UNIVERSITY OF TORONTO MISSISSAUGA

OFFICE OF THE CAMPUS COUNCIL

University of Toronto Mississauga Campus Council

ACADEMIC AFFAIRS COMMITTEE

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

Council Chamber, Room 3130, William G. Davis Building

AGENDA

1. **Chair's Remarks**

2. **Presentation on the Robert Gillespie Academic Skills Centre (RGASC):** Mr. Andrew Petersen, Director, Robert Gillespie Academic Skills Centre

3. **University of Toronto Mississauga Bridging Pathway (UTMBP) Program***

   Be It Resolved,

   THAT the proposed University of Toronto Mississauga Bridging Pathway (UTMBP) Program, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 28, 2014, be approved, effective September 1, 2014.

4. **New Minor in Ethics and Society, Department of Philosophy***

   Be It Resolved,

   THAT the proposed New Minor in Ethics and Society, offered by the Department of Philosophy, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 27, 2014, be approved, effective September 1, 2014.

5. **New Minor in Latin American and Caribbean Studies, Department of Historical Studies***

   Be It Resolved,

   THAT the proposed New Minor in Latin American and Caribbean Studies, offered by the Department of Historical Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 22, 2014, be approved, effective September 1, 2014.

* 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

Office of the Campus Council, Room 3216A - William G. Davis Building
3359 Mississauga Road Mississauga, ON L5L 1C6 Canada
E-mail: council.utm@utoronto.ca • Web: www.utm.utoronto.ca/governance

6. New Course, Course Change & Change in Program Requirement: Master of Biotechnology (MBiotech)*

Be It Resolved,

THAT the proposed Master of Biotechnology (MBiotech) course name change of BTC1710H, which is offered by the Institute for Management and Innovation (IMI), from *Biomaterials and Protein Chemistry Laboratory* to *Biomaterials and Protein Chemistry Theory*, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 22, 2014, be approved, effective September 1, 2014; and

THAT the proposed new MBiotech course, *Biomaterials and Protein Chemistry Laboratory* (BTC1720H) to be offered by the IMI, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 7, 2014, be approved, effective September 1, 2014; and

THAT the proposed MBiotech change in program requirements offered by the IMI, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 22, 2014, be approved, effective September 1, 2014.

7. New Courses: Master of Science in Sustainability Management (MScSM)*

Be It Resolved,

THAT the proposed new Master of Science in Sustainability Management (MScSM) courses offered by the Institute of Management and Innovation (IMI), as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in each of the proposals dated January 7, 2014, be approved, effective on the date specified for each course in each proposal.

8. Assessor's Report

9. Other Business

CONSENT AGENDA

10. Report of the Previous Meeting: Report 3 – Jan 9, 2014

* 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

11. Business Arising from the Report of the Previous Meeting

12. Date of the Next Meeting – March 26, 2014, 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

UNIVERSITY OF TORONTO MISSISSAUGA

OFFICE OF THE CAMPUS COUNCIL

3

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: February 5, 2014 for February 12, 2014

AGENDA ITEM: 3

ITEM IDENTIFICATION:

University of Toronto Mississauga Bridging Pathway (UTMBP) Program

JURISDICTIONAL INFORMATION:

Under section 5.1 of its terms of reference, the responsibilities of the Academic Affairs Committee include admissions, academic programs, and academic regulations.

GOVERNANCE PATH:

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

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The University of Toronto Mississauga (UTM) is proposing to establish the University of Toronto Mississauga Bridging Pathway (UTMBP) which will allow mature students who do not meet the traditional admissions requirements of UTM an opportunity for successful direct entry to undergraduate studies leading towards an Honours Bachelor of Arts (HBA) degree. The UTMBP will offer non-degree admission to a small number of students beginning in 2014-15. The success of the cohort of students admitted under this initiative will be evaluated each year with the students' success to be tracked by the Office of the Registrar using annual academic audit data and analysis of student retention and persistence through to graduation with a report prepared annually by the Office of the Registrar and distributed appropriately.

The success of students in this initiative will be enhanced by their development of essential learning skills in sessions offered by the Robert Gillespie Academic Skills Centre and through

their participation in academic advising sessions catered to non-traditional students, offered through the Office of the Registrar. Limiting a student's course load in the first year of study and offering these advising strategies will facilitate their positive transition to full-time undergraduate studies.

Students admitted to the UTMBP will be required to enrol in and successfully complete two half-credits over the Fall and Winter academic sessions, with an average of 73% or better, to become eligible to proceed to full-time studies at UTM. Students who achieve a 63% average will be permitted to proceed to part-time studies at UTM. Successful completion of these two half credits would count as 1.0 credit towards the 20.0 credits required for an Honours Bachelor of Arts undergraduate degree. Students who complete the Fall term course with an average below 63% will be required to withdraw from the bridging initiative.

The Office of the Dean Academic UTM, Robert Gillespie Academic Skills Centre UTM, University Registrar UTSG, Director of Admissions UTSG, along with the Director of Student Recruitment UTSG have all been consulted and are in full support of this initiative.

FINANCIAL IMPLICATIONS:

All elements of the initiative will be met with existing resources. There are no unique space/infrastructure requirements for this new program. Therefore, there are no net implications for the campus' operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed University of Toronto Mississauga Bridging Pathway (UTMBP) Program, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 28, 2014, be approved, effective September 1, 2014.

DOCUMENTATION PROVIDED:

UTM Bridging Pathway (UTMBP)

Submission Date: January 28, 2014. Effective Date: September 1, 2014

New Pathway for Admission: University of Toronto Mississauga Bridging Pathway (UTMBP)

Objective: To establish an initiative to give mature students who do not meet the traditional admissions requirements[1] of the University of Toronto Mississauga (UTM) an opportunity for successful direct entry to undergraduate studies leading towards an Honours Bachelor of Arts (HBA) undergraduate degree.

Rationale: Such an initiative would not only benefit UTM but will be of great importance to the City of Mississauga and the Regions of Peel and Halton by allowing residents the opportunity to undertake a pathway to post-secondary education in their local community. The UTMBP will offer non-degree admission to a small number of students beginning in 2014-15. The success of the cohort of students admitted under this initiative would be evaluated each year with the students' success to be tracked by the Office of the Registrar using annual academic audit data and analysis of student retention and persistence through to graduation with a report prepared annually by the Office of the Registrar and distributed appropriately.

The success of students in this initiative will be enhanced by their development of essential learning skills in sessions offered by the Robert Gillespie Academic Skills Centre and through their participation in academic advising sessions catered to non-traditional students, offered through the Office of the Registrar. Limiting a student's course load in the first year of study and offering these advising strategies will facilitate their positive transition to full-time undergraduate studies.

Initiative Goals:

The target demographic for the UTMBP is students who have been away from formal education for some time and who are typically unfamiliar with the university environment.

The UTMBP goals are as follows:

- To help students become eligible for undergraduate degree-level studies.
- To help students understand and become comfortable with academic and university culture.
- To help students develop foundational academic skills through coordinated programming with our current on-campus partners including the Career Centre, the Robert Gillespie Academic Skills Centre, the Library and the department of Student Life.

The UTMBP learning objectives are as follows:

- Students learn how to access and use university resources.
- Students learn about the rules and regulations of the university and where to find them.
- Students will learn how to plan and navigate degree completion.

[1] An Ontario Secondary School Diploma with a minimum of 6 Grade 12 U and/or M courses including ENG4U, or the equivalent.

Marketing, Promotions, and Admission: The Office of the Registrar at UTM will be responsible for the development of all print and online promotional materials, for developing and maintaining a website and social media strategy, for developing an online application for admission, as well as for creating a comprehensive communication plan. The Office of the Registrar's Admissions & Recruitment Office will promote this initiative on campus and in the community, working with local school boards, community services and groups, and other appropriate tri-campus partners (e.g. Woodsworth College). They will also facilitate in-person, telephone and online advising to prospective students. Prospective students will submit their online admission application directly to the Office of the Registrar. The UTM Admissions & Recruitment Office will determine eligibility for admission and forward offers directly to candidates.

In order to qualify for the UTMBP, students must meet the following criteria:

1) Be at least 20 years of age.
2) Be a Canadian Citizen, Permanent Resident, or Convention Refugee[2].
3) Have been away from formal, full-time education for more than three years.
4) Have not attempted degree-level academic work (or equivalent) at a post-secondary institution such as a university or polytechnic institute.
5) Have not completed more than two years of full-time studies in a College of Applied Arts and Technology (or equivalent), such as a three-year diploma of an academic nature.
6) Meet current University of Toronto English language admission requirements.

This initiative is primarily intended for direct entry into an Honours Bachelor of Arts undergraduate degree. Some programs at UTM have additional senior-level secondary school subject requirements. The completion of any previous high school courses may be considered. Students interested in taking courses that have minimum high school prerequisites (e.g. math, chemistry, biology, physics) can review the possibility of taking these courses with the Manager of Pathways Programs based on their previous studies.

Admissions Criteria: The University of Toronto Mississauga Admissions & Recruitment Office will review and advise prospective UTMBP students. Once admitted as Non-Degree students the Office of the Registrar will assist with enrolment in the first year course(s) and special advising sessions will take place before classes begin.

A $100 non-refundable application fee with completed online application will be accepted by the UTM Admissions & Recruitment Office up until June 1st of the application cycle. All admission decisions will be made by July 1st.

[2] A Convention Refugee is a person who is outside of their country of nationality or habitual residence and who is unable or unwilling to return to that country because of a well-founded fear of persecution for reasons of race, religion, political opinion, nationality or membership in a particular social group. (See United Nations 1951 Geneva Convention)

Students admitted to the UTMBP will be required to enrol in and successfully complete two half-credits. One half-credit to be completed in the Fall session and the second half-credit to be completed in the Winter session, with an average of 73% or better, to become eligible to proceed to full-time studies at U of T Mississauga. Students who achieve a 63% average will be permitted to proceed to part-time studies at U of T Mississauga. Successful completion of these two half credits would count as 1.0 credit towards the 20.0 credits required for an Honours Bachelor of Arts undergraduate degree. Students who complete the Fall term course with an average below 63% will be required to withdraw from the bridging initiative.

Students who achieve 75% or better in the Fall term course may request to take a maximum of two half courses, 1.0 credits, in the Winter term.

Specialized support sessions and workshops designed for non-traditional students will be offered by the Robert Gillespie Academic Skills Centre (RGASC) as well as the Office of the Registrar and will allow for focused support of UTMBP students and their successful transition into academic life. UTMBP students will be required to participate in these sessions and workshops that will be offered throughout the Fall and Winter academic sessions.

Students will be permitted to enrol in any course for which they have the required prerequisite secondary school courses. Completion of both academic sessions with an average of 73% and above will qualify students for admission to full-time studies at U of T Mississauga.

Academic Advising and Support: The Office of the Registrar will offer appropriate advising and support for these academic bridging students. The UTMBP students would be encouraged to attend any available transition workshops or programs (e.g. Head Start (RGASC)) that introduce them to the academic and student service resources on campus (instructors, OR staff, RGASC staff, Library and Career Centre). Throughout the Fall/Winter session, the RGASC offers a variety of theme-based workshops (e.g., time management skills, exam preparation).

Space/Resource Implications

All elements of the initiative will be met with existing resources. There are no additional space or resource implications.

Consultation

The Office of the Dean Academic UTM, Robert Gillespie Academic Skills Centre UTM, University Registrar UTSG, Director of Admissions UTSG, along with the Director of Student Recruitment UTSG have all been consulted and are in full support of this initiative.

Prepared by:
Lauren Daley, Manager, Pathways Programs
Lorretta Neebar, Associate Registrar, Admissions & Recruitment
Diane Crocker, Registrar and Director of Enrolment Management
University of Toronto Mississauga November, 2013

UNIVERSITY OF TORONTO MISSISSAUGA

OFFICE OF THE CAMPUS COUNCIL

4

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: February 5, 2014 for February 12, 2014

AGENDA ITEM: 4

ITEM IDENTIFICATION:

New Minor in Ethics and Society, Department of Philosophy

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] (February 12, 2014)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The Department of Philosophy at the University of Toronto Mississauga (UTM) is proposing to create a new Minor in Ethics and Society, which will target primarily (but not exclusively) students who are majoring in the Social Sciences. The new Ethics and Society Minor will be an addition to the Department of Philosophy's suit of minors, which includes the general Philosophy Minor (ERMIN0231) and the Philosophy of Science Minor (ERMIN1370). There has been a growing recognition in various sectors of society of the importance of a better understanding in areas such as ethics and public policy, corporate ethics, and a renewed interest in bioethics. The department anticipates high demand for the new minor: courses in applied ethics are among the courses with the highest enrolment in philosophy including *Ethics and the Law* PHL271H5 and *Bioethics* PHL382H5 This new Minor builds on the department's existing research strengths in the area of value theory and will thus give students more opportunities to learn from some of the best scholars working in these areas in Canada.

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This program will allow students to focus on ethical issues in different social spheres and in different professional contexts, and will provide them with the opportunity to study the philosophical foundations of ethics, morality, and value theory. This new Minor is an ideal platform to prepare students to be responsible citizens facing these societal issues.

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 or general first or second philosophy; 1.0 specific credits in the area of Ethics and Value theory, and a further 2.0 credits to include at least 1.0 credits at the 3rd or 4th year level and a minimum of 1.0 and a maximum of 1.5 credits of Social Science (selected in consultation with Faculty advisor). There are no Admission or Eligibility requirements apart from completion of 4.0 credits upon first year.

There have been extensive consultations the Office of the Dean at UTM, UTM Philosophy Faculty, staff and students, and the Chairs (and Associate Chairs) of Anthropology, Sociology, Economics, Political Science, and Psychology, and Faculty at the Departments of Philosophy on the St. George campus and the University of Toronto Scarborough (UTSC) who work in the area. All groups consulted expressed enthusiasm about the proposal. All UTM departments whose courses are part of the Minor confirmed their support for the proposal.

FINANCIAL IMPLICATIONS:

All elements of the program will be met with existing resources. There are no unique space/infrastructure requirements for this new program

RECOMMENDATION:

Be It Resolved,

THAT the proposed New Minor in Ethics and Society, offered by the Department of Philosophy, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 27, 2014, be approved, effective September 1, 2014.

DOCUMENTATION PROVIDED:

New Minor in Ethics and Society Department of Philosophy

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

(This template has been developed in line with the University of Toronto's Quality Assurance Process.)

This template should be used to bring forward all proposals for major modifications of this type 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 academic change.

What is being proposed: Please specify exactly what is being proposed. i.e., A new freestanding Minor (where there is no existing Specialist or Major) in …	A new freestanding minor called: Ethics and Society ERMIN1618
Department / Unit (if applicable) where the program will be housed:	Philosophy
Faculty / Academic Division:	University of Toronto Mississauga
Faculty / Academic Division Contact:	**Melissa Berger** **Program and Curriculum Officer** **Office of the Dean, UTM** **melissa.berger@utoronto.ca**
Department/Unit Contact:	Sergio Tenenbaum sergio.tenenbaum@gmail.com 905-828-3747
Anticipated start date of the program:	September 1st, 2014
Version Date:	January 27, 2014

1 Executive Summary

The Department of Philosophy at the University of Toronto Mississauga (UTM) is proposing to create a new Minor in Ethics and Society, which will target primarily (but not exclusively) students who are majoring in the Social Sciences. The new Ethics and Society Minor will be an addition to the Department of Philosophy's suit of minors, which includes the general Philosophy Minor (ERMIN0231) and the Philosophy of Science Minor (ERMIN1370). There has been a growing recognition in various sectors of society of the importance of a better understanding in areas such as ethics and public policy, corporate ethics, and a renewed interest in bioethics. The department anticipates high demand for the new minor: courses in applied ethics (such as bioethics) are among the courses with the highest enrolment in philosophy including *Ethics and the Law* PHL271H5 and *Bioethics* PHL382H5 This new Minor builds in the department's existing research strengths in the area of value theory and will thus give students more opportunities to learn from some of the best scholars working in these areas in Canada.

2 Program Rationale

Statement of Purpose:

As ethical issues become more complex and pervade every aspect of our lives, it is essential to give our students opportunities to deepen their understanding of the ethical issues that confront our society, as well as other societies in the past and present. The Minor in Ethics and Society responds to this need by allowing students to build a background in ethical theory and its application in various social contexts (such as health care delivery, environmental policy, etc.).

Context:

This program will allow students to focus on ethical issues in different social spheres and in different professional contexts, and will provide them with the opportunity to study the philosophical foundations of ethics, morality, and value theory. Ethics (and value theory more generally) has been for the last fifty years one of the most important areas of research in philosophy. It is also one of the main areas of strength of the Department of Philosophy at UTM. A number of faculty specialize in the different subfields of ethics and value theory, and various other Faculty have research and interests in the area and in fields related to value theory related fields. Moreover, ethics courses are often in high demand as students are increasingly aware of the difficult ethical issues that they will meet no matter which career they pursue. Our society faces significant challenges in areas such as: responsible engagement with the environment, gender issues, intergenerational justice, the morality of war, civil liberties and political equality, etc. This Minor in Ethics and Society is an ideal platform in preparing students to be responsible citizens facing these societal issues.

The importance of the issues discussed and outlined in the courses as part of the curriculum

for the new Minor, in addition to the growing demand of students in courses such as Ethics and related fields have been recognized across North America. Similar minors are offered in Canada at Carleton University, the University of Western Ontario, and University of Victoria. In the USA, similar minors appear at Dartmouth, University of Utah, Pennsylvania State University, University of Minnesota, Carnegie Mellon University, University of Maine, and many others.

Academic Planning:

The new Ethics and Society Minor fits well with the aims of the UTM Academic Plan. In the Plan it states that UTM is committed to convey skills "that enable our students to be thoughtful global citizens capable of critically reflecting on the world in its complexity" (http://www.utm.utoronto.ca/academic-planning/sites/files/academic-planning/public/users/kauldhar/Divisional%20Plan%2C%20November%2012%2C%202012.pdf, p. 4). The new Minor aims to provide students with an understanding of ethical and legal issues that will enable them to become responsible global citizens as described in the Plan. Similarly, the Minor contributes to UTM's ability to deliver on its plan to make sure that our "graduates are educated in the broadest sense of the term, and have developed the ability to think clearly, to inquire deeply …, and to contribute constructively to society" (http://www.utm.utoronto.ca/academic-planning/sites/files/academic-planning/public/users/kauldhar/Divisional%20Plan%2C%20November%2012%2C%202012.pdf, p. 4).

Distinctiveness:

This program is distinctive in its focus on ethics and value theory subjects within the discipline. UTM is particularly well placed to deliver this kind of program given the strength of its Faculty in these areas.

University of Toronto Mississauga (UTM):

No existing program overlaps with this program.

University of Toronto St. George (UTSG):

- Major in Ethics, Society and Law, B.A., Hons., STG (open)
- Minor in Bioethics, STG (open)
- Minor in Environmental Ethics, STG (open)
- Specialist in Bioethics, B.A., Hons., STG (open)
- Major in Environmental Ethics, B.A., Hons., STG (open)

University of Toronto, Scarborough (UTSC):

No existing program overlaps with this program

Faculty Expertise:

UTM Philosophy has four full-time Faculty members who specialize and teach mostly in the areas of ethics and value theory, and at least one additional Faculty member who regularly teaches some of the courses that will be part of the program.

3 Need and Demand

Many students are keen to strengthen or deepen their knowledge of moral theory, ethics, and the law, but, at the moment, cannot do so without compromising studies within their current major programs. These students are often deterred from taking more courses in the ethics and related fields as they cannot use such courses to satisfy program requirements - the option of a minor in Philosophy would require instead that they take courses in a number of unrelated subfields. The Ethics and Society Minor will provide students with the focused attention on the areas that they would not normally have access to or the ability to take advantage of given the structured nature of their current programs. Moreover, given the growing awareness of the importance of ethical issues in various professions and the work environment more generally, such a minor would be an important asset for a student upon graduation.

4 Admission / Eligibility Requirements

No Eligibility requirements.

5 Program Requirements

Students are required to take 1.0 credits in introductory or general first or second year philosophy; 1.0 specific credits in the area of Ethics and Value theory, and a further 2.0 credits to include at least 1.0 credits at the third or fourth year level and a minimum of 1.0 and a maximum of 1.5 credits of Social Science (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 half courses: PHL145H5, 235H5, 240H5, 241H5, 244H5, 255H5, 258H5, 285H5
Second Year and Higher:	PHL265H5*or PHL271H5, PHL275H5* and: 1.0 credit from ANT, ECO, POL, PSY, SOC and 0.5 credits from ANT, ECO, POL, PSY, SOC, PHL265H5*, 271H5, 273H5, 274H5, 275H5*, 277Y5, 283H5, 365H5, 370H5, 375H5, or 475H5 And 1.0 credits from the following:

	PHL265H5*, 267H5, 271H5, 273H5, 274H5, 275H5*, 277Y5, 283H5, 365H5, 370H5, 375H5, or 475H5
NOTE: *PHL265H5 and PHL275H5 are proposed new courses.	

Please see Appendix [A] for proposed calendar copy.

Please see Appendix [B] for a full list of the course numbers and titles, indicating clearly whether they are new / existing.

6 Program Structure, Learning Outcomes, and Degree Level Expectations

Degree Level Expectations	Program Learning Outcomes	How the program design / structure supports the degree level expectations
1. Depth and Breadth of Knowledge A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the field of study.	Students will be able to evaluate arguments in various political and social debates from a perspective informed by ethics, social philosophy, or value theory.	The required first and second year philosophy courses ensure that students are trained in critically evaluating arguments and reflectively engaging with different positions. The courses in the area of ethics and value theory required for the program ensure that students apply these skills to the area of ethics and its relation to social issues. The requirements for courses in the social sciences assure that students have a broad perspective informed by various disciplines.
3. Application of Knowledge A conceptual understanding and methodological competence that enables a critical evaluation of current research and advanced research and scholarship in the discipline.	Students will be able to construct original arguments for the positions they are defending and to raise original objections to positions in the areas of ethics, social philosophy and value theory broadly conceived.	Courses in philosophy emphasize writing and critical skills needed to construct and assess arguments for various positions. The 300 and 400-level PHL courses that satisfy the program requirements involve intense critical evaluation of views and arguments in various areas of ethics, social philosophy, and value theory, and are based on written assignments in which students are expected to develop their own arguments and criticisms.
4. Communications Skills The ability to communicate ideas,	Students will be able to write clearly and precisely and to present arguments in an organized manner.	Philosophy courses in general, and the courses in the minor in particular, emphasize the ability to clearly and precisely communicate arguments in the areas of ethics, social philosophy, and social thought. Many of the

issues and conclusions clearly.		classes that satisfy the program requirements have tutorials or are writing intensive, and students are evaluated not only based on their final paper but on their ability to develop outlines into clearly structured papers and to respond to feedback between a first draft and the final version of their papers.
5. Awareness of Limits of Knowledge Demonstrate an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations	Students will be able to identify and evaluate the presuppositions of various positions in various political and social debates.	The required first and second year philosophy courses ensure that students are trained in identify and critically evaluate the foundations of various positions. The requirement for courses in the social sciences provides ample opportunity for students to apply these skills to various political and social contexts.
6. Autonomy and Professional Capacity Acquire an appreciation of how their areas of study relate to their personal and professional development	Students will be able to critically examine the foundations of ethical values and to reflect upon the relationship between these values and their own behaviour.	The required first and second year philosophy courses ensure that students are trained in critically evaluation and reflection of different positions. The courses in the area of ethics and value theory required for the program ensure that students apply these skills to the area of ethics.

7 Assessment of Teaching and Learning

Students in philosophy courses are evaluated by a combination of exams, papers, and requirements of class participation that provide a check on whether the student has achieved a proper mastery of the subject matter as well as whether she is able to express her ideas and arguments in a clear and persuasive manner.

8 Consultation

There have been extensive consultations with the Office of the Dean and the Robert Gillespie Academic Skills Centre at UTM. There have also been extensive consultations with UTM Philosophy Faculty, staff and students as well as the Chairs (and Associate Chairs) of Anthropology, Sociology, Economics, Political Science, and Psychology, and Faculty at the Departments of Philosophy on the St. George campus and the University of Toronto Scarborough (UTSC) who work in the area. All groups consulted expressed enthusiasm about the proposal. All UTM departments whose courses are part of the Minor confirmed their

support for the proposal.

9 Resources

9.1 Faculty requirements

The main Faculty members in the area are: Philip Clark, Amy Mullin, Andrew Sepielli, and Sergio Tenenbaum. These faculty members have agreed to teach in the new Minor.

Table 1: Detailed List of Committed Faculty

Faculty name and rank	Home unit	Area(s) of Specialization
CLARK, Philip	UTM Philosophy	Ethics, Practical Reason
MULLIN, Amy	UTM Philosophy	Social Philosophy, Feminist Philosophy
SEPIELLI, Andrew	UTM Philosophy	Ethics, Philosophy of Law
TENENBAUM, Sergio	UTM Philosophy	Ethics, Practical Reason

9.2 Space/Infrastructure

There are no unique/space/infrastructure requirements for this new program.

10 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	

Appendix A: Program Description and Requirements

Calendar Description:

Students are required to take 1.0 credits in introductory or general first or second year philosophy; 1.0 specific credits in the area of Ethics and Value theory, and a further 2.0 credits to include at least 1.0 credits at the third or fourth year level and a minimum of 1.0 and a maximum of 1.5 credits of Social Science (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 half courses: PHL145H5, 235H5, 240H5, 241H5, 244H5, 255H5, 258H5, 285H5
Second Year and Higher:	PHL265H5*or PHL271H5, PHL275H5* and: 1.0 credit from ANT, ECO, POL, PSY, SOC and 0.5 credits from ANT, ECO, POL, PSY, SOC, PHL265H5*, 271H5, 273H5, 274H5, 275H5*, 277Y5, 283H5, 365H5, 370H5, 375H5, or 475H5 And 1.0 credits from the following: PHL265H5*, 267H5, 271H5, 273H5, 274H5, 275H5*, 277Y5, 283H5, 365H5, 370H5, 375H5, or 475H5
NOTE: *PHL265H5 and PHL275H5 are proposed new courses.	

Appendix B: List of Courses

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

* New courses

PHL105Y5	Introduction to Philosophy	E: PHL100Y5, 101Y5
PHL145H5	Critical Reasoning	E: TRN200Y1
PHL210Y5	17TH and 18TH Century Philosophy	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits Recommended Preparation: PHL100Y5/101Y5/105Y5
PHL235H5	Philosophy of Religion	P: PHL105Y5 (may be taken concurrently) or 4.0 credits
PHL240H5	Minds and Machines	E: PHL342H5 P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL241H5	Freedom and Determinism	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL244H5	Human Nature	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL255H5	Philosophy of Science	E: PHL252H5 P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL258H5	Puzzles and Paradoxes	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits Recommended Preparation: PHL245H5
PHL265H5*	Political Philosophy	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL267H5	Feminism	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits

PHL271H5	Ethics and the Law	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL273H5	Environmental Ethics	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL274H5	Contemporary Social Issues	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL275H5*	Ethics and Moral Philosophy	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL283H5	Bioethics	E: PHL281Y1 P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL285H5	Aesthetics	P: PHL105Y5 (may be taken as a corequisite) or 4.0 credits
PHL365H5	Issues in Political Philosophy	P: 1.5 credits in PHL Recommended Preparation: PHL277Y5
PHL370H5	Issues in Philosophy of Law	P: 1.5 credits in PHL Recommended Preparation: PHL271H5/277Y5
PHL375H5	Issues in Moral Philosophy	P: 1.5 credits in PHL Recommended Preparation: PHL277Y5
PHL475H5	Seminar in Moral and Political Philosophy	P: 4.5 PHL credits
ANT206H5	Culture and Communication	E: ANT206Y5 P: ANT102H5/100Y
ANT207H5	Being Human: Classic Thought on Self and Society	E: ANT204Y5 P: ANT102H5
ANT208H5	The Cool Culture Soul Machine: The Anthropology of Everyday Life	

ANT209H5	War, Trade and Aid: The Anthropology of Global Intervention	
ANT211H5	Sex, Evolution and Behaviour	E: ANT331H5
ECO202Y5	Macroeconomic Theory and Policy	E: ECO208Y5/209Y5 P: ECO100Y5 (67%) or ECO100Y5 (63%) and a CGPA of 2.5 Corequisite: MAT133Y5/134Y5/135Y5/137Y5
ECO208Y5	Macroeconomic Theory	E: 202Y5/209Y5 P: ECO100Y5 (70%); MAT133Y5 (80%)/134Y5/135Y5(63%)/137Y5 (60%)
ECO209Y5	Macroeconomic Theory and Policy	E: 202Y5, 208Y5 P: ECO100Y5 (67%) or ECO100Y5 (63%) and a CGPA of 2.5 Corequisite: MAT133Y5/134Y5/135Y5/137Y5
ECO261H5	Labour Market Policies	E: ECO361Y5/(343H5, 344H5), ECO239Y1 P: ECO100Y5
POL200Y5	Political Theory	P: 1.0 POL credit/4.0 credits
POL203Y5	Politics and Government of the United States	P: 1.0 POL credit/4.0 credits
POL208Y5	Introduction to International Relations	P: 1.0 POL credit/4.0 credits
POL218Y5	Introduction to Comparative Politics	P: 1.0 POL credit/4.0 credits
POL250Y5	Environmental Politics in Canada	E: ENV250Y5 P: 1.0 POL credit/4.0 credits
PSY213H5	Adult Development and Aging	E: PSY313H5 P: PSY100Y5

PSY220H5	Introduction to Social Psychology	P: PSY100Y5
PSY230H5	Introduction to Personality	P: PSY100Y5
PSY240H5	Introduction to Abnormal Psychology	P: PSY100Y5
PSY270H5	Introduction to Cognitive Psychology	P: PSY100Y5
PSY295H5	Introduction to Neuropsychology	P: PSY100Y5
SOC205H5	Theories in Criminology (Formerly SOC305H5)	E: SOC305H5 P: SOC100H5
SOC209H5	Current Issues in Law and Criminology	P: SOC100H5
SOC211H5	Deviance and Social Control	E: SOC212Y51, 212H1 P: SOC100H5
SOC216H5	Sociology of Law	E: SOC213Y1 P: SOC100H5
SOC217H5	Shopping and Society	P: SOC100H5
SOC219H5	Crime and Justice	P: SOC100H5
SOC224H5	Sociology of Education	P: SOC100H5
SOC236H5	Globalization	E: SOC277Y5 P: SOC100H5
SOC240H5	Introduction to Social Policy	P: SOC100H5
SOC244H5	Sociology of Families	E: SOC214Y5, 214Y1, 214H1 P: SOC100H5
SOC253H5	Race and Ethnicity in the Americas	E: SOC332H5 P: SOC100H5
SOC263H5	Social Inequality	E: SOC301Y5, 363H5 P: SOC100H5

SOC275H5	Sociology of Gender	E: SOC365H5 P: SOC100H5
SOC284H5	Communication and Ethics: Conflict and Controversy in the Media	E: SOC284Y5, 384Y5 P: SOC100H5

UNIVERSITY OF TORONTO MISSISSAUGA

OFFICE OF THE CAMPUS COUNCIL

FOR APPROVAL **PUBLIC** **OPEN SESSION**

5

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: February 5, 2014 for February 12, 2014

AGENDA ITEM: 5

ITEM IDENTIFICATION:

New Minor in Latin American and Caribbean Studies, Department of Historical 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] (February 12, 2014)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The proposed Minor in Latin American and Caribbean Studies (LACS) at the University of Toronto Mississauga (UTM) will offer students the opportunity to gain an integrated understanding of the region as they pursue a Bachelor's degree in a primary discipline. The Minor in Latin American and Caribbean Studies is designed to offer interdisciplinary study opportunities to students planning careers in teaching, research, journalism, government, and business. Students enrolled in the new Minor will gain a broad understanding of the history, politics, and cultures of the region(s) and will also have the opportunity to pursue studies in Spanish, Portuguese, French, and Creole linguistics, depending upon their interests.

This program offers a comprehensive interdisciplinary introduction to Latin America and the Caribbean. Through a broad range of course offerings, students can study the history, languages, cultures, politics, and societies of Latin America and the Caribbean. The Minor in Latin

American and Caribbean Studies will supplement students' chosen major, providing them with a foundation for an international career in which Latin America and the Caribbean play an increasingly important role.

There are no specific admission or eligibility requirements for the proposed program. All students are eligible to enroll upon completion of their first year (4.0 completed credits). Students minoring in Latin American and Caribbean Studies are to complete 4.0 credits. One half credit (0.5) in introductory Latin American History is required. In addition, students are encouraged, but not required, to take Intermediate Spanish (SPA220Y5), French (FRE280Y5), or Creole linguistics (LIN366H5). Students may only count up to 1.0 credit in language classes toward their minor in Latin American and Caribbean Studies.

At UTM, extensive consultation was undertaken with the Departments of Language Studies; Political Science; Sociology; Geography; Anthropology; as well as faculty, staff and students in the Department of Historical Studies at UTM. The Department of Historical and Cultural Studies at the University of Toronto Scarborough (UTSC) as well as UTSG's programs in Latin American Studies and Caribbean Studies were consulted, along with the Centre for International Experience and all are in full support of this proposed new Minor. Extensive consultation was done with the Office of the Dean, the Robert Gillespie Academic Skills Centre, the Office of the Registrar, the International Centre at UTM, as well as various other units at UTM and UTSG. The representatives from each of these departments, divisions, and programs are in support of this proposed Minor program.

At present, the courses that count toward the LACS Minor are being taught primarily by faculty in tenure stream or lecturer positions at UTM. The Department of Historical Studies has the expertise to manage the Minor Program in LACS. The one required course, HIS290H5, is already offered each year during the fall semester. The Department of Language Studies has been successful in staffing its Spanish offering with a Sessional Lecturer, has faculty in continuing positions offering French, and a tenured faculty member who regularly offers courses in creole linguistics.

FINANCIAL IMPLICATIONS:

All elements of the program will be met with existing resources. There are no unique space/infrastructure requirements for this new program. Therefore, there are no net implications for the campus' operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed New Minor in Latin American and Caribbean Studies, offered by the Department of Historical Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 22, 2014, be approved, effective September 1, 2014.

Academic Affairs Committee: New Minor in Latin American and Caribbean Studies, Department of Historical Studies

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DOCUMENTATION PROVIDED:

New Minor Latin American and Caribbean Studies Dept of Historical Studies

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

What is being proposed: Please specify exactly what is being proposed. i.e., A new freestanding Minor (where there is no existing Specialist or Major) in …	**A new freestanding Minor in Latin American and Caribbean Studies (LACS), B.A., Minor Program** **ERMIN0562**
Department / Unit (if applicable) where the program will be housed:	**Historical Studies**
Faculty / Academic Division:	**University of Toronto Mississauga**
Faculty / Academic Division Contact:	**Melissa Berger** **Program and Curriculum Officer** **Office of the Dean, UTM** **melissa.berger@utoronto.ca**
Department/Unit Contact:	**Kevin Coleman, Assistant Professor, Historical Studies** **kevin.coleman@utoronto.ca**
Anticipated start date of the program:	**September 1st, 2014**
Version Date:	**January 22nd, 2014**

1 Executive Summary

At the University of Toronto Mississauga (UTM), students who are interested in Latin America and the Caribbean can take a range of courses offered through the Departments of Historical Studies, Language Studies, Political Science, Sociology, and Geography. Yet at present, UTM does not have a program that would allow students to comprehensively study the region and receive recognition on their transcript.

The proposed Minor in Latin American and Caribbean Studies (LACS) at the University of Toronto Mississauga (UTM) will offer students the opportunity to gain an integrated understanding of the region as they pursue a Bachelor's degree in a primary discipline. The Minor in Latin American and Caribbean Studies is designed to offer interdisciplinary study opportunities to students planning careers in teaching, research, journalism, government, and business. Students enrolled in the new Minor will gain a broad understanding of the history, politics, and cultures of the region(s) and will also have the opportunity to pursue studies in Spanish, Portuguese, French, and Creole linguistics, depending upon their interests.

LACS will also become a hub for UTM faculty whose intellectual interests are grounded in studies of Latin America and the Caribbean, creating opportunity for enhanced intellectual exchange among researchers and students from various fields in connection with their shared interest in the region. LACS also has the potential to strengthen already existing ties between UTM faculty and faculty at universities in Latin America and the Caribbean, enhancing research, cultural and educational opportunities for the broader UTM community.

The proposed LACS Minor would serve to encourage students who wish to undertake approved study at universities in Latin America, the Caribbean, or Iberia and receive academic credit for equivalent courses taken abroad. Participation in international exchanges would build upon institutional partnerships the University of Toronto has with universities in Mexico, Chile, Brazil, Argentina, Jamaica, Barbados, Trinidad and Tobago, as well as Spain and Portugal.

2 Program Rationale

Made up of thirty-two independent nations and seventeen overseas dependencies, Latin America and the Caribbean are the product of a tumultuous past and a site of constant reinvention. Once the home of hundreds of distinct languages and cultures, this fascinating region has witnessed centuries of dramatic changes: from the Iberian invasions of its indigenous heartlands to the Haitian Revolution, from the struggles to build independent nation-states in the nineteenth and twentieth centuries to more recent efforts to preserve one's independence against international pressure.

The University of Toronto St. George campus offer a separate Major and Minor in Latin American Studies (UTSG-LAS) and a Specialist, Major, and Minor in Caribbean Studies (UTSG-CS), programs that have become key sites for interdisciplinary study and research. Housed within the Faculty of Arts and Science, UTSG-LAS serves students and scholars from across the university, bringing together anthropologists, historians, political scientists,

economists, linguists, literary critics, and global health experts whose research focuses of Latin America. Within UTSG's New College, the Caribbean Studies program has developed strengths in critical race and gender studies. UTSG-LAS and UTSG-CS provide different institutional nodes for integrating the dispersed and compartmentalized knowledge of the region and for realizing and consolidating the University of Toronto's substantial ties to countries throughout the region, from Mexico to Argentina, from Honduras to Haiti. In contrast, UTM's proposed program in Latin American and Caribbean Studies treats the mainland and the Antilles as a single linguistically and culturally diverse region, stretching from Cuba, Jamaica, the Dominican Republic and Haiti, to the Dutch and British islands of the Lesser Antilles. By housing Latin American and Caribbean Studies in a single program, UTM will not only be able to accommodate the interests of a contingent of UTM students, it will also create a unified field of study that is consistent with the top-rated programs in North America, especially those at Indiana University, Duke University, the University of Michigan, Northwestern University, and New York University. Another distinctive feature of UTM's proposed program in Latin American and Caribbean Studies is its extensive course offerings in history and politics, disciplinary foci that are less prominent in these fields at UTSG and UTSC.

At the University of Toronto Mississauga, students of Latin America and the Caribbean find faculty whose geographic, thematic, methodological, and linguistic expertise reflects the complexity of this diverse region. We offer a variety of undergraduate classes, drawing on our particular strengths: the history of modern Latin America; democracy and constitutional change in Latin America; the sociology of race and ethnicity; Haitian creole and French creoles (St. Lucian, Dominican, Martinique, Guadeloupe); U.S.-Latin American relations; the Andes, Brazil, the Spanish-speaking Caribbean, and Central America. LACS would affiliate faculty and students from across the Humanities and Social Sciences so that UTM could offer students and researchers a range of intellectual resources for studying this important region and its relationship with the rest of the world. Thinking and acting both hemispherically and locally, LACS faculty will engage in outreach activities—including public lectures and debates, and occasional guest appearances on local Latino radio stations—that serve as bridges between the university and the Hispanic, Latino, and Caribbean communities of the GTA, attracting and grounding an adventurous cadre of students.

3 Need and Demand

During the academic year 2012-2013, UTM had 690 students enrolled in core courses that could be counted toward a Minor in Latin American and Caribbean Studies. Each year, eleven courses (9.0 credits) are offered that could potentially be counted toward the Minor. These courses are offered in History, Political Science, Language Studies, Sociology, and Geography (please see Appendix A for a list of the courses and titles).

LACS may also serve as a platform to build a connection with the growing Latino community surrounding our campus. According to census data from Statistics Canada, between 2001 and 2006, the Hispanic population in Ontario grew by 30%, amounting to more than half of the total Hispanic population of Canada. According to the City of Toronto's latest census data, 112,875 Torontonians have Spanish as a first language. Moreover, Spanish is the fourth most commonly

spoken non-official home language in Ontario. In the GTA, Spanish is the sixth most spoken non-official home language. For people under the age of 35 who speak a language other than English at home, Spanish is the third most commonly spoken language.[1] Hence, expanding UTM's curricular offerings to include a Latin American and Caribbean Studies Minor will serve as a recruitment and retention tool for international and domestic students and faculty.

On-campus, UTM's strong Latino community has a chapter of the Organization of Latin American Students (OLAS) that is interested in gaining the institutional support of an academic minor. A considerable number of these students are first- or second-generation immigrants from Latin America or the Caribbean. LACS will thus serve a number of populations: (1) Native or Heritage Hispanic students with a cultural, linguistic, political, and economic interests in Latin America and the Caribbean; and (2) students from other cultural backgrounds who aim to work in fields that presuppose knowledge of the region and its languages and intercultural competence, including diplomatic relations, policy and political analysis, international development, public health, commerce, marketing, finance, media content development, education, and translation.

4 Admission / Eligibility Requirements

As with many other Minor Programs in the proposing Departments (Historical Studies, Language Studies, Political Science, Sociology, and Geography), there are no specific admission or eligibility requirements for the proposed program. All students are eligible to enroll upon completion of their first year (4.0 completed credits).

5 Program Requirements

This program offers a comprehensive interdisciplinary introduction to Latin America and the Caribbean. Through a broad range of course offerings, students can study the history, languages, cultures, politics, and societies of Latin America and the Caribbean. The Minor in Latin American and Caribbean Studies will supplement students' chosen major, providing them with a foundation for an international career in which Latin America and the Caribbean play an increasingly important role.

Students minoring in Latin American and Caribbean Studies are to complete 4.0 credits. One half credit (0.5) in introductory Latin American History is required. In addition, students are encouraged, but not required, to take Intermediate Spanish (SPA220Y5), French (FRE280Y5), or Creole linguistics (LIN366H5). Students may only count up to 1.0 credit in language classes toward their minor in Latin American and Caribbean Studies.

[1] Statistics Canada, "Size and Percentage of Population That Reported Speaking One of the Top 12 Immigrant Languages Most Often at Home in the Six Largest Census Metropolitan Areas, 2011" (Census of the Population, 2011), http://www12.statcan.ca/census-recensement/2011/as-sa/98-314-x/2011001/tbl/tbl1-eng.cfm.

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
    - Core Courses: Courses with substantial content dedicated to Latin America and/or the Caribbean, or that enable students to study languages spoken in the region, will be counted toward this program.
    - Secondary Courses: Courses that provide foundational concepts or methodological tools that may be helpful to students studying Latin America and the Caribbean may qualify on a year-to-year basis, depending on the focus of the course and appropriateness for the student's program.

6 Learning Outcomes

Attitudes to be Developed

Students will develop an openness to the multiple cultures and national traditions of Latin America, enabling them to continue learning about the region through formal study and through immersion. This openness will result from their increased exposure to the histories, languages, and cultural practices of Latin American and Caribbean peoples. This disposition will serve students well in their future studies and provide them with a resource for imagining new ways of being together, locally, nationally, and transnationally. In becoming more familiar with the rich complexities of Latin America, students will be simultaneously cultivating the affective foundation for expanding their civil knowledge.

Knowledge and Skills to be Developed

Historical - Students will develop their capacity to think historically and systematically about the political, economic, and cultural formations that make up contemporary Latin America and the Caribbean. They will come to see present-day nation-states as the sedimented structures and practices created through generations of struggles in particular sites. They will see how the state and cultural forms that resulted were but one option among many.

Cultural - Students will develop an appreciation for the different cultural products and forms--from magical realism to tango and bachata, from chocolate to liberation theology--that Latin America and the Caribbean have bequeathed to the rest of the world. Students will develop the skills for interpreting Latin American and Caribbean cultural productions, from low to high, popular to elite.

Methodological - Students will become familiar with several methods for interpreting social and cultural worlds: historical, political, sociological, literary, anthropological, linguistic, and visual as students will be required to take courses from at least two different disciplines. The students will have the opportunity to become participant observers, engaging in their own mini-experiments in cross-cultural inquiry as they learn Spanish, Portuguese, or French and study places, peoples, and eras at a remove from their own.

Linguistic – Students in this program will become more critical and attentive readers and writers. In addition, students will be encouraged, but not required, to develop an intermediate proficiency in reading, writing, and speaking Spanish. This facility with the language will allow them to gain access to the cultural worlds of the vast majority of Latin American and the Caribbean.

7 Program Structure, Learning Outcomes, and Degree Level Expectations

Degree Level Expectations	Program Learning Outcomes	How the program design / structure supports the degree level expectations
1. Depth and Breadth of Knowledge *Develop a foundational understanding of the history of Latin America and the Caribbean, from precontact to the present.*	Students will be able to describe changes and continuities in the histories of Latin America and the Caribbean. Students will also be able to explain how and why Latin America and the Caribbean came to be as they are today, identifying the key events and causes that led to present configurations in the region.	Through the required Introduction to Latin American History (HIS290H5) course, students gain an understanding of the history of Latin America from precontact to the present.
Develop an understanding of Latin America and the Caribbean from two different disciplinary perspectives.	Students will be able to compare the strengths and weaknesses of at least two different disciplinary approaches to understanding the region.	Students are required to take courses from at least two disciplines. Students must also take at least 1.0 credits at the 300- or 400-level; all of the approved upper-level courses expose students to discipline-appropriate content and methods of analysis.
2. Knowledge of Methodologies *Critically apply the central analytical categories and methods of at least two disciplines.*	Students will apply basic concepts and methodological approaches from the humanities and social sciences to study Latin America, the Caribbean, and their diasporas. Students will also be able to analyze enduring patterns and critical turning points in the history of the region.	In HIS290H5, students will practice applying key categories of historical analysis.
	Students will be able to apply key categories of historical, social, and/or political analysis to critically understand the issues that people and states in the region have faced in the past and are facing today**.**	Students will take courses in at least two disciplines, exposing them to different approaches and methods of enquiry and enabling them to acquire the basic tools of literary and textual analysis, comparative politics, and/or sociological research.
3. Application of Knowledge *Critically evaluate information on the social, political, or historical realities faced by people in the*	Students will apply relevant categories of analysis to explain the key factors at work in a given historical, political, economic, or social reality of Latin America and the Caribbean. Students will be able to evaluate and gather evidence from primary and	History courses, including HIS290H5, require students to critically interpret a range of primary source material and to develop arguments using that source material as evidence to explain change or continuity.

region. *Apply relevant concepts, categories of analysis, and research methods to better understand a given social, political, or historical issue.*	secondary source material to argue for their own original interpretations of the past. Students will use the methods of historical analysis and those of one other discipline to critically examine contemporary issues affecting the region.	In HIS290H5 and in more advanced courses in history, students will have the opportunity challenge previous interpretations of past events and to write essays in which they craft their own analytical narratives to explain change over time in Latin American and Caribbean societies.
4. Communication Skills *Clearly present information, analysis, and explanations of social, political, and historical processes in Latin America and the Caribbean.*	Students will develop arguments that draw on evidence from a variety of primary source documents to explain changes and continuities in the history of Latin America and the Caribbean. Students will also be able to accurately describe the key differences between the different societies and political regimes of the region.	Students minoring in Latin American and Caribbean Studies will learn to read, analyze, and write about the region through a variety of lenses: historical and literary, sociological and political. Across the participating disciplines, the 300- and 400-level courses that count toward the minor in Latin American and the Caribbean Studies have a substantial writing component that requires students to present arguments clearly and convincingly. In addition, students will be encouraged to gain oral and written proficiency in Spanish, Portuguese, French, or Haitian Creole.
5. Awareness of Limits of Knowledge *Demonstrate an understanding that our best attempts to understand the past and complex social, cultural, and political phenomena are tentative and open to revision.* *Recognize what we have in common with people of the region while also exploring historical, cultural, and social specificities and differences.*	Students will be able to describe how different generations of historians have offered competing explanations of the same historical problems. Students will be able to identify the limitations of available source materials. Students will be able to appreciate the cultural and linguistic diversity of Latin American and Caribbean communities.	Given the complexity of studying a vast region, developing an awareness of the limits of our understanding is critical. All of the courses in this program will challenge students to confront ambiguities and competing interpretations. In HIS290H5, students will confront the problem of the dearth of available source material for understanding the lives of socially marginalized groups in the distant past. Furthermore, studying the region and its peoples from two different disciplinary perspectives will enable students to evaluate the strengths and weaknesses of a given approach. History, as a field of inquiry, is dedicated to exploring the diversity of human experiences. Likewise, language studies, sociology, and political science consider how people struggle with each other while inhabiting a shared world.
6. Autonomy and Professional Capacity *Ability to apply categories of historical and social analysis to their everyday lives*	Students will be equipped to independently recognize the particular challenges affecting the societies of Latin America and the Caribbean. In addition, they will develop research skills that they can apply to better understand contemporary social and political issues throughout the	Apart from the foundational course in history, students in the LACS Minor will choose complementary courses that further their educational and professional goals. Most of the third and fourth-year course options for this program require students to conduct research on a topic of their choice and to then present the results of their research. The research skills

and to new and emerging social problems.	Americas.	as well as the practice that students gain in evidence-based reasoning are transferable and will serve them in their careers and as citizens.

8 Assessment of Teaching and Learning

There is a wide range of assessments that can be used to evaluate skills according to the program learning outcomes described, many of which are listed in Section 7, pages 6-7.

The proposed program will draw on faculty and students from a wide range of disciplines, and therefore assessment methods will vary from course to course. Due to the diversity of course offerings, students completing the program will have been assessed in a number of different ways. Assessments will generally evaluate students in the following areas:

- Writing that is clear and supports a thesis with relevant evidence and coherent reasoning
- Oral communication skills
- Retention and comprehension
- Ability to apply concepts
- Ability to apply methods relevant to the course material and the problem under consideration.

Courses in language studies, political science, and sociology may have discipline and context-specific assessments, i.e. language comprehension, technique, and creative expression.

9 Consultation

At UTM, extensive consultation was undertaken with the Departments of Language Studies; Political Science; Sociology; Geography; Anthropology; as well as faculty, staff and students in the Department of Historical Studies at UTM. The Department of Historical and Cultural Studies at the University of Toronto Scarborough (UTSC) was also consulted. In addition, UTSG's programs in Latin American Studies and Caribbean Studies were consulted, along with the Centre for International Experience. Extensive consultation was done with the Office of the Dean, the Robert Gillespie Academic Skills Centre, the Office of the Registrar, the International Centre at UTM, as well as various other units at UTM and UTSG. The representatives from each of these departments, divisions, and programs are in support of this proposed Minor program.

The list of proposed faculty in Latin American and Caribbean Studies can be found in Table 1, page 13.

10 Resources

10.1 Faculty requirements

At the moment, most of the courses that would count toward the LACS Minor are being taught

primarily by faculty in tenure stream or lecturer positions at UTM. The Department of Historical Studies has the expertise to manage the Minor Program in LACS. The one required course, HIS290H5, is already offered each year during the fall semester. The Department of Language Studies has been successful in staffing its Spanish offering with a Sessional Lecturer, has faculty in continuing positions offering French, and a tenured faculty member who regularly offers courses in creole linguistics.

The UofT's Centre for International Experience has stated that it can guide students in the pre-approving of credits at UTM and help set up a structured pathway for students so that they know how the transfer credit ties in with their program at UofT.[2] The new minor program will be an opportunity to stimulate students to engage with the existing University of Toronto exchange program, building on exchange agreements and credit transfer procedures already in place. Hence, additional resources to facilitate the exchange and credit transfer process are not anticipated.

For the time being, we do not foresee a need for additional academic support and the Academic Counselor for the Department of Historical Studies will be able to advise students as they pursue a Minor in Latin American and Caribbean Studies.

Table 1: Detailed List of Committed Faculty

Faculty name and rank	Home unit	Area(s) of Specialization
Ana María Bejarano, Associate Professor	Political Science, UTM	Latin American Politics
Kevin Coleman, Assistant Professor	Historical Studies, UTM	Latin American History
Luisa Farah Schwartzman, Assistant Professor	Sociology, UTM	Race and Ethnicity in Latin America
Emmanuel Nikiema, Chair and Associate Professor	Language Studies, UTM	French Caribbean, French-based Creoles

10.2 Space/Infrastructure

There are no unique space/infrastructure requirements for this new program.

11 Governance Process

	Levels of Approval Required
Decanal Sign-Off	

[2] Loraine Au Tham, "Setting up a Minor in Latin American and Caribbean Studies at UTM," September 3, 2013.

	Unit Approval
	Faculty/Divisional Council
Submission to Provost's Office	
Report to AP&P	
Report to Ontario Quality Council	

Appendix A: Proposed Calendar Copy of Program Description and Requirements

ERMIN0562: Latin American and Caribbean Studies, B.A., Minor (4.0)

This program offers an exploration of Latin America and the Caribbean and their diasporas, drawing on a range of disciplinary approaches. Through diverse course offerings, students can study Latin American and Caribbean history, languages, politics, societies, cultures, religions and geographies. The program is geared toward building an engagement with the region(s) as well as with their communities in Canada and the United States. Students may take courses, offered by a number of departments, that focus on Latin America and the Caribbean. As a complement to the student's other chosen programs, the Minor in Latin American and Caribbean Studies can prepare students for careers in a competitive global context in which the greater part of the Western Hemisphere plays an increasingly important role.

4.0 total credits are required, including at least 1 FCE at the 300 or 400 level. There is one required course (1.0) HIS290H5: Introduction to Latin American History. Up to 1.0 credit in language classes may be counted toward the minor in Latin American and Caribbean Studies.

Required Course: HIS290H5

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 (HBA): 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

Of the 4.0 credits required, at least 1.0 must be at the 300+ level. While we encourage study of a relevant language, the minor program does not have a language requirement.

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

Appendix B: List of Courses

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

Group A: Core Courses

Course Code	Course Title	Prerequisites/Exclusions
FAH356H5	Colonial Latin American Art and Architecture	P: VST100H5, VST101H5m FAH202H5 or P.I.
FSL205Y5	Functional French-Intermediate	E: FSL205H5, 206H5 or higher P: FSL106H5/Grade 11 OAC French/Placement test recommendation
GGR369H5	Changing Geographies of Latin America	P: Any 8.0 credits
HIS290H5	Introduction to Latin American History	E: HIS290Y5, 292Y
HIS330H5	Politics and Political Change in Latin America	
HIS345H5	Popular Culture in Latin America	
HIS390H5	Revolutions and Nations in Latin America	
HIS391H5	Mexico, from Aztec to Zapatista	
HIS454H5	Race, Gender and Nation in Modern Latin America	P: HIS290H5/Y5
HIS490H5	Religion and Society in Latin America	
LIN366H5	Contact Languages: Pidgins, Creoles, and Mixed Languages	P: LIN100Y5 plus 1.0 credit at the 200 level
LIN466H5	Topics in Creole Linguistics	P: LIN229H5, LIN231H5/232H5/266H5
POL438Y5	Topics in Comparative Politics: Latin America	P: POL218Y5
SOC253H5	Race and Ethnicity in the Americas	E: SOC332H5 P: SOC100H5
SPA100Y5	Spanish for Beginners	E: SPA100Y1/ Grade 12 Spanish or equivalent knowledge of Spanish
SPA220Y5	Intermediate Spanish	E: SPA220Y1, SPA319Y1 or higher P: Grade 12 U Spanish/SPA100Y1/ SPA100Y5
SPA259H5	Introduction to Hispanic Culture	E: SPA323Y1, SPA323 P: SPA100Y5 Corequisite: SPA220Y5

SPA320Y5	Advanced Spanish	E: SPA320Y1, SPA319Y1 P: SPA220Y5
SPA323H5	Business Spanish	E: SPA323Y1, SPA323H1 P: SPA220Y5

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. Please check with the Academic Counsellor of the Department for Historical Studies.

Course Code	Course Title	Prerequisites/Exclusions
ANT310H5	Complex Societies	P: ANT(200H5, 201H5)/200Y5
ANT320H5	Archaeological Approaches to Technology	P: ANT(200H5, 201H5)/200Y5
DTS201H5	Introduction to Diaspora and Transnational Studies I	E: DTS201H1, DTSB01H3
FRE391H5	Women of the Francophone World	E: FRE391H5, FRE392H5, FRE390H5, FRE392H5, FRC391H5 P: FRE280Y5
HIS494H5	Advanced Topics in the History of the Americas	
POL112H5	Democracy in Theory and Practice	
POL113H5	Ideas and Ideologies	
POL114H5	Politics in the Global World	
POL200Y5	Political Theory	P: 1 POL credit/4.0 credits
POL218Y5	Introduction to Comparative Politics	P: 1 POL credit/4.0 credits
POL320Y5	Modern Political Thought	P: POL200Y5
POL487Y5	Topics in International Relations	P: POL208Y5
VCC306H5	Visual Culture and Colonialism	P: VCC201H5
VCC406H5	Post-Colonialism and the Image	P: VCC201H5
WGS200Y5	Theories in Women and Gender Studies	E: NEW160Y1; WGS160Y1; WSTA01H3

WGS350H5	Critical Race Theory in Women and Gender Studies	E: WSTB11H3 P: WGS200Y5 OR P.I.
WGS368H5	Women in World Cultures	E: ERI368H5; NEW368H1; WGS368H1
WGS369Y5	Gender, Colonialism and Cultural Resistance	E: NEW369Y1; WGS369H1
WGS370H5	Gender, Sexuality, Identity	P: WGS200Y5 OR P.I.
WGS450H5	Theories of Sexuality	P: WGS200Y5, 1.0 WGS300+ level credits.

UNIVERSITY OF TORONTO MISSISSAUGA

OFFICE OF THE CAMPUS COUNCIL

FOR APPROVAL **PUBLIC** **OPEN SESSION**

6

TO: Academic Affairs Committee

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

PRESENTER: Amrita Daniere, Vice-Dean Graduate
CONTACT INFO: 905-569-4768, amrita.daniere@utoronto.ca

DATE: February 5, 2014 for February 12, 2014

AGENDA ITEM: 6

ITEM IDENTIFICATION:

New Course, Course Change & Change in Program Requirement: Master of Biotechnology (MBiotech)

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] (February 12, 2014)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The University of Toronto Mississauga (UTM) currently houses four Professional Graduate Masters Programs and one Professional Graduate Diploma Program under the Institute for Management of Innovation (IMI) including the Master of Biotechnology Program (MBiotech). The MBiotech Program would like to enhance their suite of course offerings via the inclusion of BTC1720H *Biomaterials and Protein Chemistry Laboratory*. This course will give students a broad "hands-on" introduction to biomaterials with a focus on biotech applications, as they pertain to health and medicine, nutrition, fuel and energy, manufacturing and materials. The course is meant to complement the existing lecture course, while providing students with lab skills in the molecular biology, organic and materials chemistry, biochemistry, and computational chemistry realms.

The addition of BTC1720H has been designated as a requirement for completion of the MBiotech Program, and a proposal for this change has also been included in this request. The total number of required science credits for the MBiotech degree will increase from 3.5 to 4.0.

In essence, the existing course, BTC1710H, will be split into two courses: BTC1710H (Biomaterials and Protein Chemistry Theory) and BTC1720H (Biomaterials and Protein Chemistry Laboratory). In practice, nothing will change with regard to the implementation of courses and the degree program. Rather, the change reflects the relative number of contact hours in the laboratory course and theory course. Since students will be assigned separate marks for both courses, an acceptable degree of individual performance will be expected for both laboratory and theory components. With the addition of BTC1720H, the program is proposing to change the name of BTC1710H to better reflect the scope of the materials being covered.

FINANCIAL IMPLICATIONS:

There are no financial and/or planning implications for these changes.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Master of Biotechnology (MBiotech) course name change of BTC1710H, which is offered by the Institute for Management and Innovation (IMI), from *Biomaterials and Protein Chemistry Laboratory* to *Biomaterials and Protein Chemistry Theory*, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 22, 2014, be approved, effective September 1, 2014; and

THAT the proposed new MBiotech course, *Biomaterials and Protein Chemistry Laboratory* (BTC1720H) to be offered by the IMI, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 7, 2014, be approved, effective September 1, 2014; and

THAT the proposed MBiotech change in program requirements offered by the IMI, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 22, 2014, be approved, effective September 1, 2014.

DOCUMENTATION PROVIDED:

BTC1710H – Biomaterials and Protein Chemistry Theory – MBiotech Course Name Change
BTC1720H – Biomaterials and Protein Chemistry Laboratory – MBiotech New Course
Change to MBiotech Program Requirements
Calendar entry - Management+Innovation

Governance Form B

Proposal Type: [Mark one; see Governance Form B: Procedures]

X	Renaming Course
	Renumbering Course
	Changing Course Designator, including joint courses(changing designator for existing courses)
	Deactivating Course
	Splitting one Full Course into Two Half-Courses
	Amalgamating Two Half-Courses into One Full Course (ROSI form also required)
	Changing Existing Course into Continuous or Extended Course

Faculty: University of Toronto, Mississauga

Name of Graduate Unit: Institute for Management of Innovation

Existing Course Identifier(s) and Title(s): BTC 1710H Biomaterials and Protein Chemistry Laboratory

Brief Summary of Proposed Change:

A new course (BTC 1720H) is being proposed to cover the lab component of this course. Therefore, BTC 1710H will now be named to reflect the change to content.

Does this change involve a course that is required to complete a graduate program? [Mark one]

	NO	X	YES (attach revised Calendar entry)

Revised Course Title: Biomaterials and Protein Chemistry Theory

Revised Abbreviated Course Title: [For any change affecting a course title. Maximum 30 characters including spaces and punctuation. Separate words using spaces/punctuation. Use the full course title if possible.]

B	I	O	M	A	T	E	R	I	A	L	S		P	R	O	T	E	I	N		C	H	E	M		T	H	R	Y

Effective Session Date:

September 2014

Graduate Unit approval:

- Graduate Curriculum Oversight Committee, UTM, Jan 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

- R. Scott Prosser, Director, Master of Biotechnology Program

Date: Jan 22, 2014

Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (for brand new courses, and reinstatement of courses that have expired after 5 years of inactivity)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

Faculty: University of Toronto, Mississauga

Name of Graduate Unit: Institute for Management of Innovation

Course Title: Biomaterials & Protein Chemistry Lab

Rationale: This new course is being created to cover the lab component of the exiting course BTC 1710H, which is now proposed to be split into two courses, BTC 1710H and BTC 1720H. A governance form A has also been submitted to reflect the proposed changes.

Course Description: The purpose of this course is to give a broad "hands-on" introduction to biomaterials with a focus on biotech applications, as they pertain to health and medicine, nutrition, fuel and energy, manufacturing and materials. The course is meant to compliment the lecture course, while providing students with lab skills in the molecular biology, organic and materials chemistry, biochemistry, and computational chemistry realms. Each of these disciplines represents a different approach or way of doing science and most will be familiar with a subset of these approaches. Team work is key here. Students will need to teach their team members skills and approaches that belong to each discipline so that the entire team acquires competence in all of the disciplines. The labs are not like the undergraduate labs that students may have been introduced to previously. A typical lab module will run for 7-10 days, and will ideally end in findings that are inspired by real life industry hurdles. Significant creativity is required on the part of each group to address general questions and problems put forward in the labs. In each lab students are expected to produce both a formal lab report and a business technology assessment. Labs will include biodegradable nanomaterials and nanoparticle drug delivery systems, pegylation and modification of therapeutics, biofuels, and bioinformatics.

Course Designator, Number and FCE Weight: [E.g. ABC 1000Y, 1.0 FCE]

B	T	C	1	7	2	0	H	FCE Weight: 0.5 FCE

Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible.]

B	I	O	M	A	T	E	R	I	A	L	S		L	A	B	O	R	A	T	O	R	Y								

A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:
[Please check]

X	Yes

Course Format: Lab

Regular/Modular/Continuous/Extended Course: [Mark one; see Governance Form C: Guidelines.]

X	Regular		Modular		Continuous		Extended

Online Indicator on ROSI Required: [Please check only one box. An online indicator is required only for courses that are fully online, not for hybrid or regular courses]

	Yes	X	No

Student Web Service Available [E.g. if yes, a student may log on to ROSI and register in the course themselves]

SGS Academic Activity (ROSI) Form – 2012-13 v1

X	Yes

Does this change involve a course that is required to complete a graduate program? [Mark one]

	NO	X	YES (please also submit a completed Governance Form A with revised Calendar entry)

Contact Hours: 36 hours

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

X	Letter Grades		CR/NCR

NOTE: Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.]

Enrolment Projection:40

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: Available to students in the MBiotech program

Similarity/Overlap: None.

Resources Required: [Mark one.]

X	All elements of the course will be met with existing resources
	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

- N/A

Effective Session Date: September 2014

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

- Graduate Curriculum Oversight Committee, UTM, Jan 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

- Amrita Daniere, Vice-Dean Graduate, UTM
- Hugh Gunz, Director, IMI
- R. Scott Prosser, Director, Master of Biotechnology Program

Date: November 21, 2013

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

- Academic Affairs Committee, UTM, Feb 12, 2014

Governance Form A

Proposal Type:
[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA Addendum)

Faculty: University of Toronto, Mississauga

Name of Graduate Unit: Institute for Management of Innovation

Graduate Programs Involved in Proposal:

- MBiotech

Brief Summary of Proposed Change(s):

1. Increase the total program FCEs from 8.5 to 9.0 FCE by adding a new required course BTC 1720H (please see separate form C for details).
2. Change the name of required course BTC 1710H (please see separate form B for details)

Rationale:
Currently, BTC 1710H has evolved to encompass all materials chemistry and its application to biotechnology. As such, the contact hours for BTC 1710H have extended to 36 hours, excluding the lab component. This exceeds the standard contact hours required for a 0.5 FCE course.

It is proposed that BTC 1710H be reduced to 40 hours, and will focus on the theory component, and a new course BTC 1720H be created to focus on the lab component. There is a natural pedagogic separation between the two components, and we believe offering the components separately will improve the management of student outcomes.

Does this change have any financial and/or resource implications? [Mark one]

X	NO		YES (please contact Faculty Graduate Dean's Office and provide brief description below)

Effective Session Date: September 2014

Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the SGS website)

Approvals/Actions prior to Faculty governance approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

- Graduate Curriculum Oversight Committee, UTM, Jan 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

- Amrita Daniere, Vice-Dean Graduate, UTM
- Hugh Gunz, Director, IMI
- R. Scott Prosser, Director, Master of Biotechnology Program

Date: Jan 7, 2014

Faculty Council/Delegated Body Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee, UTM, Feb 12, 2014

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

For SGS use only	
GPO	
Comments	

2013-2014 SGS Calendar

Management and Innovation

Faculty Affiliation

University of Toronto Mississauga

Degree Programs Offered

Biotechnology—Mbiotech

Management & Professional Accounting—MMPA

Management of Innovation—MMI

Diploma Programs Offered

Investigative & Forensic Accounting—DIFA

Overview

The Institute for Management and Innovation (IMI) offers sector-specific professional programs in management as well as cross-disciplinary, experiential professional programs that combine the study of a science or industrial sector with management. It fosters the development of mission-focused graduates who contribute innovatively to a profession, science, or industrial sector.

The **Master of Biotechnology** (MBiotech) is an interdisciplinary course-based professional degree program. Students come from varied backgrounds with the common goal of pursuing a career in the biotechnology, medical device, and pharmaceutical industries.

The program meets the evolving needs of students and this global industry sector. Lecturers from various University of Toronto Faculties and from biotechnology and pharmaceutical industries and governmental agencies provide a truly interdisciplinary learning experience. Introductory laboratory courses and a year-long work internship round out the broadly based learning environment.

The **Master of Management & Professional Accounting** (MMPA) is designed to educate future leaders of the accounting profession at the master's level in management and at the professional level in accounting and related subjects.

The curriculum is organized to provide an excellent understanding of:

- the challenges, functions, and needs of management;
- accounting, finance, auditing, and tax;
- essential professional subjects;
- management skills; and
- professional capabilities.

Students from any undergraduate background may apply. Advanced standing may be granted.

The **Master of Management of Innovation** (MMI) program is designed for students with a background in science and engineering. It is an accelerated 12-month professional degree for individuals pursuing management careers in technology-focused organizations.

The **Diploma in Investigative & Forensic Accounting** (DIFA) provides a rigorous and comprehensive education in investigative and forensic accounting (IFA) matters useful in becoming an expert IFA consultant, practitioner, and expert witness in legal proceedings. Expertise may include financial matters related to investigation for fraud, calculation of damages, advice in disputes, and preparation and delivery of information to the courts. For students who are graduate professional accountants, the diploma program is recognized as an excellent educational preparation for recognition as an expert in IFA.

Contact and Address

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Degree Programs

Biotechnology

Master of Biotechnology

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Institute for Management and Innovation's additional admission requirements stated below.
- An appropriate bachelor's degree from a recognized university in any area of biological sciences, chemistry, engineering, or related field with a minimum mid-B standing in the final two years of study.
- Applicants who have completed their studies outside of Canada also submit their Graduate Record Examination Subject Test scores and meet SGS minimum standards for English Proficiency.
- The MBiotech Program also evaluates applicants on their letter of intent, CV, three references and both a science and business interview.

Program Requirements

- The program is a full-time, course-based master's degree which is launched during the month of May each year.
- Students are required to complete 9.0 graduate full-course equivalents (FCEs) over a 24-month period:
    - 6.0 FCEs science credits (includes credits for Seminar and Placement)
    - 2.0 FCEs business credits
    - 1.0 FCE elective credit
- An ongoing seminar series led by university, industry, and government specialists links all the participants with the academic, practical, and applied aspects of the program.

Program Length: 6 sessions (2 years) full-time

Time Limit: 3 years full-time

Course List

Required Courses

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A general description of each required course is posted at www.utm.utoronto.ca/mbiotech.

BTC 1600H Seminar in Bioscience/Biotechnology I
BTC 1610H Seminar in Bioscience/Biotechnology II
BTC 1700H Molecular Biology Laboratory
BTC 1710H Biomaterials and Protein Chemistry Theory
BTC 1720H Biomaterials and Protein Chemistry Laboratory
BTC 1800H Biotechnology in Medicine
BTC 1810H Biotechnology and Ventures
BTC 1820H Biotechnology in Agriculture and Natural Products
BTC 1900Y[0] Work Term I
BTC 1910Y[0] Work Term II
BTC 2000H Effective Management Practices
BTC 2010H Fundamentals of Managerial Concepts
BTC 2020H Society, Organizations and Technology
BTC 2030H Management of Technological Innovation

[0] Course that may continue over a program. The course is graded when completed.

Elective Courses

BTC 1830H Medical and Scientific Challenges in Marketing Therapeutics
BTC 1840H Patent Law for the Life Sciences
BTC 1850H Creating Life Science Products
BTC 1860H GAMBiT: Generations of Advanced Medicine: Biologics in Therapy
BTC 1920Y Work Term III
BTC 2040H Change Management
BTC 2100Y Topics in Biotechnology
BTC 2110H Topics in Biotechnology
BTC 2120H Topics in Biotechnology

Other graduate courses approved by Program Directors.

Management & Professional Accounting

Master of Management & Professional Accounting

Minimum Admission Requirements

27-, 24-, and 16-Month Programs

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Institute for Management and Innovation's additional admission requirements stated below.
- An appropriate bachelor's degree with a standing equivalent to at least a University of Toronto mid-B.
- Satisfactory Graduate Management Admission Test (GMAT) score.
- Proof of English proficiency if the applicant's first language is not English. See details on Englishlanguage requirements in General Regulations section 5.5.

Eligibility for Admission to the AdvancedStanding Program: 24-Month Option

Applicants who have previously completed MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1350H, and MGT 1382H, or equivalent, with a grade of B- or better, may be eligible for admission to the 24-month option.

Eligibility for Admission to the AdvancedStanding Program: 16-Month Option

Applicants who have previously completed MGT 1090H, MGT 1102H, MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1260H, MGT 1272H, MGT 1323H, MGT 1330H, MGT 1350H, MGT 1382H, MGT 2206H, and MGT 2250H, or equivalent, with a grade of B- or better, may be eligible for admission to the 16-month option.

Program Requirements

- The program runs for 27 months covering seven sessions of full-time study. The program requires the successful completion of 17.25 full-course equivalents (FCEs) in required courses, as listed below, and two co-op work-placement sessions in accounting or finance-related areas. The final session of the program will include a professional integrating experience (PIE) consisting of a four-week period in which students will complete one or more of the following:
    - attend the professional school of a professional accounting body, or
    - write professional accounting examinations, or
    - complete a consulting or work term project.

Required Course List

Notations for all courses are indicated in parentheses following the course code and are determined as follows:

Credit Hours	Notation
0	CR/NCR (Credit/No Credit)
1	one module
2	two modules
3	three modules

One module equals five weeks with three contact hours per week. One module equals 0.25 FCE.

MGT 1090H(0)+ Accounting Work-Term Course I
MGT 1102H(1) Business and Professional Ethics
MGT 1210H(2) Managerial Economics
MGT 1211H(2) Economic Environment of Business
MGT 1221H(2) Accounting I
MGT 1222H(2) Managerial Accounting
MGT 1241H(2) Operations Management
MGT 1260H(2) Leadership in the Management of Teams
MGT 1272H(2) Management Information Systems
MGT 1301H(3) Fundamentals of Strategic Management
MGT 1323H(3) Auditing and Reporting
MGT 1330H(3) Business Finance
MGT 1350H(3) Marketing
MGT 1362H(3) Managing People in Organizations
MGT 1382H(3) Statistics for Management
MGT 2004H(2) Advanced Concepts in Strategic Management
MGT 2014H(2) The Legal Environment of Professions and Corporations
MGT 2070H(1) Management Consulting (elective course)
MGT 2090H(0)+ Accounting Work-Term Course II
MGT 2205H(3) Advanced Financial Accounting
MGT 2206H(3) Taxation I
MGT 2207H(3) Taxation II
MGT 2208H(1) Taxation III (elective course)
MGT 2224H(2) Computer Auditing
MGT 2225H(2) Advanced Auditing Topics
MGT 2250H(3) Financial Reporting I
MGT 2251H(3) Financial Reporting II
MGT 2260H(2) Management Control
MGT 2261H(2) Advanced Management Accounting

MGT 2273H(2) Accounting Information Systems
MGT 2280H(2) Accounting Theory and Research
MGT 2281H(1) Seminar in Professional Accounting
MGT 2282H(1) Integrative Cases in Professional Decision Making
MGT 2301H(2) Financial Management

+ Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

Program Length: 7 sessions full-time

Time Limit: 3 years

Program Requirements for the Advanced Standing Program: 24-Month Option

The program runs for 24 months, covering six sessions of full-time study, and requires:

- the successful completion of 17.25 full-course equivalents (FCEs) in required courses, as listed above excluding: MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1350H, and MGT 1382H (advanced-standing students receive credit towards the 17.25 FCE requirement for prior completion of these courses);
- two co-op work-placement sessions in accounting or finance-related areas; and
- a professional integrating experience (PIE), to be completed in the final session, consisting of a fourweek period in which students will complete one or more of the following:
    - attend the professional school of a professional accounting body, or
    - write professional accounting examinations, or
    - complete a consulting or work-term project.

Program Length: 6 sessions full-time

Time Limit: 3 years

Program Requirements for the Advanced Standing Program: 16-Month Option

- The program runs for 16 months, covering four sessions of full-time study, and requires:
    - the successful completion of 17.25 full-course equivalents (FCEs) in required courses, as listed above excluding: MGT 1090H, MGT 1102H, MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1260H, MGT 1272H, MGT 1323H, MGT 1330H, MGT 1350H, MGT 1382H, MGT 2206H, and
    - MGT 2250H (advanced-standing students receive credit towards the 17.25 FCE requirement for prior completion of these courses);
    - one co-op work placement session in accounting or finance-related areas; and
    - a professional integrating experience (PIE), to be completed in the final session, consisting of a fourweek period in which students will complete one or more of the following:
        - attend the professional school of a professional accounting body, or
        - write professional accounting examinations, or
        - complete a consulting or work term project.

Program Length: 4 sessions full-time

Time Limit: 3 years

Management of Innovation

Master of Management of Innovation

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Institute for Management and Innovation's additional admission requirements stated below.
- Bachelor's degree in sciences or engineering or equivalent from a recognized university. Minimum overall average grade of B+ over the last two years of full-time academic study.
- Prerequisites or their equivalents are set by the MMI program.
- A resumé, a letter of intent, and at least two academic letters of reference must be submitted by the applicant. One reference must be provided directly from a faculty member familiar with the applicant's work and who holds an appointment in the program where the applicant most recently graduated.
- Applicants who obtained a degree outside North America must arrange for GMAT or GRE (General) examination results to be sent to the department.
- An on-site written personal statement.
- Attend an interview where evaluative problemsolving capabilities and communication skills are assessed.

Program Requirements

- The 12-month program consists of an intensive 8-month core academic curriculum consisting of:
  - 4.0 FCEs (see list below)
  - 2.0 FCEs electives (1.0 FCE per session in each of the Fall and Winter sessions)
  - MMI 1100H, a final capstone course (Group Project, equivalent to 0.5 FCE) during the final four months of the program
- All requirements must be completed within a minimum of one year of study and a maximum of three years from the date of first enrolment.

Program Length: 3 sessions full-time

Time Limit: 3 years full-time

Course List

Required Core Courses

MMI 1010H Prices and Markets
MMI 1020H Applied Econometrics for Managers
MMI 1030H Marketing Science
MMI 1050H Accounting and Negotiations
MMI 1060H Finance
MMI 1070H Economics of Business Strategy
MMI 1080H Management of Technology
MMI 1090H Technology, Strategy and Policy

MMI 1100H Capstone Course—Final Group Project

Elective Courses

Students are encouraged to select electives that allow them to focus on their individual areas of interest.

For this reason, the MMI program does not impose a selection of electives. Students are free to choose from all graduate courses across all disciplines at the University of Toronto. All selections are subject to approval in advance by the Program Director.

6

Diploma Programs

Investigative & Forensic Accounting

Diploma of Investigative & Forensic Accounting

Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Institute for Management and Innovation's additional admission requirements stated below.
- An appropriate bachelor's degree from a recognized university in commerce, business administration, or accounting, with standing equivalent to at least a University of Toronto mid-B in the final year.
- Two years of relevant experience in accounting.
- An advanced-standing option is available for qualified students with comparable university-level or Chartered Business Valuator program courses.

Program Requirements

- Ten half-course program over a minimum 2.2-year period. Courses are taken sequentially and advanced-standing course exemptions are possible. The program is offered using a combination of two one-week intensive in-residence sessions, e-learning, and teleconference modules, with group discussions, assignments, and formal examinations. It is possible for students to participate from anywhere in the world. Advanced standing is available for qualified students; up to two courses in loss quantification and law may be counted.

Program Length: 6 sessions (26 months) part-time

Time Limit: 6 years part-time

Course List

IFA 1900H Introduction to Investigative and Forensic Accounting
IFA 1901H Investigative and Forensic Accounting Practice Issues
IFA 1902H Legal Process—Introductory
IFA 1903H Investigative-Related Matters—Introductory
IFA 1904H Loss Quantification—Introductory
IFA 2900H Loss Quantification—Advanced
IFA 2901H Investigative-Related Matters—Advanced
IFA 2902H Legal Process—Advanced
IFA 2903H Advanced Topics/Emerging Issues
IFA 2904H Integrative Capstone

Courses IFA 1900H and IFA 2904H each involve a mandatory in-residence session at the University of Toronto Mississauga. IFA 2904H requires participation in moot court and other experiential learning sessions. The remaining eight courses are offered via weekly online sessions.

UNIVERSITY OF TORONTO MISSISSAUGA

OFFICE OF THE CAMPUS COUNCIL

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: Amrita Daniere, Vice-Dean Graduate
CONTACT INFO: 905-569-4768, amrita.daniere@utoronto.ca

DATE: February 5, 2014 for February 12, 2014

AGENDA ITEM: 7

7

ITEM IDENTIFICATION:

New Courses: Master of Science in Sustainability Management (MScSM)

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] (February 12, 2014)**

PREVIOUS ACTION TAKEN:

The Master of Science in Sustainability Management (MScSM) Program was approved by the Erindale College Council on March 30, 2011 and proceeded through the committee on Academic Policy & Programs (May 16, 2011), Academic Board (June 1, 2011), and received final approval from the Governing Council on June 13, 2011. The proposal was then submitted to the Ontario Universities Council on Quality Assurance (Quality Council) for approval. The proposal was approved by the Quality Council on November 25, 2011 and submitted to the Ministry of Training, Colleges and Universities for final approval. The MScSM was approved by the Government of Ontario on April 30, 2013 for admission beginning in September 2013. Given the need to advertise the new program, the UTM Office of the Dean decided to admit the first students starting in September 2014.

HIGHLIGHTS:

The University of Toronto Mississauga (UTM) currently houses four Professional Graduate Masters Programs and one Professional Graduate Diploma Program under the Institute for Management of Innovation (IMI), including the new MScSM program. The MScSM program is

seeking approval of their suite of new course offerings as required by the terms of the program approval. At this time, the MScSM program has developed full course proposals for the following 6 courses:

1. SSM1070H *Sustainability Law and Policy* which is designed to provide students with a basic understanding of various laws and policies related to the environmental, social, and economic pillars of sustainability that have relevance to a practicing professional sustainability manager. This course is a required course for the MScSM program and will be offered in the second year of the program.

2. SSM1080H *Strategies for Sustainability Management* will present new theories and principles designed to address sustainability as a strategic principle of corporations and non-profit organizations. This course covers corporate, organizational, and marketing strategy, strategic governance, creating value through sustainability practices, and organizational learning, innovation, and sustainability. This course is a required course for the MScSM program.

3. SSM1090H *Capstone Course – Sustainable Enterprise* is designed to develop an integrative understanding of creating and managing a sustainable enterprise. The course is divided into two parts, the first covers integrative, systems, frugal, and bottom of the pyramid thinking, as well as key features of sustainable enterprise, developing and implementing sustainability strategies, and organizational design. In the second half of the semester, the class will be divided into groups of two or three students and each group will work on a project focussed on creating and managing a sustainable enterprise under the supervision of a faculty mentor(s). This course is a required course for the MScSM program.

4. SSM1110H *Sustainability Management Internship* is designed to provide experiential learning. Each student will work with a host organization on a project related to sustainability management for a period of time ranging from two to four months. This course is a required course for the MScSM program.

5. SSM2020H *Sustainability Ethics* introduces philosophical ethics through an engagement with issues related to environmental, social, and economic pillars of sustainability. The course provides concepts and conceptual vocabulary to make and evaluate ethical arguments across the three pillars of sustainability, and develops students' ethical reasoning and reflection on sustainability issues. This is an elective course for the MScSM program.

6. SSM1100Y *Research Paper* begins by introducing lectures on research, research methods, writing a research paper, and presenting a research paper. Following this introduction, students will work on his/her research paper under the supervision of a faculty mentor(s), the schedule of this course is the same for each student, and each student will select the topic of the research paper and their faculty mentor(s). This course is a required course for the MScSM program.

Academic Affairs Committee – New Courses: Master of Science in Sustainability Management (MScSM)

FINANCIAL IMPLICATIONS:

There are no financial implications for the creation of these 6 MScSM courses beyond those already pledged by the Dean of UTM and the Library at the time that the MScSM program was approved by governance. As such, all elements of the courses will be met with already committed resources.

RECOMMENDATION:

Be It Resolved,

THAT the proposed new Master of Science in Sustainability Management (MScSM) courses offered by the Institute of Management and Innovation (IMI), as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in each of the proposals dated January 7, 2014, be approved, effective on the date specified for each course in each proposal.

DOCUMENTATION PROVIDED:

SSM1070H – Sustainability Law and Policy - MScSM
SSM1080H – Strategies for Sustainability Management – MScSM
SSM1090H – Capstone Course – Sustainable Enterprise – MScSM
SSM1110H – Sustainability Management Internship – MScSM
SSM2020H – Sustainability Ethics – MScSM
SSM1100Y – Research Paper – MScSM

FORM C

School of Graduate Studies
University of Toronto

Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

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Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management and Innovation, University of Toronto Mississauga

Course Title: [The full title of the course. Maximum 60 characters recommended]

Sustainability Law and Policy

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

International, national, and provincial laws and policies related to sustainability provide a broader framework and legal requirements for operations of sustainability managers. At the level of an individual profit or non-profit organization, sustainability managers design their strategies, policies, and management plans as per the provisions of provincial, national and international laws and policies. Hence, an understanding of international, national, and provincial laws and policies related to sustainability is essential for sustainability managers. This course is designed to provide that understanding, and is a required course of the Master of Science in Sustainability Management program. The course is offered in the second year of the program.

Note: In the program proposal, the name of this course was Environmental Law and Policy. However, environment is one of the three pillars of sustainability, and social and economic are other pillars. Hence, it is important to cover laws and policies related to all three pillars. The proposed new name and contents of the course cover all three pillars.

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

The course is designed to provide students with a basic understanding of various laws and policies related to the environmental, social, and economic pillars of sustainability that have relevance to a practicing professional sustainability manager. The course commences with an overview of the structure of the Canadian legal system and then divides in two parts. The first part focuses on environmental law and policies. This part covers international agreements, such as Global Programme of Action for Sustainable Development (Agenda-21), Kyoto Protocol, Biodiversity Convention, and Future We Want (outcome of Rio+20); Canadian laws, such as Environmental Protection Act, Federal Sustainable Development Act, Federal Sustainable Development Strategy and Bill C-45; and Ontario's laws such as Environmental Protection Act, Environmental Assessment Act, Green Energy Act, and Open for Business Act. The second part focuses on laws related to social and economic pillars and covers the Canadian laws of torts, contracts, sole proprietorship, partnerships, corporations, bankruptcy

FORM C

School of Graduate Studies
University of Toronto

and insolvency, employment, and intellectual property.

Course Designator, Number and Weight: [E.g. ABC 1000Y]

S	S	M	1	0	7	0	H

Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

S	U	S	T	A	I	N	A	B	I	L	I	T	Y		L	A	W		A	N	D		P	O	L	I	C	Y	

7

Name of Graduate Faculty Member Responsible for Course: [When unknown, indicate "TBA – Graduate Faculty Member"]

TBA – Graduate Faculty Member(s)

Course Format: [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

The course will be delivered through a mix of lectures, analysis of sustainability law and policy cases, discussion of academic papers and practitioner articles.

Regular/Modular/Continuous/Extended Course: [Mark one; see Governance Form C: Guidelines.]

X	Regular		Modular		Continuous		Extended

Does this change involve a course that is required to complete a graduate program? [Mark one]

	NO	X	YES (please also submit a completed Governance Form A with revised Calendar entry)

Note: This is a new entry and not revised entry.

Contact Hours: [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the Fall semester with weekly contacts of 2 to 3 hours.

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

X	Letter Grades		CR/NCR

Evaluation Components, Percentage Value and Timing: [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Class participation	20%
Assignments	30%
Mid-term Exam	20%
Final Exam	30%

Enrolment Projection: [Provide an estimate.]

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University of Toronto

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: [If any.]

None

Similarity/Overlap: [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

Resources Required: [Mark one.]

X	All elements of the course will be met with existing resources
	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

September 1st, 2015

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee, UTM: January 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

Vice-Dean Graduate:	**Daniere, Amrita; Vice-Dean Graduate, UTM**
Chair/Director:	**Gunz, Hugh; Director, Institute for Management and Innovation**
Other:	**Kant, Shashi; Director, Master of Science in Sustainability Management**

Date: [Date of form completion]

January 7, 2014

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee, UTM: February 12, 2014

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

For SGS use only

Governance Form C: Minor Modifications – New Course or Change to Existing Course – 2012-13 v1

FORM C

School of Graduate Studies
University of Toronto

GPO	
Comments	

SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C* (for new courses or changing the weight of an existing course) or Governance Form B* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

New Academic Activity Codes (ADD)
If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

Reusing Academic Activity Codes (MODIFY)
Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)? ☒ **Yes** ☐ **No**

Is this a change to an existing course (excl. changing its weight) (Form B)? ☐ **Yes** ☒ **No**
(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

			Use this column for the half-course that is created when a full course is being split.
Maintain Academic Activity Basic Information screen (1ABA)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1070H	
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
Maintain Academic Activity Offering Information screen (1ABD)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1070H	
	Start Session Code	September 2015	
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit / Maximum Credit — These should be the same value. If credit is variable please consult with SGS.		
	Full Course Equivalent Weight (Full or half) F/H	H	
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
	SWS – available to students on the SWS? Y/N		
	Degree Navigator	N/A	N/A
	Science Credit Y/N	N/A	N/A

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

FORM C

School of Graduate Studies
University of Toronto

Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management and Innovation, University of Toronto Mississauga

Course Title: [The full title of the course. Maximum 60 characters recommended]

Strategies for Sustainability Management

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

Strategic management is essential for the success of profit as well as non-profit organizations, and good and effective governance needs to use strategic management processes. Generally, managers in organizations of all types and sizes face continually changing situations, and in the case of sustainability organizations these situations are more diverse, complex, and uncertain. Hence, a deep understanding of theories, principles, and applications of strategic management is essential for sustainability managers. In addition, this understanding of strategic management will also provide the framework and background to design and implement non-conventional business and service strategies and practices that are essential for sustainability organizations. This course is designed to provide that understanding of strategic management.

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

This course will present new theories and principles designed to address sustainability as a strategic principle of corporations and non-profit organizations. Starting from a foundation which involves exploring the fundamentals of strategic management, how to analyze organizations and strategies, and the strategies that organizations adopt and why they succeed or fail, students will learn to recognize the threats and opportunities posed by the demands for sustainability and develop strategies to remain competitive, socially and environmentally responsible, and sustainable. The course covers corporate strategy, organizational strategy, marketing strategy, strategic governance, creating value through sustainability practices, and organizational learning, innovation, and sustainability. With a series of case studies and presentations by guest speakers from organizations involved in sustainability, students will gain a unique perspective on current sustainability practices.

Course Designator, Number and Weight: [E.g. ABC 1000Y]

S	S	M	1	0	8	0	H

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Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

S	T	R	A	T	E	G	I	E	S		F	O	R		S	U	S	T	A	I	N		M	G	T				

Name of Graduate Faculty Member Responsible for Course: [When unknown, indicate "TBA – Graduate Faculty Member"]

TBA – Graduate Faculty Member(s)

7

Course Format: [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

The course will be delivered through a mix of lectures, analysis of strategy cases, discussion of academic papers and practitioner articles, and guest lectures.

Regular/Modular/Continuous/Extended Course: [Mark one; see Governance Form C: Guidelines.]

X	Regular		Modular		Continuous		Extended

Does this change involve a course that is required to complete a graduate program? [Mark one]

	NO	X	YES (please also submit a completed Governance Form A with revised Calendar entry)

Note: This is a new entry and not revised entry.

Contact Hours: [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the Fall semester with weekly contacts of 2 to 3 hours.

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

X	Letter Grades		CR/NCR

Evaluation Components, Percentage Value and Timing: [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Class participation	20%
Assignments	30%
Mid-Term Exam	20%
Final Exam	30%

Enrolment Projection: [Provide an estimate.]

20

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: [If any.]

None

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School of Graduate Studies
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Similarity/Overlap: [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

Resources Required: [Mark one.]

X	All elements of the course will be met with existing resources
	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

September 1st, 2015

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee, UTM: January 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

Vice-Dean Graduate:	**Daniere, Amrita; Vice-Dean Graduate, UTM**
Chair/Director:	**Gunz, Hugh; Director, Institute for Management and Innovation**
Other:	**Kant, Shashi; Director, Master of Science in Sustainability Management**

Date: [Date of form completion]

January 7, 2014

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee, UTM: February 12, 2014

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

For SGS use only	
GPO	

FORM C

School of Graduate Studies
University of Toronto

Comments	

SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C* (for new courses or changing the weight of an existing course) or Governance Form B* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

New Academic Activity Codes (ADD)
If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

Reusing Academic Activity Codes (MODIFY)
Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)? ☒ **Yes** ☐ **No**

Is this a change to an existing course (excl. changing its weight) (Form B)? ☐ **Yes** ☒ **No**
(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

			Use this column for the half-course that is created when a full course is being split.
Maintain Academic Activity Basic Information screen (1ABA)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1080H	
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
Maintain Academic Activity Offering Information screen (1ABD)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1080H	
	Start Session Code	September 2015	
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit / Maximum Credit (These should be the same value. If credit is variable please consult with SGS.)		
	Full Course Equivalent Weight (Full or half) F/H	H	
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
	SWS – available to students on the SWS? Y/N		
	Degree Navigator	N/A	N/A
	Science Credit Y/N	N/A	N/A

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

SGS Academic Activity (ROSI) Form – 2012-13 v1

FORM C

School of Graduate Studies
University of Toronto

Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

7

Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management and Innovation, University of Toronto Mississauga

Course Title: [The full title of the course. Maximum 60 characters recommended]

Capstone course - Sustainable Enterprise

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

The most challenging task of sustainability managers is to synthesize, integrate, and apply knowledge gained from different disciplines of science, social science, and management to address real life sustainability challenges faced by different types of organizations. This requires opportunities for students to develop and demonstrate their skills in integrating and applying knowledge gained through different courses of the program to real-life decision making situations related to sustainability. The second challenge to sustainability managers is to develop solutions based on the combined knowledge of different members of a group rather than individual's knowledge. This course offers opportunities to students to develop and apply integrative skills in a group-setting.

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

The course is designed to develop an integrative understanding of creating and managing a sustainable enterprise. The course has two parts. The first part covers integrative thinking, systems thinking, frugal thinking, bottom of the pyramid thinking, key-features of sustainable enterprise, developing and implementing sustainability strategies, and organizational design. In the second part, the class will be divided into groups of two or three students. Each group will work on a project focused on creating and managing a sustainable enterprise under the supervision of faculty mentor(s). The focus of projects will be on demonstrating integration, application, and innovation skills to address challenges faced by a sustainable enterprise.

Course Designator, Number and Weight: [E.g. ABC 1000Y]

S	S	M	1	0	9	0	H

Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

S	U	S	T	A	I	N	A	B	L	E		E	N	T	E	R	P	R	I	S	E		C	A	P	S	T	N	

FORM C

School of Graduate Studies
University of Toronto

Name of Graduate Faculty Member Responsible for Course: [When unknown, indicate "TBA – Graduate Faculty Member"]

TBA- Graduate Faculty Member(s)

Course Format: [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

The first part of the course will be delivered through a mix of lectures and analysis of cases. After that, each group will work on a project on creating and managing a sustainable enterprise under the guidance of faculty mentor(s).

Regular/Modular/Continuous/Extended Course: [Mark one; see Governance Form C: Guidelines.]

X	Regular		Modular		Continuous		Extended

Does this change involve a course that is required to complete a graduate program? [Mark one]

	NO	X	YES (please also submit a completed Governance Form A with revised Calendar entry)

Note: This is a new entry and not revised entry.

Contact Hours: [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the Winter semester with weekly contacts of 2 to 3 hours.

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

X	Letter Grades		CR/NCR

Evaluation Components, Percentage Value and Timing: [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Class participation and discussion with mentor(s)	20%
Project synopsis	10%
Draft project report	20%
Project Presentation	20%
Final Project Report	30%

Enrolment Projection: [Provide an estimate.]

20

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: [If any.]

None

FORM C

School of Graduate Studies
University of Toronto

Similarity/Overlap: [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

Resources Required: [Mark one.]

X	All elements of the course will be met with existing resources
	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

January 1st, 2016

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee, UTM: January 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

Vice-Dean Graduate:	**Daniere, Amrita; Vice-Dean Graduate, UTM**
Chair/Director:	**Gunz, Hugh; Director, Institute for Management and Innovation**
Other:	**Kant, Shashi; Director, Master of Science in Sustainability Management**

Date: [Date of form completion]
January 7, 2014

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee, UTM: February 12, 2014

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

For SGS use only	
GPO	

FORM C

School of Graduate Studies
University of Toronto

Comments	

SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C* (for new courses or changing the weight of an existing course) or Governance Form B* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

New Academic Activity Codes (ADD)
If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

Reusing Academic Activity Codes (MODIFY)
Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)? ☒ **Yes** ☐ **No**

Is this a change to an existing course (excl. changing its weight) (Form B)? ☐ **Yes** ☒ **No**
(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

			Use this column for the half-course that is created when a full course is being split.
Maintain Academic Activity Basic Information screen (1ABA)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1090H	
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
Maintain Academic Activity Offering Information screen (1ABD)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1090H	
	Start Session Code	January 2016	
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit / Maximum Credit (These should be the same value. If credit is variable please consult with SGS.)		
	Full Course Equivalent Weight (Full or half) F/H	H	
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
	SWS – available to students on the SWS? Y/N		
	Degree Navigator	N/A	N/A
	Science Credit Y/N	N/A	N/A

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

SGS Academic Activity (ROSI) Form – 2012-13 v1

Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

7

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management and Innovation, University of Toronto Mississauga

Course Title: [The full title of the course. Maximum 60 characters recommended]

Sustainability Management Internship

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

The class-room-based lecture courses provide theoretical perspectives, and the use of case studies in these courses exposes students to real decision-making situations. Experiential learning and on-the-job training courses have the power to inspire students not only to reinforce the material presented in lectures but also transfer it to the workplace and teach it to others. Confucius's observation -- I hear and I forget, I see and I remember, I do and I understand -– explains the importance of experiential learning quite well. Hence, an experiential learning course is an essential part of many professional programs.

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

The course is designed to provide experiential learning. Every student will work with a host organization on a project related to sustainability management for a period of time ranging from two to four months. The project will be identified jointly by the host organization, the MScSM office, the Graduate Faculty responsible for the course, and the student working on that project. Every student will work under the guidance of a supervisor from the host organization and a faculty supervisor. At the end of the course, every student will submit a report to the host organization, the MScSM office, and the faculty supervisor.

Course Designator, Number and Weight: [E.g. ABC 1000Y]

S	S	M	1	1	1	0	H

Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

S	U	S	T	A	I	N	A	B	I	L	I	T	Y		M	G	T		I	N	T	E	R	N	S	H	I	P	

Name of Graduate Faculty Member Responsible for Course: [When unknown, indicate "TBA – Graduate Faculty Member"]

TBA – Graduate Faculty Member

Course Format: [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

Every student will work with a host organization on a project related to sustainability management and identified by the host organization in consultation with the MScSM office, the Graduate Faculty Member responsible for the course, and the student working on that project.

Regular/Modular/Continuous/Extended Course: [Mark one; see Governance Form C: Guidelines.]

X	Regular		Modular		Continuous		Extended

7

Does this change involve a course that is required to complete a graduate program? [Mark one]

	NO	X	YES (please also submit a completed Governance Form A with revised Calendar entry)

Note: This is a new entry and not revised entry.

Contact Hours: [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the summer semester, and every student will work with a host organization for a time period ranging from 2 to 4 months.

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

	Letter Grades	X	CR/NCR

Evaluation Components, Percentage Value and Timing: [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Report of Host Organization Report of Student

Enrolment Projection: [Provide an estimate.]

20

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: [If any.]

None

Similarity/Overlap: [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

Resources Required: [Mark one.]

X	All elements of the course will be met with existing resources
	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

- [Insert description of additional resources required]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

May 1st, 2015

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee, UTM: January 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

Vice-Dean Graduate:	**Daniere, Amrita; Vice-Dean Graduate, UTM**
Chair/Director:	**Gunz, Hugh; Director, Institute for Management and Innovation**
Other:	**Kant, Shashi; Director, Master of Science in Sustainability Management**

Date: [Date of form completion]

January 7, 2014

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee, UTM: February 12th, 2014

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

For SGS use only	
GPO	
Comments	

SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C* (for new courses or changing the weight of an existing course) or Governance Form B* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

New Academic Activity Codes (ADD)
If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

Reusing Academic Activity Codes (MODIFY)
Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)? ☒ **Yes** ☐ **No**

Is this a change to an existing course (excl. changing its weight) (Form B)? ☐ **Yes** ☒ **No**
(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

			Use this column for the half-course that is created when a full course is being split.
Maintain Academic Activity Basic Information screen (1ABA)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1110H	
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
Maintain Academic Activity Offering Information screen (1ABD)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1110H	
	Start Session Code	May 2015	
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit / Maximum Credit — These should be the same value. If credit is variable please consult with SGS.		
	Full Course Equivalent Weight (Full or half) F/H	H	
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
	SWS – available to students on the SWS? Y/N		
	Degree Navigator	N/A	N/A
	Science Credit Y/N	N/A	N/A

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

FORM C

School of Graduate Studies
University of Toronto

Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

7

Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management and Innovation, University of Toronto Mississauga

Course Title: [The full title of the course. Maximum 60 characters recommended]

Sustainability Ethics

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

Ethics and ethical behavior are the critical elements of sustainability management. From a management perspective, ethical behaviour is an integral part of manager's success while an understanding and respect for environmental, social, and business ethics are critical for designing and implementing sustainability strategies and practices. This course is designed to provide a critical understanding of the underlying ethical principles in sustainability management. The course is an elective course for the Master of Science in Sustainability Management program, and it is one of the two elective courses that will be offered directly by the program. The course will be offered during the second year of the program.

Note: In the program proposal, the name of this course was Environmental Ethics. However, environment is one of the three pillars of sustainability, and two other pillars are social and economic. Hence, it is important to cover ethics related to all three pillars. The proposed new name and contents of the course cover all three pillars.

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

This course introduces philosophical ethics through an engagement with issues related to environmental, social, and economic pillars of sustainability. The course provides concepts and conceptual vocabulary to make and evaluate ethical arguments across the three pillars of sustainability, and develops students' ethical reasoning and reflection on sustainability issues. The course starts with basic concepts of philosophy and ethics, such as styles of ethical reasoning, meta ethics, normative ethics, challenges to ethics, and ethical decision making. After this introduction, the course has two parts. The first part focuses on environmental ethics and covers ethical aspects related to climate change, pollution, resource extraction, bio-centrism, eco-centrism and deep ecology. The second part focuses on business and social ethics and covers fundamentals of business ethics, ethical governance and management, ethical issues in sustainability enterprises, workplace ethics, ethics of inter and intra-generational equity, ethical issues in international businesses, ethical issues and risk and crisis

FORM C

School of Graduate Studies
University of Toronto

management.

Course Designator, Number and Weight: [E.g. ABC 1000Y]

S	S	M	2	0	2	0	H

Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

S	U	S	T	A	I	N	A	B	I	L	I	T	Y		E	T	H	I	C	S									

7

Name of Graduate Faculty Member Responsible for Course: [When unknown, indicate "TBA – Graduate Faculty Member"]

TBA – Graduate Faculty Member(s)

Course Format: [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

The course will be delivered through a mix of lectures, analysis of ethics cases, discussion of academic papers and practitioner articles on ethics.

Regular/Modular/Continuous/Extended Course: [Mark one; see Governance Form C: Guidelines.]

X	Regular		Modular		Continuous		Extended

Does this change involve a course that is required to complete a graduate program? [Mark one]

X	NO		YES (please also submit a completed Governance Form A with revised Calendar entry)

Note: This is a new entry and not revised entry.

Contact Hours: [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the Fall semester with weekly contacts of 2 to 3 hours.

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

X	Letter Grades		CR/NCR

Evaluation Components, Percentage Value and Timing: [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Class participation	20%
Assignments	30%
Mid-term Exam	20%
Final Exam	30%

Enrolment Projection: [Provide an estimate.]

20

FORM C

School of Graduate Studies
University of Toronto

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: [If any.]

None

Similarity/Overlap: [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

Resources Required: [Mark one.]

X	All elements of the course will be met with existing resources
	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

September 1st, 2015

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee, UTM: January 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

Vice-Dean Graduate:	**Daniere, Amrita; Vice-Dean Graduate, UTM**
Chair/Director:	**Gunz, Hugh; Director, Institute for Management and Innovation**
Other:	**Kant, Shashi; Director, Master of Science in Sustainability Management**

Date: [Date of form completion]

January 7, 2014

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee, UTM: February 12, 2014

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

FORM C

School of Graduate Studies
University of Toronto

For SGS use only	
GPO	
Comments	

SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C* (for new courses or changing the weight of an existing course) or Governance Form B* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

New Academic Activity Codes (ADD)
If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

Reusing Academic Activity Codes (MODIFY)
Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)? ☒ **Yes** ☐ **No**

Is this a change to an existing course (excl. changing its weight) (Form B)? ☐ **Yes** ☒ **No**
(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

			Use this column for the half-course that is created when a full course is being split.
Maintain Academic Activity Basic Information screen (1ABA)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM2020H	
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
Maintain Academic Activity Offering Information screen (1ABD)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM2020H	
	Start Session Code	September 2015	
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit / Maximum Credit (These should be the same value. If credit is variable please consult with SGS.)		
	Full Course Equivalent Weight (Full or half) F/H	H	
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
	SWS – available to students on the SWS? Y/N		
	Degree Navigator	N/A	N/A
	Science Credit Y/N	N/A	N/A

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

SGS Academic Activity (ROSI) Form – 2012-13 v1

FORM C

School of Graduate Studies
University of Toronto

Governance Form C

Proposal Type: [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

7

Faculty: [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

Name of Graduate Unit: [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management and Innovation, University of Toronto Mississauga

Course Title: [The full title of the course. Maximum 60 characters recommended]

Research Paper

Rationale: [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

The Master of Science in Sustainability Management (MScSM) program is a course-based professional program, and offers two concentrations – science and management. Students will select their electives as per their concentrations, and the choice of electives offers an opportunity to develop specialized skills in an area of their interest. The Research Paper course provides an opportunity to further strengthen their expertise in an area of their interest.

Course Description: [Approx. 100-150 words; may include further description of format or course presentation.]

The course starts with introductory lectures on research, research methods, writing a research paper, and presenting a research paper. After that, every student works on his/her research paper under the supervision of faculty mentor(s), but the schedule of the course is same for every student. Each student will select the topic of the research paper and their faculty mentor(s). The research paper may be a review paper, internship-based paper, a research paper based on primary or secondary data, or a strategy paper. The research paper demonstrates scholarly and professional competence, an understanding of the literature in the research area, and relevant current practices in the topic area of the research paper.

Course Designator, Number and Weight: [E.g. ABC 1000Y]

S	S	M		1	1	0	0	Y

Abbreviated Course Title: [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

R	E	S	E	A	R	C	H		P	A	P	E	R														

Name of Graduate Faculty Member Responsible for Course: [When unknown, indicate "TBA – Graduate Faculty Member"]

FORM C

School of Graduate Studies
University of Toronto

TBA – Graduate Faculty Member(s)

Course Format: [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

The introductory part of the course will be delivered through lectures. After that each student will work on his/her research paper under the guidance of faculty mentor(s).

Regular/Modular/Continuous/Extended Course: [Mark one; see Governance Form C: Guidelines.]

X	Regular		Modular		Continuous		Extended

Does this change involve a course that is required to complete a graduate program? [Mark one]

	NO	X	YES (please also submit a completed Governance Form A with revised Calendar entry)

Note: This is a new entry and not revised entry.

Contact Hours: [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the Fall and Winter semesters with weekly contacts of 2 hours.

Grading Scale: [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

X	Letter Grades		CR/NCR

Evaluation Components, Percentage Value and Timing: [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Outline of Paper	15%
Review of Progress and Discussions	15%
Draft Paper	20%
Presentation of Paper	20%
Final Paper	30%

Enrolment Projection: [Provide an estimate.]

20

Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions: [If any.]

None

Similarity/Overlap: [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

Resources Required: [Mark one.]

FORM C

School of Graduate Studies
University of Toronto

X	All elements of the course will be met with existing resources
	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

Effective Session Date: [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

September 1st, 2015

Approvals/Actions prior to Faculty Governance Approval: [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee, UTM: January 15, 2014

Chair/Director Name(s): [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.

Vice-Dean Graduate:	**Daniere, Amrita; Vice-Dean Graduate, UTM**
Chair/Director:	**Gunz, Hugh; Director, Institute for Management and Innovation**
Other:	**Kant, Shashi; Director, Master of Science in Sustainability Management**

Date: [Date of form completion]

January 7, 2014

Faculty Council Meeting Date: [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee, UTM: February 12, 2014

Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.

For SGS use only	
GPO	
Comments	

SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C* (for new courses or changing the weight of an existing course) or Governance Form B* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

New Academic Activity Codes (ADD)
If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

Reusing Academic Activity Codes (MODIFY)
Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)? ☒ **Yes** ☐ **No**

Is this a change to an existing course (excl. changing its weight) (Form B)? ☐ **Yes** ☒ **No**
(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

			Use this column for the half-course that is created when a full course is being split.
Maintain Academic Activity Basic Information screen (1ABA)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1100Y	
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
Maintain Academic Activity Offering Information screen (1ABD)	**FIELD**	**ACTIVITY 1**	**ACTIVITY 2**
	Academic Activity Code	SSM1100Y	
	Start Session Code	September 2015	
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit / Maximum Credit (These should be the same value. If credit is variable please consult with SGS.)		
	Full Course Equivalent Weight (Full or half) F/H	H	
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
	SWS – available to students on the SWS? Y/N		
	Degree Navigator	N/A	N/A
	Science Credit Y/N	N/A	N/A

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the SGS website.

SGS Academic Activity (ROSI) Form – 2012-13 v1

UNIVERSITY OF TORONTO MISSISSAUGA

UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 3 OF THE ACADEMIC AFFAIRS COMMITTEE

JANUARY 9, 2014

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on January 9, 2014 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Ms Judith Poë, Chair
Dr. Shay Fuchs, 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
Mr. Hamza Ansari
Professor Shyon Baumann
Professor Andreas Bendlin
Professor Tracey Bowen
Professor Craig Chambers
Professor Philip Clark
Ms Diane Crocker, Registrar and Director of Enrolment Management
Ms Sara da Silva
Professor Amrita Daniere, Vice-Dean, Graduate,
Ms Sarah Elborno
Professor Charles Elkabas
Dr. Louis Florence
Ms Shelley Hawrychuk
Dr. Stuart Kamenetsky
Professor Yael Karshon
Ms Pam King
Mr. Sheldon Leiba
Dr. Mark Lippincott
Professor Peter Loewen
Mr. Leonard Lyn
Professor Peter Macdonald
Ms Sue McGlashan
Professor Heather Miller
Professor Kent Moore
Professor Emmanuel Nikiema
Professor Esteban Parra
Professor Kathy Pichora-Fuller
Mr. Michael Paulin
Dr. Christoph Richter
Mr. Masood Samim
Professor Erik Schneiderhan
Professor Sasa Stefanovic
Professor Mihkel Tombak
Ms Edith Vig
Professor Shafique Virani
Professor Anthony Wensley
Dr. Maria Wesslen
Mr. Ian Whyte, Chief Librarian
Dr. Kathleen Wong

Non-Voting Assessors:
Prof. Ulli Krull, Vice-President, Special Initiatives
Mr. Mark Overton, Dean of Student Affairs

Regrets:
Ms Laasya Annadevara
Professor Varouj Aivazian
Professor Jill Caskey
Professor Tenley Conway
Mr. Simon Gilmartin
Professor Yael Karshon
Professor Bernard Katz
Ms Sobia Khan
Professor Alison Syme
Professor Holger Syme
Professor David Francis Taylor
Professor Kathi Wilson

In Attendance:
Ms Melissa Berger, Program and Curriculum Officer, Office of the Dean
Professor Shashi Kant, Director, Masters of Science in Sustainability Management (MScSM)

Secretariat:
Mr. Louis Charpentier, Secretary of the Governing Council
Ms Cindy Ferencz Hammond, Director of Governance
Ms Mariam Ali, Committee Secretary

1. Chair's Remarks

The chair reminded members that the nomination period for UTM Campus Council and its Standing Committees was open and invited Ms Cindy Ferencz Hammond, Deputy Returning Officer to discuss important dates and further information on how to obtain nomination forms.

2. Presentation on International Students: Professor Amy Mullin, Vice-Principal Academic & Dean, Mr. Mark Overton, Dean, Student Affairs and Ms Diane Crocker, Registrar and Director of Enrolment Management

The Chair invited Professor Amy Mullin, Vice-Principal Academic & Dean, Mr. Mark Overton, Dean, Student Affairs and Ms. Diane Crocker, Registrar and Director of Enrolment Management made the following key points[1] in their presentation:

- Professor Mullin provided a definition of international students: a student who would not be a Canadian citizen nor a permanent resident of Canada. She also noted that an international student could have completed their last year of secondary school locally in Mississauga;
- Whether a student was international or domestic was not taken into account as a factor when admitting Ontario High School applicants and did not have an impact on the application review process;
- Ms Crocker spoke to overall enrolment growth: The number of international students grew significantly over the past five years as targeted recruitment practices were put in place. The percentage of international students in total new intake had increased from 8.6 percent in 2007 to 18.4 percent (estimated actuals) for 2013;
- The largest proportion of international students during the 2012-13 academic year came from the 101 applicant pool which represented students coming from Ontario high schools;
- Ms Crocker provided an analysis of Application, Admission, Acceptance and Registration Counts for the period 2008 (Fall) to 2013 (Fall) for all applicant categories;
- International student intake was significant and has grown over the years providing for significant diversity in the classroom.
- Professor Mullin noted that international students had an inclination to be interested primarily in Commerce and Management programs, and that it would be desirable to see them in a broader range of programs in the future;
- Currently, efforts were being made to attract international applicants from outside the Western Greater Toronto Area and Ontario and to develop a greater diversity in country of origin;
- The majority of international students were from China, but were not recruited in China and were coming primarily from international high schools in Canada;
- Mr. Overton gave an overview of the mandate of the UTM International Centre, which served inbound international students and domestic students looking for outbound experiences;
- UTM strongly encourages engagement in clubs and academic societies, which presented interactions that enhanced intermingling between students and enriched student life;

[1] A copy of the Office of the Registrar's Initiatives Presentation is attached as Attachment A.

- Support of international students placed a new burden on the international student office;
- Professor Mullin noted that the Language Studies department offered linguistics courses that many domestic and international students have found helpful;
- Ms. Crocker gave an overview of ACE@UTM, (Academic Culture and English), a program for students who were academically qualified, have lived in Canada for one year, but presented discretionary English proficiency test results; enrolment in this program has grown significantly since it began in September of 2012;
- ACE students were given conditional admission to UTM, and would need to complete a full time summer language program, or a part time Saturday program throughout the academic year. Both programs were administered by the School of Continuing Studies English Language Program Office in partnership with the Office of the Registrar at UTM. The program has been so successful that other divisions of the university had put similar programs in place;
- Mr. Overton commented that UTM provided all international students guaranteed placement in residence. UTM also offered Connect One, a mentorship program for international students and a casual English language support program offered by the International Centre;
- Mr. Overton highlighted the World University Services Canada (WUSC) Student Refugee program and how the incoming 7 students had enriched U of T's student experience; He highlighted the role of the University of Toronto Mississauga Student Union (UTMSU) in the administration of the program.

In response to a member's question, Mr. Overton noted that U of T had a high percentage of international applications compared to other Canadian institutions.

A member asked whether there were any tools used to determine the progress of international students post-graduation. Mr. Overton advised that the Career Centre conducted an outbound survey which showed no tangible difference between domestic and international students. Professor Saini commented that the KPMG Economic Impact report did illustrate that over the last 5 years, an average of 28 percent of students came from Mississauga, but 38 percent remained in Mississauga after graduation.

In response to a member's question, Ms Crocker advised that her office closely monitors the quality of incoming applicants from international High Schools and noted that the quality of applications had increased significantly over the past 15 years.

A member suggested that UTM create a mentorship program for international students in graduate programs and upper year undergraduate students. It was noted that although program based support existed, a mentorship program would be a worthwhile consideration.

In response to a member's question, Professor Mullin clarified the timelines surrounding merit scholarships for international students and noted that students were advised of scholarship eligibility at the time of their acceptance. The member followed up with a question regarding provision of financial assistance for international students. Mr. Mark Overton explained that before being admitted, international students had to demonstrate that they had the financial resources to sustain them during their study in Canada. Professor Mullin added that although these students were not eligible to receive OSAP funding, they were eligible to participate in the university's work study program.

In response to a member's question, Mr. Overton advised the Committee that with the exception of specialized programs (CIC-related support, UHIP, Service Canada support), all other programs geared towards international students are open to the UTM student population. He commented the

programs were meant for any student that requires localized transition support, regardless of whether they are international or domestic students.

A member asked if the University profits more from international students than domestic students. Professor Saini responded that the university receives no provincial funding for international students, therefore their tuition would be substantially higher. International students require some additional supports mostly related to language and adjustment. The member commented that there was a prevalent perception amongst the university community that the push for increased international student intake was due to increased profits. Professor Saini commented that he was glad to have that perception corrected in this forum and encouraged members to inform their peers and colleagues of the same.

3. New courses: Master of Science in Sustainability Management (MScSM)*

The Chair invited Professor Amrita Daniere, Vice-Dean Graduate to speak to the item. Professor Daniere noted that the Masters of Science in Sustainability Management (MScSM) was currently housed under the Institute for Management of Innovation (IMI) and was one of four Professional Graduate Masters programs. Professor Daniere provided an overview of the 7 course proposals developed by MScSM. Professor Shashi Kant, Director of MScSM advised members that the program was approved by Erindale College Council and submitted to the Ontario Universities Council on Quality assurance for approval in 2011, which led to approval by the Government of Ontario in April, 2013.

A member asked for clarification on the difference in class size estimates, which ranged from 20 to 25. Professor Daniere responded there would be variances between foundational and elective courses.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed new Master of Science in Sustainability Management (MScSM) courses offered by the Institute of Management and Innovation (IMI), as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in each of the proposals dated December 10, 2013, be approved, effective on the date specified for each course in each proposal.

4. Program Closure: Logic Major in the Department of Philosophy, University of Toronto Mississauga*

The Chair invited Professor Amy Mullin, Vice-Principal Academic and Dean to present the item. Professor Mullin explained that the proposal to close the Honours Bachelor of Arts Major Program in Logic offered by the Department of Philosophy at UTM, would be effective September 1, 2016. She noted that the Logic Major had been offered for more than 20 years, however interest in it had declined and enrolment in specialized logic courses remained low. External and departmental reviews were conducted, including consultation with the Department of Philosophy and the Department of Mathematical and Computational Sciences. Professor Mullin noted that the Major and Specialist Philosophy program would continue to be offered.

In response to a question, Professor Mullin clarified that the program's admission closure date of September 1, 2013 was an administrative decision, whereas the program's closure was a matter for governance consideration.

On motion duly made, seconded and carried,

YOUR COMMITTEE RECOMMENDED,

THAT the proposed closure of the Honours Bachelor of Arts Major in Logic in the Department of Philosophy at the University of Toronto Mississauga as recommended by the Vice-Principal Academic and Dean, Professor Amy Mullin, in the proposal dated December 5, 2013, be approved with an anticipated program closure date of September 1, 2016.

5. Combined H.B.A. and Masters of Information with the Institute of Communication, Culture, Information and Technology (ICCIT), UTM and the Faculty of Information (FI), University of Toronto St. George*

10

The Chair invited Professor Mullin back to introduce the combined program between the Faculty of Information's (FI) Master of Information (M.I) and the Institute of Communication, Culture, Information and Technology (ICCIT) undergraduate programs at UTM. Professor Mullin explained that the undergraduate and graduate programs would be combined in a manner, which would enhance the undergraduate learning experience by offering students the opportunity to take graduate level courses, while completing an undergraduate degree. There had been a strong intellectual synergy between the FI and ICCIT undergraduate programs, which would allow students a natural progression into the M.I program offered by the FI. Professor Mullin explained that the combined program would allow students to complete a Bachelor of Arts degree (ICCIT program) and a Master of Information, and the length of study in the Master's program would be three sessions of full-time study. This would allow students to apply earlier to the M.I program, as early as the third year, and would allow the completion of the combined program in less time.

Professor Anthony Wensley, Director of the ICCIT commented that his unit was delighted to have the opportunity to present the combined program and it further demonstrated the extent of faculty collaborations. Professor Wensley thanked Professor Mullin, Ms Melissa Berger, Program and Curricular Officer and other staff from the Office of the Dean for their support during the development of this proposal. Professor Wensley also noted faculty at the Graduate level had already commented on the success of undergraduate students enrolled in graduate courses.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

Be it Resolved,

THAT the proposed Combined H.B.A. and Masters of Information, offered by the Institute of Communication, Culture, Information and Technology (ICCIT) and the Faculty of Information (FI), as recommended by the Vice-Principal Academic and Dean, Professor Amy Mullin, in the proposal dated December 4, 2013, be approved, effective September 1, 2014.

6. Assessor's Report

Professor Mullin provided an overview of items for the upcoming Academic Affairs Committee meeting. These items included: the UTM Bridging Pathway program, new minors in Ethics and Society and Latin American and Caribbean Studies, an additional stream to the existing BBA Management specialist program, and new courses for the Masters in Biotechnology and Masters Master of Science in Sustainability Management.

Professor Mullin noted there had been a suggestion for the development of foundational courses with a particular focus on offering a pre-calculus course covering material typically offered in Grade 12 Functions for university level credit. She noted there had been several discussions, firstly amongst tri-campus Deans and Vice-Deans, secondly within the department of Mathematical and Computational Sciences and thirdly with the Chairs of other Mathematics departments in other Canadian institutions. Professor Mullin stated that following these discussions there had been no appetite for introducing such courses for-credit, and pointed instead to the non-credit courses offered by Faculty of Arts and Science. This option would be further explored, but would take into consideration logistical difficulties and fees for students, as well as the use of mandatory placement testing or mandatory non-credit course offerings. Professor Mullin noted that this would be a labour intensive and costly process, which could negatively affect applications. Professor Mullin emphasized there would be a commitment to further publicizing the extensive help services offered by the department of Mathematical and Computational Sciences and the Robert Gillespie Academic Skills Centre.

7. Other Business

A member made an announcement regarding copyright information. Ms. Hawrychuk, Librarian, advised members that the UTM Library provided faculty support regarding copyright compliance. She also noted that the library provided an additional service that allowed faculty to submit course syllabi for review in order to ensure copyright compliance. These services were available at the Reserves desk at the UTM Library. Professor Mullin thanked the UTM Library staff for these services and asked that faculty disseminate this information within their departments, especially among newer sessional lecturers.

CONSENT AGENDA

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted and that Item 8, Report of the Previous Meeting, be approved.

8. Report of the Previous Meeting: Report 2 – November 13, 2013

9. Date of Next Meeting - February 12, 2014, 4:10 p.m.

The Chair reminded members that the next meeting of the Committee was scheduled for February 12, 2014, 4:10 p.m. in the Council Chamber, William G. Davis Building.

10. Business Arising from the Report of the Previous Meeting.

Item 10 was discussed earlier in the meeting, under Item 6.

The meeting adjourned at 5:34 p.m.

_____ _____

Secretary Chair
January 14, 2014

Academic Affairs Committee International Students Presentation January 9, 2014

Diane Crocker
Amy Mullin
Mark Overton

UNIVERSITY OF TORONTO MISSISSAUGA

10

Who is an International Student at UTM? Categories of Applicants

- 101s – Ontario secondary school graduates
- 105s – Everyone else - secondary school graduates from outside Ontario and around the world - transfer students – applying with some previous post secondary credits

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An international student could be from either of the preceding categories

- An international student is a student who is neither a Canadian citizen nor a permanent resident of Canada
- An international student may have studied in his or her last year of secondary school just down the road in Mississauga

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Top Schools

Top Previous School	Count	%
Columbia Int College Of Canada (880183)	105	15.9%
Suon International Academy (885786)	41	6.2%
Bronte College (875112)	32	4.9%
Ontario International College (666777)	24	3.6%
Canada International College (666769)	18	2.7%
Bond Intl College School/Bond Academy (883417)	17	2.6%
Braemar College (876909)	9	1.4%
Fieldstone Day School (878057)	9	1.4%
Dewey College (668563)	8	1.2%

Secondary School Background of International vs. Domestic Students

- Both international students and domestic students may have attended a Canadian secondary school
- Both international students and domestic students may have attended secondary school outside of Canada
- International status is not set as priority when processing offers – qualifications are the priority

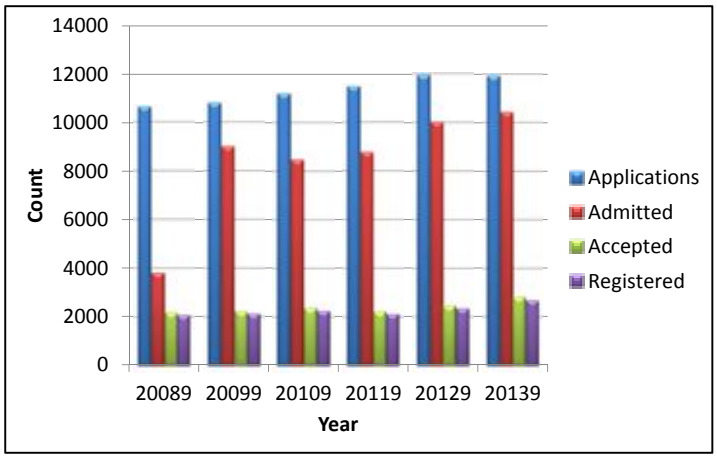
UNIVERSITY OF TORONTO MISSISSAUGA

All New International Students Nov 1, 2013

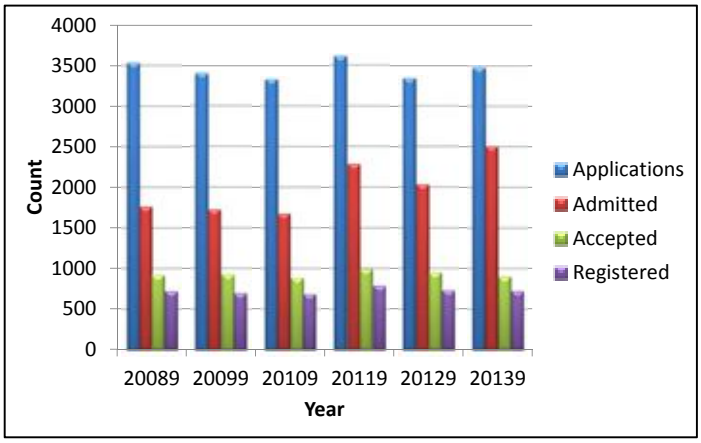
Source CD	Count	%
101	471	71.5%
105	188	28.5%
Total	659	100.0%

Residence Request	Count	%
N	266	24.6%
Y	393	75.4%
Grand Total	659	100.0%

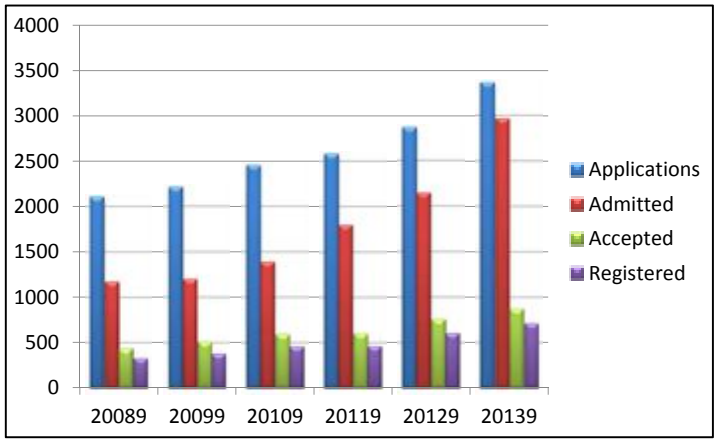
20089-20139 101s
Application, Admission, Acceptance and Registrant Counts



20089-20139 105s
Application, Admission, Acceptance and Registrant Counts



20089-20139 Internationals
Application, Admission, Acceptance and Registrant Counts



20139 New Intake
- Legal Status

Legal Status	Count	%		Count
Domestic	2637	80%	Canadian citizen/native Canadian	2204
			Permanent Resident	433
International	659	20%	Other Visa	86
			Study Permit	573
Total	3296	100.0%	Grand Total	3296

* Data as of 2013/12/19

Funding and Tuition

- We receive provincial funding for undergraduate domestic students (BIUs – basic income units)
- We receive no provincial funding for international undergraduate students
- Tuition is therefore considerably higher for international students
- International students are eligible to receive UTM merit scholarships for academic merit

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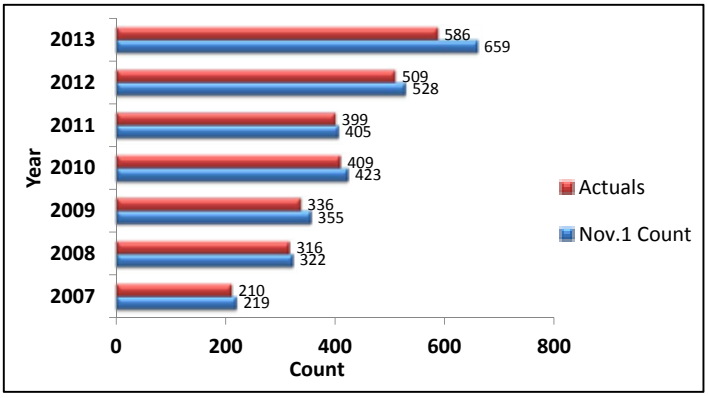
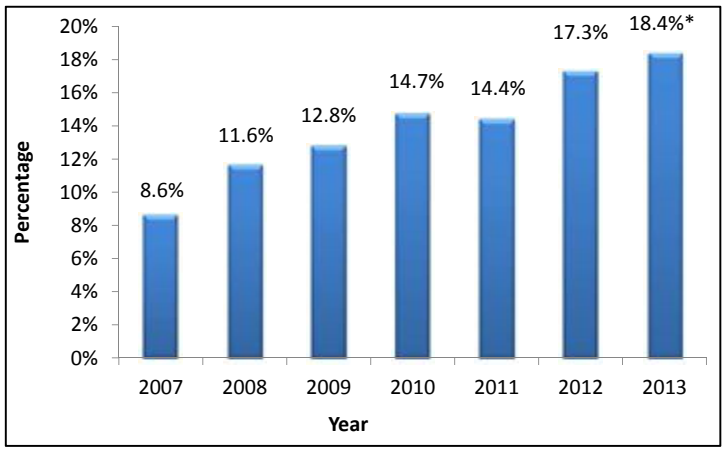
International New Intake 2007-2013 Nov.1 Count and Actuals Count



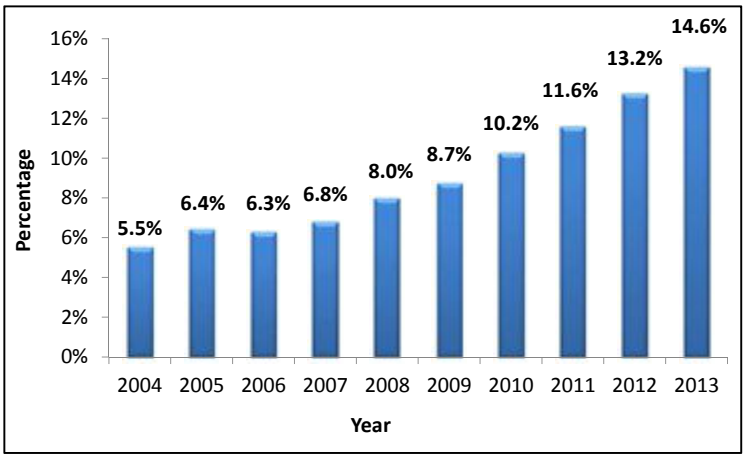
*2013 are estimated Actuals

Percentage of International in Total New Intake 2007-2013
Nov.1 Count

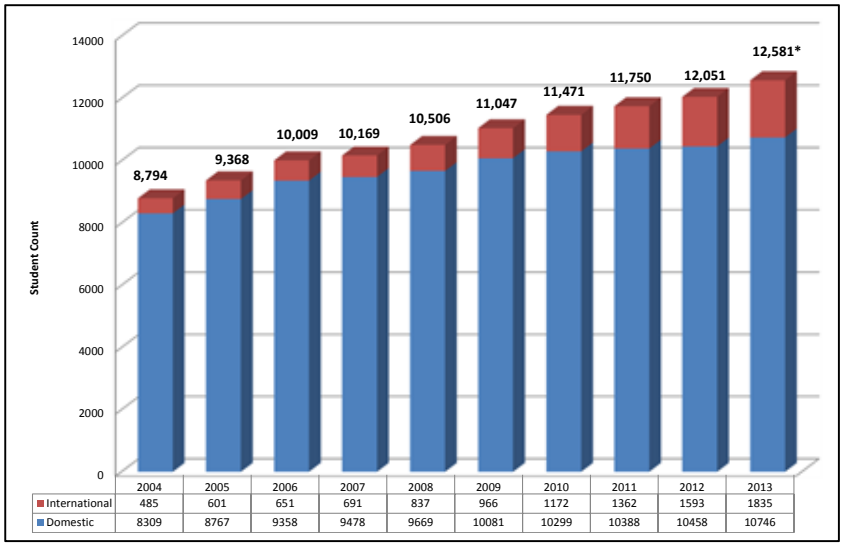


*2013 are estimated Actuals

Percentage of International in Total Head Count 2004-2013



Total Head Count (Actuals) 2004-2013



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
International	485	601	651	691	837	966	1172	1362	1593	1835
Domestic	8309	8767	9358	9478	9669	10081	10299	10388	10458	10746

*2013 is the Nov.1 count data

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Why do we want International Students at UTM?

- International students are a potential source of high quality applicants
- We also seek to attract more students from outside of Ontario and the western GTA
- International students can increase the diversity of our student body

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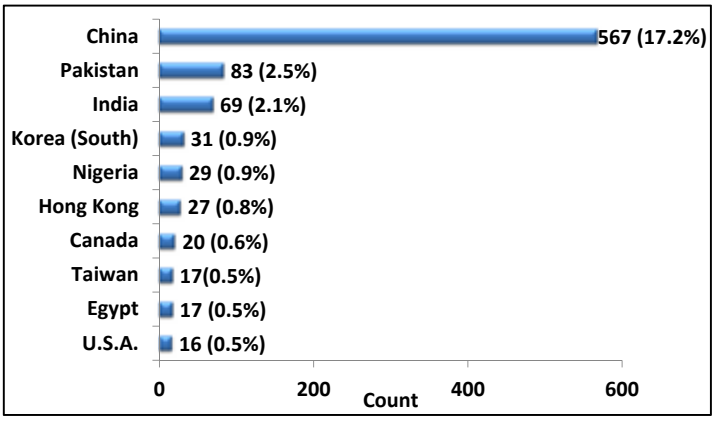
International Students and Diversity

- While international students are an important source of diversity, they are not the only source
- Our student body will be more diverse if we attract students from a broader range of countries
- Exchanges in the classroom will be more diverse if we attract international students to a broader range of our programs

UNIVERSITY OF TORONTO MISSISSAUGA

20139 New Intakes
- Top Feeder Countries except Canada (n>15)



* Canada: 2204 (66.9%)

All New International Students Nov 1, 2013

POSt	Count	%
ER COM1	264	40.1%
ER SSC1	123	18.7%
ER MGM1	61	9.3%
ER BUS1	51	7.7%
ER CMS1	41	6.2%
ER CCI1	30	4.6%
ER PSY1	26	3.9%
ER CPS1	15	2.3%
ER HUM1	15	2.3%
ER LFE1	14	2.1%
ER VST1	9	1.4%
ER FSC1	5	0.8%
ER HBA	2	0.3%
ER COM2	1	0.2%
ER HBSC	1	0.2%
ERTEMHBSC	1	0.2%
Grand Total	659	100.0%

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International Students and Area of Study

- International Students attracted most to programs in business and social sciences
- Few international students apply to humanities, life sciences, chemical and physical sciences
- More differentiated program offerings in some areas may attract more international (and domestic) students

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Diversity inside and outside the classroom

- Enrichment depends upon students coming together from diverse backgrounds
- Presence of international students provides international experience and enhanced understanding for all, including those who have not travelled abroad

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Diversity enriched when students from diverse backgrounds interact

- UTM supports clubs and activities that reflect areas of common heritage (country of origin, faith, culture…) and common interests (sports, social causes, academic interests…)
- Faculty and staff should encourage students to participate in clubs and activities highlighting heritage and interests different from their own

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Diversity and Academic Societies

- Academic societies can be great starting points for students of diverse backgrounds and common interests to interact
- Faculty liaisons can encourage these interactions
- Dean's Academic Society Initiative Prize encourages activities that increase equity and diversity

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Supporting International Students

- Students are typically far from families and support networks
- Adjustment to university studies may be greater than for students from Canada
- English language skills, or comfort with them, may be an issue for some students

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Language Skills

- RGASC offers a range of supports, including new lecturer in ELL (English Language Learning)
- English language testing (university wide)
- Domestic students may also need support connected to English language facility (and English may not be their first or second language)
- LIN204 and LIN205 focus on academic study of English grammar
- English Language Linguistics Minor

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Language Skills and ACE @ UTM

- Partnership with School of Continuing Studies
- Summer ACE
- Fall-Winter ACE
- Part-time study and full-time study options available depending on level of English language proficiency achieved
- Not just about language, about academic culture as well

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Language Skills and ACE @ UTM

Session #	Description	First Session of ACE	Currently Enrolled at UTM
Session 1	2011/12 Saturday	52	40
Session 2	2012 Full-time Summer	108	92
Session 3	2012/13 Saturday	139	119
Session 4	2012 Full-time Fall	5	3
Session 5	2013 Full-time Summer	245	223
Session 6	2013/14 Saturday	106	104
Session 7	2013 Full-time Fall	12	11
	TOTAL	**667**	**592**

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International Students Supports in Residence (Fall 2013 numbers)

- Student Housing & Residence Life
- 4-year housing guarantee
- rezONE and other social and support programming

Residence Request	Count	%
N	266	24.6%
Y	393	75.4%
Grand Total	659	100.0%

Support for International Residence and Commuter Students

- utmONE (connect ONE mentors, help desk)
- Student Life (clubs & events, refugee support program…)
- Equity & Diversity (understanding cultural differences…)
- International Centre

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UTM International Centre

- CIC-related support, UHIP, Service Canada…
- Casual English
- Drop in Advising
- Twitter Feed
- Orientation and social events
- Also a resource for all students seeking international experience

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