS318H5, HIS319H5
2. Social, Economic & Policy Perspectives: 1.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373H5; ENV310H5, ENV320H5, ENV345H5, ENV351H5, ENV420H5, ENV425H5, ENV452H5; GGR318H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, GGR425H5, GGR426H5; JGE378H5; MGT394H5; PHL373H1; POL343Y5; SOC339H5, SOC349H5, SOC356H5; WRI375H5
3. Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, BIO464H5; ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR374H5, GGR377H5, GGR384H5, GGR484H5; ENV496H5, ENV496H5; ERS313H5; JGE378H5; SCI395H5, SCI396H5
4. Project-Based, Field & Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, ENV331H5, ENV332H5, ENV399Y5; GGR379H5, GGR389H5; JEG400Y5, JEG401Y5; or another program-relevant field, project-based or research course, with permission of the Program Advisor
5. MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; JPG1407H, JPG1408H; or another program-relevant graduate course with permission of the MScSM Director

Fifth & Sixth Years:

1. Core Courses: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y
2. Elective Courses: 3.0 credits of either Science or Management, Economics, and Social Electives
3. Internship: SSM1110H

Notes:

1. Students must complete a min. 15.0 credits before they can enroll in this Combined Degree Program

2. Students must also complete their remaining Environmental Management Major program requirements and undergraduate degree requirements before conditions of acceptance to the MScSM Program are removed and student can begin graduate studies.
3. Students will retain 1.0 credit of graduate MScSM courses that were completed during their undergraduate. These courses do not need to be repeated to fulfill MScSM program requirements.
4. Sample Science elective courses for MScSM: JPG1407H, JPG1408H; EES1107H, EES1117H, EES1125H; ENV1002H, ENV1704H; or another program-relevant course with permission of the MScSM Director and Chair of the host department.
5. Sample Management, Economics, and Social elective courses for MScSM: SSM2010H, SSM2020H; ENV1707H; EES1124H; ECO2908H; MGT2918H; RSM2216H; or another program-relevant course with permission of the MScSM Director and Chair of the host department.

Combined Degree Programs in Environmental Science (HSc) and Master of Science in Sustainability Management (MScSM)

Students in either the Specialist or Major program in Environmental Science with an interest in pursuing a Master of Science in Sustainability Management (MScSM) (offered at the UTM campus) have the opportunity to participate in a Combined Degree Program. Combined Degree Programs in Environmental Management and MScSM will allow students to complete an undergraduate degree with an early admission offer to the MScSM program in their final year of study. Students will be able to complete 1.0 FCE of MScSM graduate level courses in their final undergraduate year, which will count as credit toward undergraduate degree requirements and the MScSM Program. At the end of the Combined Degree Program, students will have earned a four-year undergraduate degree and an MScSM.

Students interested in pursuing a Combined Degree Program will apply to the program at the end of their third year of study (after 15.0 credits have been completed). As part of the application, students will be required to apply and interview for early conditional admission to the MScSM Program. Once accepted into the Combined Degree Program, students will work with the MScSM Director to choose appropriate graduate level courses to complete during their final undergraduate year.

Combined Specialist in Environmental Science and Master of Science in Sustainability Management (ERXXX####)

Limited Enrolment – Enrolment in this program is limited to students who:

- Are currently enrolled in the Specialist Program in Environmental Science (ERSPE1061);

- Have either completed or are currently enrolled in a min. of 15.0 total credits
- Have a min. annual GPA of 3.7 in the most recent 5.0 credits of study
- Have been offered conditional early admission to the MScSM Program

Meeting the minimum requirements does not guarantee admission to the program. There are a limited number of spaces available in this program; thus, the actual GPA requirement in any particular year may vary from the 3.7 value in order to achieve a proper balance between enrolments and teaching/ learning resources.

First Year:

1. Introduction: ENV100Y5
2. Quantitative Foundation: 1.0 credit chosen from this list: MAT134Y5, MAT135Y5, MAT137Y5
3. Basic Scientific Foundation: 2.0 credits chosen from this list: BIO152H5, BIO153H5; CHM110H5, CHM120H5; GGR112H5; PHY135Y5, PHY136H5, PHY137H5

Second Year:

1. Environmental Management Perspectives: ENV201H5
2. Biological & Ecological Perspectives: 0.5 credit chosen from this list: BIO202H5, BIO203H5, BIO205H5, BIO206H5
3. Geographical Perspectives: 0.5 credit chosen from this list: GGR201H5, GGR214H5, GGR217H5, GGR227H5
4. Earth Science Perspectives: ERS201H5
5. Physical & Chemical Perspectives: 1.0 credits chosen from this list: CHM231H5, CHM242H5; JCP221H5; ERS202H5, ERS203H5; PHY237H5
6. Analytical & Research Methods: 0.5 credit chosen from this list: BIO360H5, BIO361H5; CHM211H5; GGR276H5; STA220H5, STA221H5; plus an additional 0.5 credit of Analytical & Research Methods courses, including GGR278H5, GGR337H5, GGR308H5

Third & Fourth Years:

1. Environmental Science Core: ENV330H5
2. Field Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, BIO329H5, BIO416H5; ERS325H5; ENV331H5; GGR379H5, GGR390H1; or another program-relevant field course (SCI), with permission of the Program Advisor
3. Project-Based & Research Perspectives: 1.0 credit chosen from this list: BIO400Y5; ENV332H5, ENV399Y5, ENV497H5, ENV498Y5; GGR417Y5; JEG400Y5, JEG401Y5; SCI395H5, SCI396H5, SCI498H5, SCI499H5; or another program-relevant project-based or research course (SCI), with permission of the Program Advisor
4. Biogeochemical Perspectives: 1.5 credits chosen from this list: BIO311H5, BIO312H5, BIO318Y5, BIO328H5, BIO330H5, BIO335H5, BIO373H5, BIO405H5, BIO406H5, BIO436H5, BIO464H5; CHM310H1, CHM311H5, CHM331H5, CHM333H5, CHM347H5, CHM361H5, CHM362H5, CHM391H5, CHM393H5, CHM416H5; ENV490H5, ENV491H5, ENV495H5, ENV496H5; ERS313H5, ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR312H5, GGR315H5, GGR316H5, GGR317H5, GGR338, GGR372H5,

GGR374H5, GGR375H5, GGR377H5, GGR384H5, GGR403H1, GGR406H5, GGR407H5, GGR409H1, GGR413H1, GGR463H5, GGR464H5, GGR479H5, GGR484H5; JGE378H5; PHY331H5

5. Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5; ECO373Y5; ENV250Y5, ENV310H5, ENV320H5, ENV345H5, ENV351H5, ENV393H5, ENV420H5, ENV325H5, ENV452H5; GGR318H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, GGR420H5, GGR426H5; JGE378H5; HIS318H5, HIS319H5; MGT394H5; PHL273H5, PHL373H1; POL343Y5; SOC226H5, SOC339H5, SOC356H5; WRI375H5
6. MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; JPG1407H, JPG1408H; or another program-relevant graduate course with permission of the MScSM Director

Fifth & Sixth Years:

1. Core Courses: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y
2. Elective Courses: 3.0 credits of either Science or Management, Economics, and Social Electives
3. Internship: SSM1110H

Notes:

1. Students must complete a min. 15.0 credits before they can enroll in this Combined Degree Program
2. Students must also complete their remaining Environmental Science Specialist program requirements and undergraduate degree requirements before conditions of acceptance to the MScSM Program are removed and student can begin graduate studies.
3. Students will retain 1.0 credit of graduate MScSM courses that were completed during their undergraduate. These courses do not need to be repeated to fulfill MScSM program requirements.
4. Sample Science elective courses for MScSM: JPG1407H, JPG1408H; EES1107H, EES1117H, EES1125H; ENV1002H, ENV1704H; or another program-relevant course with permission of the MScSM Director and Chair of the host department.
5. Sample Management, Economics, and Social elective courses for MScSM: SSM2010H, SSM2020H; ENV1707H; EES1124H; ECO2908H; MGT2918H; RSM2216H; or another program-relevant course with permission of the MScSM Director and Chair of the host department.

Combined Major in Environmental Science and Master of Science in Sustainability Management (ERXXX####)

Limited Enrolment – Enrolment in this program is limited to students who:

- Are currently enrolled in the Major Program in Environmental Science (ERMAJ1061);
- Have either completed or are currently enrolled in a min. of 15.0 total credits
- Have a min. annual GPA of 3.7 in the most recent 5.0 credit of study
- Have been offered conditional early admission to the MScSM Program

Meeting the minimum requirements does not guarantee admission to the program. There are a limited number of spaces available in this program; thus, the actual GPA requirement in any particular year may vary from the 3.7 value in order to achieve a proper balance between enrolments and teaching/ learning resources.

First Year:

1. Introduction: ENV100Y5
2. Quantitative Foundation: 1.0 credit chosen from this list: MAY134Y5, MAT135Y5, MAT137Y5
3. Basic Scientific Foundation: 1.0 credit chosen from this list: BIO152H5, BIO153H5; CHM110H5, CHM120H5; GGR112H5; PHY135Y5, PHY136H5, PHY137H5

Second Year:

1. Environmental Management Perspectives: ENV201H5
2. Biological & Ecological Perspectives: 0.5 credit chosen from this list: BIO202H5, BIO203H5, BIO205H5, BIO206H5
3. Geographical Perspectives: 0.5 credit chosen from this list: GGR201H5, GGR214H5, GGR217H5, GGR227H5
4. Physical & Chemical Perspectives: 0.5 credit chosen from this list: CHM231H5, CHM242H5; JCP221H5; ERS201H5; PHY237H5
5. Analytical & Research Methods: 0.5 credit chosen from this list: CHM211H5; BIO360H5; GGR276H5; STA220H5; or another program-relevant 200/300-level Research Methods course (SCI), with permission of the Program Advisor

Third & Fourth Years:

1. Environmental Science Core: ENV330H5
2. Field, Project-Based & Research Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, BIO329H5, BIO416H5; ERS325H5; ENV299Y5, ENV331H5, ENV332H5, ENV399Y5; GGR379H5; JEG400Y5, JEG401Y5; SCI395H5, SCI396H5, SCI498H5, SCI499H5; or another program-relevant Field, Project-Based, or Research course (SCI), with permission of the Program Advisor
3. Biogeochemical Perspectives: 1.0 credit chosen from this list: BIO311H5, BIO312H5, BIO318Y5, BIO328H5, BIO330H5, BIO333H5, BIO373H5, BIO405H5, BIO406H5, BIO436H5, BIO464H5; CHM310H5, CHM311H5, CHM331H5, CHM333H5, CHM347H5, CHM361H5, CHM362H5, CHM391H5, CHM393H5; ENV495H5, ENV496H5; ERS313H5, ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR312H5, GGR315H5, GGR316H5, GGR317H5, GGR338H5, GGR372H5, GGR374H5, GGR377H5, GGR403H1, GGR406H5, GGR407H5, GGR409H1, GGR413H1, GGR463H5, GGR464H5, GGR479H5; JGE378H5; PHY331H5

4. Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5; ECO373Y5; ENV250Y5, ENV310H5, ENV320H5, ENV345H5, ENV393H5, ENV420H5, ENV245H5; GGR318H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, GGR420H5; HIS318H5, HIS319H5; JGE378H5; MGT394H5; PHL255H5, PHL273H5, PHL373H1; POL343Y5; SOC226H5, SOC339H5, SOC356H5; WRI375H5
5. MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; JPG1407H, JPG1408H; or another program-relevant graduate course with permission of the MScSM Director

Fifth & Sixth Years:

1. Core Courses: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y
2. Elective Courses: 3.0 credits of either Science or Management, Economics, and Social Electives
3. Internship: SSM1110H

Notes:

1. Students must complete a min. 15.0 credits before they can enroll in this Combined Degree Program
2. Students must also complete their remaining Environmental Science Major program requirements and undergraduate degree requirements before conditions of acceptance to the MScSM Program are removed and student can begin graduate studies.
3. Students will retain 1.0 credit of graduate MScSM courses that were completed during their undergraduate. These courses do not need to be repeated to fulfill MScSM program requirements.
4. Sample Science elective courses for MScSM: JPG1407H, JPG1408H; EES1107H, EES1117H, EES1125H; ENV1002H, ENV1704H; or another program-relevant course with permission of the MScSM Director and Chair of the host department.
5. Sample Management, Economics, and Social elective courses for MScSM: SSM2010H, SSM2020H; ENV1707H; EES1124H; ECO2908H; MGT2918H; RSM2216H; or another program-relevant course with permission of the MScSM Director and Chair of the host department.



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

SPONSOR: Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: See Sponsor.
CONTACT INFO:

DATE: November 5, 2014 for November 12, 2014

AGENDA ITEM: 4

ITEM IDENTIFICATION:

New Minor: Education Studies

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing programs.

GOVERNANCE PATH:

- 1. Academic Affairs Committee [For Approval] (November 12, 2014)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this proposal.

HIGHLIGHTS:

This is a proposal to introduce a new freestanding minor program (where there is no existing specialist or major) in Education Studies (EDS) from the Department of Language Studies, effective September 1, 2015.

This proposed EDS Minor will take a global approach to education and training, offering students a strong foundation of skills, knowledge and experiential learning that can be applied to a variety of applications such as community and counselling services, training, human resources, and education research. The program curriculum will allow students to develop an understanding of education and training development and its place in the community as well as foundational teaching and training strategies. Experiential learning will be heavily emphasized in this program as students will be required to participate in field placements, community engagement activities,

training opportunities, and case studies. Program requirements, learning outcomes, and degree level expectations are detailed in Section 7 of this proposal.

Wide consultation was done throughout the development of this program and proposal. At UTM, support was received from the three Divisional Curriculum Committees (Humanities, Social Sciences, and Sciences). Students currently in the Concurrent Teacher Education Program (CTEP) and the Language Teaching and Learning Programs in Language Studies were also advised of the proposal and gave unanimous support. The Office of the Dean, Office of the Registrar, Robert Gillespie Academic Skills Centre, Hazel McCallion Academic Learning Centre, and other key Departments at UTM were also consulted. External to UTM, the Faculty of Arts and Science at the St. George and Scarborough campuses, the Ontario Institute for Studies in Education (OISE), and Victoria College (which offers a similar Education and Society Minor program) all had a chance to review the program and provide feedback, which was incorporated into this proposal.

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

Be it Resolved,

THAT the proposed New Minor in Education Studies, offered by the Department of Language Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated November 3, 2014, be approved, effective September 1, 2015.

DOCUMENTATION PROVIDED:

AAC 2014 11 12 Item New Minor Education Studies



University of Toronto Major Modification Proposal – Type B: New Freestanding Minor where there is no Existing Specialist or Major

What is being proposed:	A new freestanding Minor in Education Studies (EDS) ERMIN0605
Department / Unit (if applicable) where the program will be housed:	Department of Language Studies
Faculty / Academic Division:	University of Toronto Mississauga
Faculty / Academic Division Contact:	Yen Du Program and Curriculum Officer Office of the Dean, UTM yen.du@utoronto.ca
Department/Unit Contact:	Emmanuel Nikiema Chair, Department of Language Studies Emmanuel.nikiema@utoronto.ca
Anticipated start date of the program:	September 1 st , 2015
Version Date:	November 3, 2014

Developed by the Office of the Vice-Provost, Academic Programs

1 Executive Summary

The University of Toronto Mississauga (UTM) has a strong history of developing and training successful education-minded students through the Concurrent Teacher Education Program (CTEP), the Language Teaching and Learning programs (offered through the Department of Language Studies), and the previously offered Science Education Program (closed in 2011). A recent decision by the Ministry of Education and the Ontario College of Teachers to replace the one-year Bachelor of Education (B.Ed.) program with a two-year program, along with the decision by OISE (Ontario Institute for Studies in Education) to concentrate solely on graduate education, has resulted in the closure of CTEP across the University of Toronto as of 2014-2015. Many undergraduate students continue to be interested in education related issues and in developing skills pertaining to education and training relative to a wide-range of applications. Such purposes include community and counselling services, training, human resources, and education research. Building on this interest, as well as the established strengths of our current Language Teaching and Learning programs, a freestanding Minor in Education Studies is proposed. An existing minor at Victoria College called Education and Society is similar to this proposed Education Studies Minor program. Both seek to prepare students for careers related to education and training, require an experiential learning course, and offer students exposure to topics related to human development, diversity, equity, and inclusiveness. The Education and Society Minor at Victoria College has a strong focus on child and adolescent education. Our program will differ as it offers a wider range of experiential learning opportunities, and a series of electives drawn from a variety of courses offered by UTM departments.

The proposed Minor in Education Studies at the University of Toronto Mississauga will offer students the opportunity to develop an understanding of education and training development; its place in the community; foundational teaching and training strategies; participate in field placements, community engagement activities, experiential learning, training opportunities and case studies; as well as understand the importance of inclusivity/diversity both within an instructional framework and the community as they pursue an Honours Bachelor of Arts (HBA) or Honours Bachelor of Science (HBA) degree.

The proposed Minor in Education Studies is designed to offer interdisciplinary study opportunities to students planning careers in education/training as well as those interested in developing a skill set in education related occupations, such as community service or human resources. The Minor will include courses aimed at providing a solid foundation of skills, knowledge, and experiential learning.

Although the new minor will encompass a variety of subject areas, it will be housed within the Department of Language Studies. This is a natural home for the program given Language Studies' existing specialist and major programs in Language Teaching and Learning. These programs and courses will be a strong complement to Education Studies. The Department of Language Studies supports this collaboration.

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2 Program Rationale

The aim of the proposed Education Studies Minor is to develop specific education-based skills and knowledge that are applicable to a variety of careers. The skills and understanding developed would be relevant for students who go on to teacher training at either the undergraduate or graduate level within a Faculty of Education. Alternatively, students may pursue training and education-related work in other areas such as human resources or community services. Regardless of career path, this program will develop leadership skills, understanding of stages of human development, and their connection to instructional strategies relevant to teaching, training and learning.

Throughout the minor, students will have a number of practical experiences embedded within course work (see Appendix B “List of Core Course Descriptions”), which will provide structure and supervision while allowing for feedback and reflection of program and course learning outcomes. Such an integrated approach to field experiences directly reflects course work and invites students to put theory into practice. This unique aspect of the Minor also provides students an opportunity to determine if a career in teaching/training development would meet their personal/professional aspirations prior to committing to a two-year post-graduate degree in Education. It fosters the continuation of strong relationships between the University of Toronto Mississauga and school boards, community agencies, and businesses within the region.

The Education Studies Minor courses will provide a foundation in content, contextual and pedagogical knowledge, as well as instructional and assessment strategies that align with current practices in teaching and training development. Students will develop leadership skills and an understanding of teaching and learning methodologies that take equity and diversity into account; pedagogy/andragogy, and instructional strategies as they relate to stages of human development and variations in that development.

This proposed minor will be housed within the Department of Language Studies, where there are complementing Specialist and Major programs in Language Teaching and Learning. Most students entering these Language Teaching and Learning programs aim to work in the field of education and will benefit from the new Education Studies courses introduced in conjunction with this minor. The minor allows students to explore their interests in careers in education or training while developing key foundational skills and knowledge.

As a minor program that requires only 4.0 FCE, this leaves those students interested in pursuing careers as teachers with the ability to concurrently complete a major and second minor program that could fulfill the teaching subject pre-requisites for both the intermediate/ senior and junior/ intermediate concentrations¹ at the Ontario Institute of Studies in Education. Applicants to the Education Studies Minor who indicate an interest in pursuing this path will receive counselling from administrative staff within the Language Studies Department on appropriate program and course options to select.

¹ Master of Teaching offered through OISE at UofT teaching subject pre-requisites:
http://www.oise.utoronto.ca/mt/Prospective_Students/Program_Admission/Program_Concentrations/index.html

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3 Need and Demand

Given our past experience with CTEP and the Language Teaching and Learning programs, we expect students will find the Education Studies Minor attractive. The experiential components of this minor will make it particularly interesting to students seeking to acquire practical skills to augment their coursework. It is expected that those undertaking the Education Studies Minor would be excellent candidates for a consecutive education program, graduate work in the field of education, or employment in a field that involves providing education or training to others. The Education Studies Minor will incorporate courses focused on instructional strategies as related to stages of human development, a community experiential learning placement, and a selection of interdisciplinary but education-related courses to satisfy the program requirements. See Appendix B for a detailed listing of courses.

On campus, the demand and interest for education-minded students is consistently strong. Students with this focus are recruited in large numbers and trained as Program Assistants with the Robert Gillespie Academic Skills Centre (RGASC), Facilitated Study Group (FSG) Leaders in courses, and Senior Mentors in the utmONE Connect² and genONE³ transition programs. In addition, many education-minded students at UTM also participate in the Research Opportunity Program⁴ (ROP), the Teaching Opportunity Program in Sciences⁵ (TOPS), or volunteer with the UTM Day Care and Community on Campus – a program which supports individuals with intellectual disabilities and enables them to participate in the University experience. This volunteerism benefits the community and the University through student engagement and enables undergraduates to make meaningful connections between course and fieldwork. There are many other opportunities available to students at the UTM campus to put the material they will learn in the Education Studies Minor into practice, such as a tutoring program for international students that helps them to improve language proficiency and thus their success at UTM, and a UTM French Immersion summer camp. These experiences align naturally with the goals and learning outcomes of the Education Studies Minor and help to fulfil the experiential education requirements of the program, in addition to opportunities off-campus. For example, previous work with Big Brothers Big Sisters yielded a Community Partner of the Year Award in 2012-2013 and this relationship is one the Education Studies Minor and Language Studies plan to build on moving forward.

4 Admission / Eligibility Requirements

The Education Studies Minor will allow for first- and second-year entry. Space in this program

² utmONE Connect Program: <http://www.utm.utoronto.ca/utmone/utmone-connect>

³ genONE Transition Program: <http://www.utm.utoronto.ca/student-life/genone>

⁴ Research Opportunity Program (ROP): <http://www.utm.utoronto.ca/rop/>

⁵ ERI398H5 Teaching Opportunity Program in the Sciences (TOPS) (SCI)

A scholarly project in which students integrate and apply their understanding of science and pedagogy by observing, actively participating in, and reflecting on the teaching and learning process under the supervision of an experienced instructor/mentor. Students should plan for the course in March of the previous academic year and register as soon as their registration period begins. Enrolment will depend on the availability of positions. [120P]

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will be limited to 30 first-year entry students and 30 second-year entry students per year. Students wishing to apply from high school must obtain a minimum 85% average in their top six 12U credits. Prerequisite courses related to their proposed program(s) of study will also be scrutinized. Once accepted, students must have a CGPA of 2.7 or higher upon completion of their first year (4.0 credits).

Those students applying for second-year entry must have a CGPA of 2.7 or higher upon completion of their first year (4.0 credits).

This program will be a Type 3 program⁶ and will require students to submit an online application profile to compete for a limited number of space and experiential learning placements in the program. The actual GPA requirement in any particular year may exceed 2.7 in order to achieve a proper balance between enrolments and teaching/ learning resources.

All applicants will complete an online applicant profile. The Coordinator and Academic Advisor of the Education Studies Minor will administer the application process through the Department of Language Studies and with support from the UTM Office of the Registrar.

5 Program Requirements

This new minor will provide students with preparation relevant to a consecutive initial teaching program, a graduate program in Education, or a career that incorporates training or educating others on a regular basis. It offers an opportunity to enhance students' understanding of teaching, training and learning within the work environment. Students would take courses in teaching and learning methodologies that take account of equity and diversity, stages of human development including variations in that development and instructional strategies that respond to those stages, and pedagogy/andragogy. Complementing these foundational courses are education-related courses offered across various disciplines at UTM.

Students in the Education Studies Minor will complete 4.0 FCEs. In addition to 2.5 FCEs of core courses taken by all students in the program, students will be expected to complete an extended experiential learning opportunity related to their field of study as well as additional education-related courses offered within a variety of departments on campus.

Course requirements:

4.0 credits required

Year of Study	Course Code	Course Name
1 or 2	EDS200H5	Child, Adolescent and Adult Development in Education

⁶ From the UTM Office of the Registrar Registration Guide (<http://www.utm.utoronto.ca/registrar/office-registrar-publications>): Type 3 Programs/ Subject Posts require specific course(s), minimum GPA and/ or grades, and involve a competition among applicants meeting the minimum requirements for a limited number of spaces. Type 3 Subject Posts may also require additional information and/ or an interview as part of the application procedure.

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2	EDS210H5	Communication and Conflict Resolution
2	EDS220H5	Equity and Diversity in Education
3	EDS300H5	Learning Design
3	EDS388H5/FRE400H5/ ERI398H5/PSY442Y5*	Experiential Learning Opportunity within the Community - French Studies Internship/ Teaching Opportunity Program in Sciences (TOPS)/ Practicum in Exceptionality in Human Learning
4	EDS310H5	Education in a Global Context
3 & 4	0.5-1.0 (depending on whether PSY442Y5 is completed) credits in subject specific courses related to teaching	See Appendix B for course options

*Course selection will be based upon the student’s major subject. EDS388H5 will be available to students should the need arise with the permission of their department and the Education Studies Minor coordinator.

Further information on the Program Requirements can be found in:

- Appendix A: Proposed Calendar Copy of program Description and Requirements.
- Appendix B: List of Courses

6 Learning Outcomes

Depth and Breadth of Knowledge

Students within the Education Studies Minor will cover topics related to teaching, training development and learning which will lay the foundation for pursuing a career in teaching, graduate studies in education, or transferring acquired knowledge to careers that involve providing education or training to others. Courses begin at the 200-level and encompass study of child, adolescent and adult development, instructional strategies and teaching methodologies, and equity and diversity issues. Learning is further scaffolded at the 300 level through required courses related to learning design and education in a global context; both of which have an embedded experiential learning component. At least 1.0 FCEs are derived from education-related courses offered within a variety of disciplines, which must include an experiential learning placement. Students will have the option of selecting such courses within their major, thus expanding their knowledge, or branch out and pursue courses in education outside of their area of study.

Students will develop an understanding of the importance of Professional Practice within the

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teaching/training professions and how guiding principles impact an educator's role within the workplace, school, community, and the world at large. They will also learn that the role of educators is to ensure that all learners feel welcome, safe, and have an opportunity to be successful.

Knowledge of Methodologies

Students will consider curricular design, format and the rationale for curriculum documents and policies, as well as content and pedagogy/andragogy. Field placements, community engagement activities, experiential learning, training opportunities and/or case studies are embedded within courses, closely tying theory, application, and reflective practice.

Pedagogical Knowledge and Instructional Strategies

Students will develop an understanding of, and an opportunity to practice, their growing pedagogical/andragogical knowledge and instructional strategies within an educational environment. The experiential learning component allows students to understand the importance of reflective practice in the field of education and training development. Learning opportunities will provide students occasions to:

- Develop an understanding of theories related to teaching and learning methodologies from field experts, and apply them through a variety of field placements in an educational environment.
- Understand the importance of effective classroom management and organization in creating a positive and productive learning environment for all, and effectively applying such strategies as appropriate in experiential learning placements.
- Examine and reflect upon equity and diversity issues within marginalized groups and undertake a practical placement to develop a deeper understanding of such groups.
- Investigate, implement and analyze current observation, assessment and evaluation strategies in the context of education and training development.
- Build an understanding of child, adolescent and adult development as it relates to teaching and learning.
- Acquire, implement and reflect on various strategies for communication and conflict resolution.
- Implement reflective practice based upon inquiry-based research, data gathering and assessment.
- Develop an understanding of inclusive education, its importance in achieving success for all learners and apply such learning to a practical placement.
- Observe and analyze models of education/training development through field

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placements.

- Actively explore and compare issues associated with culturally proficient teaching/training development from both an Ontario and global perspective.

All the above courses introduce students to complex social and educational issues they need to be aware of and reflect on during their practice. As the social fabric and economic conditions continue to change, students are led to the realization that some aspects of education are bound to evolve accordingly and that our understanding and solutions to today's challenges may not be appropriate for tomorrow.

Further, students' depth of understanding for each of these learning opportunities will be directly related to their commitment to both the content and practical experiences. Individual interests/needs will lead the student to focus upon specific learning opportunities that will complement their existing learning goals and future career aspirations.

Communication Skills

Each of the required courses within the Education Studies Minor allow students opportunities for writing development, completion of writing assignments, reflective practice, class participation and group discussion, group work, oral presentations and practical experiences guided through coursework. Professionalism is a consistent theme among all Education Studies courses. As such, students are expected to communicate, both written and orally, in a manner that is appropriate and respectful of peers, program and teaching staff, and community partners.

Awareness of Limits of Knowledge

The Education Studies Minor is structured to promote scaffolded learning with embedded practical experiences. In EDS200H5 *Child, Adolescent and Adult Development in Education*, students are placed in learning environments to survey child, adolescent and adult development and connect theory to real-time observation. EDS210H5 *Communication and Conflict Resolution*, to be offered each fall term, focuses on communication and conflict resolution in an educational/training development setting and is preparation for EDS220H5 – *Equity and Diversity in Education*, offered in the successive (winter) term, wherein students are asked to challenge their preconceived notions of equity and diversity, including volunteering within a community or organization where the client demographic is one that is radically different from their own. Although uncomfortable at times, this course encourages students to think outside of themselves and develop understanding and compassion for those around them. This helps students recognize how social challenges may affect learning.

The 300-level course, EDS300H5 *Learning Design*, will be an opportunity to study and practice the fundamental skills involved in designing learning opportunities in schools and a variety of other settings. The skills required to organize and deliver educational experiences and monitor learning will be practiced in a range of andragogical and pedagogical practical experiences. A case studies approach will be taken, incorporating a field experience where students will apply

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their learning. EDU310H5 *Education in a Global Context*, allows students to actively explore issues associated with education and culturally proficient teaching from both an Ontario and global perspective. The course addresses two phenomena: the marked and deliberate increase in the number of international students at all levels of Ontario's educational system, and the global dispersal of Ontario-trained teachers. A practical experience focusing upon working with international students in a support role will provide a concrete experience to test their classroom content.

These foundational courses and the embedded practical experiences provide students an opportunity to become reflective learners/practitioners, scaffolding their learning within the context of research and practice. Through students' discussions, presentations and written assessment tasks, they are taught to reflect upon what they understand, determine gaps in their learning/abilities and, if possible, implement strategies to address those gaps.

An experiential learning placement will be offered by departments or through the Education Studies Minor that will enable students to become immersed in an educational setting for a longer period of time and implement, analyze and reflect on their learning. The foundational courses taken prior to community placement will set students up for success and will reflect well on the student, institution, and community partner.

Autonomy and Professional Capacity and Potential

The Education Studies Minor provides a solid introduction to the field of teaching and training development, helping individuals develop the habits of mind of an educator and/or skills that are transferrable to many fields of employment. Since there is no teacher accreditation associated with this program of study, students can undertake education courses without committing to the field of education as a career. It assists students' discovery of whether teaching is right for them.

The Program Coordinator and Academic Advisor for the Education Studies Minor will provide support and guidance, and host co- and extra-curricular events for students seeking to determine their career path. They will also work in conjunction with on-campus services and departments, such as the Robert Gillespie Academic Skills Centre, the Office of the Registrar, the Career Centre, the International Centre, and the AccessAbility Resource Centre to assist students as needed.

7 Program Structure, Learning Outcomes, and Degree Level Expectations

7.1 Program Structure

4.0 credits required

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Year of Study	Course Code	Course Name
1 or 2	EDS200H5	Child, Adolescent and Adult Development in Education
2	EDS210H5	Communication and Conflict Resolution
2	EDS220H5	Equity and Diversity in Education
3	EDS300H5	Learning Design
3	EDS388H5/FRE400H5/ ERI398H5/PSY442Y5	Experiential Learning Opportunity within the Community - French Studies Internship/ Teaching Opportunity Program in Sciences (TOPS)/ Practicum in Exceptionality in Human Learning
4	EDS310H5	Education in a Global Context
3 & 4	0.5-1.0 credits in subject specific courses related to teaching	See Appendix B for course options

7.2 Learning Outcomes & Degree Level Expectations

Degree Level Expectations	Program Learning Outcomes	How the program design / structure supports the degree level expectations
<p>1. Depth and Breadth of Knowledge</p> <p>a) a developed knowledge and critical understanding of key concepts, methodologies, current advances, theoretical approaches and assumptions in the field of education.</p>	<p>To acquire foundational knowledge encompassing child, adolescent and adult development, acquire, implement and reflect on various strategies for communication and conflict resolution, examine and reflect upon equity and diversity issues to develop a deeper understanding of related issues, build an understanding of education design and apply that knowledge to practical experiences, and research and reflect on education in a global context; develop an understanding of the importance of effective classroom management and organization in creating a positive learning environment for all; to develop an understanding of the importance of professional practice and investigate how its guiding principles impact educators' roles within the workplace, school and community.</p>	<p>Courses specific to the themes mentioned herein will be the core of the Education Studies Minor. Students enrolled in the Minor will benefit from field experiences associated with many of its courses, completing a minimum of 170 hours of placement, including a subject-specific internship. Students will consider curricular design, format and rationale for curricular documents, policies, and practices.</p> <p>EDS200H5, 210H5, 220H5, 300H5, 310H5, 388H5</p> <p>FRE400H5, ERI398H5, PSY442Y5, SOC480Y5</p>

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<p>2. Knowledge of Methodologies and Application of Knowledge</p> <p>a) understand methods of enquiry or creative activity, or both</p> <p>b) apply relevant concepts, principles, and techniques, both within and outside the discipline</p>	<p>Build an understanding of child, adolescent, and adult development as it relates to teaching and learning by developing an understanding of theories related to teaching and learning methodologies; recognize the importance of effective classroom management and organization in creating a positive and productive learning environment; examining and reflecting upon equity and diversity issues within marginalized groups; developing an appreciation of the importance of inclusive education.</p>	<p>Courses will highlight curricular design, format and rationale for curriculum documents and policies, and allow students the opportunity to apply coursework in experiential learning opportunities within the community. Case studies embedded within courses will closely tie together theory, application, and reflective practice.</p> <p>EDS200H5, 220H5, 300H5, 310H5, 388H5 FRE400H5, ERI398H5, PSY442Y5, SOC480Y5 MAT382H5, PHL272H5, PSY310H5, 311H5, 312H5, 341H5, SOC224H5</p>
<p>4. Communication Skills</p> <p>a) express information with clarity both orally and in writing</p> <p>b) communicate effectively to a range of audiences</p>	<p>Describe and apply communication skills in a variety of training and learning settings (classroom, counselling, etc.); identify and implement effective communication techniques with a variety of audiences (large vs. small; child, adolescent, adult); consolidate skills in both oral and written communication</p>	<p>Required courses in the Education Studies Minor will focus on writing development, writing assignments, reflective practice, as well as group work and discussion involving oral presentations and written reports. Experiential learning opportunities will provide students with practical opportunities to apply and heighten their skills. With the strong emphasis on professionalism in the program, students will be expected to communicate in a manner that is appropriate and respectful of peers, program and teaching staff, and community partners.</p> <p>EDS200H5, 210H5, 220H5, 300H5, 310H5, 388H5 ERI398H5, FRE400H5, MAT392H5, PSY442Y5, SOC480Y5 FRE225Y5, 345H5, 325H5, 352H5, 382H5, 383H5 LIN358H5, 417H5, 456H5 LTL380H5, 417H5, 456H5, 486H5</p>
<p>5. Awareness of Limits of Knowledge</p> <p>a) demonstrate an understanding of the limits to their own knowledge and ability</p>	<p>Analyze child, adolescent, and adult development in theory and practice; explore and evaluate factors that may hinder and/ or limit a learner’s ability, education/ training, as well as an understanding of the complexities that influence learning and success</p>	<p>The Education Studies Minor is structured to promote scaffolded learning through the embedded experiential learning opportunities in the required EDS courses (see Section 6 Learning Outcomes above).</p> <p>EDS200H5, 220H5, 300H5, 310H5, 388H5</p>

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		FRE345H5, 355H5LIN358H5, 417H5, 456H5 LTL227H5, 380H5, 417H5, 456H5, 486H5 PSY341H5, 345H5, 410H5, 442Y5
<p>6. Autonomy and Professional Capacity</p> <p>a) manage their own leaning both within and outside the discipline, selecting an appropriate program of study</p> <p>b) uphold the ethical values of the University, including freedom of expression and enquiry and its principles of academic integrity, equity and inclusion</p> <p>c) exercise initiative, personal responsibility and accountability in personal and group context and decision-making in complex contexts</p> <p>d) acquire an appreciation of how their areas of study relate to their personal and professional development</p>	<p>Begin to demonstrate the qualities of a reflective practitioner within the context of both coursework and experiential learning opportunities; recognize the interrelationship of pedagogy and content knowledge in the teaching and learning process; examine the understanding that professionalism is an inherent component of teaching and training development within an education construct; demonstrate being an effective participant in learning communities within UTM, field placements and the community at large; recognize the value of individuals and who they are, assessing and assisting in their growth academically, socially and emotionally; practice being an active advocate for and support the learning of students during all field placements by promoting reflective practice; defend the philosophy of equity and diversity in its many forms within coursework and field placements; analyze and reflect on the roles and responsibilities of educators in relation to students, staff, parent(s)/guardian(s) and the community or world at large; recognize areas of need, regardless of setting, and employ appropriate support to improve the situation</p>	<p>Students entering the Education Studies Minor will need to Major or Specialize in their chosen subject area and be able to articulate the how pursuing such a minor would enhance their learning experience at UTM. Those considering a pathway to teaching should consider one of the following subjects: Chemistry, French, Mathematics, Physics, or Psychology. Their studies within the Education Studies Minor will enhance and provide a broader perspective and context to their studies.</p> <p>Professionalism will be strongly emphasized and students are expected to conduct themselves in a manner that reflects the integrity of the program and the University while engaging in field placements.</p> <p>Each of the core courses allows students the opportunity to develop writing skills and participate in group discussions, group work, and oral presentations. Reflective practice is an important aspect of the program and allows students to examine their growth as they progress toward becoming educators.</p> <p>Experiential learning opportunities provide a practical and deeper understanding of course content and how theory translates into practice. These experiential learning opportunities benefit both students and the broader community by promoting initiative, accountability, and social responsibility.</p> <p>EDS200H5, 210H5, 220H5, 300H5, 310H5, 388H5 ERI398H5, FRE400H5, MAT312H5, 382H5, PHL272H5, SOC480Y5 FRE225Y5, 325H5, 345H5, 352H5, 353H5, 355H5, 382H5, 383H5 LIN358H5, 417H5, 456H5 LTL227H5, 380H5, 417H5, 456H5, 486H5, 488H5</p>

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8 Assessment of Teaching and Learning

Methods of assessment for the Education Studies Minor include, but are not limited to, professional engagement; group presentations; reflective practice through assignments, essays, case studies, and journal logs; peer and instructor review of work; concept maps; lesson plan and teacher resource materials development; and exams. The models of assessment used within the minor often reflect assessment techniques that a future educator may carry into their own learning environment. Within this program of study, the learning environment is the laboratory, offering a symbiotic blend of theory and practice.

9 Consultation

An overview of the new Minor was presented at each of the three divisional curriculum committee meetings. As well, the Vice-Dean Undergraduate discussed the proposal with the Faculty of Arts and Science at the St. George Campus and UTSC who are in support of the program. OISE has also been consulted and provided feedback that is embedded in this proposal, as was Professor Emeritus John Percy, who spearheaded UTM's former Science Education program. Students within the CTEP and Language Studies programs were also apprised of the proposal and supported it unanimously.

Victoria College was consulted regarding their Education and Society Minor Program structure and delivery.

The Office of the Dean, UTM, the Office of the Registrar, the Robert Gillespie Academic Skills Centre, the Hazel McCallion Academic Learning Centre, and the Departments of Language Studies, Chemical and Physical Sciences, Psychology, and Mathematical and Computational Sciences support the creation of the Education Studies Minor.

10 Resources

10.1 Faculty requirements

Faculty

Instructors who are practicing experts within the field of education and training will deliver the core courses of the minor – these instructors can come from either the current faculty complement or sessional instructors. These instructors will deliver five half courses (EDS200H5, 210H5, 220H5, 300H5, 310H5). Teaching Assistants will be required for courses with enrollments exceeding 50 students. EDS200H is anticipated to have an enrolment of 60 students per year with subsequent EDS courses seeing an enrolment of 45-50 students per year.

Full-time faculty within various departments will teach discipline-specific courses related to education as part of their regular course load (see Appendix B: List of Courses, Group B -

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Secondary Courses). Faculty with specializations in areas such as Second Language Pedagogy, Developmental Psychology, Sociolinguistics, etc., will become indirectly involved in the Education Studies Minor program. However, there will be no full-time tenure or teaching stream faculty directly allocated to the Minor. This structure provides students with the opportunity to observe various models of teaching via field experts, university faculty, graduate students, and field placements.

Staff

One 1.0 FTE administrative position will be required to support this new minor. This position will handle the general administration, coordination, recruitment, and community placements for this program and its students (including advising/ counselling). In addition, this position will serve as supplemental support to the Department of Language Studies and their study abroad initiatives.

Other

Consultation with Computing Services began recently regarding the creation of an online applicant profile system and internship database. Computing Services is investigating options. No specific quote is available at this time.

Table 1: Detailed List of Committed Faculty

Faculty name and rank	Home unit	Area(s) of Specialization
Jayne Baker, Lecturer	Sociology	Sociology of Education and Sociology of Gender
Craig Chambers, Associate Professor	Psychology	Language and Communication
Charles Elkabas, Professor	Language Studies	Language Teaching and Learning, French Literature
Claude Evans, Senior Lecturer	Language Studies	Medieval Studies
Shay Fuchs, Lecturer	Mathematics and Computational Sciences	Differential Geometry and Mathematics Education
Nathan Innocente, Lecturer	Sociology	Crime and Socio-legal Studies and Stratification, Work, and Labour Markets.
Stuart Kamenetsky, Associate Chair and Senior Lecturer	Psychology	Disability and Education
Yael Karshon, Chair, Professor	Mathematics and Computational Sciences	Differential Geometry (Symplectic Geometry)
Pascal Michelucci, Chair (Department of French, St. George campus),	Language Studies	Language Teaching and Learning, French Literature

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Faculty name and rank	Home unit	Area(s) of Specialization
Professor		
Emmanuel Nikiema, Chair and Associate Professor	Language Studies	French Linguistics, Linguistics
Mihaela Pirvulescu, Associate Chair, Associate Professor	Language Studies	Language Teaching and Learning, French Linguistics and Linguistics (Second Language Acquisition)
Judith Poë, Senior Lecturer	Chemical and Physical Sciences	Chemistry
Katherine Rehner, Associate Professor	Language Studies	Language Teaching and Learning, Linguistics, Education (Second Language Education)
Glenn Schellenberg, Professor	Psychology	Development
Jumi A. Shin, Associate Professor, TOPS Program Coordinator	Chemical and Physical Sciences	Biological, Bioanalytical & Biophysical Chemistry
Maria Wesslen, Lecturer	Mathematics and Computational Sciences	Abstract Algebra and Mathematics Education

10.2 Space/Infrastructure

There are no additional/unique space or infrastructure needs.

11 Governance Process

	Levels of Approval Required
Decanal Sign-Off	
	Unit Approval
	Faculty/Divisional Council
Submission to Provost's Office	
Report to AP&P	
Report to Ontario Quality Council	

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Appendix A: Proposed Calendar Copy of Program Description and Requirements

Education Studies Minor

Students undertaking the minor will have the opportunity to develop an understanding of stages of human development, including variations in that development; and foundational instructional strategies. Students will develop their leadership skills as they participate in field placements, community engagement activities, experiential learning, training opportunities and case studies; and will come to understand the importance of inclusivity/ diversity both within an instructional framework and the community. Students will immerse themselves in courses related to equity and diversity; communication and conflict resolution; child, adolescent and development; learning design; and education within a global context. Complementing these foundational courses are education-related and interdisciplinary course offerings. Students will develop an understanding of the format and the rationale for particular instructional strategies, teaching methodologies, and andragogy/pedagogy. Experiential learning is embedded within the program’s courses and enables students to implement reflective practice based upon inquiry-based research, data gathering and assessment.

This program of study develops transferrable skills benefitting a variety of careers that involve educating or training others. Those interested in pursuing a career in teaching may wish to apply to a consecutive initial teaching program or a graduate program in education upon completion of their undergraduate degree. **Completion of this minor does not qualify a graduate for certification through the Ontario College of Teachers.**

Students applying to the Education Studies Minor must have a minimum CGPA of 2.7. There will be a formal application process as there are numerous experiential learning opportunities and admission will be limited.

It is strongly recommended that students interested in pursuing teacher training speak with the Program Coordinator and Academic Advisor in advance of applying to the Education Studies Minor. Such students should be aware of requirements related to teachable subjects. Further information regarding teaching subjects and specific requirements can be found through an accredited Faculty of Education.

Minor Program ERMIN0605 Education Studies (HBA)

4.0 credits are required.

First Year:	EDS200H5 (second-year entry candidates take this course in Year 2)
Second Year:	EDS210H5, and EDS220H5
Third and Fourth Years:	<ol style="list-style-type: none"> 1. EDS300H5, EDS310H5 2. 0.5 or 1.0 credits in an experiential

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	<p>learning course associated with education and their major</p> <p>3. 0.5 or 1.0 remaining credits from the following: FRE225Y5, 325H5, 345H5, 352H5, 353H5, 355H5, 382H5, 383H5; LIN358H5, 417H5, 456H5; LTL227H5, 380H5, 417H5, 456H5, 486H5, 488H5; MAT382H5, 392H5; PHL272H5; PSY310H5, 311H5, 312H5, 315H5, 341H5, 345H5, 410H5, 442Y5; SOC224H5, 480Y5; or additional appropriate courses as approved by the Education Studies Minor Coordinator.</p>
--	--

NOTE: Students must check prerequisites and exclusions for courses listed above to ensure they meet the requirements for entry.

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Appendix B: List of Courses

The following courses will count toward this new proposed minor: P: Prerequisites; E: Exclusions

*Denotes New Course(s)

Group A: Core Courses

Course Code	Course Title	Prerequisites/Exclusions
EDS200H5	Child, Adolescent and Adult Development in Education	E: CTE100H5
EDS210H5	Communication and Conflict Resolution	E: CTE250H5
EDS220H5	Equity and Diversity in Education	E: CTE200H5
EDS300H5*	Learning Design	P: EDS200H5, 210H5, 220H5 E: EDU310H5
EDS310H5*	Education in a Global Context	P: EDS200H5, 210H5, 220H5, EDS300H5 E: EDU320H5
EDS388H5*	<i>Experiential Learning Opportunity within the Community</i>	P: EDS200H5, 210H5, 220H5, EDS300H5 (may be taken as a co-requisite) E: CTE388H5, 388Y5
ERI398H5	Teaching Opportunity Program in Sciences (TOPS)	P: This course is by instructor approval. At least 10.0 courses completed; enrolment in a Life, Mathematical, or Physical Science major program; an average of B- (CGPA 2.7) or higher.
FRE400H5	French Studies Internship	P: FRE382H5, FRE383H5, plus 1.0 300 level credit in French
PSY442Y5	<i>Practicum in Exceptionality in Human Learning</i>	P: 10.0 completed credits, including PSY210H5/213H5 , 1.0 300 level credit in Psychology E: PSY345H5

Group B: Secondary Courses

Courses that may qualify on a year-to-year basis, depending on the focus of the course and appropriateness for the student's program:

Course Code	Course Title	Prerequisites/Exclusions
FRE225Y5	Teaching and Learning a Second/Foreign Language	E: LTL225Y5 , LTL227H5 . P: FRE180Y5 or FRE180H5 and FRE181H5
FRE325H5	Language Acquisition of French	P: LTL225Y5/FRE225Y5/FRE272Y5 , FRE240Y5/FRE280Y5

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FRE345H5	Teaching and Learning French Since the 1970s	P: LTL225Y5/FRE225Y5/FRE272Y5, FRE240Y5/FRE280Y5
FRE352H5	Teaching French Grammar	P: LTL225Y5/FRE225Y5/FRE272Y5, FRE240Y5/FRE280Y5
FRE353H5	Teaching French Culture	P: LTL225Y5/FRE225Y5/FRE272Y5, FRE240Y5/FRE280Y5
FRE355H5	Psycholinguistics and Teaching and Learning French as a Second Language	P: LTL225Y5/FRE225Y5/FRE272Y5, FRE240Y5/FRE280Y5
FRE382H5	Advanced Language Practice III: Written French	E: FSL382H5/FRE380H5 /FSL442H1. Open to francophones with permission of the Department. P: FRE280Y5/FSL280Y5 or Placement Test results.
FRE383H5	Advanced Language Practice III: Oral French	E: FSL383H5, FRE381H5 , FSL443H1. NOT OPEN TO NATIVE SPEAKERS. P: FRE280Y5/FSL280Y5
LIN358H5	Bilingualism and Multiple Language Acquisition	P: 1.0 credit in LIN at 200 level/1.0 credit equivalent at 300 level in PSY
LIN417H5	Second Language Pedagogy	E: FGI417H5/LTL417H5 P: LIN100Y5 plus 0.5 credit at the 300 level.
LIN456H5	Sociolinguistics and Second Language Teaching and Learning	E: FGI456H5/LTL456H5 P: LIN256H5/JAL253H5
LTL227H5	Learning Styles and Strategies in Second Language Acquisition	E: LTL225Y5, FRE225Y5
LTL380H5	Theoretical Issues In Second Language Teaching and Learning	E: FGI380H5, LIN380H5 P: LTL225Y5/FRE225Y5, FRE280Y5
LTL417H5	Second Language Pedagogy	E: FGI417H5, LIN417H5 P: LTL225Y5/FRE225Y5, FRE280Y5
LTL456H5	Sociolinguistics and Second Language Teaching and Learning	E: FGI456H5, LIN456H5 P: LTL225Y5/FRE225Y5, FRE280Y5
LTL486H5	Teaching and Learning Cross-cultural Communication	E: LIN486H5 P: FRE280Y5, LTL225Y5/FRE225Y5 plus one additional course from Language Teaching and Learning Group.
LTL488H5	Principles and Strategies for Online Second Language Course Design	P: FGI225Y5/LTL225Y5/FRE225Y5, FRE280Y5 Recommended Preparation: LTL225Y5/FRE225Y5, FRE280Y5
MAT382H5	Mathematics for Teachers	P: MAT134Y5/135Y5/137Y5/ (133Y5, 233H5), 102H5, 223H5
MAT392H5	Ideas of Mathematics	P: Completion of the first- and second-year requirements for the Major and Specialists Programs in Mathematical Sciences.
PHL272H5	Philosophy of Education	P: PHL105Y5 (may be taken as a co-requisite) or 4.0 credits

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PSY310H5	Adolescence and Emerging Adulthood	P: PSY201H5 /equivalent, 210H5/213H5
PSY311H5	Social Development	P: PSY201H5 /equivalent, 210H5/213H5
PSY312H5	Cognitive Development	P: PSY201H5 /equivalent, 210H5/213H5 , 270H5
PSY315H5	Language Acquisition	E: JLP315H1 P: PSY201H5 /equivalent, PSY210H5/ 213H5/ 270H5/ 274H5/ LIN100Y5/ 200H5
PSY341H5	Abnormal Psychology: Disorders of Children and Adolescents	P: PSY201H5 /equivalent, 210H5 , 240H5 Recommended Prerequisite: PSY340H5
PSY345H5	Exceptionality: Disability and Giftedness	E: PSY442Y5 P: PSY210H5/213H5
PSY410H5	Special Topics in Developmental Psychology	P: PSY210H5 , 1.0 credit from PSY311H5 , 312H5 , 315H5 , 316H5 , 318H5 , 319H5 , 341H5 , 345H5 , 442Y5
PSY442Y5	Practicum in Exceptionality in Human Learning	E: PSY345H5 P: 10.0 completed credits, including PSY210H5/213H5 , 1.0 300 level credit in Psychology
SOC224H5	Sociology of Education	P: SOC100H5
SOC480Y5	Experiential Learning	P: Fourth year standing (completed 14.0 credits), P.I.

List of Core Course Descriptions:

EDS200H5 Child, Adolescent and Adult Development in Education EXP (HUM)

Focuses on research human development associated with education. Candidates explore how best to facilitate growth and learning in the area of education. This course includes a field experience and entails observation of human development across the various age groups. [36L, 10P]

Exclusion: CTE100H5

NOTE: Restricted to students enrolled in Year 1 or 2 of the Education Studies Minor.

EDS210H5 Communication and Conflict Resolution (HUM)

The course focuses on principles and practices of conflict management and resolution, emphasizing interpersonal communication, including cross-cultural perspectives and communicating across different identities and worldviews, with emphasis on the relevance of these skills, principles and processes to teaching and schooling. [36L]

Exclusion: CTE250H5

NOTE: Restricted to students enrolled in Year 2 of the Education Studies Minor.

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EDS220H5 Equity and Diversity in Education EXP (HUM)

Focuses on raising awareness and sensitivity to equity and diversity issues facing teachers and students in diverse schools and cultural communities. It includes a field experience that entails observation of, and participation in, equity and diversity efforts in a community organization. [36L, 20P]

Exclusion: CTE200H5

NOTE: Restricted to students enrolled in Year 2 of the Education Studies Minor.

EDS300H5 Learning Design EXP (HUM)*

This course provides an opportunity to develop a foundational knowledge of teaching as a professional practice, emphasizing the importance of analysis and critical thinking in both teaching and learning. A case studies approach will be taken, incorporating a field experience as well as underlying educational policies and documents. [36L, 20P]

Exclusion: EDU310H5

Prerequisite: EDS200H5 (minimum 70%); EDS210H5; (minimum 70%); EDS220H5 (minimum 70%)

NOTE: Restricted to students enrolled in Year 3 of the Education Studies Minor.

EDS310H5 Education in a Global Context EXP (HUM)*

Students will actively explore issues associated with education and culturally proficient teaching from both an Ontario and global perspective. The course addresses two phenomena: the marked and deliberate increase in the number of international students at all levels of Ontario's educational system, and the global dispersal of Ontario-trained teachers. [36L, 20P]

Exclusion: EDU320H5

Prerequisite: EDS300H5 (minimum 70%)

NOTE: Restricted to students enrolled in Year 3 or 4 of the Education Studies Minor.

EDS388H5 Experiential Learning Opportunity within the Community EXP (HUM)*

This internship is a minimum 100-hour, education focused program component for Education Studies Minor. The internship connects the student's subject specialization to aspects of the teaching/training development profession. It will integrate, extend, and deepen the learning experience as students begin to identify particular academic or professional insights. Prior to

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registering, internship proposals must be approved by the Education Studies Coordinator [6L, 100P].

Prerequisite: EDS200H5, 210H5, 220H5, EDS300H5 (may be taken as a co-requisite)

Exclusion: CTE388H5, 388Y5

ERI398H5 Teaching Opportunity Program in Sciences (TOPS) (SCI)

A scholarly project in which students integrate and apply their understanding of science and pedagogy by observing, actively participating in, and reflecting on the teaching and learning process under the supervision of an experienced instructor/mentor. Students should plan for the course in March of the previous academic year and register as soon as their registration period begins. Enrollment will depend on the availability of the positions. [120P]

Prerequisite: This course is by instructor approval. At least 10.0 courses completed; enrolment in a Life, Mathematical, or Physical Science major or specialist program; an average of B- (CGPA 2.7) or higher.

FRE400H5 French Studies Internship EXP (HUM)

Students enrolled in a French Studies program of study will have the opportunity, through work placement, to apply the knowledge and expertise gained throughout their studies in French. The work placement will take place in an education setting, corporations, local media or community organizations. Application deadline is February 28th. Students will be required to include a letter of interest highlighting their qualifications as suitable candidates for an internship opportunity. Applicants who meet minimum criteria (must be in 4th year of studies, number of courses completed in FRE and CGPA) will be selected for an interview. Final decisions will be based on a combination of academic qualifications, experience, and the interview.

Prerequisite: FRE382H5, FRE383H5, plus 1.0 300 level credit in French

PSY442Y5 Practicum in Exceptionality in Human Learning EXP (SCI)

Seminar and practicum on issues relating to the life-long development of individuals with disabilities. Seminar at U of T Mississauga; practicum involves supervised placements in schools or social service agencies. Course is required for students enrolled in the Exceptionality in Human Learning Specialist program (Primary Junior CTEP students are exempted -- please consult program requirements) and is available to Psychology Specialists, Exceptionality in Human Learning Majors and Psychology Majors and Minors on a competitive basis. Course fulfills the 400-level seminar requirement for the Psychology Specialist Program. Interested students must apply by the end of April by completing application available from the Experiential Education Co-ordinator, Office of the Dean, Room 3200, Davis Bldg. [72S, 80P]

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Prerequisite: 10.0 completed credits, including [PSY210H5/213H5](#), 1.0 300 level credit in Psychology

Exclusion: [PSY345H5](#)



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

SPONSOR: Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: See Sponsor.
CONTACT INFO:

DATE: November 5, 2014 for November 12, 2014

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Minor Undergraduate Curriculum changes: Humanities, Sciences and Social Sciences

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing degree programs.

GOVERNANCE PATH:

1. Academic Affairs Committee [For Approval] (November 12, 2014)

PREVIOUS ACTION TAKEN:

Minor undergraduate curriculum changes in the Humanities, Sciences and Social Sciences for the 2014-15 academic year were approved by the Academic Affairs Committee on November 13, 2013.

HIGHLIGHTS:

The Decanal Divisional Curriculum Committees met in September 2014 to discuss and review the Minor Undergraduate Curriculum changes. These curriculum committees consist of the Chairs, Associate Chairs or Chair's designates of each UTM Department and Institute. The curriculum reports are comprised of Major and Minor curriculum changes. In the context of the University of Toronto Quality Assurance Process (UTQAP), Major changes involve new programs (Freestanding Minors, Majors, and Specialists), closure of programs, major modifications to existing programs, the creation of transcript notations, and certificates. The remainder of the curricular changes are intended to have significant positive impact on a cumulative basis, but are considered to be Minor changes in the context of the UTQAP. The

Academic Affairs Committee – Minor Undergraduate Curriculum changes: Humanities, Sciences and Social Sciences

reports will identify the calendar copy information for Major changes, such as new and/or deleted programs, as well as any changes stemming from major modifications to existing programs, that have been approved to date.

The three curriculum reports are divided into different sections based on various types of changes and the changes are clearly indicated by different coloured text in both the “before” and “after” sections. In summary, Humanities identified 37 half courses and 28 full-year courses; Social Sciences identified 27 half courses and 12 full-year courses; and Sciences identified 79 half courses and 25 full-year courses with this new notation.

Humanities Divisional Curriculum Committee

In the Humanities Divisional Curriculum Committee report, there are a number of minor programmatic changes, including the addition and deletion of course requirements that contribute added clarification to program requirements and provide a better reflection of current course offerings.

There are also a number of new courses (37 half-courses; 1 full-year course) being introduced that will capture the interests and strengths of existing faculty and new hires in the various Departments as well as student demand for new offerings. More specifically, Language Studies is introducing new courses in Chinese to accommodate the growing number of students in Management, Economics, Commerce and Business that take these language courses as a complement to their major/specialist program. The Department of Language Studies is also introducing six new half courses in a new Education Studies area. This is in response to student interest and need in light of the closure of the Concurrent Teacher Education Program (CTEP). The goal is for these courses to form the foundation for a new Education Studies Minor program. Visual Culture and Communication has created four new courses to strengthen their growing Cinema Studies Minor program as well as a new Fine Arts course to help graduates of the program to better position themselves as young Canadian artists.

In addition to new courses, a small set of full-year courses are being deleted (mostly in Language Studies) to allow for the course content to be presented in two half-courses instead. This will provide flexibility in course scheduling and teaching assignments.

Course description changes have also been made to a number of courses, in order to provide a more accurate description of course content and goals. Clarification of the number of contact hours (in lecture, tutorials, and practicals) were also made as appropriate.

Social Sciences Divisional Curriculum Committee

The report from the Social Sciences Divisional Curriculum Committee reflects 19 new half-courses and 2 new full-year course offerings. The majority of these new courses are in the Management and Sociology areas. These new courses are in response to student demand for additional course options and also reflect the strengths of existing faculty and new hires in these Departments. These additional courses will help to reduce scheduling conflicts by providing students with more course options within their programs.

Academic Affairs Committee – Minor Undergraduate Curriculum changes: Humanities, Sciences and Social Sciences

Deleted courses are mostly the result of the CTEP closure as well as a re-working of the Management curriculum. Though Management is removing four half-courses, the content in the majority of these courses remains in their curriculum and will be presented to students in existing and new courses offered by the Department.

Beyond this, a number of minor programmatic changes were made. These serve to not only clarify program requirements for students but also to ensure that a strong foundational knowledge is achieved by students before they move into senior level courses. Notable programmatic changes include a revised sequencing of the course requirements for the Management Major and Specialist, which is a result of an increased range of options and courses being introduced by new faculty. In addition, the specialist program in Economics and Political Science has increased the minimum course grade required in ECO100Y5 for entry to their program. This brings the enrolment requirements in line with other cognate programs in Economics at UofT. In addition, there was a 0.5 FCE increase in 400-level credits required for the Geography Major to ensure more advanced knowledge of the discipline in graduates of the program. To accommodate this, two new 400-level courses have been added as course options.

A number of courses in the Social Sciences also saw course description changes. These changes provide a more accurate description of course content and goals.

Sciences Divisional Curriculum Committee

The most significant change in the Sciences Divisional Curriculum Committee report is the introduction of the new Forensic Science Minor program, which was approved by the Academic Affairs Committee at its September 18, 2014 meeting. Another important change was the introduction of a CGPA requirement to the Biology Minor program. This will bring the program in line with other minor programs in the Sciences, such as Psychology. In addition, some Departments introduced greater emphasis on experiential learning through the expansion of course offerings such as a new Research Opportunity Program (ROP) course in Earth Sciences and a new research project course in Physical Geography.

There are many minor programmatic changes that are proposed, most of which are to increase the course options within the program while others were a result of updates to reflect current course offerings. Biology and Psychology majors introduced complementary statistics course options to streamline this requirement for students who are concurrently completing both programs. Some changes were also made to provide clarity to program requirements. In total, six half courses and one full-year course are proposed to be added among the Science Departments. These new courses reflect the expertise of recent faculty hires, such as plant development in Biology; climate change in Geography; and advanced theoretical algebra in Mathematics and Computational Sciences. These new courses also highlight the modernization and increased diversity of course offerings across the Sciences Division.

Additional changes in this Division include the creation of better learning opportunities for students with the introduction of small group practicals and tutorials and/or the increase of contact hours in courses. Course description changes, changes to course names, and pre-requisite updates were made to ensure an accurate description of course content and expectations.

Academic Affairs Committee – Minor Undergraduate Curriculum changes: Humanities, Sciences and Social Sciences

Resources implications for various course changes and new course additions were noted in the curriculum reports and were discussed and approved by the Office of the Dean. New courses that do not require resources will be taught by existing or new faculty. All library resources have been discussed and approved by the Hazel McCallion Academic Learning Centre (HMALC). All resource implications for the Major Changes have been discussed and approved by the Office of the Dean and will be highlighted in the covering memorandum for these items when they come forward for approval separately.

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Humanities undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

Be It Resolved,

THAT the proposed Sciences undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

Be It Resolved,

THAT the proposed Social Sciences undergraduate curriculum changes for the 2015-16 academic year, as detailed in the respective curriculum reports, be approved.

DOCUMENTATION PROVIDED:

- AAC 2014 11 12 Humanities Curriculum Committee Report
- AAC 2014 11 12 Item Minor Undergraduate Curriculum Changes - Humanities
- AAC 2014 11 12 Sciences Curriculum Committee Report
- AAC 2014 11 12 Item Minor Undergraduate Curriculum Changes - Sciences
- AAC 2014 11 12 Social Sciences Curriculum Committee Report
- AAC 2014 11 12 Item Minor Undergraduate Curriculum Changes - Social Sciences



University of Toronto Mississauga Divisional Curriculum Committee Report Template

This template should be used to bring forward a summary of all curriculum changes and findings to the Senior Assessor. It is designed to ensure that all necessary information is provided to the Senior Assessor for the provision of a comprehensive report to the Academic Affairs Committee.

Divisional Curriculum Committee:	Humanities
Members: Charles Elkabas Jacqueline Goodman Emmanuel Nikiema John Smith Alison Syme Holger Syme Sergio Tenenbaum Rebecca Wittmann Anthony Wensley	Chair utmONE Language Studies Concurrent Teacher Education Program (CTEP) Visual Studies English & Drama Philosophy Historical Studies Institute of Communication, Culture & Information Technology
Dates of Divisional Curriculum Committee Meetings:	September 18, 23, 29
Return to: Program and Curriculum Officer	Yen Du Program and Curriculum Officer Office of the Dean, UTM yen.du@utoronto.ca

1. Overview

1. There are no resource implications:
 - a. Library personnel was consulted with regard to needed digital media and printed material for new courses (Visual Studies)
 - c. Extra tutorials in History were previously approved.
2. Introduction of new courses:
 - a. Language Studies appears to have introduced a plethora of new courses (see # 2 below - *Rationale*)
 - b. The growing minor program in Cinema Studies, new hires (English and Drama, and Italian) reflect both faculty research interest and students' needs.
 - c. New courses in Women and Gender Studies add strength to the program. They form an important component to the sexuality course stream.
3. Too much time was spent discussing course rationales. Some of these were too "generic", and a better formulation was often requested. Result is now satisfactory.

2. Rationale

Language Studies

- introduced a number of new courses: 25 Half and 1 Y courses. These additions result from particular circumstances created by 1) the split of five Y courses into halves (LIN100Y, ITA221Y, ITA342Y, ITA343Y, PER210Y), 2) the addition of new courses in Chinese and in Linguistics to accommodate high student demand, and new Hindi courses to accommodate the teaching load of a new hire in the South Asian Center, and finally 3) the creation of six new courses that will help pave the way for their intention to create a Minor program in Education Studies.
- The splitting of Y courses is meant to provide more flexibility to students and to faculty teaching options in the event of course cancellations. The major innovations of the proposed changes lie in Linguistics where a new course in Acoustic phonetics is proposed (required in most Linguistics, Audiology and Speech Language Pathology programs); a fourth year critical reading and writing course (LIN410H5) and a research course in Language change. Linguistics is a fast growing discipline and these additions

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Last updated October 2014

are in line with the Academic Plan of Language Studies.

Fine Art

- A new course is now available in order to help graduates from the program better position themselves as young Canadian artists.

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Last updated October 2014

3. Summary of Change Categories

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Cinema Studies	0	0	0	2	0	1
Classics	0	0	0	0	0	11
Communication, Culture, Information and Technology	0	0	0	0	0	2
Diaspora and Transnational Studies	0	0	0	0	0	0
Drama	0	0	0	0	3	19
English	0	0	0	2	5	2
Erindale courses	0	0	0	0	0	0
Fine Art History	0	0	1	2	0	4
Fine Art Studio	0	0	0	0	13	15
French	0	0	0	1	0	1
History	0	0	0	0	1	1
History of Religions	0	0	0	1	0	8
Italian	3	0	0	6	7	6
Language Studies	1	1	0	12	2	0
Linguistics	1	0	1	6	1	17
Philosophy	0	0	1	0	0	0
Visual Culture and	0	0	0	1	0	0

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Last updated October 2014

Communication						
Women and Gender Studies	0	0	0	4	1	6
utmONE	0	0	0	0	0	2

4. Cumulative Glance

Total half-credit courses added: 37
Total half-credit courses deleted: 3
Total full-credit courses added: 1
Total full-credit courses deleted: 5
Total full-credit courses changed: 33
Total half-credit courses changed: 95

5. Major Changes

Not applicable

Humanities

Humanities

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SUMMARY OF COURSE CHANGES

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Cinema Studies	0	0	0	2	0	1
Classics	0	0	0	0	0	11
Communication, Culture, Information and Technology	0	0	0	0	0	2
Diaspora and Transnational Studies	0	0	0	0	0	0
Drama	0	0	0	0	3	19
English	0	0	0	2	5	2
Erindale Courses	0	0	0	0	0	0
Fine Art History (FAH)	0	0	1	2	0	4
Fine Art Studio (FAS)	0	0	0	0	13	15
French	0	0	0	1	0	1
History	0	0	0	0	1	1
History of Religions	0	0	0	1	0	8
Italian	3	0	0	6	7	6
Language Studies	1	1	0	12	2	0
Linguistics	1	0	1	6	1	17
Philosophy	0	0	1	0	0	0
Visual Culture and Communication	0	0	0	1	0	0
Women and Gender Studies	0	0	0	4	1	6
utmONE	0	0	0	0	0	2

New Programs

NONE

Programs - Resource Implications

Program #1 ERMAJ0151 History of Religions (Arts)

Resource implications: No resource implications.

Program #2 ERMAJ0231 Philosophy (Arts)

Resource implications: None

Program #3 ERMAJ0728 Canadian Studies (Arts)

Resource implications: None

Program #4 ERMAJ1249 Language Teaching and Learning: Italian (Arts)

Resource implications: None.

Program #5 ERMAJ1407 Diaspora and Transnational Studies (Arts)

Resource implications: No resource implications.

Program #6 ERMAJ1443 Women and Gender Studies (Arts)

Resource implications: No resource implications.

Program #7 ERMAJ1850 Linguistic Studies (Arts)

Resource implications: None.

Program #8 ERMAJ2524 Italian (Arts)

Resource implications: None.

Program #9 ERMIN0728 Canadian Studies (Arts)

Resource implications: None

Program #10 ERMIN0797 Cinema Studies (Arts)

Resource implications: No resource implications.

Program #11 ERMIN1407 Diaspora and Transnational Studies (Arts)

Resource implications: No resource implications.

Program #12 ERMIN1443 Women and Gender Studies (Arts)

Resource implications: No resource implications.

Program #13 ERMIN1618 Ethics and Society

Resource implications: None.

Program #14 ERMIN2524 Italian (Arts)

Resource implications: None.

Program #15 ERSPE0151 History of Religions (Arts)

Programs - Resource Implications

3

Humanities

Resource implications: No resource implications.

Program #16 ERSPE0231 Philosophy (Arts)

Resource implications: None

Program #17 ERSPE1045 History and Political Science (Arts)

Resource implications: none

Program #18 ERSPE1045 History and Political Science (Arts)

Resource implications: No resource implications.

Program #19 ERSPE1092 Language Teaching and Learning: French and Italian (Arts)

Resource implications: None.

Program #20 ERSPE1384 International Affairs (Arts)

Resource implications: None

Program #21 ERSPE2524 Italian (Arts)

Resource implications: None.

Deleted Programs

NONE

Programs - Other Changes

Program #1 ERMAJ0151 History of Religions (Arts)

Rationale for change:	The question of how to incorporate language study important for our undergraduate students who have plans to move on to graduate level in our History of Religions programs and have it recognized in their transcripts as part of their History of Religions program has been a long-standing issue. This proposal aims at resolving this issue.
Before:	Majors are permitted to substitute non-RLG course for up to 2.0 RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies handbook. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. Primary concentration: Majors in the History of Religions must select a primary concentration in one of the following areas: Buddhism, Christianity, Greco-Roman Religions, Islam, Judaism, South Asian Religions or Zoroastrianism. Secondary concentration: To cultivate a broader understanding of the history of religions, majors are to choose a secondary concentration.
After:	Majors are permitted to substitute non-RLG course for up to 2.0 RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies handbook. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. <u><i>In the major and specialist programs, language courses offered by the Department of Language Studies at U of T Mississauga and on the St. George campus relevant for a student's coursework in the History of Religions may be substituted for 300-level RLG courses. In this substitution, a language course of 1.0 credits at the 200+ level corresponds an RLG course of 0.5 credits at the 300-level in a relevant concentration. Students are invited to contact the departmental office for further information.</i></u> Primary concentration: Majors in the History of Religions must select a primary concentration in one of the following areas: Buddhism, Christianity, Greco-Roman Religions, Islam, Judaism, South Asian Religions or Zoroastrianism. Secondary concentration: To cultivate a broader understanding of the history of religions, majors are to choose a secondary concentration.

Program #2 ERMAJ0231 Philosophy (Arts)

Rationale for change:	Error in list of required courses
Before:	Students must complete a program of 7.0 credits in Philosophy, at least 3.0 of which must be at the 300/400 level. The program must include: <ul style="list-style-type: none"> - at least 2.5 credits in the History of Philosophy: PHL202H5, 210Y5 and 1.0 additional credit from PHL220H5, 300H5, 307H5, 313H5, 314H5, 315H5, 324H5, 325H5, 327H5, 400H5, 416H5, 420H5; - at least 0.5 credits in Logic: PHL245H5; - at least 1.0 credits in Metaphysics and Epistemology: from PHL240H5, 258H5, 332H5, 333H5, 340H5, 341H5, 342H5, 350H5, 355H5, 358H5, 360H5, 430H5, CCT314H5, 415H5; - at least 1.0 credits in Ethics and Political Philosophy: PHL277Y5 or PHL275H5 and one of PHL265H5 or PHL274H5 It is strongly recommended: that students begin their study of Philosophy with PHL105Y5; and that students planning to enrol in the Major Program in Philosophy complete at least 2.0 credits of PHL202H5, 210Y5, 245H5 and 277Y5 by the end of their second year.
After:	Students must complete a program of 7.0 credits in Philosophy, at least 3.0 of which must be at the 300/400 level. The program must include: <ul style="list-style-type: none"> - at least 2.5 credits in the History of Philosophy: PHL202H5, 210Y5 and 1.0 additional credit from PHL220H5, 300H5, 307H5, 313H5, 314H5, 315H5, 324H5, 325H5, 327H5, 400H5, 416H5, 420H5; - at least 0.5 credits in Logic: PHL245H5; - at least 1.0 credits in Metaphysics and Epistemology: from PHL240H5, 258H5, 332H5, 333H5, 340H5, 341H5, 342H5, 350H5, 355H5, 358H5, 360H5, 430H5, CCT314H5, 415H5; - at least 1.0 credits in Ethics and Political Philosophy: PHL277Y5 or PHL275H5 and one of PHL265H5 or PHL274H5 It is strongly recommended: that students begin their study of Philosophy with PHL105Y5; and that students planning to enrol in the Major Program in Philosophy complete at least 2.0 credits of PHL202H5, 210Y5, 245H5 and 277Y5 or (265H5 and 275H5) by the end of their second year.

Program #3 ERMAJ0728 Canadian Studies (Arts)

Rationale for change:	To reflect changes in course offerings
Before:	7.0 credits are required, fulfilling the following requirements: <ul style="list-style-type: none"> - HIS263Y6; POL214Y6; ENG262Y6/ENG363Y6; FRE316H5; GGR202H5 and - 3.0 additional credits (at least 2.0 of which must be at the 300/400 level) in courses chosen from the list below or approved by the program advisor. The following U of T Mississauga courses can be taken to complete the requirements for a Major in Canadian Studies. Note: Some of the courses listed may have

prerequisites and not all are offered every year. ~~Full Courses~~

- ANT241Y5 Aboriginal Peoples of North America
- ~~ECO244Y5 Industrial Relations~~
- ~~ECO323Y5 Canadian Economic History~~
- ~~ENG354Y5 Canadian Poetry~~
- ~~HIS326Y5 History of Women in Canada, 1600-2000~~
- ~~ITA255Y5 The Italian Canadian Experience~~
- ~~ITA256Y5 The Italian Canadian Experience~~
- ~~POL250Y5 Environmental Politics in Canada~~
- ~~POL316Y5 Contemporary Canadian Federalism~~
- ~~POL336Y5 Ontario Politics~~
- ~~POL353Y5 Canadian Public Policy: From the Golden Age to the Era of Globalization~~
- ~~POL494Y5 Topics in Canadian Politics Half Courses~~
- ~~DRE200H5 Canadian Theatre History~~
- ENG215H5 The Canadian Short Story
- ENG271H5 Diasporic Literatures of Toronto
- ENG274H5 ~~Introduction to~~ Native North American Literature
- ENG352H5 Canadian Drama
- ENG357H5 New Writing in Canada
- ENG358H5 Topics in Canadian Literature
- ~~ENG424H5/ 425H5/ 426H5 Canadian and Indigenous North American Literature~~
- ~~FRC303H5 Women of Quebec, New Brunswick and Manitoba~~
- FRE312H5 Quebec Novel II: The Quiet Revolution
- FRE316H5 From Land to Town: Quebec Culture and Literature from its Beginning to 1959
- FRE317H5 Quebec Theatre II: Contemporary Directions
- FRE319H5 From the Quiet Revolution to Postmodernism: The Evolution of ~~Québec~~ Literature 1960 to the Millennium
- ~~FSC360H5 Evidence, Law and Forensic Science~~
- ~~FRE374H5 Canadian French~~
- ~~GGR202H5 Where in Canada?~~
- ~~HIS261H5 A Thematic Introduction to Canadian History~~
- ~~HIS314H5 Introduction to Canadian International Relations~~
- HIS313H5 Canadian Working-Class History to 1919
- HIS314H5 ~~20th Century~~ Canadian Working-Class History
- HIS318H5 Canadian Environmental History: Contact to Conservation
- HIS319H5 Canadian Environmental History: Conservation to the Modern Environmental Movement
- ~~HIS358H5 Canada Since World War Two~~
- ~~HIS365H5 Old Ontario~~
- HIS367H5 Diasporic Canada
- HIS368H5 Canada in the First World War
- ~~HIS369H5 Great Lakes and Aboriginal History~~
- HIS402H5 Topics in the History of French Canada
- ~~HIS415H5 The Reform Tradition in Canada~~
- HIS416H5 Canada and the Second World War
- HIS452H5 The Great Depression in Canada
- HIS461H5 History of Upper Canada
- HIS487H5 Canadian Social History
- POL111H5 Canada in Comparative Perspective
- POL490H5 Topics in Canadian Politics
- ~~SOC337H5 Canadian Social Trends~~
- ~~SOC307H5 Crime and Delinquency~~
- WGS210H5 Women and Work in Contemporary Canada
- ~~WGS335H5 Women, Migration and Diaspora~~

After: 7.0 credits are required, fulfilling the following requirements: 1. HIS263Y5 (The History of Canada) or BOTH HIS261H5 (Introduction to Canadian History) and HIS358H5 (Canada Since World War Two); POL214Y5 (Canadian Government and Politics); ENG252Y5 (Canadian Literature) or ENG353Y5 (Canadian Fiction) or ENG354Y5 (Canadian Poetry); GGR202H5 (Geography of Canada) and 2. 3.5 additional credits (at least 2.0 of which must be at the 300/400 level) in courses chosen from the list below or approved by the program advisor. The following U of T Mississauga courses can be taken to complete the requirements for a Major in Canadian Studies.

Note: Some of the courses listed may have prerequisites and not all are offered every year.

- ANT241Y5 Aboriginal Peoples of North America
- CIN205H5 Canadian Auteurs
- DRE200H5 Canadian Theatre History
- ECO323Y5 Canadian Economic History

- ENG215H5 The Canadian Short Story
- ENG271H5 Diasporic Literatures of Toronto
- ENG274H5 Native North American Literature
- ENG352H5 Canadian Drama
- ENG357H5 New Writing in Canada
- ENG358H5 Topics in Canadian Literature
- **ENG424H5/425H5/426H5 Advanced Studies: Canadian and Indigenous North American Literatures**
- **ENV250Y5 Environmental Politics in Canada**
- **FAH292H5 Canadian Art**
- FRE312H5 Quebec Novel II: The Quiet Revolution
- FRE316H5 From Land to Town: Quebec Culture and Literature from its Beginning to 1959
- FRE317H5 Quebec Theatre II: Contemporary Directions
- FRE319H5 From the Quiet Revolution to Postmodernism: The Evolution of **Quebec** Literature 1960 to the **Millenium**
- **FRE474H5 Canadian French**
- **HIS263Y5 The History of Canada**
- **HIS312H5 Canadian Communities 1600-2000**
- HIS313H5 Canadian Working-Class History to 1919
- HIS314H5 **20th Century** Canadian Working-Class History
- HIS318H5 Canadian Environmental History: Contact to Conservation
- HIS319H5 Canadian Environmental History: Conservation to the Modern Environmental Movement
- **HIS326Y5 History of Women in Canada, 1600-2000**
- HIS367H5 Diasporic Canada
- HIS368H5 Canada in the First World War
- HIS402H5 Topics in the History of French Canada
- HIS416H5 Canada and the Second World War
- HIS452H5 The Great Depression in Canada
- HIS461H5 History of Upper Canada
- HIS487H5 Canadian Social History
- **ITA255/256Y5 The Italian Canadian Experience**
- **MGT429H5 Canadian Income Taxation**
- POL111H5 Canada in Comparative Perspective
- **POL250Y5 Environmental Politics in Canada**
- **POL316Y5 Contemporary Canadian Federalism**
- **POL336Y5 Ontario Politics**
- **POL353Y5 Canadian Public Policy: From the Golden Age to the Era of Globalization**
- POL490H5 Topics in Canadian Politics
- **POL494Y5 Topics in Canadian Politics**
- WGS210H5 Women and Work in Contemporary Canada

Program #4 ERMAJ1249 Language Teaching and Learning: Italian (Arts)

Rationale for change: The changes serve to present students with clearer guidelines for their program requirements.

Before: 8.0 credits are required including at least 2.0 credits at the 300/400 level.

- ITA100Y5/101Y5. Students exempted from this course may replace it with a higher level 1.0 credit in ITA.
- ITA200Y5/ITA201Y5
- ITA350Y5
- ~~1.0 credit from ITA354Y5, 371Y5~~
- ~~LTL227H5~~, ITA437Y5
- ~~1.0 credit in Italian literature~~
- ~~1.0 credit from ITA375Y5, 376H5, ITA493H5, ITA494H5~~
- 0.5 credit from LTL380H5, LTL417H5, LTL456H5, LTL488H5

After: 8.0 credits are required including at least 2.0 credits at the 300/400 level.

- ITA100Y5/101Y5. Students exempted from this course may replace it with a higher level 1.0 credit in ITA.
- ITA200Y5/ITA201Y5
- ITA350Y5
- ITA437Y5
- **1.5 additional credits** in Italian **Language Teaching**.
- **2.0 additional credits in any of the other Italian course categories (excluding those listed above).**
- 0.5 credit from LTL380H5, LTL417H5, LTL456H5, LTL488H5

Program #5 ERMAJ1407 Diaspora and Transnational Studies (Arts)

Rationale for change:	There are concerns about the low number of students doing a major/minor in the Diaspora and Transnational Studies program for the past years. While trying to revise the list of courses (based on the up-to-date 2014-15 calendar) which students could take to work towards the major/minor, we realized that there are some structural issues. Because of the prerequisites set up by most departments, it means that students interested in the program are required to complete too many introductory courses in order to take those upper level courses required for the program. To streamline the program, we have updated the list of acceptable courses allowing students to complete a major in their home department (say, Geography or Political Science) and also work towards a major/minor in Diaspora and Transnational Studies. The list of acceptable courses has been rearranged so that students can see clearly how they could combine their major from the various departments with Diaspora and Transnational Studies as their major or minor. Updating list of acceptable courses.
Before:	7.0 credits, including at least 2.0 300+ level credit. Students must successfully complete the equivalent of 7.0 credits, fulfilling ALL of the following requirements: - DTS201H5 and DTS202H5 - 5.0 credits from Group A and B courses, with at least 2.0 credits from each group. Coverage must include at least two diasporic communities or regions, to be identified in consultation with the program advisor. - 1.0 400 level credits, of which 0.5 must be from the following list of St. George courses: DTS401H1, DTS402H1, DTS403H1, DTS404H1 (should be taken in the fourth year of study).
After:	7.0 credits, including at least 2.0 <u>300/400</u> level credit. Students must successfully complete the equivalent of 7.0 credits, fulfilling ALL of the following requirements: - DTS201H5 and DTS202H5 - 5.0 credits from the <u>list of electives below</u> - 1.0 400 level credits, of which 0.5 must be from the following list of St. George courses: DTS401H1, DTS402H1, DTS403H1, <u>DTS404H1, DTS405H1, DTS406H1</u> (should be taken in the fourth year of study).

Program #6 ERMAJ1443 Women and Gender Studies (Arts)

Rationale for change:	Proposed changes reflect the increased number of Women and Gender Studies course offerings that allow students to complete more of the course requirements directly within the Program. This will, in turn, provide a more consistent, substantial and rigorous program. Updating list of acceptable courses towards program requirements.
Before:	7.0 credits are required , including WGS200Y5 and at least 2.0 at the 300+ level. 0.5 of these 2.0 300+ level credits must be a WGS course. NOTE: Some "WGS" courses were formerly labelled "ERI". Higher Years WGS200Y5 2.0 at the 300+ level, 0.5 must be a WGS course. 4.0 credits from any WGS courses or the following list of electives: ANT331H5/ 335H5; CLA319H5; DRE366H5; FAH435H5; FRC303H5; FRE391H5; GGR313H5; HIS308H5/ 310H5/ 314H5/ 326Y5/ 386H5/ 441H5/ 454H5; ITA227Y5/ 228Y5/ 318H5; JAL355H5; PHL243H5/ 267H5/ 380H5; POL368Y5; PSY311H5/ 354H5; RLG314H5; SOC216H5/ 263H5/ 275H5/ 359H5/ 380H5/ 362H5/ 413H5/ 425H5; VCC304H5
After:	7.0 credits are <u>required</u> including <u>WGS200Y5</u> , 2.0 <u>WGS courses</u> at the 300+ level <u>and 0.5 WGS course at the 400 level</u> . NOTE: Some "WGS" courses were formerly labelled "ERI". Higher Years WGS200Y5 2.0 <u>WGS courses</u> at the <u>300/400 level</u> <u>0.5 WGS course at the 400 level</u> <u>3.5 credits from any WGS courses or the following list of electives: ANT211H5, ANT331H5, ANT335H5; CLA319H5; FAH435H5; FRE391H5; GGR313H5; HIS308H5, HIS310H5, HIS314H5, HIS326Y5, HIS386H5, HIS441H5, HIS454H5; JAL355H5; PHL243H5, PHL267H5, PHL367H5; POL368Y5; PSY311H5, PSY354H5; RLG314H5, RLG449H5, RLG462H5; SOC216H5, SOC263H5, SOC275H5, SOC332H5, SOC359H5, SOC362H5, SOC380H5, SOC413H5, SOC425H5; VCC304H5.</u>

Program #7 ERMAJ1850 Linguistic Studies (Arts)

Rationale for change: Included renumbered courses, LIN101H5 and LIN102H5. Some FRE, ITA, and PSY courses overlap too much with LIN offerings; these should be excluded from counting towards a LIN program. Corrected some

unclear wording.

Before: 8.0 credits are required including ~~LIN100Y5~~.
 First Year ~~LIN100Y5~~
 Higher Years
 - Core requirement: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN256H5/JAL253H5.
 - Language requirement: 1.0 credit in a language course. This credit should involve the same language and must be taken either concurrently with ~~LIN100Y5~~ or after ~~its~~ completion. The language must be one other than the student's first language; English language courses are excluded.
 - Applied requirements: 1.5 credits from the following list:
 - Language acquisition: LIN356H5/LIN358H5
 - Teaching and Learning: LIN380H5/LIN417H5/LIN486H5
 - Language contact and change: LIN360H5/ LIN366H5/ LIN376H5
 - The remaining 2.0 credits to be chosen from those courses not yet taken from the list above, or from the following list: all 300/400 level LIN courses (~~excluding LIN310H5, FRE325H5, FRE355H5, FRE372H5, FRE373H5, FRE376H5, FRE378H5, FRE387H5, FRE474H5, FRE476H5, FRE489H5, ITA437Y5, JAL353H5, JAL355H5, LTL488H5, PSY315H5, PSY374H5, PSY376H5, PHL350H5, PHL451H5, with a minimum of 0.5 credits at the 400 level and a maximum of 1.0 credit outside of LIN course offerings.~~

After: 8.0 credits are required including LIN100Y5 or LIN101H5 & LIN102H5.
 First Year LIN101H5, LIN102H5 (or LIN100Y5)
 Higher Years
 - Core requirement: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN256H5/JAL253H5.
 - Language requirement: 1.0 credit in a language course. This credit should involve the same language and must be taken either concurrently with LIN101H5 and LIN102H5 (or LIN100Y5) or after their completion. The language must be one other than the student's first language; English language courses are excluded.
 - Applied requirements: 1.5 credits from the following list:
 - Language acquisition: LIN356H5/LIN358H5
 - Teaching and Learning: LIN380H5/LIN417H5/LIN486H5
 - Language contact and change: LIN360H5/ LIN366H5/ LIN376H5
 - The remaining 2.0 credits to be chosen from those courses not yet taken from the list above, or from the following list: all 300/400 level LIN courses FRE474H5, FRE489H5, ITA437Y5, JAL353H5, JAL355H5, LTL488H5, PSY315H5, PSY376H5, PHL350H5, PHL451H5.
Students must have a minimum of 0.5 credit at the 400 level and a maximum of 1.0 credit outside of LIN course offerings

Program #8 ERMAJ2524 Italian (Arts)

Rationale for change: The changes serve to present students with clearer guidelines for their program requirements.

Before: 8.0 credits are required including at least 2.0 300/400 level credits.
 - ITA100Y5/101Y5. Students exempted from this course may replace it with a higher level 1.0 credit in ITA.
 - ITA200Y5/ITA201Y5
 - ITA350Y5
 - ~~1.0 credit from ITA354Y5, 371Y5~~
 - ~~ITA231H5, ITA232H5, ITA420Y5~~
 - ~~2.0 additional credits in ITA, excluding ITA 100Y5/101H5/102H5. Courses not used in #1 above may be included. At least 1.0 credit must be in Italian literature (excluding those in item 3 above).~~

After: 8.0 credits are required including at least 2.0 300/400 level credits.
 - ITA100Y5/101Y5. Students exempted from this course may replace it with a higher level 1.0 credit in ITA.
 - ITA200Y5/ITA201Y5
 - ITA350Y5
 - ITA420Y5
 - ITA437Y5
 - 1.0 additional credits in Italian Cinema.
 - 1.0 additional credits in Italian Culture and Communication and/or Italian Language Teaching (excluding those listed above).
 - 1.0 additional credits Italian Literature (excluding those listed above).

Program #9 ERMIN0506 Linguistic Studies (Arts)

Rationale for change: LIN100Y5 will be replaced by LIN101H5 and LIN102H5. Some FRE, ITA, and PSY courses overlap too much with LIN offerings; these should be excluded from counting towards a LIN program. Clarify some unclear wording such as replacing "2 courses" with "1.0 credit".

Before:

First Year ~~LIN100Y5~~

Upper Years The remaining courses to be chosen from the following list:

- At least 1.0 credit from the following list: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN256H5/JAL253H5.

- At least ~~two courses~~ from the following list: all 300 and 400 level LIN courses; ~~FRE325H5, FRE372H5, FRE373H5, FRE376H5, FRE378H5, FRE476H5~~, FRE489H5, ITA437Y5, JAL355H5, PHL350H5, PHL451H5, ~~PSY374H5~~, with a minimum of 1.0 credit at the 300/400 level and a maximum of 1.0 outside of LIN offerings.

Note:

Some of the courses listed above have prerequisites which are not in this program.

After:

First Year LIN101H5 and LIN102H5 (or LIN100Y5)

Upper Years The remaining courses to be chosen from the following list:

- At least 1.0 credit from the following list: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN256H5/JAL253H5.

- At least 1.0 credit from the following list: all 300 and 400 level LIN courses; FRE474H5, FRE489H5, ITA437Y5, JAL355H5, PHL350H5, PHL451H5, with a minimum of 1.0 credit at the 300/400 level and a maximum of 1.0 outside of LIN offerings.

Student must have a minimum of 1.0 credit at the 300/400 level and no more than 1.0 credit outside of LIN offerings.

Note:

Some of the courses listed above have prerequisites which are not in this program.

Program #10 ERM0562 Latin American and Caribbean Studies (Arts)

Rationale for change: Updating list of acceptable courses for the program.

Before:

Higher years Courses that can be counted toward this program are drawn from a range of offerings in the Humanities and Social Sciences at UTM. In order to complete the program, students will be required to take a total of 3.5 FCEs in at least two distinct disciplines selected from the list below:

Art History (FAH): FAH356H5

Geography (GGR): GGR369H5

History (HIS): HIS290H5, HIS330H5, HIS345H5, HIS390H5, HIS391H5, HIS454H5, HIS490H5,

Language Studies (FRE, FSL, SPA): SPA100Y5, SPA220Y5, SPA259H5, **FSL205Y5**, SPA320Y5, SPA323H5

Linguistics (LIN): LIN366H5, LIN466H5

Political Science (POL): POL438Y5

Sociology (SOC): SOC253H5

In consultation with the Academic Counsellor of the Department for Historical Studies and depending on the focus of the course, the following courses may qualify on a year-to-year basis:

Anthropology (ANT): ANT310H5, ANT320H5

Diaspora and Transnational Studies (DTS): DTS201H5

History (HIS): HIS494H5

Language Studies (FRE, FSL, SPA): FRE391H5

Political Science (POL): POL112H5, POL113H5, POL114H5, POL200Y5, POL218Y5, POL320Y5, POL487H5

Visual Studies (VCC): VCC306H5, VCC406H5

Women and Gender Studies (WGS): WGS200Y5, WGS368H5, WGS369Y5, WGS350H5, WGS370H5, WGS450H5

After:

Higher years Courses that can be counted toward this program are drawn from a range of offerings in the Humanities and Social Sciences at UTM. In order to complete the program, students will be required to take a total of 3.5 FCEs in at least two distinct disciplines selected from the list below:

Art History (FAH): FAH356H5

Geography (GGR): GGR369H5

History (HIS): HIS290H5, HIS330H5, HIS345H5, HIS390H5, HIS391H5, HIS454H5, HIS490H5,
 Language Studies (FRE, FSL, SPA): **FRE280Y5, FSL205Y5**, SPA100Y5, SPA220Y5,
 SPA259H5, SPA320Y5, SPA323H5
 Linguistics (LIN): LIN366H5, LIN466H5
 Political Science (POL): POL438Y5
 Sociology (SOC): SOC253H5

In consultation with the Academic Counsellor of the Department for Historical Studies and depending on the focus of the course, the following courses may qualify on a year-to-year basis:

Anthropology (ANT): ANT310H5, ANT320H5
 Diaspora and Transnational Studies (DTS): DTS201H5
 History (HIS): HIS494H5
 Language Studies (FRE, FSL, SPA): FRE391H5
 Political Science (POL): POL112H5, POL113H5, POL114H5, POL200Y5, POL218Y5, POL320Y5,
 POL487H5
 Visual Studies (VCC): VCC306H5, VCC406H5
 Women and Gender Studies (WGS): WGS200Y5, WGS368H5, WGS369Y5, WGS350H5, WGS370H5,
 WGS450H5

Program #11 ERMIN0728 Canadian Studies (Arts)

Rationale for change: To reflect changes in course offerings.

Before: 4.0 credits are required, fulfilling the following requirements: ~~4~~ 2.0 credits from the following list: ~~HIS263Y5; POL214Y5; ENG252Y/ENG353Y; FRE316H5~~; GGR202H5 and ~~2~~ 2.0 additional credits (at least 1.0 of which must be at the 300/400 level) in courses chosen from the list above or approved by the program advisor.

After: 4.0 credits are required, fulfilling the following requirements: 1. 2.0 credits from the following list: HIS263Y (The History of Canada) and HIS261H5 (Introduction to Canadian History) and HIS358H5 (Canada Since World War Two); POL214Y5 (Canadian Government and Politics); ENG252Y5 (Canadian Literature) or ENG353Y5 (Canadian Fiction) or ENG354Y5 (Canadian Poetry); GGR202H5 (Geography of Canada) and 2. 2.0 additional credits (at least 1.0 of which must be at the 300/400 level) in courses chosen from the list above or approved by the program advisor.

Program #12 ERMIN0797 Cinema Studies (Arts)

Rationale for change: Addition of new CIN courses and cross listing of Italian course.

Before: Higher Years 3.0 credits from the following: CIN203H5, CIN207H5, CIN215H5, ~~CIN301H5, CIN303H5,~~ CIN304H5, CIN306H5, CIN307H5, CIN401H5, CIN402H5, VCC205H5, VST410H5, GER353H5, GER354H5.

A maximum of 1.0 credit may be taken from: DRE350H5/352H5, FRE393H5, FRE397H5, ITA241H5/ITA242H5, ITA243H5/ITA244H5, ITA245H5/ITA246H5, ITA247H5/ITA248H5, ITA306H5/307H5, ITA342Y5/343Y5

After: Some of the choices listed above are only available to students who are enrolled in a program sponsored by the Department or Unit offering the course, and/or who have completed the specified prerequisites.
 Higher Years 3.0 credits from the following: CIN203H5, CIN204H5, CIN205H5, CIN207H5, CIN215H5, CIN301H5, CIN303H5, CIN304H5, CIN306H5, CIN307H5, CIN401H5, CIN402H5, VCC205H5, VST410H5, GER353H5, GER354H5.

A maximum of 1.0 credit may be taken from: DRE350H5/352H5, FRE393H5, FRE397H5, ITA241H5/ITA242H5, ITA243H5/ITA244H5, ITA245H5/ITA246H5, ITA247H5/ITA248H5, ITA306H5/307H5, ITA309H5, ITA342Y5/343Y5

Program #13 ERMIN1200 English Language Linguistics (Arts)

Rationale for change: LIN100Y5 will be replaced by LIN101H5 and LIN102H5; changes to the course requirements necessary now that we will have more offerings.

Before:

First Year **LIN100Y5**

Upper Years Remaining credits (1.0) at the 300/400 level, to be selected from the following list: LIN310H5, **LIN356H5**, LIN335H5, **LIN358H5**, LIN380H5, LIN417H5, LIN486H5, JAL353H5.

After:

First Year **LIN101H5 and LIN102H5 (or LIN100Y5)**

Upper Years Remaining credits (1.0) at the 300/400 level, to be selected from the following list: LIN310H5, LIN335H5, LIN380H5, **LIN410H5**, LIN417H5, LIN486H5, JAL353H5.

Program #14 ERMIN1407 Diaspora and Transnational Studies (Arts)

Rationale for change:

There are concerns about the low number of students doing a major/minor in the Diaspora and Transnational Studies program for the past years. While trying to revise the list of courses (based on the up-to-date 2014-15 calendar) which students could take to work towards the major/minor, we realized that there are some structural issues. Because of the prerequisites set up by most departments, it means that students interested in the program are required to complete too many introductory courses in order to take those upper level courses required for the program. To streamline the program, we have updated the list of acceptable courses allowing students to complete a major in their home department (say, Geography or Political Science) and also work towards a major/minor in Diaspora and Transnational Studies. The list of acceptable courses has been rearranged so that students can see clearly how they could combine their major from the various departments with Diaspora and Transnational Studies as their major or minor. Updating list of acceptable courses.

Before:

4.0 credits, including at least 1.0 ~~300+~~ level credit. Students wishing to do a Diaspora and Transnational Studies Minor Program must successfully complete the equivalent of 4.0 credit, fulfilling ALL of the following requirements:

- DTS201H5 and DTS202H5
- 2.5 credits from ~~Group A and B courses, with at least 1.0 credit from each group.~~
- 0.5 credit from the following list of St. George courses: DTS401H1, DTS402H1, DTS403H1, ~~DTS404H1~~ (should be taken in the fourth year of study) ~~Group A = Humanities courses. Group B = Social Sciences courses.~~ Students are responsible for checking the co- and prerequisites for all ~~courses in Groups A and B. Note: course = one full course or the equivalent in half courses. Please see the Faculty of Arts & Science Calendar for details.~~ class="title1">U of T Mississauga Courses class="title2">Group A: Humanities courses ~~ENG271H5, 272H5, 370H5, FAH467H5, FRC397H5, HIS266H5, 318H5, 330H5, 364H5, 366H5, 367H5, 371H5, 383H5, 384H5, 386H5, 390H5, 391H5, 393H5, 403H5, 407H5, 416H5, 438H5, 441H5, 454H5, 478H5, 483H5, 492H5, 496H5, ITA238H5, 239H5, LIN366H5, 466H5, RLG352H5, 452H5, VCG302H5, 304H5, WGS335H5, 350H5, 369Y5, 419H5, 420H5.~~ class="title2">Group B: Social Science courses ~~ANT204Y5, 206Y5, 241Y5, 304H5, GGR207H5, JAL253H5, POL114H5, 218Y5, 343Y5, 360H5, 362H5, 363H5, SOC236H5, 302H5, 328H5, 332H5, 333H5, 339H5, 353H5, 354H5.~~ class="title1">Arts & Science courses that can be applied to the program
- ~~Anthropology: ANT347Y1, 426H1, 440Y1, JAP256H1~~
- English: ~~ENG256Y1, 277Y1, 279Y1~~
- ~~Fine Art History: FAH466H1~~
- ~~Finn-Ugric Studies: FIN320H1~~
- ~~French: FRE332H1, 431H1~~
- Geography: ~~GGR350H1, 340H1, 363H1, 452H1~~
- ~~German: GER362H1, 364H1~~
- History: ~~HIS206Y1, H208Y1, 294Y1, 296Y1, 303Y1, 305H1, 326Y1, 352H1, 356H1, 359H1, 360Y1, 370H1, 476Y1, 394H1, 417H1, 446Y1, 456Y1, 480H1, 487H1~~
- ~~Innis College: INN327Y1~~
- ~~Italian Studies: ITA233Y1, 334H1, 493H1~~
- ~~Near and Middle Eastern Civilizations: NMC274Y1, 357H1, 370Y1, 385H1, 475H1~~
- ~~New College: NEW150Y1, 296Y1, 223Y1, 224Y1, 324Y1, 325H1, 326Y1, 343H1, 368H1, 369Y1~~
- Political Science: ~~POL349Y1, 358Y1, 443H1~~
- ~~Religion: RLG341H1, 430H1~~
- ~~St. Michael's College: SMC413H1, 414H1, 416H1~~
- ~~Slavic Language and Literature: SLA238H1~~
- Sociology: ~~SOC218Y1, 341Y1, 344Y1, 383H1~~
- ~~Spanish and Portuguese: SPA480H, 486H1~~
- ~~Victoria College: VIC350Y1~~ class="title1">UTSG courses that can be applied to the program
- ~~English: ENGB17H3, ENGC13H3, 70H3, 71H3, ENGD87H3~~
- ~~French: FREB28H3, 35H3, 70H3, FREC47H3~~

- ~~History: HISC14H3, 36H3, 45H3~~
- ~~Visual and Performing Arts: VPAB09H3, VPHB50H3, VPHC52H3~~
- ~~Anthropology: ANTB08H3, ANTC34H3~~
- ~~Geography: GGRC19H, 45H3~~
- ~~Politics: POLA81H3~~
- ~~Sociology: SOCC25H3, 34H3~~ Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus.

After: 4.0 credits, including at least 1.0 300/400 level credit. Students wishing to do a Diaspora and Transnational Studies Minor Program must successfully complete the equivalent of 4.0 credit, fulfilling ALL of the following requirements:

- DTS201H5 and DTS202H5
- 2.5 credits from from the list of electives below
- 0.5 credit from the following list of St. George courses: DTS401H1, DTS402H1, DTS403H1, DTS404H1, DTS405H1, DTS406H1 (should be taken in the fourth year of study) Students are responsible for checking the co- and prerequisites for all courses.
class="title1">U of T Mississauga Courses Anthropology: ANT209H5, ANT350H5, ANT352H5 Cinema Studies: CIN303H5 Communication, Culture, Information & Technology: CCT200H5, CCT218H5, CCT275H5, CCT300H5, CCT320H5, CCT430H5 English: ENG140Y5, ENG203Y5, ENG250Y5, ENG252Y5, ENG270Y5, ENG271H5, ENG272H5, ENG274H5, ENG370H5, ENG371H5, ENG382H5, Geography: GGR207H5, GGR208H5, GGR210H5, GGR267H5, GGR269H5, GGR287H5, GGR313H5, GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR349H5, GGR353H5, GGR365H5, GGR381H5, GGR418H5, GGR420H5 History: HIS203H5, HIS306H5, HIS312H5, HIS314H5, HIS318H5, HIS330H5, HIS338H5, HIS364H5, HIS366H5, HIS367H5, HIS369H5, HIS371H5, HIS384H5, HIS385H5, HIS388H5, HIS389H5, HIS390H5, HIS391H5, HIS393H5, HIS394H5, HIS396H5, HIS403H5, HIS416H5, HIS454H5, HIS476H5, HIS478H5, HIS479H5, HIS487H5, HIS492H5 History of Religions: RLG207H5, RLG208H5, RLG209H5, RLG352H5, RLG356H5, RLG357H5, RLG361H5, RLG374H5, RLG445H5 Language Studies: FRE391H5, FRE397H5, ITA234H5, ITA238H5, ITA255Y5 Political Science: POL113H5, POL114H5, POL208Y5, POL218Y5, POL303Y5, POL310Y5, POL317Y5, POL320Y5, POL340Y5, POL343Y5, POL346Y5, POL355Y5, POL369Y5, POL446Y5 Sociology: SOC236H5, SOC253H5, SOC263H5, SOC330H5, SOC332H5, SOC341H5, SOC349H5, SOC354H5, SOC375H5, SOC380H5, SOC417H5, SOC425H5, SOC432H5, SOC433H5, SOC457H5, SOC460H5 Women and Gender Studies: WGS200Y5, WGS215H5, WGS250H5, WGS301H5, WGS335H5, WGS350H5, WGS355H5, WGS368H5, WGS369H5, WGS420H5, WGS430H5 class="title1">Arts & Science courses that can be applied to the program: Please refer to http://www.artsandscience.utoronto.ca/ofr/calendar/crs_dts.htm
Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus.

Program #15 ERMIN1443 Women and Gender Studies (Arts)

Rationale for change: Proposed changes reflect the increased number of Women and Gender studies course offerings that allow students to complete more of the course requirements directly within the Program. This will, in turn, provide a more consistent, substantial and rigorous program. Updating list of acceptable courses towards program requirements.

Before: 4.0 credits are required, including WGS200Y5 and 1.0 at the ~~300+ level, of which 0.5 must be a WGS course.~~
Higher Years WGS200Y5

1.0 at the ~~300+ level, 0.5 must be a WGS course.~~

2.0 credits from WGS courses or from the following list of electives:
~~ANT331H5/ 335H5; CLA319H5; DRE366H5; FAH435H5; FRC303H5; FRE391H5; GGR313H5; HIS308H5/ 310H5/ 314H5/ 326Y5/ 386H5/ 441H5/ 454H5; ITA227Y5/228Y5/ 318H5; JAL355H5; PHL243H5/ 267H5/ 380H5; POL368Y55; PSY311H5/ 354H5; RLG314H5; SOC216H5/ 263H5/ 275H5/ 350H5/ 380H5/ 362H5/ 413H5/ 425H5; VCC304H5~~

After: 4.0 credits are required, including WGS200Y5 and 1.0 WGS courses at the 300/400 level.
Higher Years WGS200Y5

1.0 WGS courses at the 300/400 level

2.0 credits from WGS courses or from the following list of electives:
ANT211H5, ANT331H5, ANT335H5; CLA319H5; FAH435H5; FRE391H5; GGR313H5; HIS308H5, HIS310H5, HIS314H5, HIS326Y5, HIS386H5, HIS441H5, HIS454H5; JAL355H5; PHL243H5, PHL267H5, PHL367H5; POL368Y5; PSY311H5, PSY354H5; RLG314H5, RLG449H5, RLG462H5; SOC216H5, SOC263H5, SOC275H5, SOC332H5, SOC359H5, SOC362H5, SOC380H5, SOC413H5, SOC425H5; VCC304H5.

Program #16 ERMIN1618 Ethics and Society

Rationale for change: Improving on the current wording.

- Before:** Through this program, students will gain a deeper understanding of ethical theories and their application in various social contexts, and of particular ethical issues that arise in areas such as health care, the environment, legal systems and political institutions. Students are required to take ~~1.0 credits~~ in introductory ~~philosophy; 1.0 credits in the area of Ethics and Value theory, at least 0.5 credits at the 300 or 400 level; and 1.5 credits in the Social Sciences (selected in consultation with Faculty advisor).~~ 4.0 credits are required including at least 1.0 at the 300/400 level. ~~First and Second Year PHL105Y5 or PHL210Y5 or two of the following 0.5 credits: PHL145H5, 235H5, 240H5, 241H5, 244H5, 255H5, 258H5, 285H5 Second Year and Higher PHL265H5 or PHL271H5, PHL275H5 and from the list below either:~~
- ~~1.5 credits from ANT, ECO, POL, PSY, SOC, or~~
 - ~~1.0 credits from ANT, ECO, POL, PSY, SOC and one of PHL265H5, 267H5, 271H5, 273H5, 274H5, 275H5, 283H5, 365H5, 370H5, 375H5, or 475H5, or~~
 - ~~1.0 credits from ANT, ECO, POL, SOC and PHL277Y5~~
 - and ~~1.0 credits from the following: PHL265H5, 267H5, 271H5, 273H5, 274H5, 275H5, 277Y5, 283H5, 365H5, 370H5, 375H5, or 475H5~~
- After:** Through this program, students will gain a deeper understanding of ethical theories and their application in various social contexts, and of particular ethical issues that arise in areas such as health care, the environment, legal systems and political institutions. Students are required to take courses in introductory philosophy, ethics and value theory, as well as within the general Social Sciences. Courses should be selected in consultation with the Faculty Advisor. 4.0 credits are required including at least 1.0 at the 300/400 level. 1. 1.0 credit from the following: PHL105Y5, PHL210Y5, PHL145H5, PHL235H5, PHL240H5, PHL241H5, PHL244H5, PHL255H5, PHL258H5, PHL285H5 2. 0.5 credit from PHL265H5, PHL271H5, PHL275H5 3. 1.0 credit from PHL267H5, PHL273H5, PHL274H5, PHL277Y5, PHL283H5, PHL365H5, PHL370H5, PHL375H5, PHL475H5, or from courses listed in #2 above. 4. 1.0 credit from ANT, ECO, POL, or SOC 5. 0.5 credit from ANT, ECO, POL, SOC, or from courses listed in #2 or #3 above.
Notes: Students who take PHL277Y5 will count as having taken PHL265H5 and PHL275H5

Program #17 ERMIN2524 Italian (Arts)

- Rationale for change:** Course categories will be revised with clearer guidelines for program requirements.
- Before:** 4.0 ITA credits are required including at least 1.0 300/400 level ~~credit and 1.0 credit in literature. Recommended progression of language courses is as follows: ITA100Y5, ITA200Y5 and ITA350Y5. For students wishing to focus their studies in the areas of Language and Linguistics, Culture and Communication, and Literary and Cinema Studies, you will find recommended paths of study below.~~
- ~~Language and Linguistics~~
 - ~~1.0 ITA100Y5/ITA101Y5~~
 - ~~1.0 ITA200Y5/ITA201Y5~~
 - ~~1.0 ITA350Y5/ITA371Y5/ITA354Y5~~
 - ~~1.0 ITA437Y5~~
 - ~~Culture and Communication~~
 - ~~1.0 ITA100Y5/ITA101Y5~~
 - ~~1.0 ITA200Y5/ITA201Y5~~
 - ~~1.0 ITA350Y5/ITA371Y5/ITA354Y5~~
 - ~~1.0 ITA236H5/237H5 or ITA238H5/239H5 or ITA234H5/235H5 or ITA242Y5/243Y5 or ITA342Y5/343Y5 or ITA312Y5/313Y5 or ITA400Y5~~
 - ~~Literary and Cinema Studies~~
 - ~~1.0 ITA100Y5/ITA101Y5~~
 - ~~1.0 ITA200Y5/ITA201Y5~~
 - ~~1.0 ITA231H5, ITA232H5 or ITA242Y5/243Y5 or ITA342Y5/343Y5~~
 - ~~1.0 ITA420Y5~~
- After:** 4.0 ITA credits are required including at least 1.0 300/400 level credit.
- ITA100Y5 or ITA101Y5
 - ITA200Y5 or ITA201Y5
 - 2.0 additional credits in any of the Italian course categories.

Program #18 ERSPE0151 History of Religions (Arts)

Rationale for change: The question of how to incorporate language study important for our undergraduate students who have plans to move on to graduate level in our History of Religions programs and have it recognized in their transcripts as part of their History of Religions program has been a long-standing issue. This proposal aims at resolving this issue.

Before: Specialists are permitted to substitute non-RLG courses for up to 2.0 RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies handbook. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. Primary concentration: Specialists in the History of Religions must select a primary concentration in one of the following areas: Buddhism, Christianity, Greco-Roman Religions, Islam, Judaism, South Asian Religions, or Zoroastrianism. Secondary concentration: To cultivate a broader understanding of the history of religions, specialists are to choose a secondary concentration.

After: Specialists are permitted to substitute non-RLG courses for up to 2.0 RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies handbook. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. **In the major and specialist programs, language courses offered by the Department of Language Studies at U of T Mississauga and on the St. George campus relevant for a student's coursework in the History of Religions may be substituted for 300-level RLG courses. In this substitution, a language course of 1.0 credits at the 200+ level corresponds an RLG course of 0.5 credits at the 300-level in a relevant concentration. Students are invited to contact the departmental office for further information.** Primary concentration: Specialists in the History of Religions must select a primary concentration in one of the following areas: Buddhism, Christianity, Greco-Roman Religions, Islam, Judaism, South Asian Religions, or Zoroastrianism. Secondary concentration: To cultivate a broader understanding of the history of religions, specialists are to choose a secondary concentration.

Program #19 ERSPE0231 Philosophy (Arts)

Rationale for change: Incorrect course listed.

Before: The program must include:

- at least 3.5 credits in the History of Philosophy: PHL202H5, 210Y5 and 2.0 additional credits from PHL220H5, 300H5, 307H5, 313H5, 314H5, 315H5, 324H5, 325H5, 327H5, 400H5, 416H5, 420H5;
- at least 1.0 credit in Logic and Philosophy of Language: PHL245H5 and 0.5 additional credit from PHL246H5, 340H5, 345H5, 346H5, 347H5, 348H5, 350H5, 451H5, CCT315H5
- at least 1.5 credits in Metaphysics and Epistemology: from PHL332H5, 333H5, 341H5, 342H5, 355H5, 358H5, 360H5, 430H5, CCT314H5, 415H5
- at least 1.5 credits in Ethics and Political Philosophy: PHL277Y5 or PHL265H5 and PHL275H5 and 0.5 additional credit from PHL365H5, **370H5, 375H5**, 380H5, 475H5. It is strongly recommended that students begin their study of Philosophy with PHL105Y5 and that students planning to enrol in the Specialist Program in Philosophy complete PHL202H5, 210Y5, 245H5, and 277Y5 by the end of their second year. It is recommended that all students discuss their course selection requirements with the Undergraduate Advisor.

After: The program must include:

- at least 3.5 credits in the History of Philosophy: PHL202H5, 210Y5 and 2.0 additional credits from PHL220H5, 300H5, 307H5, 313H5, 314H5, 315H5, 324H5, 325H5, 327H5, 400H5, 416H5, 420H5;
- at least 1.0 credit in Logic and Philosophy of Language: PHL245H5 and 0.5 additional credit from PHL246H5, 340H5, 345H5, 346H5, 347H5, 348H5, 350H5, 451H5, CCT315H5
- at least 1.5 credits in Metaphysics and Epistemology: from PHL332H5, 333H5, 341H5, 342H5, 355H5, 358H5, 360H5, 430H5, CCT314H5, 415H5
- at least 1.5 credits in Ethics and Political Philosophy: PHL277Y5 or PHL265H5 and PHL275H5 and 0.5 additional credit from PHL365H5, **370H5, 375H5**, 380H5, 475H5. It is strongly recommended that students begin their study of Philosophy with PHL105Y5 and that students planning to enrol in the Specialist Program in Philosophy complete PHL202H5, 210Y5, 245H5, and 277Y5 **or PHL265H5 and PHL275H5** by the end of their second year. It is recommended that all students discuss their course selection requirements with the Undergraduate Advisor.

Program #20 ERSPE1045 History and Political Science (Arts)

Rationale for change: POL instructors teaching 300 - and especially 400 - level courses have noted that weak students can become Specialists rather too easily, and there's extremely little that can be done once they're admitted to the Specialist. This raises our standards, bringing us more closely in line with our peers in cognate disciplines.

- Before:** Limited Enrolment: Enrolment in the Specialist Program in History and Political Science is limited.
- Students enrolling at the end of first year (4.0 credits) must obtain a mark of at least **67%** in 1.0 POL credit and a mark of at least 70% in 1.0 HIS credit and have a Cumulative Grade Point Average of 2.00.
 - Students enrolling at the end of second year (8.0 credits) must obtain a mark of at least 70% in each of 2.0 POL credits and a mark of at least 70% in each of 2.0 HIS credits and a have Cumulative Grade Point Average of 2.30.
- After:** Limited Enrolment: Enrolment in the Specialist Program in History and Political Science is limited.
- Students enrolling at the end of first year (4.0 credits) must obtain a mark of at least **70%** in 1.0 POL credit and a mark of at least 70% in 1.0 HIS credit and have a Cumulative Grade Point Average of 2.00.
 - Students enrolling at the end of second year (8.0 credits) must obtain a mark of at least 70% in each of 2.0 POL credits and a mark of at least 70% in each of 2.0 HIS credits and a have Cumulative Grade Point Average of 2.30.

Program #21 ERSPE1045 History and Political Science (Arts)

- Rationale for change:** The pre-modern course is no longer required to fulfill the program requirement.
- Before:** Notes:
- Specialists must take a 100 level HIS credit to complete the program.
 - Specialists may substitute non-HIS courses taught elsewhere at U of T Mississauga for up to 2.0 of the HIS credits.
 - The Department of Historical Studies Handbook identifies substitutions, courses satisfying division **requirements and pre-modern courses**. It is available online at: <http://www.utm.utoronto.ca/historicalstudies>.
- After:** Notes:
- Specialists must take a 100 level HIS credit to complete the program.
 - Specialists may substitute non-HIS courses taught elsewhere at U of T Mississauga for up to 2.0 of the HIS credits.
 - The Department of Historical Studies Handbook identifies substitutions, courses satisfying division **requirements**. It is available online at: <http://www.utm.utoronto.ca/historicalstudies>.

Program #22 ERSPE1092 Language Teaching and Learning: French and Italian (Arts)

- Rationale for change:** The changes serve to present students with clearer guidelines for their program requirements.
- Before:** 14.0 credits are required. The program must include a minimum of 4.0 300/400 level credits (2.0 in French and 2.0 in Italian), 1.0 credit at the 400 level (either in French or ~~Italian~~). ~~Students who have completed FRE225Y5 will replace LTL227H5 with a 0.5 credit in ITA.7.0~~ credits are required.
- ITA200Y5
 - ITA350Y5
 - ~~1.0 credit from ITA354Y5, 371Y5~~
 - ~~LTL227H5~~, ITA437Y5
 - ~~1.5 credits from ITA375Y5, ITA376H5, ITA493H5, ITA494H5~~
 - ~~1.0 credit in Italian literature. Please note FRE225Y5 is an exclusion to LTL227H5. Students can replace LTL227H5 with an upper level course to be counted towards Italian.~~
- After:** 14.0 credits are required. The program must include a minimum of 4.0 300/400 level credits (2.0 in French and 2.0 in Italian), 1.0 credit at the 400 level (either in French or Italian). 7.0 credits are required.
- ITA200Y5 or ITA201Y5
 - ITA350Y5
 - ITA437Y5
 - 2.0 additional credits in Italian Language Teaching.
 - 2.0 additional credits in any of the other Italian course categories (excluding those listed above).

Program #23 ERSPE1384 International Affairs (Arts)

- Rationale for change:** Removed ENV345H5 which was listed twice.
- Before:** 11.0 credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5, 220Y5/227Y5, 364H5, 365H5; POL208Y5; 4.0 language credits in the same discipline. 3.0 from:
- ENV345H5, GGR325H5, 345H5/ENV345H5, 365H5; HIS311Y5/HIS311H5;**
POL302Y5, 327Y5, 340Y5, 343Y5 1.0 from: ECO456H5/460H5/461H5/463H5; a 400-level language course.

The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate discipline approved by the faculty advisor. Language components available at U of T Mississauga: French: FSL(205H5,206H5)/205Y5, FSL(305H5,306H5)/305Y5, 385H5/405H5, 386H5/406H5 or 366H5, FRE383H5 German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 313Y5, 315Y5, 350Y5, 437H5, 436Y5, 420Y5

After: 11.0 credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5,220Y5/227Y5,364H5,365H5; POL208Y5; 4.0 language credits in the same discipline. 3.0 from: **ENV345H5,GGR325H5,365H5;HIS311Y5/HIS311H5;** POL302Y5, 327Y5,340Y5,343Y5 1.0 from: ECO456H5/460H5/461H5/463H5; a 400-level language course. The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate discipline approved by the faculty advisor. Language components available at U of T Mississauga: French: FSL(205H5,206H5)/205Y5, FSL(305H5,306H5)/305Y5, 385H5/405H5, 386H5/406H5 or 366H5, FRE383H5 German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 313Y5, 315Y5, 350Y5, 437H5, 436Y5, 420Y5

Program #24 ERSPE2524 Italian (Arts)

Rationale for change: The changes serve to present students with clearer guidelines for their program requirements.

Before: 10.0 credits are required including at least 3.0 300/400 level full courses and 1.0 400 level credit.

- ITA100Y5. Students exempted from this course may replace it with a higher level ITA 1.0 credit.
- ITA200Y5
- ITA350Y5
- 1.0 credit ~~from ITA354Y5, 371Y5~~
- ~~ITA231H5, ITA232H5, ITA420Y5~~
- ~~4.0 additional credits in ITA. At least 3.0 credits must be in Italian literature.~~

After: 10.0 credits are required including at least 3.0 300/400 level full courses and 1.0 400 level credit.

- ITA100Y5. Students exempted from this course may replace it with a higher level ITA 1.0 credit.
- ITA200Y5 or ITA201Y5
- ITA350Y5
- ITA420Y5
- ITA437Y5
- 2.0 credits in Italian Cinema.
- 1.0 credit in Italian Culture and Communication and/or Italian Language Teaching (excluding those listed above).
- 2.0 additional credits in Italian Literature (excluding those listed above).

New Courses

Course #1 CHI310H5 Business Chinese (HUM)

Description:	Practical uses of spoken and written Chinese for business contexts. In this course, students will improve their reading comprehension, strengthen their writing skills and advance their speaking and listening skills through class discussions and oral presentations. Interviews are required of all students who wish to enroll in the course.
Prerequisite:	CHI301Y5
Rationale:	Many UTM students who take elective language courses are enrolled in programs in management, economy, commerce or business. This course will prepare them for professional advancement in an emerging world economy where China plays a more critical role.
No. Hours Instruction:	24L, 12T
Offered at St George:	No
Revived Course:	No

Course #2 CHI311H5 Classical Chinese (HUM)

Description:	An introduction to the Classical Chinese language with emphasis on grammatical analysis, reading literary texts and translation/contextualization into modern Chinese and English.
Prerequisite:	CHI301Y5
Rationale:	This course is suitable for Chinese students who have a strong background in the language and are interested in enhancing their knowledge by reading complex texts and reflecting on them through the lenses of modern China. The course will meet the increasing demand of Chinese students with a solid linguistic background.
No. Hours Instruction:	24L, 24T
Offered at St George:	No
Revived Course:	No

Course #3 CIN204H5 The Films of Martin Scorsese (HUM)

Description:	This course will examine the films of Martin Scorsese, one of the most influential figures in the history of cinema. Scorsese's films will be understood in relation to questions about imitation and originality, genre, violence, male hysteria, and also as meditations on the history of film itself.
Recommended Preparation:	CIN101H5
Rationale:	We are adding new courses in Cinema Studies (our growing Minor program) to reflect both faculty research interests and student needs. This course follows directly from Intro to Cinema Studies and offers students a chance to exercise their skills in the close analysis of films made by a director whose films demonstrate an unusually complex range of themes and styles.
No. Hours Instruction:	24L, 12T
Offered at St George:	No
Revived Course:	No

Course #4 CIN205H5 Canadian Auteurs (HUM)

Description:	This course will offer a comparative study of a selection of major contemporary Canadian filmmakers, including Denys Arcand, Atom Egoyan, David Cronenberg, Sara Polley, Denis Villeneuve, Ruba Nadda, Denis Côté, Guy Maddin, Michael Snow, and Joyce Wieland.
Recommended Preparation:	CIN101H5
Rationale:	We are adding new courses in Cinema Studies (our growing Minor program) to reflect both faculty research interests and student needs. This course is designed to introduce students to a range of contemporary Canadian filmmakers, expressly in order to give them a sense of the rich--if also recent--tradition of filmmaking in Canada.

No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #5 EDS200H5 Child, Adolescent and Adult Development in Education (HUM)

Description: Focuses on research in human development associated with education. Candidates explore how best to facilitate growth and learning in the area of education. This course includes a field experience and entails observation of human development across the various age groups.

Exclusion: CTE100H5

Rationale: The course will be offered to students outside of the Concurrent Teacher Education Program (CTEP) who are interested in education/training. This course compliments existing courses within the Language Teaching and Learning Program.

No. Hours Instruction: 36L, 10P

Offered at St George: Yes

Revived Course: No

Course #6 EDS210H5 Communication and Conflict Resolution (HUM)

Description: The course focuses on principles and practices of conflict management and resolution, emphasizing interpersonal communication, including cross-cultural perspectives and communicating across different identities and worldviews, with emphasis on the relevance of these skills, principles and processes to teaching and schooling.

Exclusion: CTE250H5

Rationale: The course will be offered to students outside of the Concurrent Teacher Education Program (CTEP) who are interested in education/training. This course compliments existing courses within the Language Teaching and Learning Program.

No. Hours Instruction: 36L

Offered at St George: Yes

Revived Course: No

Course #7 EDS220H5 Equity and Diversity in Education (HUM)

Description: Focuses on raising awareness and sensitivity to equity and diversity issues facing teachers and students in diverse schools and cultural communities. It includes a field experience which entails observation of, and participation in, equity and diversity efforts in a community organization.

Exclusion: CTE200H5

Rationale: The course will be offered to students outside of the Concurrent Teacher Education Program (CTEP) who are interested in education/training. This course compliments existing courses within the Language Teaching and Learning Program.

No. Hours Instruction: 36L, 20P

Offered at St George: Yes

Revived Course: No

Course #8 EDS300H5 Learning Design (HUM)

Description: This course provides an opportunity to study and practice the fundamental skills involved in designing learning opportunities, in schools and a variety of other settings. The skills required to organize and deliver educational experiences and monitor learning will be practiced in a range of androgogical and pedagogical practical experiences. A case studies approach will be taken, incorporating a field experience where students will apply their learning

Exclusion: EDU310H5

Recommended Preparation:	EDS200H5 (minimum 70%); EDS210H5; (minimum 70%); EDS220H5 (minimum 70%)
Rationale:	The course will be offered to students outside of the Concurrent Teacher Education Program (CTEP) who are interested in education/training. This course compliments existing courses within the Language Teaching and Learning Program.
No. Hours Instruction:	36L, 20P
Offered at St George:	No
Revived Course:	No

Course #9 EDS310H5 Education in a Global Context (HUM)

Description:	This course allows students to actively explore issues associated with education and culturally proficient teaching from both an Ontario and global perspective. The course addresses two phenomena: the marked and deliberate increase in the number of international students at all levels of Ontario's educational system, and the global dispersal of Ontario-trained teachers. A practical experience focusing upon working with international students in a support role will provide a concrete experience to test their classroom content.
Exclusion:	EDU320H5
Recommended Preparation:	EDS300H5 (minimum 70%)
Rationale:	The course will be offered to students outside of the Concurrent Teacher Education Program (CTEP) who are interested in education/training. This course compliments existing courses within the Language Teaching and Learning Program.
No. Hours Instruction:	36L, 20P
Offered at St George:	No
Revived Course:	No

Course #10 EDS388H5 Experiential Learning Opportunity within the Community (HUM)

Description:	This internship is a minimum 100-hour experiential learning opportunity. The internship connects the student's subject specialization to aspects of the teaching/training development profession. It will integrate, extend, and deepen the learning experience as students begin to identify particular academic or professional insights. Prior to enrollment, internship proposals must be approved by the program coordinator.
Exclusion:	CTE388H5, 388Y5
Recommended Preparation:	EDS200H5, 210H5, 220H5, EDS300H5 (may be taken as a co-requisite).
Rationale:	The course will be offered to students outside of the Concurrent Teacher Education Program (CTEP) who are interested in education/training. This course compliments existing courses within the Language Teaching and Learning Program.
No. Hours Instruction:	100P
Offered at St George:	No
Revived Course:	No

Course #11 ENG307H5 Women Writers, 1660-1800 (HUM)

Description:	A study of poems, plays, novels, letters, periodical essays, polemical works, and books for children by such writers as Cavendish, Behn, Finch, Centlivre, Leapor, Burney, Wollstonecraft. Topics may include patronage and publishing; nationality, class, and gender; and generic conventions.
Prerequisite:	1.0 credit in ENG and 3.0 additional credits
Rationale:	Course is already on the books at UTSG. With the hire of a new faculty member in English and Drama, Prof. Terry Robinson, we now have a colleague with strong research and teaching interests in the area covered by this course, and we will be able to offer it regularly.
No. Hours Instruction:	36L Yes

Offered at St George:
Revived Course: No

Course #12 ENG337H5 Drama, 1660-1800 (HUM)

Description: At least twelve plays, including works by Dryden, Wycherley, Congreve, Behn, and their successors, chosen to demonstrate the modes of drama practised during the period, the relationship between these modes and that between the plays and the theatres for which they were designed.

Prerequisite: 1.0 credit in ENG and 3.0 additional credits

Rationale: Course is already on the books at UTSG. With the the hire of a new faculty member in English and Drama, Prof. Terry Robinson, we now have a colleague with strong research and teaching interests in the area covered by this course, and we will be able to offer it regularly.

No. Hours Instruction: 36L

Offered at St George: Yes

Revived Course: No

Course #13 FAH292H5 Canadian Art (HUM)

Description: This course examines the history of art produced in Canada, from the pre-contact period to today. Diverse visual traditions and their intersections will be studied, as will the changing roles of art in Canadian society.

Exclusion: FAH248H5: Canadian Painting 1665-1960 (formerly FAH286H1), VPHB60H3: Canadian Visual Art

Recommended Preparation: FAH101H5

Rationale: This course fills a gap in our current offerings, and brings us more into line with UTSG and UTSC (which offer a variety of Canadian art courses). UTM's Art and Art History students, who will be positioning themselves as young Canadian artists after graduating from the program, need this historical background to situate their professional practice.

No. Hours Instruction: 24L, 12T

Offered at St George: No

Revived Course: No

Course #14 FAH455H5 Photography and Humour (HUM)

Description: What makes a photograph funny? What are the ways in which photography as a visual and narrative medium induces laughter and provides amusement? This course explores such questions by focusing on major photographic genres and humorists (e.g., Weegee, Parr, Heartfield, Fontcuberta) and by analyzing key historical and contemporary images that mock conventional assumptions about the nature of photography and its claims to truth, identity and reference. The course will be structured as a seminar featuring directed discussion and class presentations.

Exclusion: None

Prerequisite: FAH 101H5 or VCC101H5, FAH 291/FAH 391, and 1.0 credit in FAH or VCC at the 300/400 level or P.I.

Rationale: Current JHI Faculty Research Fellow (Prof. Kaplan) required to teach new upper-level undergraduate course based on his research during following academic year.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #15 FRE283H5 Oral French (HUM)

Description: Intensive practice of oral production and aural comprehension of French. The course provides students with the skills and vocabulary necessary to be functional in daily conversations. Focus on spontaneous speech, formal and informal interactions, as well as presentation skills.

Exclusion: Native or near native speakers.
Recommended Preparation: FRE1801H5, FRE181H5.
Rationale: To improve our undergraduate oral skills and to meet student demand in this area. There is only one course in the French Studies stream that solely focuses on oral practice; other courses combine written and oral French with the unfortunate result that less time is devoted to oral practice. The course will provide students with increased opportunities to practice French.
No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #16 HIN311H5 Readings in Hindi (HUM)

Description: This course is designed for students who have a fair knowledge of Hindi. In this course children's stories from Indian classical writings *Panchtantra*, *Jataka* and other folk stories will be discussed.
Prerequisite: HIN212Y5
Rationale: This course offers students a deep and refined knowledge of Hindi, and at the same time acquaints them with the cultural heritage of classical India. In addition to language focused-courses, this offering will provide a wider range of courses for both the new hire and the minor in South Asian Studies.
No. Hours Instruction:
Offered at St George: No
Revived Course: No

Course #17 HIN411H5 Hindi Culture and Media (HUM)

Description: The course is designed for students who have completed intermediate Hindi and have a good knowledge of Urdu. The course enhances all four language skills through a focus on culture delivered via various forms of the media. The teaching material for the course will largely include segments from Hindi films, soap operas, Music TV, cine magazines or related items from newspapers in Hindi.
Prerequisite: HIN312Y5
Rationale: Culture and media play a major role in popularizing Hindi among non-Hindi speaking South Asian communities within India as well as in the Diaspora. Having completed Intermediate Hindi/Urdu, students can deepen their knowledge and learn about the social functions of the Hindi language through print and electronic media. In addition to language focused-courses, this offering will provide a wider range of courses for both the new hire and the minor in South Asian Studies.
No. Hours Instruction:
Offered at St George: No
Revived Course: No

Course #18 HIN412Y5 Advanced Hindi (HUM)

Description: This course is designed for students who already have a good knowledge of Hindi; it offers them an opportunity to effectively use the knowledge attained in previous years to read and understand advanced texts in sociocultural and literary studies, and engage in discussing issues pertaining to modern Indian society. [72L, 24P]
Prerequisite: HIN312Y5
Rationale: Having completed Intermediate Hindi/Urdu, students can deepen their knowledge and learn about the social functions of the Hindi language through print and electronic media. In addition to language focused-courses, this offering will provide a wider range of courses for both the new hire and the New Minor in South Asian Studies.
No. Hours Instruction: 72L, 24P
Offered at St George: No
Revived Course: No

Course #19 ITA221H5 Forms of Modern Italian Literature Part I (HUM)

Description:	(Offered in Italian).An introduction to twentieth-century Italian literature through a study of representative novelle, shorter works of fiction, plays and poetry.
Exclusion:	ITA221Y5, ITA220Y5.
Prerequisite:	ITA100Y5/ITA101Y5/OAC Grade 12 Italian or equivalent.
Rationale:	Dividing the following ITA221Y5 courses into H courses allows for more freedom of selection and greater scheduling choices.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #20 ITA222H5 Forms of Modern Italian Literature Part II (HUM)

Description:	(Offered in Italian). A continuation of the study of twentieth-century Italian literature through representative works of fiction, plays and poetry. Selections will include writings by Moravia, Calvino, and others.
Exclusion:	ITA220Y5/ITA221Y
Prerequisite:	ITA100Y5/ITA101Y5/OAC Grade 12 Italian or equivalent.
Rationale:	Dividing ITA221Y5 course into H courses allows for more freedom of selection and greater scheduling choices.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #21 ITA341H5 Post War Italian Cinema I: Mastering Neorealism (HUM)

Description:	(Offered in English) An analysis of the neorealist period in Italian cinema, and its relation to the political and social climate of post-war Italy. Screenings will include selections from the major exponents of Italian neorealism: Visconti, Rossellini, and De Sica. Attention will also be given to Italian Holocaust cinema, cinematic adaptations, and Italian neorealist literature, in general.
Exclusion:	ITA342Y5, ITA343Y5, ITA342H5.
Prerequisite:	ITA200Y5 or good knowledge of Italian.
Recommended Preparation:	Minimum 0.5 credit in any Italian cinema course.
Rationale:	Dividing ITA341Y5 course into H courses allows for more freedom of selection and greater scheduling choices.
No. Hours Instruction:	24L, 24T
Offered at St George:	No
Revived Course:	No

Course #22 ITA342H5 Post War Italian Cinema I: Mastering Neorealism (HUM)

Description:	(Offered in English) An analysis of the neorealist period in Italian cinema, and its relation to the political and social climate of post-war Italy. Screenings will include selections from the major exponents of Italian neorealism: Visconti, Rossellini, and De Sica. Attention will also be given to Italian Holocaust cinema, cinematic adaptations, and Italian neorealist literature, in general. This course does not count towards any Italian programs. It will count only as an elective.
Exclusion:	ITA342Y5, ITA343Y5, ITA341H5.
Recommended Preparation:	Minimum 0.5 credit in any ITA cinema course.
Rationale:	Dividing ITA342Y5 course into H courses allows for more freedom of selection and greater scheduling choices.
No. Hours Instruction:	24L, 24P

Offered at St George: No
 Revived Course: No

Course #23 ITA343H5 Post War Italian Cinema II: Moving Beyond Neorealism (HUM)

Description: Offered in English) An examination of the evolution of Italian cinematic neorealism and its revisitations in the early films of Antonioni, Comencini, Fellini, Pasolini, and others. Attention will also be paid to Italian Holocaust cinema, Italian comedies, and cinematic adaptations.

Exclusion: ITA342Y5/ITA343Y5; ITA344H5

Prerequisite: ITA200Y5 or a good knowledge of Italian.

Recommended Preparation: Minimum 0.5 credits in any ITA cinema course.

Rationale: Dividing ITA343Y5 course into H courses allows for more freedom of selection and greater scheduling choices.

No. Hours Instruction: 24L, 24P

Offered at St George: No
 Revived Course: No

Course #24 ITA344H5 Post War Italian Cinema II: Moving Beyond Neorealism (HUM)

Description: (Offered in English) An examination of the evolution of Italian cinematic neorealism and its revisitations in the early films of Antonioni, Comencini, Fellini, Pasolini, and others. Attention will also be paid to Italian Holocaust cinema, Italian comedies, and cinematic adaptations. **This course does not count towards any Italian programs. It will count only as an elective.**

Exclusion: ITA342Y5/ITA343Y5; ITA343H5

Recommended Preparation: Minimum 0.5 credits in any ITA cinema course.

Rationale: Dividing ITA343Y5 course into H courses allows for more freedom of selection and greater scheduling choices.

No. Hours Instruction: 24L, 24T

Offered at St George: No
 Revived Course: No

Course #25 LIN101H5 Introduction to General Linguistics I: The Sounds of Language (HUM)

Description: Lectures on fundamental principles of phonetics, phonology, and morpho-phonology with illustrations from English and a broad spectrum of other languages. Practice in elementary analytic techniques and applications from acquisition, historical linguistics, psycholinguistics, and sociolinguistics. **REQUIRED COURSE FOR ANY PROGRAM IN LINGUISTICS.**

Exclusion: LIN100Y5, LIN100Y1, LINA01H3, LINA02H3.

Rationale: We would like to discontinue LIN100H5Y (full year) and replace it with two half courses in order to offer students more flexibility in their scheduling.

No. Hours Instruction: 24L, 12T

Offered at St George: No
 Revived Course: No

Course #26 LIN102H5 Introduction to General Linguistics II: Words, Sentences, their Structure and Meaning (HUM)

Description: Lectures on fundamental principles of morpho-syntax, syntax, and semantics with illustrations from English and a broad spectrum of other languages. Practice in elementary analytic techniques and applications from acquisition, historical linguistics, psycholinguistics, and sociolinguistics. **REQUIRED COURSE FOR ANY PROGRAM IN LINGUISTICS.**

Exclusion: LIN100Y5, LIN100Y1, LINA01H3, LINA02H3.

Recommended Preparation: LIN101H5
Rationale: We would like to discontinue LIN100H5Y (full year) and replace it with two half courses in order to offer students more flexibility in their scheduling.
No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #27 LIN247H5 Semantics and Pragmatics (HUM)

Description: This course provides an introduction to the study of meaning in natural language and its relation to syntactic structure and discourse context. Topics include assertion, presupposition, implicature, thematic roles, predication, quantification, scope and the representation of discourse structure.
Exclusion: LIN347H5, LIN241H1.
Prerequisite: LIN100Y5 or LIN102H5.
Rationale: This course is an introduction to the field of semantics and pragmatics. Many first-year students have enrolled after having just taken LIN100, which makes it difficult to deliver the course material at a level one would expect of a 300-level course. Our program could use another non-required course at the 200-level. Included A&S equivalent course as an exclusion.
No. Hours Instruction: 24L, 12T
Offered at St George: Yes
Revived Course: No

Course #28 LIN328H5 Acoustic Phonetics (HUM)

Description: This course provides an introduction to the scientific study of speech production, speech perception and hearing. Course work emphasizes the practical application of this knowledge to case studies in speech language pathology and clinical audiology.
Prerequisite: LIN228H5 and LIN229H5.
Rationale: The increased enrolment in our programs requires that we offer a larger selection of 300/400 level courses. Significant student interest in careers involving Speech Language Pathology and clinical audiology motivate the creation of this course.
No. Hours Instruction: 24L, 12T
Offered at St George: Yes
Revived Course: No

Course #29 LIN410H5 Critical Reading and Writing in Linguistics (HUM)

Description: Students will practice critical reading and thinking skills through the analysis of various texts about language, with a focus on issues concerning the English language. The goal of the course is to develop the skills necessary to construct concise summaries, cohesive and logical arguments, and to properly reference sources in the style of academic writing. This course encourages students to see writing as a process, involving planning, drafting, peer-editing, and revising.
Prerequisite: LIN101H5, LIN102H5, LIN205H5, plus 0.5 credit at the 300-level in LIN.
Rationale: The increased enrolment in the English Language Linguistics Program requires that we offer a larger selection of 300/400 level courses for them to take. This course is in line with the goals of the UTM Writing Initiative and is meant to offer a meaningful critical thinking and writing opportunity to our program students.
No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #30 LIN460H5 Special Topics in Language Change (HUM)

Description: An advanced seminar on current issues of theoretical and/or empirical relevance in linguistics with special reference to phenomena involving language change. Depending on the instructor, the focus of the course may be more oriented towards phonology, morpho-syntax, semantics, or the lexicon.

Prerequisite: LIN256H5/JAL253H5 and LIN376H5/LIN360H5/LIN366H5.

Rationale: The increased enrolment in our programs requires that we offer a larger selection of 300/400 level courses.

No. Hours Instruction: 24L, 12T

Offered at St George: No

Revived Course: No

Course #31 PRS210H5 Elementary Persian I (HUM)

Description: The fundamentals of modern standard Persian grammar, with emphasis on attaining fluency in reading and writing simple texts. Also serves as a basis for classical Persian.

Exclusion: PRS210Y5, NML260Y1.

Rationale: Formerly PRS210Y5. To minimize conflicts in students timetables and therefore allow possible increase in enrolments, allow more flexibility in scheduling, and minimize impact on faculty redeployment in the event the course is cancelled.

No. Hours Instruction: 36L, 12P

Offered at St George: No

Revived Course: No

Course #32 PRS211H5 Elementary Persian II (HUM)

Description: Continuation of the study of Persian; preparation for the reading of Persian literature.

Exclusion: PRS210Y5, NML260Y1.

Prerequisite: PRS210H5.

Rationale: Formerly PRS210Y5. To minimize conflicts in students timetables and therefore allow possible increase in enrolments, allow more flexibility in scheduling, and minimize impact on faculty redeployment in the event the course is cancelled.

No. Hours Instruction: 36L, 12P

Offered at St George: No

Revived Course: No

Course #33 RLG401H5 Advanced Topics in Religion and the Literary, Visual, and Performing Arts (HUM)

Description: A critical exploration of selected topics concerning the relationship between religion and aesthetics, as expressed through the literary, visual, and performing arts. The focus in any given year may be on a particular tradition, or on broader, comparative understandings of religion. Similarly, the course may concern one specific art form or a variety of forms, including architecture, dance, film, literature, music, visual art, etc. [24S]

Prerequisite: RLG101H5

Rationale: There are currently several courses in the department at the second- and third-year levels concerning the relationship between religion and aesthetics. These include RLG201H5, RLG305H5, RLG332H5, and RLG333H5. This new course would enable students who are interested in the topic to engage it at a more advanced, capstone level.

No. Hours Instruction: 25S

Offered at St George: No

Revived Course: No

Course #34 VCC290H5 Topics in Visual Culture and Communication (HUM)

Description:

An examination of a topic in Visual Culture. Topics vary from year to year; the content in any given year depends on the instructor. This will be a lecture course.

Prerequisite: VCC101H5
Rationale: While the department has too few faculty members to offer many set 200-level VCC courses on a regular basis, we have too few VCC courses at this level. Having a topics course option allows us to offer more variety to students at this level.
No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #35 WGS354H5 Gender, Sexuality and Sport (HUM)

Description: This course explores how gender, sexuality and other intersectional identity markers work within and against structures of privilege and oppression in the world of sport. It takes up topics and themes that inform popular culture and influence the construction of social norms.[24L]
Recommended Preparation: WGS101H5/WGS200Y5
Rationale: Course will be valuable in exploring gender, sexuality, intersectional identity and structures of privilege and oppression within the world of sport. It will include topics such as childhood and gendered constructions; sexualization, cheerleaders, gender representation, and professional sports; violence, bullying, rape culture in sport; racialized and transgendered athletes. Course will be offered on rotational basis, not in addition to exiting courses.
No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #36 WGS373H5 Gender, Violence and Resistance (HUM)

Description: This course will focus on how gender and violence shapes and impacts the lives of women and LGBT persons. The course will explore the concept of gender and the myriad of ways in which it has been shaped by historical, and contextual relations of power and privilege. The course will explore how scholars in the feminist/women's movement have defined the concept of violence as it impacts women and girls. [24L]
Exclusion: WGS373H1, WSTB12H3
Recommended Preparation: WGS200Y5
Rationale: The course will be valuable in exploring how gender and violence shape the lives of those at the intersections of race, class, disability and sexuality. The course will link theoretical analysis with praxis, by demonstrating how women and LGBT persons are and have responded and challenged gendered violence in the current context. In particular, the course will focus on several areas where gendered violence is pervasive: in the home, urban settings, during war, political unrest, in the military and in legislation.
No. Hours Instruction: 24L
Offered at St George: Yes
Revived Course: No

Course #37 WGS421H5 Engendering Ethics (HUM)

Description: This course situates feminist ethics within the context of Western moral theories, and will consider the challenges that have been posed to this tradition from careful consideration of the category of women's experience. It will examine foundational texts in the history of ethics as well as more recent feminist interventions in such paradigms. The course complements the study of the theoretical texts with analysis and discussion of contemporary social and political issues pertaining to gendered selves. [24S]
Prerequisite: WGS200Y5, 1.0 WGS 300+ level courses
Rationale: This course will provide students with an in-depth understanding of moral theories and applied ethics, and their impact on everyday lives of gendered bodies. It will form an important component of the social and political, as well as sexuality streams within Women and Gender Studies program.

No. Hours
Instruction:
Offered at St No
George:
Revived Course: No

Course #38 WGS430H5 Diasporic Sexualities (HUM)

Description: This course examines how sex and sexuality are culturally and socially constructed in transnational contexts. It will pay particular attention to how gender, sex and sexuality differences are regulated and performed in historical and contemporary sites and how globalization influences relationships in both private and public domains. [24L]

Exclusion: WGS430H1

Prerequisite: WGS200Y5

Recommended Preparation: WGS353H5/WGS370H5

Rationale: Course will provide a dedicated focus on transnational understandings of sexuality in theory, representation and practice. It will form an important component of the sexuality course stream within the Women and Gender Studies program.

No. Hours
Instruction:
Offered at St Yes
George:
Revived Course: No

Courses - Resource Implications

Course #1 CCT451H5 Digital Media: Advanced Audio Production (SH)

Resource implications: None

Course #2 CCT453H5 Digital Media: Advanced Video Production (SH)

Resource implications: None

Course #3 CHI310H5 Business Chinese

Resource implications: None. Course will be taught by new appointment in Language Studies.

Course #4 CHI311H5 Classical Chinese

Resource implications: None. Course will be taught by new appointment in Language Studies.

Course #5 CIN204H5 The Films of Martin Scorsese

Resource implications: Books and films.

Course #6 CIN205H5 Canadian Auteurs

Resource implications: Books and films.

Course #7 CIN303H5 Global Auteurs

Resource implications: There are no resource implications.

Course #8 CLA101H5 Introduction to Classical Civilization

Resource implications: No resource implications.

Course #9 CLA204H5 Introduction to Classical Mythology

Resource implications: No resource implications.

Course #10 CLA230H5 Introduction to Greek History

Resource implications: No resource implications.

Course #11 CLA231H5 Introduction to Roman History

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #12 CLA232H5 Ancient Astronomy and Astrology

Resource implications: No resource implications.

Course #13 CLA233H5 Introduction to Roman Culture & Society

Resource implications: No resource implications.

Course #14 CLA235H5 Ancient Visual Culture

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #15 CLA237H5 Introduction to Greek Culture & Society

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #16 CLA360H5 Early Greece

Resource implications: No resource implications.

Course #17 CLA361H5 Classical Greece

Resource implications: No resource implications.

Course #18 CLA362H5 Alexander the Great and the Hellenistic World

Resource implications: No resource implications.

Course #19 DRE121H5 Traditions of Theatre and Drama

Resource implications: None

Course #20 DRE122H5 Modern and Contemporary Theatre and Drama

Resource implications: None

Course #21 DRE221Y5 Shakespeare

Resource implications: None

Course #22 DRE222H5 The Performance Text

Resource implications: None

Course #23 DRE299Y5 Research Opportunity Program

Resource implications: None

Course #24 DRE362H5 Playwriting

Resource implications: None

Course #25 DRE380H5 Repertory Theatre in Practice: The Shaw Festival

Resource implications: None

Course #26 DRE392H5 Independent Study 1

Resource implications: None

Course #27 DRE394H5 Independent Study 2

Resource implications: None

Course #28 DRE399Y5 Research Opportunity Program

Resource implications: None

Course #29 DRS121H5 Acting 1

Resource implications: None

Course #30 DRS122H5 Acting 2

Resource implications: None

Course #31 DRS221H5 Acting 3

Resource implications: None

Course #32 DRS222H5 Acting 4

Resource implications: None

Course #33 DRS321H5 Acting 5

Resource implications: None

Course #34 DRS322H5 Acting 6

Resource implications: None

Course #35 DRS325H5 Production 1

Resource implications: None

Course #36 DRS326H5 Production 2

Resource implications: None

Course #37 DRS421H5 Acting 7

Resource implications: None

Course #38 DRS422H5 Acting 8

Resource implications: None

Course #39 DRS425H5 Production 3

Resource implications: None

Course #40 DRS426H5 Production 4

Resource implications: None

Course #41 EDS200H5 Child, Adolescent and Adult Development in Education

Resource implications: None.

Course #42 EDS210H5 Communication and Conflict Resolution

Resource implications: None.

Course #43 EDS220H5 Equity and Diversity in Education

Resource implications: None.

Course #44 EDS300H5 Learning Design

Resource implications: None.

Course #45 EDS310H5 Education in a Global Context

Resource implications: None.

Course #46 EDS388H5 Experiential Learning Opportunity within the Community

Resource implications: None.

Course #47 ENG121H5 Traditions of Theatre and Drama

Resource implications: None

Course #48 ENG122H5 Modern and Contemporary Theatre and Drama

Resource implications: None

Course #49 ENG299Y5 Research Opportunity Program

Resource implications: None

Course #50 ENG307H5 Women Writers, 1660-1800

Resource implications: None. (See rationale).

Course #51 ENG337H5 Drama, 1660-1800

Resource implications: None. (see rationale)

Course #52 ENG389Y5 Creative Writing

Resource implications: None

Course #53 ENG390Y5 Individual Studies

Resource implications: None

Course #54 ENG391Y5 Individual Studies (Creative)

Resource implications: None

Course #55 ENG399Y5 Research Opportunity Program

Resource implications: None

Course #56 FAH291H5 History of Photography

Resource implications: There are no resource implications.

Course #57 FAH292H5 Canadian Art

Resource implications: Books.

Course #58 FAH310H5 Introduction to History and Theory of Curatorial Practice

Resource implications: There are no resource implications.

Course #59 FAH455H5 Photography and Humour

Resource implications: Books.

Course #60 FAH480H5 Studies in Ancient Art

Resource implications: There are no resource implications.

Course #61 FAS143H5 Drawing I

Resource implications: There are no resource implications.

Course #62 FAS145H5 Painting I

Resource implications: There are no resource implications.

Course #63 FAS147H5 Photography I

Resource implications: There are no resource implications.

Course #64 FAS232H5 Print Media I

Resource implications: There are no resource implications.

Course #65 FAS234H5 Print Media II

Resource implications: There are no resource implications.

Course #66 FAS236H5 Design I

Resource implications: There are no resource implications.

Course #67 FAS243H5 Drawing II

Resource implications: There are no resource implications.

Course #68 FAS245H5 Painting II

Resource implications: There are no resource implications.

Course #69 FAS246H5 Design II

Resource implications: There are no resource implications.

Course #70 FAS247H5 Photography II

Resource implications: There are no resource implications.

Course #71 FAS248H5 Sculpture I

Resource implications: There are no resource implications.

Course #72 FAS330Y5 Experimentation in Past and Present Techniques

Resource implications: There are no resource implications.

Course #73 FAS334Y5 Print Media III

Resource implications: There are no resource implications.

Course #74 FAS343Y5 Drawing III

Resource implications: There are no resource implications.

Course #75 FAS345Y5 Painting III

Resource implications: There are no resource implications.

Course #76 FAS348Y5 Continuing Investigations in Sculpture

Resource implications: There are no resource implications.

Course #77 FAS349Y5 Video, Sound and Performance

Resource implications: There are no resource implications.

Course #78 FAS434Y5 Individual Investigations in Print Media

Resource implications: There are no resource implications.

Course #79 FAS443Y5 Individual Investigations in Drawing

Resource implications: There are no resource implications.

Course #80 FAS445Y5 Individual Investigations in Painting

Resource implications: There are no resource implications.

Course #81 FAS446Y5 Individual Investigations in Design

Resource implications: There are no resource implications.

Course #82 FAS447Y5 Individual Investigations in Photography

Resource implications: There are no resource implications.

Course #83 FAS448Y5 Individual Investigations in Sculpture

Resource implications: There are no resource implications.

Course #84 FAS450Y5 Advanced Project

Resource implications: There are no resource implications.

Course #85 FAS451H5 Advanced Project

Resource implications: There are no resource implications.

Course #86 FAS452H5 Advanced Project

Resource implications: There are no resource implications.

Course #87 FAS453H5 Art Education Practice

Resource implications: There are no resource implications.

Course #88 FAS455H5 Teaching Art in the School and Community

Resource implications: There are no resource implications.

Course #89 FRE283H5 Oral French

Resource implications: None. Can be taught by any French faculty member.

Course #90 FRE400H5 French Studies Internship

Resource implications: None.

Course #91 HIN212Y5 Introduction to Hindi/Urdu

Resource implications: None.

Course #92 HIN311H5 Readings in Hindi

Resource implications: None. Course will be taught by new hire in South Asian Studies.

Course #93 HIN312Y5 Intermediate Hindi/Urdu

Resource implications: None.

Course #94 HIN411H5 Hindi Culture and Media

Resource implications: None. Course will be taught by new hire in South Asian Studies.

Course #95 HIN412Y5 Advanced Hindi

Resource implications: None.

Course #96 HIS295H5 Introduction to African History

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #97 HIS498Y5 Internship in History

Resource implications: No resource implications.

Course #98 ITA201Y5 Continuing Italian (Offered in Florence)

Resource implications: None.

Course #99 ITA221H5 Forms of Modern Italian Literature Part I

Resource implications: None.

Course #100 ITA222H5 Forms of Modern Italian Literature Part II

Resource implications: None.

Course #101 ITA306H5 Modern Italian Literature and Cinema

Resource implications: None.

Course #102 ITA307H5 Modern Italian Literature and Cinema

Resource implications: None.

Course #103 ITA309H5 Mafia Movies: Unraveling the Mob in Italian and North American Cinema

Resource implications: None.

Course #104 ITA310H5 Mafia Movies: Unraveling the Mob in Italian and North American Cinema

Resource implications: None.

Course #105 ITA311H5 Laughter Is the Best Medicine: Italian Cinematic Comedies and Comedians, Then and Now

Resource implications: None.

Course #106 ITA312H5 Laughter Is the Best Medicine: Italian Cinematic Comedies and Comedians, Then and Now

Resource implications: None.

Course #107 ITA314Y5 Italian Theatre and Performance

Resource implications: None.

Course #108 ITA315Y5 Italian Theatre and Performance

Resource implications: None.

Course #109 ITA341H5 Post War Italian Cinema I: Mastering Neorealism

Resource implications: None.

Course #110 ITA342H5 Post War Italian Cinema I: Mastering Neorealism

Resource implications: None.

Course #111 ITA343H5 Post War Italian Cinema II: Moving Beyond Neorealism

Resource implications: None.

Course #112 ITA344H5 Post War Italian Cinema II: Moving Beyond Neorealism

Resource implications: None.

Course #113 ITA354Y5 Creative Writing

Resource implications: None.

Course #114 ITA400Y5 Italian Studies Internship

Resource implications: None.

Course #115 ITA412Y5 Italian Theatre: Text and Performance

Resource implications: None.

Course #116 ITA413Y5 Italian Theatre: Text and Performance

Resource implications: None.

Course #117 LIN101H5 Introduction to General Linguistics I: The Sounds of Language

Resource implications: None. Course will be taught by LS faculty.

Course #118 LIN102H5 Introduction to General Linguistics II: Words, Sentences, their Structure and Meaning

Resource implications: None. Course will be taught by LS faculty.

Course #119 LIN200H5 Introduction to Language

Resource implications: None.

Course #120 LIN204H5 English Grammar

Resource implications: None.

Course #121 LIN211H5 Linguistics and Poetics

Resource implications: None.

Course #122 LIN228H5 Phonetics

Resource implications: None.

Course #123 LIN229H5 Sound Patterns in Language

Resource implications: None.

Course #124 LIN231H5 Morphological Patterns in Languages

Resource implications: None.

Course #125 LIN232H5 Syntactic Patterns in Language

Resource implications: None.

Course #126 LIN247H5 Semantics and Pragmatics

Resource implications: None. Renumbered course.

Course #127 LIN258H5 Introduction to Psycholinguistics and Language Acquisition

Resource implications: None.

Course #128 LIN310H5 Contrastive Linguistics

Resource implications: Yes. Hour of tutorial added. The emphasis of the course is shifted towards the theory and practice of formally comparing grammatical components of two languages, with practical application and some consideration of foreign language teaching. As such a tutorial hour has been added to allow for these applications.

Course #129 LIN328H5 Acoustic Phonetics

Resource implications: None. Course will be taught by LS faculty.

Course #130 LIN358H5 Bilingualism and Multiple Language Acquisition

Resource implications: None.

Course #131 LIN360H5 Historical Linguistics

Resource implications: None.

Course #132 LIN366H5 Contact Languages: Pidgins, Creoles and Mixed Languages

Resource implications: None.

Course #133 LIN376H5 Introduction to Romance Linguistics

Resource implications: None.

Course #134 LIN380H5 Theoretical Issues in Second Language Teaching and Learning

Resource implications: None.

Course #135 LIN399Y5 Research Opportunity Program

Resource implications: None.

Course #136 LIN410H5 Critical Reading and Writing in Linguistics

Resource implications: None. Course will be taught by LS faculty.

Course #137 LIN417H5 Second Language Pedagogy

Resource implications: None.

Course #138 LIN460H5 Special Topics in Language Change

Resource implications: None. Course will be taught by LS faculty.

Course #139 LIN468H5 Research Methods in Linguistics

Resource implications: None.

Course #140 LIN477H5 Topics in Natural Language Processing

Resource implications: None.

Course #141 PRS210H5 Elementary Persian I

Resource implications: None.

Course #142 PRS211H5 Elementary Persian II

Resource implications: None.

Course #143 RLG201H5 Introduction to Religion in the Literary, Visual, and Performing Arts

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #144 RLG202H5 Introduction to Judaism

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #145 RLG203H5 Introduction to Christianity

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #146 RLG204H5 Introduction to Islam and Muslim Civilizations

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #147 RLG205H5 Introduction to South Asian Religions

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #148 RLG206H5 Introduction to Buddhism

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #149 RLG207H5 Introduction to Sikhism

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #150 RLG208H5 Introduction to Zoroastrianism

Resource implications: Funding approval received from the the Dean's Office for the addition of the tutorials.

Course #151 RLG401H5 Advanced Topics in Religion and the Literary, Visual, and Performing Arts

Resource implications: No resource implications, the course will be taught by a Faculty member on a rotational basis.

Course #152 VCC290H5 Topics in Visual Culture and Communication

Resource implications: Books.

Course #153 VST410H5 Internship in the Arts and Visual Studies

Resource implications: There are no resource implications.

Course #154 WGS205H5 Introduction to Feminism and Popular Culture

Resource implications: No resource implications.

Course #155 WGS215H5 Introduction to Women, Public Policy and the Law

Resource implications: No resource implications.

Course #156 WGS301H5 Representing Islam

Resource implications: No resource implications.

Course #157 WGS335H5 Women, Migration and Diaspora

Resource implications: No resource implications.

Course #158 WGS336H5 Political Aesthetics and Feminist Representation

Resource implications: No resource implications.

Course #159 WGS354H5 Gender, Sexuality and Sport

Resource implications: No resource implications, the course will be taught by a Faculty member on a rotational basis.

Course #160 WGS365H5 Gender, Justice and the Law

Resource implications: No resource implications.

Course #161 WGS373H5 Gender, Violence and Resistance

Resource implications: No resource implications, the course will be taught by a Faculty member on a rotational basis.

Course #162 WGS421H5 Engendering Ethics

Resource implications: No resource implications, the course will be taught by a Faculty member on a rotational basis.

Course #163 WGS430H5 Diasporic Sexualities

Resource implications: No resource implications, the course will be taught by a Faculty member on a rotational basis.

Course #164 WGS435Y5 Women and Gender Studies Practicum

Resource implications: No resource implications.

Course #165 utm112H5 utmONE Course: Power of Expression

Resource implications: There is none.

Course #166 utm192H5 utmONE Scholars: Language, Culture, and Mind

Resource implications: There are none.

Deleted Courses

Course #1 FAH379H5 Science and Art in the Modern Period

Rationale: Reflected faculty member's old research project.

Course #2 ITA221Y5 Forms of Modern Italian Literature

Rationale: Course will be become two H courses (ITA221H5 and ITA222H5) which will allow more freedom of selection for students and greater scheduling choices.

Course #3 ITA342Y5 Post War Italian Cinema

Rationale: Course will be become two H courses (ITA3411H5 and ITA3422H5) which will allow more freedom of selection for students and greater scheduling choices.

Course #4 ITA343Y5 Post War Italian Cinema

Rationale: Course will be become two H courses (ITA343H5 and ITA344H5) which will allow more freedom of selection for students and greater scheduling choices.

Course #5 LIN100Y5 Introduction to General Linguistics

Rationale: As a Y course, students find LIN100Y5 difficult to schedule. We have proposed to replace this course with two half courses: LIN101H5 and LIN102H5.

Course #6 LIN347H5 Semantics and Pragmatics

Rationale: This course is an introduction to the field of semantics and pragmatics. Many first-year students have enrolled after having just taken LIN100, which makes it difficult to deliver the course material at a level one would expect of a 300-level course. Our program could use another non-required course at the 200-level. Will be replaced with LIN247H5.

Course #7 PHL174H5 Philosophy and Current Affairs

Rationale: Course created three years ago and has not been offered.

Course #8 PRS210Y5 Elementary Persian

Rationale: Course will be offered as two half courses.
To minimize conflicts in students timetables and therefore allow possible increase in enrolments, allow more flexibility in scheduling, and minimize impact on faculty redeployment in the event the course is cancelled.

Courses - Description Changes

Course #1 CIN303H5 Global Auteurs

- Before:** This course is devoted to three major international filmmakers: Michael Haneke (Austria), Olivier Assayas (France), and Hou Hsiao-Hsien (Taiwan). While different in many important respects, these filmmakers are nevertheless linked by their tendency to make international films that are themselves **mediations** on national identity in an increasingly globalized world. Screenings will include Cache, Code Unknown, Carlos, Demonlover, The Flight of the Red Balloon and Goodbye South, Goodbye, to name just a few. [24L, 24P]
- After:** This course is devoted to three major international filmmakers: Michael Haneke (Austria), Olivier Assayas (France), and Hou Hsiao-Hsien (Taiwan). While different in many important respects, these filmmakers are nevertheless linked by their tendency to make international films that are themselves **meditations** on national identity in an increasingly globalized world. Screenings will include Cache, Code Unknown, Carlos, Demonlover, The Flight of the Red Balloon and Goodbye South, Goodbye, to name just a few. [24L, 24P]
- Rationale:** Correction to word in description.
-

Course #2 CLA101H5 Introduction to Classical Civilization

- Before:** An introduction to ancient **Graeco-Roman civilization: a basic historical narrative with discussion of a selection of issues.** [36L]
- After:** An introduction to ancient **Greco-Roman civilization that highlights some of the most salient artistic, cultural, historical, and social achievements of these two societies.** [36L]
- Rationale:** The old description was outdated and at times misleading. The description has been changed to represent the content of the course and contemporary pedagogical approaches.
-

Course #3 CLA204H5 Introduction to Classical Mythology

- Before:** A survey of the myths and legends of the ancient Greek and Roman Mediterranean world in ancient **literature** and **art**. Consideration may also be given to their **role** in modern literature and **art**. [36L]
- After:** A survey of the myths and legends of the ancient Greek and Roman Mediterranean world in ancient **art** and **literature**. Consideration may also be given to their **reception** in modern **art and literature** and **some modern theories of myth**. [36L]
- Rationale:** The old descriptions were outdated and at times misleading. The new description questions the role of myth and introduces the potential of introducing theory of myth to the class.
-

Course #4 CLA230H5 Introduction to Greek History

- Before:** ~~A survey of the salient political, social and cultural developments in Greek history from the Bronze Age to the second century B.C.~~ [36L]
- After:** An introduction to the diverse history of the Greek world, tracing mainly political but also social developments from the Bronze Age of the mid-second millennium BCE to the first century CE. [36L]
- Rationale:** The previous description indicated that the course ended in the second century BCE but the course is taught up to the first century CE.
-

Course #5 CLA231H5 Introduction to Roman History

- Before:** ~~A survey of the salient political, social and cultural developments in Roman history from the mythical beginnings to the third century A.D.~~ [36L]
- After:** An introduction to the history of Rome, focusing mainly on its political and military history but also tracing the most salient social and cultural developments, from its inconspicuous beginnings in the eighth century BCE to Rome's Mediterranean Empire in the imperial period and its dissolution in the sixth century CE. [24L, 10T]
- Rationale:** The previous description suggested the course finished in the third century AD: this is a relic from previous times and also is in strong discordance with the following 300 level seminars that discuss topics from the fourth century and beyond. The

new description indicates more strongly that this course is a gateway course for ALL 300 level Roman history courses up to the sixth century - and it reflects how it has been taught in the last few years.

This is a proposal to add tutorials to the course for the following year. In order to give students from a wide variety of academic backgrounds the opportunity to acquire the reading and writing skills they need to write sophisticated and well-argued essays, the addition of tutorials could enable the course to place a stronger emphasis analytical writing. This should not only significantly enhance their academic achievements, but also provide an even pathway to the 300-level and could be a deeply desired skill set for their career after university.

Course #6 CLA232H5 Ancient Astronomy and Astrology

Before: Greek and Roman views of the *universe*; the origin and development of scientific astronomy, astrology, and star worship. [36L]

After: *A general survey of* Greek and Roman views of the *universe*, the origin and development of scientific astronomy, *the history of ancient* astrology, and star worship. [36L]

Rationale: The old description was outdated and at times misleading, the description has been changed to represent more closely the content of the course by adding a historical perspective on astronomy into the course description.

Course #7 CLA233H5 Introduction to Roman Culture & Society

Before: ~~A general~~ introduction to the ~~society~~ and ~~culture~~ of ancient Rome and the Roman ~~Empire~~. Topics may include ~~literature, art, social customs,~~ gender and sexuality, ~~daily life,~~ and ~~religious festivals~~ (the circus, gladiatorial games, ~~etc.~~). [36L]

After: An introduction to the cultural and social history of ancient Rome and those living in the Roman world. Topics may vary from year to year but include daily life and demography, the Roman family, gender and sexuality, the Roman political system and the army, religion, Roman entertainments (the circus, gladiatorial games, the theatre, and Latin literature). [36L]

Rationale: The old description was outdated and at times misleading, the description has been changed to represent more closely the content of the course and contemporary pedagogical approaches.

Course #8 CLA235H5 Ancient Visual Culture

Before: An introduction to key aspects of visual culture in Graeco-Roman antiquity: temples, sculpture, vase paintings, wall paintings, theater buildings, funerary art, portraits, inscriptions, celebratory monuments. [36L]

After: An introduction to key aspects of visual culture in Graeco-Roman antiquity: temples, sculpture, vase paintings, wall paintings, theater buildings, funerary art, portraits, inscriptions, celebratory monuments. [24L,10T]

Rationale: This is a proposal to add tutorials to the course for the following year. In order to give students from a wide variety of academic backgrounds the opportunity to acquire the reading and writing skills they need to write sophisticated and well-argued essays, the addition of tutorials could enable the course to place a stronger emphasis analytical writing. This should not only significantly enhance their academic achievements, but also provide an even pathway to the 300-level and could be a deeply desired skill set for their career after university.

Course #9 CLA237H5 Introduction to Greek Culture & Society

Before: ~~A general~~ introduction to the society and culture of ancient ~~Greece~~. Topics may include ~~literature, art,~~ social customs, gender and sexuality, ~~daily life,~~ and religious festivals ~~(the theatre, the Olympic Games, etc.)~~. [36L]

After: An introduction to the society and culture of the ancient Greek world and those who were in contact with it. Topics may vary from year to year but include daily life and demography, social customs, gender and sexuality, literature, art, as well as religion and religious festivals (such as processions, theatrical performances and athletic competitions such as the Olympic Games). [24L,10T]

Rationale: The old description was outdated and at times misleading, the description has been changed to represent more closely the content of the course and contemporary pedagogical approaches. This is a proposal to add tutorials to the course for the following year. In order to give students from a wide variety of academic backgrounds the opportunity to acquire the reading and writing skills they need to write sophisticated and well-argued essays, the addition of tutorials could enable the course to place a stronger emphasis analytical writing. This should not only significantly enhance their academic achievements, but also provide an even pathway to the 300-level and could be a deeply desired skill set for their career after university.

Course #10 CLA360H5 Early Greece

- Before:** ~~A survey of the salient political, social, economic, religious, and cultural developments in the shaping of early Greece, from the second millennium BCE to the late 6th/early 5th century BCE. The emphasis lies on the emergence of the Greek polis in the archaic period (9th-6th century BCE).~~ [24L]
- After:** This course offers an exploration into the early Greek world, tracing political, economical, and social developments from a world of local rulers in the second millennium BCE until the Persian Wars in the early fifth century BCE. An in-depth study of the many forms of available ancient sources will create a vivid picture of early Greek communities, of state organization, and society. [24L]
- Rationale:** The old description places an emphasis on emergence of Greek democracy, while the new description reflects that the new focus of the course is not only on democracy but on different forms of government and cultural and economical developments in the Greek world as a whole.

Course #11 CLA361H5 Classical Greece

- Before:** A ~~survey~~ of the ~~salient~~ political, ~~social, constitutional, military,~~ economic, ~~religious,~~ and cultural developments in the ~~classical Greece world,~~ from the Persian Wars to the second half of the ~~4th century.~~ [24L]
- After:** A close study of the Greek Mediterranean world during the period, which already in antiquity, was described as Classical . Through an in-depth study of ancient sources, this course explores the political, economic, social, religious and cultural developments of the Greek states in the time period from the Persian Wars in the early 5th century to the rise of Macedon in the second half of the fourth century BCE. [24L]
- Rationale:** The new description indicates that the course places a heavy emphasis on the discussion of ancient source material in class.

Course #12 CLA362H5 Alexander the Great and the Hellenistic World

- Before:** A ~~survey~~ of the ~~salient political, social, constitutional, military, economic, religious, and cultural developments~~ in the ~~World, from 336 BCE to 31 BCE, with particular emphasis on the~~ age of ~~Alexander the Great and his successors.~~ [24L]
- After:** This course offers an in-depth study of the Hellenistic World from the reign of Alexander the Great in the fourth century BCE to a Greek world under Roman dominance in the first century CE, spanning geographically from the Mediterranean basin via the Levant and Mesopotamia to modern-day Afghanistan. A close examination of different types of ancient sources will trace the political, cultural, economic and social developments of kings, regions and cities that shaped this period. [24L]
- Rationale:** This course reflects the state of scholarship up to the 1980s. Instead of focussing on mainly 60 years of a 300-year period as the old description indicates, the new description reflects recent research and a broader geographical scope that also corresponds to the research strength of our new hire in Greek history

Course #13 DRE380H5 Repertory Theatre in Practice: The Shaw Festival

- Before:** A study of the role of repertory theatre in the historical and current development of dramatic literature and performance practices, held-on-site at the Shaw Festival in Niagara-on-the-Lake, Ontario. Students will attend productions and lectures, interview actors, directors, designers, and administrators, and collaborate on staged reading with the assistance of company members. Topics may include the performance history of plays by Shaw, Chekhov, Ibsen, Wilde, and other playwrights within the Festival's mandate, the analysis of production elements from the perspectives of directors, actors, and designers, and the relevance of "classical" drama for the modern world.
- After:** A study of the role of repertory theatre in the historical and current development of dramatic literature and performance practices, held-on-site at the Shaw Festival in Niagara-on-the-Lake, Ontario. Students will attend productions and lectures, interview actors, directors, designers, and administrators, and collaborate on **a** staged reading with the assistance of company members. Topics may include the performance history of plays by Shaw, Chekhov, Ibsen, Wilde, and other playwrights within the Festival's mandate, the analysis of production elements from the perspectives of directors, actors, and designers, and the relevance of "classical" drama for the modern world. **There is a nonrefundable fee associated with this course beyond tuition, for which the accepted students are responsible.**
- Rationale:** This was a new course last year, and a fee was associated from the start, but this information was not included in the calendar description. We have been advised that it ought to be. The fee for the course covers the cost of theatre tickets, usage of space and resources at Shaw Festival and honoraria for guest lecturers.

Course #14 DRS321H5 Acting 5

- Before:** Vocal, Physical, and Interpretive Techniques for the developing actor now become more specialized. **Clown,** Period Movement, Contact Improvisation, Ensemble Singing, Intermediate Voice, Professional Practice, and various classical and

contemporary **Styles** are included (components may vary with the availability of Guest Instructors). In addition, each student will be scheduled regularly for a half-hour Tutorial to work on acting problems in a one-on-one situation. [108P (96 studio classes plus tutorials)]

After: Vocal, Physical, and Interpretive Techniques for the developing actor now become more specialized. **Unarmed Combat**, Period Movement, Contact Improvisation, Ensemble Singing, Intermediate Voice, Professional Practice, and various classical and contemporary **styles** are included (components may vary with the availability of Guest Instructors). In addition, each student will be scheduled regularly for a half-hour Tutorial to work on acting problems in a one-on-one situation. [108P (96 studio classes plus tutorials)]

Rationale: Description includes changes in the course.

Course #15 DRS421H5 Acting 7

Before: Work on Voice, Text, and Movement continues at an advanced level. Solo Singing, Senior Voice, ~~Unarmed Combat~~, Character Mask, ~~and~~ Dance for ~~Actors~~ are included (components may vary with the availability of Guest Instructors). ~~Regular~~ half-hour Tutorials continue, with emphasis on the development of individual audition material. ~~Professional~~ Practice classes include cold reading, mock auditions, and the realities of acting as a business. Styles include Acting for the ~~Camera~~, ~~plus workshops~~ that could range from the Greeks to ~~Chinese Opera~~. ~~[108P (96 studio classes plus tutorials)]~~

After: Work on Voice, Text, and Movement continues at an advanced level. Solo Singing, Senior Voice, Character Mask, Dance for **Actors, and an Introduction to Sword** are included (components may vary with the availability of Guest Instructors). **Regular** half-hour Tutorials continue, with emphasis on the development of individual audition material. **Professional** Practice classes include cold reading, mock auditions, and the realities of acting as a business. Styles include Acting for the **Camera and other Media Workshops, as well as classes** that could range from the Greeks to **the Absurdist**. [108P(96 studio classes plus tutorials)]

Rationale: Changes to course descriptions.

Course #16 FRE400H5 French Studies Internship

Before: Students enrolled in a French Studies program of study will have the opportunity, through work placement, to apply the knowledge and expertise gained throughout their studies in French. The work placement will take place in corporations, local media or community **organizations**. Application deadline is February 28th. Students will be required to include a letter of interest highlighting their qualifications as suitable candidates for an internship opportunity. Applicants who meet minimum criteria (must be in 4th year of studies, number of courses completed in FRE and CGPA) will be selected for an interview. Final decisions will be based on a combination of academic qualifications, experience, and the interview.

After: Students enrolled in a French Studies program of study will have the opportunity, through work placement, to apply the knowledge and expertise gained throughout their studies in French. The work placement will take place in corporations, local media or community **organizations and educational institutions (elementary, secondary schools, colleges and universities)**. Application deadline is February 28th. Students will be required to include a letter of interest highlighting their qualifications as suitable candidates for an internship opportunity. Applicants who meet minimum criteria (must be in 4th year of studies, number of courses completed in FRE and CGPA) will be selected for an interview. Final decisions will be based on a combination of academic qualifications, experience, and the interview.

Rationale: To expand the scope of the current description that is limited to corporations, local media and community organizations in order to include in-school experiences such as completing an internship within an elementary or secondary school, or even a Facilitated Study Group leader at the University. Course has also been signaled as containing 10 hours or more of experiential learning.

Course #17 HIN212Y5 Introduction to Hindi/Urdu

Before: Intensive introduction to phonology, grammar, syntax of the modern Hindi language; emphasis on basic writing and reading. [72L, 24P]

After: Intensive introduction to phonology, grammar, syntax of the modern Hindi **and Urdu** language; emphasis on basic writing and reading. [72L, 24P]

Rationale: Title and description change. This change in the name and description of the course is motivated by the addition of an Urdu component to the course. Thanks to a new hire in Hindi-Urdu, students will now be exposed to the two varieties of the language.

Course #18 HIN312Y5 Intermediate Hindi/Urdu

- Before:** Continuation of HIN212Y5. This course will focus on further development of grammatical structures. **Includes** an introduction to Hindi **readings** and **texts**. [72L, 24P]
- After:** Continuation of HIN212Y5. This course will focus on further development of grammatical structures. **This includes** an introduction to Hindi and **Urdu texts and oral practice**. [72L, 24P]
- Rationale:** Title and description change. This change in the name and description of the course is motivated by the addition of an Urdu component to the course. Thanks to a new hire in Hindi-Urdu, students will now be exposed to the two varieties of the language.

Course #19 HIS295H5 Introduction to African History

- Before:** A survey of African civilization and history from antiquity to modernity. The course also examines the transformation of Africa from colonial domination to postcolonial states, social movements, and ideologies. [24L]
- After:** A survey of African civilization and history from antiquity to modernity. The course also examines the transformation of Africa from colonial domination to postcolonial states, social movements, and ideologies. [24L, 10T]
- Rationale:** As a large introductory class, tutorials would allow students more focused discussion and development of historical skills.

Course #20 ITA201Y5 Continuing Italian (Offered in Florence)

- Before:** A review of ~~Italian grammar, readings of Italian~~ authors and ~~one hour of oral practice~~. [48L, 24P]
- After:** This course consists of a thorough review of grammatical structures and is designed to improve the students' self-expressiveness in Italian. Selections from contemporary authors and passages dealing with present-day issues are used as a basis for discussion in Italian. For students whose background in Italian is solely academic. (Offered in Florence)[48L, 24P]
- Rationale:** This course will henceforth be offered as part of the Florence program. For course/ROSI related reasons a separate course code must be used.

Course #21 ITA354Y5 Creative Writing

- Before:** A course designed to promote self-expression in Italian by involving students in writing shorter pieces in fiction and non-fiction and teaching the structure of the language in relation to the writing activity. Genres to be practised: the personal sketch, fable, apologue, short story, brief documentaries, and short plays. **One** of the creative pieces **will be** a screenplay which will be turned into a short film. Selected writings will be collected and published in a booklet. [24L, **52 P**, 24S] Course taught in English and Italian; all assignments in Italian.
- After:** A course designed to promote self-expression in Italian by involving students in writing shorter pieces in fiction and non-fiction and teaching the structure of the language in relation to the writing activity. Genres to be practised: the personal sketch, fable, apologue, short story, brief documentaries, and short plays. **There will be an option of transforming** the creative pieces **into** a screenplay which will be turned into a short film. Selected writings will be collected and published in a booklet. [24L, **52P**, 24S] Course taught in English and Italian; all assignments in Italian.
- Rationale:** This title offers a more concise, yet accurate initial description of the course's content.

Course #22 LIN204H5 English Grammar

- Before:** ~~How the English language works: students~~ will learn about fundamental grammatical ~~concepts and structures~~ and about ~~their application to meaning-making in academic reading~~ and writing ~~contexts~~. This course does not count towards the Linguistic Studies minor or major program. [24L, 42T]
- After:** Students will learn about fundamental grammatical concepts, focusing on the major grammatical categories in English and how they interact at the phrase level. They will be introduced to the main constituents of English sentences and learn about the basic relationship between tense, aspect, and modality. Students will learn to apply this knowledge as a tool to think analytically about English, evaluating various registers and styles, and gaining an awareness of their own style of speaking and writing. Depending on the instructor, this course may be delivered fully online. When it is, students are required to take the final exam at the UTM campus. Arrangements will be made for proctored exam writing for students who are registered at Ontario university locations outside of the GTA. This course does not count towards the Linguistic Studies minor or major program.
- Rationale:** The course is now delivered online; the description needs to be updated.

Course #23 LIN258H5 Introduction to Psycholinguistics and Language Acquisition

- Before:** This course is a general introduction to psycholinguistics and language acquisition. It covers topics such as the neurobiological bases of language, the mental lexicon, memory, speech production/perception, sentence comprehension, and first/second language acquisition and bilingualism. Half of the course will introduce students to the tools and methods for designing psycholinguistic experiments. The course includes a tutorial where students will become familiar with experimental design and will learn to operate various software programs and hardware used in psycholinguistic experiments. [24L, **24T**]
- After:** This course is a general introduction to psycholinguistics and language acquisition. It covers topics such as the neurobiological bases of language, the mental lexicon, memory, speech production/perception, sentence comprehension, and first/second language acquisition and bilingualism. Half of the course will introduce students to the tools and methods for designing psycholinguistic experiments. The course includes a tutorial where students will become familiar with experimental design and will learn to operate various software programs and hardware used in psycholinguistic experiments. [24L, **12T**]
- Rationale:** As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes. There was an error in the number of tutorial hours offered, it should read 12T not 24T.

Course #24 LIN310H5 Contrastive Linguistics

- Before:** An introductory survey of ~~comparative methods in linguistics~~. How are languages compared with respect to their phonological, morphological, ~~syntactic and~~ semantic structure? Focusing on contrastive ~~linguistics methods~~, the ~~course also covers selected applications~~ of contrastive analysis ~~in the second language classroom and topics such as historical linguistics, linguistic typology, translation studies, and psycholinguistics. This course does not count towards the Linguistic Studies minor or major program.~~ [24L]
- After:** An introductory survey of the theory and practice of contrastive analysis. How are languages compared with respect to their phonological, morphological, syntactic, semantic structure? How are lexicons compared? Focusing on contrastive procedures, students will examine a number of case studies and will then apply this knowledge to produce their own analysis. Some consideration will be given to the usefulness of contrastive analysis to foreign language teaching. [24L, 12T]
- Rationale:** As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes. This course requires a solid foundation course in general linguistics, we therefore require both LIN101H5 and LIN102H5. The emphasis of the course is shifted towards the theory and practice of formally comparing grammatical components of two languages, with practical application and some consideration of foreign language teaching. As such a tutorial hour has been added to allow for these applications.

Course #25 LIN468H5 Research Methods in Linguistics

- Before:** Introduction to the main methods, tools and techniques used in the analysis, interpretation and presentation of linguistic data. Topics may include research in the areas of general linguistics, language acquisition, psycholinguistics, sociolinguistics and dialectology. This course involves a practical component where students will apply skills learned in order to carry out their own **experiment.** [36L]
- After:** Introduction to the main methods, tools and techniques used in the analysis, interpretation and presentation of linguistic data. Topics may include research in the areas of general linguistics, language acquisition, psycholinguistics, sociolinguistics and dialectology. This course involves a practical component where students will apply skills learned in order to carry out their own **study. Note that a background in statistics is NOT required for this course.** [36L]
- Rationale:** The wording for the prerequisite needs to be adjusted to prevent entry of unprepared students. Slight change was made to the course description as there is a student perception that a statistics background is required to do well in the course, we wish to dispel this misconception.

Course #26 RLG201H5 Introduction to Religion in the Literary, Visual, and Performing Arts

- Before:** An examination of the interplay between religion and aesthetics, as expressed through the literary, visual, and performing arts. Structured thematically rather than by religious tradition, this course covers topics such as the creative word, visual representation of the divine through icons and iconography, sacred space and religious architecture, religion and the book arts, religious music, dance, and drama, visual narrativization, and religious ritual as performance. **[24L]**
- After:** An examination of the interplay between religion and aesthetics, as expressed through the literary, visual, and performing arts. Structured thematically rather than by religious tradition, this course covers topics such as the creative word, visual representation of the divine through icons and iconography, sacred space and religious architecture, religion and the book arts, religious music, dance, and drama, visual narrativization, and religious ritual as performance. **[24L, 10T]**

Rationale: The student demographic for religion courses include an unusually large number of students belonging to new immigrant communities whose cultural background includes a strong oral culture or a resistance towards argumentative writing. Tutorials will help such students acquire the specific research skills required to excel in the course.

Course #27 RLG202H5 Introduction to Judaism

Before: This course studies Jewish religious thought and activity in both ancient and modern times through selected biblical, rabbinic, medieval, and modern Jewish writings. It explores the roots of Jewish religion, the variety of Jewish traditions, and how these traditions worldwide have been transformed throughout history in response to major political and religious crises. **[24L]**

After: This course studies Jewish religious thought and activity in both ancient and modern times through selected biblical, rabbinic, medieval, and modern Jewish writings. It explores the roots of Jewish religion, the variety of Jewish traditions, and how these traditions worldwide have been transformed throughout history in response to major political and religious crises. **[24L,10T]**

Rationale: The student demographic for religion courses include an unusually large number of students belonging to new immigrant communities whose cultural background includes a strong oral culture or a resistance towards argumentative writing. Tutorials will help such students acquire the specific research skills required to excel in the course.

Course #28 RLG203H5 Introduction to Christianity

Before: An introduction to the diverse history of Christianity, from its origins as a Jewish sect to its contemporary importance as a major global religion, with a focus on how Christianity has both shaped and been shaped by various social, geographical, and cultural environments over the past two **millennia.[24L]**

After: An introduction to the diverse history of Christianity, from its origins as a Jewish sect to its contemporary importance as a major global religion, with a focus on how Christianity has both shaped and been shaped by various social, geographical, and cultural environments over the past two **millennia.[24L,10T]**

Rationale: The student demographic for religion courses include an unusually large number of students belonging to new immigrant communities whose cultural background includes a strong oral culture or a resistance towards argumentative writing. Tutorials will help such students acquire the specific research skills required to excel in the course.

Course #29 RLG204H5 Introduction to Islam and Muslim Civilizations

Before: A thematic introduction to the diversity and rich traditions of Islam and Muslim Civilizations that explores many geographical areas, historical periods, schools of affiliation and interpretation, and cultural milieus. **[24L]**

After: A thematic introduction to the diversity and rich traditions of Islam and Muslim Civilizations that explores many geographical areas, historical periods, schools of affiliation and interpretation, and cultural milieus. **[24L,10T]**

Rationale: The student demographic for religion courses include an unusually large number of students belonging to new immigrant communities whose cultural background includes a strong oral culture or a resistance towards argumentative writing. Tutorials will help such students acquire the specific research skills required to excel in the course.

Course #30 RLG205H5 Introduction to South Asian Religions

Before: A historical and thematic introduction to South Asian religious traditions as embedded in the socio-cultural structures of India. **[24L]**

After: A historical and thematic introduction to South Asian religious traditions as embedded in the socio-cultural structures of India. **[24L,10T]**

Rationale: The student demographic for religion courses include an unusually large number of students belonging to new immigrant communities whose cultural background includes a strong oral culture or a resistance towards argumentative writing. Tutorials will help such students acquire the specific research skills required to excel in the course.

Course #31 RLG206H5 Introduction to Buddhism

Before: The teachings of the Buddha and the development, spread, and diversification of the Buddhist tradition from southern to northeastern Asia. **[24L]**

After: The teachings of the Buddha and the development, spread, and diversification of the Buddhist tradition from southern to northeastern Asia. **[24L,10T]**

Rationale: The student demographic for religion courses include an unusually large number of students belonging to new immigrant communities whose cultural background includes a strong oral culture or a resistance towards argumentative writing. Tutorials will help such students acquire the specific research skills required to excel in the course.

Course #32 RLG207H5 Introduction to Sikhism

Before: An introduction to the historical and religious context in which the Sikh religion emerged and developed, its principal doctrines, practices and institutions and its evolution from its origins to the present, both in South Asia and the diaspora.

[24L]

After: An introduction to the historical and religious context in which the Sikh religion emerged and developed, its principal doctrines, practices and institutions and its evolution from its origins to the present, both in South Asia and the diaspora.

[24L,10T]

Rationale: The student demographic for religion courses include an unusually large number of students belonging to new immigrant communities whose cultural background includes a strong oral culture or a resistance towards argumentative writing. Tutorials will help such students acquire the specific research skills required to excel in the course.

Course #33 RLG208H5 Introduction to Zoroastrianism

Before: A survey of the historical development of Zoroastrianism and its canonical texts, doctrines, rituals, and observances from the time of Zoroaster to the present. It also explores the emergence of Zoroastrian diasporic communities in India, Europe, and North America. **[24L]**

After: A survey of the historical development of Zoroastrianism and its canonical texts, doctrines, rituals, and observances from the time of Zoroaster to the present. It also explores the emergence of Zoroastrian diasporic communities in India, Europe, and North America. **[24L,10T]**

Rationale: The student demographic for religion courses include an unusually large number of students belonging to new immigrant communities whose cultural background includes a strong oral culture or a resistance towards argumentative writing. Tutorials will help such students acquire the specific research skills required to excel in the course.

Course #34 WGS215H5 Introduction to Women, Public Policy and the Law

Before: This course introduces students to **women's** position in Canada as political actors and provides gender-based analysis in relation to public policy in Canada. Students will study **women's** historical participation in and exclusion from **public life** and evaluate the impact of feminism and **women's** activism on Canadian public policies. Using intersectional framework, the course will also examine different ways in which public policies can be made more responsive to gender and diversity concerns as well as the role public policy can play in overcoming gender inequalities. We will investigate key historical changes in public policies affecting Canadian women in such areas as family, workplace, education, poverty-welfare, sexuality and reproductive laws, immigration and refugee laws, and global issues. The course concludes with **women's** achievements in this area. [24L, 10T]

After: This course introduces students to **women s** position in Canada as political actors and provides gender-based analysis in relation to public policy **and law** in Canada. Students will study **women s** historical participation in and exclusion from **policy decision-making processes**, and evaluate the impact of feminism and **women s** activism on Canadian public policies. Using intersectional framework, the course will also examine different ways in which public policies can be made more responsive to gender and diversity concerns as well as the role public policy can play in overcoming gender inequalities. We will investigate key historical changes in public policies affecting Canadian women in such areas as family, workplace, education, poverty-welfare, sexuality and reproductive laws, immigration and refugee laws, and global issues. The course concludes with **women s** achievements in this area. [24L, 10T]

Rationale: The new title and course description are a more accurate description of the course content and a better representation of the focus, the topics, themes and theories discussed in the course.

Course #35 utm192H5 utmONE Scholars: Language, Culture, and Mind

Before: The course introduces students to cutting edge research questions and methods of inquiry in the study of language through the lenses of **three** different **disciplines**: language as a communicative tool (Anthropology), language as an internal system (Linguistics) and language as a cognitive object (Psychology). [24S]

After: The course introduces students to cutting edge research questions and methods of inquiry in the study of language

through the lenses of different *disciplines such as* language as a communicative tool (Anthropology), language as an internal system (Linguistics) and language as a cognitive object (Psychology). [24S]

Rationale: This description more accurately depicts the content being delivered in the course.
This description more accurately depicts the content being delivered in the course.

Changes in Course Name

Course #1 CCT451H5 Digital Media: Advanced Audio Production (SH)

Before: Advanced Audio Production (SH)

After: **Digital Media:** Advanced Audio Production (SH)

Rationale: This title better reflects course content.

Course #2 CCT453H5 Digital Media: Advanced Video Production (SH)

Before: Advanced Video Production (SH)

After: **Digital Media:** Advanced Video Production (SH)

Rationale: This title better reflects course content.

Course #3 FAH310H5 Introduction to History and Theory of Curatorial Practice

Before: Introduction to Curatorial Practice

After: Introduction to **History and Theory of** Curatorial Practice

Rationale: The title of FAH310H5 has in the past given students the wrong impression of the course, which they imagine will be more hands-on than it is.

Course #4 HIN212Y5 Introduction to Hindi/Urdu

Before: Introduction to **Hindi**

After: Introduction to **Hindi/Urdu**

Rationale: Title and description change. This change in the name and description of the course is motivated by the addition of an Urdu component to the course. Thanks to a new hire in Hindi-Urdu, students will now be exposed to the two varieties of the language.

Course #5 HIN312Y5 Intermediate Hindi/Urdu

Before: Intermediate **Hindi**

After: Intermediate **Hindi/Urdu**

Rationale: Title and description change. This change in the name and description of the course is motivated by the addition of an Urdu component to the course. Thanks to a new hire in Hindi-Urdu, students will now be exposed to the two varieties of the language.

Course #6 ITA201Y5 Continuing Italian (Offered in Florence)

Before: **Intermediate** Italian **II**

After: **Continuing** Italian **(Offered in Florence)**

Rationale: This course will henceforth be offered as part of the Florence program. For course/ROSI related reasons a separate course code must be used.

Course #7 ITA354Y5 Creative Writing

Before: **Word and Image:** Writing **with Pen and Camera**

After: **Creative** Writing

Rationale: This title offers a more concise, yet accurate initial description of the course's content.

Course #8 WGS205H5 Introduction to Feminism and Popular Culture

Before: *Women* and Popular Culture

After: *Introduction to Feminism* and Popular Culture

Rationale: Revised title reflects more accurately course themes and approach. In particular, the new title provides a clearer description of how this course fits within the WGS stream of courses with cultural content.

Course #9 WGS215H5 Introduction to Women, Public Policy and the Law

Before: Women, *Politics* and the *State*

After: *Introduction to* Women, *Public Policy* and the *Law*

Rationale: The new title and course description are a more accurate description of the course content and a better representation of the focus, the topics, themes and theories discussed in the course.

Course #10 WGS301H5 Representing Islam

Before: *Gender and* Islam

After: *Representing* Islam

Rationale: Revised title reflects more accurately course themes and approach. In particular, the new title will distinguish it from a History of Religion course.

Course #11 WGS336H5 Political Aesthetics and Feminist Representation

Before: *Women, History* and Representation

After: *Political Aesthetics* and *Feminist* Representation

Rationale: Revised title reflects more accurately course themes and approach. In particular, the new title provides a clearer description of how this course fits within the Women and Gender studies stream of courses with cultural content.

Course #12 utm112H5 utmONE Course: Power of Expression

Before: utmONE Course: Power *and Danger* of Expression

After: utmONE Course: Power of Expression

Rationale: This change reflects an opposition to the idea that expression can be dangerous.
This change reflects an opposition to the idea that expression can be dangerous.

Courses - Other Changes

Course #1 CLA237H5 Introduction to Greek Culture & Society

Before: Recommended Preparation: CLA101H5/ **204H5**

After: Recommended Preparation: CLA101H5/ **CLA204H5**

Rationale: The old description was outdated and at times misleading, the description has been changed to represent more closely the content of the course and contemporary pedagogical approaches. This is a proposal to add tutorials to the course for the following year. In order to give students from a wide variety of academic backgrounds the opportunity to acquire the reading and writing skills they need to write sophisticated and well-argued essays, the addition of tutorials could enable the course to place a stronger emphasis analytical writing. This should not only significantly enhance their academic achievements, but also provide an even pathway to the 300-level and could be a deeply desired skill set for their career after university.

Course #2 CLA360H5 Early Greece

Before: Prerequisite: **CLA230H5/237H5 Course** Exclusion: **CLA362H1/363H1**

After: Prerequisite: **CLA230H5/CLA237H5 Course** Exclusion: **CLA362H1, CLA363H1**

Rationale: The old description places an emphasis on emergence of Greek democracy, while the new description reflects that the new focus of the course is not only on democracy but on different forms of government and cultural and economical developments in the Greek world as a whole.

Course #3 CLA361H5 Classical Greece

Before: Prerequisite: **CLA230H5/237H5 Course** Exclusion: **CLA335H5/363H1**

After: Prerequisite: **CLA230H5/CLA237H5 Course** Exclusion: **CLA335H5, CLA363H1**

Rationale: The new description indicates that the course places a heavy emphasis on the discussion of ancient source material in class.

Course #4 CLA362H5 Alexander the Great and the Hellenistic World

Before: Prerequisite: **CLA230H5/237H5 Course** Exclusion: **CLA347H5/364H1**

After: Prerequisite: **CLA230H5/CLA237H5 Course** Exclusion: **CLA347H5, CLA64H1**

Rationale: This course reflects the state of scholarship up to the 1980s. Instead of focussing on mainly 60 years of a 300-year period as the old description indicates, the new description reflects recent research and a broader geographical scope that also corresponds to the research strength of our new hire in Greek history

Course #5 FAH291H5 History of Photography

Before: Course Exclusion: **FAH252H5**

After: Course Exclusion: **FAH252H5, FAH391H5**

Rationale: Adding exclusion to course.

Course #6 FAH480H5 Studies in Ancient Art

Before: Prerequisite: **VST100H5, VST101H5 or** FAH105H5/FAH202H5 and six FAH courses including a 300+ level half course and P.I.

After: Prerequisite: FAH105H5/FAH202H5 and six FAH courses including a 300+ level half course and P.I.

Rationale: Removing old course codes from prerequisites.

Course #7 FAS330Y5 Experimentation in Past and Present Techniques

Before: Prerequisite: Any FAS200 level course **or any FAH100 level course** and 1.5 credits in FAH/VCC and P.I.
After: Prerequisite: Any FAS200 level course and 1.5 credits in FAH/VCC and P.I.
Rationale: Addition of EXP to course offering experiential education opportunity.
Correcting prerequisites

Course #8 FAS443Y5 Individual Investigations in Drawing

Before: Prerequisite: **FAS343Y5 or** FAS349Y5, 1.5 credits in FAH/VCC and P.I.
After: Prerequisite: FAS349Y5, **FAS343Y5**, 1.5 credits in FAH/VCC and P.I.
Rationale: Addition of EXP to course offering experiential education opportunity.
Correcting prerequisites.

Course #9 ITA201Y5 Continuing Italian (Offered in Florence)

Before: Prerequisite: **ITA101Y5** or permission of the department.
After: Prerequisite: **ITA100Y5/ITA101Y5** or permission of the department.
Rationale: This course will henceforth be offered as part of the Florence program. For course/ROSI related reasons a separate course code must be used.

Course #10 ITA306H5 Modern Italian Literature and Cinema

Before: Recommended Preparation:
After: Recommended Preparation: **Minimum 0.5 credits in any ITA literature and/or cinema course.**
Rationale: The changes reflect an added note on recommended preparation.

Course #11 ITA307H5 Modern Italian Literature and Cinema

Before: Recommended Preparation:
After: Recommended Preparation: **Minimum 0.5 credits in any ITA literature and/or cinema course.**
Rationale: The changes reflect an added note on recommended preparation.

Course #12 ITA309H5 Mafia Movies: Unraveling the Mob in Italian and North American Cinema

Before: Recommended Preparation:
After: Recommended Preparation: **Minimum 0.5 credits in any ITA cinema course.**
Rationale: The changes reflect a note on recommended preparation.

Course #13 ITA310H5 Mafia Movies: Unraveling the Mob in Italian and North American Cinema

Before: Recommended Preparation:
After: Recommended Preparation: **Minimum 0.5 credits in any ITA cinema course.**
Rationale: The changes reflect a note on recommended preparation.

Course #14 ITA311H5 Laughter Is the Best Medicine: Italian Cinematic Comedies and Comedians, Then and Now

Before: Prerequisite: **ITA100Y5 Recommended** Preparation:

After: Prerequisite: *ITA200Y5 or equivalent.*
Recommended Preparation: *Minimum 0.5 credits in any ITA cinema course.*

Rationale: The changes reflect a note on recommended preparation and prerequisite change.

Course #15 ITA312H5 Laughter Is the Best Medicine: Italian Cinematic Comedies and Comedians, Then and Now

Before: Recommended Preparation:

After: Recommended Preparation: *Minimum 0.5 credits in any ITA cinema course.*

Rationale: The changes reflect a note on recommended preparation.

Course #16 LIN200H5 Introduction to Language

Before: Course Exclusion: LIN100Y5, LIN100Y1, *LIN200H1*

After: Course Exclusion: LIN100Y5, *LIN101H5, LIN102H5*, LIN100Y1, *LINA01H3, LINA02H3, LIN200H1.*

Rationale: Exclusions were updated to include LIN101H5, LIN102 as well as A&S and UTSC course equivalents.

Course #17 LIN211H5 Linguistics and Poetics

Before: Prerequisite:

After: Prerequisite: *LIN101H5 and LIN102H5*

Rationale: We would like to integrate this course into our programs by bolstering its content and thus by adding a prerequisite.

Course #18 LIN228H5 Phonetics

Before: Recommended Preparation: *LIN100Y5/ 200H5*

After: Recommended Preparation: *LIN101H5 or LIN100Y5*

Rationale: LIN200H5 was removed as a prerequisite as it is not a program course, and thus it should not appear as recommended preparation, we have proposed to replace LIN100Y5 with LIN101H5 and LIN102H5.

Course #19 LIN229H5 Sound Patterns in Language

Before: Prerequisite: *LIN100Y5/228H5*

After: Prerequisite: *LIN101H5/228H5/100Y5*

Rationale: As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes.

Course #20 LIN231H5 Morphological Patterns in Languages

Before: Prerequisite: *LIN100Y5*

After: Prerequisite: *LIN101H5 and LIN102H5 or LIN100Y5.*

Rationale: Rationale for Change As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes.

Course #21 LIN232H5 Syntactic Patterns in Language

Before: Prerequisite: LIN100Y5

After: Prerequisite: LIN100Y5 *or LIN102H5.*

Rationale: Rationale for Change As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes.

Course #22 LIN258H5 Introduction to Psycholinguistics and Language Acquisition

Before: Prerequisite: **LIN100Y5**

After: Prerequisite: **LIN101H5 & LIN102H5 or LIN100Y5.**

Rationale: As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes. There was an error in the number of tutorial hours offered, it should read 12T not 24T.

Course #23 LIN310H5 Contrastive Linguistics

Before: Prerequisite: **LIN100Y5/FRE272Y5/LTL225Y5/FRE225Y5 or equivalent.**

After: Prerequisite: **LIN101H5, LIN102H5 (or LIN100Y5) and 1.0 credit in LIN at the 200-level**

Rationale: As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes. This course requires a solid foundation course in general linguistics, we therefore require both LIN101H5 and LIN102H5. The emphasis of the course is shifted towards the theory and practice of formally comparing grammatical components of two languages, with practical application and some consideration of foreign language teaching. As such a tutorial hour has been added to allow for these applications.

Course #24 LIN358H5 Bilingualism and Multiple Language Acquisition

Before: Prerequisite: 1.0 credit **in LIN at 200 level/1.0** credit equivalent at 300 level in PSY.

After: Prerequisite: 1.0 credit **of any of the following: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN247H5, LIN256H5/JAL253H5, LIN258H5, or 1.0** credit equivalent at 300 level in PSY.

Rationale: The prerequisites for this course needed to be adjusted to prevent entry of unprepared students.

Course #25 LIN360H5 Historical Linguistics

Before: Prerequisite: **LIN100Y5, LIN228H5/LIN229H5**

After: Prerequisite: **LIN101H5, LIN102H5 (or LIN100Y5) and LIN229H5.**

Rationale: As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes. LIN229 is another prerequisite LIN228H5 was removed to prevent entry of unprepared students.

Course #26 LIN366H5 Contact Languages: Pidgins, Creoles and Mixed Languages

Before: Prerequisite: **LIN100Y5 plus 1.0 credit at the 200 level.**

After: Prerequisite: 1.0 credit **of any of the following: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN247H5, LIN256H5/JAL253H5, LIN258H5.**

Rationale: The prerequisites for this course needed to be adjusted to prevent entry of unprepared students.

Course #27 LIN376H5 Introduction to Romance Linguistics

Before: Prerequisite: **LIN100Y5, LIN228/LIN229**

After: Prerequisite: **LIN101H5, LIN102H5 (or LIN100Y5) and LIN229.**

Rationale: As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes. LIN229 is another prerequisite, but not LIN228 to prevent entry of unprepared students.

Course #28 LIN380H5 Theoretical Issues in Second Language Teaching and Learning

Before: Prerequisite: **LIN100Y5 or 0.5 credit at the 200 level in LIN.**

After: Prerequisite: **1.0 credit of any of the following: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN247H5, LIN256H5/JAL253H5, LIN258H5**

Rationale: The prerequisite were adjusted to prevent entry of unprepared students.

Course #29 LIN399Y5 Research Opportunity Program

- Before:** Prerequisite: **LIN100Y5/LIN200H5** and **a 200 level LIN course (except LIN200H5).**
- After:** Prerequisite: **LIN101H5, LIN102H5 (or LIN100Y5),** and **1.0 credit from any of the following: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN247H5, JAL253H5, LIN256H5, LIN258H5.**
- Rationale:** As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes. LIN200H5 being a non-program course, it need not be a prerequisite. The wording for the prerequisite also needs to be adjusted to prevent entry of unprepared students.

Course #30 LIN417H5 Second Language Pedagogy

- Before:** Prerequisite: **LIN100Y5** plus 0.5 credit at the **300 level.**
- After:** Prerequisite: **LIN101H5, LIN102H5 (or LIN100Y5),** plus 0.5 credit **in LIN** at the **300-level**
- Rationale:** As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes.

Course #31 LIN468H5 Research Methods in Linguistics

- Before:** Prerequisite: **Any 300-level half course** in **LIN.**
- After:** Prerequisite: **LIN101H5, LIN102H5 (or LIN100Y5), plus 0.5 credit** in **LIN at the 300-level**
- Rationale:** The wording for the prerequisite needs to be adjusted to prevent entry of unprepared students. Slight change was made to the course description as there is a student perception that a statistics background is required to do well in the course, we wish to dispel this misconception.

Course #32 LIN477H5 Topics in Natural Language Processing

- Before:** Prerequisite: For LIN program students LIN **347/JAL353/LIN406** plus 1.0 additional credit at the 300 level. For CS program students **CSC207, STA 256** and/or permission from the instructor.
- After:** Prerequisite: For LIN program students LIN **247H5/LIN347H5/JAL353H5** plus 1.0 additional credit at the 300 level. For CS program students **CSC207H5, STA256H5** and/or permission from the instructor.
- Rationale:** Corrected errors in the prerequisites.

Course #33 WGS335H5 Women, Migration and Diaspora

- Before:** Course Exclusion: ERI335H5, NEW335H1; **WGS380H1**
- After:** Course Exclusion: ERI335H5, NEW335H1; **WGS380H1; WSTB06H3**
- Rationale:** Updating list of course exclusions.

Course #34 WGS365H5 Gender, Justice and the Law

- Before:** Course Exclusion: **WGS366H,** WSTC16H3
- After:** Course Exclusion: **WGS365H1;** WSTC16H3
- Rationale:** Updating list of course exclusions.

Course #35 WGS435Y5 Women and Gender Studies Practicum

- Before:** Course Exclusion: **WGS470Y1**
- After:** Course Exclusion: **WGS470Y1; WSTC23H3**

Rationale: Updating list of course exclusions. Adding notation of experiential learning component.



University of Toronto Mississauga Divisional Curriculum Committee Report Template

This template should be used to bring forward a summary of all curriculum changes and findings to the Senior Assessor. It is designed to ensure that all necessary information is provided to the Senior Assessor for the provision of a comprehensive report to the Academic Affairs Committee.

Divisional Curriculum Committee:	Science
Members:	Monika Havelka, Chair, Sciences Divisional Curriculum Subcommittee Chair Fiona Rawle, Associate Chair Undergraduate, Biology Jochen Halfar, Associate Chair, Chemical & Physical Sciences (CPS) Joseph Leydon, Lecturer, Geography Stuart Kamenetsky, Associate Chair, Psychology Heather Miller, Chair, Anthropology Iliia Binder, Associate Chair, Mathematical & Computational Sciences (MCS)
Dates of Divisional Curriculum Committee Meetings:	Tuesday, September 16 th Wednesday, September 24 th Tuesday, September 30 th
Return to: Program and Curriculum Officer	Yen Du Program and Curriculum Officer Office of the Dean, UTM yen.du@utoronto.ca

1. Overview

Some of the most important changes are:

- The addition of a new Forensic Science Minor. This addition has some resource implications (see Governance submission)
- Changes in various programs in Biology and Psychology (BIO Major; Biology for the Health Science Major; PSY Major & Minor; Exceptionality in Human Learning Specialist & Major) reflecting the inclusion of a new introductory course in Statistics (STA215H5)
- The inclusion of a 2.0 CGPA requirement for the Minor Program in BIO (to bring it in line with the PSY Minor, the CHM Minor, and the PHY Minor, and to ease access of students enrolled in BIO programs to their core courses).
- The addition of a full ROP course in Earth Science (ERS499Y5)
- The addition of 6 half-courses (3 in Geography; 2 in Mathematics; 1 in Biology)
- The addition of more course options in several programs (e.g. FSC311H5 (Forensic Chemistry) and ESS211H1 (Geochemistry) in the Chemistry Specialist and Major programs; the inclusion of MAT240H5 (Algebra I) in Statistics and Computer Science programs; social science options in the Anthropology Specialist and Major programs; etc.)

Other changes reflected “housekeeping” – clarification of existing descriptions; updating of prerequisites to reflect course changes/additions; course renumbering to reflect course content; etc.

2. Rationale

These changes are aligned with the Academic Plan in that they are:

- increasing and diversifying our offerings (a new program; more flexibility and options in several programs)
- placing a greater emphasis on experiential learning through the expansion of experiential offerings (e.g., a new ROP course in Earth Sciences; a new research project in Physical Geography, the inclusion of an internship course in the ENV SCI minor)
- modernizing the content and range of courses to reflect the expertise of recent hires (e.g. plant development and sensory biology courses in BIO; climate change and Arctic courses in ENV/GGR; advanced theoretical algebra in MAT)
- creating better opportunities for students to develop foundational skills through small-group practical/laboratory sessions and tutorials (e.g., the addition of 24 tutorial hours in MAT137Y5; the addition of lecture hours for seminars in BIO412; the shifting of some lecture hours to practical and tutorial hours in ANT441 and GGR227).

3. Summary of Change Categories

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Anthropology	0	0	0	0	0	26
Astronomy	0	0	0	0	0	1
Biology	0	0	0	1	6	14
BMC	0	0	0	0	0	1
Chemistry	0	0	0	0	4	15
CCIT	0	0	0	0	0	0
Comp Sci	0	0	0	0	1	15
Earth Sciences	0	1	0	0	3	9
Economics	0	0	0	0	2	0
Environment	1	0	0	0	2	6
Forensic Science	0	0	0	0	2	9
Geography	0	0	0	3	3	30
Mathematics	0	0	0	2	1	22
Physics	0	0	0	0	3	10
Psychology	0	0	0	0	3	23
Science	0	0	0	0	0	0
Sociology	0	0	0	0	0	1
Statistics	0	0	0	0	1	9
utmONE	0	0	0	0	0	1

4. Cumulative Glance

Division	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Science	1	1	0	6	31	192

5. Major Changes

- *If applicable, indicate the Major curriculum changes that were proposed at the Divisional Curriculum Committee meetings*

Not Applicable.

Sciences

Sciences

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SUMMARY OF COURSE CHANGES

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Anthropology	0	0	0	0	0	26
Astronomy	0	0	0	0	0	1
Biology	0	0	0	1	6	14
Biomedical Communications	0	0	0	0	0	1
Chemistry	0	0	0	0	4	15
Communication, Culture, Information and Technology	0	0	0	0	0	0
Computer Science	0	0	0	0	1	15
Earth Science	0	1	0	0	3	9
Economics	0	0	0	0	2	0
Environment	1	0	0	0	2	6
Forensic Science	0	0	0	0	2	9
Geography	0	0	0	3	3	30
Mathematics	0	0	0	2	1	22
Physics	0	0	0	0	3	10
Psychology	0	0	0	0	3	23
Science	0	0	0	0	0	0
Sociology	0	0	0	0	0	1
Statistics	0	0	0	0	1	9
utmONE	0	0	0	0	0	1

New Programs

Program #1 ERMIN0205 Forensic Science - Minor

A minor program that can be taken in combination with any specialist or major program, including from the Social Sciences and Humanities. The minor program introduces students to the core tenets of Forensic Science: evidence recovery; scientific analysis; quality assurance; evidence-based interpretation; peer review; and communication of results as they relate to the Canadian legal system. Students will be exposed to forensic techniques and approaches, helping them to understand how they can be utilized in other fields of study. This program will complement degrees in criminology, sociology, geography, political science, and any other field that intersects with the legal system. Students will learn forensic theory and at least one applied skill set through lectures and labs.

Limited enrolment A final grade of 75% is required in FSC239Y5.

4.0 credits are required.

2014	<p>First Year: FSC239Y5 Second Year: FSC271H5 and FSC360H5 Third Year: 1.0 credit from FSC300H5, FSC302H5, FSC311H5, FSC315H5; ANT306H5; PSY344H5 Fourth Year: 1.0 credit from FSC401H5, FSC402H5, FSC406H5, FSC407H5; ANT439H5; HSC403H5, HSC405H5</p>
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Some 3rd Year and 4th year courses listed above have additional pre-requisites. Students interested in these courses should plan their courses appropriately to ensure that the stated pre-requisites are met. Students without pre- and co-requisites or written permission of the instructor can be de-registered from courses at any time.

Rationale for creation: New program

Programs - Resource Implications

Program #1 ERMAJ1149 Biology for Health Sciences (Science)

Resource implications: None

Program #2 ERMAJ1376 Chemistry (Science)

Resource implications: none

Program #3 ERMAJ2070 Geography (Science)

Resource implications: none

Program #4 ERMAJ2364 Biology (Science)

Resource implications: None

Program #5 ERMIN0205 Forensic Science

Resource implications: See governance submission.

Program #6 ERMIN0840 Biomedical Communications (Science)

Resource implications: None

Program #7 ERMIN2364 Biology (Science)

Resource implications: None

Program #8 ERSPE0482 Comparative Physiology (Science)

Resource implications: None

Program #9 ERSPE0509 Geology (Science)

Resource implications: none

Program #10 ERSPE1009 Forensic Chemistry (Science)

Resource implications: no implications

Program #11 ERSPE1025 Astronomical Sciences (Science)

Resource implications: none

Program #12 ERSPE1118 Biotechnology (Science)

Resource implications: None

Program #13 ERSPE1376 Chemistry (Science)

Resource implications: none

Program #14 ERSPE1995 Biological Chemistry (Science)

Resource implications: none

Program #15 ERSPE2364 Biology (Science)

Resource implications: None

Deleted Programs

NONE

Programs - Other Changes

Program #1 ERMAJ0105 Anthropology (Science)

Rationale for change: UTM Anthropology's strength is a solid four subfield education. The Science Majors need to be able to take a few critical courses in the Social Science subfields for their future career success.

Before:

Higher Years 3.0 additional credits selected from the list of ANT **science** courses, of which at least 1.0 must be at the 300 and 0.5 at the 400 level.

Note: HSC403H5 and HSC404H5 are counted as ANT science credits.

After:

Higher Years 3.0 additional credits selected from the list of ANT courses, of which **at least 2.5 must be ANT science courses and** at least 1.0 must be at the 300 and 0.5 at the 400 level.

Note: HSC403H5 and HSC404H5 are counted as ANT science credits.

Program #2 ERMAJ0205 Forensic Science (Science)

Rationale for change: FSC481Y-Internship in Forensic Science added/listed as an optional course to adhere to Internship WSIB regulations.

Before:

Fourth Year 2.5 credits from the following list: FSC300H5, 302H5, 311H5, 315H5, 350H5, 401H5, 402H5, 406H5, 407H5, **489H5**

After:

Fourth Year 2.5 credits from the following list: FSC300H5, 302H5, 311H5, 315H5, 350H5, 401H5, 402H5, 406H5, 407H5, **489H5, 481Y5**

Program #3 ERMAJ1061 Environmental Science (Science)

Rationale for change: Changed term 'Experiential' to 'Project-Based' to avoid confusion with the new EXP notation

Before:

Upper Years: 2.5 credits
 - Environmental Science Core: ENV330H5
 - Field, **Experiential** & Research Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, 329H5, 416H5; ERS325H5; ENV299Y5, 331H5, 332H5, 399Y5; GGR379H5; JEG400Y5, JEG401Y5; SCI395H5, 396H5, 498H5, 499H5; or another program-relevant Field, Experiential, or Research course (SCI), with permission of the Program Advisor
 - Biogeochemical Perspectives: 1.0 credit chosen from this list: BIO311H5, 312H5, 318Y5, 328H5, 330H5, 333H5, 373H5, 405H5, 406H5, 436H5, 464H5; CHM310H1, 311H5, 331H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5; ENV495H5, 496H5; **ERS315H5**, 321H5; GGR305H5, 307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, 377H5, 403H1, 406H5, 407H5, 409H1, 413H1, 463H5, 464H5, 479H5; JGE378H5; PHY331H5
 - Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, 368H5; ECO373Y5; ENV250Y5, 310H5, 320H5, 345H5, 393H5, 420H5, 425H5; GGR318H5, 329H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5, 419H5, 420H5; HIS318H5, 319H5; JGE378H5; MGT394H5; PHL255H5, 273H5, 373H1; POL343Y5; SOC226H5, 339H5, 356H5; WRI375H5
 Note: ENV490H5, 491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

After:

Upper Years: 2.5 credits
 - Environmental Science Core: ENV330H5
 - Field, **Project-Based** & Research Perspectives: 0.5 credit chosen from this list: ANT318H5;

BIO313H5, 329H5, 416H5; ERS325H5; ENV299Y5, 331H5, 332H5, 399Y5; GGR379H5; JEG400Y5, JEG401Y5; SCI395H5, 396H5, 498H5, 499H5; or another program-relevant Field, Experiential, or Research course (SCI), with permission of the Program Advisor
 - Biogeochemical Perspectives: 1.0 credit chosen from this list: BIO311H5, 312H5, 318Y5, 328H5, 330H5, 333H5, 373H5, 405H5, 406H5, 436H5, 464H5; CHM310H1, 311H5, 331H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5; ENV495H5, 496H5; **ERS313H5, 315H5**, 321H5; GGR305H5, 307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, 377H5, 403H1, 406H5, 407H5, 409H1, 413H1, 463H5, 464H5, 479H5; JGE378H5; PHY331H5
 - Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, 368H5; ECO373Y5; ENV250Y5, 310H5, 320H5, 345H5, 393H5, 420H5, 425H5; GGR318H5, 329H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5, 419H5, 420H5; HIS318H5, 319H5; JGE378H5; MGT394H5; PHL255H5, 273H5, 373H1; POL343Y5; SOC226H5, 339H5, 356H5; WRI375H5
 Note: ENV490H5, 491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

Program #4 ERMAJ1149 Biology for Health Sciences (Science)

Rationale for change: Biology and Psychology departments have chosen STATS courses that will fulfill program requirements for students who are in a BIO major and PSY Major.

Before: 8.5 credits are required including at least 2.0 at the 300/400 level.

- BIO152H5, BIO153H5; CHM110H5, CHM120H5; MAT134Y5*/MAT135Y5/MAT137Y5
- BIO202H5, BIO206H5, BIO207H5, BIO210Y5, BIO304H5, BIO310H5, BIO380H5; **STA215H5**
- 1.0 credits from one of the following lists: Cell, Molecular, and Biotechnology Stream: BIO200H5, BIO314H5, BIO315H5, BIO360H5, BIO370Y5/ BIO371H5, BIO372H5, BIO374H5, BIO375H5, BIO475H5, BIO476H5, BIO477H5; JBC472H5 Neuroscience Stream: BIO320H5, BIO360H5, BIO403H5, BIO409H5, BIO411H5 Genes and Behaviour Stream: BIO315H5, BIO318Y5/ BIO328H5, BIO341H5, BIO360H5, BIO361H5, BIO405H5, BIO407H5, BIO443H5 *MAT134Y5 - Calculus for Life Sciences is highly recommended. **NOTES:**
- CGPA for enrolment into this program is calculated based on a minimum of 4.0 credits completed at UTM with final percentage grades (i.e. CR/ NCR courses are not applicable).
- Students should be aware of the distinct credit requirement for their degree (see section 8.6 - HBSc Degree Requirements for full details). Completion of this program with another non-specialist Biology program will not satisfy the min. 12.0 distinct credit requirement for a degree. Please choose programs and courses accordingly.
- As part of your degree requirement the 'Biology for Health Sciences' Major would be academically complemented by a Major in Psychology, Anthropology, Exceptionality in Human Learning, Forensic Science, and Chemistry, as well as other disciplines such as the Major in Management. This major program would also be complemented by a Minor in Biomedical Communications (Science).

After: 8.5 credits are required including at least 2.0 at the 300/400 level.

- BIO152H5, BIO153H5; CHM110H5, CHM120H5; MAT134Y5*/MAT135Y5/MAT137Y5
- BIO202H5, BIO206H5, BIO207H5, BIO210Y5, BIO304H5, BIO310H5, BIO380H5; **STA215H5**/PSY201H5**
- 1.0 credits from one of the following lists: Cell, Molecular, and Biotechnology Stream: BIO200H5, BIO314H5, BIO315H5, BIO360H5, BIO370Y5/ BIO371H5, BIO372H5, BIO374H5, BIO375H5, BIO475H5, BIO476H5, BIO477H5; JBC472H5 Neuroscience Stream: BIO320H5, BIO360H5, BIO403H5, BIO409H5, BIO411H5 Genes and Behaviour Stream: BIO315H5, BIO318Y5/ BIO328H5, BIO341H5, BIO360H5, BIO361H5, BIO405H5, BIO407H5, BIO443H5 *MAT134Y5 - Calculus for Life Sciences is highly recommended.
- **Students who plan to take BIO360 or who plan to transfer to a Biology Specialist program should enrol in STA215H5. NOTES**
- CGPA for enrolment into this program is calculated based on a minimum of 4.0 credits completed at UTM with final percentage grades (i.e. CR/ NCR courses are not applicable).
- Students should be aware of the distinct credit requirement for their degree (see section 8.6 - HBSc Degree Requirements for full details). Completion of this program with another non-specialist Biology program will not satisfy the min. 12.0 distinct credit requirement for a degree. Please choose programs and courses accordingly.
- As part of your degree requirement the 'Biology for Health Sciences' Major would be academically complemented by a Major in Psychology, Anthropology, Exceptionality in Human Learning, Forensic Science, and Chemistry, as well as other disciplines such as the Major in Management. This major program

would also be complemented by a Minor in Biomedical Communications (Science).

Program #5 ERMAJ1160 Psychology (Science)

Rationale for change: Program will accept STA215H5 instead of BIO360H5 as this has become the new intro stats course for BIO Majors.

Before:

Higher Years

- PSY201H5/ **BIO360H5**/ECO220Y5/227Y5/ SOC350H5/ **STA218H5/220H5**

- PSY210H5, 290H5

- one of the following:

PSY270H5, PSY274H5, 280H5

- one of the following:

PSY220H5, 230H5, 240H5

- 1.5 credits from the following courses: 0.5 credit must be taken from each group:

- Biological Bases of Behaviour:

PSY318H5, 346H5, 351H5, 353H5, 352H5, 354H5, 355H5, 362H5, 372H5, 393H5, 395H5, 397H5, 398H5; BIO304H5, 310H5, 318Y5, 328H5

- Perception/Cognition/Communication: PSY312H5, 315H5, 316H5, 331H5, 351H5, 360H5, 362H5, 371H5, 372H5, 374H5, 376H5, 384H5, 385H5, 387H5, 393H5, 397H5

- Developmental/Abnormal/Social/Personality: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 318H5, 320H5, 321H5, 324H5, 325H5, 327H5, 328H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 345H5, 346H5, 353H5

- 1.5 additional credits in Psychology. At least 0.5 must be at the 300/400 level

After:

Higher Years

- PSY201H5/ ECO220Y5/227Y5/ SOC350H5/ **STA215H5/ 218H5 /220H5**

- PSY210H5, 290H5

- one of the following:

PSY270H5, PSY274H5, 280H5

- one of the following:

PSY220H5, 230H5, 240H5

- 1.5 credits from the following courses: 0.5 credit must be taken from each group:

- Biological Bases of Behaviour:

PSY318H5, 346H5, 351H5, 353H5, 352H5, 354H5, 355H5, 362H5, 372H5, 393H5, 395H5, 397H5, 398H5; BIO304H5, 310H5, 318Y5, 328H5

- Perception/Cognition/Communication: PSY312H5, 315H5, 316H5, 331H5, 351H5, 360H5, 362H5, 371H5, 372H5, 374H5, 376H5, 384H5, 385H5, 387H5, 393H5, 397H5

- Developmental/Abnormal/Social/Personality: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 318H5, 320H5, 321H5, 324H5, 325H5, 327H5, 328H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 345H5, 346H5, 353H5

- 1.5 additional credits in Psychology. At least 0.5 must be at the 300/400 level

Program #6 ERMAJ1376 Chemistry (Science)

Rationale for change: 1. Changes to list of courses in Years 3 & 4 are required so that ERI398H5 is included. (We are proposing to change JCP498H5 to ERI398H5. This proposed curriculum change is documented separately. 2. **30Sep2014:** An Ad Hoc committee was struck in June 2014 to review the forensic sciences course FSC311H5 (Forensic Chemistry) with respect to suitability for inclusion in our Chemistry Specialists and Major programs. The committee members were Peter Macdonald, Voula Kanelis and Paul Piuanno. Their report was provided to all CPS faculty 24June2014 via an email from Peter Macdonald. After a more in-depth review of FSC311H5S by Paul Piuanno on 27Aug2014 **and a report** to all CHM faculty, it is recommended that FSC311H5S be included as an optional course valid toward the completion of a CHM Specialist and/or Major program. The addition will provide our chemistry programs offerings with improved diversity and breadth. No further restrictions to our CHM/JCP/JCB courses need be added on implementing these program changes. 3. **6OCT2014:** Changes to the list of courses in year 4 are also required to include those with JCB (Joint Biology Chemistry) identifier. Currently there is **only** JBC472H5-Seminars in Biotechnology, whose topics are interdisciplinary in nature, covering both Biology and Chemistry.

Before:

Notes:

- MAT134Y5/135Y5/137Y5 prerequisite is required for most 200 level CHM/JCP courses.

- For a balanced training in Chemistry, students should take CHM311H5, 331H5/333H5, 341H5/345H5,

JCP321H5.
 Years 3 & 4 1.0 credits from (CHM372H5, 373H5) / (CHM394H5, 395H5) / (CHM396H5, 397H5); 2.5 additional 300/400-level ~~CHM/JCP credits.~~

After: Notes:
 - Additional 300/400 level CHM/JCP or other science courses available include CHM333H5, 347H5, 362H5, 372H5, 373H5, 395H5, 397H5, 412H5, 414H5, 416H5, 442H5, 444H5, 462H5; FSC311H5; JBC472H5; JCP322H5, 410H5, 421H5, 422H5, 463H5.
 - MAT134Y5/135Y5/137Y5 prerequisite is required for most 200 level CHM/JCP courses.
 - For a balanced training in Chemistry, students should take CHM311H5, 331H5/333H5, 341H5/345H5, JCP321H5.
 Years 3 & 4 1.0 credits from (CHM372H5, 373H5) / (CHM394H5, 395H5) / (CHM396H5, 397H5); 2.5 additional 300/400-level CHM/JCP/JBC or other science credits or ERI398H5 (with permission of the Department of Chemical and Physical Sciences) .

Program #7 ERMAJ1465 Earth Science (Science)

Rationale for change: **29Sep2014 Rationale for re-numbering this course and its effects on ERS programs:** The way this course is being taught is too advanced for the 3rd year level and therefore the course needs to be upgraded to 4th year. In addition there are too few Earth Science 4xx courses currently offered at UTM, which causes some students in our Specialist and Major programs to enroll in downtown Earth Sciences courses. By changing the ERS319H5 to ERS419H5 we expect more students to remain at UTM to complete their degree. **8OCT2014** Establishing a more precise syntax of the symbols for "AND" and "OR".

Before:
 Second Year ERS201H5, 202H5, 203H5; 0.5 credit from **GGR214H5, 217H5, 227H5, 276H5, 278H5**
 Third and Fourth Year 2.5 credits from **ERS313H5, 315H5, 319H5, 321H5, 325H5, JGE378H5/ERS317H5**

After:
 Second Year ERS201H5, 202H5, 203H5; 0.5 credit from **GGR214H5/217H5/227H5/276H5/278H5**
 Third and Fourth Year 2.5 credits from **ERS313H5/315H5/321H5/325H5/419H5/(JGE378H5/ERS317H5)**

Program #8 ERMAJ1540 Statistics, Applied (Science)

Rationale for change: Changes reflect the addition of MAT240H5 to the calendar.

Before:
 First Year CSC108H5; MAT102H5, 134Y5/135Y5/137Y5, **223H5**

After:
 First Year CSC108H5; MAT102H5, 134Y5/135Y5/137Y5, **223H5/240H5**

Program #9 ERMAJ1688 Computer Science (Science)

Rationale for change: Changes reflect the addition of MAT240H5 to the calendar.

Before:
 Second Year CSC207H5, 236H5, two of (CSC209H5, 258H5, 263H5); **MAT223H5**; STA256H5

After:
 Second Year CSC207H5, 236H5, two of (CSC209H5, 258H5, 263H5); **MAT223H5/240H5**; STA256H5

Program #10 ERMAJ1883 Exceptionality in Human Learning (Science)

Rationale for change: Program will now accept PSY345H5 (error correction), and PSY410H5, 440H5, 442Y5 (oversight - all related courses already accepted by the Specialist). Program will accept STA215H5 instead of BIO360H5 as this has become the new intro stats course for BIO Majors.

Before:

Higher Years: 1. PSY201H5/ **BIO360H5**/ECO220Y5/ 227Y5/
 SOC350H5/ **STA218H5**/220H5/
 2. PSY210H5, 240H5
 3. 2.5 credits from the following: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 318H5, 319H5, 321H5, 325H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 346H5, 353H5, 374H5, 376H5, 384H5, 385H5, **393H5**
 4. 1.0 additional credit from the following: BIO204H5, 205H5, 206H5, 207H5, 210Y5, 215H5, 315H5, 341H5, 370Y5, 371H5, 372H5, 375H5, 380H5, 403H5, 407H5, 434H5, 443H5, 476H5, 477H5; ANT202H5, 203H5, 203Y5, 331H5, 332H5, 333H5, 334H5, 339Y5; PSL201Y1

After:

Higher Years: 1. PSY201H5/ ECO220Y5/ 227Y5/
 SOC350H5/ **STA215H5/ 218H5**/220H5/
 2. PSY210H5, 240H5
 3. 2.5 credits from the following: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 318H5, 319H5, 321H5, 325H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, **345H5**, 346H5, 353H5, 374H5, 376H5, 384H5, 385H5, **393H5, 410H5, 440H5, 442Y5**
 4. 1.0 additional credit from the following: BIO204H5, 205H5, 206H5, 207H5, 210Y5, 215H5, 315H5, 341H5, 370Y5, 371H5, 372H5, 375H5, 380H5, 403H5, 407H5, 434H5, 443H5, 476H5, 477H5; ANT202H5, 203H5, 203Y5, 331H5, 332H5, 333H5, 334H5, 339Y5; PSL201Y1

Program #11 ERMAJ2070 Geography (Science)

Rationale for change: updated program requirements to include additional 0.5 credit at fourth year also added some second year ssc course options to provide more selection for students

Before:

Second Year 3.0 credits:
~~4.0~~ credit from GGR201H5, 214H5, 217H5, 227H5
~~1.0 credit from GGR276H5, 277H5, 278H5~~
 0.5 credit from GGR202H5, ~~207H5~~
 0.5 credit from any other 200-level GGR courses
 Third Year 2.5 credits:
 2.0 credits from the following:
 GGR305H5, 307H5, 309H5, ~~311H5, 312H5~~, 315H5, 316H5, 317H5, 338H5, 374H5, 377H5, ~~379H5~~,
 JGE378H5
 0.5 credit from the following:
~~GGR321H5~~, 337H5, 372H5, 375H5, 380H5

After:

Second Year 3.0 credits:
1.5 credit from GGR201H5, 214H5, 217H5, 227H5
 0.5 credit from GGR202H5, 207H5, 208H5, 209H5, 210H5
 0.5 credit: GGR276H5
0.5 credit from any other 200-level GGR SCI courses
 Third Year 2.5 credits:
 2.0 credits from the following:
 GGR305H5, 307H5, 309H5, 315H5, 316H5, 317H5, 338H5, 374H5, 377H5, 379H5, 384H5; JEG400Y5,
 JGE378H5
 0.5 additional credit from the list above or from the following:
GGR311H5, 312H5, 321H5, 322H5, 335H5, 337H5, 372H5, 375H5, 380H5

Program #12 ERMAJ2364 Biology (Science)

Rationale for change: Biology and Psychology departments have chosen STATS courses that will fulfill program requirements for students who are in a BIO major and PSY Major.

Before:

8.0 credits are required including at least 2.0 at the 300/400 level.
 - BIO152H5, BIO153H5; CHM110H5, CHM120H5; MAT134Y5*/ MAT135Y5/ MAT137Y5

- BIO202H5, BIO203H5; BIO205H5, BIO206H5, BIO207H5; **STA215H5**
- 2.0 in Biology from the 300 or 400 level. *MAT134Y5 - Calculus for Life Sciences is highly recommended.

Notes:

- CGPA for enrolment into this program is calculated based on a min. 4.0 credits completed at UTM with final percentage grades (i.e. CR/ NCR courses are not applicable).
- Students should be aware of the distinct credit requirement for their degree (see section 8.6 - HBSc Degree Requirements for full details). Completion of this program with another non-specialist Biology program will not satisfy the min. 12.0 distinct credit requirement for a degree. Please choose programs and courses accordingly.
- PSL201Y1, offered on the St. George campus, will not meet the Physiology requirements for the Biology Major program and cannot be used for this program.
- Students may take no more than 2.0 credits combined in ROP, Internship Program, or Individual Project / Thesis courses at the 300/400-level for credit toward their Biology program.
- Students must consult with the Undergraduate Advisor before enrolling in any St. George course that they wish to use for credit toward any Biology program.

After:

- 8.0 credits are required including at least 2.0 at the 300/400 level.
- BIO152H5, BIO153H5; CHM110H5, CHM120H5; MAT134Y5*/ MAT135Y5/ MAT137Y5
- BIO202H5, BIO203H5; BIO205H5, BIO206H5, BIO207H5; **STA215H5**/PSY201H5**
- 2.0 in Biology from the 300 or 400 level. *MAT134Y5 - Calculus for Life Sciences is highly recommended.
- **Students who plan to take BIO360H5 or who plan to transfer to a Biology Specialist program should enrol in STA215H5. NOTES**
- CGPA for enrolment into this program is calculated based on a min. 4.0 credits completed at UTM with final percentage grades (i.e. CR/ NCR courses are not applicable).
- Students should be aware of the distinct credit requirement for their degree (see section 8.6 - HBSc Degree Requirements for full details). Completion of this program with another non-specialist Biology program will not satisfy the min. 12.0 distinct credit requirement for a degree. Please choose programs and courses accordingly.
- PSL201Y1, offered on the St. George campus, will not meet the Physiology requirements for the Biology Major program and cannot be used for this program.
- Students may take no more than 2.0 credits combined in ROP, Internship Program, or Individual Project / Thesis courses at the 300/400-level for credit toward their Biology program.
- Students must consult with the Undergraduate Advisor before enrolling in any St. George course that they wish to use for credit toward any Biology program.

Program #13 ERMAJ2511 Mathematical Sciences (Science)

Rationale for change: Changes reflect the addition of MAT240H5 and MAT247H5 to the calendar.

Before:

First Year MAT102H5, **134Y5/135Y5/137Y5, 223H5**
 Second Year **MAT202H5, 224H5, 232H5/233H5, 244H5**

After:

First Year MAT102H5, **134Y5/135Y5/137Y5**
 Second Year **MAT202H5,232H5/233H5, 244H5, two courses from (MAT223H5,224H5,240H5,247H5)**

Program #14 ERMIN0840 Biomedical Communications (Science)

Rationale for change: Added one word

Before:

Limited Enrolment: Enrolment in this program requires concurrent enrolment in a science major + **additional** minor or a specialist program. A minimum CGPA of 2.20 is required.

After:

Limited Enrolment: Enrolment in this program requires concurrent enrolment in a science major **and a** minor or a specialist program. A minimum CGPA of 2.20 is required.

Program #15 ERMIN1061 Environmental Science (Science)

Rationale for change: 1) Internship course added to list of possible choices for field, experiential & research perspective 2) Changed term 'Experiential' to 'Project-Based' to avoid confusion with the new EXP notation

Before:

Upper Years: 1.0 credit
 - Field, Experiential & Research Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, 329H5, 416H5; ERS325H5; ENV299Y5, 330H5, 399Y5; GGR379H5; SCI395H5, 396H5; or another program-relevant Field, **Experiential**, or Research course, with permission of the Program Advisor
 - Biogeochemical Perspectives: 0.5 credit chosen from this list: BIO311H5, 330H5, 333H5, 373H5; CHM311H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5; ENV495H5, 496H5; **ERS315H5**, 321H5; GGR305H5, 307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, **377H5**; JGE378H5; PHY331H5

After:

Upper Years: 1.0 credit
 - Field, Experiential & Research Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, 329H5, 416H5; ERS325H5; ENV299Y5, 330H5, 399Y5; GGR379H5; **JEG400Y5**, SCI395H5, 396H5; or another program-relevant Field, **Project-Based**, or Research course, with permission of the Program Advisor
 - Biogeochemical Perspectives: 0.5 credit chosen from this list: BIO311H5, 330H5, 333H5, 373H5; CHM311H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5; ENV495H5, 496H5; **ERS313H5**, **315H5**, 321H5; GGR305H5, 307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, **377H5**, **384H5**, **484H5**; JGE378H5; PHY331H5

Program #16 ERMIN1160 Psychology (Science)

Rationale for change: Program will accept STA215H5 instead of BIO360H5 as this has become the new intro stats course for BIO Majors.

Before:

Higher Years
 - PSY201H5/ **BIO360H5/ ECO220Y5/227Y5/** SOC350H5/ **STA218H5/220H5**
 - PSY290H5
 - one of the following:
 PSY270H5, PSY274H5, 280H5
 - one of the following:
 PSY210H5, 220H5, 230H5, 240H5
 - 1.0 credit in PSY at the 300 level.

After:

Higher Years
 - PSY201H5/ **ECO220Y5/ 227Y5/** SOC350H5/ **STA215H5/ 218H5/ 220H5**
 - PSY290H5
 - one of the following:
 PSY270H5, PSY274H5, 280H5
 - one of the following:
 PSY210H5, 220H5, 230H5, 240H5
 - 1.0 credit in PSY at the 300 level.

Program #17 ERMIN1465 Earth Science (Science)

Rationale for change: **9OCT2014** Adding JGE378H5 as an additional option acceptable towards the ERMIN1465 Earth Science Minor Program.

Before:

Second, Third and Fourth Year ERS201H5, 202H5, 203H5; 1.5 Earth Science credits at the 300/400 **level.**

After:

Second, Third and Fourth Year ERS201H5, 202H5, 203H5; 1.5 Earth Science credits at the 300/400 level including **JGE378H5**.

Program #18 ERMIN2364 Biology (Science)

Rationale for change: The change is in the best interest of our students as currently students are using the Biology Minor as a placeholder for trying to enrol into the BIO Major and Specialist programs upon an improvement of their GPA. Students who enrol in Biology courses up to their fourth year of study may still not have the necessary requirements to enrol into a Specialist or Major post, and therefore will not be able to graduate with a post in this area of study. The limited enrolment change will also bring it line with the PSY Minor, the CHM Minor, and the PHY Minor, and ensure that students in our programs will not be wait listed for their core courses.

Before: Limited Enrolment:

After: Limited Enrolment: **Enrolment in this program is limited to students who have completed 4.0 credits (including BIO152H5 and BIO153H5) and who have achieved a CGPA of at least 2.0**

Program #19 ERMIN2511 Mathematical Sciences (Science)

Rationale for change: Changes reflect the addition of MAT240H5 and MAT247H5 to the calendar.

Before:

Second Year **MAT223H5**, 212H5/ 224H5/ **232H5**

After:

Second Year **MAT223H5/240H5**, 212H5/ 224H5/ **232H5/240H5/247H5**

Program #20 ERSPE0105 Anthropology (Science)

Rationale for change: UTM Anthropology's strength is a solid four subfield education. The Science Specialists need to be able to take a few critical courses in the Social Science subfields for their future career success.

Before:

Higher Years 6.0 additional credits selected from the list of ANT **science** courses, of which **4.0** must be at the 300/400 level, including 1.0 at the 400 level.

Note: HSC403H5 and HSC404H5 are counted as ANT science credits.

The following courses are recommended for specialists interested in bioarchaeology and/or forensic anthropology: ANT205H5, 306H5/318H5, 307H5, 312H5, 314H5, 317H5, 334H5, 336H5, 338H5, 339Y5, 340H5, 415H5, 434H5, 438H5, 439H5, 441H5.

Students may also want to consider courses available through the Forensic Science Program, Biomedical Communications, and Biology.

The following courses are recommended for specialists interested in biological and/or evolutionary anthropology: ANT312H5, 331H5, 332H5, 333H5, 334H5, 336H5, 338H5, 339Y5, 340H5, 415H5, 434H5, 438H5.

Students may also want to consider courses available through Biomedical Communications and Biology.

After:

Higher Years 6.0 additional credits selected from the list of ANT courses, of which **at least 5.0** must be **ANT science courses and of which 4.0 must** at the 300/400 level, including 1.0 at the 400 level.

Note: HSC403H5 and HSC404H5 are counted as ANT science credits.

The following courses are recommended for specialists interested in bioarchaeology and/or forensic anthropology: ANT205H5, 306H5/318H5, 307H5, 312H5, 314H5, 317H5, 334H5, 336H5, 338H5, 339Y5,

340H5, 415H5, 434H5, 438H5, 439H5, 441H5.

Students may also want to consider courses available through the Forensic Science Program, Biomedical Communications, and Biology.

The following courses are recommended for specialists interested in biological and/or evolutionary anthropology: ANT312H5, 331H5, 332H5, 333H5, 334H5, 336H5, 338H5, 339Y5, 340H5, 415H5, 434H5, 438H5.

Students may also want to consider courses available through Biomedical Communications and Biology.

Program #21 ERSPE0482 Comparative Physiology (Science)

Rationale for change: The percentage in CHM110H5 and CHM120H5 should reflect the same percentage grade as for ERSPE1237 Molecular Specialist post

Before: Limited Enrolment: Enrolment in this program is limited. Students wishing to enrol at the end of the first year (4.0 credits) must obtain a grade of at least ~~65%~~ in both CHM110H5 and CHM120H5 and a cumulative grade point average of at least 2.50 to qualify. Students ~~enrolling after completing 8.0 credits must have achieved~~ a grade of at least 70% in both BIO202H5 and BIO203H5 and a cumulative grade point average of at least ~~2.50~~.

After: Limited Enrolment: Enrolment in this program is limited. Students wishing to enrol at the end of the first year (4.0 credits) must obtain a grade of at least 63% in both CHM110H5 and CHM120H5 and a cumulative grade point average of at least 2.50 to qualify. Students who do not meet these criteria can apply to enter the Specialist at the end of second year (8.0 credits) with the following new criteria: a grade of at least 70% in both BIO202H5 and BIO203H5 and a cumulative grade point average of at least 2.50

Program #22 ERSPE0509 Geology (Science)

Rationale for change: In addition to chemistry courses offered at UTM we need to give our students the option of taking a geochemistry course, which introduces chemical concepts similar to the UTM chemistry courses but with a specific application to Geology students. This course, ESS211H1, has been permitted on a case by case basis as a substitute for 2nd year UTM chemistry courses by UTM Earth Science Faculty Advisors in agreement with chemistry faculty for a number of years. Hence, it is appropriate to include this also in the calendar. **29Sep2014 Rationale for re-numbering this course and its effects on ERS programs:** The way this course is being taught is too advanced for the 3rd year level and therefore the course needs to be upgraded to 4th year. In addition there are too few Earth Science 4xx courses currently offered at UTM, which causes some students in our Specialist and Major programs to enroll in downtown Earth Sciences courses. By changing the ERS319H5 to ERS419H5 we expect more students to remain at UTM to complete their degree. **8OCT2014** Establishing a more precise syntax of the symbols for "AND" and "OR". Also correcting the credit values of two courses (typing error) - ER315Y5 changed to ERS315H5 and ERS321Y5 changed to ERS321H5.

Before: Second Year ERS201H5, 202H5, 203H5; 0.5 credit from ~~GGR217H5, 214H5, BIO356H5, ESS261H1~~; 1.0 credit from ~~CHM211H5, 231H5, JCP221H5~~; 1.0 credit from ~~MAT212H5, 223H5, STA220H5, 221H5~~
Third Year ERS313H5, ~~325H5 and 4 of (ERS315Y5, 319H5, 321Y5, ESS322H1, 311H1)~~
Fourth Year 1. ESS420H1
2. ~~2.5~~ credits from ERS and ESS 400 level courses OR ~~(JCB487Y5/JCP498H5)~~

After: Second Year ERS201H5, 202H5, 203H5; 0.5 credit from GGR217H5/214H5/BIO356H5/ESS261H1; 1.0 credit from CHM211H5/231H5/ESS211H1/JCP221H5; 1.0 credit from MAT212H5/223H5/STA220H5/221H5
Third Year ERS313H5, 325H5; 1.5 credits from ERS315H5/321H5/ESS322H1/311H1
Fourth Year 1. ESS420H1
2. 3.0 credits from ERS and ESS 400 level courses OR (JCB487Y5/ERI398H5)

Program #23 ERSPE1009 Forensic Chemistry (Science)

Rationale for change: Removed from "possible list of courses" no longer a forensic science course.

Before: NOTES:

- Students are strongly advised to consult the program advisor regarding their program of study.
- Corequisite for CHM372H5 is CHM361H5.
- Students are strongly urged to take as many forensic sciences courses as possible from the following list: ANT205H5, 306H5; **BIO338H5**; FSC315H5, 350H5, 406H5, 407H5; PSY328H5, 344H5.
- The program requirements in effect at the time the student is admitted to the program must be met in order to fulfill the degree requirements.
- Prospective students already holding a degree in Chemistry, cannot complete a Forensic Chemistry Specialist Program due to the overlap of course content for courses already completed in their first specialty.
- Students without pre- and co-requisites or written permission of the instructor can be de-registered from courses at any time.
- Once a student has been admitted into a FSC program stream, written authorization from the Forensic Science program advisor MUST be obtained for any request of change in a student's area of study within the Forensic Science program.

After: NOTES:

- Students are strongly advised to consult the program advisor regarding their program of study.
- Corequisite for CHM372H5 is CHM361H5.
- Students are strongly urged to take as many forensic sciences courses as possible from the following list: ANT205H5, 306H5; FSC315H5, 350H5, 406H5, 407H5; PSY328H5, 344H5.
- The program requirements in effect at the time the student is admitted to the program must be met in order to fulfill the degree requirements.
- Prospective students already holding a degree in Chemistry, cannot complete a Forensic Chemistry Specialist Program due to the overlap of course content for courses already completed in their first specialty.
- Students without pre- and co-requisites or written permission of the instructor can be de-registered from courses at any time.
- Once a student has been admitted into a FSC program stream, written authorization from the Forensic Science program advisor MUST be obtained for any request of change in a student's area of study within the Forensic Science program.

Program #24 ERSPE1025 Astronomical Sciences (Science)

Rationale for change: Increase the number of credits from 13.5 to 14.0 to accommodate the addition of a half course (CSC108H5).

Before: **13.5** credits are required.
 Second Year AST221H1(G), 222H1(G); MAT232H5/233H5, **242H5, 368H5**; PHY241H5, 242H5/JCP221H5, 245H5
 Third Year AST320H1(G); JCP321H5, 322H5; MAT311H5, 334H5; PHY325H5, 347H5

After: **14.0** credits are required.
 Second Year AST221H1(G), 222H1(G); MAT232H5/233H5, **236H5, 244H5**; PHY241H5, 242H5/JCP221H5, 245H5
 Third Year AST320H1(G); **CSC108H5**, JCP321H5, 322H5; MAT311H5, 334H5; PHY325H5, 347H5

Program #25 ERSPE1038 Information Security (Science)

Rationale for change: Changes reflect the addition of MAT240H5 to the calendar.

Before:
 First Year CSC108H5, 148H5, 290H5; MAT102H5, 134Y5/135Y5/137Y5, **223H5**
 Second Year CSC207H5, 209H5, 236H5, 258H5, 263H5; **MAT224H5**, 232H5; STA256H5

After:
 First Year CSC108H5, 148H5, 290H5; MAT102H5, 134Y5/135Y5/137Y5, **223H5/240H5**
 Second Year CSC207H5, 209H5, 236H5, 258H5, 263H5; **MAT224H5/240H5**, 232H5; STA256H5

Program #26 ERSPE1061 Environmental Science (Science)

Rationale for change: updated course list with new course offerings Changed term 'Experiential' to 'Project-Based' to avoid confusion with the new EXP notation

Before:

Upper Years: 4.0 credits

- Environmental Science Core: ENV330H5

- Field Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, 329H5, 416H5; ERS325H5; ENV331H5; GGR379H5, 390H1; or another program-relevant Field course (SCI), with permission of the Program Advisor

- **Experiential** & Research Perspectives: 1.0 credit chosen from this list: BIO400Y5; ENV332H5, 399Y5, 497H5, 498Y5; GGR417Y5; JEG400Y5, JEG401Y5; SCI395H5, 396H5, 498H5, 499H5; or another program-relevant Experiential or Research course (SCI), with permission of the Program Advisor

- Biogeochemical Perspectives: 1.5 credits chosen from this list: BIO311H5, 312H5, 318Y5, 328H5, 330H5, 333H5, 373H5, 405H5, 406H5, 436H5, 464H5; CHM310H1, 311H5, 331H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5, 416H5; ENV490H5, 491H5, 495H5, 496H5; **ERS315H5**, 321H5; GGR305H5, 307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, 377H5, 403H1, 406H5, 407H5, 409H1, 413H1, 463H5, 464H5, **479H5**; JGE378H5; PHY331H5

- Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, 368H5; ECO373Y5; ENV250Y5, 310H5, 320H5, 345H5, 420H5, 425H5, **393H5**; GGR318H5, 329H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5, 419H5, **420H5**; JGE378H5; HIS318H5, 319H5; MGT394H5; PHL273H5, 373H1; POL343Y5; SOC226H5, 339H5, 356H5; WRI375H5

Note: ENV490H5, 491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

After:

Upper Years: 4.0 credits

- Environmental Science Core: ENV330H5

- Field Perspectives: 0.5 credit chosen from this list: ANT318H5; BIO313H5, 329H5, 416H5; ERS325H5; ENV331H5; GGR379H5, 390H1; or another program-relevant Field course (SCI), with permission of the Program Advisor

- **Project-Based** & Research Perspectives: 1.0 credit chosen from this list: BIO400Y5; ENV332H5, 399Y5, 497H5, 498Y5; GGR417Y5; JEG400Y5, JEG401Y5; SCI395H5, 396H5, 498H5, 499H5; or another program-relevant Experiential or Research course (SCI), with permission of the Program Advisor

- Biogeochemical Perspectives: 1.5 credits chosen from this list: BIO311H5, 312H5, 318Y5, 328H5, 330H5, 333H5, 373H5, 405H5, 406H5, 436H5, 464H5; CHM310H1, 311H5, 331H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5, 416H5; ENV490H5, 491H5, 495H5, 496H5; **ERS313H5, 315H5**, 321H5; GGR305H5, 307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, 377H5, **384H5**, 403H1, 406H5, 407H5, 409H1, 413H1, 463H5, 464H5, **479H5, 484H5**; JGE378H5; PHY331H5

- Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, 368H5; ECO373Y5; ENV250Y5, 310H5, 320H5, 345H5, **351H5, 393H5**, 420H5, 425H5, **452H5**; GGR318H5, 329H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5, 419H5, **420H5, 426H5**; JGE378H5; HIS318H5, 319H5; MGT394H5; PHL273H5, 373H1; POL343Y5; SOC226H5, 339H5, 356H5; WRI375H5

Note: ENV490H5, 491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

Program #27 ERSPE1118 Biotechnology (Science)

Rationale for change: Give students more course options

Before: *MAT134Y5 - Calculus for Life Sciences is highly recommended. **Please note that while MGM101H and MGM102H are listed as first-year courses, students cannot enrol in these courses until they are admitted into the Specialist Program and therefore will be taking these courses in their 2nd, 3rd or 4th years of study CGPA for enrolment into this program is calculated based on a min. 4.0 credits completed at UTM with final percentage grades (i.e. CR/ NCR courses are not applicable).
NOTE: No substitute statistics course will be allowed for BIO360H5. It is recommended that students in this program consider taking a research project or internship course in either Biology (BIO400Y5/BIO481Y5) or Chemistry (**CHM489Y5**). Other 4th-year courses directly relevant to this program are BIO443H5, BIO476H5, BIO477H5, CHM414H5 and CHM462H5. Students may take no more than 2.0 credits combined in ROP, Internship Program, or Individual Project / Thesis courses at the 300/400-level for credit toward their Biology program. Students must consult with the Undergraduate Advisor before enrolling in any St. George course that they wish to use for credit toward any Biology program.

After:

*MAT134Y5 - Calculus for Life Sciences is highly recommended. **Please note that while MGM101H and MGM102H are listed as first-year courses, students cannot enrol in these courses until they are admitted into the Specialist Program and therefore will be taking these courses in their 2nd, 3rd or 4th years of study CGPA for enrolment into this program is calculated based on a min. 4.0 credits completed at UTM with final percentage grades (i.e. CR/ NCR courses are not applicable).

NOTE: No substitute statistics course will be allowed for BIO360H5. It is recommended that students in this program consider taking a research project or internship course in either Biology (BIO400Y5/BIO481Y5) or Chemistry (**CHM489Y5**) or **JCB487Y5**. Other 4th-year courses directly relevant to this program are BIO443H5, BIO476H5, BIO477H5, CHM414H5 and CHM462H5. Students may take no more than 2.0 credits combined in ROP, Internship Program, or Individual Project / Thesis courses at the 300/400-level for credit toward their Biology program. Students must consult with the Undergraduate Advisor before enrolling in any St. George course that they wish to use for credit toward any Biology program.

Program #28 ERSPE1160 Psychology (Science)

Rationale for change: Program will now accept STA441H5: This optional course will provide additional expertise in complex methods of data analyses for those students in the Specialist program who are engaged in research at UTM, and those intending to pursue graduate training in Psychology. It will provide them with the tools they need to analyze their data from their independent research projects or thesis projects, and will provide a strong foundation for graduate courses in statistics. The department would like to emphasize to Specialists that they should take the PSY version of statistics courses and will consider others on a case by case basis.

Before:

Second Year
 - **(PSY201H5, 202H5)/(BIO360H5, 361H5)/(ECO220Y5/227Y5)/(STA220H5, 221H5)**
 - PSY210H5, 290H5
 - one of the following:
 PSY270H5, PSY274H5, 280H5
 - one of the following:
 PSY220H5, 230H5, 240H5
 - one additional half credit at the 200 level
 Fourth Year
 - PSY400Y5/403H5/404H5/405H5/406H5
 - one of the following:
 PSY402H5, 410H5, 415H5, 420H5, 430H5, 435H5, 440H5, 442Y5, 471H5, 480H5, 490H5, 495H5;
 BIO403H5, **407H5**

After:

Second Year
 - **PSY201H5, 202H5 or equivalent**
 - PSY210H5, 290H5
 - one of the following:
 PSY270H5, PSY274H5, 280H5
 - one of the following:
 PSY220H5, 230H5, 240H5
 - one additional half credit at the 200 level
 Fourth Year
 - PSY400Y5/403H5/404H5/405H5/406H5
 - one of the following:
 PSY402H5, 410H5, 415H5, 420H5, 430H5, 435H5, 440H5, 442Y5, 471H5, 480H5, 490H5, 495H5;
 BIO403H5, **407H5; STA441H5**

Program #29 ERSPE1253 Environmental Geosciences

Rationale for change: The way the course(ERS319)is being taught is too advanced for the 3rd year level and therefore the course needs to be upgraded to 4th year (ERS419H5). In addition, there are too few Earth Science 4xx courses currently offered at UTM, which causes some students in our Geology Specialist program to enroll in downtown Earth Science courses. By changing ERS319 to ERS419 we expect more student to remain at UTM to complete their degree

Before:

Year 3 & 4 ERS313H5, 315H5, **319H5**, 321H5, 325H5, **471H5/472H5**; GGR307H5, 315H5, 316H5, 317H5, 321H5, 337H5, 338H5; JGE378H5

After:

Year 3 & 4 ERS313H5, 315H5, 321H5, 325H5, **471H5/472H5, 419H5**; GGR307H5, 315H5, 316H5, 317H5, 321H5, 337H5, 338H5; JGE378H5

Program #30 ERSPE1376 Chemistry (Science)

Rationale for change: Changes to list of courses in Year 4 are required so that ERI398H5 is included. (We are proposing to change JCP498H5 to ERI398H5. This proposed curriculum change is documented separately.) **1.** Changes to the list of courses in year 4 are also required to include courses with the JBC (Joint Biology Chemistry) course identifier. **2.** We are also adding a note to inform the students that only 2.0 credits in independent study courses may be taken as partial fulfillment of their program. **3.** There is a typographical error in the list of courses for Year 4. "JBC487Y5" should be "JCB497Y5" (Joint Chemistry Biology). **4. 30Sep2014:** An Ad Hoc committee was struck in June 2014 to review the forensic sciences course FSC311H5 (Forensic Chemistry) with respect to suitability for inclusion in our Chemistry Specialists and Major programs. The committee members were Peter Macdonald, Voula Kanelis and Paul Piunno. Their report was provided to all CPS faculty 24June2014 via an email from Peter Macdonald. After a more in-depth review of FSC311H5S by Paul Piunno on 27Aug2014, which was reported to all, it is recommended that FSC311H5S be included as an optional course valid toward the completion of a CHM Specialist and/or Major program. The addition will provide our chemistry programs offerings with improved diversity and breadth. No further restrictions to our CHM/JCP/JCB courses need be added on implementing these program changes.

Before:

Notes:
 - Additional 300 level CHM/JCP courses available include CHM333H5, 347H5, 362H5, 372H5, 373H5, 395H2, 397H5; JCP322H5
 - Additional 400 level CHM/JCP courses include CHM412H5, 414H5, 416H5, 442H5, 444H5, 462H5, 485H5 and JCP410H5, 421H5, 422H5, 463H5 plus the selection of CHM400 level courses at St. George.
 - MAT134Y5/135Y5/137Y5 prerequisite is required for most 200-level CHM courses.
 - Students are strongly advised to consult the Program Advisor regarding the program of study.
 Year 4 CHM399Y5/ CHM489Y5 / ~~JBC487Y5~~ (CHM395H5, 397H5); 1.5 400 level CHM/JCP courses, 1.0 300/400 level ~~CHM/JCP~~ or other science ~~course(s)~~.

After:

Notes:
 - Additional 300 level CHM/JCP or other science courses available include CHM333H5, 347H5, 362H5, 372H5, 373H5, 395H2, 397H5; FSC311H5; JCP322H5
 - Additional 400 level CHM/JCP courses include CHM412H5, 414H5, 416H5, 442H5, 444H5, 462H5, 485H5 and JCP410H5, 421H5, 422H5, 463H5 plus the selection of CHM400 level courses at St. George.
 - MAT134Y5/135Y5/137Y5 prerequisite is required for most 200-level CHM courses.
 - Students are strongly advised to consult the Program Advisor regarding the program of study.
 - Students can not take more than 2.0 credits total in ROP or Individual Project/Thesis courses at the 300-/400-level for credit toward their Chemistry program. Further, these credits may not be taken simultaneously.
 Year 4 CHM399Y5/ CHM489Y5 / JCB487Y5 (CHM395H5, 397H5); 1.5 400 level CHM/JCP courses, 1.0 300/400 level CHM/JCP/JBC or other science course(s) or ERI398Y5 (with permission of the Department of Chemical and Physical Sciences).

Program #31 ERSPE1465 Earth Science (Science)

Rationale for change: Sept 17, 2014 Rationale: Currently our only field course (ERS325--Field Camp 1) is optional in our Earth Science Specialist Program. However, field experience is key to a broad undergraduate education in Earth Science and required component in most North American Earth Science undergraduate programs. Hence, taking ERS325H5 has to be mandatory for UTM Earth Science Specialists. Sept 29, 2014 Rationale: The course ENV400Y5 has been renamed to JEC400Y5 by the GGR department and this needs to be reflected under Earth Science listing in the calendar. Geography has added two new SCI (GGR384H5 and GGR484H5) courses that should be included as an option in the ERS Specialist program. JCP498Y5 (TOPS course) is being re-named by CPS to ERI498Y5 **29Sep2014 Rationale for re-numbering this course and its effects on ERS programs:** The way this course is being taught is too advanced for the 3rd year level and therefore the course needs to be upgraded to 4th year. In addition there are too few Earth Science 4xx courses currently offered at UTM, which causes some students in our Specialist and Major programs to enroll in downtown Earth Sciences courses. By changing the ERS319H5 to ERS419H5 we expect more students to remain at UTM to complete their degree. **8OCT2014** Adding in correction of JCP498Y5 to ERI398H5 and correcting the syntax related to the symbols used to denote "AND" and "OR".

Before:

Second Year ERS201H5, 202H5, 203H5; GGR217H5, 1.0 credit from ~~GGR214H5, 227H5, 276H5,~~

~~278H5;~~

Third Year ER313H5, ~~2.0~~ credits from ~~ERS315H5, 319H5, 321H5, 325H5, JGE378H5/ERS317H5;~~ 0.5 credit from ~~GGR315H5, 316H5, 317H5, 321H5, 337H5, 379H5~~
 Fourth Year 1.0 credit from ~~ERS470Y5, (471H5, 472H5); ENV400Y5; GGR407H5, 463H5, 464H5, JCB487Y5, JCP498Y5~~

After:

Second Year ERS201H5, 202H5, 203H5; GGR217H5, 1.0 credit from GGR214H5/227H5/276H5/278H5
 Third Year ER313H5, **325H5; 1.5** credits from ERS315H5/321H5/325H5/JGE378H5/ERS317H5; 0.5 credit from GGR315H5/316H5/317H5/321H5/337H5/379H5/GGR384H5
 Fourth Year 1.0 credit from ERS419H5/470Y5/(471H5, 472H5)/JEG400Y5/GGR407H5/463H5/464H5/484H5/JCB487Y5/ERI398H5

Program #32 ERSPE1505 Forensic Psychology (Science)

Rationale for change: Changed to reflect Psychology's statistics acceptable equivalent requirement to PSY201H5 and PSY202H5. Removal of BIO338H5 -as per BIO, no longer a Forensic Science course.

Before:

Higher Years
 - (PSY201H5, **202H5)/(BIO360H5, 361H5)**
 - FSC271H5; BIO210Y5
 - PSY210H5, 220H5, 230H5, 240H5, 270H5/ 274H5/ 280H5, 290H5
 - FSC300H5, 302H5; PSY309H5, 328H5, 340H5/341H5, 344H5, 346H5, 393H5
 - One laboratory course from: PSY329H5, 379H5, 399H5
 - 1.0 credits from the following: FSC311H5, 315H5, 360H5, 401H5, 402H5, 406H5,407H5,489H5;
BIO338H5
 - 0.5 credit from PSY 400 level series courses
 - FSC481Y5

After:

Higher Years
 - (PSY201H5, **202H5)/(equivalent)**
 - FSC271H5; BIO210Y5
 - PSY210H5, 220H5, 230H5, 240H5, 270H5/ 274H5/ 280H5, 290H5
 - FSC300H5, 302H5; PSY309H5, 328H5, 340H5/341H5, 344H5, 346H5, 393H5
 - One laboratory course from: PSY329H5, 379H5, 399H5
 - 1.0 credits from the following: FSC311H5, 315H5, 360H5, 401H5, 402H5, 406H5,407H5,489H5;
 - 0.5 credit from PSY 400 level series courses
 - FSC481Y5

Program #33 ERSPE1540 Statistics, Applied (Science)

Rationale for change: Changes reflect the addition of MAT240H5 to the calendar.

Before:

First Year CSC108H5; MAT102H5, 134Y5/135Y5/137Y5, **223H5**

After:

First Year CSC108H5; MAT102H5, 134Y5/135Y5/137Y5, **223H5/240H5**

Program #34 ERSPE1688 Computer Science (Science)

Rationale for change: Changes reflect the addition of MAT240H5 to the calendar.

Before:

Second Year CSC207H5, 209H5, 236H5, 258H5, 263H5; **MAT223H5**, 232H5; STA256H5

After:

Second Year CSC207H5, 209H5, 236H5, 258H5, 263H5; **MAT223H5/240H5**, 232H5; STA256H5

Program #35 ERSPE1868 Bioinformatics (Science)

Rationale for change: Changes reflect the addition of MAT240H5 to the calendar.

Before:

Second Year (4.0 credits) BIO206H5, 207H5, 215H5; CHM242H5; CSC207H5, 236H5, 263H5;
MAT223H5

After:

Second Year (4.0 credits) BIO206H5, 207H5, 215H5; CHM242H5; CSC207H5, 236H5, 263H5;
MAT223H5/240H5

Program #36 ERSPE1883 Exceptionality in Human Learning (Science)

Rationale for change: Annual update for "List 4" enrichment courses from other departments. Program will accept STA215H5 instead of BIO360H5 as this has become the new intro stats course for BIO Majors.

Before:

Second Year

- PSY201H5/ **BIO360H5/ ECO220Y5/227Y5/**SOC350H5/ **STA218H5/220H5/**
 - PSY210H5, 240H5

- 0.5 credit from the following: PSY202H5 (or equivalent), 270H5, 274H5, 280H5, 290H5

Second and Higher Years

- 3.0 credits from the following: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 318H5, 319H5, 321H5, 325H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 346H5, 353H5, 374H5, 376H5, 384H5, 385H5, 393H5

- PSY442Y5 and at least 0.5 credit from the following: PSY400Y5, 403H5, 404H5, 405H5, 406H5, 410H5, 415H5, 440H5, 474H5, 495H5

NOTE: Primary Junior CTEP students are exempt from PSY442Y5 and may take PSY345H5 and any 0.5 FCE 400 level course in psychology instead.

- 2.0 credits from one of the following lists:

- ANT202H5, 203H5, 203Y5, 204H5, 205H5, 206H5, 207H5, 211H5, 241Y5, 306H5, 322H5, 331H5, 332H5, 333H5, 334H5, 335H5, 336H5, 338H5, 339Y5, 350H5, 352H5, 362H5, 364H5, 401H5, 434H5, 460H5, 461H5, 462H5

- SOC205H5, 209H5, 211H5, 216H5, 219H5, 224H5, 227H5, 240H5, 244H5, 263H5, 275H5, 284H5, 302H5, 304H5, 307H5, 310H5, 316H5, 323H5, 332H5, 341H5, 356H5, 371H5, 375H5, 380H5, 456H5

- BIO204H5, 205H5, 206H5, 207H5, 210Y5, 215H5, 315H5, 341H5, 370Y5, 371H5, 372H5, 375H5, 380H5, 403H5, 407H5, 434H5, 443H5, 476H5, 477H5; ANT202H5, 203H5, 203Y5, 331H5, 332H5, 333H5, 334H5, 339Y5; PSL201Y1

NOTE: Students who select list b. must take 2.5 credits from this list

- 2.5 additional credits to be selected from the following (no more than 1.0 credit from any one discipline):

ANT Any course in 3(a) not counted previously

SOC Any course in 3(b) not counted previously

BIO Any course in 3(c) not counted previously

CHM CHM242H5, 243H5, 341H5, 345H5, 347H5, 361H5, **362H5, 371H5**

ENG ENG234H5, 384H5

FGI/FRE FRE225Y5, 355H5

HIS HIS308H5, 310H5, 326Y5, 338H5

LIN LIN100Y5, 200H5, 256H5, 358H5, 380H5

JAL JAL253H5, 355H5

PHL PHL243H5, 244H5, 255H5, 267H5, 271H5, 272H5, 274H5, 277Y5, 282H5, 283H5, 290H5, 350H5, 355H5, 357H5, 358H5, 367H5, 370H5, 375H5

RLG RLG314H5

WGS Any course

After:

Second Year

- PSY201H5/ **ECO220Y5/ 227Y5**/SOC350H5/ **STA215/ 218H5/ 220H5/**
- PSY210H5, 240H5
- 0.5 credit from the following: PSY202H5 (or equivalent), 270H5, 274H5, 280H5, 290H5
Second and Higher Years
- 3.0 credits from the following: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 318H5, 319H5, 321H5, 325H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 346H5, 353H5, 374H5, 376H5, 384H5, 385H5, 393H5
- PSY442Y5 and at least 0.5 credit from the following: PSY400Y5, 403H5, 404H5, 405H5, 406H5, 410H5, 415H5, 440H5, 474H5, 495H5

NOTE: Primary Junior CTEP students are exempt from PSY442Y5 and may take PSY345H5 and any 0.5 FCE 400 level course in psychology instead.

- 2.0 credits from one of the following lists:

- ANT202H5, 203H5, 203Y5, 204H5, 205H5, 206H5, 207H5, 211H5, 241Y5, 306H5, 322H5, 331H5, 332H5, 333H5, 334H5, 335H5, 336H5, 338H5, 339Y5, 350H5, 352H5, 362H5, 364H5, 401H5, 434H5, 460H5, 461H5, 462H5
- SOC205H5, 209H5, 211H5, 216H5, 219H5, 224H5, 227H5, 240H5, 244H5, 263H5, 275H5, 284H5, 302H5, 304H5, 307H5, 310H5, 316H5, 323H5, 332H5, 341H5, 356H5, 371H5, 375H5, 380H5, 456H5
- BIO204H5, 205H5, 206H5, 207H5, 210Y5, 215H5, 315H5, 341H5, 370Y5, 371H5, 372H5, 375H5, 380H5, 403H5, 407H5, 434H5, 443H5, 476H5, 477H5; ANT202H5, 203H5, 203Y5, 331H5, 332H5, 333H5, 334H5, 339Y5; PSL201Y1

NOTE: Students who select list b. must take 2.5 credits from this list

- 2.5 additional credits to be selected from the following (no more than 1.0 credit from any one discipline):

- ANT Any course in 3(a) not counted previously
- SOC Any course in 3(b) not counted previously
- BIO Any course in 3(c) not counted previously
- CHM CHM242H5, 243H5, 341H5, 345H5, 347H5, 361H5, **362H5**
- ENG ENG234H5, 384H5
- FGI/FRE FRE225Y5, 355H5
- HIS HIS308H5, 310H5, 326Y5, 338H5
- LIN LIN100Y5, 200H5, 256H5, **258H5**, 358H5, 380H5
- JAL JAL253H5, 355H5
- PHL PHL243H5, 244H5, 255H5, 267H5, 271H5, 272H5, 274H5, 277Y5, 282H5, 283H5, 290H5, 350H5, 355H5, 357H5, 358H5, 367H5, 370H5, 375H5
- RLG RLG314H5
- WGS Any course

Program #37 ERSPE1944 Biomedical Physics Specialist (Science)

Rationale for change: A statistics course is added for alternative choice between MAT and STA courses in the second year. Rationale is to increase the selection of courses for students

Before:

Year 2 PHY241H5, 242H5, 245H5, 255H5; JCP221H5/CHM221H5; MAT232H5, **212H5/244H5**;
BIO206H5

After:

Year 2 PHY241H5, 242H5, 245H5, 255H5; JCP221H5/CHM221H5; MAT232H5,
212H5/244H5/STA256H5; BIO206H5

Program #38 ERSPE1995 Biological Chemistry (Science)

Rationale for change: There have been significant advances in Biological Chemistry since the program was first proposed. Changes to the program include 1.5 400 level credits from a specific selection of courses that highlight modern Biological Chemistry and continued advances in the field. Currently, 1.0 400 level CHM, JCP, or BCH courses are needed, with no requirement for courses with a specific Biological Chemistry focus. The program description should also be altered to include BCH472Y1 or BCH473Y1 as options for the 4th year research project, with permission of the Department of Chemical and Physical Sciences. The second year

program requirements have also been altered to reflect the fact that BIO215H5 has been discontinued and that key components of BIO215H5 have been incorporated into BIO206H5. Because BIO206H5 was already required, the loss of BIO215H5 has removed 0.5 credits from year 2. We have applied that 0.5 credit to year 4. Thus, the total credit requirement of 14.0 is unchanged.

Before:

Notes:
 - Enrolment in CHM372H5, 373H5 and certain BCH (St. George) courses is limited.
 - Additional 300/400-level CHM/JCP courses include CHM311H5, 331H5, 394H5, 395H5, 396H5, 397H5, ~~412H5~~, 414H5, 416H5, 442H5, ~~444H5~~, ~~462H5~~, 485H5 and ~~JBC472H5~~ and JCP321H5, 322H5, 410H5, 421H5, ~~422H5~~, ~~463H5~~ at U of T Mississauga plus the 300/400 level CHM/BCH courses at St. George.
 - MAT134Y5/ 135Y5/ 137Y5 prerequisite is required for most 200-level CHM courses.
 - Students are strongly advised to consult the program **adviser** regarding their course of study.
 Year 2 CHM211H5, 231H5, 242H5, 243H5; JCP221H5; BIO206H5, ~~207H5~~, ~~245H5~~; 0.5 MAT/CSC/STA credit (at any level)
 Year 4 ~~CHM489Y5/JCB487Y5~~; 1.0 400 level ~~CHM~~, ~~JBC~~, ~~JCP~~ or BCH ~~course~~

After:

Notes:
 - Enrolment in CHM372H5, 373H5 and certain BCH (St. George) courses is limited.
 - Additional 300/400-level CHM/JCP courses include CHM311H5, 331H5, 394H5, 395H5, 396H5, 397H5, 399Y5, 414H5, 416H5, 442H5, 485H5 and JCP321H5, 322H5, 410H5, 421H5, at U of T Mississauga plus the 300/400 level CHM/BCH courses at St. George.
 - MAT134Y5/ 135Y5/ 137Y5 prerequisite is required for most 200-level CHM courses.
 - Students **can not take more than 2.0 credits total in ROP or Individual Project/Thesis courses at the 300-/400-level for credit toward their Chemistry program. Further, these credits may not be taken simultaneously.**
 - **Students** are strongly advised to consult the program **adviser** regarding their course of study.
 Year 2 CHM211H5, 231H5, 242H5, 243H5; JCP221H5; BIO206H5, 207H5; 0.5 MAT/CSC/STA credit (at any level)
 Year 4 CHM399Y5/489Y5/JCB487Y5/(BCH472Y1 or BCH473Y1 with the permission of the Department of Chemical and Physical Sciences) and 1.5 credits from the following courses CHM412H5, 444H5, 462H5; JCP410H5, 422H5, 463H5; JBC472H5; CHM447H1, 479H1, or any 400 level BCH course.

Program #39 ERSPE2070 Geography (Science)

Rationale for change: updated requirements to provide students more options.

Before:

Second Year 3.5 credits:
~~4.0~~ credit from GGR201H5, 214H5, 217H5, 227H5
 1.0 ~~credit from GGR276H5, 277H5, 278H5~~
 0.5 credit from GGR202H5, ~~207H5~~
~~4.0~~ credit from any other 200-level GGR courses
 Third Year 4.0 credits:
 3.0 credits from the following:
 GGR305H5, 307H5, 309H5, ~~311H5, 312H5~~, 315H5, 316H5, 317H5, 338H5, 374H5, 377H5, ~~379H5~~, JGE378H5
~~4.0~~ credit from the following:
~~GGR321H5~~, 337H5, 372H5, 375H5, 380H5
 Fourth Year 1.5 credit :
 1.0 credit from ~~GGR417Y5~~
 0.5 credit from any GGR Science designated 400-level courses as described in the Geography Course Descriptions section of this Calendar.

After:

Second Year 3.5 credits:
1.5 credit from GGR201H5, 214H5, 217H5, 227H5
 1.0 credit: GGR276H5 & GGR278H5
 0.5 credit from GGR202H5, 207H5, 208H5, 209H5, 210H5
0.5 credit from any other 200-level GGR SCi courses
 Third Year 4.0 credits:
 3.0 credits from the following:
 GGR305H5, 307H5, 309H5, 315H5, 316H5, 317H5, 338H5, 374H5, 377H5, 379H5, GGR384H5, JGE378H5
additional 1.0 credit from the list above or from the following:
GGR311H5, 312H5, 321H5, 322H5, 335H5, 337H5, 372H5, 375H5, 380H5
 Fourth Year 1.5 credit :
 1.0 credit from GGR417Y5, JEG400Y5, JEG401Y5

0.5 credit from any GGR Science designated 400-level courses as described in the Geography Course Descriptions section of this Calendar.

Program #40 ERSPE2364 Biology (Science)

- Rationale for change:** This program is a type 2 program.
- Before:** Limited Enrolment: Enrolment in this program is limited to students who have completed 4.0 credits, including 1.0 full credit in Biology with 60% or better, and who have achieved a cumulative GPA of at least 2.5. ~~The actual GPA requirement in any particular year may exceed this value, in order to achieve a proper balance between enrolments and teaching resources. The undergraduate advisor may make alternative arrangements for admission to the Specialist Program in special circumstances.~~ Students who have not attained the standard required to enter the Specialist Program may enrol in the Major or Minor Programs. If their GPA rises to 2.5, and they have completed CHM110H5, CHM120H5, BIO152H5, BIO153H5, BIO202H5, BIO203H5, BIO205H5, BIO206H5, ~~BIO207H5~~ and ~~BIO215H5~~, they will then be eligible to switch to the Specialist Program.
- After:** Limited Enrolment: Enrolment in this program is limited to students who have completed 4.0 credits, including 1.0 full credit in Biology with 60% or better, and who have achieved a cumulative GPA of at least 2.5. Students who have not attained the standard required to enter the Specialist Program may enrol in the Major or Minor Programs. If their GPA rises to 2.5, and they have completed CHM110H5, CHM120H5, BIO152H5, BIO153H5, BIO202H5, BIO203H5, BIO205H5, BIO206H5, and BIO207H5, they will then be eligible to switch to the Specialist Program.

Program #41 ERSPE2470 Behaviour, Genetics and Neurobiology (Science)

- Rationale for change:** The department would like to emphasize to Specialists that they should take the PSY version of statistics courses and will consider others on a case by case basis.
- Before:**
- Second Year
- ~~(PSY201H5, 202H5)/(BIO360H5, 361H5)/(ECO220Y5/227Y5)/(STA220H5, 221H5)~~
- BIO205H5; BIO206H5; BIO207H5; PSY290H5 Second year notes:
- BIO202H5, 203H5 or 204H5 are required for several courses in the Neurobiology stream
- PSY210H5 (Introduction to Developmental Psychology) is required for several courses in the Behavioural stream Students are encouraged to consider taking these courses depending on their planned course of study.
- After:**
- Second Year
- **PSY201H5, 202H5 or equivalent**
- BIO205H5; BIO206H5; BIO207H5; PSY290H5 Second year notes:
- BIO202H5, 203H5 or 204H5 are required for several courses in the Neurobiology stream
- PSY210H5 (Introduction to Developmental Psychology) is required for several courses in the Behavioural stream Students are encouraged to consider taking these courses depending on their planned course of study.

Program #42 ERSPE2511 Mathematical Sciences (Science)

- Rationale for change:** Changes reflect the addition of MAT240H5 and MAT247H5 to the calendar.
- Before:**
- First Year CSC108H5, 148H5; MAT102H5, 137Y5, **223H5**
- Second Year CSC207H5/209H5/236H5; MAT202H5, **224H5**, 232H5, 236H5, 244H5; STA256H5, 258H5/260H5
- After:**
- First Year CSC108H5, 148H5; MAT102H5, 137Y5, **240H5**

Second Year CSC207H5/209H5/236H5; MAT202H5, **247H5**, 232H5, 236H5, 244H5; STA256H5, 258H5/260H5

New Courses

Course #1 BIO353H5 Plant Development (SCI)

Description:	The course addresses key concepts, with emphasis on unique plant-related aspects. Integrates plant development at the levels of the cell, tissue, organ and organism, with knowledge from diverse fields of Biology. Topics will include embryology, environmental interactions, signaling, developmental transitions, developmental diversity, evolution and development, and tools for discovery research.
Exclusion:	CSB340H51
Prerequisite:	BIO203H5
Corequisite:	None
Recommended Preparation:	None
Rationale:	Implementation of this course is important to the campus and department, as plant development is only currently being offered at the St. George campus. Offering a plant development course at UTM will enhance student retention and optimize enrollment for the department and UTM as a whole. The course will also build on our foundations provided in BIO203 (Plant Morphology and Physiology).
No. Hours Instruction:	24L, 15P, 10T
Offered at St George:	Yes
Revived Course:	No

Course #2 ERS499Y5 Research Opportunity Program (299Y, 399Y and 499Y) (SCI)

Description:	This course provides a richly rewarding opportunity for a fourth or higher year students to work on the research project of a professor in Earth Science in return for 499Y5 course credit. Students enrolled have an opportunity to become involved in original research, enhance their research skills and share in the excitement and discovery of acquiring new knowledge. Participating faculty members post their project description for the following summer and fall/winter session on the ROP website in mid-February and students are invited to apply at that time. See Research Opportunity Program (299Y, 399Y and 499Y).
Rationale:	
No. Hours Instruction:	Instructors decision
Offered at St George:	No
Revived Course:	No

Course #3 GGR384H5 Climatology of Canadian Landscapes (SCI)

Description:	This course will focus on the natural surface climates of Canada. Topics covered will include Alpine and forest environments; ocean and wetland regions; and both arctic and subarctic climates. Surface energy processes will be examined, and how the behavior of energy exchange varies by climate region. This course fulfills 4 field days. [24L, 36P]
Prerequisite:	GGR214H5 or GGR217H
Rationale:	This course will follow the concepts learned in GGR214H5 with more depth and focus on energy exchange. This course will also provide students hand on climate experience collecting data on campus and using it for a focused term project.
No. Hours Instruction:	24L, 36P
Offered at St George:	No
Revived Course:	No

Course #4 GGR484H5 Arctic Environments (SCI)

Description:	High latitude environments are becoming the focus of increasing scientific attention because of their role in global environmental change. The implications of changes occurring to the sea ice and snowcover are far reaching and can have impacts on physical, biological and human systems both within and beyond the region. This course will
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provide a comprehensive examination of climates of high latitudes. Topics that will be covered include the Arctic energy budget and atmospheric circulation, the hydrologic cycle in the Arctic, the ocean-sea ice-climate interactions and feedbacks, modeling the Arctic climate system as well as an evaluation of recent climate variability and trends. [24L]

Prerequisite: 8.0 credits including GGR214H5/PI
Rationale: New course addition to add both a polar and climate course at the upper year level.
No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #5 GGR498H5 Physical Geography Research Project (SCI)

Description: This independent project course is designed to give students experience in the definition and execution of a one-term research study on a physical geography topic, under the guidance of a member of the faculty. Students who wish to pursue this option with a specific faculty member or who have an idea for a research project should approach the faculty member early - before the start of the academic term - to negotiate the terms of the project. [12P]

Prerequisite: P.I., Completion of 3rd-year requirements towards a Geography Major or Specialist program.
Rationale: physical geography research opportunity half course for students.
No. Hours Instruction: 12P
Offered at St George: No
Revived Course: No

Course #6 MAT240H5 Algebra I (SCI)

Description: A theoretical approach to Linear Algebra and its foundations, aimed at students with a serious interest in Mathematics.
 Topics to be covered: Vector spaces over arbitrary fields (including C and finite fields), linear equations and matrices, bases and linear independence, linear transformations, determinants, eigenvalues and eigenvectors, similarity, change of basis, diagonalization, the characteristic and minimal polynomials, the Cayley-Hamilton theorem. [36L, 24T]

Exclusion: MAT224H5, 224H1, 240H1
Prerequisite: 60% in MAT102H5
Corequisite: MAT134Y5/135Y5/137Y5/233H5
Rationale: Offer higher level theoretical courses in linear algebra. These courses are already offered at St. George, and will help upgrade our programs, in particular our mathematics specialist program. The dean's office supports the addition of these courses and the resource implications.

No. Hours Instruction:
Offered at St George: Yes
Revived Course: No

Course #7 MAT247H5 Algebra II (SCI)

Description: Continuation of MAT240H5.
 A theoretical approach to real and complex inner product spaces, isometries, orthogonal and unitary matrices and transformations. The adjoint. Hermitian and symmetric transformations. Spectral theorem for symmetric and normal transformations. Polar representation theorem. Primary decomposition theorem. Rational and Jordan canonical forms. Additional topics including dual spaces, quotient spaces, bilinear forms, quadratic surfaces, multilinear algebra. [36L, 12T]

Exclusion: MAT247H1
Prerequisite: MAT240H5, 240H1
Rationale: Offer higher level theoretical courses in linear algebra. These courses are already offered at St. George, and will help upgrade our programs, in particular our mathematics specialist program. The dean's office supports the addition of these courses and the resource implications.

No. Hours
Instruction:
Offered at St George: Yes
Revived Course: No

Courses - Resource Implications

Course #1 ANT101H5 Introduction to Biological Anthropology and Archaeology

Resource implications: None.

Course #2 ANT200H5 Prehistoric Archaeology

Resource implications: None.

Course #3 ANT201H5 World Prehistory

Resource implications: None.

Course #4 ANT202H5 Biological Anthropology: Human variation and adaption

Resource implications: None.

Course #5 ANT203H5 Biological Anthropology: Primatology and palaeoanthropology

Resource implications: None.

Course #6 ANT205H5 Introduction to Forensic Anthropology

Resource implications: None.

Course #7 ANT306H5 Forensic Anthropology Field School

Resource implications: None.

Course #8 ANT308H5 Case Studies in Archaeological Botany and Zoology

Resource implications: None.

Course #9 ANT312H5 Archaeological Analysis

Resource implications: None.

Course #10 ANT314H5 Archaeological Theory

Resource implications: No resource implications.

Course #11 ANT318H5 Archaeological Fieldwork

Resource implications: None.

Course #12 ANT320H5 Archaeological Approaches to Technology

Resource implications: None.

Course #13 ANT332H5 Human Origins I: Early Ancestors to

Resource implications: None.

Course #14 ANT333H5 Human Origins II: The genus

Resource implications: None.

Course #15 ANT334H5 Human Osteology

Resource implications: None.

Course #16 ANT338H5 Laboratory Methods in Biological Anthropology

Resource implications: None.

Course #17 ANT398H5 Independent Reading

Resource implications: None.

Course #18 ANT414H5 People and Plants in Prehistory

Resource implications: None.

Course #19 ANT415H5 Faunal Archaeo-Osteology

Resource implications: None.

Course #20 ANT416H5 Advanced Archaeological Analysis

Resource implications: None.

Course #21 ANT418H5 Advanced Archaeological Fieldwork

Resource implications: None.

Course #22 ANT434H5 Palaeopathology

Resource implications: None.

Course #23 ANT436H5 Theory and Methods in Molecular Anthropology

Resource implications: None.

Course #24 ANT439H5 Advanced Forensic Anthropology

Resource implications: None.

Course #25 ANT441H5 Advanced Bioarchaeology

Resource implications: No resource implications . Instructor will teach practicals as she currently does. No resource implications for adding the Experiential Education (EXP) notation.

Course #26 ANT499H5 Advanced Independent Research

Resource implications: None.

Course #27 AST101H5 Solar System Astronomy

Resource implications: None

Course #28 BIO203H5 Introductory Plant Morphology and Physiology

Resource implications: Resource implications have been sent to the Office of the Dean

Course #29 BIO206H5 Introductory Cell and Molecular Biology

Resource implications: None

Course #30 BIO211H5 The History of Our Living Planet

Resource implications: None

Course #31 BIO299Y5 Research Opportunity Program

Resource implications: None

Course #32 BIO313H5 Field Methods and Statistical Analyses in Ecology

Resource implications: None

Course #33 BIO318Y5 Animal Behaviour

Resource implications: None

Course #34 BIO320H5 Sensory and Cognitive Biology

Resource implications: None

Course #35 BIO325H5 Biomechanics

Resource implications: None

Course #36 BIO328H5 Lectures in Animal Behaviour

Resource implications: None

Course #37 BIO338H5 Entomology

Resource implications: None

Course #38 BIO353H5 Plant Development

Resource implications: All resource implications have been approved by the Office of the Dean

Course #39 BIO360H5 Biometrics I

Resource implications: None

Course #40 BIO361H5 Biometrics II

Resource implications: None

Course #41 BIO370Y5 Microbiology

Resource implications: None

Course #42 BIO399Y5 Research Opportunity Program

Resource implications: None

Course #43 BIO400Y5 Biology Internship

Resource implications: None

Course #44 BIO405H5 Evolutionary Perspectives on Cognition and Behaviour

Courses - Resource Implications

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Sciences

Resource implications: None

Course #45 BIO412H5 Climate Change Biology

Resource implications: None

Course #46 BIO416H5 Field Course in Ecology

Resource implications: None

Course #47 BIO443H5 Phylogenetic Principles

Resource implications: None

Course #48 BIO481Y5 Biology Research Project

Resource implications: None

Course #49 CBJ481Y5 Independent Project in Bioinformatics

Resource implications: NONE

Course #50 CHM110H5 Chemical Principles 1

Resource implications: none

Course #51 CHM120H5 Chemical Principles 2

Resource implications: none

Course #52 CHM211H5 Fundamentals of Analytical Chemistry

Resource implications: none

Course #53 CHM231H5 Inorganic Chemistry I

Resource implications: none

Course #54 CHM242H5 Introductory Organic Chemistry I

Resource implications: 7Oct2014: yes, Approved by dean - see Rationale for courses - other Changes.

Course #55 CHM243H5 Introductory Organic Chemistry II

Resource implications: none

Course #56 CHM299Y5 Research Opportunity Program

Resource implications: none

Course #57 CHM333H5 Bioinorganic Chemistry

Resource implications: none

Course #58 CHM372H5 Techniques in Biological Chemistry I

Resource implications: none

Course #59 CHM373H5 Techniques in Biological Chemistry II

Resource implications: none

Course #60 CHM394H5 Chemical Synthesis Laboratory I

Resource implications: none

Course #61 CHM395H5 Chemical Synthesis Laboratory II

Resource implications: none

Course #62 CHM396H5 Instrumental Laboratory I

Resource implications: none

Course #63 CHM397H5 Instrumental Laboratory II

Resource implications: none

Course #64 CHM399Y5 Research Opportunity Program

Resource implications: none

Course #65 CHM485H5 Dissertation Based on Literature Research

Resource implications: none

Course #66 CHM489Y5 Introduction to Research in Chemistry

Resource implications: none

Course #67 CSC310H5 Information Theory

Resource implications: NONE

Course #68 CSC318H5 The Design of Interactive Computational Media

Resource implications: NONE

Course #69 CSC320H5 Introduction to Visual Computing

Resource implications: NONE

Course #70 CSC321H5 Introduction to Neural Networks and Machine Learning

Resource implications: NONE

Course #71 CSC322H5 Introduction to Algebraic Cryptography

Resource implications: NONE

Course #72 CSC324H5 Principles of Programming Languages

Resource implications: NONE

Course #73 CSC338H5 Numerical Methods

Resource implications: NONE

Course #74 CSC369H5 Operating Systems

Resource implications: NONE

Course #75 CSC373H5 Algorithm Design and Analysis

Resource implications: NONE

Course #76 CSC398H5 Topics in Computer Science

Resource implications: NONE

Course #77 CSC411H5 Machine Learning and Data Mining

Resource implications: NONE

Course #78 CSC490H5 Capstone Design Course

Resource implications: NONE

Course #79 CSC492H5 Computer Science Implementation Project

Resource implications: NONE

Course #80 CSC493H5 Computer Science Expository Work

Resource implications: NONE

Course #81 CSC498H5 Topics in Computer Science

Resource implications: NONE

Course #82 ECO220Y5 Quantitative Methods in Economics

Resource implications: None

Course #83 ECO227Y5 Quantitative Methods in Economics

Resource implications: None

Course #84 ENV299Y5 Research Opportunity Program

Resource implications: none

Course #85 ENV330H5 Experimental Design in Environmental Science

Resource implications: none

Course #86 ENV331H5 Field Course in Sustainability

Resource implications: none

Course #87 ENV332H5 Practicum in Environmental Project Management

Resource implications: none

Course #88 ENV399Y5 Research Opportunity Program

Resource implications: none

Course #89 ENV495H5 Restoration Ecology I

Resource implications: none

Course #90 ENV496H5 Restoration Ecology II

Resource implications: none

Course #91 ENV497H5 Environmental Research Project

Resource implications: none

Course #92 ERI398H5 Teaching Opportunity Program in Sciences (TOPS)

Resource implications: none

Course #93 ERS120H5 Planet Earth

Resource implications: none

Course #94 ERS201H5 Earth Materials

Resource implications: none

Course #95 ERS202H5 Dynamic Earth

Resource implications: none

Course #96 ERS203H5 Rock Forming Processes

Resource implications: none

Course #97 ERS299Y5 Research Opportunity Program

Resource implications: none

Course #98 ERS313H5 Sedimentology

Resource implications: none

Course #99 ERS325H5 Field Camp I

Resource implications: none

Course #100 ERS399Y5 Research Opportunity Program

Resource implications: none

Course #101 ERS419H5 Earth Resources

Resource implications: none

Course #102 ERS470Y5 Research Thesis

Resource implications: none

Course #103 ERS471H5 Research Project

Resource implications: none

Course #104 ERS472H5 Research Project

Resource implications: none

Course #105 ERS499Y5 Research Opportunity Program (299Y, 399Y and 499Y)

Resource implications: none

Course #106 FSC239Y5 (1) Introduction to Forensic Science

Resource implications: No implications.

Course #107 FSC271H5 Ethics and Professionalism in Forensic Science

Resource implications: No implications.

Course #108 FSC300H5 Forensic Identification

Resource implications: No implications.

Course #109 FSC302H5 Advanced Forensic Identification

Resource implications: No implications.

Course #110 FSC311H5 Forensic Chemistry

Resource implications: No implications.

Course #111 FSC315H5 Forensic Biology

Resource implications: No implications.

Course #112 FSC401H5 Forensic Pathology

Resource implications: No implications.

Course #113 FSC402H5 Forensic Toxicology

Resource implications: No implications.

Course #114 FSC406H5 Introduction To 3D Crime Scene Mapping And Reconstruction

Resource implications: No implications.

Course #115 FSC407H5 Forensic Identification Field School

Resource implications: No implications.

Course #116 FSC481Y5 Internship in Forensic Science

Resource implications: No implications.

Course #117 GGR112H5 Physical Geography

Resource implications: none

Course #118 GGR201H5 Introduction to Geomorphology

Resource implications: none

Course #119 GGR214H5 Global Weather and Climate

Courses - Resource Implications

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Sciences

Resource implications: none

Course #120 GGR217H5 Fundamentals of Hydrology

Resource implications: none

Course #121 GGR227H5 Ecosystems and Environmental Change

Resource implications: TA resources

Course #122 GGR276H5 Spatial Data Analysis and Mapping

Resource implications: none

Course #123 GGR278H5 Geographical Information Systems

Resource implications: none

Course #124 GGR305H5 Biogeography

Resource implications: none

Course #125 GGR307H5 Environmental Soil Science

Resource implications: none

Course #126 GGR309H5 Wetland Ecosystems

Resource implications: none

Course #127 GGR311H5 Landscape Biogeography

Resource implications: none

Course #128 GGR315H5 Physical Hydrology

Resource implications: none

Course #129 GGR316H5 Landforms

Resource implications: none

Course #130 GGR317H5 The Cryosphere

Resource implications: none

Course #131 GGR321H5 Geographic Information Processing

Resource implications: none

Course #132 GGR322H5 GIS and Population Health

Resource implications: none

Course #133 GGR335H5 GIS and Remote Sensing Integration

Resource implications: none

Course #134 GGR337H5 Environmental Remote Sensing

Resource implications: none

Course #135 GGR338H5 Environmental Modeling

Resource implications: none

Course #136 GGR372H5 Geographical Analysis of Land Resources

Resource implications: none

Course #137 GGR374H5 Water Quality and Stream Ecosystems

Resource implications: none

Course #138 GGR375H5 Physical Environment of the City

Resource implications: none

Course #139 GGR379H5 Field Methods in Physical Geography

Resource implications: none

Course #140 GGR384H5 Climatology of Canadian Landscapes

Resource implications: TA support

Course #141 GGR399Y5 Research Opportunity Program

Resource implications: none

Course #142 GGR406H5 Biogeochemistry

Resource implications: none

Course #143 GGR407H5 Ecohydrology

Resource implications: none

Course #144 GGR417Y5 Honours Thesis

Resource implications: none

Course #145 GGR463H5 Geographic Information Analysis and Processing

Resource implications: none

Course #146 GGR464H5 Advanced Remote Sensing

Resource implications: none

Course #147 GGR479H5 Special Topics in Physical Geography

Resource implications: none

Course #148 GGR484H5 Arctic Environments

Resource implications: none

Course #149 GGR498H5 Physical Geography Research Project

Resource implications: none

Course #150 HHS200H5 Methodological Perspectives on the Biological and Social Determinants of Health

Resource implications: none

Course #151 HSC406H5 Advanced Written Communication for Health Care

Resource implications: None

Course #152 JCB487Y5 Advanced Interdisciplinary Research Laboratory

Resource implications: none

Course #153 JEG400Y5 Geography / Environment Science Internship

Resource implications: none

Course #154 JGE378H5 Natural Hazards

Resource implications: none

Course #155 MAT137Y5 Calculus

Resource implications: 144 extra TA hours (approved by the Dean's office).

Course #156 MAT212H5 Modeling with Differential Equations in Life Sciences and Medicine

Resource implications: None

Course #157 MAT232H5 Calculus of Several Variables

Resource implications: NONE

Course #158 MAT233H5 Calculus of Several Variables

Resource implications: NONE

Course #159 MAT236H5 Vector Calculus

Resource implications: NONE

Course #160 MAT240H5 Algebra I

Resource implications: 0.5 FCE each and TA hours (to be determined)

Course #161 MAT244H5 Differential Equations I

Resource implications: NONE

Course #162 MAT247H5 Algebra II

Resource implications: 0.5 FCE each and TA hours (to be determined)

Course #163 MAT301H5 Groups and Symmetries

Resource implications: NONE

Course #164 MAT302H5 Introduction to Algebraic Cryptography

Resource implications: NONE

Course #165 MAT309H5 Introduction to Mathematical Logic

Resource implications: NONE

Course #166 MAT315H5 Introduction to Number Theory

Resource implications: NONE

Course #167 MAT332H5 Introduction to Nonlinear Dynamics and Chaos

Resource implications: NONE

Course #168 MAT344H5 Introduction to Combinatorics

Resource implications: NONE

Course #169 MAT378H5 Introduction to Analysis

Resource implications: NONE

Course #170 MAT382H5 Mathematics for Teachers

Resource implications: None

Course #171 MAT388H5 Topics in Mathematics

Resource implications: NONE

Course #172 MAT401H5 Polynomial Equations and Fields

Resource implications: NONE

Course #173 MAT402H5 Classical Geometries

Resource implications: NONE

Course #174 MAT405H5 Introduction to Topology

Resource implications: NONE

Course #175 MAT406H5 Mathematical Introduction to Game Theory

Resource implications: NONE

Course #176 MAT478H5 Topics in Mathematics

Resource implications: NONE

Course #177 MAT488H5 Topics in Mathematics

Resource implications: NONE

Course #178 MAT492H5 Senior Thesis

Resource implications: None

Course #179 MAT498H5 Topics in Mathematics

Resource implications: NONE

Course #180 PHY136H5 Introductory Physics I

Resource implications: none

Course #181 PHY137H5 Introductory Physics II

Resource implications: none

Course #182 PHY241H5 Electromagnetism

Resource implications: none

Course #183 PHY242H5 Thermal Physics and Fluid Mechanics

Resource implications: none

Course #184 PHY245H5 Vibrations and Waves

Resource implications: none

Course #185 PHY299Y5 Research Opportunity Program

Resource implications: none

Course #186 PHY324H5 Advanced Physics Laboratory

Resource implications: none

Course #187 PHY333H5 Physics of the Cell

Resource implications: none

Course #188 PHY347H5 Optics

Resource implications: none

Course #189 PHY399Y5 Research Opportunity Program

Resource implications: none

Course #190 PHY433H5 Medical Physics

Resource implications: none

Course #191 PHY473H5 Supervised Readings

Resource implications: none

Course #192 PHY489Y5 Introduction to Research in Physics

Resource implications: none

Course #193 PSY201H5 Research Design and Analysis in Psychology I

Resource implications: None

Course #194 PSY202H5 Research Design and Analysis in Psychology II

Courses - Resource Implications

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Sciences

Resource implications: None

Course #195 PSY299Y5 Research Opportunity Program

Resource implications: none

Course #196 PSY341H5 Abnormal Psychology: Disorders of Children and Adolescents

Resource implications: None

Course #197 PSY343H5 Theories of Psychotherapy

Resource implications: None

Course #198 PSY352H5 Animal Behaviour

Resource implications: None

Course #199 PSY353H5 Social Neuroscience

Resource implications: None

Course #200 PSY362H5 Animal Cognition

Resource implications: None

Course #201 PSY400Y5 Thesis

Resource implications: none

Course #202 PSY402H5 Systems of Psychology

Resource implications: none

Course #203 PSY403H5 Individual Project

Resource implications: none

Course #204 PSY404H5 Individual Project

Resource implications: none

Course #205 PSY405H5 Individual Project

Resource implications: none

Course #206 PSY406H5 Individual Project

Resource implications: none

Course #207 PSY410H5 Special Topics in Developmental Psychology

Resource implications: none

Course #208 PSY415H5 Special Topics in Adult Development and Aging

Resource implications: none

Course #209 PSY420H5 Special Topics in Social Psychology

Courses - Resource Implications

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Sciences

Resource implications: none

Course #210 PSY430H5 Special Topics in Personality

Resource implications: none

Course #211 PSY435H5 Advanced Topics in Naturalistic Psychology

Resource implications: none

Course #212 PSY440H5 Special Topics in Abnormal Psychology

Resource implications: none

Course #213 PSY442Y5 Practicum in Exceptionality in Human Learning

Resource implications: none

Course #214 PSY471H5 Special Topics in Cognitive Psychology

Resource implications: none

Course #215 PSY474H5 Special Topics in Human Communication

Resource implications: none

Course #216 PSY480H5 Special Topics in Perception

Resource implications: none

Course #217 PSY490H5 Advanced Topics in Biological Psychology

Resource implications: none

Course #218 PSY495H5 Special Topics in Neuropsychology

Resource implications: none

Course #219 SOC350H5 Quantitative Analysis

Resource implications: Not applicable

Course #220 STA218H5 Statistics for Management

Resource implications: NONE

Course #221 STA220H5 The Practice of Statistics I

Resource implications: NONE

Course #222 STA221H5 The Practice of Statistics II

Resource implications: NONE

Course #223 STA256H5 Probability and Statistics I

Resource implications: NONE

Course #224 STA302H5 Regression Analysis

Courses - Resource Implications

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Sciences

Resource implications: NONE

Course #225 STA310H5 Applied Bayesian Statistics

Resource implications: None

Course #226 STA348H5 Introduction to Stochastic Processes

Resource implications: NONE

Course #227 STA378H5 Research Project

Resource implications: NONE

Course #228 STA388H5 Topics in Statistics

Resource implications: NONE

Course #229 STA399Y5 Research Opportunity Program

Resource implications: NONE

Course #230 utm111H5 utmONE Course: Tools of the Trade

Resource implications: There is none.

Deleted Courses

Course #1 ENV498Y5 Environmental Research Project

Rationale: Duplication of ROP's.

Renumbered Courses

Course #1 ERI398H5 Teaching Opportunity Program in Sciences (TOPS)

Before: **JCP498H5**

After: **ERI398H5**

Rationale: 1. Renumber the course. Change "498" to "398." This course is for advanced undergraduates in the 3rd or 4th years, and the majority of students enrolling are in the 3rd year. We target 3rd year students, as this course is useful for them to develop skills necessary for 4th year courses. **These skills include** communication skills (written, verbal, clarity, organizational); analytical and critical thinking skills (developing hypotheses, pedagogical experimentation, analyzing data, proposing alternative explanations, refining hypotheses); understanding the limits of their own knowledge and knowledge in their fields (examining data and employing controls, recognizing alternative explanations and their merit); and applying their knowledge and thinking learned both inside and outside their disciplines to propose ideas, solve problems, and conduct unique projects initiated and driven by themselves.

2. Change "JCP" to "ERI." JCP = Joint Chemistry & Physics. Other faculty members in CPS (e.g. AST and ERS) have expressed interest in participating in TOPS, which is now restricted to CHM and PHY. Additionally, instructors in MAT and BIO could also participate if the course has the ERI designator code. This change will enhance inclusiveness and shared interests amongst multiple departments at UTM. This course is an independent study wherein the format is designed toward one-semester projects in the sciences and math.

Course #2 ERS419H5 Earth Resources

Before: **ERS319H5**

After: **ERS419H5**

Rationale: The way this course is being taught is too advanced for the 3rd year level and therefore the course needs to be upgraded to 4th year. In addition, there are too few Earth Science 4xx courses currently offered at UTM, which causes some students in our Geology Specialist program to enroll in downtown Earth Sciences courses. By changing ERS319H5 to ERS419H5 we expect more students to remain at UTM to complete their degree.

Course #3 STA399Y5 Research Opportunity Program

Before: **STA299Y5**

After: **STA399Y5**

Rationale: It reflects the level of the course more accurately.

Rewighted Courses

Course #1 ANT398H5 Independent Reading

Before: **ANT398Y5**

After: **ANT398H5**

Rationale: Full year Independent Reading course reweighted to half year (H) to keep in line with other independent study courses in the department.

Course #2 ANT499H5 Advanced Independent Research

Before: **ANT499Y5**

After: **ANT499H5**

Rationale: Full year Advanced Independent Research course reweighted to half year (H) course to keep in line with other independent study courses in the department.

Courses - Description Changes

Course #1 ANT314H5 Archaeological Theory

Before: ~~An evaluation of explanatory processes in prehistory and a comparison of archaeological theories with general scientific theories.~~ [24L]

After: The course examines theoretical approaches to archeological explanation of the human past. The goals for the course are: 1) to trace the emergence and growth of scientific archeology; and 2) to analyze the development of theoretical approaches in the latter half of the 20th century and first part of the 21st century. [24L]

Rationale: The current course description is highly generic and does not accurately reflect the content of ANT314H5.

Course #2 ANT441H5 Advanced Bioarchaeology

Before: This course will combine theory learned in ANT340H5, Osteological Theory, with bioarchaeological methods to teach students how to conduct and interpret an osteobiography of human skeletal remains. Lectures and labs will cover techniques of sex determination, age estimation, stature calculation, evaluating health and nutrition, assessing markers of occupational stress, osteometrics, biological distance studies, and paleodemography. [36L]

After: This course will combine theory learned in ANT340H5, Osteological Theory, with bioarchaeological methods to teach students how to conduct and interpret an osteobiography of human skeletal remains. Lectures and labs will cover techniques of sex determination, age estimation, stature calculation, evaluating health and nutrition, assessing markers of occupational stress, osteometrics, biological distance studies, and paleodemography. [24L, 12P]

Rationale: Reflects course description and way course is taught.

Course #3 BIO203H5 Introductory Plant Morphology and Physiology

Before: Introduction to the morphology and physiology of plants. Students will learn that plants require energy to support metabolism and growth, and that these processes are highly regulated in order to achieve homeostasis. Topics covered include: biology of the plant cell, plant morphology, plant respiration and photosynthesis, transport processes, regulation of growth and development, and plant ecophysiology. Principles and mechanisms of plant form and function are developed in lectures and laboratories. [24L, 15P]

After: Introduction to the morphology and physiology of plants. Students will learn that plants require energy to support metabolism and growth, and that these processes are highly regulated in order to achieve homeostasis. Topics covered include: biology of the plant cell, plant morphology, plant respiration and photosynthesis, transport processes, regulation of growth and development, and plant ecophysiology. Principles and mechanisms of plant form and function are developed in lectures and laboratories. [24L, 10T, 15P]

Rationale: BIO203 is part of our core curriculum. To align it with the instruction format of BIO202, 10 tutorial hours will be added. This will allow for increased use of case studies and development of writing skills. Also, the lecturer that teaches BIO203 was just hired when the course was originally proposed the hire hadn't been made yet.

Course #4 BIO211H5 The History of Our Living Planet

Before: This course provides a survey of major events in the evolution of ~~life~~, and includes overviews of science as a process, ~~plate tectonics~~, climate, and evolution. Special focus will be on major events including origin of ~~life and~~ Cambrian explosion, plant and animal radiations onto land, Mesozoic evolution of dinosaurs, Cenozoic diversification of ~~mammals, and human-induced climate change. Course consists of two lectures and one online tutorial per week.~~ This is a biology course for students in the Humanities and Social Sciences as well as other non-Biology Sciences. [24L, 12T]

After: This course provides a survey of major events in the evolution of life and Earth's geological history. It includes overviews of science as a process, geological principles, climate, and evolution. Special focus will be on major events including origin of life, the Cambrian explosion, plant and animal radiations onto land, the Mesozoic evolution of dinosaurs, and the Cenozoic diversification of mammals. This is a biology course for students in the Humanities and Social Sciences as well as other non-Biology Sciences. [36L]

Rationale: The change in title and course description was necessary in order to give students a better understanding of the course content. Students were affiliating the course with Paleontology studies, which was not the basis for the course. The new title and course description now accurately reflects the course content being offered, which is suited for students in Humanities and Social Sciences.

Course #5 BIO320H5 Sensory and Cognitive Biology

- Before:** ~~Form and function of sensory systems. Visual, auditory, tactile, and chemical senses will be considered, as well as senses peculiar to some animals. Sensory systems transduce specific environmental stimuli and are essentially information filters, therefore students consider properties of light, sound, and other stimuli and their influence on sensory systems.~~ [24L, 10T]
- After:** Properties, acquisitions, and transduction of environmental information will be explored in the context of determining behaviour. This course focuses on form and function of visual, auditory, tactile, and chemical senses. Post-acquisition, cognitive processes concerned with learning, memory, and decision-making will also be discussed. A comparative approach will be taken to examine how different animals rely on different sources of information as well as a diverse array of sensory and cognitive mechanisms. Fields considered will include sensory physiology, ecology, comparative cognition, and neuroethology, and all topics will be covered in the context of ecology and evolution. [24L, 10T]
- Rationale:** This course was approved prior to the instructor being on campus. the content of the course has shifted slightly, and students will have a clearer understanding of the course content being offered.

Course #6 BIO325H5 Biomechanics

- Before:** ~~A study of the anatomy of vertebrate and invertebrate animals at the body and organ levels of organization, emphasizing the adaptive meaning of structure. Content includes the body plans of animals, recognition of the parts of their organ systems, the comparative anatomy of the major phyla, biomechanical aspects of locomotion.~~ [24L, 36P]
- After:** From the form of an organism one can read its evolutionary history. This course addresses the use of organ systems to find and process food, escape enemies by locomotion, reproduce by pollination vectors, filter nutrients, exchange gases, coordinate and make decisions. Content includes the mechanics of moving in fluids by swimming and flying, sending and receiving of signals at body surfaces, the microstructure of materials. Forces are seen to have adaptively affected the shape and leverage of skeletons. [24L, 36P]
- Rationale:** The new description accurately describes the course content.

Course #7 BIO338H5 Entomology

- Before:** A survey of the Class Insecta, emphasizing the functional morphology, physiology, behaviour and evolution of this highly successful group of animals. Laboratories focus on gaining proficiency in recognizing insect orders, families and genera. Students will carry out a field study ~~of the changes in insect faunas that occur during decomposition of carrion and write a term paper based upon their observations. Two insect collections are required: a general collection that illustrates the diversity of insects found in a region and a collection of species of forensic importance that are attracted to carrion.~~ [24L, 36P]
- After:** A survey of the Class Insecta, emphasizing the functional morphology, physiology, behaviour and evolution of this highly successful group of animals. Laboratories focus on gaining proficiency in recognizing insect orders, families and genera. Students will carry out a field study and complete an insect collection that illustrates the diversity of insects found in a specified region. [24L, 36P]
- Rationale:** The title change was necessary due to the fact that the course is no longer affiliated with the Forensic Science department, and therefore can no longer be used to fulfill a Forensic Science program requirement. The new title and description will indicate to students that this course no longer has a forensic science component.

Course #8 BIO360H5 Biometrics I

- Before:** ~~An introduction to the basic principles and procedures of biological statistics. Topics include the nature of data, effective data presentation, the relationship of samples to populations, probability, sampling theory, descriptive statistics, estimation, comparison of samples, power testing, randomization techniques and analysis of frequencies. Students should combine this course with BIO361H5 for a complete introduction to Biometrics.~~ [24L, 12T, 24P]
- After:** This course takes students from hypothesis testing to the application of testing means, chi-square tests, regression analysis and analysis of variance in Biology. Students will learn to choose an appropriate statistical test, independently analyze case studies with R software, and write empirical scientific reports. [24L, 12T, 24P]
- Rationale:** The change in description was needed to properly reflect the manner in which the course will be taught in 2015, which supports the program changes that were made to our BIO Major programs in 2014. The new description also mentions specific "R" software that will be used.

Course #9 BIO361H5 Biometrics II

- Before:** A sequel to ~~BIO360H5~~ in which topics in biological statistics are ~~presented~~ at an advanced level. ~~Regression, concepts of power, analyses of variance, analysis of covariance, non-parametric~~

techniques, and ~~computer-intensive approaches~~ are ~~included~~. [24L, 36T]

After: This course is a sequel to BIO360 in which topics in biological statistics are explored at an advanced level. Multiple regression, concepts of power, multi-factor analysis of variance, advanced experimental designs, logistic regression, Monte Carlo techniques, generalized linear models and principal component analyses are explored using R. [24L, 36T]

Rationale: The change in description was needed to properly reflect the manner in which the course will be taught in 2015, which supports the program changes that were made to our BIO Major programs in 2014. The new description also mentions specific "R" software that will be used.

Course #10 BIO412H5 Climate Change Biology

Before: Climate change is affecting life on earth at all levels from cells to ecosystems. As a result, shifts in the distribution of species, the timing of biological events, and large impacts on natural resources, agriculture, and forestry may be seen. This course explores past climate, predictions of future climate, impacts of climate change on biological systems, and potentials for adaptation. Mitigation of climate change impacts on biological systems will also be discussed.

After: Climate change is affecting life on earth at all levels from cells to ecosystems. As a result, shifts in the distribution of species, the timing of biological events, and large impacts on natural resources, agriculture, and forestry may be seen. This course explores past climate, predictions of future climate, impacts of climate change on biological systems, and potentials for adaptation. Mitigation of climate change impacts on biological systems will also be discussed. **[48L]**

Rationale: Addition of lecture hours
As requested by instructor to increase time with course material and allow for more seminar presentations.

Course #11 CHM242H5 Introductory Organic Chemistry I

Before: Fundamentals of organic chemistry emphasizing reactions of alkanes and alkenes. The first half of a two-course sequence (with CHM243H5) required in the Chemistry major and specialist programs. **[36L]**

After: Fundamentals of organic chemistry emphasizing reactions of alkanes and alkenes. The first half of a two-course sequence (with CHM243H5) required in the Chemistry major and specialist programs. **[36L, 12T]**

Rationale: **7Oct2014:** Currently, CHM242H5 has no tutorial or lab. The course has enrollment of 350 students, 3 x 1 hr lec/wk. TAs are only employed to grade tests and final exam; TAs have no contact with students in CHM242H5, a highly challenging course. Those enrolled are first-semester 2nd year undergraduates, who need and deserve more resources to develop their understanding of chemistry. I provide 4-7 hrs/wk Office Hrs, 2-3 hrs on emails, and 10-12 FSGs/wk. *Despite all these offerings, many CHM242H5 students do not avail themselves of these resources, partly because they are voluntary and partly because of timetable conflicts.* A mandatory tutorial that is scheduled into the students' timetables is a critical resource in order for students to gain the proper knowledge and skills in chemistry early in their educational careers. Tutorials would provide students with the opportunity for discussion of concepts, group work, and short quizzes to assess their progress. The first two years of chemistry build the fundamentals and platform necessary to ensure the success of our specialists, majors and minors. In the 3rd and 4th years, students need a solid understanding of this fundamental material in order to develop the necessary analytical and critical thinking skills and ability to use their knowledge, gained in chemistry and other fields, to solve problems. **PROPOSAL approved by Dean.** 18 tutorial sections, each with **20** students, 2-hr biweekly tutorials. Thus, each student would have 6 x 2 hr tutorials for CHM242H5. Quizzes would be run during the last 25 minutes of the last five tutorials.

Course #12 CSC324H5 Principles of Programming Languages

Before: Major topics in the development of modern programming languages. Syntax specification, ~~the evolution of programming languages (including abstract data types and object orientation, and contributions of C++ to language design)~~, ~~design and implementation of subprograms (including parameter passing techniques, and scope and lifetime of variables)~~, run-time storage ~~management (including garbage collection)~~, and programming paradigms. Two ~~nonprocedural~~ programming paradigms: functional programming (illustrated by languages such as Lisp, Scheme, ML or Haskell) and logic programming (illustrated by languages such as Prolog, XSB or Coral). [24L, 12T]

After: Major topics in the development of modern programming languages. Syntax specification, type systems, type inference, exception handling, information hiding, structural recursion, run-time storage management, and programming paradigms. Two non-procedural programming paradigms: functional programming (illustrated by languages such as Lisp, Scheme, ML or Haskell) and logic programming (illustrated by languages such as Prolog, XSB or Coral). [24L, 12T]

Rationale: New wording better reflects content as taught at UTM.

Course #13 CSC369H5 Operating Systems

- Before:** Principles of operating ~~systems, building upon system programming knowledge.~~ The operating system as a control program and as a resource allocator. Core topics: processes and threads, ~~synchronization and~~ concurrency ~~control, processor~~ scheduling, memory management, file systems, ~~introduction to distributed systems. The source code for the Linux kernel will serve as a testbed for investigations. Possible other topics: protection and security, operating system forensics.~~ [24L, 12T]
- After:** Principles of operating systems. The operating system as a control program and as a resource allocator. Core topics: processes and threads, concurrency (synchronization, mutual exclusion, deadlock), processor, scheduling, memory management, file systems, and protection. [24L, 12T]
- Rationale:** Bring the course description in line with St. George, as well as more in line with course as taught at UTM.
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Course #14 ENV330H5 Experimental Design in Environmental Science

- Before:** This hands-on course introduces students to field methods and integrative problem solving in environmental sciences. Topics will include sampling methods and protocols employed in terrestrial, aquatic and atmospheric assessment and monitoring, as well as experimental design, data analysis and presentation. Practical sessions will involve outdoor field experiences on campus and neighboring **areas.**
- After:** This hands-on course introduces students to field methods and integrative problem solving in environmental sciences. Topics will include sampling methods and protocols employed in terrestrial, aquatic and atmospheric assessment and monitoring, as well as experimental design, data analysis and presentation. Practical sessions will involve outdoor field experiences on campus and neighboring **areas.**[36P]
- Rationale:** missing instruction time in description
-

Course #15 ENV331H5 Field Course in Sustainability

- Before:** Admission to course will be through application due by March 15. The student's application will be to Prof. H. Shear, and must include a current transcript, a current curriculum vita, and a letter of application explaining why their qualifications and interest make them suitable candidates for the opportunity. Completion of ENV332H5 (formerly ENV232H5) is an asset. Applicants who meet minimum criteria will be selected for an interview. Acceptance will be based on a combination of GPA, experience, qualifications and interview performance. There is a cost associated with this course that accepted students will be responsible for.
- After:** Admission to course will be through application due by March 15. The student's application will be to Prof. H. Shear, and must include a current transcript, a current curriculum vita, and a letter of application explaining why their qualifications and interest make them suitable candidates for the opportunity. Completion of ENV332H5 (formerly ENV232H5) is an asset. Applicants who meet minimum criteria will be selected for an interview. Acceptance will be based on a combination of GPA, experience, qualifications and interview performance. There is a cost **in addition to tuition** associated with this course that accepted students will be responsible for.
- Rationale:** updated pre requisite
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Course #16 FSC239Y5 (1) Introduction to Forensic Science

- Before:** (Priority given to Forensic Science Specialists and **Majors.**)
- After:** (Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)
- Rationale:**
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Course #17 FSC271H5 Ethics and Professionalism in Forensic Science

- Before:** (Priority given to Forensic Science Specialists and **Majors.**)
- After:** (Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)
- Rationale:**
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Course #18 FSC300H5 Forensic Identification

- Before:** (Priority given to Forensic Science Specialists and **Majors.**)
- After:** (Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)
- Rationale:**
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Course #19 FSC302H5 Advanced Forensic Identification

Before: (Priority given to Forensic Science Specialists and **Majors.**)

After: (Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)

Rationale:

Course #20 FSC311H5 Forensic Chemistry

Before: This course focuses on the analysis of physical evidence based on the principles of analytical chemistry. Students will gain knowledge in the theory and operation of forensically relevant chemical and instrumental techniques used for the analysis of evidentiary items, including drug/alcohol analysis, gunshot residue, explosives, paint analysis, etc. Students will also develop skills relating to the interpretation, limitation, and implications of analytical results in a forensic context. [36L, 36P]
(Priority given to Forensic Science Specialists and **Majors.**)

After: This course focuses on the analysis of physical evidence based on the principles of analytical chemistry. Students will gain knowledge in the theory and operation of forensically relevant chemical and instrumental techniques used for the analysis of evidentiary items, including drug/alcohol analysis, gunshot residue, explosives, paint analysis, etc. Students will also develop skills relating to the interpretation, limitation, and implications of analytical results in a forensic context. [36L, 36P]
(Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)

Rationale:

Course #21 FSC315H5 Forensic Biology

Before: This course focuses on the analysis and interpretation of biological evidence in a forensic context. Students will gain knowledge in the theory and operation of forensically relevant biological and instrumental techniques used for the analysis of evidentiary items, including DNA, bodily fluids, hair, etc. Students will also develop skills relating to the interpretation, limitation, and implications of analytical results in a forensic context. [36L, 36P] (**Priority** given to Forensic Science Specialists and **Majors.**)

After: This course focuses on the analysis and interpretation of biological evidence in a forensic context. Students will gain knowledge in the theory and operation of forensically relevant biological and instrumental techniques used for the analysis of evidentiary items, including DNA, bodily fluids, hair, etc. Students will also develop skills relating to the interpretation, limitation, and implications of analytical results in a forensic context. [36L, 36P]
(**Priority** given **first** to Forensic Science Specialists and **Majors; then Minors.**)

Rationale:

Course #22 FSC401H5 Forensic Pathology

Before: (Priority given to Forensic Science Specialists and **Majors.**)

After: (Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)

Rationale:

Course #23 FSC402H5 Forensic Toxicology

Before: (Priority given to Forensic Science Specialists and **Majors.**)

After: (Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)

Rationale:

Course #24 FSC406H5 Introduction To 3D Crime Scene Mapping And Reconstruction

Before: (Priority given to Forensic Science Specialists and **Majors.**)

After: (Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)

Rationale:

Course #25 FSC407H5 Forensic Identification Field School

Before: (Priority given to Forensic Science Specialists and **Majors.**)
After: (Priority given **first** to Forensic Science Specialists and **Majors; then Minors.**)
Rationale:

Course #26 GGR227H5 Ecosystems and Environmental Change

Before: This course introduces the rapidly advancing fields of ecosystem science through the exploration of how ecosystems respond to climate change, pollution, and intensive natural resource management. The impacts from anthropogenic stressors on ecosystem functioning are often complex, with interactions occurring among plants, microorganisms, and physical and chemical environments. Empirical and modelling approaches are explored as they allow us to understand and predict ecosystem functioning and the linkages and feedbacks with changing environments. Lecture topics and case studies focus primarily on important representative Canadian ecosystems that also play vital roles in the resource sector including forests, agricultural land, wetlands and aquatic ecosystems. **[36L]**

After: This course introduces the rapidly advancing fields of ecosystem science through the exploration of how ecosystems respond to climate change, pollution, and intensive natural resource management. The impacts from anthropogenic stressors on ecosystem functioning are often complex, with interactions occurring among plants, microorganisms, and physical and chemical environments. Empirical and modelling approaches are explored as they allow us to understand and predict ecosystem functioning and the linkages and feedbacks with changing environments. Lecture topics and case studies focus primarily on important representative Canadian ecosystems that also play vital roles in the resource sector including forests, agricultural land, wetlands and aquatic ecosystems. **[24L, 12T]**

Rationale: Changing from 36L to 24L + 12T will align GGR227 with all of our other 2nd year geography courses to create more consistency in the curriculum. This is a science course so students need to be in weekly practical sessions. Some of the weeks students will be in the field collecting data, observing etc and some weeks they will be in a classroom for discussion, working on assignments, analyzing data.

Course #27 GGR317H5 The Cryosphere

Before: ~~This course will explore how glaciers form, how they work and how they act to shape the glacial landscape. It will review the techniques used to read the landscape in order to identify glacial landforms and sediments, and how these may be used in conjunction with analyses of glacial ice to understand how ice masses have responded to, and influenced climate change over the past 2-3 million years. The course will also build on this knowledge to explore how global glaciers and ice sheets may respond to future environmental change and the associated implications for water resources, sea-level change and terrestrial hazards. Case studies will draw on locations from around the globe but will focus in particular on environmental settings from Western Canada and Southern Ontario, while two practical exercises will focus on techniques used to assess the mass balance of glaciers (i.e. the balance between ice accumulation and ice melt) and to interpret glacial landforms and sediments. [24L, 12P]~~

After: Snow and ice dominate the Canadian landscape. There is virtually no area in Canada that escapes the influence of snow and ice. We skate on frozen ponds, ski down snow covered mountains, drive through snow blizzards and watch how ice jams in rivers cause rivers to swell and floods to occur. The duration and the thickness of snow and ice increase rapidly northwards, and glaciers are found in mountainous areas and in large parts of the Arctic region. Given that snow and ice impact heavily on the Canadian way of life, this course seeks to understand the dynamics of snow and ice in a hydrological context. This course will examine snow properties, snow cover distribution, glacier hydrology, melt runoff, and ice in its many forms (lake ice, river ice, sea ice, and ground ice). This course will also examine some of the recent observed changes occurring in the cryosphere regions of Canada. This course fulfills 2 field days. [24L]

Rationale: new course title and description better reflect course content of cryospheric processes from a land surface perspective.

Course #28 GGR335H5 GIS and Remote Sensing Integration

Before: ~~Geographic information systems (GIS) and remote sensing comprise the two major components of geographic information science. Although remote sensing and GIS developed quasi-independently, they have become increasingly integrated for modeling and decision support.~~ The integration of GIS and remote sensing is at the center of a larger trend toward the fusion of different kinds of geospatial data and technologies. The purpose of this course is to familiarize students with the various ways in which GIS and remote sensing have been integrated and used for environmental applications at a range of spatial and temporal scales. The first one-third of the course will explore vector based GIS analysis in the context of physical environment, wildlife habitat, and human activities using ArcGIS software. The second third of the course explores remote sensing fundamentals, image interpretation, land cover mapping, change detection, and integration of raster and vector data using ERDAS IMAGINE software. The course will include lectures, where foundational concepts will be introduced and practical lab sessions, where students will gain experience on the proper use of GIS and Remote Sensing techniques. There will be guest lectures demonstrating applications of RS and GIS in natural resources management. The final third of the course will be devoted to application

projects employing remote sensing and/or GIS data analysis in natural resources and environmental assessments. Assessment will involve completion of three laboratory assignments, a mid-term test, and a final project report.

After: The integration of GIS and remote sensing is at the center of a larger trend toward the fusion of different kinds of geospatial data and technologies. The purpose of this course is to familiarize students with the various ways in which GIS and remote sensing have been integrated and used for environmental applications at a range of spatial and temporal scales. The first one-third of the course will explore vector based GIS analysis in the context of physical environment, wildlife habitat, and human activities using ArcGIS software. The second third of the course explores remote sensing fundamentals, image interpretation, land cover mapping, change detection, and integration of raster and vector data using ERDAS IMAGINE software. The course will include lectures, where foundational concepts will be introduced and practical lab sessions, where students will gain experience on the proper use of GIS and Remote Sensing techniques. There will be guest lectures demonstrating applications of RS and GIS in natural resources management. The final third of the course will be devoted to application projects employing remote sensing and/or GIS data analysis in natural resources and environmental assessments. Assessment will involve completion of three laboratory assignments, a mid-term test, and a final project report. **[24L, 24PI]**

Rationale: shorten course description. instructions time missing from course description. removed rec. prep. & removed corequisite course.

Course #29 GGR406H5 Biogeochemistry

Before: Biogeochemistry explores the intersection of biological, chemical, and geological processes that shape the environment. In an era of unprecedented human-induced environmental and climate change, research in this field is advancing rapidly. This seminar course explores the processes underlying biogeochemical cycles and examines how humans alter these cycles. Topics include ~~microbial and plant-mediated carbon and nutrient cycling in terrestrial and aquatic ecosystems, controls on greenhouse gas fluxes and climate change mitigation strategies in soils, the role of biological diversity in biogeochemical processes, and exploration into how new molecular and isotope techniques are improving the study of biogeochemical processes.~~ [36S]

After: Biogeochemistry explores the intersection of biological, chemical, and geological processes that shape the environment. In an era of unprecedented human-induced environmental and climate change, research in this field is advancing rapidly. This seminar course explores the processes underlying biogeochemical cycles **of major elements such as carbon and nutrients, and** examines how humans alter these cycles. Topics **covered** include **biogeochemical processes in atmospheric, aquatic and terrestrial compartments, emerging techniques (eg., stable-isotopes) used in biogeochemistry, and how disruptions to these processes are at the root of many environmental issues such as eutrophication, climate change, ocean acidification and toxic metal contamination..** [36S]

Rationale: The aim of the change to course description is to provide students with a broader perspective of biogeochemistry. The current format of the course has a heavy focus on terrestrial ecosystems and soil processes, and the aim here is to balance this out by also focusing on key biogeochemical processes that take place in the atmosphere and aquatic ecosystems. The change in title better reflects course content.

Course #30 HHS200H5 Methodological Perspectives on the Biological and Social Determinants of Health

Before: It is widely recognized that human health and development is shaped by a broad set of biological and social factors (e.g., genetics, lifestyle behaviours, socioeconomic status, access to health care). The ways in which health and its determinants are defined (biomedical vs. social perspectives), operationalized, and analysed, vary across disciplines. The goal of this course is to provide students with an introduction to the main theoretical and methodological perspectives of human health that exist within various disciplines (e.g., anthropology, biology, geography, sociology, etc.). The course will cover concepts of health, wellness, disease, evidence-based approaches, research design and implementation, and knowledge translation.

After: It is widely recognized that human health and development is shaped by a broad set of biological and social factors (e.g., genetics, lifestyle behaviours, socioeconomic status, access to health care). The ways in which health and its determinants are defined (biomedical vs. social perspectives), operationalized, and analysed, vary across disciplines. The goal of this course is to provide students with an introduction to the main theoretical and methodological perspectives of human health that exist within various disciplines (e.g., anthropology, biology, geography, sociology, etc.). The course will cover concepts of health, wellness, disease, evidence-based approaches, research design and implementation, and knowledge translation. **[24L]**

Rationale: To reflect the interdisciplinary nature of the course. No longer biology and geography but a broad range of social science courses as well.

Course #31 HSC406H5 Advanced Written Communication for Health Care

Before: This course builds on skills developed in HSC300H. Topics include: communication of epidemiological **data**; medical and science **journalism; illness narratives; image-text integration, and graphic novels in healthcare.** Students learn to think critically about health and science **reporting, interpret**

complex or contentious evidence from the medical literature, and produce in-depth health documents in a range of formats. [12L, 24S]

After: This course builds on skills developed in HSC300H. Topics include: communication of epidemiological **data and of best evidence in** medical and **health science research**. Students learn to think critically about health and science **research**, interpret complex or contentious evidence from the medical literature, and produce in-depth health **information** documents in a range of formats. [12L, 24S]

Rationale: The change in description was needed in order for the student to understand, that the course builds on skills developed in HSC300H5. The title and course description now accurately reflects this.

Course #32 MAT137Y5 Calculus

Before: A conceptual approach for students with a serious interest in mathematics. Geometric and physical intuition are emphasized but some attention is also given to the theoretical foundations of calculus. Material covers first a review of trigonometric functions followed by discussion of trigonometric identities. The basic concepts of calculus: limits and continuity, the mean value and inverse function theorem, the integral, the fundamental theorem, elementary transcendental functions, Taylor's theorem, sequences and series, power series. [72L, **24T**]

After: A conceptual approach for students with a serious interest in mathematics. Geometric and physical intuition are emphasized but some attention is also given to the theoretical foundations of calculus. Material covers first a review of trigonometric functions followed by discussion of trigonometric identities. The basic concepts of calculus: limits and continuity, the mean value and inverse function theorem, the integral, the fundamental theorem, elementary transcendental functions, Taylor's theorem, sequences and series, power series. [72L, **48T**]

Rationale: MAT 137 is the only Calculus course at UTM that gives a rigorous, theoretical treatment of the topic. As such, it is the best Calculus option at UTM for students who are seriously interested in a program, or career, involving advanced mathematical/quantitative reasoning. It serves as important preparation to do well in the more advanced mathematics courses offered in third and fourth year.

However, many first year students struggle with transitioning from high school math to MAT137, despite their interest in the subject and desire to do well. Student retention in MAT 137 is low, with many students choosing to drop to MAT 135 early in the course.

We propose to add an extra hour of Tutorial in MAT 137, to help students transition from high school, and to improve student retention in MAT 137.

On the two other campuses, this practice has already been implemented.

On St. George campus, the course which has the same role -- the highest level Calculus -- MAT157, does have two tutorial hours. In Scarborough, the course with the same content, MATA31, also has two tutorial hours.

Course #33 MAT382H5 Mathematics for Teachers

Before: The course discusses the Mathematics curriculum (K-12) from the following aspects: the strands of the curriculum and their place in the world of Mathematics, the nature of the proofs, applications of Mathematics, and the connection of Mathematics to other subjects. **Limited enrolment. The course is open only to students in the MAT major/specialist programs, with priority to CTEP students.** [36L, 12T]

After: The course discusses the Mathematics curriculum (K-12) from the following aspects: the strands of the curriculum and their place in the world of Mathematics, the nature of the proofs, applications of Mathematics, and the connection of Mathematics to other subjects. **Restricted to students in the CSC/MAT/STA major and specialist programs.** [36L, 12T]

Rationale: Elimination of CTEP program

Course #34 PHY324H5 Advanced Physics Laboratory

Before: Selected physics experiments that illustrate important principles of physics. Topics include: fiber optics and laser physics, optical interferometers, atomic spectroscopy, microwave optics, absorption of gamma rays, nuclear coincidence counting, gamma ray spectroscopy, X-ray quantum physics, nuclear magnetic resonance, field emission of electrons. [72P]

After: Selected physics experiments **and modeling** that illustrate important principles of physics. Topics include: fiber optics and laser physics, optical interferometers, atomic spectroscopy, microwave optics, absorption of gamma rays, nuclear coincidence counting, gamma ray spectroscopy, X-ray quantum physics, nuclear magnetic resonance, field emission of electrons. [72P]

Rationale:

Course #35 PHY433H5 Medical Physics

Before:

After: **Not offered in 2015-2016**

Rationale:

Course #36 PSY341H5 Abnormal Psychology: Disorders of Children and Adolescents

Before: Considers concepts of normal, abnormal and delayed development. Schemes of classification and diagnosis, approaches to identification of causes, and contemporary treatment methods are critically evaluated. The emphasis is on ~~controlled~~ research as a primary source of knowledge about psychological disorders and treatment. [36L]

After: Considers concepts of normal, abnormal and delayed development. Schemes of classification and diagnosis, approaches to identification of causes, antecedents, and consequences, as well as contemporary treatment methods are critically evaluated. In addition, resilience in the face of adversity will be addressed, since risk and traumatic events often do not lead to disorders. The emphasis is on rigorous research as a primary source of knowledge about psychological disorders and empirically supported treatment. [36L]

Rationale: New sentence on resilience since this has become one of the major foci in developmental psychopathology and treatment for children and adolescents.

Course #37 PSY343H5 Theories of Psychotherapy

Before: **The extension of major** theories of **personality** to treatment **(therapy)** for personality and behavioural disorders, **and** research supporting and/or growing out of the theories. [36L]

After: **Considers the** theories **and techniques** of **the major classic and contemporary approaches** to **psychological** treatment **(psychotherapy)** for personality and behavioural disorders, research supporting and/or growing out of the **theories, and critical examination of these** theories. [36L]

Rationale: Revised wording because various theories that deal with psychological treatment are not personality theories in a strict sense (e.g., Beck, Skinner, etc.).

Course #38 PSY353H5 Social Neuroscience

Before: The course will focus on the development and organization of brain mechanisms underlying **sensation, recognition, memory, cognition, motor behaviour, and cognition and emotion regulation with a focus on** the **behavioural expression** of social **attachment** and **affiliation** in mammalian species. Circumstances and events that can lead to diminished function and **developmental** psychopathology in humans will be considered. [36L]

After: The course will focus on the development and **adult** organization of brain mechanisms underlying the **perception** of social **information** and **production of diverse social behaviours** in mammalian species. Circumstances and events that can lead to diminished function and psychopathology in humans will be considered. [36L]

Rationale: Developmental Social Neuroscience is a highly specialized field that would be more suitable for a 4th year seminar. Broadening the course to a lifespan approach will provide a more comprehensive and thorough introduction to the field of Social Neuroscience.

Course #39 SOC350H5 Quantitative Analysis

Before: This is a continuation of SOC222H5 (Measuring ~~Society~~) and ~~includes~~ more advanced ~~discussion~~ of ~~descriptive~~ and ~~inferential statistics. Topics covered may consist of the following: frequencies, central tendency and dispersion, sampling distributions and the central limit theorem, estimate of confidence intervals and some basic hypothesis testing techniques.~~ [24L, 12T]

After: This is a continuation of SOC222H5 (Measuring the Social World) and introduces students to more advanced applications of regression analysis. In addition to producing and interpreting regression models, this course also focuses on diagnostic tools for addressing outliers and multicollinearity, as well as regression

with categorical independent variables and dependent variables (including a basic introduction to logistic regression). This course is mainly project based. Students will develop their own research questions and hypotheses and use statistical software to analyze data in order to provide evidence for their hypotheses.
_ [24L, 12T]

Rationale: This course no longer focuses on the topics outlined in the current description (frequencies, central tendency, hypothesis testing, etc.) These topics are already covered in SOC222H5.

Course #40 STA310H5 Applied Bayesian Statistics

Before: An introduction to the principles and procedures of statistics for the forensic sciences. The course covers both classical and Bayesian methodologies. Topics from classical statistics include ~~data presentation, statistical distributions, estimation, hypothesis testing,~~ introduction to ANOVA, introduction to regression, ~~and~~ contingency ~~tables~~. Topics from Bayesian statistics include subjective probability, conditional probabilities, prior and posterior ~~probabilities~~. Statistical computing will be required. [36L, 12T]

After: An introduction to the principles and procedures of statistics for the forensic sciences. The course covers both classical and Bayesian methodologies. Topics from classical statistics include confidence intervals for means and proportions, hypothesis tests on means and proportions, introduction to ANOVA, introduction to regression, contingency tables, and logistic regression. Topics from Bayesian statistics include subjective probability, conditional probabilities, prior and posterior probabilities, empirical Bayes estimates. The course will use real life case studies to develop statistical methodologies. Statistical computing will be required. [36L, 12T]

Rationale: We believe the new title better reflects the content of the course and will attract more diverse group of students.

Course #41 utm111H5 utmONE Course: Tools of the Trade

Before: This course is an introduction to common ~~computational~~ tools ~~with an emphasis on their use~~ in ~~solving problems. The course covers common tools such as databases and spreadsheets and how they are used~~ to gather, ~~understand,~~ visualize and ~~manipulate information. Tutorial (T) sections consist of supervised work~~ in the ~~computer laboratory. No programming experience is necessary.~~ [24L, 12T]

After: This course is an introduction to the common problem-solving tools used in the sciences and social sciences. It is designed to address the fundamental skills needed for comprehension and effective communication in these areas. The skills being addressed may include critical analysis of texts (primary literature, review papers, textbooks), use of databases to gather, manipulate and visualize data; interpretation and presentation of data; information gathering and writing skills (lab reports, critical essays); and oral presentations. Specific examples will be drawn from a variety of current research topics in both the sciences and social sciences. [24L, 12T]

Rationale: This description more accurately depicts the content being delivered in the course.
This description more accurately depicts the content being delivered in the course.

Changes in Course Name

Course #1 BIO211H5 The History of Our Living Planet

Before: *Dinosaurs and the* History of *Life*

After: *The* History of *Our Living Planet*

Rationale: The change in title and course description was necessary in order to give students a better understanding of the course content. Students were affiliating the course with Paleontology studies, which was not the basis for the course. The new title and course description now accurately reflect the course content being offered, which is suited for students in Humanities and Social Sciences.

Course #2 BIO313H5 Field Methods and Statistical Analyses in Ecology

Before: Field Methods and *Quantitative* Analyses in Ecology

After: Field Methods and *Statistical* Analyses in Ecology

Rationale: Title more accurately reflects content of the course.

Course #3 BIO320H5 Sensory and Cognitive Biology

Before: Sensory Biology

After: Sensory *and Cognitive* Biology

Rationale: This course was approved prior to the instructor being on campus. The content of the course has shifted slightly, and students will have a clearer understanding of the course content being offered.

Course #4 BIO338H5 Entomology

Before: *Forensic* Entomology

After: Entomology

Rationale: Course is no longer affiliated with the Forensic Science department

Course #5 GGR317H5 The Cryosphere

Before: *Glaciers*

After: *The Cryosphere*

Rationale: new course title and description better reflect course content of cryospheric processes from a land surface perspective.

Course #6 GGR406H5 Biogeochemistry

Before: *Advanced* Biogeochemistry

After: Biogeochemistry

Rationale: The aim of the change to course description is to provide students with a broader perspective of biogeochemistry. The current format of the course has a heavy focus on terrestrial ecosystems and soil processes, and the aim here is to balance this out by also focusing on key biogeochemical processes that take place in the atmosphere and aquatic ecosystems. The change in title better reflects course content.

Course #7 PSY353H5 Social Neuroscience

Before: *Developmental* Social Neuroscience

After: Social Neuroscience

Rationale:

Course #8 SOC350H5 Quantitative Analysis

Before: Quantitative Analysis *I*

After: Quantitative Analysis

Rationale: There is no Quantitative Analysis II so no need to have Quantitative Analysis I.

Course #9 STA310H5 Applied Bayesian Statistics

Before: Statistics *for Forensic Sciences I*

After: *Applied Bayesian* Statistics

Rationale: We believe the new title better reflects the content of the course and will attract more diverse group of students.

Courses - Other Changes

Course #1 BIO206H5 Introductory Cell and Molecular Biology

Before: Prerequisite: CHM110H5, CHM120H5
After: Prerequisite: **BIO152H5**, CHM110H5, CHM120H5
Rationale: Addition to prerequisite

Course #2 BIO313H5 Field Methods and Statistical Analyses in Ecology

Before: Corequisite: **2013-14 and prior: BIO360H5; 2014-15 onward: STA215H5**
After: Corequisite: **STA215H5/PSY201H5/equivalent**
Rationale: Title more accurately reflects content of the course.
 Information no longer relevant. EXP notation has been added as the course has minimum of 10 hours experiential learning.

Course #3 BIO318Y5 Animal Behaviour

Before: Course Exclusion: **BIO328H5**
After: Course Exclusion: **BIO328H5; PSY352H5**
Rationale: Instructors of PSY & BIO departments have decided that the course content of PSY352H5 has similar content, and therefore have decided to make the courses exclusions to each other. EXP notation has been added as the course has minimum of 10 hours experiential learning.

Course #4 BIO320H5 Sensory and Cognitive Biology

Before: Prerequisite: **BIO202H5/ BIO204H5** Corequisite: **BIO318Y5/ BIO328H5** Course Exclusion:
After: Prerequisite: **BIO202H5/BIO204H5**
Corequisite:
Course Exclusion: **PSY362H5**
Rationale: This course was approved prior to the instructor being on campus. the content of the course has shifted slightly, and students will have a clearer understanding of the course content being offered.
 Instructors of PSY & BIO departments have decided that the course content of PSY362H5 has similar content, and therefore have decided to make the courses exclusions to each other.

Course #5 BIO328H5 Lectures in Animal Behaviour

Before: Course Exclusion: **BIO318Y5**
After: Course Exclusion: **BIO318Y5; PSY352H5**
Rationale: Instructors of PSY & BIO departments have decided that the course content of PSY352H5 has similar content, and therefore have decided to make the courses exclusions to each other.

Course #6 BIO360H5 Biometrics I

Before: Prerequisite: **2015-2016 onward: STA215H5** Corequisite: **Course** Exclusion: ECO220Y5; **PSY201H5**, PSY202H5; **SOC300Y5; STA220H5**, STA221H5; STA256H5, **STA260H5, STA218H5, STA219H5, STA248H5**
After: Prerequisite: STA215H5
Corequisite: None
Course Exclusion: ECO220Y5; PSY202H5; STA221H5; STA256H5, **STA258H5**
Rationale:

The change in description was needed to properly reflect the manner in which the course will be taught in 2015, which supports the program changes that were made to our BIO Major programs in 2014. The new description also mentions specific "R" software that will be used.

Course #7 BIO361H5 Biometrics II

Before: Course Exclusion: ECO220Y5; **PSY202H5; SOC300Y5; STA221H5, 248H5, 256H5**

After: Course Exclusion: ECO220Y5; **STA258H5; STA260H5**

Rationale: The change in description was needed to properly reflect the manner in which the course will be taught in 2015, which supports the program changes that were made to our BIO Major programs in 2014. The new description also mentions specific "R" software that will be used.

Course #8 BIO370Y5 Microbiology

Before: Prerequisite: 2013-14 and prior: BIO206H5, BIO207H5, BIO215H5; **2014-15 onward: BIO206H5, BIO207H5**

After: Prerequisite: **BIO206H5, BIO207H5**; 2013-14 and prior: BIO206H5, BIO207H5, BIO215H5;

Rationale: referred to 2014-2015 calendar

Course #9 BIO400Y5 Biology Internship

Before: Course Exclusion: **ENV400Y5**; BIO481Y5; JCB487Y5

After: Course Exclusion: **JEG400Y5Y, JEG401Y5Y**; BIO481Y5; JCB487Y5

Rationale: Dept of Geography has changed course code from ENV400Y5Y to JEG400Y5Y
EXP notation has been added as the course has minimum of 10 hours experiential learning.

Course #10 BIO405H5 Evolutionary Perspectives on Cognition and Behaviour

Before: Prerequisite: **BIO202H5/ BIO204H5**, BIO318Y5/ **BIO328H5 Recommended** Preparation: **BIO304H5, BIO320H5**

After: Prerequisite: BIO318Y5/ **BIO328H5/PSY352H5/BIO320H5 Recommended** Preparation: **BIO342H5**

Rationale: Addition of PSY352H5 as possible prerequisite. Removal of BIO204H5.

Course #11 BIO443H5 Phylogenetic Principles

Before: Recommended Preparation: **BIO215H5, 314H5**

After: Recommended Preparation: **STA215H5/PSY201H5/BIO314H5/BIO360H5**

Rationale: Addition of PSY201H5 as recommended preparation.

Course #12 CHM110H5 Chemical Principles 1

Before: Corequisite: MAT134Y5/135Y5/137Y5

After: Corequisite: **Recommended Co-requisite: MAT134Y5/135Y5/137Y5 is a prerequisite for all 200 level CHM courses.**

Rationale: We propose to drop the absolute co-requisite in MAT134Y5/135Y5/137Y5. Instead MAT134Y5/135Y5/137Y5 should be listed as a highly recommended co-requisite for CHM110H5, 120H5. Removing this absolute MAT co-req. will make these CHM courses more accessible and enable additional students to take 1st year. MAT134Y5/135Y5/137Y5 is a required pre-req. for upper-level CHM courses, students wishing to pursue Chemistry will have the needed quantitative skills. Thus, we do not feel that removal of the absolute co-req. will compromise our programs. Chemistry is a subject that is applicable to aspects of everyday life, including medicine and disease treatments, the food we consume, alternative energies that are becoming increasingly more essential, and endocrine hormone mimics that are of significant concern to our health and the

environment. (Added statement that MAT134Y5/135Y5/137Y5 is a Recommended Co-requisite since these MATs are pre-requisites for all 200 level chemistry courses.)

Course #13 CHM120H5 Chemical Principles 2

Before: Corequisite: MAT134Y5/135Y5/137Y5

After: Corequisite: **Recommended Co-requisite:** MAT134Y5/135Y5/137Y5 **is a prerequisite for all 200 level CHM courses.**

Rationale: We propose to drop the absolute co-requisite in MAT134Y5/135Y5/137Y5. Instead MAT134Y5/135Y5/137Y5 should be listed as a highly recommended co-requisite for CHM110H5, 120H5. Removing this absolute MAT co-req. will make these CHM courses more accessible and enable additional students to take 1st year. MAT134Y5/135Y5/137Y5 is a required pre-req. for upper-level CHM courses, students wishing to pursue Chemistry will have the needed quantitative skills. Thus, we do not feel that removal of the absolute co-req. will compromise our programs. Chemistry is a subject that is applicable to aspects of everyday life, including medicine and disease treatments, the food we consume, alternative energies that are becoming increasingly more essential, and endocrine hormone mimics that are of significant concern to our health and the environment. (Added statement that MAT134Y5/135Y5/137Y5 is a Recommended Co-requisite since these MATs are pre-requisites for all 200 level chemistry courses.)

Course #14 CHM242H5 Introductory Organic Chemistry I

Before: Prerequisite: CHM140Y5(minimum grade of 60%)/(110H5,120H5; minimum grade of 60% in CHM120H5)

After: Prerequisite: **MAT134Y5/135Y5/137Y5;** CHM140Y5(minimum grade of 60%)/(110H5,120H5; minimum grade of 60% in CHM120H5)

Rationale: **10 Oct 2014:** Introductory organic chemistry builds upon the fundamentals learned in the first year of general chemistry. The need for a strong background in math and quantitative skills, including those achieved in MAT134Y5/135Y5/137Y5, is dictated by our focus on chemical reactions, mechanisms, and rates of reaction in the 2nd year organic chemistry curriculum. Thus organic chemistry students need to understand calculus, as one of our topics of focus is reaction kinetics and thermodynamics. Currently, all of our 2nd year CHM courses require MAT as a pre-requisite for enrollment, except for CHM242H5. Therefore, this pre-requisite requirement of MAT will make consistent our entire CHM programs.

Course #15 CHM489Y5 Introduction to Research in Chemistry

Before: Prerequisite: 2.0 300 level credits in CHM/JCP and ~~two of BIO215H5, CHM371H5, 391H5, and 393H5; PHY324H5.~~ With the ~~permission of the course coordinator one of the lab~~ courses ~~may be taken as a corequisite.~~

After: Prerequisite: 2.0 300 level credits in CHM/JCP and 1.0 credit from BIO206H5, 314H5; CHM372H5, 373H5, 394H5, 395H5, 396H5, and 397H5; PHY324H5, with 0.5 credits from the 300-level CHM laboratory courses listed.

Rationale: EXT notation added. The following three lab courses no longer exist under their old names: CHM371, CHM391, CHM393. They have been split into two courses each: CHM372H5, 373H5; 394H5, 395H5; 396H5, 397H5. The new wording in the Prerequisite section has to refer to the new course names. Also, the biology lab courses BIO215H5 has been cancelled and the lab material absorbed into BIO206H5. BIO314H5 is another lab course that can be used as lab pre-requisite for 4th year research courses in CHM

Course #16 CSC310H5 Information Theory

Before: Prerequisite: CSC148H5, 290H5; STA256H5; **MAT223H5**

After: Prerequisite: CSC148H5, 290H5; STA256H5; **MAT223H5/240H5**

Rationale: Changes reflect the addition of MAT240H5 to the calendar.

Course #17 CSC320H5 Introduction to Visual Computing

Before: Prerequisite: CSC207H5, 290H5; **MAT223H5**

After: Prerequisite: CSC207H5, 290H5; **MAT223H5/240H5**

Rationale: Changes reflect the addition of MAT240H5 to the calendar.

Course #18 CSC321H5 Introduction to Neural Networks and Machine Learning

Before: Prerequisite: CSC148H5, 290H5; MAT134Y5/135Y5/137Y5, **223H5;** STA256H5

After: Prerequisite: CSC148H5, 290H5; MAT134Y5/135Y5/137Y5, **223H5/240H5**; STA256H5

Rationale: Changes reflect the addition of MAT240H5 to the calendar.

Course #19 CSC322H5 Introduction to Algebraic Cryptography

Before: Prerequisite: **MAT223H5, 224H5**, 301H5

After: Prerequisite: **MAT224H5/240H5**, 301H5

Rationale: Changes reflect the addition of MAT240H5 to the calendar.

Course #20 CSC338H5 Numerical Methods

Before: Prerequisite: CSC148H5, 290H5/MAT202H5; MAT134Y5/135Y5/137Y5, **223H5**

After: Prerequisite: CSC148H5, 290H5/MAT202H5; MAT134Y5/135Y5/137Y5, **223H5/240H5**

Rationale: Changes reflect the addition of MAT240H5 to the calendar.

Course #21 CSC411H5 Machine Learning and Data Mining

Before: Prerequisite: CSC207H5, 290H5, (MAT134Y5/135Y5/137Y5)/(MAT133Y5, 233H), **MAT223H5**; STA256H5

After: Prerequisite: CSC207H5, 290H5, (MAT134Y5/135Y5/137Y5)/(MAT133Y5, 233H), **MAT223H5/240H5**; STA256H5

Rationale: Changes reflect the addition of MAT240H5 to the calendar.

Course #22 ECO220Y5 Quantitative Methods in Economics

Before: Prerequisite: ECO100Y5 (67%), or ECO100Y5 (63%) and a CGPA 2.50; **MAT133Y5/134Y5/135Y5/137Y5**
Course Exclusion: BIO360H5, 361H5; ECO227Y5; MAT(123H1, 124H1); **STA218H5, 220H5, 221H5, STA250H1, 255H1, STA(257H5/256H5, 258H5)/STA(257H5/256H5, 261H5/260H5); PSY201H5, 202H5; SOC350H5, 351H5**

After: Prerequisite: ECO100Y5 (67%), or ECO100Y5 (63%) and a CGPA 2.50;
MAT133Y5/134Y5/135Y5/137Y5
Course Exclusion: BIO360H5, 361H5; ECO227Y5; MAT(123H1, 124H1);
STA(218H5/220H5, 221H5, 255H1/256H5)/ STA(257H5/256H5, 258H5)/ STA(257H5/256H5, 261H5/260H5)

Rationale: Made the listing of possible substitute Statistics course combinations easier to read by adding brackets.

Course #23 ECO227Y5 Quantitative Methods in Economics

Before: Course Exclusion: BIO360H5, 361H5; ECO220Y5; **STA218H5, 220H5, 221H5, 248H5/258H5, 250H1, 255H1, 257H5/256H5, 261H5/260H5; PSY201H5, 202H5; MAT(123H1, 124H1); SOC350H5**, 351H5

After: Course Exclusion: BIO360H5, 361H5; ECO220Y5; **STA(218H5/220H5, 221H5, 255H1/256H5)/ STA(257H5/256H5, 258H5)/STA(257H5/256H5, 261H5/260H5), SOC350H5**, 351H5

Rationale: Made the listing of possible substitute Statistics course combinations easier to read by adding brackets.

Course #24 ENV331H5 Field Course in Sustainability

Before: Prerequisite: **3rd-year standing** in any of the ENV **Specialist** Programs, **or any other relevant course plus application and interview.**

After: Prerequisite: **10 credits** in any of the ENV Programs, **PI**

Rationale: updated pre requisite
EXP notation - field course

Course #25 ENV495H5 Restoration Ecology I

Before: Prerequisite: ~~ENV400 and P.I.; completion of at least 10 credits. BIO205 is STRONGLY recommended. Preference will be given to students enrolled in an ENV program~~

After: Prerequisite: 14 credits including ENV100Y5 or BIO205H5.

Rationale: updated pre requisites

Course #26 ENV497H5 Environmental Research Project

Before: Prerequisite: **Prerequisite: P.I., Completion of 3rd-year requirements for a Major or Specialist program in the Environment.**

After: Prerequisite: **15 credits towards an Environmental Specialist or Major program, PI**

Rationale: updated pre requisites
EXP notation - research

Course #27 FSC300H5 Forensic Identification

Before: Course Exclusion: **FSC301H5**

After: Course Exclusion:

Rationale: Change made in notes to reflect priority sequence that will be given to students with the introduction of the new FSC Minor Program. FSC301H5 -no longer exists and has not been offered for many years.

Course #28 FSC302H5 Advanced Forensic Identification

Before: Course Exclusion: **FSC301H5**

After: Course Exclusion:

Rationale: Change made in notes to reflect priority sequence that will be given to students with the introduction of the new FSC Minor Program. FSC301 deleted -no longer exists and has not been offered for many years.

Course #29 FSC481Y5 Internship in Forensic Science

Before: Prerequisite: Enrolment in Forensic Science Specialist or Major ; completion of the statistics course(s) **requirement(s)** within the student's Forensic Science Program (**ie. STA215H5**, 220H5, **STA221H5** / BIO360H5, **BIO361H5** /PSY201, PSY202H5); FSC300H5,302H5 and permission of instructor. **Recommended** Preparation: (Restricted to Forensic Science Specialists and **Majors.**)

After: Prerequisite: Enrolment in Forensic Science Specialist or Major ; completion of the statistics course(s) **requirement listed** within the student's Forensic Science Program (**STA215H5**, 220H5, **STA221H5**; BIO360H5, **BIO361H5**; PSY201, PSY202H5); FSC300H5,302H5 and permission of instructor. **Recommended** Preparation: (Restricted to Forensic Science Specialists and **Majors only.**)

Rationale: Cleaned up the list of stats courses/wording.

Course #30 GGR305H5 Biogeography

Before: Prerequisite: 8.0 credits (**third year standing**)

After: Prerequisite: **Any** 8.0 credits

Rationale: Standardization of prerequisites for all third year course offerings.

Course #31 GGR307H5 Environmental Soil Science

Before: Prerequisite: 8.0 credits **complete in GGR, ENV, ANT, BIO**

After: Prerequisite: **Any** 8.0 credits

Rationale: Standardization of prerequisites for all third year course offerings.
added EXP notation - practical classes

Course #32 GGR309H5 Wetland Ecosystems

Before: Prerequisite: 8.0 credits **in GGR, ENV or any SCI programs.**

After: Prerequisite: **Any** 8.0 credits

Rationale: Standardization of prerequisites for all third year course offerings.
added EXP notation - field days & practical classes

Course #33 GGR317H5 The Cryosphere

Before: Prerequisite: **GGR214H5/217H5/227H5/P.I.**

After: Prerequisite: **GGR214H5/217H5**

Rationale: new course title and description better reflect course content of cryospheric processes from a land surface perspective.
added EXP notation - field days & practicals

Course #34 GGR335H5 GIS and Remote Sensing Integration

Before: Corequisite: ~~GGR337H5 - Recommended~~ Preparation: ~~Students should be prepared to use their pre-existing introductory knowledge in geographical information systems, and statistics (at least a very basic working knowledge of descriptive statistics is necessary). Students should also be prepared to write reports, and to work independently on assigned tasks.~~

After: Corequisite: **Recommended** Preparation:

Rationale: shorten course description. instructions time missing from course description. removed rec. prep. & removed corequisite course.
added EXP notation - practical classes

Course #35 GGR337H5 Environmental Remote Sensing

Before: Prerequisite: 0.5 credit from **(GGR214H5/217H5/227H5)**, 0.5 credit from (GGR276H5/278H5)

After: Prerequisite: 0.5 credit from **(GGR201/214H5/217H5/227H5)**, 0.5 credit from (GGR276H5/278H5)

Rationale: updated prerequisite to include GGR201H5
added EXP notation - practical classes

Course #36 GGR379H5 Field Methods in Physical Geography

Before: Prerequisite: **4.0 science** credits **of which 2.0 must be GGR/ENV courses.**

After: Prerequisite: **1.0** credits **from: GGR201H5/214H5/217H5/227H5 + 1.0 credits from any other GGR/ENV Sci course(s) + 2.0 credits from any science courses + PI**

Rationale: updated prerequisites
added EXP notation - field course

Course #37 JCB487Y5 Advanced Interdisciplinary Research Laboratory

Before: Prerequisite: 2.0 credits 300 level from BIO/CHM/JBC/JCP/ERS/ESS/PHY and 1.0 credit from **BIO215H5, 314H5, (CHM372H5, 373H5)/(394H5, 395H5)/(396H5, 397H5)**, ERS201H5, 202H5, PHY324H5. **The course is normally** taken in **student's** 4th yr. To register in this course, students must obtain approval from the faculty member(s) who will serve as the supervisor(s) several months in advance of the start of the course.

After: Prerequisite: 2.0 credits 300 level from BIO/CHM/JBC/JCP/ERS/ESS/PHY and 1.0 credit from **BIO206H5**, 314H5, **CHM372H5, 373H5, 394H5, 395H5, 396H5, 397H5**, ERS201H5, 202H5, PHY324H5. **Normally** taken in **student s** 4th yr. To register in this course, students must obtain approval from the faculty member(s) who will serve as the supervisor(s) several months in advance of the start of the course.

Rationale: EXT notation added. A significant increase in the teamwork skills component of the course has evolved since the course was first proposed and implemented. Mention of this significant learning outcome should be included in the course description. Mention of the participation of faculty from the Robert Gillespie Academic Skills Centre (who teach the teamwork skills component of the course) has also been included in the updated course description. Biology Department has been changed to the Department of Biology to be consistent with the current department name. The prerequisite for the course should be changed to remove the requirement that the advanced chemistry laboratory courses be coupled. That is, CHM372 AND CHM373, CHM394 AND CHM395, CHM396 AND CHM397 currently represent three discrete pre-requisite options for JCB487. This combination of course pre-requisites should not be required for JCB487 given that they are not required for CHM489. Coupling these laboratory courses will serve to unnecessarily limit the number of students eligible to ballot for JCB487. The pre-requisite should also be updated to change BIO215H5 (which is no longer offered) to BIO206H5, which has adopted the key laboratory components of the former BIO215 course.

Course #38 JEG400Y5 Geography / Environment Science Internship

Before: Prerequisite: **4th year Standing**

After: Prerequisite: **Minimum 14 credits, Maximum 18 credits, PI**

Rationale: updated pre requisites
added EXP notation - internship course

Course #39 JGE378H5 Natural Hazards

Before: Prerequisite: **ENV100Y5/ERS103H5/120H5/GGR112H5/117Y5/P.I. Course** Exclusion: **GGR378, ERS317 Recommended** Preparation:

After: Prerequisite: **Any 8.0 credits**
Course Exclusion: **GGR378H5, ERS317H5**
Recommended Preparation: **ENV100Y5, ERS103H5, ERS120H5, GGR112H5**

Rationale: Standardization of prerequisites for third year course offerings.

Course #40 MAT212H5 Modeling with Differential Equations in Life Sciences and Medicine

Before: Prerequisite: **MAT134Y5/135Y5/137Y5/MAT233H5** Corequisite: **MAT223H5, 232H5**

After: Prerequisite: **MAT233H5 or Corequisite MAT232H5**
Corequisite: MAT223H5/240H5

Rationale: -Housekeeping and clarification. MAT134/5/7 are redundant as they are required for MAT232H5.
-Changes reflect the addition of MAT240H5 to the calendar.

Course #41 MAT232H5 Calculus of Several Variables

Before: Corequisite: **MAT223H5**

After: Corequisite: **MAT223H5/240H5**

Rationale: Changes reflect the addition of MAT240H5 to the calendar.

Course #42 MAT233H5 Calculus of Several Variables

Before: Corequisite: **MAT223H5**

After: Corequisite: **MAT223H5/240H5**

Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #43 MAT236H5 Vector Calculus

Before: Prerequisite: MAT102H5, **223H5**, 232H5/233H5
After: Prerequisite: MAT102H5, **223H5/240H5**, 232H5/233H5
Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #44 MAT244H5 Differential Equations I

Before: Corequisite: **MAT223H5**.
After: Corequisite: **MAT223H5/MAT240H5**
Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #45 MAT301H5 Groups and Symmetries

Before: Prerequisite: MAT102H5, **202H5/224H5**
After: Prerequisite: MAT102H5, **202H5/224H5/240H5**
Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #46 MAT302H5 Introduction to Algebraic Cryptography

Before: Prerequisite: **MAT223H5, 224H5**, 301H5
After: Prerequisite: **MAT224H5/240H5**, 301H5
Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #47 MAT309H5 Introduction to Mathematical Logic

Before: Prerequisite: MAT102H5/ PHL245H5, MAT134Y5/135Y5/137Y5, **(223H5, 224H5)/248Y5**
After: Prerequisite: MAT102H5/ PHL245H5, MAT134Y5/135Y5/137Y5, **224H5/240H5**
Rationale: -Change reflects the addition of MAT240H5 to the calendar.
 -MAT248Y5 has not existed for years (housekeeping).

Course #48 MAT315H5 Introduction to Number Theory

Before: Prerequisite: MAT102H5, 134Y5/135Y5/137Y5/(MAT133Y5, 233H5), **223H5, 224H5**, 301H5
After: Prerequisite: MAT102H5, 134Y5/135Y5/137Y5/(MAT133Y5, 233H5), **224H5/240H5**, 301H5
Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #49 MAT332H5 Introduction to Nonlinear Dynamics and Chaos

Before: Prerequisite: MAT232H5/233H5, **223H5**, 212H5/242H5/244H5
After: Prerequisite: MAT232H5/233H5, **223H5/240H5**, 212H5/242H5/244H5
Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #50 MAT344H5 Introduction to Combinatorics

Before: Prerequisite: MAT102H5, **223H5**
After: Prerequisite: MAT102H5, **223H5/240H5**

Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #51 MAT378H5 Introduction to Analysis

Before: Prerequisite: MAT102H5, **(223H5, 224H5)/248Y5, 212H5/242H5/244H5/258Y5**, 232H5/233H5

After: Prerequisite: MAT102H5, **224H5/240H5, 212H5/242H5/244H5**, 232H5/233H5

Rationale: -Change reflects the addition of MAT240H5 to the calendar.
 -MAT248Y5, 258Y5 have not existed for years (housekeeping).

Course #52 MAT382H5 Mathematics for Teachers

Before: Prerequisite: **MAT134Y5/135Y5/137Y5/ (133Y5, 233H5), 102H5, 223H5**

After: Prerequisite: **Minimum 60% in MAT134Y5/135Y5/137Y5/233H5, minimum 60% in MAT102H5, MAT223H5/240H5, and at least one additional MAT half-course at the 200+ level.**

Rationale: -As a result of CTEP closure, we updated the prerequisites to ensure that students with strong background and from relevant disciplines can register in this course.
 -Change reflects the addition of MAT240H5 to the calendar.

Course #53 MAT401H5 Polynomial Equations and Fields

Before: Prerequisite: MAT102H5, **224H5**, 232H5/233H5, 301H5.

After: Prerequisite: MAT102H5, **224H5/240H5**, 232H5/233H5, 301H5.

Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #54 MAT402H5 Classical Geometries

Before: Prerequisite: MAT102H5, 232H5/233H5, **224H5**

After: Prerequisite: MAT102H5, 232H5/233H5, **224H5/240H5**

Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #55 MAT405H5 Introduction to Topology

Before: Prerequisite: MAT102H5, **224H5**, 232H5/233H5 and at least one MAT half-course at the 300+ level with a mark of at least 65%.

After: Prerequisite: MAT102H5, **224H5/240H5**, 232H5/233H5 and at least one MAT half-course at the 300+ level with a mark of at least 65%.

Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #56 MAT406H5 Mathematical Introduction to Game Theory

Before: Prerequisite: MAT102H5, **223H5**; STA256H5

After: Prerequisite: MAT102H5, **223H5/240H5**; STA256H5

Rationale: Change reflects the addition of MAT240H5 to the calendar.

Course #57 MAT492H5 Senior Thesis

Before: Prerequisite: **MAT392H5 and** 2.0 additional credits in MAT at the 300 **level.**

After: Prerequisite: **MAT392H5**; 2.0 additional credits in MAT at the 300 **level and minimum CGPA 2.5.**

Rationale: Minimum CGPA is required for this type of independent study courses.
 This course has 10 or more hours of "experiential education".

Course #58 PHY241H5 Electromagnetism

Before: Course Exclusion:
After: Course Exclusion: **PHY250H1**
Rationale: EXT notation added.
 Exclusion: Similar course exists at St. George Campus

Course #59 PHY245H5 Vibrations and Waves

Before: Course Exclusion:
After: Course Exclusion: **PHY254H1**
Rationale: EXT notation added.
 Exclusion: Similar course exists at St. George Campus

Course #60 PHY333H5 Physics of the Cell

Before: Course Exclusion: **PHY441H5**
After: Course Exclusion: **PHY431H5**
Rationale: Exclusion: Incorrect course code used previously.

Course #61 PSY201H5 Research Design and Analysis in Psychology I

Before: Course Exclusion: **BIO360H5**/ECO220Y5/ 227Y5/ SOC300Y5/ 350H5/ STA215H5/ 218H5/ 220H5/ 256H5/ 258H5/ PSY201H1/ PSYB07H3/
After: Course Exclusion: ECO220Y5/ 227Y5/ SOC300Y5/ 350H5/ STA215H5/ 218H5/ 220H5/ 256H5/ 258H5/ PSY201H1/ PSYB07H3/ **STAB22H3**
Rationale: Realignment with BIO courses in statistics, addition is UTSC statistics course.

Course #62 PSY202H5 Research Design and Analysis in Psychology II

Before: Course Exclusion: ECO220Y5/ 227Y5/ STA221H5/ 256H5/ 258H5/ **BIO361H5**/SOC300Y5/ PSY202H1/ **PSYC08H3**
After: Course Exclusion: ECO220Y5/ 227Y5/ STA221H5/ 256H5/ 258H5/ **BIO360H5**/SOC300Y5/ PSY202H1/ **PSYC08H3**/ **STAB27H3**
Rationale: Realignment of BIO statistics courses and addition of UTSC statistics exclusion

Course #63 PSY352H5 Animal Behaviour

Before: Course Exclusion: PSY252H5
After: Course Exclusion: **BIO318Y5, 328H5**, PSY252H5
Rationale: PSY352H5 is a revised and upgraded version of the older and now cancelled PSY252H5. The shift to third year resulted in changes to the course content which are now more consistent with BIO318H5 and 328H5 on the same topic and which share the same title.

Course #64 PSY362H5 Animal Cognition

Before: Course Exclusion: PSY362H1
After: Course Exclusion: **BIO320H5**, PSY362H1
Rationale: After discussion with Biology, we identified that the proposed course description changes for BIO320 will make it very similar to the current description of PSY362. Both courses will share similar educational objectives and content coverage. As such, we propose that the two courses should be listed as exclusions to one another in the course calendar.

Course #65 STA218H5 Statistics for Management

Before: Course Exclusion: STA215H5, 220H5, 256H5, **257H5; BIO360H5;** ECO220Y5, 227Y5; PSY201H5; **SOC351H5**

After: Course Exclusion: STA215H5, 220H5, 256H5, **257H5; STAB22H5;** ECO220Y5, 227Y5; PSY201H5; **PSYB07H3; SOC350H5;**

Rationale: a. Remove BIO360H5 exclusion. Rationale: BIO360 is now a second course in Statistics.
 b. Add STAB22H3 exclusion. Rationale: Similar content (housekeeping).
 c. Replace SOC351H5 exclusion with SOC350 exclusion. Rationale: There is no SOC351H5 (housekeeping).
 *d. Add PSYB07H3 exclusion. Rationale: Similar content (housekeeping).

Course #66 STA220H5 The Practice of Statistics I

Before: Course Exclusion: **STA218H5,** 256H5, 257H5, 220H1, STAB22H3; **BIO360H5;** ECO220Y5, 227Y5; PSY201H5; **SOC351H5**

After: Course Exclusion: **STA215H5, 218H5,** 256H5, 257H5, 220H1, STAB22H3; ECO220Y5, 227Y5; PSY201H5; **PSYB07H3; SOC350H5**

Rationale: a. Add STA215H5 exclusion. Rationale: Similar content.
 b. Remove BIO360H5 exclusion. Rationale: BIO360 is now a second course in Statistics.
 c. Replace SOC351H5 exclusion with SOC350 exclusion. Rationale: There is no SOC351H5 (housekeeping).
 *d. Add PSYB07H3 exclusion. Rationale: Similar content (housekeeping).

Course #67 STA221H5 The Practice of Statistics II

Before: Prerequisite: **STA220H5 Course** Exclusion: STA221H1, 256H5, 257H5, 257H1, 258H5, STAB27H3, 302H5; **BIO361H5;** ECO220Y5, 227Y5; PSY202H5; **SOC351H5**

After: Prerequisite: **STA215H5/220H5 Course** Exclusion: STA221H1, 256H5, 257H5, 257H1, 258H5, STAB27H3, 302H5; **BIO360H5;** ECO220Y5, 227Y5; PSY202H5; **PSYB08H3**

Rationale: a. Remove SOC351 exclusion. Rationale: There is no SOC351 (housekeeping).
 b. Change BIO361 exclusion to BIO360. Rationale: BIO360 is now a second course in Statistics, like STA221.
 *c. Add STA215H5 as an alternative prerequisite, so it's 220/215. Rationale: STA215 and STA220 have very similar content.
 *d. Add PSYC08H3 exclusion. Rationale: Similar content (housekeeping).

Course #68 STA256H5 Probability and Statistics I

Before: Prerequisite: **MAT134Y5/135Y5/137Y5/233H5 Corequisite: MAT232H5** is strongly **recommended**

After: Prerequisite: **MAT134Y5/135Y5/137Y5/75%+ in MAT133Y5 Corequisite: MAT233H5 for students with MAT133. For others, MAT232** is strongly **recommended.**

Rationale: STA256 and MAT233 are both second year courses offered in the Fall. Making MAT233 a prerequisite for STA256 slows the student down by a year.

Course #69 STA302H5 Regression Analysis

Before: Prerequisite: STA258H5; **MAT223H5 Course** Exclusion: **STA302H1, 331H5, STAC67H3;** ECO327Y5

After: Prerequisite: STA258H5; **MAT223H5/240H5 Course** Exclusion: **STA302H1, STAC67H3;** ECO327Y5

Rationale: MAT240 is a new, stronger course on material similar to MAT223. STA331H5 has not existed for years (housekeeping).

Course #70 STA310H5 Applied Bayesian Statistics

Before: Prerequisite: **MAT132Y5/ 134Y5/** 135Y5/ 137Y5/ **233H5 Course** Exclusion: **BIO360H5, 361H5; ECO220Y5, 227Y5; PSY201H5, 202H5; SOC300Y5; STA220H5, 221H5, 257H5, 258H5**

After: Prerequisite: **MAT134Y5/** 135Y5/ 137Y5/ **233H5, STA215H5/220H5/257H1/256H5/BIO360H5/ECO220Y5/ECO227Y5/PSY201H5 Course** Exclusion: **STA302H/442H5/441H1**

Rationale: MAT132Y5 is not offered. Housekeeping to reflect new courses.

Course #71 STA348H5 Introduction to Stochastic Processes

Before: Prerequisite: STA260H5/261H5; **MAT224H5 Course** Exclusion: STA347H1, **442H1, STAC63H3**

After: Prerequisite: STA260H5/261H5; **MAT224H5/240H5 Course** Exclusion: STA347H1, **STAC63H3**

Rationale: -Changes reflect the addition of MAT240H5 to the calendar.
-STA442H1 is not exclusive to STA348H5. Housekeeping.

Course #72 STA399Y5 Research Opportunity Program

Before: Corequisite:

After: Corequisite: **STA302H5,302H1**

Rationale: STA302 introduces key concepts and tools that will allow a more meaningful research experience.



University of Toronto Mississauga Divisional Curriculum Committee Report Template

This template should be used to bring forward a summary of all curriculum changes and findings to the Senior Assessor. It is designed to ensure that all necessary information is provided to the Senior Assessor for the provision of a comprehensive report to the Academic Affairs Committee.

Divisional Curriculum Committee:	Social Science
Members:	Paula Maurutto, Chair, Social Science Committee Heather Miller, Chair, Anthropology John Smith, Program Coordinator, Concurrent Teacher Education Program (CTEP) Gueorgui Kambourov, Associate Chair, Economics Joseph Leydon, Lecturer, Geography Joan Simalchik, Women & Gender Studies Program Coordinator, Historical Studies Anthony Wensley, Director, Institute of Communication, Culture, Information and Technology (ICCIT) Soo Min Toh, Associate Chair, Management Edward Schatz, Chair, Political Science Shyon Baumann, Chair, Sociology Alison Syme, Chair, Visual Studies
Dates of Divisional Curriculum Committee Meetings:	22 September 2014 29 September 2014
Return to: Program and Curriculum Officer	Yen Du Program and Curriculum Officer Office of the Dean, UTM yen.du@utoronto.ca

1. Overview

Several minor program modifications and new courses were introduced and recommended for approval. Minor changes were made to 24 programs. No major changes were introduced. Below are highlights from each of the departments.

Anthropology:

Changes to the **Minor in Anthropology** are designed to encourage students to take courses across subfields of Anthropology, thereby, enhancing the breadth of student knowledge at the second year level. One new half course, ANT212 Topics in Identity and Difference, was added to introduce non-specialist to the discipline and to broaden the second year courses in sociocultural anthropology.

CTEP:

The **Concurrent Teacher Education Program (CTEP)** is being phased out. Three courses with no future student enrollment were deleted.

Economics:

The **Specialist in Economics** (arts, B. com) added a 0.5 math requirement to better prepare students for more senior courses. This additional requirement was recommended by external reviewers. Students can now choose between four sets of equivalent math courses ensuring breadth in mathematical knowledge.

For the **Specialist in Economics and Political Science**, the entry grade requirement was increased from 67% to 70% in 1.0 POL credit in order to raise the standards and to ensure that students will succeed in higher level POL courses. This is in keeping with other cognate disciplines. Other requirements for the program remained the same.

The **Specialist in Human Resource Management and Industrial Relations** increased the range of management courses available to students providing them with greater options that will reduce scheduling conflicts for students.

Two full year economics courses were added including, a special topics course at the third year and, ECO429Y5 The Economics of Cities and Regions. The latter course will increase course offerings at the 400 level.

Geography:

The **Geography Major** course credits increased from 7.0 to 7.5 courses. Students are now required to complete an extra 0.5 credit at the 4th year level ensuring more advanced knowledge of the discipline. To accommodate this new requirement, two new courses were added at the 4th year level for the both the major and specialist program.

The **Environmental Management Major and Specialist** were updated to include two new course offerings.

ICCIT:

Students in the **CCIT Major** are now allowed to receive credit for some DEM designated courses. This increases the range of courses available to students.

Changes to the **Professional Writing and Communications Major** will allow students to take a broader range of WRI courses beyond the previous 6.5 limit.

There were no course changes to the **Digital Enterprise Management Specialist**, however, the language was significantly altered to clarify the sequence of course requirements.

The **Interactive Digital Media Specialist** program requirements were updated to restrict students from attempting to combine two CCIT programs. CCIT programs are distinct and credits in one program cannot be double counted for another.

Two new CCIT courses were added to broaden course offerings. One course was deleted where the content significantly overlapped with another offering.

Management:

The sequencing of courses for the **Management Major and Specialist** were revised to increase the range of options available to students, particularly, at the 2nd year. This will expose students to a broader range of topics. In addition, the changes reduce the heavy quantitative course load in 2nd year by distributing methods courses across 2nd and 3rd year. This was designed to facilitate student completion of the program.

Political Science:

The entrance requirement for the **Political Science Specialist** program was increased from 67% in 1.0 POL courses to 70%. This change will raise the standards in the program and is in line with other cognate programs.

Sociology:

For students in the **Sociology Major and Specialist programs**, the theory requirement was reduced to from two to one Classical Theory course at the second year level. The previously required Contemporary Theory course has been folded into the Classical Theory. As well, Contemporary Theory is taught in other courses at the 3rd year level.

Six new half courses were added to the program to address student demand and to offer more options to students.

Visual Studies:

Changes to the **Visual Culture and Communication Specialist** reflect the replacement of courses no longer offered by CCIT with new course offerings.

2. Rationale

The ongoing recruitment of new faculty has enabled the Social Sciences to diversify course offerings. This year we are proposing 19 new half courses and 2 full year courses across 7 disciplines (Anthropology, CCIT, Economics, Environment, Geography, Mathematics and Sociology). These new courses will offer students a greater range of option and reduce the pressure on wait lists.

To ensure students receive the requisite training for successful completion of social science programs, a number of changes were proposed to increase the breadth of student knowledge. For instance, the Specialist in Economics introduced new math requirements that broaden student's mathematical knowledge, a requirement for performing well in the program. The minor in Anthropology will require more intensive study at the second year level. Several Departments including, Anthropology, CCIT, Geography, Management and Sociology, introduced or clarified pre-requisites in order to ensure students have the requisite knowledge to succeed in more advanced courses.

To advance the high quality of our programs, the entry requirements for the Specialist in Political Science and the Economics and Political Science specialist are increasing from 67% to 70%.

The Social Sciences will increase their slate of experiential courses with the introduction of GGR497, Human Geography Research Project.

3. Summary of Change Categories

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Anthropology				1		8
Communication, Culture, Information and Technology (CCIT)			1	2		21
Concurrent Teacher Education			3		1	1
Economics		2			5	3

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Last updated October 2014

Environment	1			2	3	9
Forensic Science						1
Geography				2	3	27
Linguistics						3
Management			4	6	2	11
Professional Writing and Communication						3
Sociology				6	4	42
UTMONE						3

4. Cumulative Glance

A total of one full course and eight half courses are proposed for deletion. Overall, however, the number of courses within the Social Sciences will increase. A total of 2 full year courses and 19 half courses are being proposed. These proposed new courses will significantly diversify course options available for students.

With respect to the courses proposed for deletion, three half courses belong to the Concurrent Teacher Education Program which is being phased out. Other deleted courses had not been offered for some time or were redundant (1 in ICCIT and 4 in Management).

Although 4 half courses are marked for deletion from Management, this unit is proposing 6 new half courses.

In response to the successful hire of new faculty, Sociology is introducing 6 new half courses (3 in the area of Sociology and 3 in Criminology).

Additional half courses are also being proposed in the following departments: 1 in Anthropology to introduce non-specialists to the discipline; 2 in ICCIT (a 2nd year course that will provide a basic knowledge of political economy of CCT and a 4th year course on Finance and the Digital Firm); 2 in the Environment program at the senior level; 2 in Geography at the 4th year one of which is an experiential course entitled Human Geography Research Project.

Two full year courses are proposed in Economics at the senior levels (a 3rd year Special Topics course and a 4th year course on The Economics of Cities and Regions).

A number of changes were made to course descriptions and titles to better reflect the content of courses. In addition, prerequisites were added to a number of courses across the disciplines to ensure student preparation and success in more senior courses.

Finally, the psychology course, PSY345Y0 Disability: Culture and Inclusion, offered as under the Summer Abroad Program was accepted as a social science credit. This will allow students to count this credit towards their social science courses.

5. Major Changes

SSC did not receive any requests for major changes.

Social Sciences/ICCIT

Social Sciences/ICCIT

SOCIAL SCIENCES/ICC - Table of Contents

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SUMMARY OF COURSE CHANGES

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Anthropology	0	0	0	1	0	8
Communication, Culture, Information and Technology	0	0	1	2	0	21
Concurrent Teacher Education	0	0	3	0	1	1
Diaspora and Transnational Studies	0	0	0	0	0	0
Economics	0	2	0	0	5	3
Environment	1	0	0	2	3	9
Erindale Courses	0	0	0	0	0	0
Forensic Science	0	0	0	0	0	1
Geography	0	0	0	2	3	27
Language Studies	0	0	0	0	0	0
Linguistics	0	0	0	0	0	3
Management	0	0	4	6	2	11
Mathematics	0	0	0	0	0	0
Political Science	0	0	0	0	0	0
Professional Writing and Communication	0	0	0	0	0	3
Sociology	0	0	0	6	4	42
Women and Gender Studies	0	0	0	0	0	0
utmONE	0	0	0	0	0	3

New Programs

NONE

Programs - Resource Implications

Program #1 ERMAJ1034 CCIT (Arts)

Resource implications: None

Program #2 ERMAJ1666 Geography (Arts)

Resource implications: none

Program #3 ERMIN1333 South Asian Civilizations (Arts)

Resource implications: No resource implications.

Program #4 ERSPE0751 Economics and Political Science (Arts)

Resource implications: none

Program #5 ERSPE1307 Digital Enterprise Management (Arts)

Resource implications: None

Program #6 ERSPE1384 International Affairs (Arts)

Resource implications: None

Program #7 ERSPE1478 Economics (Arts, B.Com.)

Resource implications: None

Program #8 ERSPE2015 Political Science (Arts)

Resource implications: none

Program #9 ERSPE2172 Interactive Digital Media (Arts)

Resource implications: None

Deleted Programs

NONE

Programs - Other Changes

Program #1 ERMAJ1013 Sociology (Arts)

Rationale for change: SOC232H5 - Both faculty members teaching theory and our external review feel that requiring two theory classes, as we currently do, is not necessary and not the norm in sociology programs. Classical theory remains required but Contemporary Theory should be an elective, and offered at the fourth year, for those particularly interested in theory. This change will also free up faculty to teach other substantive courses of interest to students

Before:

Higher Years
 - SOC221H5, 222H5 (see IMPORTANT NOTES above)
 - SOC231H5, **232H5**
 - **4.5** additional SOC credits of which 2.0 credits must be at the 300/400 level. SOC350H5, 387H5 are recommended.

After:

Higher Years
 - SOC221H5, 222H5 (see IMPORTANT NOTES above)
 - SOC231H5,
 - **5.0** additional SOC credits of which 2.0 credits must be at the 300/400 level. SOC350H5, 387H5 are recommended.

Program #2 ERMAJ1034 CCIT (Arts)

Rationale for change: To remove restrictions cited under program description. Students in the CCIT Major program are now able to take some of the DEM designated CCT courses. Strengthened statement regarding program prerequisite rule.

Before:

NOTES:
 - ~~Students enrolled in the CCIT Major may not enrol in CCT designated courses that are specific to the Digital Enterprise Management Specialist program.~~
 - 300/400-level CCT courses are restricted to students in CCIT programs only.

After:

NOTES:
 - 300/400-level CCT courses are restricted to students in CCIT programs only.
 - **It is your responsibility to ensure that the prerequisites for course listed in the calendar have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.**

Program #3 ERMAJ1302 Professional Writing and Communication (Arts)

Rationale for change: The courses deleted are no longer offered and have been replaced with equivalent courses. Deleting 6.5 credits clarifies to students that they are permitted to take more than 6.5 WRI credit courses, but must still take at least 2.5 WRI credits in addition to WRI203H5.

Before:

Upper Years 2.5 **to 6.5** credits from any WRI course.
 A maximum of 2.0 Elective credits from:
ANT204Y5/206H5/362H5/401H5/460H5/
 BIO201H5/211H5/
CCT260H5/305H5/354H5/CCT360/
 CLA201H5/
 ENG266H5/271H5/357H5
 HSC300H5/HSC301H5/302H5/
LIN200H5/203H5/204H5/JAL253H5/355H5/366H5
PHL247H5/255H5/350H5/

PSY315H5/374H5/376H5
SOC284H5/309H5

A maximum of 2.0 credits of approved writing-intensive courses.

After:

Upper Years **A minimum of** 2.5 credits from any WRI course.

A maximum of 2.0 Elective credits from:

ANT204H5/206H5/362H5/401H5/460H5/

BIO201H5/211H5/

CCT260H5/305H5/360H5/CCT454H5/

CLA201H5/

ENG266H5/271H5/357H5

HSC300H5/HSC301H5/302H5/

LIN200H5/203H5/204H5/331H5/JAL253H5/355H5

PHL255H5/350H5/

PSY315H5/374H5/376H5

SOC309H5/384H5

A maximum of 2.0 credits of approved writing-intensive courses.

Program #4 ERMAJ1425 Environmental Management (Arts)

Rationale for change:

1)updated course list with new course offerings 2)Changed term 'Experiential' to 'Project-Based' to avoid confusion with the new EXP notation

Before:

Upper Years: 3.5 credits

- Environmental Management Perspectives: 1.0 credit chosen from this list: ANT357H5; ENV310H5, 393H5; HIS318H5, 319H5

- Social, Economic & Policy Perspectives: 1.5 credit chosen from this list: ANT357H5, 368H5, 370H5;

ECO373Y5; ENV310H5, 320H5, 345H5, 420H5, **425H5**; GGR318H5, 329H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5, **419H5**; JGE378H5; MGT394H5; PHL373H1; POL343Y5; SOC339H5, 349H5, 356H5; WRI375H5

- Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, 464H5; ERS315H5, 321H5;

GGR305H5, 307H5, 309H5, 311H5, 317H5, 337H5, 374H5, **377H5**; ENV495H5, 496H5; JGE378H5; SCI395H5, SCI396H5

- **Experiential**, Field & Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, 331H5, 332H5, 399Y5; GGR379H5, 389H5; JEG400Y5, 401Y5; or another program-relevant Field, Experiential, or Research course, with permission of the Program Advisor

After:

Upper Years: 3.5 credits

- Environmental Management Perspectives: 1.0 credit chosen from this list: ANT357H5; ENV310H5, 393H5; HIS318H5, 319H5

- Social, Economic & Policy Perspectives: 1.5 credit chosen from this list: ANT357H5, 368H5, 370H5;

ECO373Y5; ENV310H5, 320H5, 345H5, **351H5**, 420H5, **425H5, 452H5**; GGR318H5, 329H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5, **419H5, 426H5**; JGE378H5; MGT394H5; PHL373H1; POL343Y5; SOC339H5, 349H5, 356H5; WRI375H5

- Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, 464H5; ERS315H5, 321H5;

GGR305H5, 307H5, 309H5, 311H5, 317H5, 337H5, 374H5, **377H5, 384H5, 484H5**;

ENV495H5, 496H5; **ERS313H5**; JGE378H5; SCI395H5, SCI396H5

- **Project-Based**, Field & Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, 331H5, 332H5, 399Y5; GGR379H5, 389H5; JEG400Y5, 401Y5; or another program-relevant Field, Experiential, or Research course, with permission of the Program Advisor

Program #5 ERMAJ1666 Geography (Arts)

- Rationale for change:** updated 4th year requirements from 0.5 credits to 1.0 credits
- Before:** **7.0** credits and 6 Field Days are required.
Fourth Year **0.5** credit from any **GGR** Social Science designated 400-level courses as described in the Geography Course Descriptions section of this calendar.
- After:** **7.5** credits and 6 Field Days are required.
Fourth Year **1.0** credit from any **GGR/JEG** Social Science designated 400-level courses as described in the Geography Course Descriptions section of this calendar.

Program #6 ERMAJ2431 Management

- Rationale for change:** We are moving MGM200H5 (now MGM301H5) to 3rd year to make room for MGT262H5. MGT262H5 is important because getting students to take organizational behaviour in second year exposes students to the topic earlier in the program and in the process, students may discover an interest in pursuing studies in the social side of organizations. Also, it provides a balance against a heavily quantitative course load in the 2nd year.
- MGM300H5 is the same course as MGT262H5, and thus redundant. Being able to enrol in MGT262H5 that has multiple sections means Management students have more scheduling options.
- We are moving MGM290H5 (now MGM390H5) to 3rd year to allow students to build a foundation in the management core in their 2nd year including both quantitative and qualitative courses in the management disciplines.
- MGM252H5 and MGM371H5 are a duplication of MGT252H5 and MGT371H5 and students will have more scheduling options by eliminating the 'MGM' sections.
- We are eliminating MGM331H5 from the program due to low demand.
- We are moving MGT460H5 (now MGT260H5) to 2nd year to expose students to this key discipline and allow them early on to discover their interest in the discipline. MGT460H5 is an introductory course to Human Resource Management providing an overview, and thus students need to take this course before taking more specialized courses in the discipline in the upper years.
- Before:**
- Upper Years
- Core courses (1.5 credits): **MGM200H5, 300H5**, 400H5
 - Management Disciplines (3.0 credits): MGM221H5/MGT120H5, **222H5**, 230H5, **252H5, 290H5**, 371H5
 - Statistics (.5 credit): STA218H5
 - Electives (select 1.0 credit): **MGM331H5, 320H5**, 332H5; **MGT353H5**, 363H5, 452H5, 453H5, 455H5, **460H5**, 461H5, 480H5, 491H5, 493H5, 494H5; MGD421H5, 422H5, 423H5
- After:**
- Upper Years
- Core courses (1.5 credits): **MGT262H5, MGM301H5**, 400H5
 - Management Disciplines (3.0 credits): MGM221H5/MGT120H5, **MGM222H5**, 230H5, **390H5; MGT252H5**, 371H5
 - Statistics (.5 credit): STA218H5
 - Electives (select 1.0 credit): **MGM320H5**, 332H5; **MGT260H5, 353H5**, 363H5, 452H5, 453H5, 455H5, 461H5, 480H5, 491H5, 493H5, 494H5; MGD421H5, 422H5, 423H5

Program #7 ERMIN1333 South Asian Civilizations (Arts)

Rationale for change: To clarify program requirements.

Before: 4.0 credits, including at least 1.0 credits at the ~~300+ level~~ → Students wishing to complete a South Asian Civilizations Minor Program must successfully complete 4.0 credits in ~~at least two distinct~~ disciplines: History (HIS), Religion (RLG), Women and Gender Studies (WGS), or Diaspora and Transnational Studies (DTS) within the Department of Historical Studies, Political Science (POL), Language Studies (LAN), Visual Studies (VCC, CIN, FAH), Sociology (SOC), and Anthropology (ANT).
 First Year Recommended: ANT102H5, HIS101H5, POL114H5, RLG101H5, SOC100H5, VST100H5
 Higher Years
 - 1.0 credit from the following list of courses: DTS201H5, HIN212Y5, HIS282H5, PRS210Y5, RLG204H5, ~~205H5, 206H5, 207H5, 208H5~~; SAN291Y5
 - ~~1.0 credit at the 300+ level~~
 - ~~1.0 credit at the 200+ level or~~ from the following list of courses:

Group A: Core Courses
 ANT310H5, ~~316H5, 320H5~~; CIN302H5; DTS201H5; FAH385H5; GGR367H5; HIN212Y5, ~~312Y5, HIS282H5, 382H5, 386H5, 394H5, 484H5~~; POL303Y5, ~~304Y5, 446H5~~; PRS210Y5, ~~310Y5~~; RLG204H5, ~~205H5, 206H5, 207H5, 208H5, 304H5, 307H5, 308H5, 310H5, 347H5, 348H5, 356H5, 360H5, 371H5, 373H5, 374H5, 449H5, 460H5~~; SAN291Y5, ~~392Y5~~; VCC306H5, ~~406H5, 360H5~~.

Group B: Secondary Courses
 In consultation with the Academic Counsellor of the Department for Historical Studies and depending on the focus of the course, the following courses may qualify on a year-to-year basis: ARA211Y5, ~~212Y5, 312Y5, 412Y5~~; HIS366H5, ~~493H5~~; RLG305H5, ~~370H5, 451Y5, 452H5, 450H5, 470H5~~; SOC354H5, ~~375H5, WGS368H5, 335H5~~.

Note: Students are responsible for checking the co- and prerequisites for all courses.

After: 4.0 credits, including at least 1.0 credits at the 300/400 level. Students wishing to complete a South Asian Civilizations Minor Program must successfully complete 4.0 credits in from the courses listed in Group A or B below. These must include courses from two of the following disciplines: History (HIS), Religion (RLG), Women and Gender Studies (WGS), or Diaspora and Transnational Studies (DTS) within the Department of Historical Studies, Political Science (POL), Language Studies (LAN), Visual Studies (VCC, CIN, FAH), Sociology (SOC), and Anthropology (ANT).
 First Year Recommended: ANT102H5, HIS101H5, POL114H5, RLG101H5, SOC100H5, VST100H5
(maximum 1.0 credits)
 Higher Years
 - 1.0 credit from the following list of courses: DTS201H5, HIN212Y5, HIS282H5, PRS210Y5, RLG204H5, RLG205H5, RLG206H5, RLG207H5, RLG208H5; SAN291Y5
 - 3.0 credits from the following list of courses:

Group A: Core Courses
 ANT310H5, ANT316H5, ANT320H5; CIN302H5; DTS201H5; FAH385H5; GGR367H5; HIN212Y5, HIN311H5, HIN312Y5, HIN411H5, HIN412Y5; HIS282H5, HIS382H5, HIS386H5, HIS394H5, HIS484H5; POL303Y5, POL304Y5, POL446H5; PRS210Y5, PRS310Y5; RLG204H5, RLG205H5, RLG206H5, RLG207H5, RLG208H5, RLG304H5, RLG307H5, RLG308H5, RLG310H5, RLG347H5, RLG348H5, RLG356H5, RLG360H5, RLG371H5, RLG373H5, RLG374H5, RLG449H5, RLG460H5; SAN291Y5, SAN392Y5; VCC306H5, VCC360H5, VCC406H5.

Group B: Secondary Courses
 In consultation with the Academic Counsellor of the Department for Historical Studies and depending on the focus of the course, the following courses may qualify on a year-to-year basis: ARA211Y5, ARA212Y5, ARA312Y5, ARA412Y5; HIS366H5, HIS493H5; RLG305H5, RLG370H5, RLG450H5, RLG451Y5, RLG452H5, RLG470H5; SOC354H5, SOC375H5; WGS335H5, WGS368H5.

Note: Students are responsible for checking the co- and prerequisites for all courses.

Program #8 ERMIN1425 Environmental Management (Arts)

Rationale for change: 1) updated Internship course code for list of possible choices for field, experiential & research perspective. s/b JEG401Y5 not JEG400Y5 2) Changed term 'Experiential' to 'Project-Based' to avoid confusion with the new EXP notation

Before: Third Year: 1.5 credits
 - **Experiential**, Field & Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, 331H5; GGR379H5, 389H5; **JEG400Y5, 401Y5**; or another program-relevant Field, **Experiential**,

or Research course, with permission of the Program Advisor
 - 1.0 additional credit chosen from this list: ANT357H5, 368H5, 370H5; ECO373Y5; ENV310H5, 320H5, 345H5, 393H5, 420H5, 425H5, 490H5, 491H5, 497H5; GGR318H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5; HIS318H5, 319H5; HPS328H1; JGE378H5; MGT394H5; PHL373H1; POL343Y5; SCI395H5, SCI396H5; SOC339H5, 349H5, 356H5; WRI375H5

After:

Third Year: 1.5 credits
 - **Project-Based**, Field & Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, 331H5; GGR379H5, 389H5; **JEG401Y5**; or another program-relevant Field, **Project-Based**, or Research course, with permission of the Program Advisor
 - 1.0 additional credit chosen from this list: ANT357H5, 368H5, 370H5; ECO373Y5; ENV310H5, 320H5, 345H5, 393H5, 420H5, 425H5, 490H5, 491H5, 497H5; GGR318H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5; HIS318H5, 319H5; HPS328H1; JGE378H5; MGT394H5; PHL373H1; POL343Y5; SCI395H5, SCI396H5; SOC339H5, 349H5, 356H5; WRI375H5

Program #9 ERMIN1775 Anthropology (Arts)

Rationale for change: To encourage breadth of knowledge across subfields of Anthropology without raising the total number of credits required. This also allows minors to take a broad range of upper level courses by broadening their exposure to second year prerequisites.

Before:

Second Year ~~4.0~~ credit ~~ANT(200H5, 201H5)/(202H5, 203H5)/204H5/207H5/206H5~~
 Higher Years ~~2.0~~ additional ANT credits. At least 1.0 must be at the 300/400 level.

Note: ~~JAL253H5~~, 353H5, 355H5 are counted as ~~a~~ Social Science credits.

After:

Second Year 1.5 credit from ANT200H5/201H5/202H5/203H5/204H5/207H5/206H5

Students should be aware of the prerequisites required for 300/400 level Anthropology courses when choosing second year courses.

Higher Years 1.5 additional ANT credits. At least 1.0 must be at the 300/400 level.

Note:

JAL253H5, 353H5, 355H5 are counted as Social Science credits.
HSC403H5, HSC404H5 are counted as Science credits.

Program #10 ERSPE0751 Economics and Political Science (Arts)

Rationale for change: POL instructors teaching 300 - and especially 400 - level courses have noted that weak students can become Specialists rather too easily, and there's extremely little that can be done once they're admitted to the Specialist. This raises our standards, bringing us more closely in line with our peers in cognate disciplines.

Before:

Limited Enrolment: Enrolment in this program is limited. Students enrolling at the end of first year (4.0 credits) must obtain:
 - a mark of at least **67%** in 1.0 POL credit and at least 67% in ECO100Y5, and a minimum Cumulative Grade Point Average of 2.00. OR
 - a mark of at least **67%** in 1.0 POL credit and at least 63% in ECO100Y5, and a minimum Cumulative Grade Point Average of 2.50. Students enrolling at the end of second year (8.0 credits) must obtain:
 - a mark of at least 70% in each of 2.0 POL credits and at least 67% in ECO100Y5, and a minimum Cumulative Grade Point Average of 2.30 OR
 - a mark of at least 70% in each of 2.0 POL credits and at least 63% in ECO100Y5, and a minimum Cumulative Grade Point Average of 2.50.

After:

Limited Enrolment: Enrolment in this program is limited. Students enrolling at the end of first year (4.0 credits) must obtain:
 - a mark of at least **70%** in 1.0 POL credit and at least 67% in ECO100Y5, and a minimum Cumulative Grade Point Average of 2.00. OR
 - a mark of at least **70%** in 1.0 POL credit and at least 63% in ECO100Y5, and a minimum Cumulative Grade Point Average of 2.50. Students enrolling at the end of second year (8.0 credits) must obtain:
 - a mark of at least 70% in each of 2.0 POL credits and at least 67% in ECO100Y5, and a minimum

Cumulative Grade Point Average of 2.30 OR
 - a mark of at least 70% in each of 2.0 POL credits and at least 63% in ECO100Y5, and a minimum
 Cumulative Grade Point Average of 2.50.

Program #11 ERSPE1013 Sociology (Arts)

Rationale for change: SOC232H5 - Both faculty members teaching theory and our external review feel that requiring two theory classes, as we currently do, is not necessary and not the norm in sociology programs. Classical theory remains required but Contemporary Theory should be an elective, and offered at the fourth year, for those particularly interested in theory. This change will also free up faculty to teach other substantive courses of interest to students

Before:

Higher Years
 - SOC221H5, 222H5 (see IMPORTANT NOTES above)
 - SOC231H5, **232H5**, 350H5, 387H5
 - 1.0 SOC credit at the 400 level
 - **5.5** additional SOC credits of which 3.0 credits must be at the 300/400 level.

After:

Higher Years
 - SOC221H5, 222H5 (see IMPORTANT NOTES above)
 - SOC231H5, 350H5, 387H5
 - 1.0 SOC credit at the 400 level
 - **6.0** additional SOC credits of which 3.0 credits must be at the 300/400 level.

Program #12 ERSPE1200 Visual Culture and Communication (Arts)

Rationale for change: In consultation with CCIT we removed courses no longer available to VCC students due to enrolment constraints or courses no longer on the books. VCC290H5 was added.

Before:

Second Year 1.0 credit from: ~~CCT200H5, CCT204H5, CCT260H5~~
2.0 credits from: ~~CCT205H5, CCT206H5, CCT210H5, VCC205H5, VCC207H5, VCC236H5~~
 Third Year 1.5 credits from any VCC courses at the 300/400 level;
 1.0 credit from any CIN or FAH course at the 300/400 level, ~~CCT310H5, CCT410H5 or VST410H5~~

 2.0 credits: ~~CCT300H5, CCT305H5, CCT351H5, CCT352H5~~
 Fourth Year 1.5 credits from ~~CCT353H5, CCT357H5, CCT453H5~~; with permission 1.0 credit may be taken from FAS246H5, FAS346Y5, FAS347Y5 (Note: there are prerequisites for most 200/300-level courses in FAS.)

 1.0 credit: VCC400H5 and one other 0.5 VCC credit at the 400 level

After:

Second Year 1.0 credit from: CCT270H5, CCT250H5, CCT204H5
1.0 credit from: CCT200H5, CCT206H5, CCT210H5,
1.0 credit from: VCC205H5, VCC236H5, VCC290H5
 Third Year 1.5 credits from any VCC courses at the 300/400 level;
 1.0 credit from any CIN or FAH course at the 300/400 level, CCT410H5 or VST410H5

 2.0 credits: CCT336H5, CCT351H5, CCT352H5, CCT353H5
 Fourth Year 1.5 credits from CCT357H5, CCT452H5, CCT434H5; with permission up to 1.0 credit may be taken from FAS246H5, FAS346Y5, FAS347Y5 (Note: there are prerequisites for most 200/300-level courses in FAS.)

 1.0 credit: VCC400H5 and one other 0.5 VCC credit at the 400 level

Program #13 ERSPE1307 Digital Enterprise Management (Arts)

Rationale for change: Changed the wording of the program description to update contents. Strengthened statement regarding program prerequisite rule. Clarified Second, Third and Higher Year requirements by moving some of the courses to appropriate year requirements. Clarified Third and Higher Year requirement #3 so that students

are clear that they must complete 2.0 additional CCT credits at the 300/400 level.

Before:

The Digital Enterprise Management (DEM) program offers an ~~unique~~ opportunity to combine a rigorous study of emerging digital technologies with an integrated set of Management courses. This is a Specialist Program offered through the Institute of ~~Communications~~, Culture, Information & Technology. ~~Studies focus on the technologies comprising the Internet and the Web, which are transforming existing companies and providing fertile ground~~ for the creation of new ~~digital~~ enterprises. In addition to studying the traditional managerial disciplines students take courses ~~which~~ are directly relevant to managing organizations that use or develop digital ~~technologies~~. ~~For example, students take courses in Project Management, Entrepreneurship, Development and Management of Technology Strategy and Collaborative Planning and Development. The program explores this new managerial environment. Students will gain an understanding of the technologies that underlie digital businesses and the managerial challenges and techniques appropriate for being active and valuable participants in digital enterprises.~~**Notes:**

- Students cannot combine the Digital Enterprise Management Program with the CCIT Major program, or the Management Major Program or the Commerce Major program.
 - It is intended that students take CCT224H5, CCT324H5 and CCT424H5 in strict sequence.
 - It is intended that students take CCT260H5, CCT360H5 and CCT460H5 in strict sequence.
 - Students without ~~pre- and co-requisites or written permission of the CCIT director~~ can be ~~de-registered from courses~~ at any time.
- Second Year CCT206H5, 208H5, 224H5, 225H5, ~~226H5~~
~~Second and Higher Years CCT260H5, 360H5, 404H5, 460H5~~
 Third and Higher Years
 - CCT319H5, 321H5, 322H5, 324H5, 355H5, ~~356H5~~
 - CCT401H5, ~~424H5~~; MGD421H5, 426H5, 428H5 and 0.5 credit from CCT410H5, MGD415H5, 422H5, 423H5, 427H5, 429H5.
 - 2.0 credits from any 300/400 CCT level courses.

After:

The Digital Enterprise Management (DEM) program offers an exceptional opportunity to combine rigorous study of emerging digital technologies with an integrated set of Management courses. This is a Specialist Program offered through the Institute of Communication, Culture, Information & Technology. Students in DEM explore how technology has both transformed the managerial environment and provided seemingly infinite possibilities for the creation of new enterprises. In addition to studying the traditional managerial disciplines students take courses that are directly relevant to managing organizations that use or develop digital technologies such as project management, entrepreneurship, technology strategy, and collaborative planning and development. With this combined understanding of both technology and managerial challenges and techniques, students will be uniquely prepared to offer value to both traditional and digital enterprises.

- Notes:

- Students cannot combine the Digital Enterprise Management Program with the CCIT Major program, or the Management Major Program or the Commerce Major program.
 - It is intended that students take CCT224H5, CCT324H5 and CCT424H5 in strict sequence.
 - It is intended that students take CCT260H5, CCT360H5 and CCT460H5 in strict sequence.
 - It is your responsibility to ensure that the prerequisites for courses listed in the calendar have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.
- Second Year CCT206H5, 208H5, 224H5, 225H5, 226H5, CCT260H5
 Third and Higher Years
 - CCT319H5, 321H5, 322H5, 324H5, 355H5, 356H5, 360H5
 - CCT401H5, 404H5, 424H5, 460H5; MGD421H5, 426H5, 428H5 and 0.5 credit from CCT410H5, MGD415H5, 422H5, 423H5, 427H5, 429H5.
 - In addition, 2.0 credits from any 300/400 CCT level courses.

Program #14 ERSPE1384 International Affairs (Arts)

Rationale for change:

Removed ENV345H5 which was listed twice.

Before:

11.0 credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5,220Y5/227Y5,364H5,365H5; POL208Y5; 4.0 language credits in the same discipline. 3.0 from:
ENV345H5,GGR325H5,345H5/ENV345H5,365H5;HIS311Y5/HIS311H5;
 POL302Y5, 327Y5,340Y5,343Y5 1.0 from: ECO456H5/460H5/461H5/463H5; a 400-level language course. The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1

or a 400-level course from a cognate discipline approved by the faculty advisor. Language components available at U of T Mississauga: French: FSL(205H5,206H5)/205Y5, FSL(305H5,306H5)/305Y5, 385H5/405H5, 386H5/406H5 or 366H5, FRE383H5 German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 313Y5, 315Y5, 350Y5, 437H5, 436Y5, 420Y5

After: 11.0 credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5,220Y5/227Y5,364H5,365H5; POL208Y5; 4.0 language credits in the same discipline. 3.0 from:
ENV345H5,GGR325H5,365H5;HIS311Y5/HIS311H5; POL302Y5, 327Y5,340Y5,343Y5 1.0 from: ECO456H5/460H5/461H5/463H5; a 400-level language course. The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate discipline approved by the faculty advisor. Language components available at U of T Mississauga: French: FSL(205H5,206H5)/205Y5, FSL(305H5,306H5)/305Y5, 385H5/405H5, 386H5/406H5 or 366H5, FRE383H5 German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 313Y5, 315Y5, 350Y5, 437H5, 436Y5, 420Y5

Program #15 ERSPE1425 Environmental Management (Arts)

Rationale for change: updated course list with new course offerings

Before:

Upper Years: 5.0 credits
 - Environmental Management Perspectives: 1.5 credit chosen from this list: ANT357H5; ENV310H5, 393; HIS318H5, 319H5
 - Social, Economic & Policy Perspectives: 2.0 credits chosen from this list: ANT357H5, 368H5, 370H5; ECO373Y5; ENV320H5, 345H5, 420H5, **425H5;** GGR318H5, 329H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5, 419H5, 493H5; GGR321H1; JGE378H5, JUG320H1; MGT394H5; PHL373H1; POL343Y5; SOC339H5, 349H5, 356H5; WRI375H5
 - Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, 464H5; ENV495H5, 496H5; ERS315H5, 321H5; GGR305H5, 307H5, 309H5, 311H5, 317H5, 337H5, 374H5, **377H5;** JGE378H5; SCI395H5, SCI396H5
 - Experiential, Field & Research Perspectives: 1.0 credit chosen from this list: ENV299Y5, 331H5, 332H5, 399Y5, 497H5, 498Y5; GGR379H5, 389H5; JEG400Y5, 401Y5; SCI498H5, 499H5; or another program-relevant Field, Experiential, or Research course, with permission of the Program Advisor

After:

Upper Years: 5.0 credits
 - Environmental Management Perspectives: 1.5 credit chosen from this list: ANT357H5; ENV310H5, 393; HIS318H5, 319H5
 - Social, Economic & Policy Perspectives: 2.0 credits chosen from this list: ANT357H5, 368H5, 370H5; ECO373Y5; ENV320H5, 345H5, **351H5, 420H5, 425H5, 452H5;** GGR318H5, 329H5, 333H5, 348H5, 349H5, 361H5, 365H5, 370H5, 418H5, 419H5, **426H5,** 493H5; GGR321H1; JGE378H5, JUG320H1; MGT394H5; PHL373H1; POL343Y5; SOC339H5, 349H5, 356H5; WRI375H5
 - Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, 464H5; ENV495H5, 496H5; ERS315H5, 321H5; GGR305H5, 307H5, 309H5, 311H5, 317H5, 337H5, 374H5, **377H5, 384H5, 484H5; ERS313H5;** JGE378H5; SCI395H5, SCI396H5
 - Experiential, Field & Research Perspectives: 1.0 credit chosen from this list: ENV299Y5, 331H5, 332H5, 399Y5, 497H5, 498Y5; GGR379H5, 389H5; JEG400Y5, 401Y5; SCI498H5, 499H5; or another program-relevant Field, Experiential, or Research course, with permission of the Program Advisor

Program #16 ERSPE1478 Economics (Arts, B.Com.)

Rationale for change: Additional MAT course will better prepare students for more advanced Economics courses and Graduate school. Many students already take the additional MAT courses to prepare for Specialist advanced level Economics courses and those that take only the minimum MAT courses tend to drop out.

Before: Limited Enrolment: Enrolment in this program is limited to students with ECO100Y5(70%); **MAT133Y5(80%)/MAT134Y5(63%)/135Y5(63%)/MAT137Y(60%);** ECO206Y5(60%); ECO208Y5(60%); 227Y5(60%)/STA(256H5(60%),258H5(60%)/260H5(60%)).

After: Limited Enrolment: Enrolment in this program is limited to students with ECO100Y5(70%); **MAT(133Y5(80%) + 233H5(63%)) or MAT(134Y5(63%) + 223H5(63%))**

or MAT(135Y5(63%) + 223H5(63%)) or MAT(137Y5(60%) + 223H5(63%); ECO206Y5(60%); ECO208Y5(60%); 227Y5(60%)/STA(256H5(60%),258H5(60%)/260H5(60%).

Program #17 ERSPE1666 Geography (Arts)

Rationale for change: more options provided at the fourth year

Before:

Fourth Year 1.5 credits:

1.0 credit : **GGR417Y5**

0.5 credit from any GGR Social Science designed 400-level courses as described in the Geography Course Descriptions section of this calendar.

After:

Fourth Year 1.5 credits:

1.0 credit : **GGR417Y5, JEG400Y5, JEG401Y5**

0.5 credit from any GGR Social Science designed 400-level courses as described in the Geography Course Descriptions section of this calendar.

Program #18 ERSPE1704 Commerce: Accounting (BCom)

Rationale for change: SOC300Y5 is now SOC350H5.

Before:

Higher Years Management requirements: (8.5 credits)

- MGT220H5, 223H5, 224H5
- MGT321H5, 322H5, 323H5, 338H5, 339H5, 393H5
- MGT420H5, 421H5, 422H5, 423H5, 426H5, 428H5, 429H5, MGT437H5

Economics requirements: (4.5 credits)

- ECO200Y5/204Y5/206Y5, ECO202Y5/208Y5/209Y5,
- ECO220Y5/227Y5/STA(250H1, 256H5)/STA(256H5,258H5)/STA(256H5, 260H5)
- 1.5 credits in ECO at 300/400 level

MGT437H5 counts as an ECO course and will satisfy the program requirements for an Economics Major.

No more than 1.0 Economic History credit

Writing Requirements Writing Requirements (2.0 credit) from:

ANT204H5; CLA (except 201H5); one of (ECO320Y5/322Y5/323Y5/324Y5/327Y5/333Y5/336Y5/343H5/344H5/373Y5/399Y5/412Y5/433H5/456H5/463H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding **SOC300Y**); WRI

Writing courses must be in the English Language.

After:

Higher Years Management requirements: (8.5 credits)

- MGT220H5, 223H5, 224H5
- MGT321H5, 322H5, 323H5, 338H5, 339H5, 393H5
- MGT420H5, 421H5, 422H5, 423H5, 426H5, 428H5, 429H5, MGT437H5

Economics requirements: (4.5 credits)

- ECO200Y5/204Y5/206Y5, ECO202Y5/208Y5/209Y5,
- ECO220Y5/227Y5/STA(250H1, 256H5)/STA(256H5,258H5)/STA(256H5, 260H5)
- 1.5 credits in ECO at 300/400 level

MGT437H5 counts as an ECO course and will satisfy the program requirements for an Economics Major.

No more than 1.0 Economic History credit
 Writing Requirements Writing Requirements (2.0 credit) from:
 ANT204H5; CLA (except 201H5); one of (ECO320Y5/322Y5/
 323Y5/324Y5/327Y5/333Y5/336Y5/343H5/344H5/373Y5/399Y5/412Y5/433H5/456H5/463H5); ENG; FAH;
 HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC
 (excluding **SOC350H5**); WRI
 Writing courses must be in the English Language.

Program #19 ERSPE1882 Human Resource Management and Industrial Relations

Rationale for change: MGM252H5 and MGM371H5 are a duplication of MGT252H5 and MGT3715 and students will have more scheduling options by eliminating the 'MGM' sections.

We are adding ECO200Y5 to accommodate students who might want to take an Economics Major or Minor with the HRMIR specialist. ECO205Y is not acceptable.

Before:

Upper Years

- Core courses (1.5 credits): MGT262H5; MGM301H5, 400H5
- Management Disciplines (8.5 credits): MGM221H5/MGT120H5, MGM222H5, 230, **252H5**, 364H5, 365H5, 390H5, **371H5**, 464H5, 465H5, 466H5; **MGT260H5**, 363H5, **480**; **ECO205Y5**; ERI360H5
- Statistics (0.5 credits): STA218H5
- Electives (select 1.5 credits): ANT350H5; ECO261H5; HIS313H5, 314H5; SOC227H5, 236H5, 263H5, 341H5, 361H5, 362H5; WGS210H5; MGT461, 463, 467.

After:

Upper Years

- Core courses (1.5 credits): MGT262H5; MGM301H5, 400H5
- Management Disciplines (8.5 credits): MGM221H5/MGT120H5, MGM222H5, 230, 364H5, 365H5, 390H5, 464H5, 465H5, 466H5; **MGT252H5**, **260H5**, 363H5, **371H5**, **480H5**; **ECO205Y5/200Y5**; ERI360H5
- Statistics (0.5 credits): STA218H5
- Electives (select 1.5 credits): ANT350H5; ECO261H5; HIS313H5, 314H5; SOC227H5, 236H5, 263H5, 341H5, 361H5, 362H5; WGS210H5; MGT461, 463, 467.

Program #20 ERSPE2015 Political Science (Arts)

Rationale for change: POL instructors teaching 300 - and especially 400-level courses have noted that weak students can become Specialists rather too easily, and there's extremely little that can be done once they're admitted to the Specialist. This raises standards, bringing us more closely in line with our peers in the cognate disciplines.

Before: Limited Enrolment: Students enrolling at the end of first year (4.0 credits) must obtain a CGPA of at least 2.00 and a mark of at least **67%** in 1.0 POL credit. Students applying to enrol after second year (8.0 credits) must obtain a CGPA of at least 2.30 and a mark of at least 70% in each of 2.0 POL credits.

After: Limited Enrolment: Students enrolling at the end of first year (4.0 credits) must obtain a CGPA of at least 2.00 and a mark of at least **70%** in 1.0 POL credit. Students applying to enrol after second year (8.0 credits) must obtain a CGPA of at least 2.30 and a mark of at least 70% in each of 2.0 POL credits.

Program #21 ERSPE2034 Commerce: Finance (BCom)

Rationale for change: SOC300Y5 is now SOC350H5.

Before:

Writing Requirements (2.0 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/322Y5/323Y5/324Y5/327Y5/333Y5/336Y5/343H5/344H5/373Y5/399Y5/412Y5/433H5/456H5/463H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding **SOC300Y5**); WR1
Writing courses must be in the English language.

After:

Writing Requirements (2.0 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/322Y5/323Y5/324Y5/327Y5/333Y5/336Y5/343H5/344H5/373Y5/399Y5/412Y5/433H5/456H5/463H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding **SOC350H5**); WR1
Writing courses must be in the English language.

Program #22 ERSPE2172 Interactive Digital Media (Arts)

Rationale for change:

Added statement to restrict students from combining two CCIT programs. Changed the wording of the program description to update contents. Strengthened statement regarding program prerequisite rule.

Before:

Within an Honour's degree, 11.0 credits are required. Interactive Digital Media (IDM) ~~is an interdisciplinary undergraduate program that is run jointly with the Faculty of Information (commonly known as the iSchool) at the University of Toronto. It provides students with a foundation in the generation, diffusion and critical analysis of the social impact of new and emerging technologies. In addition to learning how to analyze and use a variety of media tools, students will focus on digital media and its information communication infrastructures. Students will learn to design and create digital artefacts and create virtual environments suitable for collaboration, communication, learning and exploration. In the fourth year, students will be required to participate in an experiential learning based project relevant to their core interests.~~ In addition to the CORE courses, students will be required to take two modules, each module consists of 5 half courses. The modules are designed as integrated sets of courses providing students with the knowledge and skills relevant to specific areas of specialization. The Knowledge Media Design module is designed to provide students with comprehensive knowledge and skills that are relevant for careers that involve the active and thoughtful design of content for knowledge media. These careers will span a range from traditional journalism through electronic publishing to the creation and management of knowledge media in traditional and digital organizations. The Immersive Digital Media module is designed to provide students with the skills and knowledge for careers involving presentation, analysis, and immersive communication, utilizing data and information obtained from a wide variety of different media sources in a wide variety of formats. These careers span traditional business, web-based business, health care, education, and creative domains including gaming and simulation. Students will also be able to translate their skills and knowledge into performance environments. ~~NOTE: Students without pre- and co-requisites can be de-registered from courses at any time.~~

After:

Within an Honour's degree, 11.0 credits are required.

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= The Interactive Digital Media (IDM) program explores the transformation of knowledge and culture through critical examinations of the social impacts of new and emerging communication technologies. Students learn a variety of analytical and methodological approaches to the study of the social, cultural, legal, political, and economic forces that condition technological change. Students are provided with opportunities to use and to reflect on the potential of media tools in the context of networked systems. In addition to analyzing and using a variety of media tools, students will also learn about communication infrastructures. IDM is offered in conjunction with the Faculty of Information (iSchool), a graduate faculty at the University of Toronto's St. George (downtown) campus. Together, ICCIT and the iSchool provide an active research environment wherein students engage in debates over digital culture, surveillance and privacy, Internet governance and policy, intellectual property, human-computer interaction, information systems design, and the rhetoric of innovation and technological development.

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= In addition to the CORE courses, students will be required to take two modules, each module consists of 5 half courses. The modules are designed as integrated sets of courses providing students with the knowledge and skills relevant to specific areas of specialization. The Knowledge Media Design module is designed to provide students with comprehensive knowledge and skills that are relevant for careers that involve the active and thoughtful design of content for knowledge media. These careers will span a range from traditional journalism through electronic publishing to the creation and management of knowledge media in traditional and digital organizations. The Immersive Digital Media module is designed to provide students with the skills and knowledge for careers involving presentation, analysis, and immersive communication, utilizing data and information obtained from a wide variety of different media sources in a wide variety of formats. These careers span traditional business, web-based business, health care,

education, and creative domains including gaming and simulation. Students will also be able to translate their skills and knowledge into performance environments.

- **NOTES:**

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- Students cannot combine the Interactive Digital Media Program with the CCIT Major program.

- It is your responsibility to ensure that the prerequisites for courses listed in the calendar have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.

Program #23 ERSPE2273 Commerce (BCom)

Rationale for change: SOC300Y5 is now SOC350H5.

Before:

Writing Requirements (2.0 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/322Y5/323Y5/324Y5/327Y5/333Y5/336Y5/343H5/344H5/373Y5/399Y5/412Y5/433H5/456H5/463H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding **SOC300Y5**); **WRI**
Writing courses must be in the English language.

After:

Writing Requirements (2.0 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/322Y5/323Y5/324Y5/327Y5/333Y5/336Y5/343H5/344H5/373Y5/399Y5/412Y5/433H5/456H5/463H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding **SOC350H5**); **WRI**.
Writing courses must be in the English language.

Program #24 ERSPE2380 Commerce: Marketing (BCom)

Rationale for change: SOC300Y5 is now SOC350H5.

Before:

Writing Requirements: (2 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/322Y5/323Y5/324Y5/327Y5/333Y5/336Y5/343H5/344H5/373Y5/399Y5/412Y5/433H5/456H5/463H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding **SOC300Y**); **WRI**
Writing credits must be in the English language.

After:

Writing Requirements: (2 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/322Y5/323Y5/324Y5/327Y5/333Y5/336Y5/343H5/344H5/373Y5/399Y5/412Y5/433H5/456H5/463H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding **SOC350H5**); **WRI**
Writing credits must be in the English language.

Program #25 ERSPE2431 Management

Rationale for change: We are moving MGM200H5 (now MGM301H5) to 3rd year to make room for MGT262H5. MGT262H5 is important because getting students to take OB in second year exposes students to the topic earlier in the program and in the process, students may discover an interest in pursuing studies in the social side of organizations. Also, it provides a balance against a heavily quantitative course load in the 2nd year.

MGM300H5 is the same course as MGT262H5, and thus redundant. Being able to enrol in MGT262 that has multiple sections means BBA students have more scheduling options.

We are moving MGM290H5 (now MGM390H5) to 3rd year to allow students to build a foundation in the management core in their 2nd year including both quantitative and qualitative courses in the management disciplines.

We are adding ECO200Y5 to accommodate students who might want to take an Economics Major or Minor with the Management Specialist. ECO205Y is not acceptable for Economics programs.

We are eliminating MGM331H5 from the program due to low demand.

MGM252H5 and MGM371H5 are a duplication of MGT252H5 and MGT3715 and students will have more scheduling options by eliminating the 'MGM' sections.

We are moving MGT460H5 (now MGT260H5) to 2nd year to expose students to this key discipline and allow them early on to discover their interest in the discipline. MGT460H5 is an introductory course to Human Resource Management providing an overview, and thus students need to take this course before taking more specialized courses in the discipline in the upper years.

Before:

Upper Years

- Core courses (1.5 credits): **MGM200H5, 300H5**, 400H5
- Management Disciplines (6.5 credits): MGM221H5/MGT120H5, **222H5**, 230H5, **252H5, 290H5**, 320H5, 332H5, **371H5; MGT353H5**, 363H5, 374H5; **ECO205Y5**
- Statistics (.5 credit): STA218H5
- Electives (select 1.5 credit): **MGM331H5, MGT452H5**, 453H5, 454H5, **455H5, 460H5**, 461H5, 480H5, 491H5, 493H5, 494H5; MGD421H5, 422H5, 423H5, GGR252H5

After:

Upper Years

- Core courses (1.5 credits): **MGT262H5, MGM301H5**, 400H5
 - Management Disciplines (6.5 credits): MGM221H5/MGT120H5, **MGM222H5**, 230H5, 320H5, 332H5, **390H5; MGT252H5, 353H5**, 363H5, **371H5**, 374H5; **ECO205Y5/ECO200Y5**
 - Statistics (.5 credit): STA218H5
 - Electives (select 1.5 credit): **MGT260H5, 452H5**, 453H5, 454H5, **455H**, 461H5, 480H5, 491H5, 493H5, 494H5; MGD421H5, 422H5, 423H5, GGR252H5
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New Courses

Course #1 ANT212H5 Who am I? Topics in Identity and Difference (SSc)

Description:	Who am I? This course gives a sociocultural anthropological answer to this question by focusing on culture as a fundamental means by which humans make society. In particular, it considers how the symbolic systems through which humans conceptualise the world and communicate with one another play a fundamental role in defining identity (who you are) and difference (who you aren't). Through cross-cultural comparison, the course shows how the identities and differences we often consider 'natural' - sex, gender, age, race, ethnicity and others - are in fact the product of culture and society. Thus, who you are is a question that must be answered in relation to categories others will recognise and allow you to be. [24L]
Rationale:	To fill gap in 2nd year sociocultural anthropology curriculum and to introduce non-specialists to the discipline.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #2 CCT222H5 Political Economy of Communication, Culture, and Technology (SSc)

Description:	The course analyzes the relationship between media systems, communication technologies, and power. As an introduction to a political economy approach, this course surveys how media, culture, information and technologies are produced, circulated, and consumed, with attention to both historical developments and contemporary practices in the digital era. The course provides a basic understanding of media systems, technologies, and culture production in relation to the market, the state, and civil society. Studies will develop a basic understanding of the political, economic, cultural, and regulatory environment in which media, culture, and technologies are produced, and pay particular attention to the implications of processes such as globalization, digitization, marketization, and commodification for social life. [24L, 12T]
Prerequisite:	CCT100H5, CCT101H5/CCT109H5, CCT110H5
Rationale:	Students could benefit from an introductory-level course that teaches them the basics of a political economy approach, especially for understanding the industries they study and in which they are preparing for work, from a communications-studies (rather than commerce or management) perspective.
No. Hours Instruction:	[24L, 12T]
Offered at St George:	No
Revived Course:	No

Course #3 CCT403H5 Finance, Innovation and the Digital Firm (SSc)

Description:	Students will learn about financial aspects of digital industries. They will gain knowledge about how financial and other incentives shape the decisions of agents in the digital marketplace. Such a knowledge helps to identify industry trends aiding their own decisions when participating in Internet related industries. Topics covered include online and traditional media industries, aspects of e-commerce and marketing, open source software and crowd-sourcing. A highly effective way to gain such knowledge is by covering a relevant topic in an academic essay. This way the students will also improve their writing skills, and learn better how to cover financial aspects of their chosen topic in a scholarly manner. [24L]
Prerequisite:	Minimum of 13.0 credits.
Rationale:	This course has been offered as a fourth year topics course for the past three years for students in all of our programs, particularly as an elective for DEM specialist students.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #4 ECO353Y5 Special Topics in Economics (SSc)

Description:

This course covers a special topic in Economics. Content relates to instructor's area of interest, thus the course varies in focus from year to year. Students require specific prerequisites for each course. Details are available from the student advisor or departmental website. [48]

Rationale: Economics would like the option of offering two full year Special Topics courses concurrently in one academic year and this second Special Topics course would allow for this. Providing two course codes would give us the option to offer distinctly different courses and the students the option to register for both of them.

No. Hours Instruction:

Offered at St George: No

Revived Course: No

Course #5 ECO439Y5 The Economics of Cities & Regions: Productivity, Technology & Jobs (SSc)

Description: Examination of the causes and the consequences of differences in economic outcomes across localities within a country. Despite all the talk about the death of distance, geography matters more than ever. Regional differences within many countries have increased in the past decades, and where a person lives today has a very large impact on many aspects of his or her life. This course is a journey through the current economic landscape. We will explore places that are growing and places that are declining. For instance, we will discover why the labor market in New York and Boston has been so much better than the one in Detroit and Cleveland in the past 35 years. We will visit the industrial districts of Italy and study how knowledge diffuses among firms located near each other, and the implications for local productivity and innovation. We will study how British and Canadian local labor markets are affected by the fact that certain industries and occupations are dying. We will travel to Africa, and discuss the extent to which investment from Asia serves to catalyze economic development in Ethiopia's regional economies. In doing so, we will try to understand the economic forces driving trends in wages, productivity and innovation across cities and regions. These are the forces that will define the geography of future jobs and will shape the economic destiny of local communities around the world.

Prerequisite: ECO200Y5/204Y5/206Y5; ECO220Y5/227Y5/STA(256H5,258H5)/STA(256H5,260H5)

Rationale: Currently we have few 400 level courses for students to choose from for completion of their Specialist programs.

No. Hours Instruction: 48L

Offered at St George: No

Revived Course: No

Course #6 ENV351H5 Comparative Environmental Policy (SSc)

Description: This course is an introduction to comparative environmental policy. The main focus of the course will be Canada-US-Mexico comparative policy around climate change, biodiversity, water resources, and pollution. Other countries may be examined as larger themes related to sustainable development and environmental justice will be covered in detail. [24L]

Prerequisite: ENV250H5

Recommended Preparation: This course is recommended for students with an interest in comparative politics and policy. Previous courses in comparative and international political science, geography and sociology will be an asset.

Rationale: this is a follow up from ENV250H5

No. Hours Instruction: 24L

Offered at St George: No

Revived Course: No

Course #7 ENV452H5 Politics and Policy of Wildlife Conservation (SSc)

Description: This course is an in-depth analysis of conservation policy in Canada. The course begins with an overview biodiversity crisis facing the planet and then moves to an overview of Canada's approach to managing biodiversity across the country. We will carefully examine the federal Species at Risk Act as well as the provincial and territorial wildlife legislation. The remaining of the course will be aimed at making improvements to the Canadian strategy. During the course of the semester, the students will focus on the recovery of endangered species in Canada through the development of a recovery strategy for a specific species.[24L]

Prerequisite: ENV100Y5, ENV250H5

Rationale: Follow-up course from ENV351H5
No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #8 GGR426H5 The Geographies of Human Rights (SSc)

Description: This course examines the promises, problems and paradoxes of human rights. We will study the local, national and global aspects of human rights enforcement and violation. By examining specific case studies, we shall examine how so-called 'universal' human rights are articulated and practiced differently in different places. Throughout this course, we shall explore human rights as means of empowerment as well as oppression. [24L]

Prerequisite: Completion of third-year requirements for any Specialist or Major program in ENV or GGR or PI

Recommended Preparation: GGR202H5, GGR208H5, GGR313H5

Rationale: This course is designed to facilitate student engagement with complex social issues related to questions of social justice. Earlier courses in the human geography curriculum touch on issues of social justice but do not develop them in detail. This course would bring together the debates studied in earlier classes through the lens of human rights. Furthermore, this course is appropriate for an upper-level undergraduate course due to the analytic sophistication necessary to identify the nuance of human rights policies. [24L]

No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #9 GGR497H5 Human Geography Research Project (SSc)

Description: This independent project course is designed to give students experience in the definition and execution of a one-term research study on a human geography topic, under the guidance of a member of the faculty. Students who wish to pursue this option with a specific faculty member or who have an idea for a research project should approach the faculty member early - before the start of the academic term - to negotiate the terms of the project. [12P]

Prerequisite: P.I., Completion of 3rd-year requirements towards a Geography Major or Specialist program

Rationale: Providing students with the opportunity to complete an independent research project that lasts only one term.

No. Hours Instruction: 12P
Offered at St George: No
Revived Course: No

Course #10 MGM364H5 Labour Relations (SSc)

Description: The role, structure, and performance of industrial relations within the framework of Canada's socio-economic-political system. Growth and history of the Canadian Labour movement: its philosophy and structure. Management's strategies and tactics in collective bargaining; public policy in the field of industrial relations; strikes in so-called emergency situations: the role of unions and collective bargaining in inflation. [24L]

Exclusion: ECO244Y5

Prerequisite: MGT260H5

Rationale: This is a new course for the HRMIR Specialist approved by ACC in March 2014.

No. Hours Instruction:
Offered at St George: No
Revived Course: No

Course #11 MGM365H5 HR Planning (SSc)

Description: During Human Resource Planning, organizations identify changes in human resources required to meet their future goals. In this course, students will learn about the steps involved in HR Planning including labour market forecasting, goal setting and strategic planning, and program implementation and evaluation. [24L]

Prerequisite: MGT260H5

Rationale: This is a new course for the HRMIR Specialist passed by ACC in March 2014.

No. Hours Instruction:

Offered at St George: No

Revived Course: No

Course #12 MGM464H5 Recruitment and Selection (SSc)

Description: An organization's success depends on its ability to recruit and select top talent. This course is designed to provide students with a deep understanding of the methods and application of various recruitment and selection techniques within organizations. Students will learn to recognize and create effective, resource-efficient recruitment programs, and how to identify the most qualified individuals from a pool of applicants. [24L]

Prerequisite: MGT260H5

Rationale: This is a new course for the HRMIR Specialist approved by ACC in March 2014.

No. Hours Instruction:

Offered at St George: No

Revived Course: No

Course #13 MGM465H5 Occupational Health & Safety (SSc)

Description: As individuals spend more and more time at work, it becomes increasingly important for organizations to protect their employees from harm and to support their physical, psychological, emotional, and social welfare. Students in this course will gain the knowledge and skills necessary to design and foster healthy and safe working environments. [24L]

Prerequisite: MGT260H5

Rationale: This is a required course for the HRMIR Specialist approved by ACC in March 2014.

No. Hours Instruction:

Offered at St George: No

Revived Course: No

Course #14 MGM466H5 Training & Development (SSc)

Description: The goal of training and development is to grow the potential of employees within an organization. This course is designed to provide students with an understanding of how to improve job-related competencies through training and how to prepare employees for future job responsibilities through development. Topics covered include needs assessment, design, implementation, and evaluation of training and development programs. [24L]

Prerequisite: MGT260H5

Rationale: This is a required course for the HRMIR Specialist which was passed by ACC in March 2014.

No. Hours Instruction:

Offered at St George: No

Revived Course: No

Course #15 MGT467H5 Labour and Employment Law (SSc)

Description: This course examines the various laws which govern the relationship between organizations, employees, unions, and the government. Topics covered include industrial relations, workplace health and safety regulations, and employment standards (minimum wage, working hours, holidays, severance, etc.). [24L]

Prerequisite: MGT260H5

Rationale: This is an elective course for the HRMIR Specialist which was passed by ACC in March 2014.
No. Hours
Instruction:
Offered at St George: No
Revived Course: No

Course #16 SOC208H5 Crime and Organizations (SSc)

Description: An analysis of the intersection between crime and organizations. This course introduces students to various organizational theories and examines crime by organizations, crime within organizations, and crime that is organized. [24L]
Prerequisite: SOC100H5
Rationale: This course fills a gap in second year CSL offerings. It will also provide a solid background for students interested in the proposed 400 level identity crime course. In addition, this course may be of interest to students interested in the sociology of organizations.
No. Hours
Instruction: 24 L
Offered at St George: No
Revived Course: No

Course #17 SOC318H5 Sociology of Mental Health and Mental Disorders (SSc)

Description: An overview of the link between social inequality and inequality in distress, focusing on differences in mental health across social groups and the role of stress and coping resources in explaining group differences.
Exclusion: SOC363H1
Prerequisite: SOC100H5, 1.0 SOC credit at the 200 level.
Rationale: This 300 level course is an important new offering in the area of health, which UTM is trying to build and which will draw students from across campus. It can be listed under the Social Inequality Stream.
No. Hours
Instruction: 24 L
Offered at St George: Yes
Revived Course: No

Course #18 SOC328H5 Drugs in the City (SSc)

Description: This course will explore illegal urban drug markets in Canada and the United States. Specifically, it will focus on how urban drug markets and drug use are influenced by drug cycles, moral panics, the economy, and criminal justice policy. Moreover, it will sociologically analyze the business practices, subcultures, and gendered interactions of drug market participants. [24L]
Prerequisite: SOC100H5, 209H5
Rationale:
 1. Currently, the Criminology and Socio-Legal Studies Program offers no course that focuses on illegal drug markets.
 2. This course focuses on the sale and consumption of illegal drugs and its related criminal activity. Drug-related crime, both violent and non-violent, accounts for most of the felony arrests in North America.
 3. This course discusses the contentious debates surrounding illegal drugs. Such debates play a large role in shaping public perceptions and criminal justice policy.
 4. This course explores the intersections of race, class, time, and gender in the social worlds of drug market participants. This component is often ignored in standard criminological courses and brings students closer to the life worlds of drug market participants.
No. Hours
Instruction: 24 L
Offered at St George: No
Revived Course: No

Course #19 SOC418H5 Senior Seminar in the Sociology of Health (SSc)

Description: This course offers an in-depth examination of selected topics in the sociology of health. [24S]
Prerequisite: SOC221H5, 222H5, 1.0 SOC credit at the 300 level.
Rationale: This 400 level seminar is an important new offering in the area of health, which UTM is trying to build and which will draw students from across campus. It can be listed under the Social Inequality Stream.
No. Hours Instruction: 24 S
Offered at St George: No
Revived Course: No

Course #20 SOC423H5 Identity Crime (SSc)

Description: This interactive course concentrates on identity theft and fraud. It provides a critical examination of definitions of, sociological explanations for, and responses to identity crime. Identity crime is examined in the broader context of privacy, national security and organized crime. [24L]
Exclusion: SOC346H5 Special Topics in Crime and Law: Identity Crime (Fall 2012 and Fall 2013)
Prerequisite: SOC205H5/221H5/222H5, 209H5, 1.0 SOC credit at the 300 level.
Rationale: This course has been twice offered as a Special Topic course. It will apply the knowledge that students acquire from the proposed second year Crime and Organizations course. It also provides an additional option at the 400 level. This course will also pilot two innovations: first, it will be developed using problem-based learning pedagogy, which requires students to work together to solve successively more complicated problems relating to the topic; second, it has informally been slated to be offered in the new active learning classrooms that are being constructed at UTM (this is tentative, and contingent on completion, availability, and room size).
No. Hours Instruction: 24 L
Offered at St George: No
Revived Course: No

Course #21 SOC430H5 Developments in Sociological Theory (SSc)

Description: This course presents a discussion and in-depth analysis of strands in contemporary sociological theory from the 1920s to the present day. Topics may include race and ethnicity, gender, class, post-colonial theory, queer theory, intersectionality, symbolic interactionism, new institutionalism, post-structuralism, and culture. [24L]
Prerequisite: SOC231H5
Rationale: This course builds on the ideas in SOC231H5, Classical Sociological Theory, showing how 18th and 19th century sociological concepts have been extended, revised, or set aside in the context of societal change. This class will be writing intensive, providing students with the opportunity to develop skills around constructing and deploying a theoretical framework.
No. Hours Instruction: 24 L
Offered at St George: No
Revived Course: No

Courses - Resource Implications

Course #1 ANT212H5 Who am I? Topics in Identity and Difference

Resource implications: TA support.

Course #2 ANT358H5 Field Methods in Sociocultural Anthropology

Resource implications: No resource implications for change in course title.

Course #3 ANT364H5 Fieldwork in Language, Culture, and Society

Resource implications: TA funding support-approval for TA funding support received from the Dean's office, September 25, 2014.

Course #4 ANT365H5 Meaning, Self, Society

Resource implications: None resource implications.

Course #5 ANT370H5 Environment, Culture and Film

Resource implications: None for the addition of prerequisites.

Course #6 ANT398H5 Independent Reading

Resource implications: None.

Course #7 ANT461H5 Advanced Seminar in Sociocultural and Linguistic Anthropology

Resource implications: None.

Course #8 ANT462H5 Living and Dying: Topics in Medical Anthropology & Global Health

Resource implications: None.

Course #9 ANT499H5 Advanced Independent Research

Resource implications: None.

Course #10 CCT110H5 Rhetoric and Media

Resource implications: None

Course #11 CCT208H5 Communications Research Methods

Resource implications: None

Course #12 CCT222H5 Political Economy of Communication, Culture, and Technology

Resource implications: None. This course will be taught by current faculty and potential new hires.

Course #13 CCT302H5 Developing and Managing Communication Campaigns and Projects

Resource implications: None

Course #14 CCT303H5 Communicating In and Between Organizations

Resource implications: None

Course #15 CCT304H5 Visual Rhetoric and Digital Environments

Resource implications: None

Course #16 CCT312H5 Interactive Story Telling for Game Development (SH)

Resource implications: None

Course #17 CCT320H5 Communication, Technology, and Social Change

Resource implications: None

Course #18 CCT335H5 Technology and the City (SH)

Resource implications: None

Course #19 CCT353H5 Digital Media: Video (SH)

Resource implications: None

Course #20 CCT357H5 Digital Media: Photography (SH)

Resource implications: None

Course #21 CCT384H5 Inclusive Design and Social Responsibility (SH)

Resource implications: None

Course #22 CCT403H5 Finance, Innovation and the Digital Firm

Resource implications: None. This course has been taught by a cross appointed faculty member with the Management department.

Course #23 CCT409H5 Special Topics in Work-Based Learning

Resource implications: None

Course #24 CCT410H5 CCIT Internship I

Resource implications: None

Course #25 CCT411H5 CCIT Internship II

Resource implications: None

Course #26 CCT413H5 Work Integrated Learning (IDM)

Resource implications: None

Course #27 CCT414H5 Special Topics in Knowledge, Media and Design (IDM)

Resource implications: None

Course #28 CCT457H5 Digital Media: Advanced Photography Production (SH)

Resource implications: None

Course #29 CTE388H5 Experiential Learning Opportunity within the Community

Resource implications: None.

Course #30 CTE388Y5 Anchor Subject Internship

Resource implications: None.

Course #31 ECO200Y5 Microeconomic Theory

Resource implications: None

Course #32 ECO220Y5 Quantitative Methods in Economics

Resource implications: None

Course #33 ECO227Y5 Quantitative Methods in Economics

Resource implications: None

Course #34 ECO244Y5 Industrial Relations

Resource implications: None

Course #35 ECO261H5 Labour Market Policies

Resource implications: None

Course #36 ECO325H5 Advanced Economic Theory - Macro

Resource implications: None

Course #37 ECO353Y5 Special Topics in Economics

Resource implications: None

Course #38 ECO400Y5 Economics Internship

Resource implications: None

Course #39 ECO439Y5 The Economics of Cities & Regions: Productivity, Technology & Jobs

Resource implications: None

Course #40 ECO460H5 Introduction to Financial Risk Management

Resource implications: None

Course #41 ENV250Y5 Environmental Politics in Canada

Resource implications: none

Course #42 ENV299Y5 Research Opportunity Program

Resource implications: none

Course #43 ENV310H5 The Sustainability Imperative

Resource implications: none

Course #44 ENV320H5 Managing Our Waste

Resource implications: none

Course #45 ENV331H5 Field Course in Sustainability

Resource implications: none

Course #46 ENV332H5 Practicum in Environmental Project Management

Resource implications: none

Course #47 ENV351H5 Comparative Environmental Policy

Resource implications: none

Course #48 ENV393H5 Methods of Environmental Assessment

Resource implications: none

Course #49 ENV399Y5 Research Opportunity Program

Resource implications: none

Course #50 ENV420H5 Geography of Food: Geographical Patterns and Environmental Impacts

Resource implications: none

Course #51 ENV425H5 Managing Urban Ecosystems

Resource implications: none

Course #52 ENV452H5 Politics and Policy of Wildlife Conservation

Resource implications: none

Course #53 ENV491H5 Special Topics in Environmental Studies

Resource implications: none

Course #54 ENV497H5 Environmental Research Project

Resource implications: none

Course #55 FSC360H5 Evidence, Law and Forensic Science in Canada

Resource implications: No implications.

Course #56 GGR111H5 Human Geography

Resource implications: none

Course #57 GGR202H5 Geography of Canada

Resource implications: none

Course #58 GGR207H5 Cities, Urbanization and Development

Resource implications: none

Course #59 GGR208H5 Population Geography

Resource implications: none for exclusions listed TA support for tutorials

Course #60 GGR209H5 Economic Geography

Resource implications: none

Course #61 GGR252H5 Retail Geography

Resource implications: none

Course #62 GGR277H5 Social Research Methods

Resource implications: none

Course #63 GGR287H5 Food and Globalization

Resource implications: none

Course #64 GGR288H5 World Fresh Water Resources

Resource implications: none

Course #65 GGR313H5 Gender and the City

Resource implications: none

Course #66 GGR318H5 Political Geography

Resource implications: none

Course #67 GGR322H5 GIS and Population Health

Resource implications: none

Course #68 GGR325H5 Business and Industrial Geography

Resource implications: NONE

Course #69 GGR348H5 The Great Lakes - A Sustainable Natural Resource?

Resource implications: none

Course #70 GGR349H5 Cities in Transition

Resource implications: none

Course #71 GGR353H5 Geography of Health and Health Care

Resource implications: none

Course #72 GGR354H5 Geographies of Youth Development

Resource implications: none

Course #73 GGR361H5 City Planning and Development

Resource implications: none

Course #74 GGR365H5 Trade and Globalization

Resource implications: none

Course #75 GGR370H5 The Geography of Transportation

Resource implications: none

Course #76 GGR380H5 Communicating with Maps

Resource implications: none

Course #77 GGR389H5 Field Studies in Human Geography

Resource implications: none

Course #78 GGR399Y5 Research Opportunity Program

Resource implications: none

Course #79 GGR417Y5 Honours Thesis

Resource implications: none

Course #80 GGR419H5 Geography of Food: Spatial Organization and Policy Controversies

Resource implications: none

Course #81 GGR420H5 Geography of Finance and Financial Crisis

Resource implications: none

Course #82 GGR426H5 The Geographies of Human Rights

Resource implications: none

Course #83 GGR489H5 Special Topics in Human Geography

Resource implications: none

Course #84 GGR497H5 Human Geography Research Project

Resource implications: none

Course #85 HHS200H5 Methodological Perspectives on the Biological and Social Determinants of Health

Resource implications: none

Course #86 JAL253H5 Language and Society

Resource implications: None.

Course #87 JAL355H5 Language and Gender

Resource implications: None.

Course #88 JEG401Y5 Geography / Environment Social Science Internship

Resource implications: none

Course #89 JGE378H5 Natural Hazards

Resource implications: none

Course #90 LIN256H5 Sociolinguistics

Resource implications: None.

Course #91 MGD421H5 Technological Entrepreneurship

Resource implications: None

Course #92 MGD422H5 Management of Technological Innovation

Resource implications: None

Course #93 MGD423H5 Technology in Organizations

Resource implications: None

Course #94 MGD427H5 Advanced Legal Issues

Resource implications: None

Course #95 MGM301H5 Analysis for Decision and Control

Resource implications: None

Course #96 MGM364H5 Labour Relations

Resource implications: Part of a faculty's teaching load in 2016-17.

Course #97 MGM365H5 HR Planning

Resource implications: This will be part of a faculty members load in 2016-17

Course #98 MGM390H5 Business Law

Resource implications: None

Course #99 MGM464H5 Recruitment and Selection

Resource implications: This course will not be offered until 2017-18 and will be part of a faculty members teaching load.

Course #100 MGM465H5 Occupational Health & Safety

Resource implications: This course will not be offered until 2017-18 and will be part of a faculty members teaching load.

Course #101 MGM466H5 Training & Development

Resource implications: The course will not be offered until 2017-18 and will be part of a faculty members teaching load.

Course #102 MGT260H5 Human Resource Management

Resource implications: None

Course #103 MGT262H5 Individual and Group Behaviour in Organizations

Resource implications: None

Course #104 MGT299Y5 Research Opportunity Program

Courses - Resource Implications

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Social Sciences/ICCIT

Resource implications: None

Course #105 MGT323H5 Managerial Accounting II

Resource implications: None

Course #106 MGT338H5 Business Finance I

Resource implications: None

Course #107 MGT339H5 Business Finance II

Resource implications: None

Course #108 MGT371H5 Introduction to Business Information Systems

Resource implications: None

Course #109 MGT399Y5 Research Opportunity Program

Resource implications: None

Course #110 MGT401H5 Supervised Reading Course on an Approved Subject

Resource implications: None

Course #111 MGT402H5 Supervised Reading Course on an Approved Subject

Resource implications: None

Course #112 MGT467H5 Labour and Employment Law

Resource implications: This course will not be offered until 2017-18 and will be part of faculty members teaching load.

Course #113 MGT480H5 Internship

Resource implications: None

Course #114 SOC100H5 Introduction to Sociology

Resource implications: Not applicable

Course #115 SOC208H5 Crime and Organizations

Resource implications: Not applicable

Course #116 SOC209H5 Introduction to Criminology and Socio-Legal Studies

Resource implications: Not applicable

Course #117 SOC219H5 Gender, Crime and Justice

Resource implications: Not applicable

Course #118 SOC227H5 Sociology of Work and Occupations

Resource implications: Not applicable.

Course #119 SOC231H5 Classical Sociological Theory

Courses - Resource Implications

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Social Sciences/ICCIT

Resource implications: Not applicable.

Course #120 SOC240H5 Introduction to Social Policy

Resource implications: Not applicable

Course #121 SOC299Y5 Research Opportunity Program

Resource implications: Not applicable

Course #122 SOC307H5 Crime and Delinquency

Resource implications: Not applicable

Course #123 SOC310H5 Youth Justice

Resource implications: Not applicable.

Course #124 SOC316H5 Crime Prevention and Security

Resource implications: Not applicable

Course #125 SOC317H5 Shopping and Society

Resource implications: Not applicable.

Course #126 SOC318H5 Sociology of Mental Health and Mental Disorders

Resource implications: Not applicable

Course #127 SOC326H5 Policing

Resource implications: Not applicable

Course #128 SOC328H5 Drugs in the City

Resource implications: Not applicable

Course #129 SOC330H5 Immigration and Crime

Resource implications: Not applicable

Course #130 SOC332H5 Race and Ethnicity I

Resource implications: Not applicable.

Course #131 SOC350H5 Quantitative Analysis

Resource implications: Not applicable

Course #132 SOC356H5 Population and Society

Resource implications: Not applicable.

Course #133 SOC371H5 Sociology of Punishment

Resource implications: Not applicable

Course #134 SOC384H5 Media Ethics and Policy: Controversies in Mass Communication

Resource implications: Not applicable

Course #135 SOC387H5 Qualitative Analysis

Resource implications: Not applicable

Course #136 SOC391H5 Independent Research

Resource implications: Not applicable.

Course #137 SOC392H5 Independent Research

Resource implications: Not applicable.

Course #138 SOC399Y5 Research Opportunity Program

Resource implications: Not applicable

Course #139 SOC404H5 Special Topics in Social Policy

Resource implications: Not applicable.

Course #140 SOC410H5 Senior Seminar in Inequality

Resource implications: Not applicable

Course #141 SOC411H5 Senior Seminar in Social Institutions

Resource implications: Not applicable.

Course #142 SOC412H5 Senior Seminar in the Sociology of Work

Resource implications: Not applicable

Course #143 SOC413H5 Senior Seminar in the Sociology of Gender

Resource implications: Not applicable

Course #144 SOC414H5 Senior Seminar in Political Sociology

Resource implications: Not applicable

Course #145 SOC416H5 Senior Seminar in the Sociology of Culture

Resource implications: Not applicable

Course #146 SOC417H5 Senior Seminar in the Sociology of Globalization

Resource implications: Not applicable

Course #147 SOC418H5 Senior Seminar in the Sociology of Health

Resource implications: Not applicable

Course #148 SOC423H5 Identity Crime

Resource implications: Not applicable

Course #149 SOC425H5 Gender in Global Contexts

Courses - Resource Implications

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Social Sciences/ICCIT

Resource implications: Not applicable

Course #150 SOC430H5 Developments in Sociological Theory

Resource implications: Not applicable

Course #151 SOC432H5 Sociology of Genocide

Resource implications: Not applicable

Course #152 SOC433H5 Power and Cultural Politics

Resource implications: Not applicable

Course #153 SOC444H5 Advanced Topics in Sociology

Resource implications: Not applicable

Course #154 SOC445H5 Advanced Topics in Sociology

Resource implications: Not applicable

Course #155 SOC446H5 Advanced Topics in Crime and Law

Resource implications: Not applicable

Course #156 SOC447H5 Advanced Topics in Criminology

Resource implications: Not applicable

Course #157 SOC448H5 Advanced Topics in Socio-Legal Studies

Resource implications: Not applicable

Course #158 SOC450H5 Inside-Out: Prisons and Punishment

Resource implications: Not applicable

Course #159 SOC456H5 Senior Seminar in Law and Society

Resource implications: Not applicable

Course #160 SOC457H5 Sociology of Race and Ethnicity

Resource implications: Not applicable

Course #161 SOC459H5 Science, Technology and Society

Resource implications: Not applicable

Course #162 SOC460H5 Migrant Labour

Resource implications: Not applicable

Course #163 SOC475H5 Sociology of Law and Lawyers

Resource implications: Not applicable

Course #164 SOC480Y5 Experiential Learning

Resource implications: Not applicable

Course #165 SOC499Y5 Research Opportunity Program

Resource implications: Not applicable

Course #166 WRI410H5 Professional Writing and Communication Internship 1

Resource implications: None

Course #167 WRI411H5 Professional Writing and Communication Internship II

Resource implications: None.

Course #168 WRI490H5 Special Topics in Writing

Resource implications: None

Course #169 utm111H5 utmONE Course: Tools of the Trade

Resource implications: There is none.

Course #170 utm112H5 utmONE Course: Power of Expression

Resource implications: There is none.

Course #171 utm192H5 utmONE Scholars: Language, Culture, and Mind

Resource implications: There are none.

Deleted Courses

Course #1 CCT375H5 Immersive Virtual Environments and Multimodal Interfaces

Rationale: This course is no longer required as the content has been replaced with CCT385H5 An Introduction to Immersive Environments.

Course #2 CTE100H5 Child and Adolescent Development in Education

Rationale: The Concurrent Teacher Education Program is being phased out. No further students within the program will be in need of completing this course beyond 2014-15.

Course #3 CTE200H5 Equity and Diversity in Education

Rationale: The Concurrent Teacher Education Program is being phased out. No further students within the program will be in need of completing this course beyond 2014-15.

Course #4 CTE250H5 Communication and Conflict Resolution

Rationale: The Concurrent Teacher Education Program is being phased out. No further students within the program will be in need of completing this course beyond 2014-15.

Course #5 ENV498Y5 Environmental Research Project

Rationale: Duplication of ROP's.

Course #6 MGM252H5 Principles of Marketing

Rationale: Management students will now take MGT252H5 which is the same course as MGM252H5. This avoids duplication of courses.

Course #7 MGM300H5 Organizational Behaviour

Rationale: Management students will now take MGT262H5 which is the same course as MGM300H5. This will avoid duplication of courses.

Course #8 MGM331H5 Investments

Rationale: There has been no demand for this course therefore we are removing it from the program.

Course #9 MGM371H5 Introduction to Information Systems

Rationale: Management students will now take MGT371H5 which is the same course as MGM371H5. This avoids duplication of courses.

Renumbered Courses

Course #1 MGM301H5 Analysis for Decision and Control

Before: ***MGM200H5***

After: ***MGM301H5***

Rationale: We want to move the course to 3rd year to make room for MGT262H5. It also provides a balance against a heavily quantitative course load in the 2nd year. Students take STA218H5 in second year.

Course #2 MGM390H5 Business Law

Before: ***MGM290H5***

After: ***MGM390H5***

Rationale: We've moved MGM390H to third year to allow students to build a foundation in the management core in their 2nd year including both quantitative and qualitative courses in the management disciplines.

Course #3 MGT260H5 Human Resource Management

Before: ***MGT460H5***

After: ***MGT260H5***

Rationale: MGT260 is an introductory course to Human Resource Management providing an overview, and thus students need to take this course before taking more specialized courses in the discipline in the upper years. There are no prerequisites required.

Rewighted Courses

Course #1 ANT398H5 Independent Reading

Before: **ANT398Y5**

After: **ANT398H5**

Rationale: Full year Independent Reading course reweighted to half year (H) to keep in line with other independent study courses in the department.

Course #2 ANT499H5 Advanced Independent Research

Before: **ANT499Y5**

After: **ANT499H5**

Rationale: Full year Advanced Independent Research course reweighted to half year (H) course to keep in line with other independent study courses in the department.

Courses - Description Changes

Course #1 ANT364H5 Fieldwork in Language, Culture, and Society

Before: This course will give students hands-on experience in methods for recording, transcribing, coding, and analyzing ethnographic data in linguistic anthropology. Students will synthesize weekly reading materials focused on these methods with actual, collaborative, in-class practice on a designated topic in the anthropology of everyday social interaction. Through this synthesis students will come to discern the relationship between everyday instances of communication between people and what the patterns of speech in this interaction may say about larger society. Students will be expected to develop their own analyses of the data collected under the guidance of the instructor and to formulate a final project.
[12L, 12P]

After: This course will give students hands-on experience in methods for recording, transcribing, coding, and analyzing ethnographic data in linguistic anthropology. Students will synthesize weekly reading materials focused on these methods with actual, collaborative, in-class practice on a designated topic in the anthropology of everyday social interaction. Through this synthesis students will come to discern the relationship between everyday instances of communication between people and what the patterns of speech in this interaction may say about larger society. Students will be expected to develop their own analyses of the data collected under the guidance of the instructor and to formulate a final project.
[24L, 12P]

Rationale: This course is currently set to 12L, 12P, entirely taught by the professor, but it is not enough contact hours for a fieldwork class, so the increase brings it into line with our other Anthropology fieldwork classes.

Course #2 ANT365H5 Meaning, Self, Society

Before: This course ~~serves as a reading-intensive seminar-style introduction~~ to the ~~concerns~~ of ~~symbolic or semiotic anthropology~~. Readings in cultural theory and ethnography will be used to engage with questions regarding the construction of meaning in relation to ethnic identity, social structure, gender, political economy, personhood, and religion. Drawing on classic texts ~~on ritual and myth~~, students will ~~be encouraged~~ to apply the lens of symbolic analysis to interpret contemporary social ~~formations~~. [24L]

After: *Humans, to paraphrase Clifford Geertz, are suspended in webs of meaning that they themselves have spun.* This course introduces students to the tools anthropologists and others have developed in order to analyze and understand these webs of meaning. Readings in philosophy, cultural theory and ethnography will be used to engage with questions regarding the construction of meaning in relation to ethnic identity, social structure, gender, political economy, personhood, and religion. Drawing on classic texts and the tools of semiotics, students will learn to apply the lens of symbolic analysis to interpret a range of contemporary social phenomena. [24L]

Rationale: The proposed description better conveys the content of the course.

Course #3 ANT461H5 Advanced Seminar in Sociocultural and Linguistic Anthropology

Before: *This seminar has competitive entry, and is capped at 20. Interested students must apply directly to the department.*

After: .

Rationale: 24L changed to 24S to reflect in the manner which the course is taught.

Course #4 ANT461H5 Advanced Seminar in Sociocultural and Linguistic Anthropology

Before: This fourth-year seminar is designed for anthropology majors and specialists with an interest in sociocultural and linguistic anthropology. While seminar themes will vary, the aim is to provide a forum in which advanced students interested in graduate school can discuss cutting edge topics in the discipline. **[24L]**

After: This fourth-year seminar is designed for anthropology majors and specialists with an interest in sociocultural and linguistic anthropology. While seminar themes will vary, the aim is to provide a forum in which advanced students interested in graduate school can discuss cutting edge topics in the discipline. **[24S]**

Rationale: 24L changed to 24S to reflect in the manner which the course is taught.

Course #5 CCT384H5 Inclusive Design and Social Responsibility (SH)

Before: The course ~~will examine the positive and negative effect of the built and social environments on communication performance, psychological well-being and social interaction and how these effects may vary over the lifespan and for those in special populations in the contexts of work, education, housing,~~

~~health care and access to public facilities.~~ [24L, 12T]

After: The course provides an overview of inclusive design, a paradigm that empowers people of all ages and abilities. By analyzing products, buildings and communities from an inclusive perspective and making the needs of people the central focus of the design process this new paradigm seeks to develop form from function to increase the usefulness and responsiveness of our physical world for a wider and more diverse range of people. [24L, 12T]

Rationale: This description better reflects contents of this course.

Course #6 CCT457H5 Digital Media: Advanced Photography Production (SH)

Before: This course focuses on advanced theoretical and practical aspects of digital image production and editing. Production techniques, professional practices and workflows, the relationship of form to content, and digital darkroom strategies will be investigated. Over the course of the term students will work individually and in teams create and edit images using professional grade digital technologies. [24L, 24P]

After: This course focuses on advanced theoretical and practical aspects of digital image production and editing. Production techniques, professional practices and workflows, the relationship of form to content, and digital darkroom strategies will be investigated. Over the course of the term students will work individually and in teams **to** create and edit images using professional grade digital technologies. [24L, 24P]

Rationale: This title better reflects course content.

Course #7 CTE388H5 Experiential Learning Opportunity within the Community

Before: ***NOTE: Restricted to students in Year 3 and 4 who are enrolled in the Concurrent Teacher Education Program.***

After:

Rationale: The title, description, and divisional change to this internship mirrors the equivalent course being proposed by the Department of Language Studies during this year's curriculum cycle. As the Concurrent Teacher Education Program phases out, the Department of Language Studies will look to adopt the education-related courses to support their Language Teaching and Learning Program. The additional notation of EXP after the title reflects that the internship qualifies as an experiential learning opportunity.

Course #8 CTE388H5 Experiential Learning Opportunity within the Community

Before: ~~The CTEP Anchor Subject Internship is a minimum 100-hour, education focused program component embedded within the undergraduate degree (HBA/HBSs). The internship connects the candidate's subject specialization to aspects of the teaching profession. The internship will integrate, extend, and deepen a student's learning experience as they begin to identify particular academic or professional insights over the course of their studies. Concurrent Education students can choose from a wide variety of internship opportunities (school sites, non-school sites, or international sites). Prior to registering, internship proposals must be approved by the CTEP Internship Co-ordinator/Advisor.~~

After: This internship is a minimum 100-hour experiential learning opportunity. The internship connects the student's subject specialization to aspects of the teaching/training development profession. It will integrate, extend, and deepen the learning experience as students begin to identify particular academic or professional insights. Prior to enrollment, internship proposals must be approved by the program coordinator.

Rationale: The title, description, and divisional change to this internship mirrors the equivalent course being proposed by the Department of Language Studies during this year's curriculum cycle. As the Concurrent Teacher Education Program phases out, the Department of Language Studies will look to adopt the education-related courses to support their Language Teaching and Learning Program. The additional notation of EXP after the title reflects that the internship qualifies as an experiential learning opportunity.

Course #9 ECO244Y5 Industrial Relations

Before:

After: ***This course is intended primarily for students in the HRIR Major program and cannot be applied to any Economics programs.***

Rationale: Explanation clarifies restrictions cited under program description.

Course #10 ECO261H5 Labour Market Policies

- Before:** This course is intended primarily for students in the **Human Resources and Industrial Relations** Major **Program**.
- After:** This course is intended primarily for students in the **HRIR** Major **program and cannot be applied to any Economics programs**.
- Rationale:** Explanation clarifies restrictions cited under program description.

Course #11 ECO400Y5 Economics Internship

- Before:** Through a part time, unpaid, 200-hour work placement, fourth year students apply economics content and skills. Placements are made throughout the GTA in both the private and public sectors. Successful candidates gain an opportunity to enhance their University experience through on-site work placements providing the possibility to develop skill sets within a business setting. Monthly class meetings plus year-end ~~report~~ and presentation are required. ~~Application deadline for this course is February of previous year. Late applications will not be accepted.~~ This ~~opportunity~~ is ~~aimed at non-Commerce students with a high CGPA.~~ Apply to Course Director: Professor K. ~~Wong~~
Email: kn.wong@utoronto.ca
- After:** Through a part time, unpaid, 200-hour work placement, fourth year students apply economics content and skills. Placements are made throughout the GTA in both the private and public sectors. Successful candidates gain an opportunity to enhance their University experience through on-site work placements providing the possibility to develop skill sets within a business setting. Monthly class meetings plus year-end and presentation are required. **Normally, the 200 hours will be completed by attending the work placement one full day each week from September to April. Students interested in a finance-industry placement are strongly recommended to arrange their course schedule to allow for a two day a week work placement in one semester.** This **arrangement increases the possibility of placement and enhances the experience although careful course planning is essential.** Apply to Course Director: Professor K. **Yu Room #KN 3268 Innovation Complex Email: kathleen.yu@utoronto.ca**
- Rationale:** Updated course exclusions and correct name and address of Director. The course description now details the option students have to choose a placement for 2 days/week for one full semester but emphasizes the importance for students to plan their course selection carefully in advance to provide them this type of availability.

Course #12 ECO400Y5 Economics Internship

- Before:**
- After:** ***ECO400Y5 course link for more information:
<http://www.utm.utoronto.ca/economics/experiential-learning>***
- Rationale:** Updated course exclusions and correct name and address of Director. The course description now details the option students have to choose a placement for 2 days/week for one full semester but emphasizes the importance for students to plan their course selection carefully in advance to provide them this type of availability.

Course #13 ENV331H5 Field Course in Sustainability

- Before:** Admission to course will be through application due by March 15. The student's application will be to Prof. H. Shear, and must include a current transcript, a current curriculum vita, and a letter of application explaining why their qualifications and interest make them suitable candidates for the opportunity. Completion of ENV332H5 (formerly ENV232H5) is an asset. Applicants who meet minimum criteria will be selected for an interview. Acceptance will be based on a combination of GPA, experience, qualifications and interview performance. There is a cost associated with this course that accepted students will be responsible for.
- After:** Admission to course will be through application due by March 15. The student's application will be to Prof. H. Shear, and must include a current transcript, a current curriculum vita, and a letter of application explaining why their qualifications and interest make them suitable candidates for the opportunity. Completion of ENV332H5 (formerly ENV232H5) is an asset. Applicants who meet minimum criteria will be selected for an interview. Acceptance will be based on a combination of GPA, experience, qualifications and interview performance. There is a cost ***in addition to tuition*** associated with this course that accepted students will be responsible for.
- Rationale:** updated pre requisite

Course #14 ENV420H5 Geography of Food: Geographical Patterns and Environmental Impacts

- Before:**

This seminar course examines the geographic patterns and environmental impacts of our food production and distribution system. Topics include the sustainability of the current system as well as alternatives to the norm. The geographic focus is Southern Ontario. Topics such as food miles, urban agriculture, and small scale production systems are also evaluated.

This course fulfills 1 field day. [24S] ***(This is a cross-listing course as GGR419H5)***

After: This seminar course examines the geographic patterns and environmental impacts of our food production and distribution system. Topics include the sustainability of the current system as well as alternatives to the norm. The geographic focus is Southern Ontario. Topics such as food miles, urban agriculture, and small scale production systems are also evaluated. [24S]

Rationale: missing pre requisite information

Course #15 ENV425H5 Managing Urban Ecosystems

Before: This seminar course examines the ways people interact with and manage urban ecosystems. The role of municipal policy, residents' attitudes, neighborhood characteristics, and other factors will be examined in-depth. Throughout the course, issues associated with bridging the gaps between the social and natural sciences, unique characteristics of urban ecosystems, and the role of individual decision-makers will be considered.

After: This seminar course examines the ways people interact with and manage urban ecosystems. The role of municipal policy, residents' attitudes, neighborhood characteristics, and other factors will be examined in-depth. Throughout the course, issues associated with bridging the gaps between the social and natural sciences, unique characteristics of urban ecosystems, and the role of individual decision-makers will be considered. [24L]

Rationale: missing instruction time in course description.

Course #16 FSC360H5 Evidence, Law and Forensic Science in Canada

Before: (Priority given to Forensic Science Specialists and ***Majors.***)

After: (Priority given ***first*** to Forensic Science Specialists and ***Majors; then Minors.***)

Rationale:

Course #17 GGR208H5 Population Geography

Before: This course examines the link between people and places from a global perspective. The course will cover topics related to population patterns and processes, geographic theories related to population and sustainability, as well as the tools used by geographers to study population size, composition and migration. [24L]

After: This course examines the link between people and places from a global perspective. The course will cover topics related to population patterns and processes, geographic theories related to population and sustainability, as well as the tools used by geographers to study population size, composition and migration. [24L, 12T]

Rationale: -added exclusions due to similar course content -adding tutorials to help provide additional time/support for students to develop their skills in the following areas: library resource skills, information literacy, and writing and communication. They will receive instructions and formative feedback from TAs to assist their understanding of the material and ability to communicate that material effectively.

Course #18 GGR313H5 Gender and the City

Before: In this course students will be introduced to approaches in social geography that examine the links between gender and urban environments. Specific topics and issues to be covered include, for example, poverty, work, sex trade, human trafficking and safety. Topics will be explored across multiple scales including bodies, home, neighbourhood and community. [24L, 12T]

After: In this course students will be introduced to approaches in social geography that examine the links between gender and urban environments. Specific topics and issues to be covered include, for example, poverty, work, sex trade, human trafficking and safety. Topics will be explored across multiple scales including bodies, home, neighbourhood and community. ***This course fulfills 1 field day.*** [24L, 12T]

Rationale: Standardization of prerequisites for all third year course offerings.

Course #19 GGR370H5 The Geography of Transportation

Before:

Transportation is an integral aspect of our daily lives and plays a key role in shaping the economy and the environment. Through this course, students will explore the geography of transportation. Topics will include, mobility and accessibility, transportation networks and flows, Geographic Information Systems in Transport (GIS-T), planning and policy, environmental and human health impacts, and other current issues. [24L, **6P**]

After: Transportation is an integral aspect of our daily lives and plays a key role in shaping the economy and the environment. Through this course, students will explore the geography of transportation. Topics will include, mobility and accessibility, transportation networks and flows, Geographic Information Systems in Transport (GIS-T), planning and policy, environmental and human health impacts, and other current issues. [24L, **12P**]

Rationale: Rationale for prerequisite change: Standardization of prerequisites for third year course offerings. Rationale for increased practical sessions: students require more technical instructions to complete the labs which make use of real world data in a real world setting.

Course #20 GGR380H5 Communicating with Maps

Before: ~~Cartographic positivism. Myth and meaning~~ in maps. ~~Cognitive~~ cartographic theory, cartographic ethics and map use and misuse in the mass media. The political and social discourse in maps is ~~diffused~~ through cartographic criticism, ~~which includes~~ the application of graphic logic and design principles, and through an understanding of external and internal power relations in maps. [24L, 12P]

After: This course teaches and examines the principles of cartography and provides experience in producing and reading maps. While students will learn how to map using GIS software, the emphasis is on the principles and the ability to communicate via maps. The second half of the course explores the literature on cartology and cartographic positivism, delving into myth and meaning in maps, cognitive cartographic theory, cartographic ethics and map use and misuse in the mass media. The political and social discourse in maps is analyzed through cartographic criticism, through the application of graphic logic and design principles, and through an understanding of external and internal power relations in maps. [24L, 12P]

Rationale: Standardization of prerequisites for third year course offerings. Course description change better reflects course content.

Course #21 GGR389H5 Field Studies in Human Geography

Before: This course will provide students with a first-hand exposure to the social, urban, historical and cultural geography of a North American city. During a 5-7 day stay in a city, students will apply basic field methods, such as observation and field note taking, to gain an in-depth understanding of the landscape and build environment. Students will participate in collecting primary observational data as well as gathering information gleaned from guided tours, lectures and group discussion. **Prerequisite: 3rd-year standing in GGR (Arts) Specialist Program or ENV Specialist Management or permission of the Instructor, plus application and interview.** Admission to course will be through application due by **March 15**. The student's application must be submitted to Sabrina Ferrari and must include a current transcript, a current curriculum vita, and a letter of application explaining why their qualifications and interest make them suitable candidates for this field course opportunity. Applicants who meet minimum criteria will be selected for an interview. Acceptance will be based on a combination of GPA, experience, qualifications and interview performance. There is a nonrefundable fee associated with this course beyond tuition, for which the accepted students are responsible. This course fulfills 6 field days.

After: This course will provide students with a first-hand exposure to the social, urban, historical and cultural geography of a North American city. During a 5-7 day stay in a city, students will apply basic field methods, such as observation and field note taking, to gain an in-depth understanding of the landscape and build environment. Students will participate in collecting primary observational data as well as gathering information gleaned from guided tours, lectures and group discussion. Admission to course will be through application due by **end of March**. The student's application must be submitted to Sabrina Ferrari and must include a current transcript, a current curriculum vita, and a letter of application explaining why their qualifications and interest make them suitable candidates for this field course opportunity. Applicants who meet minimum criteria will be selected for an interview. Acceptance will be based on a combination of GPA, experience, qualifications and interview performance. There is a nonrefundable fee associated with this course beyond tuition, for which the accepted students are responsible. This course fulfills 6 field days.

Rationale: added STG course exclusion - similar content Update prerequisites. Updated description

Course #22 GGR419H5 Geography of Food: Spatial Organization and Policy Controversies

Before: This seminar course examines the ~~geographic patterns~~ and ~~environmental impacts~~ of our food production and distribution system. Topics include the ~~sustainability of the current system, as well as alternatives to the norm.~~ ~~The geographic focus is Southern Ontario. Topics such as~~ food ~~miles~~, urban agriculture, ~~and small scale~~ production systems ~~are also evaluated.~~ This course fulfills one field day. [24S] ~~(This course is cross-listed as ENV420H5.)~~

After:

This seminar course examines the spatial organization and some of the main policy controversies surrounding our food production and distribution system. Topics covered include traditional agriculture and the rise of agri-business, food safety and security, food miles and urban agriculture, the environmental impacts of different production systems and agricultural trade liberalization. Cases discussed range from global issues to Southern Ontario. This course fulfills one field day. [24S]

Rationale: New course description/title to better reflect the topics covered.

Course #23 GGR420H5 Geography of Finance and Financial Crisis

Before: The ~~rupture in the global economy following the collapse of Lehman Brothers in the United States~~ brought to mainstream attention the important role played by ~~finance. Suddenly a host of~~ new and strange terms ~~were finding their way into the mainstream press:~~ subprime, derivatives, ABCP, libor, CDS, CDOs. The aftermath of crisis also ~~saw a host of different phenomenon emerge, including~~ mortgage foreclosures and evictions, factory closures, bailouts of large banks and hedge funds, and the implosion of public finances in a number of European nations. ~~All this at the same time some countries experienced commodity booms and renewed real estate inflation.~~ This course seeks to understand the spatial organization of financial flows, intermediaries, and instruments, and how these may be related to the apparently disparate phenomenon cited above. It explores how this geography of finance might be related to the production of financial ~~crises,~~ and how the global geography of international finance relates to the public finances of nations and municipalities, pension and hedge funds, and individual investors. ~~The~~ course begins by exploring the workings of international finance, and the ~~significant literature on the geography of financialization and the globalization of finance. It then moves to examine the~~ history of financial ~~crises,~~ including both the current crisis and the great ~~depression, and to~~ consider the different theories of financial crisis emanating from disparate political-economic-geographical perspectives, as well as the divergent policy implications that flow from such theories. The course then explores on the literature regarding the localized effects of the geography of finance, from the geography of sub-prime lending and foreclosures, to unemployment in selected European cities, the geography of new start-ups in developing nations, and the geography of credit card debt, bankruptcies and defaults.

After: The global financial crisis brought to mainstream attention the important role played by finance, and new and strange terms such as subprime, derivatives, ABCP, libor, CDS, CDOs. The aftermath of crisis also witnessed mortgage foreclosures and evictions, factory closures, bailouts of large banks and hedge funds, and the implosion of public finances in a number of European nations. This course seeks to understand the spatial organization of financial flows, intermediaries, and instruments, and how these may be related to the apparently disparate phenomenon cited above. It explores how this geography of finance might be related to the production of financial crisis, and how the global geography of international finance relates to the public finances of nations and municipalities, pension and hedge funds, and individual investors. This course begins by exploring the workings of international finance, and examining the history of financial crisis, including both the current crisis and the great depression. We consider the different theories of financial crisis emanating from disparate political-economic-geographical perspectives, as well as the divergent policy implications that flow from such theories. The course then explores on the literature regarding the localized effects of the geography of finance, from the geography of sub-prime lending and foreclosures, to unemployment in selected European cities, the geography of new start-ups in developing nations, and the geography of credit card debt, bankruptcies and defaults.

Rationale: new course descriptions better explains content of course prerequisite change due to standardization of prerequisites for fourth year courses.

Course #24 HHS200H5 Methodological Perspectives on the Biological and Social Determinants of Health

Before: It is widely recognized that human health and development is shaped by a broad set of biological and social factors (e.g., genetics, lifestyle behaviours, socioeconomic status, access to health care). The ways in which health and its determinants are defined (biomedical vs. social perspectives), operationalized, and analysed, vary across disciplines. The goal of this course is to provide students with an introduction to the main theoretical and methodological perspectives of human health that exist within various disciplines (e.g., anthropology, biology, geography, sociology, etc.). The course will cover concepts of health, wellness, disease, evidence-based approaches, research design and implementation, and knowledge translation.

After: It is widely recognized that human health and development is shaped by a broad set of biological and social factors (e.g., genetics, lifestyle behaviours, socioeconomic status, access to health care). The ways in which health and its determinants are defined (biomedical vs. social perspectives), operationalized, and analysed, vary across disciplines. The goal of this course is to provide students with an introduction to the main theoretical and methodological perspectives of human health that exist within various disciplines (e.g., anthropology, biology, geography, sociology, etc.). The course will cover concepts of health, wellness, disease, evidence-based approaches, research design and implementation, and knowledge translation. **[24L]**

Rationale: To reflect the interdisciplinary nature of the course. No longer biology and geography but a broad range of social science courses as well.

Course #25 MGM301H5 Analysis for Decision and Control

Before: Students will be introduced to a variety of techniques for analyzing data for the purposes of decision and control. Topics covered include mathematical modelling, decision analysis and operations management. [24L, 12T]

After: **(Formerly MGM200H5).** Students will be introduced to a variety of techniques for analyzing data for the purposes of decision and control. Topics covered include mathematical modelling, decision analysis and operations management. [24L, 12T]

Rationale:

Course #26 MGM390H5 Business Law

Before: This course provides an overview of the public institutions, laws and regulations that affect the structure and management of Canadian organizations. [24L]

After: **(Formerly MGM290H5).** This course provides an overview of the public institutions, laws and regulations that affect the structure and management of Canadian organizations. [24L]

Rationale: We've moved MGM390H to third year to allow students to build a foundation in the management core in their 2nd year including both quantitative and qualitative courses in the management disciplines.

Course #27 MGT260H5 Human Resource Management

Before: Human resource management is studied from the perspective of the manager/practitioner. The course focuses on current theory and practices in the major functions of human resource management. Class exercises and projects are used to provide students with some practical HR experience. [24L]

After: **(Formerly MGT460H5)** Human resource management is studied from the perspective of the manager/practitioner. The course focuses on current theory and practices in the major functions of human resource management. Class exercises and projects are used to provide students with some practical HR experience. [24L]

Rationale: MGT260 is an introductory course to Human Resource Management providing an overview, and thus students need to take this course before taking more specialized courses in the discipline in the upper years. There are no prerequisites required.

Course #28 SOC209H5 Introduction to Criminology and Socio-Legal Studies

Before: ~~This is an issue-based course that introduces students~~ to sociological and criminological ~~analysis~~ of "crime", law, and the operation of the Canadian criminal justice system. ~~The course focuses on current issues and on how broader socio-structural forces shape the~~ criminal justice ~~process~~. [36L]

After: An introduction to sociological and criminological analyses of "crime", law, and the operation of the Canadian criminal justice system. Emphasis on law and criminal justice and how it is shaped by social, political, and economic considerations. [36L]

Rationale: The new description reflects what is being taught in the course. It is not a course on current issues but rather a criminal justice course with elements of criminology.

Course #29 SOC219H5 Gender, Crime and Justice

Before: This course ~~will provide an analysis of key issues surrounding the response to~~ crime and ~~justice~~. ~~The course will explore~~ how criminal justice is conceptualized and delivered. [24L]

After: This course explores how gender impacts crime and criminalization and how gender shapes the way criminal justice is conceptualized and delivered. Possible topics may include masculinity & criminalization; domestic violence; gender & court outcomes; and women s prisons. [24L]

Rationale: There is a great deal of overlap between SOC209H5 and SOC219H5 based on the current course titles and descriptions. Furthermore, there is no second-year course that focuses on the relationship between gender and criminal justice.

Course #30 SOC240H5 Introduction to Social Policy

Before: This course will examine how human needs are met by ~~states, markets, families or civil society~~. ~~Topics include theories of social policy~~; the ~~development~~ of the welfare ~~state~~; the ~~identification~~ of social ~~problems~~ and the ~~translation of problems into policies in Canada and elsewhere~~. [24L]

After: This course will examine how human needs are met by states. It focuses on the sociological, political and economic forces that help create new policies and reshape existing social policies. The course will provide a survey of welfare state policies, economic policies and family policies. It will also focus on the outcomes of social policy as these affect various constituencies and social groups such as the economically underprivileged and disadvantaged, racial and ethnic minority groups, and people with disabilities. [24L]

Rationale: To better reflect the content taught in the course.

Course #31 SOC307H5 Crime and Delinquency

Before: ~~Definitions and sociological explanations~~ of crime and ~~delinquency. Social background of Canadian criminal law; the role of police, courts, prisons and other institutions of social control.~~[24L]

After: This course focuses on methods of measuring crime and delinquency such as official data, victimization surveys, self-reports, and observational studies as well as limitations of such methods. The relationship of this research to public policy on crime and delinquency and its use in evaluating theories is considered. Social welfare issues linked to cases of dependency and neglect are considered.[24L]

Rationale: To avoid overlap with SOC205H5 and SOC209H5

Course #32 SOC350H5 Quantitative Analysis

Before: This is a continuation of SOC222H5 (Measuring ~~Society~~) and ~~includes~~ more advanced ~~discussion~~ of ~~descriptive~~ and ~~inferential statistics. Topics covered may consist of the following: frequencies, central tendency and dispersion, sampling distributions and the central limit theorem, estimate of confidence intervals and some basic hypothesis testing techniques.~~ [24L, 12T]

After: This is a continuation of SOC222H5 (Measuring the Social World) and introduces students to more advanced applications of regression analysis. In addition to producing and interpreting regression models, this course also focuses on diagnostic tools for addressing outliers and multicollinearity, as well as regression with categorical independent variables and dependent variables (including a basic introduction to logistic regression). This course is mainly project based. Students will develop their own research questions and hypotheses and use statistical software to analyze data in order to provide evidence for their hypotheses. [24L, 12T]

Rationale: This course no longer focuses on the topics outlined in the current description (frequencies, central tendency, hypothesis testing, etc.) These topics are already covered in SOC222H5.

Course #33 SOC391H5 Independent Research

Before: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the Faculty Advisor. Intended for Sociology Specialists and Majors who have completed 10.0 credits, and who wish to explore in depth a particular subject area in Sociology. Students must have completed or be taking concurrently the required method and theory courses (SOC221H5, 222H5, 231H5, **232H5**, 350H5), average in SOC courses. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

After: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the Faculty Advisor. Intended for Sociology Specialists and Majors who have completed 10.0 credits, and who wish to explore in depth a particular subject area in Sociology. Students must have completed or be taking concurrently the required method and theory courses (SOC221H5, 222H5, 231H5, 350H5), **and have attained a 70%** average in SOC courses. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

Rationale:

Course #34 SOC392H5 Independent Research

Before: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the Faculty Advisor. Intended for Sociology Specialists and Majors who have completed 10 credits, and who wish to explore in depth a particular subject area in Sociology. Students must have completed or be taking concurrently the required method and theory courses (SOC221H5, 222H5, 231H5, **232H5**, 350H5), **or their equivalent**), and have attained a 70% average in SOC courses. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

After: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the Faculty Advisor. Intended for Sociology Specialists and Majors who have completed 10 credits, and who wish to explore in depth a particular subject area in Sociology. Students must have completed or be taking concurrently the required method and theory courses (SOC221H5, 222H5, 231H5, 350H5), and have attained a 70% average in SOC courses. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

Rationale:

Course #35 WRI490H5 Special Topics in Writing

- Before:** An in-depth examination of topics in **writing and text production**. Topics vary from year to year, and the content in any given year depends upon the instructor. [24L]
- After:** An in-depth examination of topics in **writing**. Topics vary from year to year, and the content in any given year depends upon the instructor. [24L]
- Rationale:** The title "Special Topics in Writing" more accurately describes the course content. The description of the course has also been changed to reflect this by deleting "and text production" from the course description.
-

Course #36 utm111H5 utmONE Course: Tools of the Trade

- Before:** This course is an introduction to common ~~computational~~ tools ~~with an emphasis on their use~~ in ~~solving problems. The course covers common tools such as databases and spreadsheets and how they are used~~ to gather, ~~understand~~, visualize and ~~manipulate information. Tutorial (T) sections consist of supervised work in the computer laboratory. No programming experience is necessary.~~[24L, 12T]
- After:** This course is an introduction to the common problem-solving tools used in the sciences and social sciences. It is designed to address the fundamental skills needed for comprehension and effective communication in these areas. The skills being addressed may include critical analysis of texts (primary literature, review papers, textbooks), use of databases to gather, manipulate and visualize data; interpretation and presentation of data; information gathering and writing skills (lab reports, critical essays); and oral presentations. Specific examples will be drawn from a variety of current research topics in both the sciences and social sciences. [24L, 12T]
- Rationale:** This description more accurately depicts the content being delivered in the course.
This description more accurately depicts the content being delivered in the course.
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Course #37 utm192H5 utmONE Scholars: Language, Culture, and Mind

- Before:** The course introduces students to cutting edge research questions and methods of inquiry in the study of language through the lenses of **three** different **disciplines**: language as a communicative tool (Anthropology), language as an internal system (Linguistics) and language as a cognitive object (Psychology). [24S]
- After:** The course introduces students to cutting edge research questions and methods of inquiry in the study of language through the lenses of different **disciplines such as** language as a communicative tool (Anthropology), language as an internal system (Linguistics) and language as a cognitive object (Psychology). [24S]
- Rationale:** This description more accurately depicts the content being delivered in the course.
This description more accurately depicts the content being delivered in the course.
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Changes in Course Name

Course #1 ANT358H5 Field Methods in Sociocultural Anthropology

Before: Field Methods in Sociocultural *and/or Linguistic* Anthropology
After: Field Methods in Sociocultural Anthropology
Rationale: The Department now has a course dedicated to linguistic anthropology methods and as result the course title for ANT358H5 was changed to reflect the course content in ANT358H5.

Course #2 ANT365H5 Meaning, Self, Society

Before: *Semiotic Anthropology*
After: *Meaning, Self, Society*
Rationale: The current title is unnecessarily esoteric and may limit student interest. The proposed revision should provide a better sense of what the course is actually about and hopefully attract higher enrolments.

Course #3 CCT110H5 Rhetoric and Media

Before: *The Rhetoric of Digital* and *Interactive* Media *Environments*
After: Rhetoric and Media
Rationale: This title better reflects contents of this course.

Course #4 CCT208H5 Communications Research Methods

Before: *Writing &* Research Methods *in Communication*
After: *Communications* Research Methods
Rationale: This title better reflects contents of the course.

Course #5 CCT320H5 Communication, Technology, and Social Change

Before: *Communities of Practice*
After: *Communication, Technology, and Social Change*
Rationale: The current title does not relate to the description of the course and students seem somewhat confused as to what this course is about at the outset. The term "communities of practice" developed out of education research and has currency in business practices, yet the course description foregrounds the ways technology, communicative practices and changing social contexts shape and are shaped by social change, referencing social movements, social movement theory, and politics.

Course #6 CCT353H5 Digital Media: Video (SH)

Before: Digital Media: *Movement and Sound* (SH)
After: Digital Media: *Video* (SH)
Rationale: New title better reflects contents of course.

Course #7 CCT357H5 Digital Media: Photography (SH)

Before: Digital Media: *The Still Image* (SH)
After: Digital Media: *Photography* (SH)
Rationale: New title better reflects contents of the course.

Course #8 CCT384H5 Inclusive Design and Social Responsibility (SH)

Before: *Universal* Design and *Access* (SH)
After: *Inclusive* Design and *Social Responsibility* (SH)
Rationale: This title better reflects contents of this course.

Course #9 CCT457H5 Digital Media: Advanced Photography Production (SH)

Before: Advanced *Image* Production (SH)
After: *Digital Media:* Advanced *Photography* Production (SH)
Rationale: This title better reflects course content.

Course #10 CTE388H5 Experiential Learning Opportunity within the Community

Before: *Anchor Subject Internship*
After: *Experiential Learning Opportunity within the Community*
Rationale: The title, description, and divisional change to this internship mirrors the equivalent course being proposed by the Department of Language Studies during this year's curriculum cycle. As the Concurrent Teacher Education Program phases out, the Department of Language Studies will look to adopt the education-related courses to support their Language Teaching and Learning Program. The additional notation of EXP after the title reflects that the internship qualifies as an experiential learning opportunity.

Course #11 GGR354H5 Geographies of Youth Development

Before: *The Young and the Restless:* Geographies of Youth Development
After: Geographies of Youth Development
Rationale: Course title change to better reflect course content. Standardization of prerequisites for third year course offerings.

Course #12 GGR419H5 Geography of Food: Spatial Organization and Policy Controversies

Before: Geography of Food: *Geographical Patterns* and *Environmental Impacts*
After: Geography of Food: *Spatial Organization* and *Policy Controversies*
Rationale: New course description/title to better reflect the topics covered.

Course #13 SOC209H5 Introduction to Criminology and Socio-Legal Studies

Before: *Current Issues in Law and* Criminology
After: *Introduction to* Criminology *and Socio-Legal Studies*
Rationale: The new title reflects the intent of the course. Moreover, the previous title is a misnomer - the course is not a current issues course.

Course #14 SOC219H5 Gender, Crime and Justice

Before: Crime and Justice
After: *Gender,* Crime and Justice
Rationale: This new title and description reflect a reorganization of SOC219H5 in order to fill this gap regarding gender/criminal justice and to further distinguish SOC219H5 from other second-year criminology courses.

Course #15 SOC316H5 Crime Prevention and Security

Before: *Issues in* Crime Prevention
After: Crime Prevention *and Security*
Rationale:

The change in title better reflects the course content. Overtime, the course has developed more of a focus on safety and security.

Course #16 SOC350H5 Quantitative Analysis

Before: Quantitative Analysis *I*

After: Quantitative Analysis

Rationale: There is no Quantitative Analysis II so no need to have Quantitative Analysis I.

Course #17 SOC387H5 Qualitative Analysis

Before: Qualitative Analysis *I*

After: Qualitative Analysis

Rationale: There is no Qualitative Analysis II so no need to have Qualitative Analysis I.

Course #18 WRI490H5 Special Topics in Writing

Before: Special Topics in Writing *and Text Production*

After: Special Topics in Writing

Rationale:

Course #19 utm112H5 utmONE Course: Power of Expression

Before: utmONE Course: Power *and Danger* of Expression

After: utmONE Course: Power of Expression

Rationale: This change reflects an opposition to the idea that expression can be dangerous.
This change reflects an opposition to the idea that expression can be dangerous.

Courses - Other Changes

Course #1 ANT370H5 Environment, Culture and Film

Before: Prerequisite:

After: Prerequisite: **ANT204H5/207H5/204Y5**

Rationale: Update in course prerequisites to match other courses at the level.

Course #2 ANT461H5 Advanced Seminar in Sociocultural and Linguistic Anthropology

Before: Prerequisite: **ANT204H5/207H5/204Y5**

After: Prerequisite: **1.0 credits in 300 level anthropology courses and departmental approval.**

Rationale: Update in prerequisites. Changes made to reflect the same prerequisites in other 400 level seminar courses.

Course #3 CCT302H5 Developing and Managing Communication Campaigns and Projects

Before: Prerequisite: Minimum of **10.0** credits.

After: Prerequisite: Minimum of **8.0** credits.

Rationale: Lowered the number of credits required to take this course so that it is accessible to students entering third year.

Course #4 CCT303H5 Communicating In and Between Organizations

Before: Prerequisite: **CCT224H5**

After: Prerequisite: **CCT210H5**

Rationale: CCT210H5 Signs, Referents and Meaning will provide students with the required semiotics background and is a more appropriate prerequisite for this course than the former.

Course #5 CCT312H5 Interactive Story Telling for Game Development (SH)

Before: Prerequisite: CCT109H5, 110H5/CCT100H5, 101H5; **CCT200H5.**

After: Prerequisite: CCT109H5, 110H5/CCT100H5, 101H5; **CCT250H5**

Rationale: CCT250H5 replaces CCT200H5 as it is no longer offered at Sheridan and therefore not an appropriate prerequisite for this course.

Course #6 CCT335H5 Technology and the City (SH)

Before: Prerequisite: **CCT200H5 or 205H5**

After: Prerequisite: **CCT250H5**

Rationale: CCT200H5 and CCT205H5 are no longer offered as Sheridan courses. CCT250H5 is a more appropriate 2nd year option.

Course #7 CCT384H5 Inclusive Design and Social Responsibility (SH)

Before: Prerequisite: **CCT100H5/ 101H5, 109H5, 110H5/**

After: Prerequisite: **CCT100H5,101H5/CCT109H5, 110H5**

Rationale: This description better reflects contents of this course.

Course #8 CTE388H5 Experiential Learning Opportunity within the Community

Before:

Course Exclusion: **CTE388Y**

After: Course Exclusion: **CTE388Y, EDS388H5**

Rationale: The title, description, and divisional change to this internship mirrors the equivalent course being proposed by the Department of Language Studies during this year's curriculum cycle. As the Concurrent Teacher Education Program phases out, the Department of Language Studies will look to adopt the education-related courses to support their Language Teaching and Learning Program. The additional notation of EXP after the title reflects that the internship qualifies as an experiential learning opportunity.

Course #9 ECO200Y5 Microeconomic Theory

Before: Prerequisite: ECO100Y5 (67%), or ECO100Y5 63% and a CGPA of 2.5, **MAT133Y5/134Y5/135Y5/137Y5**

After: Prerequisite: ECO100Y5 (67%), or ECO100Y5 63% and a CGPA of 2.5,
MAT133Y5(63%)/134Y5/135Y5/137Y5

Rationale: Course is mandatory for an Economics Major or Minor program and the programs require 63% in MAT133Y5.

Course #10 ECO220Y5 Quantitative Methods in Economics

Before: Prerequisite: ECO100Y5 (67%), or ECO100Y5 (63%) and a CGPA 2.50; **MAT133Y5/134Y5/135Y5/137Y5**
Course Exclusion: BIO360H5, 361H5; ECO227Y5; MAT(123H1, 124H1); **STA218H5, 220H5, 221H5, STA250H1,255H1,STA(257H5/256H5,258H5)/STA(257H5/256H5, 261H5/260H5); PSY201H5,202H5;SOC350H5,351H5**

After: Prerequisite: ECO100Y5 (67%), or ECO100Y5 (63%) and a CGPA 2.50;

MAT133Y5/134Y5/135Y5/137Y5

Course Exclusion: BIO360H5, 361H5; ECO227Y5; MAT(123H1, 124H1);

STA(218H5/220H5,221H5,255H1/256H5)/ STA(257H5/256H5, 258H5)/ STA(257H5/256H5,261H5/260H5)

Rationale: Made the listing of possible substitute Statistics course combinations easier to read by adding brackets.

Course #11 ECO227Y5 Quantitative Methods in Economics

Before: Course Exclusion: BIO360H5, 361H5; ECO220Y5; **STA218H5, 220H5, 221H5, 248H5/258H5, 250H1, 255H1, 257H5/256H5, 261H5/260H5; PSY201H5, 202H5; MAT(123H1,124H1); SOC350H5, 351H5**

After: Course Exclusion: BIO360H5, 361H5; ECO220Y5; **STA(218H5/220H5,221H5,255H1/256H5)/ STA(257H5/256H5, 258H5)/STA(257H5/256H5,261H5/260H5),SOC350H5, 351H5**

Rationale: Made the listing of possible substitute Statistics course combinations easier to read by adding brackets.

Course #12 ECO325H5 Advanced Economic Theory - Macro

Before: Prerequisite: **ECO202Y5(70%)/208Y5/209Y5(70%),220Y5/227Y5/ STA(250H1,257H5/256H5)/STA(257H5/256H5,261H5/260H5)/STA(257H5/256H5,248H5/258H5)**

After: Prerequisite: **ECO200Y5,202Y5(70%)/208Y5/209Y5(70%),220Y5/227Y5/ STA(250H1,257H5/256H5)/STA(257H5/256H5,261H5/260H5)/STA(257H5/256H5,248H5/258H5)**

Rationale: Students taking ECO325H5 without first completing ECO200Y5 are unlikely to successfully complete course.

Course #13 ECO400Y5 Economics Internship

Before: Course Exclusion: ENV400Y5; **BIO400Y5**

After: Course Exclusion: **BIO400Y5; CCT409H5; CTE388H5; ENV400Y5; FSC481Y5; HIS498Y5; ITA400Y5; JEG400Y5; JEG401Y5; MGT480H5; CCT410H5/411H5;**

PSY442Y5;SOC480Y5; WGS435Y5

Rationale: Updated course exclusions and correct name and address of Director. The course description now details the option students have to choose a placement for 2 days/week for one full semester but emphasizes the importance for students to plan their course selection carefully in advance to provide them this type of availability.

Course #14 ECO460H5 Introduction to Financial Risk Management

Before: Prerequisite: ECO200Y5(70%)/204Y5(70%)/206Y5,220Y5(70%)/
ECO227Y5/STA(257H5/256H5,261H5/260H5)/STA(257H5/256H5,248H5/258H5)

After: Prerequisite: ECO200Y5(70%)/204Y5(70%)/206Y5,220Y5(70%)/ **ECO227Y5/
STA(256H5(70%),261H5(70%))/STA(256H6(70%),258H5(70%))**

Rationale: Specific marks were required from certain Economics prerequisite courses but the STA courses were not included.

Course #15 ENV250Y5 Environmental Politics in Canada

Before: Prerequisite: **1.0 POL credit** /4.0 credits

After: Prerequisite: 4.0 credits

Rationale: updated pre requisite

Course #16 ENV310H5 The Sustainability Imperative

Before: Prerequisite: ENV100Y5 and ENV201H5

After: Prerequisite: **10 credits including** ENV100Y5 and ENV201H5

Rationale: updated pre requisites

Course #17 ENV320H5 Managing Our Waste

Before: Prerequisite: **8.0 credits &** ENV100Y5 or (GGR111H5 + GGR112H5)

After: Prerequisite: **10 credits including** ENV100Y5 or (GGR111H5 + GGR112H5)

Rationale: pre requisite update
EXP notation - field day

Course #18 ENV331H5 Field Course in Sustainability

Before: Prerequisite: **3rd-year standing** in any of the ENV **Specialist** Programs, **or any other relevant course plus application and interview.**

After: Prerequisite: **10 credits** in any of the ENV Programs, **PI**

Rationale: updated pre requisite
EXP notation - field course

Course #19 ENV420H5 Geography of Food: Geographical Patterns and Environmental Impacts

Before: Prerequisite: **Course** Exclusion: **GGR419H5**; GGR489H5F offered in 2009-2010

After: Prerequisite: **14 credits**
Course Exclusion: **GGR419H5 offered in 2011-2013**; GGR489H5F offered in 2009-2010

Rationale: missing pre requisite information
EXP notation - field day

Course #20 ENV491H5 Special Topics in Environmental Studies

Before: Prerequisite: **4th year standing**, ENV100Y5, P.I.

After: Prerequisite: **14 credits including** ENV100Y5, P.I.

Rationale: updated pre requisites

Course #21 ENV497H5 Environmental Research Project

Before: Prerequisite: **Prerequisite: P.I., Completion of 3rd-year requirements for a Major or Specialist program in the Environment.**

After: Prerequisite: **15 credits towards an Environmental Specialist or Major program, PI**

Rationale: updated pre requisites
EXP notation - research

Course #22 FSC360H5 Evidence, Law and Forensic Science in Canada

Before: Course Exclusion: **FSC250H5**

After: Course Exclusion:

Rationale: Change made in notes to reflect priority sequence that will be given to students with the introduction of the new FSC Minor Program.
Deletion of FSC250H5 no longer exists & has not been offered for many years.

Course #23 GGR202H5 Geography of Canada

Before: Course Exclusion: **GGR228Y5**

After: Course Exclusion: **GGR228Y5, GGR246H1**

Rationale: course exclusion added due to similar course content

Course #24 GGR207H5 Cities, Urbanization and Development

Before: Course Exclusion:

After: Course Exclusion: **GGR124H1, combination of any of the following two:GGRA03H3, GGRB05H3, GGRC10H3**

Rationale: exclusions added due to similar course content

Course #25 GGR208H5 Population Geography

Before: Course Exclusion: **GGR255H5**

After: Course Exclusion: **GGR255H5, GGR323H1, GGR320H1, GGRC02H3**

Rationale: -added exclusions due to similar course content -adding tutorials to help provide additional time/support for students to develop their skills in the following areas: library resource skills, information literacy, and writing and communication. They will receive instructions and formative feedback from TAs to assist their understanding of the material and ability to communicate that material effectively.

Course #26 GGR209H5 Economic Geography

Before: Course Exclusion: GGR220H1, GGRC27H3

After: Course Exclusion: GGR220H1, **GGR221H1, GGRA02H3**, GGRC27H3

Rationale: added exclusions due to similar course content

Course #27 GGR277H5 Social Research Methods

Before: Course Exclusion:

After: Course Exclusion: **GGR270H1, GGR271H1, GGRC31H3**

Rationale:

added course exclusions due to similar course content
 added EXP notation - field day

Course #28 GGR287H5 Food and Globalization

Before: Course Exclusion:
After: Course Exclusion: **GGR329H1, GGRC29H3**
Rationale: exclusion courses listed due to similar course content

Course #29 GGR288H5 World Fresh Water Resources

Before: Course Exclusion: cannot take GGR288H5 + GGR348H5 simultaneously
After: Course Exclusion: cannot take GGR288H5 + GGR348H5 simultaneously **GGR334H1**
Rationale: additional course exclusion listed due to similar course content

Course #30 GGR313H5 Gender and the City

Before: Prerequisite: 8.0 credits **Course Exclusion: Recommended** Preparation:
GGR277H5/278H5
After: Prerequisite: **Any** 8.0 credits
Course Exclusion: GGR327H1
Recommended Preparation: GGR277H5, GGR278H5
Rationale: Standardization of prerequisites for all third year course offerings.

Course #31 GGR318H5 Political Geography

Before: Prerequisite: **GGR111H5/117Y5** and two of the following: **GGR202H, GGR207H, GGR208H, GGR209H, GGR278** **Recommended Preparation:**
After: Prerequisite: **Any 8.0 credits**
Recommended Preparation: GGR111H5 and **any** two of the following: **GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR278H5**
Rationale: Standardization of prerequisites for all third year course offerings.
 added EXP notation - field day

Course #32 GGR325H5 Business and Industrial Geography

Before: Course Exclusion:
After: Course Exclusion: **GGR326H1, GGR378H1**
Rationale: added STG exclusions

Course #33 GGR348H5 The Great Lakes - A Sustainable Natural Resource?

Before: Prerequisite: ENV201H5 or GGR288H5 **or GGR217H5**
After: Prerequisite: **8.0 credits including either** ENV201H5 or GGR288H5
Rationale: Remove GGR217H5 from prerequisites because the course does not prepare the students for content taught in GGR348H5.

Course #34 GGR349H5 Cities in Transition

Before: Prerequisite: **GGR111H5/117Y5/ENV100Y/GGR207H5/GGR361H5 or any 4.0 GGR Social Science** credits **Course Exclusion: Recommended** Preparation:

After: Prerequisite: **Any 8.0** credits
Course Exclusion: GGR339H1
Recommended Preparation: GGR207H5, GGR361H5

Rationale: Standardization of prerequisites for all third year course offerings.
added EXP notation - practical classes

Course #35 GGR353H5 Geography of Health and Health Care

Before: Recommended Preparation: **GGR111H5/117Y5**, GGR277H5

After: Recommended Preparation: **GGR111H5**, GGR277H5

Rationale: updated rec. prep courses

Course #36 GGR354H5 Geographies of Youth Development

Before: Prerequisite: **Completion of 8.0 credits in GGR or other related disciplines or PI.**

After: Prerequisite: **Any 8.0** credits

Rationale: Course title change to better reflect course content. Standardization of prerequisites for third year course offerings.
added EXP notation - group work/projects with case studies

Course #37 GGR361H5 City Planning and Development

Before: Prerequisite: **At least 8.0 credits** **Course Exclusion: Recommended** Preparation:

After: Prerequisite: **Any 8.0** credits
Course Exclusion: JGI346H1
Recommended Preparation: GGR207H5, GGR349H5

Rationale: Standardization of prerequisites for third year course offerings.
added EXP notation - field days

Course #38 GGR365H5 Trade and Globalization

Before: Prerequisite:

After: Prerequisite: **Any 8.0 credits.**

Rationale: Standardization of prerequisites for third year course offerings.

Course #39 GGR370H5 The Geography of Transportation

Before: Prerequisite: ~~one of GGR276H5, GGR277H5~~ ~~Recommended Preparation: This course includes a module focused on the use of Geographical Information Systems (GIS) in the study and management of transportation systems. As a result, students are strongly encouraged to take GGR278H5 Geographical Information Systems.~~

After: Prerequisite: 8.0 credits including GGR278H5
Recommended Preparation: GGR276H5

Rationale: Rationale for prerequisite change: Standardization of prerequisites for third year course offerings. Rationale for increased practical sessions: students require more technical instructions to complete the labs which make use of real world data in a real world setting.
added EXP notation - practical classes

Course #40 GGR380H5 Communicating with Maps

Before: Prerequisite: Any **5.0** credits **from Geography or CCIT**

After: Prerequisite: Any **8.0** credits

Rationale: Standardization of prerequisites for third year course offerings. Course description change better reflects course content.
added EXP notation - practical classes

Course #41 GGR389H5 Field Studies in Human Geography

Before: Prerequisite: **At least 8.0 credits, of which 3.0 or more should be in GGR courses/ P.I. Course** Exclusion:

After: Prerequisite: 8.0 **credits including GGR111H5, GGR207H5, GGR210H5, GGR277H5 Course** Exclusion: **GGR382H1**

Rationale: added STG course exclusion - similar content Update prerequisites. Updated description added EXP notation - field course

Course #42 GGR419H5 Geography of Food: Spatial Organization and Policy Controversies

Before: Course Exclusion: **ENV420H5; GGR489H5F offered in 2009-2010**

After: Course Exclusion:

Rationale: New course description/title to better reflect the topics covered. added EXP notation - field day

Course #43 GGR420H5 Geography of Finance and Financial Crisis

Before: Prerequisite: ~~4th year standing and at least one course in economic and/or urban geography (GGR207, GGR209, GGR325, GGR329, GGR349, GGR365)~~ **Recommended** Preparation:

After: Prerequisite: **Completion of third-year requirements for any Specialist or MAJOR program in ENV or GGR, PI** **Recommended** Preparation: **GGR207H5, GGR209H5, GGR325H5, GGR329H5, GGR349H5, GGR365H5**

Rationale: new course descriptions better explains content of course prerequisite change due to standardization of prerequisites for fourth year courses.

Course #44 GGR489H5 Special Topics in Human Geography

Before: Prerequisite: **P.I.**

After: Prerequisite: **Completion of third-year requirements for any Specialist or Major program in ENV or GGR, PI**

Rationale: Standardization of prerequisites for fourth year courses

Course #45 JAL253H5 Language and Society

Before: Prerequisite: **LIN100Y5/200H5/ANT206H5**

After: Prerequisite: **LIN100Y5/ANT206H5 or LIN101H5 and LIN102H5.**

Rationale: As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes; LIN200H5 is not a program course, and thus it should not appear as a prerequisite.

Course #46 JAL355H5 Language and Gender

Before: Prerequisite: **ANT204Y5/ENG233Y5/LIN100Y/LIN200H5/SOC202Y5/214Y5/215Y5/(WGS200Y5/ERI200)**

After: Prerequisite: **ANT204Y5/ENG233Y5/LIN101H5/LIN102H5/SOC202Y5/214Y5/215Y5/(WGS200Y5/ERI200)**

Rationale: As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes. LIN200H5 being a non-program course, it need not prerequisite.

Course #47 JEG401Y5 Geography / Environment Social Science Internship

Before: Prerequisite: **Fourth-year standing, PI**

After: Prerequisite: **Minimum 14 credits, Maximum 18 credits**, PI

Rationale: updated pre requisites
added EXP notation - Internship course

Course #48 JGE378H5 Natural Hazards

Before: Prerequisite: **ENV100Y5/ERS103H5/120H5/GGR112H5/117Y5/P.I. Course** Exclusion:
GGR378, ERS317 Recommended Preparation:

After: Prerequisite: **Any 8.0 credits**
Course Exclusion: **GGR378H5, ERS317H5**
Recommended Preparation: **ENV100Y5, ERS103H5, ERS120H5, GGR112H5**

Rationale: Standardization of prerequisites for third year course offerings.

Course #49 LIN256H5 Sociolinguistics

Before: Prerequisite: **LIN100Y5/200H5**

After: Prerequisite: **LIN100Y5/ANT206H5 or LIN101H5 and LIN102H5**

Rationale: As we replace LIN100Y5 with LIN101H5 and LIN102H5, the prerequisite changes; LIN200H5 is not a program course, and thus it should not appear as a prerequisite.

Course #50 MGD421H5 Technological Entrepreneurship

Before: Prerequisite: CCT321H5/MGM230H5, **CCT322H5/MGM252H5), CCT324H5/MGM300H5;**
MGM101H5.

After: Prerequisite: CCT321H5/MGM230H5, **CCT322H5/MGT252H5, CCT324H5/MGT262H5;**
MGM101H5.

Rationale: As per the Department of Management's changes, MGM252H5 is now MGT252H5; MGM300H5 is now MGT262H5.

Course #51 MGD422H5 Management of Technological Innovation

Before: Prerequisite: CCT321H5/MGM230H5, **CCT322H5/MGM252H5, CCT324H5/MGM300H5;**
MGM101H5

After: Prerequisite: CCT321H5/MGM230H5, **CCT322H5/MGT252H5, CCT324H5/MGT262H5;**
MGM101H5

Rationale: As per the Department of Management's changes, MGM252H5 is now MGT252H5; MGM300H5 is now MGT262H5.

Course #52 MGD423H5 Technology in Organizations

Before: Prerequisite: CCT321H5/MGM230H5, **CCT322H5/MGM252H5, CCT324H5/MGM300H5,**
CCT325H5/CCT225H5/MGM371H5; MGM101H5

After: Prerequisite: CCT321H5/MGM230H5, **CCT322H5/MGT252H5, CCT324H5/MGT262H5,**
CCT325H5/CCT225H5/MGT371H5; MGM101H5

Rationale: As per the Department of Management's changes, MGM252H5 is now MGT252H5; MGM300H5 is now MGT262H5; MGM371H5 is now MGT371H5.

Course #53 MGD427H5 Advanced Legal Issues

Before: Course Exclusion: JGM291H5; **MGM290H5; MGT290H5,** 393H5, 394H5, 423H5, 429H5

After: Course Exclusion: JGM291H5; **MGM390H5,** 393H5, 394H5, 423H5, 429H5

Rationale: MGM290H5 is now MGM390H5

Course #54 MGM390H5 Business Law

Before: Prerequisite: MGM(101H5, **102H5**), **MGM200H5 Course** Exclusion: MGT393H5, 394H5, RSM225H1, MGSC32H3.
After: Prerequisite: MGM(101H5, **102H5 Course** Exclusion: **MGM290H5**, MGT393H5, 394H5, RSM225H1, MGSC32H3.
Rationale: We've moved MGM390H to third year to allow students to build a foundation in the management core in their 2nd year including both quantitative and qualitative courses in the management disciplines.

Course #55 MGT260H5 Human Resource Management

Before: Prerequisite: **MGT262H5/ 363H5/ MGM300H5 Course** Exclusion: **MGIB12H3**
After: Prerequisite: **Course** Exclusion: **MGIB12H3, MGT460H5**
Rationale: MGT260 is an introductory course to Human Resource Management providing an overview, and thus students need to take this course before taking more specialized courses in the discipline in the upper years. There are no prerequisites required.

Course #56 MGT323H5 Managerial Accounting II

Before: Prerequisite: MGT223H5; ECO220Y5/ 227Y5/STA(256H5, 260H5)
After: Prerequisite: MGT223H5; ECO220Y5/ 227Y5/STA(256H5, **258H5)/(STA256H5**, 260H5)
Rationale: Updating prerequisites. These STA courses are acceptable.

Course #57 MGT338H5 Business Finance I

Before: Corequisite: ECO200Y5/204Y5/206Y5, **ECO220Y5/227Y5/STA(250H1, 256H5)/STA(256H5, 258H5)/STA(256H5, 260H5)**. Students must complete the first half of these courses before they can take MGT338H5.
Course Exclusion: CCT321H5, ECO358H5, RSM332H1, MGFB10H3
After: Corequisite: ECO200Y5/204Y5/206Y5, **ECO220Y5/227Y5/STA(256H5, 258H5)/STA(256H5, 260H5)**. Students must complete the first half of these courses before they can take MGT338H5.
Course Exclusion: CCT321H5, ECO358H5, **358H1**, RSM332H1, MGFB10H3
Rationale: The material covered in ECO358H1 is similar to MGT338H5. Updating the STA prerequisites.

Course #58 MGT339H5 Business Finance II

Before: Prerequisite: ECO200Y5/204Y5/206Y5, **ECO220Y5/227Y5/STA(250H1, 256H5)/STA(256H5, 258H5)/STA(256H5, 260H5)**; MGT338H5
After: Prerequisite: ECO200Y5/204Y5/206Y5, **ECO220Y5/227Y5/STA(256H5, 258H5)/STA(256H5, 260H5)**; MGT338H5
Rationale: Updating the STA prerequisites.

Course #59 MGT371H5 Introduction to Business Information Systems

Before: Course Exclusion: CCT225H5; **CSC340H5**; MGM371H5, MGAC70H3, RSM327H1
After: Course Exclusion: CCT225H5; MGM371H5, MGAC70H3, RSM327H1
Rationale: CSC340H5 is no longer offered.

Course #60 SOC219H5 Gender, Crime and Justice

Before: Course Exclusion: **WDW210H1**

After: Course Exclusion:
Rationale: CRI210H1 is no longer an exclusion.

Course #61 SOC310H5 Youth Justice

Before: Course Exclusion: **WDW370H1**
After: Course Exclusion: **CRI370H1**
Rationale: WDW370H1 has been replaced by CRI370H1

Course #62 SOC317H5 Shopping and Society

Before: Prerequisite: **SOC100H5**
After: Prerequisite: **SOC100H5, 1.0 SOC credit at the 200 level.**
Rationale: To be consistent with other 300 level SOC courses.

Course #63 SOC326H5 Policing

Before: Course Exclusion: **WDW335H1, SOCC11H3**
After: Course Exclusion: **CRI335H1, SOCC11H3**
Rationale: WDW335H1 has been replaced by CRI335H1

Course #64 SOC330H5 Immigration and Crime

Before: Course Exclusion: **WDW383H1**
After: Course Exclusion: **CRI383H1**
Rationale: WDW383H1 was replaced by CRI383H1

Course #65 SOC332H5 Race and Ethnicity I

Before: Prerequisite: **SOC100H5/101Y5, 1.0 SOC credit other than SOC200Y5/(SOC221H5, 222H5).**
After: Prerequisite: **SOC100H5, 1.0 SOC credit at the 200 level**
Rationale: Change to be consistent with other 300 level SOC courses.

Course #66 SOC356H5 Population and Society

Before: Prerequisite: SOC100H5, **221H5, 222H5**
After: Prerequisite: SOC100H5, **221H5/222H5**
Rationale: Change in course structure does not require both SOC221H5 and 222H5.

Course #67 SOC371H5 Sociology of Punishment

Before: Course Exclusion:
After: Course Exclusion: **CRI340H1**
Rationale: CRI340H1 is similar in content to SOC371H5

Course #68 SOC384H5 Media Ethics and Policy: Controversies in Mass Communication

Before: Prerequisite: **SOC100H5**
After:

Prerequisite: **SOC100H5, 1.0 SOC credit at the 200 level**

Rationale: To be consistent with other 300 level SOC courses.

Course #69 SOC399Y5 Research Opportunity Program

Before: Prerequisite: **Completion** of at least 10.0 credits

After: Prerequisite: **SOC221H5, 222H5, completion** of at least 10.0 credits

Rationale: To identify undergraduate courses that include a significant experiential learning component.

Course #70 SOC404H5 Special Topics in Social Policy

Before: Prerequisite: 1.0 SOC at the 200 level, 0.5 SOC credit at the 300 level.

After: Prerequisite: **SOC205H5/221H5/222H5**, 1.0 SOC at the 200 level, 0.5 SOC credit at the 300 level.

Rationale: To be consistent with other 400 level courses.

Course #71 SOC410H5 Senior Seminar in Inequality

Before: Prerequisite: **SOC100H5, 221H5**, 222H5, 231H5, **232H5**, 1.0 SOC credit at the 300 level.

After: Prerequisite: **SOC221H5**, 222H5, 231H5, 1.0 SOC credit at the 300 level.

Rationale: SOC232H5 is no longer a required course.

Course #72 SOC411H5 Senior Seminar in Social Institutions

Before: Prerequisite: **SOC100H5, 221H5**, 222H5, 231H5, **232H5**, 1.0 SOC credit at the 300 level.

After: Prerequisite: **SOC221H5**, 222H5, 231H5, 1.0 SOC credit at the 300 level.

Rationale: SOC232H5 is no longer a required course.

Course #73 SOC412H5 Senior Seminar in the Sociology of Work

Before: Prerequisite: **SOC100H5, 221H5**, 222H5, **231H5, 232H5**, 227H5, 1.0 SOC credit at the 300 level

After: Prerequisite: **SOC221H5**, 222H5, 227H5, **231H5**, 1.0 SOC credit at the 300 level

Rationale: SOC232H5 is no longer a required course

Course #74 SOC413H5 Senior Seminar in the Sociology of Gender

Before: Prerequisite: **SOC100H5, 221H5**, 222H5, 231H5, **232H5**, 275H5, 1.0 SOC credit at the 300 level

After: Prerequisite: **SOC221H5**, 222H5, 231H5, 275H5, 1.0 SOC credit at the 300 level

Rationale: SOC232H5 is no longer a required course

Course #75 SOC414H5 Senior Seminar in Political Sociology

Before: Prerequisite: **SOC100H5, 231H5/232H5**, 335H5

After: Prerequisite: **SOC221H5, 222H5, 231H5**, 335H5

Rationale: SOC232H5 is no longer a required course

Course #76 SOC416H5 Senior Seminar in the Sociology of Culture

Before: Prerequisite: **SOC100H5, 221H5**, 222H5, 231H5, **232H5**, 302H5

After: Prerequisite: **SOC221H5**, 222H5, 231H5, 302H5

Rationale: SOC232H5 is no longer a required course

Course #77 SOC417H5 Senior Seminar in the Sociology of Globalization

Before: Prerequisite: **SOC100H5, 221H5**, 222H5, 231H5, **232H5**, 236H5

After: Prerequisite: **SOC221H5**, 222H5, 231H5, 236H5

Rationale: SOC232H5 is no longer a required course

Course #78 SOC425H5 Gender in Global Contexts

Before: Prerequisite: **SOC100H5**, 263H5/275H5/WGS101H5, 0.5 SOC credit at the 300 level.

After: Prerequisite: **SOC205H5/221H5/222H5**, 263H5/275H5/WGS101H5, 0.5 SOC credit at the 300 level.

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #79 SOC432H5 Sociology of Genocide

Before: Prerequisite: 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level.

After: Prerequisite: **SOC205H5/221H5/222H5**, 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level.

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #80 SOC433H5 Power and Cultural Politics

Before: Prerequisite: 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level.

After: Prerequisite: **SOC205H5/221H5/222H5**, 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level.

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #81 SOC444H5 Advanced Topics in Sociology

Before: Prerequisite: 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level.

After: Prerequisite: **SOC205H5/221H5/222H5**, 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level.

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #82 SOC445H5 Advanced Topics in Sociology

Before: Prerequisite: 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level.

After: Prerequisite: **SOC205H5/221H5/222H5**, 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level.

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #83 SOC446H5 Advanced Topics in Crime and Law

Before: Prerequisite: SOC209H5, 1.0 SOC credit at the 300 level.

After: Prerequisite: **SOC205H5/221H5/222H5**, SOC209H5, 1.0 SOC credit at the 300 level.

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

prerequisites.

Course #84 SOC447H5 Advanced Topics in Criminology

Before: Prerequisite: SOC209H5, 1.0 SOC credit at the 300 level

After: Prerequisite: **SOC205H5/221H5/222H5**, SOC209H5, 1.0 SOC credit at the 300 level

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #85 SOC448H5 Advanced Topics in Socio-Legal Studies

Before: Prerequisite: SOC209H5, 1.0 SOC credit at the 300 level

After: Prerequisite: **SOC205H5/221H5/222H5**, SOC209H5, 1.0 SOC credit at the 300 level

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #86 SOC450H5 Inside-Out: Prisons and Punishment

Before: Prerequisite: **SOC205H5/305H5**, 209H5, P.I.

After: Prerequisite: **SOC205H5/221H5/222H5/305H5**, 209H5, P.I.

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #87 SOC456H5 Senior Seminar in Law and Society

Before: Prerequisite: **SOC205H5/305H5**, 209H5, 1.0 SOC credit at the 300 level.

After: Prerequisite: **SOC205H5/221H5/222H5/305H5**, 209H5, 1.0 SOC credit at the 300 level.

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #88 SOC457H5 Sociology of Race and Ethnicity

Before: Prerequisite: 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level

After: Prerequisite: **SOC205H5/221H5/222H5**, 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #89 SOC459H5 Science, Technology and Society

Before: Prerequisite: 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level

After: Prerequisite: **SOC205H5/222H5/222H5**, 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #90 SOC460H5 Migrant Labour

Before: Prerequisite: 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level

After: Prerequisite: **SOC205H5/221H5/222H5**, 1.0 SOC credit at the 200 level, 0.5 SOC credit at the 300 level

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #91 SOC475H5 Sociology of Law and Lawyers

Before: Prerequisite: SOC209H5, 1.0 SOC credit at the 300 level

After: Prerequisite: **SOC205H5/221H5/222H5**, SOC209H5, 1.0 SOC credit at the 300 level

Rationale: These courses are meant to require the students to do higher level analytical work, to be research and writing intensive. We therefore would like to make these required methods and theory courses, which are research or writing intensive, as prerequisites.

Course #92 SOC499Y5 Research Opportunity Program

Before: Prerequisite: **SOC100H5/101Y5, 200Y5(SOC221H5, 222H5)**, completion of at least 15.0 credits.

After: Prerequisite: **SOC221H5, 222H5**, completion of at least 15.0 credits.

Rationale: To easily identify undergraduate courses that include a significant experiential learning component.

Course #93 WRI411H5 Professional Writing and Communication Internship II

Before: Prerequisite: **Completion** of 13 credits; minimum CGPA 2.5; and permission of the Internship Coordinator.

After: Prerequisite: **WRI410H5, completion** of 13 credits; minimum CGPA 2.5; and permission of the Internship Coordinator.

Rationale: To enable students to identify this course as a course which offers an experiential learning component.

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 7 OF THE ACADEMIC AFFAIRS COMMITTEE**

SEPTEMBER 18, 2014

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on September 18, 2014 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Ms Judith Poë, Chair
Professor Angela Lange, Vice-Chair
Professor Deep Saini, Vice-President & Principal
Professor Amy Mullin, Vice-Principal Academic and Dean
Professor Bryan Stewart, Vice-Principal, Research
Dr. Kelly Akers
Ms Farishta Amanullah
Professor Tracey Bowen
Professor Tenley Conway
Ms Diane Crocker, Registrar and Director of Enrolment Management
Ms Sara da Silva
Professor Charles Elkabas
Ms Jessica Eylon
Mr. Kevin Golding
Ms Paula Hannaford
Ms Shelley Hawrychuk
Dr. Nathan Innocente
Dr. Stuart Kamenetsky
Professor Yael Karshon
Ms Genevieve Lawen
Ms Alice Li
Professor Kent Moore
Professor Emmanuel Nikiema
Ms Stacey Paiva
Professor Robert Reisz, Vice-Dean, Graduate
Dr. Christoph Richter
Professor Todd Sanders
Ms Laura Sedra
Dr. Joan Simalchik
Professor Sasa Stefanovic
Professor Alison Syme
Professor Holger Syme

Mr. Kumar Thapliyal
Mr. Ian Whyte, Chief Librarian
Professor Anthony Wensley
Dr. Kathleen Wong
Dr. Daniel Zingaro

Non-Voting Assessors:

Ms Yen Du, Program and Curriculum Officer
Prof. Ulli Krull, Vice-Principal, Special Initiatives

Regrets:

Professor Shyon Baumann
Professor Tracey Bowen
Professor Craig Chambers
Professor Philip Clark
Dr. Louis Florence
Professor Claudiu Gradinaru
Dr. Monika Havelka
Professor Bernard Katz
Mr. Sheldon Leiba
Professor Peter Loewen
Ms Maaham Malik
Professor Heather Miller
Ms Mariam Munawar
Mr. Mark Overton, Dean of Student Affairs
Professor Brian Price
Professor Ed Schatz
Ms Grayce Slobodian
Professor David Francis Taylor
Professor Mihkel Tombak
Professor Rebecca Wittman
Professor Xiaodong Zhu

In Attendance:

Mr. Uranranebi Agbeyegbe
Len Brooks, Director, Masters of Management and Professional Accounting (MMPA)

Mr. Hassan Havili, University of Toronto Mississauga Students' Union (UTMSU)
Ms Vanessa Kattav, UTMSU
Ms Aziza Islam, UTMSU
Ms Jenna Menzies, Student Housing and Residence Life
Professor Tracy Rogers, Director, Forensic Science Program
Ms Melissa Theodore, UTMSU

Secretariat:

Mr. Louis Charpentier, Secretary of the Governing Council
Mr. Lee Hamilton, Acting Assistant Secretary of the Governing Council
Ms Cindy Ferencz Hammond, Director of Governance, Assistant Secretary of the Governing Council
Ms Mariam Ali, Committee Secretary

1. Chair's Remarks

The Chair welcomed members to the first meeting of the Academic Affairs Committee for the 2014-15 academic year. She introduced Professor Angela Lange, Vice-Chair of the Committee; Professor Deep Saini, Vice-President and Principal; and the Committee's voting assessors, Professor Amy Mullin, Vice-Principal Academic & Dean and Professor Bryan Stewart, Vice-Principal, Research. The Committee's non-voting assessors were also introduced: Ms. Yen Du, Program and Curriculum Officer, Professor Ulli Krull, Vice-Principal, Special Initiatives and Mr. Mark Overton, Dean of Student Affairs.

2. Orientation

The Chair and Ms Cindy Ferencz-Hammond, Director of Governance, UTM and Assistant Secretary of the Governing Council gave an Orientation presentation¹, and members were directed to Orientation Resources available at <http://uoft.me/OrientationResources>.

The Chair explained that the Committee would oversee academic matters affecting the teaching, learning and research functions of the Campus. She also advised on the role of the Secretariat and provided an overview of the agenda planning process. Ms Ferencz-Hammond explained that cover sheets were designed to enhance the focus of members on the major elements of proposals and that they were a valuable tool in providing guidance with respect to the responsibilities of the relevant governance body for each item of business.

The Chair invited Professor Amy Mullin, Vice-Principal Academic and Dean to present an overview of the Campus and the Office of the Dean². As part of that presentation, the Vice-President and Principal also outlined the senior administrative structure at UTM. Professor Mullin spoke to the Academic Plan and assessor priorities for the 2014-15 academic year. She also noted upcoming proposals including the Minor in Education Studies, a freestanding minor designed to offer interdisciplinary study opportunities to students planning careers in education and training. Professor Mullin also advised members of the upcoming combined program in Masters of Science in Sustainability Management and BSc/BA, Geography at UTM. She invited members and their constituents who were interested in providing advice and feedback early on in the process of developing a particular proposal to contact Ms Yen Du, Program and Curriculum Officer at yen.du@utoronto.ca.

¹ A copy of the Orientation Presentation is attached as Attachment A.

² A copy of the Assessor Presentation and the Assessor Handout is attached as Attachment B and C respectively.

A member commented that other universities similar in size to UTM had a larger number of Deans, and that unlike UTM, most Registrars reported to the Dean or academic leader of the institution and not the head of the campus. The member asked if the Office of the Dean had planned on making changes to the administrative structure of that office. Professor Mullin responded that the Office of the Dean would be engaging in a self-study beginning in the winter of 2015, a required part of a related external review in 2015 - 2016 and noted that the organizational structure of her office would be a part of that process.

3. Calendar of Business, 2014-15

The Chair referred members to the Calendar of Business, and advised that the document would be updated on the Office of the Campus Council website every Friday; she encouraged members to review the Calendar on a regular basis.

4. Highlighting Faculty Research: Professor Bryan Stewart, Vice-Principal, Research

The Chair informed members that the Committee would receive presentations on particular topics of interest to the campus community. For this meeting Professor Bryan Stewart, Vice-Principal, Research invited Professor Ron Buliung, Department of Geography to present his research on Childhood in the City. Professor Buliung's presentation included the following key points³:

- The research focused on childhood within the context of longer range transportation issues in the Greater Toronto and Hamilton Area (GTHA), and looked particularly at school travel (60 to 80% of commuter trips for children);
- North American children increasingly experienced lesser mobility, leading to obesity and other health-related issues;
- The research had led to a partnership with Metrolinx, currently undergoing a revision of the 25 Year Plan for the Regional Rapid Transit Network;
- Children provided an early focus for change in transportation policy and habits; future work would focus on development of policy, which would allow for increased independent mobility of children.

5. Committee to Review the UTM and UTSC Campus Council: Consultation

Mr. Charpentier advised members that the mandate of the Committee to Review Campus Councils (CRCC) was three-part: to evaluate the efficacy of the model and its implementation, report findings and recommend refinements. Mr. Charpentier advised that there would be a broad call for advice as well as consultations with senior administrators, voting assessors and public in-person consultation sessions. He noted that the Committee included membership from both UTM and UTSC Campus Councils and was mandated to report its findings to the Governing Council at its December meeting.

6. Major Modification: Masters of Management & Professional Accounting (MMPA)

³ A modified copy of the Presentation is attached as Attachment D.

The Chair reminded members that major and minor modifications to existing degree programs were considered for approval by the Committee, and referred members to the previous action taken section of the item's cover sheet, which detailed the Committee's role in recent changes made to the program. . The Chair invited Professor Robert Reisz, Vice-Dean, Graduate to present this item.

Professor Reisz explained that the proposal was to revise the current 16-month advanced standing option within the Master of Management and Professional Accounting (MMPA) program and reduce it to a 12-month advanced standing option. He noted that the Chartered Professional Accountants (CPA) Educational Program had released new curriculum guidelines for professional training and education in the field of accounting. The Institute for Management and Innovation (IMI) had responded with corresponding updates and revisions to the MMPA program, and the proposed changes were a natural result of these updates. Students would now graduate within 3 sessions, with the expectation that the cohort would have an upper limit of 45 students who would be enrolled as a separate section within the MMPA program. The 12-month MMPA students would join 27 and 24-month students in key workshops and non-course learning experiences during their final academic session to ensure commonality of experiences. Professor Reisz noted that extensive consultation had occurred with faculty and administrators from IMI, MMPA program and Rotman School of Management as well as other relevant academic departments and administrative offices. Students currently enrolled in the MMPA program, as well as current undergraduate Commerce students were consulted and were in strong support of the proposal.

Professor Len Brooks, Director, MMPA, noted that the proposed changes would still include an internship in the second session and that they represented a significant improvement due to changes required by the relevant professional association. He also indicated that while many Masters programs at U of T consisted of 10 courses, the MMPA program exceeded this and also included an internship without compromising on the quality of the content.

In response to a member's question, Professor Brooks explained that the advanced standing option was granted to applicants who had acquired technical knowledge through undergraduate education in programs such as the Bachelor of Commerce, which the MMPA program complemented with a focus on management and soft skills. Students were given the same experience as an exit standard as those who came in from other disciplines. In response to another question, Professor Brooks noted that the target for the 27-month program was 85 students, and for the 12-month advanced standing option was 45 students.

A member asked why there were additional resources required for administrative and teaching staff if the 12-month version of the MMPA program was simply replacing the 16-month version. Professor Mullin explained that there was only a small enrolment in the 16-month version and that changes in the accounting profession regulatory bodies and market surveys suggested enrolment in the 12-month version would be robust and hence required the additional resources outlined in the proposal.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposal from the Institute for Management and Innovation (IMI,) to revise the 16-month advanced standing option for the Master of Management & Professional Accounting (MMPA) program, including reducing it to 12 months, which flows from the recently approved revisions to the MMPA, as described in the proposal dated September 8, 2014 and recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, be approved effective September 1, 2015.

7. New Minor: Forensic Science

The Chair explained the distinction between major and minor modifications as it pertained to this item. The new minor in Forensic Science was a minor modification since there was an existing major and specialist within that program. The Chair invited the Vice-Principal Academic and Dean to present the item. Professor Mullin explained that a minor program typically consisted of 4.0 credits, a major program of 6.0 to 8.5 credits and a specialist of 10.0 – 15.0 credits. She advised the Committee that the new minor program in Forensic Science (FSc) would allow students who would not have the scientific foundation required for a Major or a Specialist to benefit from training in the forensic approach. The existing major could only be taken in conjunction with a major program in Anthropology, Biology, Chemistry, or Psychology, all strengths of the FSc program. She noted that the intent of the proposed Minor was to provide students from any Major with an introduction to forensic science, which they could apply to their field of study. Professor Mullin was enthusiastic about the program and noted that there had been significant interest and positive feedback received from the relevant stakeholders throughout the proposal's development. The Chair noted that although this program was intended to make Forensic Science accessible to non-science students, both she and Professor Lange anticipated that this program would be attractive to Biology and Chemistry majors.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed New Minor in Forensic Science, offered by the Forensic Science Program, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated September 8, 2014, be approved, effective September 1, 2015.

CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted and that Item 9 - Report of the Previous Meeting, be approved.

8. Other Business

There was no other business brought forward.

9. Date of Next Meeting – Wednesday, November 12, 2014, 4:10 p.m.

10. Report of the Previous meeting - Report 6 - April 30, 2014

11. Business Arising from the Report of the Previous Meeting

There was no business arising from the report of the previous meeting.

The meeting adjourned at 5:42 p.m.

Secretary
September 23, 2014

Chair

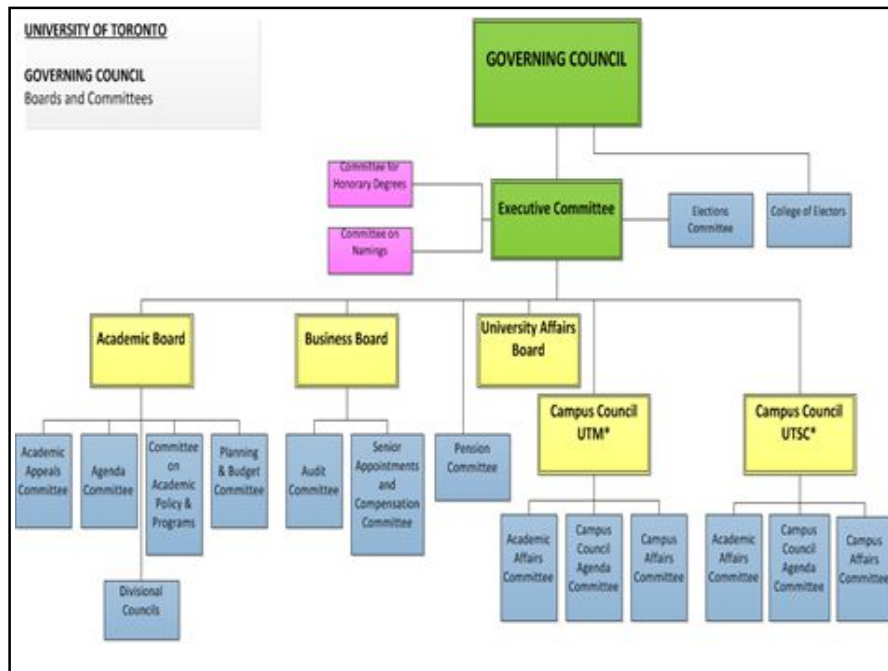


University of Toronto Mississauga Academic Affairs Committee Orientation

September 18, 2014

What are the Terms of Reference of the AAC?

- Consider all matters that affect the teaching, learning and research functions of the Campus.
- Monitor, review and make recommendations concerning divisional academic policies.
- Receive reports from administrators.



What is the Committee's Role in Relation to Other Governing Bodies?

- The Committee is an entry point to governance.
- Most items can be approved by the AAC; some must be forwarded to AP&P, Academic Board or Governing Council for approval.
- Other bodies to which recommendations are made expect this body to have engaged in the fullest and most detailed discussion and debate before items move on.

Who are the AAC Members ?

- 63 members
 - 2 administrative staff
 - 3 community members
 - 2 librarians
 - 35 teaching staff
 - 9 students
 - 10 *ex officio* members
 - 2 Presidential Assessors (voting)

Who are the Assessors?

- Voting Assessors
 - Vice-Principal Academic & Dean, Amy Mullin
 - Vice-Principal Research, Bryan Stewart
- Non-voting Assessors
 - Vice-Principal Special Initiatives, Ulrich Krull
 - Dean of Student Affairs, Mark Overton
 - Program and Curriculum Officer, Yen Du

What is the Role of the Assessors ?

- Bring forward proposals from the administration for consideration
- Provide reports for information.
- Introduce items before discussion and vote
- Roles of the assessors to this committee reflect their administrative terms of reference

What are the Responsibilities of AAC Members ?

- Reflect the perspectives of their estate, as appropriate
- Members act in the best interests of the institution as a whole
- Refer to “Expectations and Attributes of Governors & Key Principles of Ethical Conduct” in the quick reference guide

Committee Members: Tips for Effective Participation

Informed participation → review materials in advance
(attention to cover sheets)

- **Adding value**
 - provide feedback/advice to assessors in preliminary stages of a proposal
 - make suggestions for improvements to presentations for subsequent bodies in the governance process
 - ask questions (if answers will require preparation it is best practice to alert assessors in advance so that they can be prepared)
 - ask about consultation process

Calendar of Business: What business will be brought to AAC this year?

- Developed annually for all Governing Council bodies
- An overview of all anticipated business to be transacted in the year
- New items are added (updated every Friday) as they arise from the administration

How is the Agenda Set?

- Agenda planning is the “hand-off” from the administration to governance.
- Agenda planning group includes the Chair, Vice-Chair, the assessors and others as deemed appropriate by the Chair.
- The guiding principle is that the agenda is set by the Chair after receiving advice from the agenda planning group.

What is the Structure of the Agenda ?

1. Reports and Presentations
2. Items for Approval
3. Assessor’s Report (standing item for each meeting)
4. **Consent Agenda**: routine/transactional items; given individual consideration if a member requests
5. Other Business
6. In Camera Session

How Does One Access Meeting Documents ? The Governance Portal: Diligent Boardbooks

- Only tool used to distribute confidential meeting documentation to members, and therefore the expectation is that all members make use of it
- Password protected
- Instructions for setup: <http://uoft.me/DBBInstructions>
- User Name: “firstname lastname” and the temporary Password is “July2014”.



Cover Sheets

- 1 General
- 2 Header Information
- 3 Sponsor & Presenter
- 4 Jurisdictional Information
- 5 Previous Action Taken
- 6 Highlights
- 7 Recommendation

FOR RECOMMENDATION	CONFIDENTIAL	CLOSED SESSION
<p>TO: Name of Governance Body</p> <p>SPONSOR: Name, Position, Division/Department, Unit CONTACT INFO: Phone Number, Email Address</p> <p>PRESENTER: Name, Position, Division/Department, Unit CONTACT INFO: Phone Number, Email Address</p> <p>DATE: Date Prepared for Date of Meeting</p> <p>AGENDA ITEM: Item Number</p> <p>ITEM IDENTIFICATION: The full name of item as listed on the agenda appears here.</p> <p>JURISDICTIONAL INFORMATION: Jurisdictional information related to the item and the Governance Body's role is specified here.</p> <p>GOVERNANCE PATH:</p> <ol style="list-style-type: none"> 1. Every First Governance Body (Date of Meeting) 2. This Governance Body (Date of Meeting) 3. Next Governance Body (Date of Meeting) 4. Governance Body (Date of Meeting) 5. Governance Body (Date of Meeting) 6. Governance Body (Date of Meeting) 7. Final Governance Body (Date of Meeting) <p>PREVIOUS ACTION TAKEN: Previous action taken is delineated here.</p> <p>HIGHLIGHTS: In respect of the Body's areas of interest, the highlights of the proposal are summarized here.</p> <p>FINANCIAL IMPLICATIONS: The financial implications of the proposal are outlined in this section.</p> <p>RECOMMENDATION: It is Recommended to the Next Governance Body: THAT the action be taken, to be effective on the date specified.</p> <p>DOCUMENTATION PROVIDED: First Document Name Second Document Name</p>		

Conduct of Meetings

- Modified version of Bourinot's Rules of Order which are included in the Governing Council's By-Law Number 2.
 - Meetings are normally open.
 - Members may speak once in a debate for up to 5 minutes to allow for wide participation
 - Only members and voting assessors may participate in debate and vote.
 - Non-members who wish to speak must request to do so in advance of the meeting.

Decisions

Proposals may be

- Approved (occasionally clarified or amended)
- Rejected
- Referred back to the administration **with advice.**
- Withdrawn by the administration.

How is all of this accomplished ? The Secretariat

- Facilitate governance process with neutrality
- Act as expert resource to members and administration
- Ensure that documentation and Cover Sheets are complete
- Maintain the Calendar of Business
- Support the Chair and the Committee
 - UTM Director of Governance – Cindy Ferencz-Hammond
 - UTM Committee Secretary – Mariam Ali

Role of Governance vs. Administration

- Administration manages the University, issues reports and proposals.
- Governance is the receiver of proposals and reports from the administration.
- Primary Functions of Governance – Oversight, Advice, Approval (or rejection)
- Together the functions of governance and administration are sustaining and advancing the University's purpose, strength and well-being.

Member Resources

- <http://uoft.me/OrientationResources>
- Quick access to frequently used member resources (membership lists, assessors, COB, schedules, TOR, portal)

Burning Questions ??

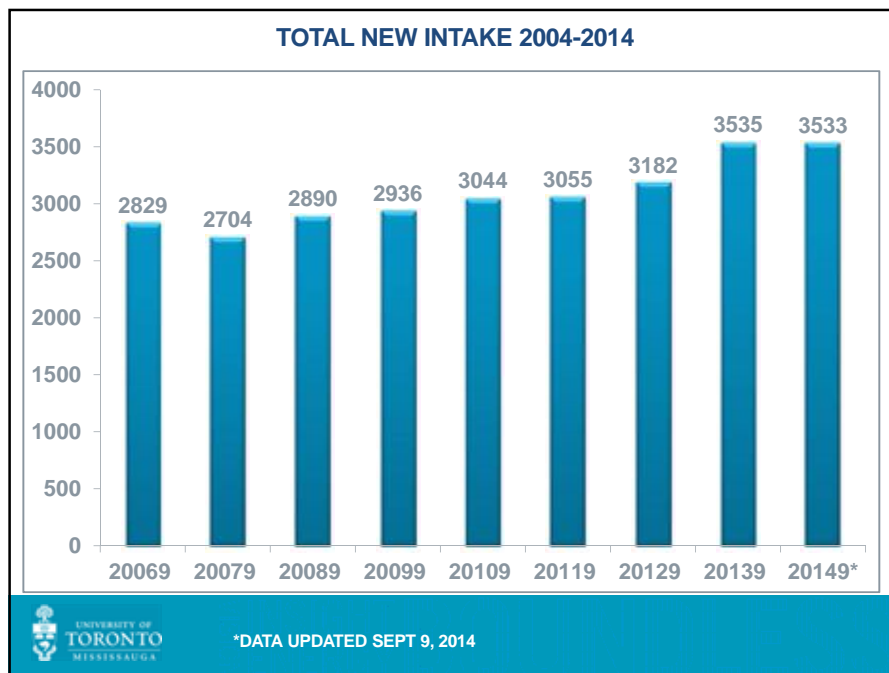


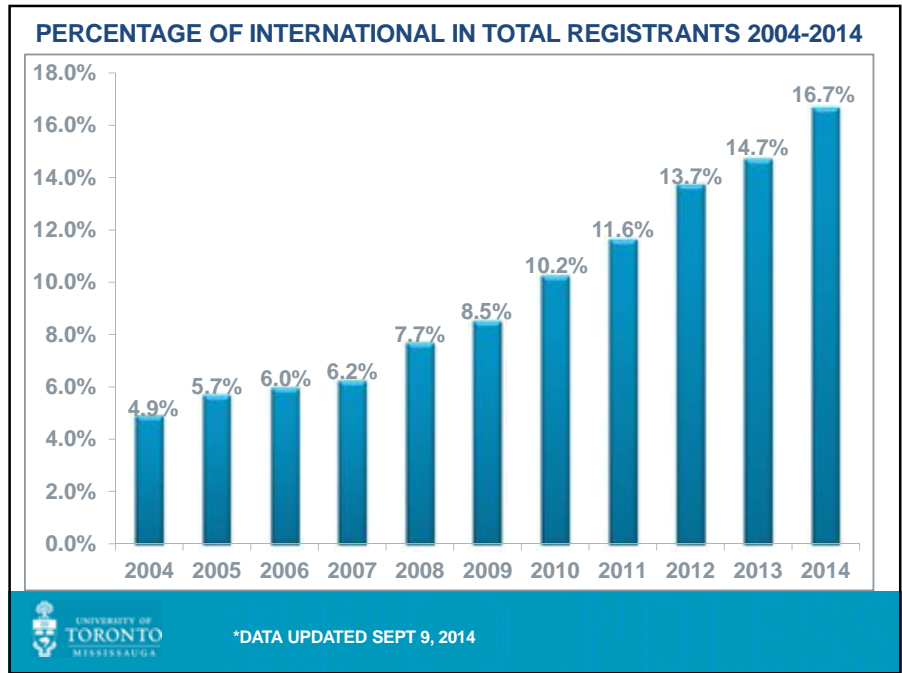
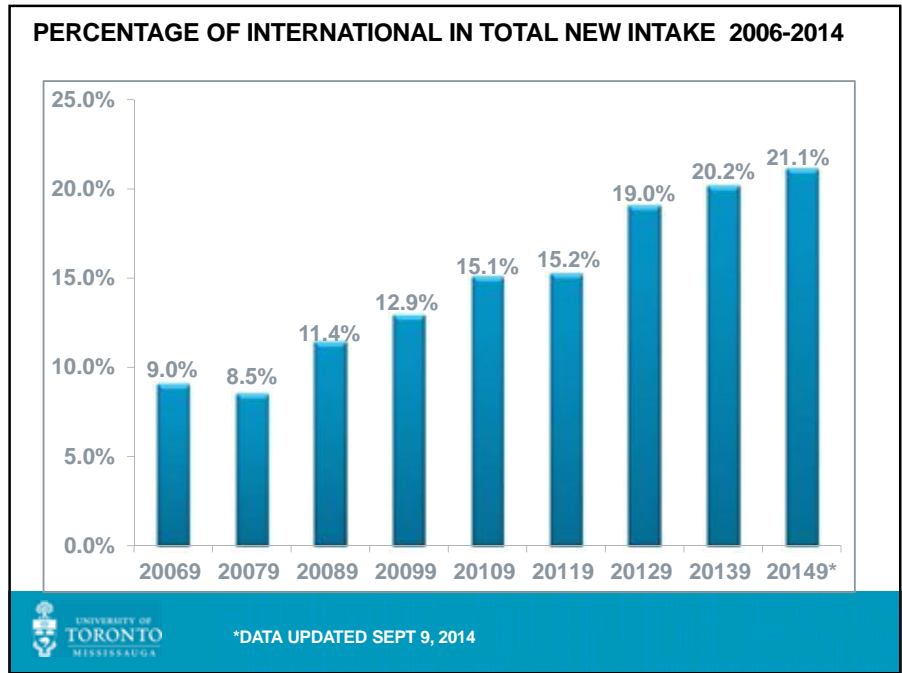
UNIVERSITY OF TORONTO MISSISSAUGA

Academic Affairs Committee
September 18, 2014



BOUNDLESS





FACTS & FIGURES

15 DISTINCT ACADEMIC DEPARTMENTS
AN INSTITUTE OF COMMUNICATION, CULTURE AND INFORMATION
TECHNOLOGY & AN INSTITUTE FOR MANAGEMENT AND
INNOVATION

OFFERING 145 PROGRAMS AND 88 AREAS OF STUDY

OVER 13000 STUDENTS (UNDERGRADUATE + GRADUATE)
OVER 2000 FULL-TIME & PART-TIME EMPLOYEES, INCLUDING 857
FACULTY & STAFF OVER 47000 ALUMNI

U OF TORONTO IS RANKED FIRST IN CANADA FOR ITS RESEARCH
- UTM IS A VITAL PART OF THAT SUCCESS



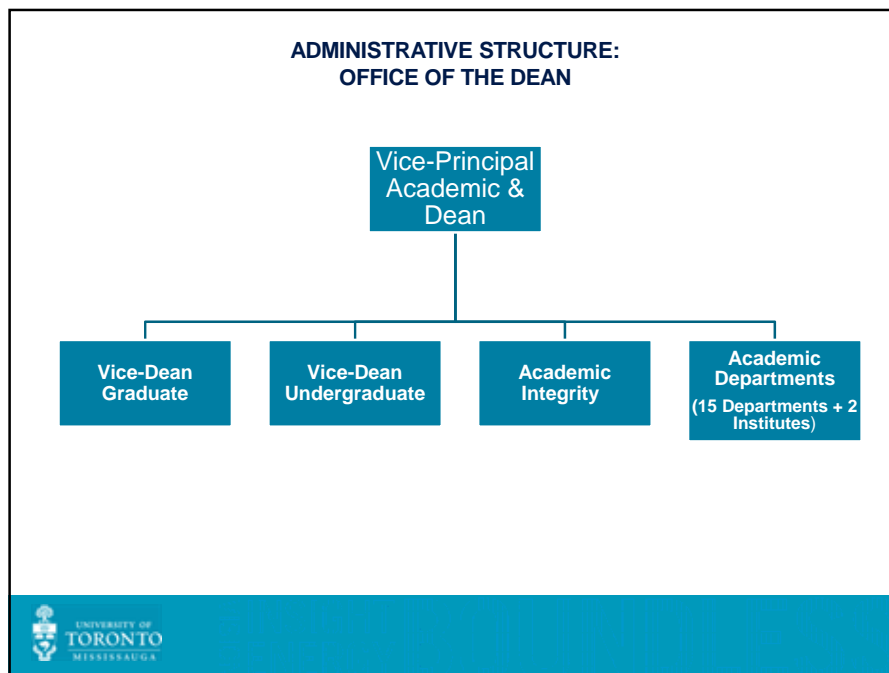
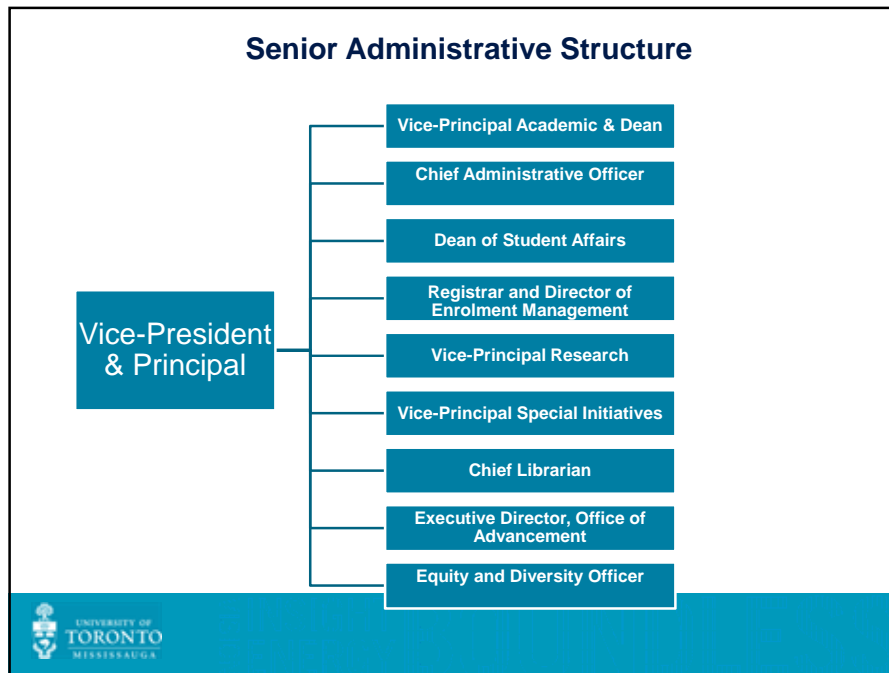
RESEARCH AT UTM

\$200,000 A WEEK IN RESEARCH

600 RESEARCH PROJECTS

\$10 MILLION IN EXTERNAL GRANTS





ACADEMIC PLAN VISION OF THE VPA

UTM Academic Plan developed consultatively and approved in the fall of 2012

Information about the plan and the complete text is available at:
<http://www.utm.utoronto.ca/academic-planning/home>

Overall goal – maintaining and improving quality of teaching and research, vigilant review of existing programs, development of new courses and programs to meet student interest and community needs, investment in new faculty to enhance teaching and research





ADMINISTRATIVE ASSESSORS: SUMMARY OF RESPONSIBILITIES AND HIGHLIGHTS FOR 2014-15

ACADEMIC AFFAIRS COMMITTEE:

Prof. Amy Mullin, Vice-Principal, Academic and Dean (VPA)

- The role of the Vice Principal and Academic with respect to campus governance includes oversight of the academic departments, engaging in periodic external review of those departments, and evaluating and supporting their plans for curricular innovations, along with developing initiatives that support the research, teaching and learning on our campus.
- In the 2014-15 academic year, the Office of the Dean will sponsor new programs, program closures, development of additional combined programs, and the introduction of new courses to serve our existing programs. Most of these items sponsored by the Office of the Dean will be submitted for Academic Affairs Committee consideration. The planning and resource implications of the establishment, termination or restructuring of academic units and proposals for Extra-Departmental Units are within the responsibility of the Campus Affairs Committee and will be submitted to this committee.

Prof. Bryan Stewart, Vice-Principal, Research (VPR)

- Broadly responsible to promote, enhance, and facilitate research and scholarly activity at UTM. The VPR aims to inspire a strong sense of shared research vision within the UTM research community and he/she represents and promotes UTM research locally, nationally, and internationally.
- Works closely with the Vice-President and Principal, UTM and the senior administrative team to develop strategic research plans and direction for the campus;
- Interacts with the Vice-Principal, Academic and Dean on matters of research that are integral to the academic mission of UTM.
- Since research activity cuts across undergraduate and graduate programs, involves postdoctoral fellows, research associates, and faculty, and in many cases requires significant research infrastructure and finances, the VPR interacts closely with the administrative teams associated with each of these groups.
- Coordinates with the Vice-President, Research & Innovation of the university and with the Vice-Principal Research, UTSC to ensure the alignment of strategic research activities within the wider University of Toronto context.

- Work closely with the Division of Research and Innovation and its offices, on matters relating to research services, innovation & partnerships, research compliance & oversight, and research ethics.
- Collaborates with Departmental Chairs and faculty on long-term research plans and initiatives, and on the development of research funding opportunities.

Prof. Ulrich Krull, Vice-Principal, Special Initiatives (VPSP)

- On behalf of the Vice-President and Principal (VP&P), oversees major new initiatives of UTM-wide scope and significance ("major projects"), as determined from time to time by the UTM's senior administration. Examples include the development of: the *Institute for Management and Innovation*; academic programs at UTM in partnership with the Faculty of Applied Science and Engineering; a new laboratory science building; integration of UTM activities with the local health sciences community.
- Working with the Vice-Principal Academic & Dean, engages with appropriate academic units at UTM, and when necessary, across the University's tri-campus system, to develop and execute inter-disciplinary initiatives comprising the major projects.
- Works collaboratively with the VP&P and members of UTM's senior administration ("Principal's Table") to engage external stakeholders in the public and private sectors to forge alliances and partnerships as required for the success of the major projects.
- Works closely with the VP&P, Vice-Principal Academic & Dean, the Chief Administrative Officer, and others to help develop financing and business plans for the major projects.
- Participates, with the VP&P and the Executive Director of Advancement, in developing external-funding proposals to philanthropists, agencies, foundations, and governments for selected projects.
- Represents the interests of the University of Toronto Mississauga at selected external organizations such as the Research Innovation Commercialization Centre, Advantage Mississauga, and the Healthy City Stewardship Centre, as well as internal committees.
- As a member of the Principal's Table, participates in the day-to-day administration of the University of Toronto Mississauga.

Childhood in the City

Ron N. Buliung
Associate Professor
Geography
University of Toronto
Mississauga
ron.buliung@utoronto.ca



What is Childhood?

- A phase in life?
- A socio-cultural, political-economic construct?
- A biomedical life phase
 - United Nations
 - Child 0 to <= 14 years
 - Youth 15 to 24 years
 - BUT UN convention on the Rights of the Child <= 18 years

Outline

- Childhood?
- Why focus on children?
- Why are we seeing, what we are seeing?
- Concluding Remarks



First world problems!

Factsheet on the World Malaria Report 2013

December 2013

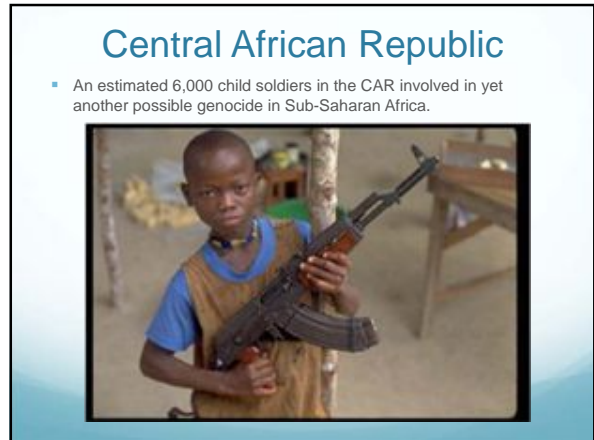
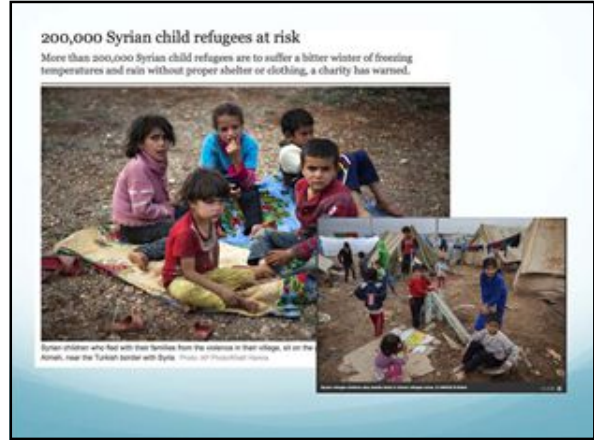
Disease burden in 2012

Malaria is an entirely preventable and treatable mosquito-borne illness. In 2013, 97 countries had on-going malaria transmission.

An estimated 3.4 billion people are at risk on malaria, of which 1.2 billion are at high risk. In high-risk areas, more than one malaria case occurs per every 1000 population.

There were an estimated 207 million cases of malaria in 2012 (uncertainty range: 135 – 287 million) and an estimated 627 000 deaths (uncertainty range: 473 000 – 789 000); 90% of all malaria deaths occur in sub-Saharan Africa, and 77% occur in children under five.

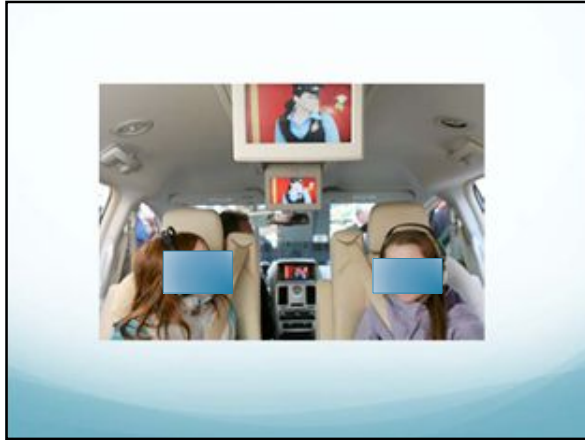
In 2012, malaria killed an estimated 483 000 children under five years of age. That is 1300 children every day, or one child almost every minute.





These ship-breakers claim to be 14, the minimum legal age to work in the yards. Managers favor young workers because they are cheap and know less about the dangers, and their small bodies enable them to access a ship's tightest corners.





Most of my work during the last 7 years has focused on mobility in childhood....



Childhood happens in different environments



Context

Toronto congestion costs Canada \$33-billion: OECD

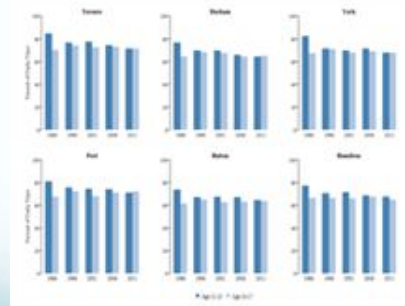
BRIAN FENLON
 Toronto — From Tuesday's Globe and Mail
 Published Monday, Nov. 09 2009, 8:08 PM EST
 Last updated Friday, Nov. 20 2009, 2:56 AM EST

- We have a multi-billion dollar commuting problem in this region.
- Mobility in childhood affects quality of life.
- Acquisition of transport-based tacit knowledge begins in childhood.
- Children are our transport future!

Why children?

- We have already made a commitment.
- Tomorrow's adult commuters.
- Unhealthier over time.
- Less active over time.
- Sometimes children are killed by and in cars.
- Disenfranchised, marginalized.
- Adult behaviour is harder to change.
- Lifelong travel habits may be linked to childhood

School Trips as a Proportion of Total Daily Trips



We have already committed...

Vision: 25 years from now 60% of children will travel actively to school.

Goals A.2.: Improved accessibility for seniors, **children** and individuals with special needs and at all income levels.

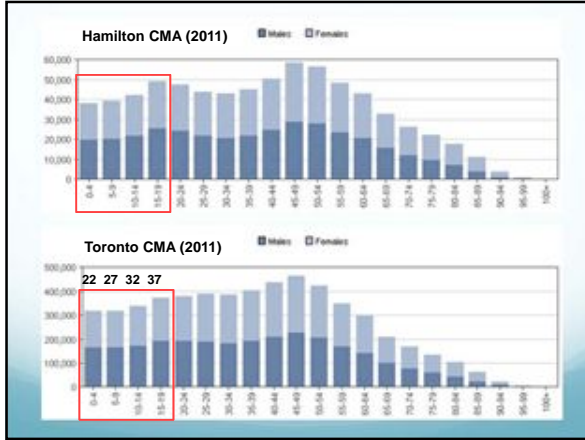
Goal C.: Active and Healthy Lifestyles: Walking and cycling will be attractive and realistic choices for all, including **children** and seniors.

Goal D.: Safe and Secure Mobility: Getting around will be safer and more secure. Parents will feel comfortable allowing and encouraging their **children** to walk, cycle or take public transit to school.

Goal D.10.: Improved real and perceived traveller safety, especially for women, **children** and seniors.

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Overweight and obesity

Canada: overweight and obesity rates increased from 15% in 1979 to 26% in 2004 (Ages 2-17) (Shields 2006)

Boys: 17% to 27%

Girls: 15% to 25%

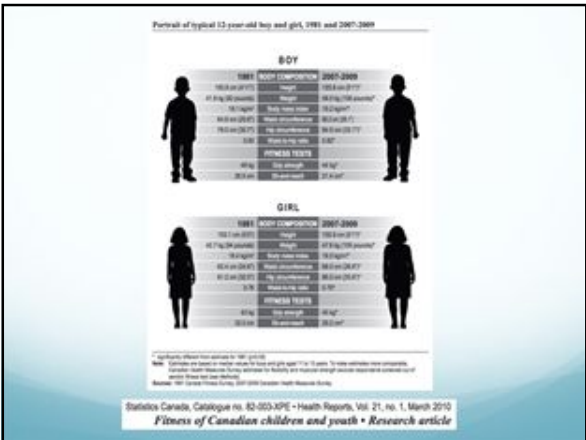
US: overweight and obesity rates increased from 15% in 1971 to 31% in 2006 (Ages 2-19) (Ogden et al. 2011)

Boys: 15% to 31%

Girls: 15% to 30%

Why children?

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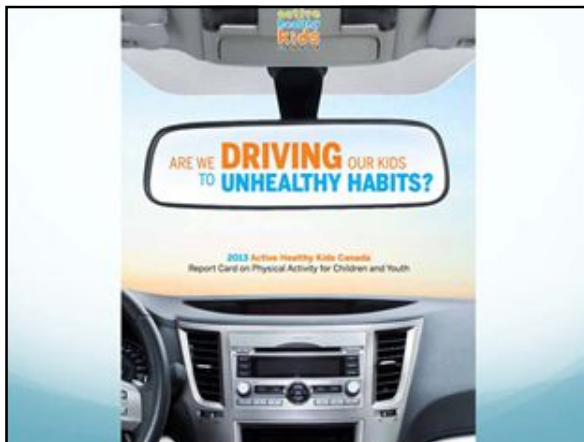
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PHYSICAL ACTIVITY LEVELS

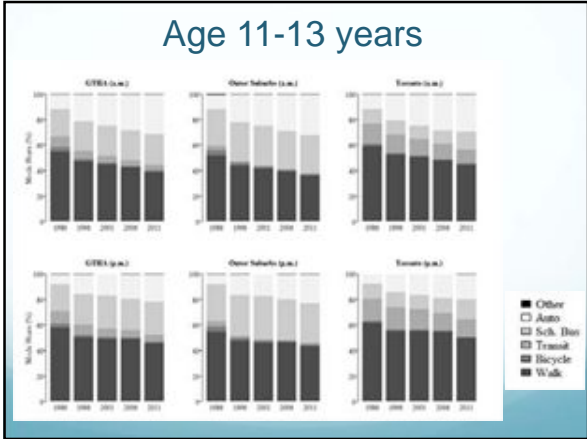
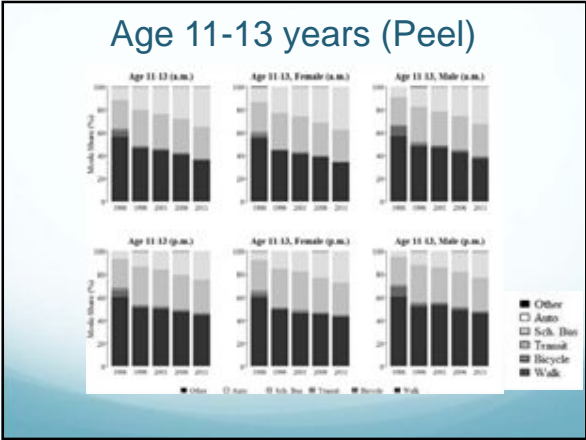
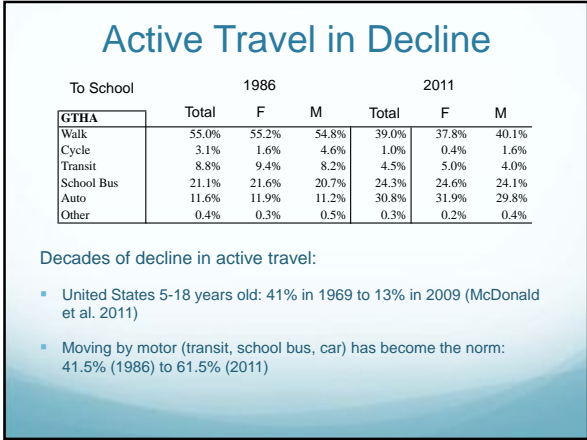
D-

- 84% of 3- to 4-year-olds in Canada meet the Canadian Physical Activity Guidelines for the Early Years, which recommend at least 180 minutes of daily physical activity at any intensity.²⁰⁰⁹⁻²⁰¹⁰
- 7% of 5- to 11-year-olds in Canada, and 4% of 12- to 17-year-olds, meet the Canadian Physical Activity Guidelines for Children and Youth, which recommend at least 60 minutes of daily MVPA.²⁰⁰⁹⁻²⁰¹⁰
- 40% of 5- to 17-year-olds in Canada accumulate at least 60 minutes of MVPA at least 3 days per week.²⁰⁰⁹⁻²⁰¹⁰



Why children?

- ✓ You've already committed.
- ✓ Tomorrow's adult commuters.
- ✓ Unhealthier over time.
- ✓ Less active over time.
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Why children?

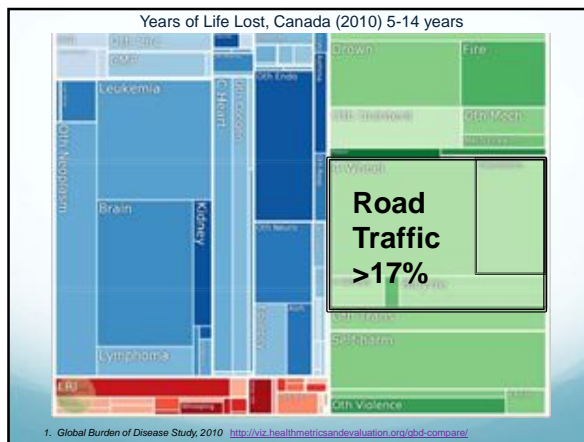
- ✓ We've already committed.
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In Canada, in 2005, the fatality rate of child and youth occupants (aged 0–19) was seven times that of pedestrians (Public Health Agency of Canada 2009).



In 2008/09 the hospitalization rate of young automobile occupants (aged 0–24) was almost five times that of pedestrians (ibid.).



Why children?

- ✓ We've already committed.
- ✓ Tomorrow's adult commuters.
- ✓ Unhealthier over time.
- ✓ Less active over time.
- ✓ Less active transport over time.
- ✓ Sometimes children are killed by and in cars.
- ✓ Disenfranchised, marginalized.
- Adult behaviour is harder to change.
- Lifelong travel habits may be linked to childhood

Adult's are less Flexible



Is transportation generational?

Who are the champions?

Who should be the champions?

Why children?

- ✓ We've already committed.
- ✓ Tomorrow's adult commuters.
- ✓ Unhealthier over time.
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- ✓ Less active transport over time.
- ✓ Sometimes children are killed by and in cars.
- ✓ Disenfranchised, marginalized.
- ✓ Adult behaviour is harder to change.
- Lifelong travel habits and thinking about design may be linked to childhood

Why are we seeing, what we are seeing?

A tail of two studies:

Study 1: How do elements of neighbourhood design and the available supply of transport options across the region associate with CIM for school travel? Walk/Drive; Walk Independent/Otherwise

- **DATA:** Harris Decima, 2011 Metrolinx Greater Toronto and Hamilton Area School Travel Attitudinal Study Report. Computer aided telephone interviews were conducted between May 9 and 20, 2011 of 1016 parents and guardians of children attending elementary school in the GTHA.

Distribution of sample: All (n=888)



Why are we seeing, what we are seeing?

Study 2: What are the social and environmental correlates of CIM across different types of neighbourhoods in the City of Toronto?

- **DATA:** Project BEAT grade 5 and 6 students and their parents from 17 schools located across Toronto's diverse range of neighbourhoods independently completed travel behaviour surveys (n=1035) and a mapping exercise to obtain routes travelled to and from school.

Weighted sample



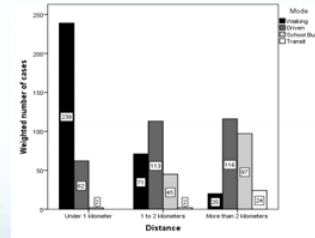
Routes and Environmental data



Why are we seeing, what we are seeing?

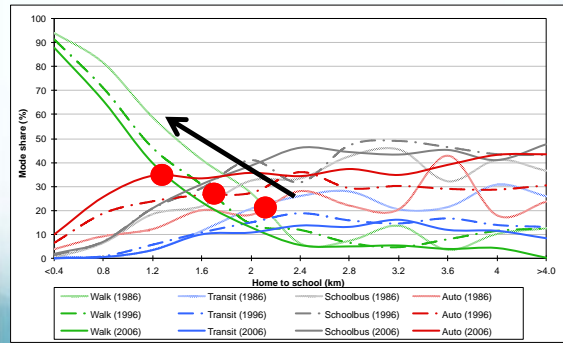
- Distance
- Gender
- Ageing in place...
- Fear & Safety
- Traffic
- To/From School
- Street Crossings

Distance

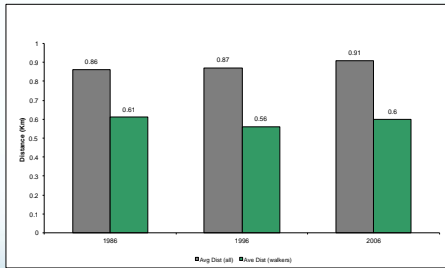


DISTANCE

To School (GTA) '86-'06

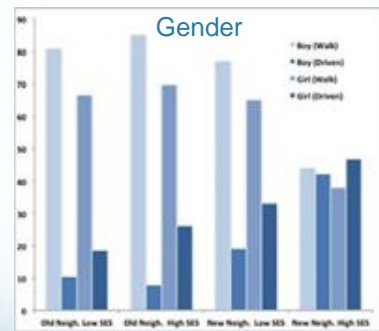


Average Distance to School

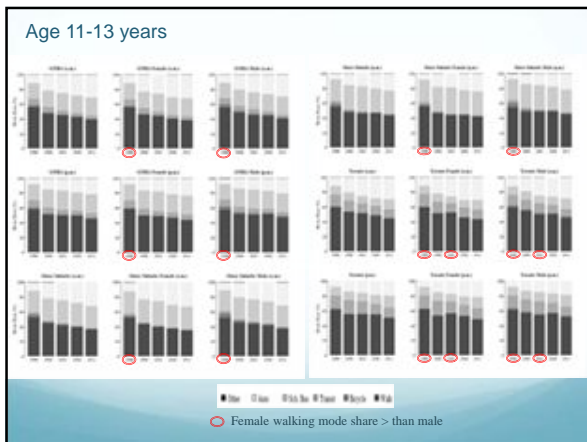


GENDER

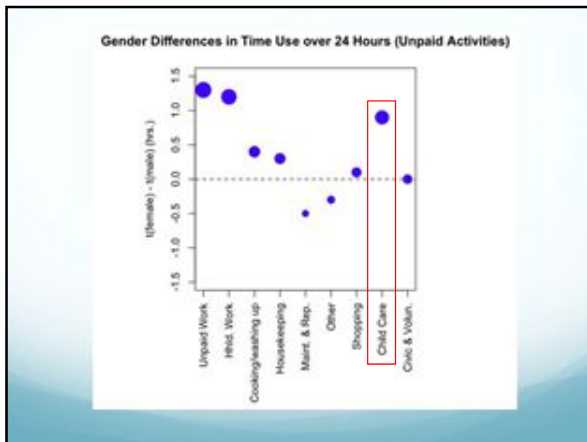
Half-empty schools costing TDSB millions
 KATE HAMMER
 EDUCATION REPORTER — The Globe and Mail
 Published Friday, Sep. 05 2014, 9:27 PM EDT
 Last updated Saturday, Sep. 06 2014, 7:28 AM EDT



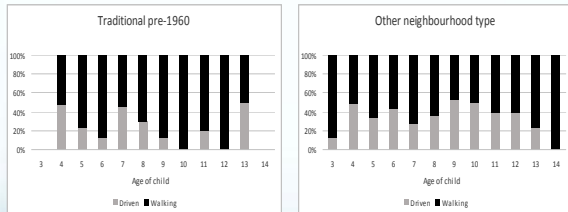
Boys are more likely to engage in AST than girls, if you want to increase AST rates, then the gender question needs to be part of the conversation.



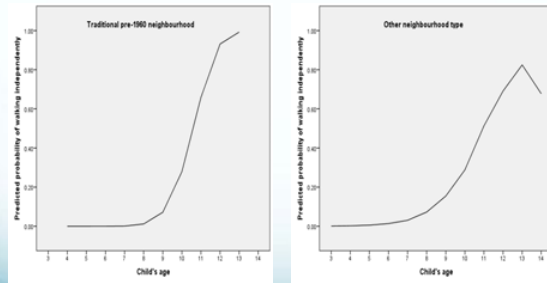
AGEING IN PLACE



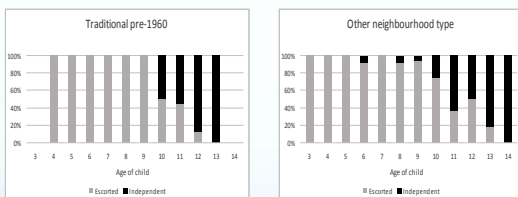
Walk/drive by neighbourhood type & child age (GTHA model)



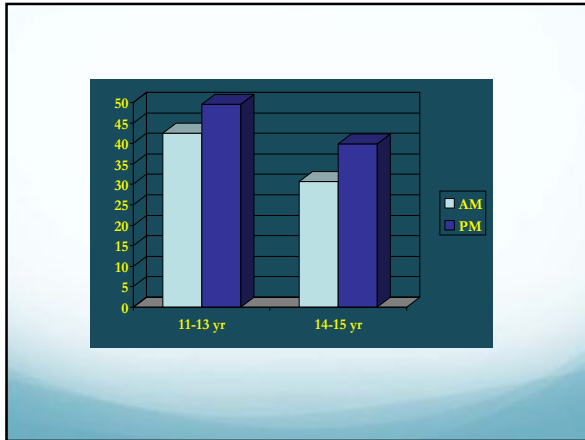
Independent walk to school by neighborhood type & child age (GTHA Model)



Independent walk to school by neighborhood type & child age (GTHA Model)



TO/FROM SCHOOL



Concluding Remarks



Our Transport Future Depends on a Planning Process that begins to think Seriously about Childhood in the City