



University of Toronto Scarborough Campus Council

**ACADEMIC AFFAIRS COMMITTEE**

**Monday, April 28, 2014**

**4:00 p.m.**

**UTSC Council Chamber, Arts and Administration Building, Room AA 160**

**1265 Military Trail**

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**AGENDA**

- 1. Chair's Remarks**
- 2. Assessor Reports**
- 3. Graduate Program Revisions\* (for approval)**
  - a) Major Modification Type B to add two new fields to the existing Master of Environmental Science (MEnvSc)**

Be It Resolved,

THAT proposed fields in Conservation and Biodiversity, and Climate Change Impact Assessment be added to the existing Master of Environmental Science (MEnvSc), as described in the proposal dated April 22, 2014 and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15; and

THAT eight new courses – EES1134H, EES3000H, EES3001H, EES3002H, EES3003H, EES3111H, EES3113H and EES3114H – aforementioned in the proposal dated April 22, 2014, be approved effective immediately for the academic year 2014-15.

\* Documentation Attached

\*\* Documentation for consent included. This item will be given consideration by the committee only if a member so requests. Members with questions or who would like a consent item discussed by the Committee are invited to notify the Secretary, Ms Amorell Saunders N'Daw at least 24 hours in advance of the meeting by telephone at 416-287-5639 or email at [saunders@utsc.utoronto.ca](mailto:saunders@utsc.utoronto.ca)

UTSC Academic Affairs Committee- Monday, April 28, 2014

**b) Minor modifications to curriculum submitted by the Graduate Department of Psychological Clinical Science**

Be It Resolved,

THAT all minor modifications to curriculum in the Graduate Department of Psychological Clinical Science, as described in the proposal dated April 8, 2014, and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15.

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**CONSENT AGENDA\*\***

**4. Undergraduate Program Revisions\*(for approval)**

**a) Out-of-cycle minor modifications to curriculum submitted by six academic units**

Be It Resolved,

THAT all minor modifications to curriculum in the Department of Anthropology, Centre for Critical Development Studies, Department of English, Department of Historical and Cultural Studies, Department of Human Geography and Department of Sociology, as described in the package dated April 9, 2014 and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15.

**5. Report of the Previous Meeting: Report 5 – Tuesday, March 25, 2014\*(for approval)**

**6. Business Arising from the Report of the Previous Meeting**

**7. Date of the Next Meeting –Tuesday, September 9 , 2014, 4:00 p.m. - 6:00 p.m.**

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**8. Other Business**

\* Documentation Attached

\*\* Documentation for consent included. This item will be given consideration by the committee only if a member so requests. Members with questions or who would like a consent item discussed by the Committee are invited to notify the Secretary, Ms Amorell Saunders N'Daw at least 24 hours in advance of the meeting by telephone at 416-287-5639 or email at [saunders@utsc.utoronto.ca](mailto:saunders@utsc.utoronto.ca)



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** University of Toronto Scarborough Academic Affairs Committee

**SPONSOR:** Dean and Vice-Principal (Academic), Rick Halpern

**CONTACT INFO:** vpdean@utsc.utoronto.ca

**PRESENTER:** Vice-Dean, Graduate Education and Program Development,  
William Gough

**CONTACT INFO:** vdeangrad@utsc.utoronto.ca

**DATE:** Monday, April 28, 2014

**AGENDA ITEM:** 3a

**ITEM IDENTIFICATION:**

Major Modification Type B to add two new fields to the existing Master of Environmental Science (MEnvSc)

**JURISDICTIONAL INFORMATION:**

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference, Section 4*.” Under section 5.6 of its Terms of Reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process. (*UTQAP, Section 3.1*)

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Monday, April 28, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

The existing professional Master of Environmental Science (MEnvSc) program currently has one field called Biophysical Interactions in Terrestrial and Aquatic Systems in the Graduate Department of Physical and Environmental Sciences. The Graduate Department

*Minor modifications to curriculum submitted by the Graduate Department of Psychological Clinical Science.*

of Physical and Environmental Sciences proposes to add two new fields called (1) Conservation and Biodiversity and (2) Climate Change Impact Assessment to the existing program, thus making it a program with three fields.

The proposed field in Conservation and Biodiversity will be a biological complement to the existing field. Its primary aim will be to train professionals in the application of ecological theory and principles to real-world conservation challenges. The proposed field will address the rapidly growing career opportunities in the green and sustainability sectors. In graduate wildlife management programs in North America, there is a trend towards programs that place greater emphasis on multidisciplinary content and non-thesis options that allow more coursework to ensure young professionals are provided with the tools and knowledge they will need for productive careers. Few of the small number of professional MEnvSc programs that currently exist in Canada have an emphasis on biology, and none emphasize conservation and biodiversity; therefore, there is a need for professional training in conservation and biodiversity to meet the anticipated growing demand. The University of Toronto Scarborough (UTSC) is well placed to address this need within the existing MEnvSc program, given the breadth and depth of biodiversity and conservation-oriented faculty in the departments of Biological Sciences and Graduate Department of Physical and Environmental Sciences, and its existing relationships with several conservation agencies (e.g. the Royal Ontario Museum, Metro Toronto Zoo).

The proposed field in Climate Change Impact Assessment will address the growing societal need for science-based, policy relevant expertise in assessing the impacts of climate change. These opportunities exist at all levels of government and in the consulting sector. This proposal will take an existing set of courses and formalize them into a coherent field providing students with a clearly defined pathway in order to pursue this emerging discipline.

In alignment with the existing field, both new fields will offer both research and internship options, which has been a highly successful structure.

There has been wide consultation across the University of Toronto regarding these proposed fields.

Eight new courses are associated with this proposal.

#### **FINANCIAL IMPLICATIONS:**

There are no net financial implications to the campus' operating budget.

*Minor modifications to curriculum submitted by the Graduate Department of Psychological Clinical Science.*

**RECOMMENDATION:**

Be It Resolved,

THAT proposed fields in Conservation and Biodiversity, and Climate Change Impact Assessment be added to the existing Master of Environmental Science (MEnvSc), as described in the proposal dated April 22, 2014 and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15; and

THAT eight new courses – EES1134H, EES3000H, EES3001H, EES3002H, EES3003H, EES3111H, EES3113H and EES3114H – aforementioned in the proposal dated April 22, 2014, be approved effective immediately for the academic year 2014-15.

**DOCUMENTATION PROVIDED:**

Major Modification Type B to add two new fields to the existing Master of Environmental Science (MEnvSc), dated April 10, 2014

New Course Proposals:

- EES1134H Climate Change Policy, dated March 26, 2014
- EES3000H Applied Conservation Biology, dated February 5, 2014
- EES3001H Professional Scientific Literacy, dated February 5, 2014
- EES3002H Conservation Policy, dated February 5, 2014
- EES3003H Topics in Applied Biodiversity, dated February 5, 2014
- EES3111H Conservation Genetics, dated February 5, 2014
- EES3113H Topics in Population and Community Ecology, dated February 5, 2014
- EES3114H Topics in Urban and Rural Ecology, dated February 5, 2014

School of Graduate Studies  
University of Toronto

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2013-14 – Version 1

April 10, 2014

Questions? Contact your Faculty Graduate Dean's Office (FGO),

**Governance Form C: Procedures**

Course Change Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• New Course</li> <li>• Reinstating courses that have expired after 5 years of inactivity</li> <li>• Changing Weight of Existing Course*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO. Proposal must include:                             <ol style="list-style-type: none"> <li>a. Governance Form C</li> </ol> </li> <li>2. FGO accepts proposal (or refers back) and posts it on Graduate Curriculum Tracker (GCT).</li> <li>3. School of Graduate Studies (SGS) reviews proposal.</li> <li><b>4. Proposal goes to Faculty Council (FC) for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> <li>6. SGS updates ROSI as needed.</li> </ol>
<ul style="list-style-type: none"> <li>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</li> <li>• New Delivery Mode of Existing Course (e.g. eLearning)</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.</li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>

\* Not including splitting one existing full course into two half-courses or amalgamating two existing half-courses into one full course.

Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**Administrators:** Please delete the procedures and guidelines sections before the form is posted on the GCT.



School of Graduate Studies  
University of Toronto

**Does this change involve a course that is required to complete a graduate program?**

<input checked="" type="checkbox"/> NO	<input type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:**

2 hours of lectures per week

**Grading Scale:**

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**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:**

10 students

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:**

None

**Similarity/Overlap:**

None. Although there are some "Environmental Policy" courses offered by School for Environment and the Department of Political Science, none have the specific focus on climate change.

**Resources Required:**

<input checked="" type="checkbox"/>	All elements of the course will be met with existing resources
<input type="checkbox"/>	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

**Effective Session Date:**

Fall, 2014

**Approvals/Actions prior to Faculty Governance Approval:**

- Decanal Graduate Curriculum Committee – for review (March 31, 2014)

**Chair/Director Name(s):**

- Roberta Fulthorpe, Graduate Chair
- William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**

March 26, 2014

**Faculty Council Meeting Date:**

- UTSC Academic Affairs Committee – for approval (April 28, 2014)



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University of Toronto

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

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2011-12 – Version 1

Questions? Contact your Faculty Graduate Office (FGO).

**Governance Form C: Procedures**

Course Change Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• New Course</li> <li>• Changing Weight of Existing Course*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty. Proposal must include:                             <ol style="list-style-type: none"> <li>a. Governance Form C</li> <li>b. SGS Academic Activity (ROSI) Form, attached below (also available separately from the <u>SGS website</u>).</li> </ol> </li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> <li>6. SGS updates ROSI as needed.</li> </ol>
<ul style="list-style-type: none"> <li>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</li> <li>• New Delivery Mode of Existing Course (e.g. distance delivery)</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.</li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>

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Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

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

**Administrators:** Please delete the Procedures and Guidelines sections before the Form is posted on the GCT.

### Governance Form C

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

<input checked="" type="checkbox"/>	New Course (ROSI Form also required)
<input type="checkbox"/>	Changing Weight of Existing Course (ROSI Form also required)
<input type="checkbox"/>	Changing Grading Scale of Existing Course
<input type="checkbox"/>	New Delivery Mode of Existing Course

**Faculty Affiliation:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Graduate Department of Physical and Environmental Sciences

**Course Title:** [The full title of the course]

Applied Conservation Biology

**Rationale:**

The proposed course will emphasize how conservation theory is put into practice in Canada, from its international obligation (Convention on Biological Diversity) to its federal legislation (Species at Risk Act) and policies (Canadian Biodiversity Strategy) to provincial legislation and policies, and the role of environmental non-government organizations (ENGOS). The course will link conservation science theory to policy in Canada through lectures and interactive panel discussions with leading Canadian conservation practitioners. The course will provide the students with an in-depth understanding of the role of science in Canadian conservation policy and the roles of conservation practitioners in government agencies and ENGOS and will better prepare students to engage in the Canadian conservation landscape.

**Course Description:**

Canada has a complex conservation landscape. Through lectures and interactive discussions with leading Canadian conservation practitioners, this course will examine how conservation theory is put into practice in Canada from our international obligations to federal and provincial legislation and policies, and the role of environmental non-government organizations.

**Course Designator, Number and Weight:**

E E S    3 0 0 0 H

**Abbreviated Course Title:**

A P P L I E D    C O N S E R V A T I O N    B I O L O G Y

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

Yes

**Course Format:**

Lecture

**Regular/Modular/Continuous/Extended Course:**

Regular     Modular     Continuous     Extended

**Does this change involve a course that is required to complete a graduate program?**

NO     YES (submit completed Governance Form A with revised Calendar entry and this form attached)

School of Graduate Studies  
University of Toronto

**Contact Hours:**  
3 hours per week

**Grading Scale:**

X	Letter Grades		CR/NCR
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**Evaluation Components, Percentage Value and Timing:**

- Mid-term (25%) and final (25%) exams
- In-class group presentations: beneficial to develop oral communication and social skills (20%)
- Scientific report: beneficial to develop scientific and conservation literacy, critical thinking, written communication skills (25%)
- Participation (5%)

**Enrolment Projection:**  
35

**Prerequisite:**  
Any undergraduate course in Conservation Biology

**Co-requisites/exclusions/enrolment restrictions:**  
Exclusion: BIOD54H3 Applied Conservation Biology

**Similarity/Overlap:**  
No similar courses were found.

**Resources Required:**

X	All elements of the course will be met with existing resources
	Additional resources will be required (contact your Faculty Graduate Office)

**Effective Session Date:**  
Fall, 2014

**Approvals/Actions prior to Faculty Governance Approval:**

- Decanal Graduate Curriculum Committee – for review (March 31, 2014)

**Chair/Director Name(s):**

- Roberta Fulthorpe, Graduate Chair
- William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**  
February 5, 2014

**Faculty Council Meeting Date:**

- UTSC Academic Affairs Committee – for approval (April 28, 2014)

School of Graduate Studies  
University of Toronto

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

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Comments	

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
 2011-12 – Version 1

Questions? Contact your Faculty Graduate Office (FGO).

**Governance Form C: Procedures**

Course Change Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• New Course</li> <li>• Changing Weight of Existing Course*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty. Proposal must include:                             <ol style="list-style-type: none"> <li>a. Governance Form C</li> <li>b. SGS Academic Activity (ROSI) Form, attached below (also available separately from the SGS website).</li> </ol> </li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> <li>6. SGS updates ROSI as needed.</li> </ol>
<ul style="list-style-type: none"> <li>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</li> <li>• New Delivery Mode of Existing Course (e.g. distance delivery)</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.</li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>

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For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**Administrators:** Please delete the Procedures and Guidelines sections before the Form is posted on the GCT.

**Governance Form C**

**Proposal Type:**

<input checked="" type="checkbox"/>	New Course (ROSI Form also required)
<input type="checkbox"/>	Changing Weight of Existing Course (ROSI Form also required)
<input type="checkbox"/>	Changing Grading Scale of Existing Course
<input type="checkbox"/>	New Delivery Mode of Existing Course

**Faculty Affiliation:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Graduate Department of Physical and Environmental Sciences

**Course Title:**

Professional Scientific Literacy

**Rationale:**

The proposed course will help students learn basic tenants of scientific literacy. The expectation is that professionals should have a high degree of scientific literacy. The main topics covered in this course include: 1) writing for scientific, policy and general audiences; 2) reading and interpreting basic statistics; 3) writing sound funding proposals for different types of funders, including government agencies, NGOs and industry; and, 4) designing data collection for different purposes, including hypothesis testing, baseline monitoring, and impact assessments.

**Course Description:**

Conservation professionals often act as the interface between basic science and policy or management decisions. Thus students require a fundamental basic scientific literacy. The main topics covered in this course include: 1) writing for scientific, policy and general audiences; 2) reading and interpreting basic statistics; 3) writing sound funding proposals for different types of funders, including government agencies, NGOs and industry; and, 4) designing data collection for different purposes, including hypothesis testing, baseline monitoring, and impact assessments.

**Course Designator, Number and Weight:**

  

**Abbreviated Course Title:**

             

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

Yes

**Course Format:**

Lecture

**Regular/Modular/Continuous/Extended Course:**

Regular     Modular     Continuous     Extended

**Does this change involve a course that is required to complete a graduate program?**

NO     YES (submit completed Governance Form A with revised Calendar entry and this form attached)

School of Graduate Studies  
University of Toronto

**Contact Hours:**  
3 hours per week

**Grading Scale:**

X	Letter Grades		CR/NCR
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**Evaluation Components, Percentage Value and Timing:**

- Mid-term (25%) and final (25%) exams
- Written assignments – four in total: 1) comparison of scientific, policy and general writing; 2) translating statistical results; 3) sample proposal; 4) Study design (40%)
- Participation (10%)

**Enrolment Projection:**

35

**Prerequisite:**

None

**Co-requisites/exclusions/enrolment restrictions:**

None

**Similarity/Overlap:**

None

**Resources Required:**

X	All elements of the course will be met with existing resources
	Additional resources will be required (contact your Faculty Graduate Office)

**Effective Session Date:**

Fall, 2014

**Approvals/Actions prior to Faculty Governance Approval:**

- Decanal Graduate Curriculum Committee – for review (March 31, 2014)

**Chair/Director Name(s):**

- Roberta Fulthorpe, Graduate Chair
- William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**

February 5, 2014

**Faculty Council Meeting Date:**

- UTSC Academic Affairs Committee – for approval (April 28, 2014)



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University of Toronto

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

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Comments	

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University of Toronto

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2011-12 – Version 1

Questions? Contact your Faculty Graduate Office (FGO).

**Governance Form C: Procedures**

Course Change Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• New Course</li> <li>• Changing Weight of Existing Course*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty. Proposal must include:                             <ol style="list-style-type: none"> <li>a. Governance Form C</li> <li>b. SGS Academic Activity (ROSI) Form, attached below (also available separately from the SGS website).</li> </ol> </li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> <li>6. SGS updates ROSI as needed.</li> </ol>
<ul style="list-style-type: none"> <li>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</li> <li>• New Delivery Mode of Existing Course (e.g. distance delivery)</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.</li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>

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Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

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**Administrators:** Please delete the Procedures and Guidelines sections before the Form is posted on the GCT.



School of Graduate Studies  
University of Toronto

**Evaluation Components, Percentage Value and Timing:**

- Mid-term (25%) and final (25%) exams
- In-class group presentations: beneficial to develop oral communication and social skills (20%)
- Report: beneficial to develop conservation literacy, critical thinking, written communication skills (25%)
- Participation (5%)

**Enrolment Projection:**

F2014 – 20; F2015 – 30; F2016 – 40; F2017 - 50

**Prerequisite:**

Any undergraduate course in Conservation Biology

**Co-requisites/exclusions/enrolment restrictions:**

None

**Similarity/Overlap:**

School of the Environment has an Environmental Policy (ENV1002H) course. It has one lecture on the Species at Risk Act; otherwise, there is no overlap.

[www.environment.utoronto.ca/Upload/graduatesyllabus/ENV%201002H\\_Syllabus\\_FALL\\_2013.pdf](http://www.environment.utoronto.ca/Upload/graduatesyllabus/ENV%201002H_Syllabus_FALL_2013.pdf)

No other similar courses were found.

**Resources Required:**

X	All elements of the course will be met with existing resources
	Additional resources will be required (contact your Faculty Graduate Office)

The course will be taught by a stipend instructor from existing MEnvSc budgets.

**Effective Session Date:**

Fall, 2014

**Approvals/Actions prior to Faculty Governance Approval:**

- Decanal Graduate Curriculum Committee – for review (March 31, 2014)

**Chair/Director Name(s):**

- Roberta Fulthorpe, Graduate Chair
- William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**

February 5, 2014

**Faculty Council Meeting Date:**

- UTSC Academic Affairs Committee – for approval (April 28, 2014)

School of Graduate Studies  
University of Toronto

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Comments	

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2011-12 – Version 1

Questions? Contact your Faculty Graduate Office (FGO).

**Governance Form C: Procedures**

Course Change Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• New Course</li> <li>• Changing Weight of Existing Course*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty. Proposal must include:                             <ol style="list-style-type: none"> <li>a. Governance Form C</li> <li>b. SGS Academic Activity (ROSI) Form, attached below (also available separately from the SGS website).</li> </ol> </li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> <li>6. SGS updates ROSI as needed.</li> </ol>
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**Governance Form C**

**Proposal Type:**

<input checked="" type="checkbox"/>	New Course (ROSI Form also required)
<input type="checkbox"/>	Changing Weight of Existing Course (ROSI Form also required)
<input type="checkbox"/>	Changing Grading Scale of Existing Course
<input type="checkbox"/>	New Delivery Mode of Existing Course

**Faculty Affiliation:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Graduate Department of Physical and Environmental Sciences

**Course Title:**

Topics in Applied Biodiversity

**Rationale:**

Good taxonomic skills are in increasing demand among the Canadian conservation community, yet the ability for university students to acquire these skills is declining as taxonomic course offerings are declining. The course will provide the students with in-depth training in the taxonomy of a species group of their interest. Students will be given options for completing this course: for example, they may take a formal intensive course (e.g. Royal Ontario Museum fish identification course) or they may work individually with conservation practitioners with taxonomic expertise (e.g. university professors, museum curators).

Students will meet at the beginning and end of the semester with the course instructor. They will be required to select and attend an approved (by the instructor) taxonomy placement (e.g. ROM Fish ID Workshop, DFO Mussel ID Workshop, one-on-one mentoring with a faculty member, or ROM or Metropolitan Toronto Zoo curator). Students will be responsible for fully attending their approved taxonomy placement, give a presentation on what they learned, and submit a term paper.

The course will provide students practical skills in demand by the conservation community and will better prepare them to engage in the Canadian conservation landscape.

**Course Description:**

Taxonomic skills are in increasing demand among the Canadian conservation community. Taxonomic training will be customized to the students' interests and needs. This training may be in the form of specialized course offerings, one-on-one training with taxonomic experts, or other flexible options.

**Course Designator, Number and Weight:**

E E S      3 0 0 3 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.]

T O P I C S   I N   A P P L I E D   B I O D I V E R S I T Y

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

Yes

School of Graduate Studies  
University of Toronto

**Course Format:**

**Regular/Modular/Continuous/Extended Course:**

<input checked="" type="checkbox"/>	Regular	<input type="checkbox"/>	Modular	<input type="checkbox"/>	Continuous	<input type="checkbox"/>	Extended
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**Does this change involve a course that is required to complete a graduate program?**

<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	YES (submit completed Governance Form A with revised Calendar entry and this form attached)
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**Contact Hours:**

3 hours per week

**Grading Scale:**

<input checked="" type="checkbox"/>	Letter Grades	<input type="checkbox"/>	CR/NCR
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**Evaluation Components, Percentage Value and Timing:**

- Mid-term Evaluation (50%)
- Final Evaluation (50%)

**Enrolment Projection:**

35

**Prerequisite:**

None

**Co-requisites/exclusions/enrolment restrictions:**

None

**Similarity/Overlap:**

No similar courses were found.

**Resources Required:**

<input checked="" type="checkbox"/>	All elements of the course will be met with existing resources
<input type="checkbox"/>	Additional resources will be required (contact your Faculty Graduate Office)

**Effective Session Date:**

Fall, 2014

**Approvals/Actions prior to Faculty Governance Approval:**

- Decanal Graduate Curriculum Committee – for review (March 31, 2014)

**Chair/Director Name(s):**

- Roberta Fulthorpe, Graduate Chair
- William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**

February 5, 2014

**Faculty Council Meeting Date:**

- UTSC Academic Affairs Committee – for approval (April 28, 2014)



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University of Toronto

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

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2011-12 – Version 1

Questions? Contact your Faculty Graduate Office (FGO).

**Governance Form C: Procedures**

Course Change Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• New Course</li> <li>• Changing Weight of Existing Course*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty. Proposal must include:                             <ol style="list-style-type: none"> <li>a. Governance Form C</li> <li>b. SGS Academic Activity (ROSI) Form, attached below (also available separately from the <a href="#">SGS website</a>).</li> </ol> </li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> <li>6. SGS updates ROSI as needed.</li> </ol>
<ul style="list-style-type: none"> <li>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</li> <li>• New Delivery Mode of Existing Course (e.g. distance delivery)</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.</li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>

\* Not including splitting one existing full course into two half-courses or amalgamating two existing half-courses into one full course

Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**Administrators:** Please delete the Procedures and Guidelines sections before the Form is posted on the GCT.

**Governance Form C**

**Proposal Type:**

<input checked="" type="checkbox"/>	New Course (ROSI Form also required)
<input type="checkbox"/>	Changing Weight of Existing Course (ROSI Form also required)
<input type="checkbox"/>	Changing Grading Scale of Existing Course
<input type="checkbox"/>	New Delivery Mode of Existing Course

**Faculty Affiliation:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Graduate Department of Physical and Environmental Sciences

**Course Title:**

Conservation Genetics

**Rationale:**

The proposed course will introduce students to the use of genetic tools and approaches for the protection and restoration of biodiversity. Conservation genetics is an essential field for conservation biology, particularly given the rapid advances taking place in biotechnology and molecular genetics. The proposed course will present graduate students with the basic concepts in conservation genetics, with particular emphasis on practical laboratory and field applications. Topics will include methods for characterizing genetic diversity in natural populations, genetic consequences of small population sizes and population fragmentation, molecular marker design, DNA barcoding, environmental DNA, and population genomics. By closely exploring and closely analyzing case studies in conservation genetics, students will develop valuable analytical skills and a clear understanding of how genetic technologies can be used to assist species conservation.

**Course Description:**

Conservation genetics is a rapidly developing field, due to rapid advances in genomic technologies. Through lectures, discussions and examinations of case studies, this course will explore how genetics data and analyses contribute to the conservation of biodiversity.

**Course Designator, Number and Weight:**

  

**Abbreviated Course Title:**

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

Yes

**Course Format:**

Lecture

**Regular/Modular/Continuous/Extended Course:**

Regular     Modular     Continuous     Extended

**Does this change involve a course that is required to complete a graduate program?**

NO     YES (submit completed Governance Form A with revised Calendar entry and this form attached)

School of Graduate Studies  
University of Toronto

**Contact Hours:**

3 hours per week

**Grading Scale:**

<input checked="" type="checkbox"/>	Letter Grades	<input type="checkbox"/>	CR/NCR
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**Evaluation Components, Percentage Value and Timing:**

- Mid-term (20%)
- Final exam (30%)
- In-class group presentations (20%)
- Written reports that investigate case studies discussed in class (30%)

**Enrolment Projection:**

35

**Prerequisite:**

None.

**Co-requisites/exclusions/enrolment restrictions:**

None

**Similarity/Overlap:**

No similar courses were found.

**Resources Required:**

<input checked="" type="checkbox"/>	All elements of the course will be met with existing resources
<input type="checkbox"/>	Additional resources will be required (contact your Faculty Graduate Office)

**Effective Session Date:**

Fall, 2014

**Approvals/Actions prior to Faculty Governance Approval:**

- Decanal Graduate Curriculum Committee – for review (March 31, 2014)

**Chair/Director Name(s):**

- Roberta Fulthorpe, Graduate Chair
- William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**

February 5, 2014

**Faculty Council Meeting Date:**

- UTSC Academic Affairs Committee – for approval (April 28, 2014)

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University of Toronto

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2011-12 – Version 1

Questions? Contact your Faculty Graduate Office (FGO).

**Governance Form C: Procedures**

Course Change Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• New Course</li> <li>• Changing Weight of Existing Course*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty. Proposal must include:                             <ol style="list-style-type: none"> <li>a. Governance Form C</li> <li>b. SGS Academic Activity (ROSI) Form, attached below (also available separately from the SGS website).</li> </ol> </li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> <li>6. SGS updates ROSI as needed.</li> </ol>
<ul style="list-style-type: none"> <li>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</li> <li>• New Delivery Mode of Existing Course (e.g. distance delivery)</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.</li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>

\* Not including splitting one existing full course into two half-courses or amalgamating two existing half-courses into one full course.

Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**Administrators:** Please delete the Procedures and Guidelines sections before the Form is posted on the GCT.

**Governance Form C**

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

<input checked="" type="checkbox"/>	New Course (ROSI Form also required)
<input type="checkbox"/>	Changing Weight of Existing Course (ROSI Form also required)
<input type="checkbox"/>	Changing Grading Scale of Existing Course
<input type="checkbox"/>	New Delivery Mode of Existing Course

**Faculty Affiliation:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Graduate Department of Physical and Environmental Sciences

**Course Title:**

Topics in Population and Community Ecology

**Rationale:**

The proposed course will help ensure that students become familiar with current understanding and basic ecological concepts. This will be an elective course, and will be especially attractive to those students who did not take advanced ecology courses during their undergraduate studies. This 'Topics' course is meant to be a flexible offering that focuses on recent advances, concepts or controversies in ecology.

**Course Description:**

The field of ecology is rapidly changing and this course will cover recent advances, concepts or controversies in ecology. This course will focus on specific scientific issues using current literature and the learning experience will be augmented by student presentations and discussions.

**Course Designator, Number and Weight:**

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**Abbreviated Course Title:**

P	O	P	U	L	A	T	I	O	N	C	O	M	M	U	N	I	T	Y	E	C	O	L	O	G	Y		
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	--

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

<input checked="" type="checkbox"/>	Yes
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**Course Format:**

**Regular/Modular/Continuous/Extended Course:**

<input checked="" type="checkbox"/>	Regular	<input type="checkbox"/>	Modular	<input type="checkbox"/>	Continuous	<input type="checkbox"/>	Extended
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**Does this change involve a course that is required to complete a graduate program?**

<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	YES (submit completed Governance Form A with revised Calendar entry and this form attached)
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**Contact Hours:**

3 hours per week

**Grading Scale:**

<input checked="" type="checkbox"/>	Letter Grades	<input type="checkbox"/>	CR/NCR
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School of Graduate Studies  
University of Toronto

**Evaluation Components, Percentage Value and Timing:**

- Final exam (35%)
- Presentation (35%)
- Written report (15%)
- Participation (15%)

**Enrolment Projection:**

35

**Prerequisite:**

None

**Co-requisites/exclusions/enrolment restrictions:**

Exclusion: EEB1450H Special Topics in Ecology and Evolution A

**Similarity/Overlap:**

None.

**Resources Required:**

X	All elements of the course will be met with existing resources
	Additional resources will be required (contact your Faculty Graduate Office)

**Effective Session Date:**

Fall, 2014

**Approvals/Actions prior to Faculty Governance Approval:**

- Decanal Graduate Curriculum Committee – for review (March 31, 2014)

**Chair/Director Name(s):**

- Roberta Fulthorpe, Graduate Chair
- William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**

February 5, 2014

**Faculty Council Meeting Date:**

- UTSC Academic Affairs Committee – for approval (April 28, 2014)

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

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2011-12 – Version 1

Questions? Contact your Faculty Graduate Office (FGO).

**Governance Form C: Procedures**

Course Change Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• New Course</li> <li>• Changing Weight of Existing Course*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty. Proposal must include:                             <ol style="list-style-type: none"> <li>a. Governance Form C</li> <li>b. SGS Academic Activity (ROSI) Form, attached below (also available separately from the SGS website).</li> </ol> </li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> <li>6. SGS updates ROSI as needed.</li> </ol>
<ul style="list-style-type: none"> <li>• Changing Grading Scale of Existing Course (i.e. letter grades vs. CR/NCR)</li> <li>• New Delivery Mode of Existing Course (e.g. distance delivery)</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair/Director sends proposal to FGO in relevant Faculty using Governance Form C.</li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS reviews proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>

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Policies, guidelines and definitions pertaining to graduate courses are available from SGS; see Governance Form C: Guidelines (below).

For other changes to existing courses, see Governance Form B.

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**Administrators:** Please delete the Procedures and Guidelines sections before the Form is posted on the GCT.

**Governance Form C**

**Proposal Type:**

<input checked="" type="checkbox"/>	New Course (ROSI Form also required)
<input type="checkbox"/>	Changing Weight of Existing Course (ROSI Form also required)
<input type="checkbox"/>	Changing Grading Scale of Existing Course
<input type="checkbox"/>	New Delivery Mode of Existing Course

**Faculty Affiliation:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Graduate Department of Physical and Environmental Sciences

**Course Title:**

Topics in Urban and Rural Ecology

**Rationale:**

The proposed course will introduce to important ecological and conservation issues in human-dominated landscapes. This will be an elective course in the M.Env.Sc. program, and will be especially attractive to those students who wish to pursue careers in urban conservation. This 'Topics' course is meant to be a flexible offering that focuses on the processes and management options in urban and rural systems.

**Course Description:**

Nowhere is the human impact on natural systems more apparent than in urban and rural (human-impacted landscapes outside of cities) settings. Students embarking on a career in conservation need to understand how biodiversity is impacted in human-dominated systems, and how various management options can help enhance biodiversity and ecosystem function. Students will use current literature to apply current theories to the ecology of urban and rural ecosystems.

**Course Designator, Number and Weight:**

  

**Abbreviated Course Title:**

                          

**A Graduate Faculty Member has been or will be assigned to teach/coordinate this course:**

Yes

**Course Format:**

Lecture and seminar, discussion groups

**Regular/Modular/Continuous/Extended Course:**

Regular     Modular     Continuous     Extended

**Does this change involve a course that is required to complete a graduate program?**

NO     YES (submit completed Governance Form A with revised Calendar entry and this form attached)

**Contact Hours:**

3 hours per week

School of Graduate Studies  
University of Toronto

**Grading Scale:**

X	Letter Grades		CR/NCR
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**Evaluation Components, Percentage Value and Timing:**

- Final exam (35%)
- Presentation (35%)
- Written report (15%)
- Participation (15%)

**Enrolment Projection:**

35

**Prerequisite:**

None

**Co-requisites/exclusions/enrolment restrictions:**

None

**Similarity/Overlap:**

None

**Resources Required:**

X	All elements of the course will be met with existing resources
	Additional resources will be required (contact your Faculty Graduate Office)

**Effective Session Date:**

Fall, 2014

**Approvals/Actions prior to Faculty Governance Approval:**

- Decanal Graduate Curriculum Committee – for review (March 31, 2014)

**Chair/Director Name(s):**

- Roberta Fulthorpe, Graduate Chair
- William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**

February 5, 2014

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School of Graduate Studies  
University of Toronto

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## University of Toronto Major Modification Proposal – Type B: New Field or Concentration within an Existing Graduate Program

<b>Parent Program:</b>	Master of Environmental Science (MEnvSc)
<b>Existing fields/concentrations:</b>	Biophysical Interactions in Terrestrial and Aquatic Systems
<b>Proposed New Fields:</b>	1. Conservation and Biodiversity 2. Climate Change Impact Assessment
<b>Unit (if applicable) where the program will reside:</b>	Graduate Department of Physical and Environmental Sciences
<b>Faculty / Academic Division:</b>	University of Toronto Scarborough
<b>Faculty / Academic Division Contact:</b>	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
<b>Graduate Unit Contact:</b>	Roberta Fulthorpe – fulthorpe@utsc.utoronto.ca
<b>Anticipated start date of new fields:</b>	September 2014
<b>Version Date:</b>	April 22 2014

### 1 Executive Summary

The existing professional Master of Environmental Science (MEnvSc) program currently has one field called Biophysical Interactions in Terrestrial and Aquatic Systems. This is a proposal to add two new fields – the first called Conservation and Biodiversity and the second called Climate Change Impact Assessment – to the existing program, thus making it a program with three fields.

Conservation and Biodiversity will be a biological complement to the existing Biophysical Interactions field in the MEnvSc program. Its primary aim will be to train professionals in the application of ecological theory and principles to real-world conservation challenges. This field will address the rapidly growing career opportunities in the green and sustainability sectors.

In graduate wildlife management programs in North America, there is a trend towards programs that place greater emphasis on multidisciplinary content and non-thesis options that allow more coursework to ensure young professionals are provided with the tools and knowledge they will need for productive careers. Few of the small number of professional MEnvSc programs that currently exist in Canada have an emphasis on biology, and none emphasize conservation and biodiversity; therefore, there is a need for professional training in conservation and biodiversity to meet the anticipated growing demand. The University of

April 10, 2014

Toronto Scarborough (UTSC) is well placed to address this need within the existing MEnvSc program, given the breadth and depth of biodiversity and conservation-oriented faculty in the departments of Biological Sciences and Physical and Environmental Sciences, and its existing relationships with several conservation agencies, including the Royal Ontario Museum and Metro Toronto Zoo.

The 2<sup>nd</sup> new field proposed, Climate Change Impact Assessment, will address the growing societal need for science-based, policy relevant expertise in assessing the impacts of climate change. These opportunities exist at all levels of government and in the consulting sector. This proposal will take an existing set of courses and formalize them into a coherent field providing students with a clearly defined pathway in order to pursue this emerging discipline.

## 2 Rationale

The Master of Environmental Science (MEnvSc) program began in 2006 with sixteen students and has grown rapidly to an enrollment of over 60 students per year. Given the number and diversity of these students, and the desire to attract more students to this successful program, the Graduate Department of Physical and Environmental Sciences seeks to introduce two new fields, which enable it to better meet the needs of the types of students it currently attracts, as well as to expand to include a broader range of students. Below, we discuss the rationale for each new field separately.

In alignment with the existing field, both new fields will offer both research and internship options, which has been a highly successful structure. The internship in particular has been popular with students who have come directly from an undergraduate experience since it has enabled them to gain direct, relevant work experience and in many cases, permanent employment. The research option is popular with students who have returned to university and are seeking to gain competencies in environmental science cutting edge methods.

As with the existing field, the internship placements for the new fields will be managed by the well-established Arts and Science Co-op Office who have been coordinating placements for undergraduate programs for over thirty years and graduate placements for the Master of Environmental Science since its inception in 2006. Their placement record has been exemplary (100%), and the Office is well placed to provide appropriate placements for students in the new fields.

As with the existing field, the internships for the new fields will be paid work placements that are organized, approved and monitored by the Office with a dedicated placement officer who works directly with students and employers. A report at the end of the placements is required and evaluated by program faculty.

### Conservation and Biodiversity

The existing field of the MEnvSc – Biophysical Interactions in Terrestrial and Aquatic Systems – emphasizes the physical and chemical components of environmental science. The proposed field in Conservation and Biodiversity is a natural complement to the original field as it will emphasize the biological component of environmental science.

The primary focus of the proposed field will be to train professionals in the application of ecological theory and principles to real-world conservation challenges. In graduate wildlife management programs in North America, there is a trend towards programs that place greater emphasis on multidisciplinary content and non-thesis options that allow more coursework to ensure young professionals are provided with the tools and knowledge they will need for productive careers. Few of the small number of professional MEnvSc programs currently existing in Canada have an emphasis on biology, and none emphasize conservation and biodiversity; therefore, the proposed field will fill an existing need for professional training in conservation and biodiversity, and also meet the anticipated growing demand.

The proposed Conservation and Biodiversity field is distinctive in several ways:

1. It will provide the first professional Master’s training opportunities in conservation and biodiversity in Canada;
2. Conservation practitioners from various agencies will actively participate in courses; and,
3. Internships will be offered in government and non-government conservation agencies.

#### Climate Change Impact Assessment

The proposed field in Climate Change Impact Assessment will train the next generation of climate change scientists by providing a curriculum of graduate level courses in the proposed field and by offering practical and research opportunities in climate change impact assessment. This proposal is consistent with the societal need and student demand for this type of program. Most elements (courses, faculty) for this field are already in place within the existing program.

The proposed Climate Change Impact Assessment field is distinctive in several ways:

1. It will provide the first professional Master’s training opportunities in climate change impact assessment in Canada;
2. It will provide a distinct cohort within the Environmental Science program for those students who are interested in becoming climate change professionals;
3. It will provide a well-defined curriculum ensuring the quality and training of graduates in this field; and,
4. Internships or research placements will be offered in government and non-government agencies eager to explore and plan for climate change over the next few decades.

### 3 Need and Demand

#### Conservation and Biodiversity

According to a landmark analysis by Johan Rockstrom et al in *Ecology and Society* (URL: <http://www.ecologyandsociety.org/vol14/iss2/art32/>), the current and projected rates of biodiversity loss constitute a major extinction event in the history of life on Earth, one driven specifically by human activities. This alarming biodiversity loss is particularly serious given the irrefutable evidence of the importance of biodiversity to ecosystem resilience sustainability, and, therefore, the provision of critical ecosystem services such as oxygen, clean water and sources of food. In addition, EcoCanada predicts significant growth in Green-Sector jobs over the next 3-5 years, in which knowledge of conservation and biodiversity are essential, together with an understanding of ecological principles, field experience, hands-on familiarity with flora and fauna, effective communication ability, and data analysis/management skills.

In light of this identified need in the employment field, we look to concurrent trends in related pedagogy. A study of the major themes of curricular changes for graduate wildlife management programs in North American universities, with a view to ensuring that “educators provide young professionals with the tools and knowledge for productive careers” concluded that these programs were evolving along three lines: (1) greater emphasis on multidisciplinary content; (2) development of non-thesis options that allow more coursework; and, (3) provision of places for the large and growing numbers of international students seeking degrees from U.S. and Canadian universities. The proposed field in Conservation and Biodiversity picks up on points (1) and (2) in particular and will fill a niche among Canadian universities, which tend to focus on thesis-based MSc programs in conservation biology research. The focus on conservation and biodiversity will be unique.

A survey of UTSC undergraduate and graduate students indicated a strong interest in Conservation and Biodiversity at the Masters level, particularly with an internship or research project component. Many students currently enrolled in our Masters of Environmental Science would have chosen this field had it been available.

#### Climate Change Impact Assessment

Climate change has rapidly become the pre-eminent environmental issue facing the world today. The Inter-governmental Panel on Climate Change (IPCC) recently released the following statement, “It is *extremely likely* that more than half of the observed increase in global average surface temperature from 1951 to 2010 was caused by the anthropogenic increase in greenhouse gas concentrations and other anthropogenic forcings together.” The impacts of a changing climate are already being felt in the striking reduction of Arctic sea ice, sea level rise, greater extremes in weather, etc. Although climate change can be studied at many universities in Canada and elsewhere, few, if any, universities offer training as climate change professionals. These are individuals who, through using a climate change impact assessment framework, can intelligently understand climate modelling data and apply these in a rigorous fashion in a wide



range of physical and social settings.

The UTSC Climate Lab has experienced rapid growth in the last five years with more interest in graduate supervision in the area of climate change than can be met. This new field will provide a pathway for the growing number of students interested in the impacts of climate change and how to develop adaptation strategies.

**Table 1: Graduate Enrolment Projections**

	2014/15	2015/16	2016/17	2017/18	2018/19
<b>MEnvSc Biophysical (existing)</b>	60	65	65	65	65
<b>MEnvSc C &amp; B (proposed new)</b>	10	20	30	40	50
<b>MEnvSc CCIA (proposed new)</b>	5	10	15	15	15
<b>Total</b>	75	95	110	120	130

*Note: the addition of the new fields will result in an overall increase in the total number of students.*

*Note: the fields are anticipated to reach steady state in 2018/19*

*Note: the enrollment increases are already part of the enrollment plan for this program*

## 4 Admission Requirements

### Admission Requirements: existing MEnvSc – field in Biophysical Interactions in Terrestrial and Aquatic Systems

#### **Minimum Admission Requirements**

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Graduate Department of Physical and Environmental Sciences' additional admission requirements stated below.
- Applicants educated outside Canada should pay particular attention to the English language competency requirements.
- An appropriate bachelor's degree from a recognized university, either in science or engineering, with a minimum mid-B grade average in the last two years of the undergraduate program. Ideal applicants will have a science background consisting of at least two half courses or one full course in each of chemistry, physics, calculus, and biology.
- Applicants must submit a written statement explaining their objectives for entering the program and the suitability of their background. Appropriate post-graduate work

experiences will be considered as part of the admission application.

**Revised Admission Requirements: all fields**

Shared Admission Requirements: All Fields

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Graduate Department of Physical and Environmental Sciences' additional admission requirements stated below.
- Applicants educated outside Canada should pay particular attention to the English language competency requirements.
- An appropriate bachelor's degree from a recognized university, either in science or engineering, with a minimum mid-B grade average in the last two years of the undergraduate program.
- Applicants must submit a written statement explaining their objectives for entering the program and the suitability of their background. Appropriate post-graduate work experiences will be considered as part of the admission application.

and, if an international student:

- Applicants whose degrees were obtained outside North America should check the SGS Admission Requirements. The International Degree Equivalencies Chart [<http://www.sgs.utoronto.ca/prospectivestudents/Pages/International-Degree-Equivalencies-Tool.aspx>] will help you assess whether you are eligible for entry into our graduate program.
- If your primary language is not English and you have graduated from a non-Canadian University where the language of instruction and examination was not English, then you must demonstrate your facility in English. This can be accomplished through one of the tests listed below:
  - Test of English as a Foreign Language (TOEFL)
    - The minimum (English) requirements for entry into the MEnvSc are:  
 Paper-based Test: Overall score of 580, TWE (Essay writing component) of 4  
 Internet-Based Test: Overall score of 93, Writing score of 22, Speaking score of 22

Additional Admission Requirements: Biophysical Interactions in Terrestrial and Aquatic Systems and Climate Change Impact Assessment

- Ideal applicants will have a science background consisting of at least two half courses or one full course in each of chemistry, physics, calculus, and biology.

Additional Admission Requirements: Conservation and Biodiversity

- Ideal applicants will have a science background consisting of the completion of an undergraduate program in biology or a closely related field.

The admission requirements for all three fields will be administered by the Director of the MEnvSc program, the lead of the Conservation and Biodiversity field, and a small committee of faculty involved in teaching in the field.

## 5 Program Requirements

The existing field in the MEnvSc program (Biophysical Interactions in Terrestrial and Aquatic Systems) requires 5.5 FCEs and the program includes either a research or an internship option.

The proposed new fields (Conservation and Biodiversity; Climate Change Impact Assessment) will also require 5.5 FCEs and include a research or internship option. The internships are paid work placements organized, approved and monitored by UTSC Arts and Science Co-op Office with a dedicated placement officer who works directly with students and employers. Students will be required to provide regular updates during the course of the research paper or internship, and provide a final report and presentation to an evaluation committee. For internships, employers are required to provide an evaluation to the UTSC Arts and Science Co-op Office. All of these elements will operate in the same fashion that has been highly successful with the current field. The only substantive differences among the fields are in the course requirements.

Biophysical Interactions in Terrestrial and Aquatic Systems

The existing field in Biophysical Interactions in Terrestrial and Aquatic Systems requires the completion of a total of 5.5 FCE in course work, including 0.5 FCE core course (EES1100H3), and either 3.0 FCE of elective courses and 2.0 FCE of internship, OR 3.5 FCE of elective courses and 1.5 FCE of research paper.

Conservation and Biodiversity

The proposed field in Conservation and Biodiversity will require the completion of a total of 5.5 FCE in course work, including 2.5 FCE of core courses, and either 1.0 FCE of elective courses and 2.0 FCE of internship, OR 1.5 FCE of elective courses and 1.5 FCE of research paper.

The requirements of Conservation and Biodiversity field are similar to those of the requirements of the existing program in the following ways:

1. Total coursework consists of 5.5 FCE;
2. Students are to choose either a research paper, written in scientific journal format (1.5 FCE) or internship option (2.0 FCE); and,

3. Some existing EES courses will be offered as elective courses in the new field.

The requirements differ in that the Conservation and Biodiversity field requires 2.5 FCE core course requirements compared to 0.5 FCE core course requirements in the existing field (EES1100H).

The required courses are:

EES1100H Advanced Seminar Course in Environmental Science

EES3000H Applied Conservation Biology\*

EES3001H Professional Scientific Literacy\*

EES3002H Conservation Policy\*

EES3003H Topics in Applied Biodiversity\*

\* new course

#### Climate Change Impact Assessment

The proposed field in Climate Change Impact Assessment will require the completion of a total of 5.5 FCE in course work, including 3.0 FCE of core courses, and either 0.5 FCE of elective courses and 2.0 FCE of internship, OR 1.0 FCE of elective courses and 1.5 FCE of research paper.

The requirements of the Climate Change Impact Assessment field are similar to those of the requirements of the existing program in the following ways:

1. Coursework consists of 5.5 FCE;
2. Students are to choose either a research paper (1.5 FCE) written either in scientific journal format or in standard climate change impact assessment format, OR internship option (2.0 FCE); and,
3. Other existing EES courses will be available as elective courses in the new field.

The requirements differ in that the Climate Change Impact Assessment field requires 3.0 FCE core course requirements compared to 0.5 FCE core course requirements in the existing program (EES1100H).

The required courses are:

EES1100 Advanced Seminar Course in Environmental Science

EES1133 Climate Change Science and Modelling

EES1132 Climate Data Analysis

EES1117 Climate Change Impact Assessment

EES1131 Applied Climatology

EES1134 Climate Change Policy\*

\*new course

Appendix A shows the necessary revisions to the 2014/15 SGS Calendar to include the proposed fields in Conservation and Biodiversity and Climate Change Impact Assessment.

## 6 Degree Level Expectations, Program Learning Outcomes and Program Structure

**Table 2a: Master's DLEs – field in Conservation and Biodiversity**

<b>MASTER’S DEGREE LEVEL EXPECTATIONS</b> (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs]	<b>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</b>
<b>EXPECTATIONS:</b> <b>This Master of Environmental Science (Conservation and Biodiversity) is awarded to students who have demonstrated:</b>		
<p><b>1. Depth and Breadth of Knowledge</b></p> <p>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 academic discipline, field of study, or area of professional practice.</p>	<p>Depth and breadth of knowledge is defined in the Master of Environmental Science (Conservation and Biodiversity) as an in-depth understanding of current conservation theory, policy, and practice, and the roles of government and non-government agencies in conservation policy and practice.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of conservation theory.</li> <li>• Demonstrate an understanding of conservation policy, particularly in a Canadian context.</li> <li>• Demonstrate an understanding of the roles and responsibilities of government and non-government agencies.</li> </ul>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <ul style="list-style-type: none"> <li>• 2.5 FCE of core courses that provide a foundational depth and breadth of knowledge.</li> <li>• 1.0 to 1.5 FCE of elective courses that provide additional depth and breadth of knowledge.</li> <li>• A capstone “Research Paper in Conservation and Biodiversity” course that provides additional depth.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The capstone “Internship in Conservation and Biodiversity” course that provides additional depth.</li> </ul>
<p><b>2. Research and Scholarship</b></p> <p>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to</p>	<p>Research and Scholarship is defined in the Master of Environmental Science (Conservation and Biodiversity) as an understanding of the scientific method and its use in the research that is the foundation of current</p>	<p>The program design and requirement elements that ensure these student outcomes for research and scholarship are:</p> <ul style="list-style-type: none"> <li>• Core courses will provide a foundation of the methods</li> </ul>

<b>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs]</b>	<b>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</b>
<p>create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.</p>	<p>conservation theory. This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of, and ability to implement, the scientific method.</li> <li>• Critically evaluate current research in conservation and biodiversity orally and in writing.</li> </ul>	<p>used to create and interpret conservation knowledge. In particular, the course, “Professional Scientific Literacy”, will train students how to critically evaluate current conservation research.</p> <ul style="list-style-type: none"> <li>• All courses will challenge students to further develop their critical thinking skills.</li> <li>• A capstone “Research Paper in Conservation and Biodiversity” course that requires the application of existing knowledge to the development of an original paper written in a scientific journal format.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• A capstone “Internship in Conservation and Biodiversity” course that that requires the application of existing knowledge to real-world issues faced by conservation practitioners.</li> </ul>
<p><b>3. Level of Application of Knowledge</b> Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Application of Knowledge is defined in Master of Environmental Science (Conservation and Biodiversity) as the ability to apply conservation theory and policy to address current and emerging conservation issues. This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• Apply conservation theory and policy to address current and emerging conservation</li> </ul>	<p>The program design and requirement elements that ensure these student outcomes for level and application of knowledge are:</p> <ul style="list-style-type: none"> <li>• A capstone “Research Paper in Conservation and Biodiversity” course that requires the application of existing knowledge to the development of an original paper written in a scientific journal format.</li> </ul> <p>OR</p>

<b>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs]</b>	<b>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</b>
	<p>issues in Canada.</p>	<ul style="list-style-type: none"> <li>• A capstone “Internship in Conservation and Biodiversity” course that requires the application of existing knowledge to real-world issues faced by conservation practitioners.</li> <li>• All courses will challenge students to further develop their critical thinking skills.</li> </ul>
<p><b>4. Professional Capacity/Autonomy</b>                      a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>Professional Capacity/Autonomy is defined in Master of Environmental Science (Conservation and Biodiversity) as the ability to understand the broader implications of complex conservation decisions while maintaining personal responsibility and accountability and ethical behaviour.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate personal responsibility, accountability, and ethical behaviour at all times.</li> <li>• Demonstrate the ability to work independently when required.</li> <li>• Demonstrate an understanding of the broader implications of complex conservation decisions.</li> </ul>	<p>The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are:</p> <ul style="list-style-type: none"> <li>• All courses will require students to assume personal responsibility and accountability in completing course requirements.</li> <li>• Some courses (e.g. some Topics courses) will allow students to undertake independent study, thereby, allowing them to take an initiative to identify topics and assume responsibility and accountability to complete course requirements outside of a traditional course structure.</li> <li>• The capstone “Research Paper in Conservation and Biodiversity”</li> <li>• There is an expectation that students will behave in an ethical manner at all times.</li> </ul>
<p><b>5. Level of Communications Skills</b></p>	<p>Communications Skills is defined</p>	<p>The program design and</p>

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs]	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p>in Master of Environmental Science (Conservation and Biodiversity) as the ability to understand complex biological concepts related to conservation biology and biodiversity and to communicate those concepts orally and in writing to peers and the general public.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• Participate with peers in discussions related to complex concepts in conservation and biodiversity.</li> <li>• Convey to peers in writing complex concepts in conservation and biodiversity.</li> <li>• Explain in lay terms to the general public, orally and in writing, complex concepts in conservation and biodiversity.</li> </ul>	<p>requirement elements that ensure these student outcomes for level of communication skills are:</p> <ul style="list-style-type: none"> <li>• A core course entitled, "Professional Scientific Literacy".</li> <li>• An emphasis in all courses in developing oral and writing skills.</li> <li>• The capstone "Research Paper in Conservation and Biodiversity" course requires a paper written in a scientific journal format and a summary presentation to peers and an examination committee.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The capstone "Internship in Conservation and Biodiversity" course requires ongoing interactions with staff at the internship agency and a final report and a summary presentation to peers and an examination committee.</li> </ul>

**Table 2b: Master's DLEs – field in Climate change impact assessment**

MASTER'S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs]	MASTER'S PROGRAM LEARNING OBJECTIVES AND OUTCOMES	HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES
<p><b>EXPECTATIONS:</b></p> <p><b>This Master of Environmental Science (Climate Change Impact Assessment) is awarded to students who have demonstrated:</b></p>		
<p><b>1. Depth and Breadth of Knowledge</b> A systematic understanding of</p>	<p>Depth and breadth of knowledge is defined in the Master of</p>	<p>The program design and requirement elements that ensure</p>



<b>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs]</b>	<b>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</b>
<p>knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice.</p>	<p>Environmental Science (Climate Change Impact Assessment) as an in-depth understanding of the current science of climate change, impact assessment frameworks and tools, and the roles of government and non-government agencies in climate change policy and practice.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the science of climate change.</li> <li>• Demonstrate a proficiency in conducting a climate change impact assessment</li> <li>• Demonstrate an understanding of the roles and responsibilities of government and non-government agencies in the assessment of the impacts of climate change.</li> </ul>	<p>these student outcomes for depth and breadth of knowledge are:</p> <ul style="list-style-type: none"> <li>• 2.5 FCE of core courses that provide a foundational depth and breadth of knowledge.</li> <li>• 0.5 to 1.0 FCE of elective courses that provide additional depth and breadth of knowledge.</li> <li>• The capstone “Internship in Climate Change Impact Assessment” course that provides additional depth or the equivalent research opportunity</li> </ul>
<p><b>2. Research and Scholarship</b></p> <p>A conceptual understanding and methodological competence that i) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown</p>	<p>Research and Scholarship is defined in the Master of Environmental Science (Climate Change Impact Assessment) as an understanding of the scientific method and its use in the research that is the foundation of current climate change science and impact assessment.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of, and ability to implement, the scientific method.</li> </ul>	<p>The program design and requirement elements that ensure these student outcomes for research and scholarship are:</p> <ul style="list-style-type: none"> <li>• Core courses will provide a foundation of the methods used to create and to assess the potential impacts of climate change.</li> <li>• All courses will challenge students to further develop their critical thinking skills.</li> <li>• A capstone course, “Climate change impact</li> </ul>

<b>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs]</b>	<b>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</b>
at least one of the following: 1) The development and support of a sustained argument in written form; or 2) Originality in the application of knowledge.	<ul style="list-style-type: none"> <li>Critically evaluate current research in climate change science orally and in writing.</li> </ul>	assessment” will synthesize the various curricular elements by applying the CCIA framework to a specific “real world” problem.
<p><b>3. Level of Application of Knowledge</b></p> <p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Application of Knowledge is defined in Master of Environmental Science (Climate change impact assessment) as the ability to apply the climate impact assessment framework to address current and emerging climate change issues.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>Apply the climate change impact assessment framework to address current and emerging climate change issues in Canada and elsewhere</li> </ul>	<p>The program design and requirement elements that ensure these student outcomes for level and application of knowledge are:</p> <ul style="list-style-type: none"> <li>A capstone course, “Climate change impact assessment” will synthesize the various curricular elements by applying the CCIA framework to a specific “real world” problem.</li> <li>A capstone “Internship in climate change impact assessment” course that requires the application of existing knowledge to real-world climate change issues</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>All courses will challenge students to further develop their critical thinking skills.</li> </ul>
<p><b>4. Professional Capacity/Autonomy</b></p> <p>a. The qualities and transferable skills necessary for employment requiring i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines</p>	<p>Professional Capacity/Autonomy is defined in Master of Environmental Science (Climate Change Impact Assessment) as the ability to understand the broader implications of complex climate change issues while maintaining personal responsibility and accountability and ethical behaviour.</p> <p>This is reflected in students who are able to:</p>	<p>The program design and requirement elements that ensure these student outcomes for professional capacity/autonomy are:</p> <ul style="list-style-type: none"> <li>All courses will require students to assume personal responsibility and accountability in completing course requirements, some of which may fall outside the</li> </ul>

<b>MASTER’S DEGREE LEVEL EXPECTATIONS (based on the Ontario Council of Academic Vice Presidents (OCAV) DLEs]</b>	<b>MASTER’S PROGRAM LEARNING OBJECTIVES AND OUTCOMES</b>	<b>HOW THE PROGRAM DESIGN AND REQUIREMENT ELEMENTS SUPPORT THE ATTAINMENT OF STUDENT LEARNING OUTCOMES</b>
<p>and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<ul style="list-style-type: none"> <li>• Demonstrate personal responsibility, accountability, and ethical behaviour at all times.</li> <li>• Demonstrate the ability to work independently when required.</li> <li>• Demonstrate an understanding of the broader implications of complex climate change issues.</li> </ul>	<p>traditional course structure.</p> <ul style="list-style-type: none"> <li>• Topics courses provide students with an opportunity to undertake independent study. This enables them to take the initiative and identify topics of interest to them.</li> <li>• The capstone “Climate Change Impact Assessment” course</li> <li>• There is an expectation that students will behave in an ethical manner at all times.</li> </ul>
<p><b>5. Level of Communications Skills</b> The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Communications Skills is defined in Master of Environmental Science (Climate Change Impact Assessment) as the ability to understand climate change issues and to communicate those concepts orally and in writing to peers and the general public.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• Participate with peers in discussions related to complex climate change issues.</li> <li>• Convey to peers, in writing, complex concepts in climate change science and impacts.</li> <li>• Explain in lay terms to the general public, orally and in writing, complex concepts in climate change science and impacts.</li> </ul>	<p>The program design and requirement elements that ensure these student outcomes for level of communication skills are:</p> <ul style="list-style-type: none"> <li>• An emphasis in all courses in developing oral and writing skills.</li> <li>• The capstone “Climate Change Impact Assessment” course requires a paper written in a professional format and a summary presentation to peers.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The capstone “Internship in Climate Change Impact Assessment” course requires ongoing interactions with staff at the internship agency and a final report and a summary presentation to peers and an examination committee.</li> </ul>

## 7 Assessment of Teaching and Learning

### Conservation and Biodiversity

The course requirements for the Conservation and Biodiversity field will emphasize experiential learning. All courses will place an emphasis on applied scientific and conservation literacy, critical thinking, and oral and written communication skills. Most courses will combine lectures and hands-on experience provided by partnering conservation agencies. In these courses, students will be evaluated using a combination of methods appropriate to the Master's level including, but not limited to, quizzes, tests, and examinations, and individual and group papers, projects, and presentations. The research paper course will require a final paper in scientific journal format and the internship course will require a detailed final report. Both research papers and final reports will be presented before peers and graded by an examination committee composed of the supervisor and at least two other faculty members. In these papers, reports, and presentations, students will be expected to exhibit depth, breadth, and application of knowledge of applied conservation biology issues, critical thinking skills, and oral and written communication skills, appropriate to the Master's level. In addition students opting for the internship option are evaluated by the employers in coordination with the Arts and Science Co-op Office as is done for the existing field.

### Climate Change Impact Assessment

The core courses in this field are sequential. The fall courses provide the necessary scientific background (Climate Change Science and Modelling, EES1133H) and skills (Climate Data Analysis, EES1132H). The winter courses apply this knowledge first more generally in Applied Climatology (EES1131H) and within an established impact assessment framework in Climate Change Impact Assessment (EES1117H). This sequence of courses provides superbly trained individuals for the internship placement or research opportunity with all the requisite skills to tackle a climate change impact assessment (CCIA) in the work place or lab setting. The courses, consistent with the teaching philosophy of the existing field, are heavily experiential, working with practical examples in all of the courses. The evaluation of EES1132H is combination of assignments and exams. The other three courses use assignments and a major individual project. Students in either the internship or research options are evaluated in the same way as the existing field. Both research papers and final reports will be presented before peers and graded by an examination committee composed of the supervisor and at least two other faculty members. In these papers, reports, and presentations, students will be expected to exhibit depth, breadth, and application of knowledge and formalism of a climate change impact assessment, critical thinking skills, and oral and written communication skills, appropriate to the Master's level.

## 8 Consultation

### Conservation and Biodiversity

The proposed addition of a field in Conservation and Biodiversity to the MEnvSc program will provide a strong biological component, highly desired by students but not currently available in the existing program. Some students, who would have otherwise been drawn to the Biophysical Interactions field, may choose the Conservation and Biodiversity field instead. Given the current demand for the Biophysical Interactions field and the limited number of spaces, the impact on the existing field is expected to be minimal. The addition of this field will increase the diversity of topics and courses taught, thereby, increasing the overall interest and, hence, enrolment, in the program.

Participation in the Conservation and Biodiversity field will require the involvement of faculty in the Department of Biological Sciences. Consultations with the Chair and faculty of the Department indicate an enthusiastic commitment to the proposed field given its benefits to the students, faculty, Department, Program, and University.

### Climate Change Impact Assessment

The proposed field of Climate Change Impact Assessment will bring together an existing suite of courses into a coherent cohort. This will broaden the appeal of the existing Master's in an area of immediate relevance to society. The current students in the Master's program have expressed an interest in this formalized field, and there has been considerable interest from undergraduate students in Environmental Science.

### Consultation at the Wider U of T

At UTM, the Vice-Dean Graduate has reviewed the proposal. In addition the UTM Chair of Geography, the Director of the Environmental Studies program, the Director of the Master of Sustainability Management program (UTM) have reviewed the proposal and all support it. Within FAS, the Vice-Dean Graduate Education and Program Reviews, the Chairs of the Departments of Physics, Earth Science, and Ecology and Evolutionary Biology, the Director of the School for Environment, and the Director of the Centre of Global Change Science have been consulted and support the proposal.

## 9 Resources

### 9.1 Faculty Complement

#### Conservation and Biodiversity

Five senior faculty members in the UTSC Department of Biological Sciences, with complimentary taxonomic and methodological strengths directly related to the proposed

program, are a sufficient complement to support the proposed field in Conservation and Biodiversity – see table below. Four of these five will contribute annually to the teaching required for the field. In addition, Mandrak will do all of his teaching at the graduate level in support of the field. The flexibility of the proposed field will allow additional faculty from other units as well as internal growth (one planned for July 2014 start) to become involved in the program as it continues to evolve.

For Department of Biological Sciences faculty, involvement in the proposed program will be organized through release time from existing courses in the Department, although it should be noted that some courses will be cross listed, and/or overload teaching compensation.

Contract faculty will be required to teach Departmental courses from which full-time faculty are released, and to teach some courses in the proposed program, particularly those not typically taught by biology faculty (e.g. Conservation Policy). The Dean has assured the Department that resources will be provided to cover all teaching expenses (e.g. overload compensation, contract faculty) related to the proposed program.

Discussions have been initiated with staff at the Metro Toronto Zoo, Royal Ontario Museum, Parks Canada, and Fisheries and Oceans Canada regarding their potential involvement in the proposed program courses, research papers, and internships; appropriately qualified individuals will be appointed to the Graduate Faculty. Additional conservation agencies (e.g. Royal Botanical Gardens, Toronto Aquarium, Toronto Region Conservation Authority, environmental NGOs) will be approached to determine their interest in becoming involved in the proposed field, particularly in the identification of potential internship placements.

The experiential learning opportunities in the proposed field will be strictly overseen by the faculty and staff dedicated to supervising each course, including the research paper and internship. The research paper will be supervised and assessed by a Graduate Faculty Member in the Department. The internship placement will be overseen by the UTSC Arts and Science Co-op Office. Students will be required to provide regular updates during the course of the research paper or internship, and provide a final report and presentation to an evaluation committee. For internships, employers are required to provide an evaluation to the UTSC Arts and Science Co-op Office. Evaluation of the student's overall placement will be conducted by a Graduate Faculty Member from the program.

#### Climate Change Impact Assessment

Three faculty members (Gough, Mohsin, MacLennan) are already teaching the courses that form this field. Mohsin was hired specifically to support the courses in this area and will be teaching exclusively at the graduate level. Gough established the UTSC Climate Lab twenty years ago. He has developed a network of university and government scientists who will contribute to the program by providing internship placements. MacLennan is developing the final course of this field on climate change policy and will be offering the course in 2014-15. At present Drs. Monirul Mirza and Adam Fenech have adjunct status with the Master's and PhD program in Environmental Science and are climate change experts with Environment Canada (Mirza) and UPEI (Adam). Gough is also an Adjunct Professor at Northwest University in Xi'an

China and is co-director of a joint Centre on Climate Change Research. He anticipates some internship opportunities in China and a steady flow of students to the program as a result of the collaboration. Other faculty members in the Graduate Department of Physical and Environmental Sciences have an interest in climate change impacts including Professors Ken Howard (groundwater), George Arhonditsis (aquatic modelling) and Myrna Simpson (soil chemistry), Matt Hoffmann (climate change policy), Leonard Tsuji (climate change and northern communities) and Nicole Klenk (environmental policy).

**Table 3a: Detailed Listing of Committed Faculty – Conservation and Biodiversity**

Faculty name and rank	Home unit	Area(s) of Specialization
Maydianne Andrade, Professor	Ecology and Evolutionary Biology	Behavioural Ecology, Biodiversity
Marc Cadotte, Assistant Professor	Ecology and Evolutionary Biology	Biodiversity, Community Ecology
Malcolm Campbell, Professor	Cell and Systems Biology	Conservation, Botany
Nathan Lovejoy, Associate Professor	Ecology and Evolutionary Biology	Biodiversity, Genetics
Nicholas Mandrak, Associate Professor	Ecology and Evolutionary Biology	Biodiversity, Conservation Biology
Roberta Fulthorpe, Professor	Ecology and Evolutionary Biology	Microbiology
New Hire (July 2014)	Ecology and Evolutionary Biology	Conservation and Biodiversity

**Table 4b: Detailed Listing of Committed Faculty – Climate Change Impact Assessment**

Faculty name and rank	Home unit	Area(s) of Specialization
George Arhonditsis, Associate Professor	Geography	Aquatic modeling
Adam Fenech, Adjunct Professor	Physical and Environmental Sciences	Climate Change Impact Assessment
William Gough, Professor	Geography	Climate Change
Ken Howard, Professor	Earth Science	Groundwater
Leonard Tsuji, Professor	Physical and Environmental Sciences	Northern communities and climate change
Nicole Klenk, Assistant Professor	Geography	Environmental policy

Faculty name and rank	Home unit	Area(s) of Specialization
Matt Hoffmann	Political Science	Political Science, Climate Change Policy
James McLennan, Lecturer	Physical and Environmental Sciences	Environmental policy
Monirul Mirza, Adjunct Professor	Physical and Environmental Sciences	Climate Change Impacts
Tanzina Mohsin, Lecturer	Geography	Climate Change
Myrna Simpson, Professor	Chemistry	Soil Chemistry

## 9.2 Space/Infrastructure

It is expected that the proposed new fields can be implemented using existing space and infrastructure; therefore, need for additional space or infrastructure is not anticipated.

## 10 Governance Process

Levels of Approval Required	Date
Decanal Sign-Off	April 2, 2014
Graduate Curriculum Group (Graduate programs only)	March 31, 2014
UTSC Academic Affairs Committee	
Submission to Provost's Office	
AP&P – reported annually	



## Appendix A: Final Calendar Copy

### Physical and Environmental Sciences

#### Faculty Affiliation

University of Toronto Scarborough

#### Degree Programs Offered

##### Environmental Science—MEnvSc, PhD

Fields (MEnvSc):

- Biophysical Interactions in Terrestrial and Aquatic Systems
- Conservation and Biodiversity
- Climate Change Impact Assessment

Concentrations (PhD):

- Contaminant Flux
- Urban Geoscience
- Remediation and Restoration of Degraded Environmental Systems
- Great Lakes Ecosystems
- Climate Change and the Environment
- Environmental Science in Transitional Economies

#### Collaborative Programs

The following collaborative program is available to students in the participating degree program as listed below:

##### Environment and Health

- Environmental Science, PhD

#### Overview

The Graduate Department of Physical and Environmental Sciences offers opportunities for graduate studies in environmental science, leading to the degrees of **Master of Environmental Science (MEnvSc)** and **Doctor of Philosophy (PhD) in Environmental Science**.

## Contact and Address

Web: <http://www.utoronto.ca/physsci/graduate-programs-dpes>

Email: [dpes-mesc-program@utsc.utoronto.ca](mailto:dpes-mesc-program@utsc.utoronto.ca) or [dpes-phd-program@utsc.utoronto.ca](mailto:dpes-phd-program@utsc.utoronto.ca)

Telephone: MEnvSc: (416) 287-7205

PhD: (416) 208-2910

Fax: (416) 287-7204

Graduate Department of Physical and Environmental Sciences

University of Toronto Scarborough

1265 Military Trail

Toronto, Ontario M1C 1A4

Canada

## Degree Programs

### Environmental Science

#### Master of Environmental Science

- The Graduate Department of Physical and Environmental Sciences offers a 12-month coursework Master of Environmental Science (MEnvSc) degree program. The program is committed to the development of well-trained practitioners in environmental science in all fields, primarily to meet the needs of industry and government.
- The MEnvSc program offers three enrolment options in each of the three fields: research, internship, and part-time studies. The three designated fields of study are:
  1. Biophysical Interactions in Terrestrial and Aquatic Systems: A major focus is understanding the flux of contaminants through surface and sub-surface environments and the methods/solutions needed to remediate contaminated or damaged environmental systems.
  2. Conservation and Biodiversity: A major focus is the application of ecological theory and principles to real-world conservation challenges.
  3. Climate Change Impact Assessment: Students are trained in the science, data analysis, and rigorous assessment process for the impacts of climate change on a wide range of natural and human systems.

#### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Graduate Department of Physical and Environmental Sciences' additional admission requirements stated below.

- Applicants educated outside Canada should pay particular attention to the English-language competency requirements.
- A minimum mid-B grade average in the last two years of the undergraduate program.
- Applicants must submit a written statement explaining their objectives for entering the program and the suitability of their background. Appropriate post-graduate work experiences will be considered as part of the admission application.

Additional admission requirements by field:

**Field: Biophysical Interactions in Terrestrial and Aquatic Systems**

- A science or engineering undergraduate degree including at least two half courses or one full course in each of chemistry, physics, calculus, and biology.

**Field: Conservation and Biodiversity**

- An undergraduate degree in biology or a closely related field.

**Field: Climate Change Impact Assessment**

- A science or engineering undergraduate degree including at least two half courses or one full course in each of chemistry, physics, calculus, and biology.

**Program Requirements**

- In all fields, coursework consists of 5.5 full-course equivalents (FCEs).
- Students will choose either a research or internship option.
- Research option: Each student is required to have a research supervisor. For full-time students, the intensive research necessary for the research paper will normally be completed in the final Summer session. The final research paper needs to be written in scientific journal format and will be presented and defended orally in front of an examination committee. The committee will include the supervisor and two other members of the graduate faculty.
- Internship option: For full-time students, the placement in private industry, government, or a non-governmental organization (NGO) will normally be completed in the final Summer session. It will consist of a minimum of four consecutive months. Successful completion of the internship is based on an assessment completed by the student's work supervisor and on an assessment of a written placement project report.
- A final grade below 70% in any course equates to an FZ, which is an insufficient grade. If a MEnvSc student receives more than one final grade of FZ (i.e., two or more), they will be recommended for termination of registration from the MEnvSc program.

### Field: Biophysical Interactions in Terrestrial and Aquatic Systems

5.5 FCEs total as follows:

- EES 1100H *Advanced Seminar in Environmental Science* (0.5 FCE)
- Completion of either 3.0 FCEs in elective courses (see course list) and 2.0 FCEs for the internship (EES 1116Y), **or** 3.5 FCEs in elective courses (see course list) and 1.5 FCEs for the research paper (EES 1101Y). Students planning to complete the research paper option must complete the prerequisite (EES 1114H).

### Field: Conservation and Biodiversity

5.5 FCEs total as follows:

- EES 1100H *Advanced Seminar in Environmental Science* (0.5 FCE)
- EES 3000H *Applied Conservation Biology* (0.5 FCE)
- EES 3001H *Professional Scientific Literacy* (0.5 FCE)
- EES 3002H *Conservation Policy* (0.5 FCE)
- EES 3003H *Topics in Applied Biodiversity* (0.5 FCE)
- Completion of either 1.0 FCE in elective courses (see course list) and 2.0 FCEs for the internship (EES 1116Y), **or** 1.5 FCEs in elective courses (see course list) and 1.5 FCEs for the research paper (EES 1101Y).

### Field: Climate Change Impact Assessment

5.5 FCEs total as follows:

- EES 1100H *Advanced Seminar in Environmental Science* (0.5 FCE)
- EES 1117H *Climate Change Impact Assessment* (0.5 FCE)
- EES 1131H *Applied Climatology* (0.5 FCE)
- EES 1132H *Climate Data Analysis* (0.5 FCE)
- EES 1133H *Climate Change Science and Modelling* (0.5 FCE)
- EES 1134H *Climate Change Policy* (0.5 FCE)
- Completion of either 0.5 FCE in elective courses (see course list) and 2.0 FCEs for the internship (EES 1116Y), **or** 1.0 FCEs in elective courses (see course list) and 1.5 FCEs for the research paper (EES 1101Y).

**Program Length:** 3 sessions full-time (typical registration sequence: F/W/S);  
6 sessions part-time

**Time Limit:** 3 years full-time; 6 years part-time

## Course List

Please note that not all courses are offered every year.

EES 1100H	Advanced Seminar in Environmental Science
EES 1101Y	Research Paper in Environmental Science
EES 1102H	Analytical Chemistry for Geoscientists
EES 1103H	Air and Water Quality Sampling and Monitoring
EES 1104H	Microorganisms and the Environment
EES 1105H	Soil Contamination Chemistry
EES 1106H	Environmental Challenges in Urban Areas
EES 1107H	Remediation Methods
EES 1108H	Environmental Science Field Camp
EES 1109H	Advanced Techniques in Geographic Information Systems
EES 1110H	Sediment and Contaminant Transport in Aquatic Systems
EES 1111H	Freshwater Ecology and Biomonitoring
EES 1112H	Boundary Layer Climates and Contaminant Fate
EES 1113H	Groundwater Hydrochemistry and Contaminant Transport
EES 1114H	Directed Readings in Environmental Science I
EES 1115H	Directed Readings in Environmental Science II
EES 1116Y	Internship
EES 1117H	Climate Change Impact Assessment
EES 1118H	Fundamentals of Ecological Modelling
EES 1119H	Quantitative Environmental Analysis
EES 1120H	The Dynamics of Contaminant Dispersal in Fluids
EES 1121H	Modelling the Fate of Organic Chemicals in the Environment
EES 1122H	Global Environmental Security and Sustainable Development
EES 1123H	Environmental Regulations
EES 1124H	Environmental Project Management
EES 1125H	Contaminated Site Remediation
EES 1126H	Environmental Tracers
EES 1127H	Geomicrobiology and Biogeochemistry
EES 1128H	Biophysical Interactions in Managed Environments
EES 1129H	Brownfields Redevelopment
EES 1130H	Ontario BioGeospheres Field Course
EES 1131H	Applied Climatology
EES 1132H	Climate Data Analysis
EES 1133H	Climate Change Science and Modelling
EES 1134H	Climate Change Policy
EES 1701H	Environmental Legislation and Policy
EES 1704H	Environmental Risk Assessment
EES 3000H	Applied Conservation Biology
EES 3001H	Professional Scientific Literacy
EES 3002H	Conservation Policy
EES 3003H	Topics in Applied Biodiversity

EES 3111H Conservation Genetics  
EES 3113H Topics in Population and Community Ecology  
EES 3114H Topics in Urban and Rural Ecology

## Doctor of Philosophy

Research and teaching are focused on the interfaces between traditional disciplines in dealing with fundamental scientific issues. Faculty members are cross-appointed from several departments including physical sciences, biological sciences, engineering, forestry and social sciences. Research is clustered into six major concentrations:

1. Contaminant Flux
2. Urban Geoscience
3. Remediation and Restoration of Degraded Environmental Systems
4. Great Lakes Ecosystems
5. Climate Change and the Environment
6. Environmental Science in Transitional Economies

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Graduate Department of Physical and Environmental Sciences' additional admission requirements stated below.
- Applicants may be accepted into the PhD program through one of three routes:
  1. Following completion of the MEnvSc degree, an MSc degree in environmental science, or a related discipline, or the MASc degree in environmental engineering or related discipline, or equivalent from a recognized university with a minimum of B+ average in all work completed in the master's program.
  2. By requesting transfer from a suitable master's program (see above); students may reclassify from the master's program after 12 months of full-time study. Transfer from the MEnvSc program is not permitted.

3. In the case of exceptional students, by direct entry; that is, after completing an honours BSc degree in a bachelor's program in a related discipline with a minimum University of Toronto average of A- or equivalent.

## Program Requirements

- A total of 2.0 full-course equivalents (FCEs) as follows: a mandatory 0.5 FCE (EES 2200H Advanced Seminar in Environmental Science) plus 1.5 FCEs from an approved course list in the graduate program. The courses are required to provide background for the student's research. Courses selected must be approved by the Graduate Chair. In some cases, additional courses may be required if a student's preparedness is assessed as being insufficient.
  - Students may apply to take a number of PhD-level courses taught by the core faculty both within the Graduate Department of Physical and Environmental Sciences and outside the Graduate Department of Physical and Environmental Sciences that can be considered for the PhD degree as part of their 1.5 FCEs credits for the degree. However, all courses for PhD degree credit must be approved by the Graduate Chair.
- The execution of an original piece of research in environmental science carried out under faculty supervision and presented in thesis form. The program requires the development and submission of a thesis proposal, and its examination in an oral thesis proposal appraisal (before the end of the second year), a departmental oral examination of the completed thesis, and a Doctoral Final Oral Examination carried out under the auspices of the School of Graduate Studies involving examination by an appropriate at-arms-length external examiner.
  - The PhD proposal appraisal consists of a 20-minute presentation given by the student on the proposed thesis work followed by a question period of approximately two hours. The emphasis will be on the theory and proposed approach, rather than on progress to date. A negative outcome requires that the student retake the exam within four months by considering suggestions offered by the committee for improving the thesis research proposal. The outcome of the second exam will be either a pass or withdrawal from the program.
  - The Graduate Department of Physical and Environmental Sciences' PhD program requires that all PhD candidates complete two thesis defences: a Departmental Thesis Defence and a Doctoral Final Oral Examination (FOE) with the School of Graduate Studies. Normally, the Departmental Thesis Defence will be held at least six to eight weeks prior to the Doctoral FOE. The committee will notify the Graduate Chair that the thesis is ready to be forwarded to SGS for the Doctoral

FOE. If the PhD candidate does not pass the Departmental Thesis Defence, the committee may recommend that the PhD candidate postpone their Doctoral FOE.

- The degree program has been designed so that it can be completed within:
  - **four years** for students who have completed a related master's degree
  - **five years** from the start of enrolment in their MSc program for students transferring from a master's program (excluding the MEnvSc)
  - **five years** for direct-entry students from a bachelor's program

**Program Length:** 4 years full-time; 5 years from transfer; 5 years direct-entry

**Time Limit:** 6 years full-time; 7 years from transfer; 7 years direct-entry

## Course List

### Core Course

EES 2200H Advanced Seminar in Environmental Science

The following are courses offered within the Department of Physical and Environmental Sciences. With the approval of the Graduate Chair, relevant courses from other graduate departments can be applied to the required 1.5 FCEs. Not all courses are offered every year.

### Elective Courses

EES 1102H Analytical Chemistry for Geoscientists  
EES 1103H Air and Water Quality Sampling and Monitoring  
EES 1104H Microorganisms and the Environment  
EES 1105H Soil Contamination Chemistry  
EES 1106H Environmental Challenges in Urban Areas  
EES 1107H Remediation Methods  
EES 1109H Advanced Techniques in Geographic Information Systems  
EES 1110H Sediment and Contaminant Transport in Aquatic Systems  
EES 1111H Freshwater Ecology and Biomonitoring  
EES 1112H Boundary Layer Climates and Contaminant Fate  
EES 1113H Groundwater Hydrochemistry and Contaminant Transport  
EES 1117H Climate Change Impact Assessment  
EES 1118H Fundamentals of Ecological Modelling  
EES 1119H Quantitative Environmental Analysis  
EES 1120H The Dynamics of Contaminant Dispersal in Fluids  
EES 1121H Modeling the Fate of Organic Chemicals in the Environment



EES 1122H Global Environmental Security and Sustainable Development  
EES 1126H Environmental Tracers  
EES 1127H Geomicrobiology and Biogeochemistry  
EES 1128H Biophysical Interactions in Managed Environments  
EES 1131H Applied Climatology  
EES 1132H Climate Data Analysis  
EES 1133H Climate Change Science and Modelling  
EES 2201H Advanced Readings in Environmental Science

## Graduate Faculty

### Full Members

Abbatt, Jonathan - BSc, PhD  
Allen, D Grant - BAsC, MAsC, PhD  
Andrade, Maydianne - BSc, MS, PhD  
Archontitsis, Georgios - BSc, MSc, DScA  
Boonstra, Rudy - BSc, PhD  
Campbell, Malcolm - DPhil  
Chen, Jing - BSc, PhD  
Cowling, Sharon - BSc, MSc, PhD  
Desloges, Joseph - BES, MSc, PhD  
Diamond, Miriam - MSc, MSc, PhD  
Donaldson, D. James - PhD  
Edwards, Elizabeth - BEng, PhD  
Evans, Gregory - PhD  
Eyles, Nicholas - BSc, MSc, PhD, DSc  
Ferris, Grant - BSc, PhD  
Fulthorpe, Roberta - BSc, MSc, PhD (*Chair*)  
Gough, William - BSc, MSc, PhD  
Hoffmann, Matthew - BSc, PhD  
Howard, Kenneth - BSc, MSc, PhD  
Isaac, Marney Elizabeth - BS, MESci, PhD  
Jackson, Donald - BSc, MSc, PhD  
Kerman, Kagan - BScPhm, MSc, ScD  
Klenk, Nicole - BS, MSc, PhD  
Kraatz, Heinz-Bernhard - BA, MC, PhD  
Kronzucker, Herbert - PhD  
Malcolm, Jay - BSc, MSc, PhD  
Miall, Andrew - BSc, PhD  
Mitchell, Carl - PhD  
Murphy, Jennifer - BCh, DChem  
Sherwood Lollar, Barbara - PhD

Simpson, Andre - BSc, PhD  
Simpson, Myrna - BS, DPhil  
Smith, Sandy - BAgrSc, MSc, PhD  
Stefanovic, Ingrid - BA, MA, PhD  
Tsuji, Leonard - BSc, DDS, PhD  
Vanlerberghe, Greg - BSc, MSc, PhD  
Wania, Frank - MPH, PhD  
Wells, Mathew - BS, DPhil  
Wortmann, Ulrich - BSc, MSc, PhD

**Members Emeriti**

Williams, D Dudley - DipEd, BSc, MSc, PhD, DSc

**Associate Members**

Bailey, Sarah - BSc, PhD  
Bidleman, Terry - BSc, PhD  
Comer, Neil - BA, MA, PhD  
Droppo, Ian Gerald - BA, MS, PhD  
Harner, Tom - BChE, ME, DrEng  
Hung, Hayley - BChE, MS, PhD  
Mirza, Monirul - BSE, MEng, PhD  
Mohsin, Tanzina - PhD  
Muir, Derek - BSc, MSc, PhD  
Zhu, Jiping - BS, MSc, DSc



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** University of Toronto Scarborough Academic Affairs Committee

**SPONSOR:** Dean and Vice-Principal (Academic), Rick Halpern  
**CONTACT INFO:** vpdean@utsc.utoronto.ca

**PRESENTER:** Vice-Dean, Graduate Education and Program Development,  
William Gough  
**CONTACT INFO:** vdeangrad@utsc.utoronto.ca

**DATE:** Monday, April 28, 2014

**AGENDA ITEM:** 3b

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Graduate Department of Psychological Clinical Science

**JURISDICTIONAL INFORMATION:**

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference, Section 4*.” Under section 5.6 of its Terms of Reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process. (*UTQAP, Section 3.1*)

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Monday, April 28, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

The Graduate Department of Psychological Clinical Science is making minor modifications to its Masters and Doctoral programs in Clinical Psychology as described

*Minor modifications to curriculum submitted by the Graduate Department of Psychological Clinical Science.*

below. These changes have been reviewed by the School of Graduate Studies and the Decanal Graduate Curriculum Committee.

CPS 1103 (Advanced Statistical Modeling) is currently a requirement in the MA program in Clinical Psychology. We propose moving it from the MA to the PhD in Clinical Psychology so that students will have the opportunity to acquire advanced training in statistics during a time when they will be more likely to require this knowledge (i.e. as they are preparing their dissertation). This change has the added benefit of reducing the number of FCEs that students are required to complete in the MA program from 6.0 to 5.5, thus allowing them to focus on their Master's thesis research and introductory practicum training. The increase in FCEs for the PhD, from 5.0 to 5.5, will not be untenable.

There are no new courses associated with this proposal.

Changes:

**1. Master in Clinical Psychology**

- CPS1103H (Advanced Statistical Modeling) is currently a requirement for the MA degree. We are proposing to move it from the MA to PhD.
- With the change, the total FCEs to complete the MA decreases from 6.0 to 5.5.

**2. Ph.D. in Clinical Psychology**

- CPS1103H3 (Advanced Statistical Modeling) is being added as a requirement for the PhD degree.
- With this change, the total FCEs to complete the PhD increases from 5.0 to 5.5.

**FINANCIAL IMPLICATIONS:**

There are no net financial implications to the campus' operating budget.

**RECOMMENDATION:**

Be It Resolved,

THAT all minor modifications to curriculum in the Graduate Department of Psychological Clinical Science, as described in the proposal dated April 8, 2014, and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15.

**DOCUMENTATION PROVIDED:**

Minor modification: Masters and PhD in Clinical Psychology, dated 10 April 2014

## Minor Modifications to Graduate Curriculum

### Governance Form A: Procedures, Form and Guidelines

2012-13 – Version 1

Questions? Contact your Faculty Graduate Dean's Office (FGO).

### Governance Form A: Procedures

Proposal Type	Procedures
<ul style="list-style-type: none"> <li>• Changing Admission Requirements</li> <li>• Changing Program Requirements</li> <li>• Changes to Timing of Existing Program Requirements</li> <li>• Adding or Removing an Option to Existing Program (e.g. "direct-entry" PhD, flexible-time PhD, part-time, coursework-only, thesis, major research paper, internship, practicum, etc.)</li> <li>• New Emphasis*</li> <li>• Renaming of Emphasis*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair sends proposal to Faculty Graduate Dean's Office (FGO).</li> <li>2. FGO accepts proposal (or refers back) and posts it on Graduate Curriculum Tracker (GCT).</li> <li>3. School of Graduate Studies (SGS) reviews proposal.</li> <li><b>4. Proposal goes to Faculty Council (FC) for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>
<ul style="list-style-type: none"> <li>• Renaming of Program*</li> <li>• Renaming of Field*</li> <li>• Renaming of Degree*</li> </ul>	<ol style="list-style-type: none"> <li>1. Chair sends proposal to FGO.</li> <li>2. FGO accepts proposal (or refers back) and posts it on the Graduate Curriculum Tracker (GCT).</li> <li>3. SGS and Provost's Office (PO) review proposal.</li> <li><b>4. Proposal goes to Faculty Council for final approval.</b></li> <li>5. FGO posts FC approval on GCT and informs PO of approval.</li> <li>6. PO reports approved proposal to Quality Council for information.</li> </ol>
Program Changes Affecting MoA with an External Institution* Collaborative Program Changes Affecting MoA *	<ol style="list-style-type: none"> <li>1. Chair sends proposal to FGO.</li> <li>2. FGO accepts proposal (or refers back) and posts it on GCT.</li> <li>3. SGS and PO review proposal.</li> <li><b>4. Proposal goes to FC for final approval.</b></li> <li>5. FGO posts FC approval on GCT.</li> </ol>
Ceasing Admission to Program Temporarily	Does not require governance. Recommendation of graduate unit chair /director to the faculty Dean for final approval.

\* Requires preliminary consultation with the Office of the Vice Provost, Academic Programs prior to Faculty Council Approval

A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**Administrators:** Please delete the Procedures and Guidelines sections before the Form is posted on the GCT.

School of Graduate Studies  
University of Toronto

## Governance Form A

### Proposal Type:

<input type="checkbox"/>	Changing Admission Requirements
<input checked="" type="checkbox"/>	Changing Program Requirements
<input type="checkbox"/>	Changes to Timing of Existing Program Requirements
<input type="checkbox"/>	Adding Option to Existing Program
<input type="checkbox"/>	Removing Option from Existing Program
<input type="checkbox"/>	Renaming of Program
<input type="checkbox"/>	Renaming of Field
<input type="checkbox"/>	Renaming of Emphasis
<input type="checkbox"/>	New Emphasis in Existing Program
<input type="checkbox"/>	Renaming of Degree
<input type="checkbox"/>	Program Changes Affecting MoA with an External Institution
<input type="checkbox"/>	Collaborative Program Changes Affecting MoA (Complete <a href="#">Addendum</a> )

### Faculty:

University of Toronto Scarborough

### Name of Graduate Unit:

Graduate Department of Psychological Clinical Science

### Graduate Programs Involved in Proposal:

- Counselling and Clinical Psychology, Field in Clinical Psychology
  - Masters
  - PhD

### Brief Summary of Proposed Change(s):

CPS1103H (Advanced Statistical Modeling) is currently a requirement for MA degree. We are moving this requirement from the MA to the PhD. With this change, the total FCEs to complete the MA program decreases from 6.0 to 5.5, and the total number of FCEs to complete the PhD increases from 5.0 to 5.5.

### Rationale:

CPS1103H (Advanced Statistical Modeling) is being moved from the MA to the PhD program so that students will have the opportunity to acquire advanced training in statistics during a time when they will be more likely to require this knowledge (i.e., for the dissertation). This change also reduces the number of courses that students are required to complete in the MA program, thus allowing them to focus on their Master's thesis research and introductory practicum training. Finally, this change will bring the total number of FCEs required in the MA program (5.5) closer to the number required in our partner field at OISE 4.0.

This change will impact new Master's students only. Students already in cohorts 1 and 2 of the program will be grandparented, and will be able, should they choose to do so, to complete the original requirements of the program. The first cohort for the PhD program has yet to be established.

### Does this change have any financial and/or resource implications?

<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	YES (please contact Faculty Graduate Dean's Office and provide brief description below)
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Minor Modification: Masters and PhD  
in Clinical Psychology

**Effective Session Date:**

January 1, 2015 (Winter Session)

*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:**

- The proposed changes were approved unanimously at the Clinical Psychology Faculty Meeting on March 20, 2014
- Decanal Graduate Curriculum Committee – for review (March 31, 2014)
- Approval by the Program Committee on April 4, 2014, as per MOU, including: Michael Bagby (Program Director) and Zindel Segal (UTSC Director of Clinical Training); Lana Stermac (OISE Graduate Chair), Roy Moodley (OISE Program Coordinator), Abby Goldstein (OISE Executive)

**Chair/Director Name(s):**

- Professor George Cree, Chair, Graduate Department of Psychological Clinical Science
- Professor William Gough, Vice-Dean, Graduate Education and Program Development

**Date:**

April 8, 2014

**Faculty Council/Delegated Body Meeting Date:**

- UTSC Academic Affairs Committee – for approval (April 28, 2014)
- To be reported to OISE Faculty Council for information on (October 29, 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	

**Appendix A: Calendar Copy**

2014-2015 SGS Calendar

Psychological Clinical Science

**Faculty Affiliation**

University of Toronto Scarborough (UTSC)

**Degree Programs Offered****Counselling and Clinical Psychology—MA, PhD**

Fields:

- Clinical Psychology (offered by the Graduate Department of Psychological Clinical Science, UTSC)
- Clinical and Counselling Psychology (offered by the Department of Applied Psychology and Human Development, Ontario Institute for Studies in Education [OISE], St. George campus)

**Collaborative Programs**

The following collaborative programs are available to students in participating degree programs as listed below:

1. Aboriginal Health
  - Clinical and Counselling Psychology (OISE), MA, PhD
2. Addiction Studies
  - Clinical and Counselling Psychology (OISE), MA, PhD
3. Aging, Palliative and Supportive Care Across the Life Course
  - Clinical and Counselling Psychology (OISE), MA, PhD
4. Community Development
  - Clinical and Counselling Psychology (OISE), MA, PhD
5. Environmental Studies
  - Clinical and Counselling Psychology (OISE), MA, PhD
6. Sexual Diversity Studies
  - Clinical and Counselling Psychology (OISE), MA, PhD
7. Women and Gender Studies
  - Clinical and Counselling Psychology (OISE), MA, PhD

**Overview**

The Graduate Department of Psychological Clinical Science (UTSC) and the Department of Applied Psychology and Human Development (OISE) offer a graduate program in Counselling and Clinical Psychology (MA/PhD).



Field: Clinical and Counselling Psychology (MA, PhD) (offered by the Department of Applied Psychology and Human Development, OISE).

**Field: Clinical Psychology (MA, PhD) (offered by the Graduate Department of Psychological Clinical Science, UTSC).**

Note: Normally, students may not transfer between fields in the Counselling and Clinical Psychology program once admitted.

### Contact and Address

Web: [www.utsc.utoronto.ca/psych/clinical/](http://www.utsc.utoronto.ca/psych/clinical/)

Email: [clinical-psych@utsc.utoronto.ca](mailto:clinical-psych@utsc.utoronto.ca)

Telephone: (416) 208-4867

Graduate Department of Psychological Clinical Science  
University of Toronto Scarborough (UTSC)  
Science Wing, Room SW427D  
1265 Military Trail  
Toronto, Ontario M1C 1A4  
Canada

### Degree Programs

#### Counselling and Clinical Psychology

The Counselling and Clinical Psychology program offers studies leading to the MA and PhD degrees. It is offered by the Department of Applied Psychology and Human Development (OISE), and the Graduate Department of Psychological Clinical Science at the University of Toronto Scarborough (UTSC).

This graduate program is intended for students seeking to pursue careers in research, teaching, and clinical practice. At the time of application, students will be required to identify a preference for a specific field and for a potential supervisor with whom they would work if admitted to the program. The program has two fields: Clinical Psychology offered primarily by UTSC; Clinical and Counselling Psychology offered primarily by OISE.

#### Field: Clinical Psychology

Clinical Psychology at the University of Toronto Scarborough (UTSC) adheres to a *Clinical Science* model of training. Housed within the Graduate Department of Psychological Clinical Science, the primary and overriding objective of graduate training in Clinical Psychology at UTSC is to produce exceptional clinical scientists according to the highest standards of research and clinical practice.

Graduate training in Clinical Psychology at UTSC has primary research strengths in the areas of **clinical neuropsychology and neurosciences, personality and psychological assessment, and mindfulness- and acceptance-based psychotherapies**. A unifying theme of faculty research in Clinical Psychology at UTSC is to advance the assessment and treatment of mental disorders, especially depressive and bipolar disorders, anxiety disorders, schizophrenia-spectrum disorders, borderline personality disorder, and neurocognitive disorders, such as dementia due to Alzheimer's or Parkinson's disease.

## Master of Arts

The full-time, two-year MA program is designed for applicants interested in working as researchers or practitioners in a variety of psychological and educational settings. This program enables students to apply for registration with the College of Psychologists of Ontario as a Psychological Associate. It also meets the needs of students who plan to apply to the PhD program in Counselling and Clinical Psychology.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Psychological Clinical Science's additional admission requirements stated below.
- An appropriate bachelor's degree from a recognized university with at least an A- (or first-class standing) in the final two years of undergraduate study, and at least 4.0 to 6.0 full-course equivalents [FCEs] in psychology including statistics and some laboratory research experience. Students who are admitted to the program without 4.0 to 6.0 FCEs in required undergraduate coursework may be required to complete additional courses in the master's program. Applicants with a strong background in mathematics, computer science, statistics, biological science, or neuroscience are encouraged to apply.
- Competitive scores on General and Subject (Psychology) tests of the Graduate Record Examinations (GRE).
- Two academic letters of reference.
- A personal statement.
- Applicants whose primary language is not English and who graduated from a university where the language of instruction is not English must demonstrate proficiency in English. Applicants must complete the Test of English as a Foreign Language (TOEFL), or its equivalent according to SGS regulations, prior to submitting the application.

## Program Requirements

The Clinical Psychology field for the MA in Counselling and Clinical Psychology consists of ~~6.0~~ **5.5** FCEs of total coursework, which is organized each year into bundles, and includes an

ethics course, practicum-based courses, and a clinical practicum. Students complete either Course Bundle A or B in Year 1 and the other Course Bundle in Year 2.

Course Bundle A:

Fall courses: CPS 1501H, CPS 1601H; Winter courses: CPS 1701H, CPS 1801H

Course Bundle B:

Fall courses: CPS 1101H, CPS 1102H; Winter courses: ~~CPS 1103H~~, CPS1702H

Students must complete an ethics course (CPS 1901H) in Year 1.

Students must complete practicum courses (CPS1802H and CPS1803H) in Year 2.

Students must complete a clinical practicum at a pre-approved placement site in the final summer of the MA program (CPS 2999H).

Research thesis to be completed and orally defended in Year 2 of the program.

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

**Time Limit:** 3 years full-time

## Doctor of Philosophy

The full-time, 5-year Ph.D. program is designed for applicants interested in a career as a Clinical Psychologist based on a *Clinical Science* model of training. Graduate training in Clinical Psychology at UTSC prepares students primarily for research careers as psychological clinical scientists in university and academic medical settings. The Ph.D. program has research strengths in **clinical neuropsychology and neurosciences, personality and psychological assessment, and mindfulness- and acceptance-based psychotherapies**. It is distinguished by its innovative cross-disciplinary approach that emphasizes scientific innovation through novel research collaborations that push traditional boundaries in clinical psychology. Importantly, the program meets the needs of students who plan to engage in research, teaching and/or evidence-based clinical practice. This program is intended to meet the registration requirements of the College of Psychologists of Ontario at the doctoral level.

The Counselling and Clinical Psychology program (Clinical Psychology field) is offered on a full-time basis, and progress in the program will be reviewed annually.

## Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Psychological Clinical Science's additional admission requirements stated below.
- A master's degree with specialization in Clinical Psychology (or its equivalent) from a recognized university, with a minimum A- average and excellent research performance.
- Two academic letters of reference.
- A personal statement.
- Applicants whose primary language is not English and who graduated from a university where the language of instruction is not English must demonstrate proficiency in English. Applicants must complete the Test of English as a Foreign Language (TOEFL), or its equivalent according to SGS regulations, prior to submitting the application.

### Program Requirements

- The PhD program requires 5.50 full-course equivalents (FCEs) including three clinical placements, plus a thesis proposal, thesis, and thesis defence:
- 5.50 FCEs in clinical coursework normally completed by the end of Year 2 (**CPS 1103H (unless previously completed; students who have completed CPS 1103H will not have to replace this required course will an additional FCE)**, CPS 1201H, CPS 1301H, CPS 1401H, CPS1809H, CPS3801H3, CPS 3901H), and including:
  - two separate part-time clinical placements during Years 1 and 2 (CPS 3999H, CPS 4999H)
  - clinical internship at a Canadian Psychological Association or American Psychological Association-accredited clinical setting during Year 5 (CPS 5999Y)
- thesis proposal, approved during Year 3 of the program
- completed thesis
- successful defence of the thesis at the Final Oral Examination.

**Program Length:** 5 years (including pre-doctoral internship)

**Time Limit:** 6 years full-time

### Course List

CPS 1101H Clinical Research Design (exclusion: APH 1263H Seminar in Research Methods

- for MA Students)
- CPS 1102H Basic Statistical Techniques (exclusion: APH 1287H Introduction to Applied Statistics)
- CPS 1103H Advanced Statistical Modeling (exclusion: APH 1288H Intermediate Statistics and Research Design)
- CPS 1201H Neurobiological Bases of Behaviour
- CPS 1301H Cognitive-Affective Bases of Behaviour
- CPS 1401H Social and Interpersonal Bases of Behaviour
- CPS 1501H Personality
- CPS 1601H Psychopathology (exclusion: APH 3260H Psychopathology and Diagnosis)
- CPS 1701H Psychological Assessment (exclusion: APH 3224H Individual Cognitive and Personality Assessment)
- CPS 1702H Intelligence and Cognitive Assessment
- CPS 1801H Psychotherapy (exclusion: APH 1202H Theories and Techniques of Counselling)
- CPS 1802H Foundational Skills in Psychological Interventions (exclusion: APD 1203Y Practicum I: Interventions in Counselling Psychology)
- CPS 1803H Practicum in Psychological Interventions (exclusion: APD 1203Y Practicum I: Interventions in Counselling Psychology)
- CPS 1809H Clinical Psychopharmacology
- CPS 1901H Ethics (exclusion: APH 1219H Ethical Issues in Professional Practice in Psychology)
- CPS 2999H Summer Practicum
- CPS 3801H Multi-Person Therapies (exclusion: APD 1261H Group Work in Counselling AND APD 1228H Individual and Group Psychotherapy: Family and Couples Counselling)
- CPS 3901H The History and Practice of Clinical Psychology (exclusion: APH 3204H Contemporary History and Systems in Human Development in Applied Psychology)
- CPS 3999H Clinical Placement I
- CPS 4999H Clinical Placement II
- CPS 5999Y Internship (exclusion: APH 3268Y PhD Internship)

### Field: Clinical and Counselling Psychology [OISE]

The field in Clinical and Counselling Psychology is offered primarily by the OISE Department of Applied Psychology and Human Development. This field is based on a bio-psycho-social model with an emphasis on diversity. It shares an emphasis with the other field on assessment and the treatment of psychopathology in adults and adolescents.

### Contact and Address

Web: [www.oise.utoronto.ca/aphd/](http://www.oise.utoronto.ca/aphd/)  
 Department of Applied Psychology and Human Development  
 The Ontario Institute for Studies in Education (OISE)  
 University of Toronto  
 252 Bloor Street West

Toronto, Ontario M5S 1V6  
Canada

## Master of Arts

This MA program is designed for applicants interested in working as researchers or practitioners in a variety of psychological and educational settings. This program enables students to apply for registration with the College of Psychologists of Ontario as a Psychological Associate. It also fulfils the requirements of students who plan to apply to the PhD program in Counselling and Clinical Psychology. The MA is taken on a full-time or part-time basis. However, students in the part-time program will be required to complete one year of full-time study to fulfil their degree requirements.

### Minimum Admission Requirements

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.
- An appropriate bachelor's degree in psychology or any appropriate bachelor's degree that would contain the psychology requirement equivalent (defined as 6.0 full-course equivalents [FCEs] in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the third and fourth-year levels).
- A standing equivalent to a University of Toronto A- or better in the final year.

### Program Requirements

The MA consists of:

- 4.0 FCEs of total coursework; every student's program of study includes courses in counselling theory, practice, assessment, ethics, personality and cognitive assessment skills, and research methodology.
- 500 hours of practicum.
- A master's thesis.
- **Full-time option:** Full-time, on-campus study is required from September to April, which represents the Fall and Winter sessions; however, students may begin their program of study in the preceding Summer session. Normally, 1.5 FCEs are taken in each of the Fall and Winter sessions and a maximum of 1.0 FCE in the Summer session. Under this option, it is expected that all degree requirements will be completed within two years.
- **Part-time option:** For this option, students can register as part-time students at the beginning of their program. However, they will be required to register as full-time students for one year of the program. In this option, students will normally take 1.0 FCE annually

during the beginning of their program and 1.5 FCEs in each of the Fall and Winter sessions in their year of full-time study. Under this option, it is expected that all degree requirements will be completed within three years, up to a maximum of six years.

**Program Length:** 6 sessions full-time; 9 sessions part-time

**Time Limit:** 3 years full-time; 6 years part-time

## Doctor of Philosophy

The principal aim of this degree program is the development of research and theoretical knowledge in counselling and clinical psychology, assessment skills, and knowledge and training in professional issues. Students are expected to conduct advanced research and to develop professional knowledge and skills. Graduates will be prepared to assume a variety of positions in psychological teaching, research, and practice in universities, community settings and agencies offering psychological services, and in university or college counselling centres.

The Counselling and Clinical Psychology program offers both a full-time and flexible-time PhD, and progress in the program will be reviewed annually. The program is accredited by the Canadian Psychological Association.

## Minimum Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Applied Psychology and Human Development's additional admission requirements stated below.

### Full-Time PhD

- An appropriate bachelor's degree in psychology or any appropriate bachelor's degree that would contain the psychology requirement equivalent (defined as 6.0 full-course equivalents [FCEs] in psychology, including 0.5 FCE in research methods, 0.5 FCE in statistics, and at least 3.0 FCEs at the third and fourth-year levels), with a standing equivalent to a University of Toronto A- or better in the final year.
- A University of Toronto MA degree with specialization in Clinical and Counselling Psychology with a grade of A- or better, or its equivalent. Flexible-Time PhD Applicants to the flexible-time PhD option are accepted under the same admission requirements as applicants to the full-time PhD option. However, applicants to the flexible-time PhD should demonstrate that they are active professionals engaged in activities relevant to their proposed program of study.

## Program Requirements



- The PhD program requires a minimum of 5.0 FCEs, including practicum APD 3217Y and internship APD 3268Y. See details below.
- **Practicum:** Complete a 500-hour practicum in conjunction with the doctoral practicum course APD 3217Y.
- **Internship:** 2,000 hours of internship (APD 3268Y). All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services.
- **Comprehensive examination:** In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of Year 2 of full-time study.
- **Doctoral dissertation:** All students must develop, complete, and defend in a Doctoral Final Oral Examination a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

**Program Length:** 5 years full-time; 6 years flexible-time

**Time Limit:** 6 years full-time; 8 years flexible-time

### Course List

APD 1201H Personality Theories  
 APD 1202H Theories and Techniques of Counselling  
 APD 1219H Ethical Issues in Professional Practice in Psychology  
 APD 1263H Seminar in Research Methods for MA Students  
 APD 3215H Seminar in Counselling Psychology: Part I  
 APD 1203Y Practicum I: Interventions in Counselling Psychology  
 APD 3217Y Practicum II: Interventions in Counselling Psychology  
 APD 3218Y Research Seminar in Counselling  
 APD 3224H Individual Cognitive and Personality Assessment  
 APD 3225Y Assessment and Diagnosis of Personality and Psychopathology  
 APD 3260H Psychopathology and Diagnosis  
 APD 3268Y PhD Internship  
 APD 1287H Introduction to Applied Statistics  
 APD 1288H Intermediate Statistics and Research Design  
 APD 3204H Contemporary History and Systems in Human Development and Applied Psychology





**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** University of Toronto Scarborough Academic Affairs Committee

**SPONSOR:** Dean and Vice-Principal (Academic), Rick Halpern  
**CONTACT INFO:** vpdean@utsc.utoronto.ca

**PRESENTER:** Vice-Dean, Undergraduate, Mark Schmuckler  
**CONTACT INFO:** vicedean@utsc.utoronto.ca

**DATE:** Monday, April 28, 2014

**AGENDA ITEM:** 4

**ITEM IDENTIFICATION:**

Out-of-cycle minor modifications to curriculum submitted by six academic units

**JURISDICTIONAL INFORMATION:**

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference, Section 4*.” Under section 5.6 of its Terms of Reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process. (*UTQAP, Section 3.1*)

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Monday, April 28, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all out-of-cycle minor modifications to curriculum requiring governance approval submitted by the Department of Anthropology, Centre for Critical Development Studies, Department of English, Department of Historical and Cultural Studies, Department of Human Geography and Department of Sociology. Curricular changes are submitted for approval outside of the regular curriculum cycle when they

*2014-15 Out of Cycle Undergraduate Curriculum Changes*

could not have been included (e.g. new courses for faculty who were hired recently) within the cycle deadlines, but must be implemented for the new academic year. The proposals in the attached package of materials are for the 2014-15 academic year, and include new courses and changes in course level.

**FINANCIAL IMPLICATIONS:**

There are no net financial implications to the campus' operating budget.

**RECOMMENDATION:**

Be It Resolved,

THAT all minor modifications to curriculum in the Department of Anthropology, Centre for Critical Development Studies, Department of English, Department of Historical and Cultural Studies, Department of Human Geography and Department of Sociology, as described in the package dated April 9, 2014 and recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective immediately for the academic year 2014-15.

**DOCUMENTATION PROVIDED:**

2014-15 Out of Cycle Curriculum Changes: All Units



**2014-15 Out-of-Cycle Undergraduate Curriculum Changes  
All UTSC Undergraduate Units  
Prepared April 9, 2014**

**Department of Anthropology**

**1. New Course**

*Calendar Copy:*

**ANTD40H3 Topics in Emerging Scholarship in Evolutionary Anthropology**

Taught by an advanced PhD student or postdoctoral fellow, and based on his or her doctoral research and area of expertise, this course presents a unique opportunity to explore intensively a particular Evolutionary or Archaeological Anthropology topic in-depth. Topics vary from year to year.

Prerequisite: [ANTB14H3 and ANTB15H3] and [at least 2.0 credit at the C-level in Evolutionary Anthropology]

Enrolment Limits: 30

Breadth Requirement: Natural Sciences

NOTE: Priority will be given to students enrolled in the Specialist in Anthropology.

Additional students will be admitted as space permits.

*Rationale:*

Designed as an option for senior students in the Specialist and Major programs in Evolutionary Anthropology. The course enhances upper level offerings, and will be taught by an advanced PhD student or postdoctoral fellow, based on his or her doctoral research and area of expertise. Each offering will be unique and selected on a competitive basis after reviewing the proposed syllabus. Proposals redundant with existing offerings will not be accepted.

The courses are developed via competition among the senior graduate students, and selected by a committee of relevant faculty. The course will only be offered in years in which very strong proposals and syllabi are received.

This proposal is being submitted for approval out-of-cycle so that this competition can be launched for 2014-15. Waiting for the 2015-16 curriculum cycle to approve the courses will delay the competition another year.

*Learning Outcomes:*

*Out-of-cycle minor modifications to curriculum submitted by all units*

Students will learn about current issues and topics in the field of Evolutionary Anthropology, and will see how new young scholars are conceptualizing what is important in the discipline right now. They cover original topics not otherwise found in the curriculum, and provide the role models of senior graduate students integrating their own research into their teaching.

*Topics Covered:*

Varies with the instructor.

*Consultation:*

Within the Department of Anthropology. With FAS and UTM. Reviewed by the Dean's Office.

## **2. New Course**

*Calendar Copy:*

### **ANTD41H3 Topics in Emerging Scholarship in Sociocultural Anthropology**

Taught by an advanced PhD student or postdoctoral fellow, and based on his or her doctoral research and area of expertise, this course presents a unique opportunity to explore intensively a particular Socio-cultural or Linguistic Anthropology topic in-depth. Topics vary from year to year.

Prerequisite: [ANTB19H3 and ANTB20H3] and at least 2.0 credits at the C-level in Sociocultural Anthropology]

Enrolment Limits: 30

Breadth Requirement: Social Behavioural Sciences

NOTE: Priority will be given to students enrolled in the Specialist program in Anthropology. Additional students will be admitted as space permits.

*Rationale:*

Designed as an option for senior students in the Specialist and Major programs in Evolutionary Anthropology. The course enhances upper level offerings, and will be taught by an advanced PhD student or postdoctoral fellow, based on his or her doctoral research and area of expertise. Each offering will be unique and selected on a competitive basis after reviewing the proposed syllabus. Proposals redundant with existing offerings will not be accepted.

The courses are developed via competition among the senior graduate students, and selected by a committee of relevant faculty. The course will only be offered in years in which very strong proposals and syllabi are received.

This proposal is being submitted for approval out-of-cycle so that this competition can be launched for 2014-15. Waiting for the 2015-16 curriculum cycle to approve the courses will delay the competition another year.

*Out-of-cycle minor modifications to curriculum submitted by all units*

*Learning Outcomes:*

Students will learn about current issues and topics in the field of Socio-Cultural Anthropology, and will see how new young scholars are conceptualizing what is important in the discipline right now. They cover original topics not otherwise found in the curriculum, and provide the role models of senior graduate students integrating their own research into their teaching.

*Topics Covered:*

Varies with the instructor.

*Consultation:*

Within the Department of Anthropology. With FAS and UTM. Reviewed by the Dean's Office.

**3. New Course**

*Calendar Copy:*

**HLTD06H3 Special Topics in Migration and Public Health**

The focus of this seminar is on public health as an institution and on the contemporary and historical practices related to migrants in Canada and globally. Practices include surveillance, screening, detention, and quarantine, among other forms of governance and regulation. Societal issues, social theory, and historic case studies drawn from literature, film and empirical research explore enduring questions and tensions related to the treatment of migrants by public health systems.

Prerequisite: 1.5 credits at the C-level in HLT courses and a minimum CGPA of 2.5

Recommended Preparation: Courses in the social sciences (ANT, HLT, IDS, CIT, GGR, POL, SOC)

Enrolment Limits: 30

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

Health Studies is currently experiencing a time of growth as new faculty members are hired. This course is a strong, interesting and innovative contribution to the overall development of the character, quality and coherency of the Health Studies program of study. There is strong student interest in social science content in Health Studies.

The course is being proposed out-of-cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

Successful completion of this course will enable students to:

- Become a critical reader of, and thinker about, contemporary and historic societal issues related to migration and public health;
- Develop new understandings about, and novel insights into, the institutions of migration and public health in Canada and globally;

*Out-of-cycle minor modifications to curriculum submitted by all units*

- Understand the social processes that organize these institutions (social, cultural, historical, structural forces); and,
- Apply various approaches, and draw from various sources, to think, talk and write about migration and public health issues.

*Topics Covered:*

Canadian and global trends in migration and health; theoretical and historical foundations of migration; theoretical and historical foundations of public health; critical perspectives on the institution of migration; critical perspectives on the institution of public health; historic and contemporary case studies using literature, film, empirical research and digital scholarship (e.g., responses to typhoid in New York City [“Typhoid Mary:”]; responses to AIDS in Cuba [quarantine before report of the first case]; responses to AIDS in the United States [“And The Band Played On”]; responses to asylum seeking in Australia [blanket incarceration]; and, responses to applicant immigrants to Canada [mandatory screening for HIV], etc.).

*Consultation:*

Within the Health Studies group. With the Sociology group. Reviewed by the Dean’s Office.

## **Centre for Critical Development Studies**

### **1. New Course**

*Calendar Copy:*

#### **IDSD06H3 Feminist and Postcolonial Perspectives in Development Studies**

This interdisciplinary course traces the advance of feminist and postcolonial thinking in development studies. The course serves as a capstone experience for IDS students and social science majors looking to fully engage with feminist and postcolonial theories of development. This course combines short lectures with student led-discussions and critical analyses of development thought and practice.

Prerequisite: 12.0 credits, including IDSA01H3

Recommended Preparation: IDSB06H3

Enrolment Limits: 25

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This capstone experience course will build upon development theory in IDSB06H3 and will draw from the theoretical insights the instructor uses in her own work. This course will take a postcolonial intersectional approach to understanding and critically analyzing ongoing debates in development thinking.

*Out-of-cycle minor modifications to curriculum submitted by all units*

The course is being proposed out of cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

By the end of the course, students will be expected to:

- Advance understandings of core concepts and lines inquiry in development studies, feminist and postcolonial theories;
- Critically reflect on the theorization of gender and race in relation to the theorization of development;
- Demonstrate a familiarity with the history and geography of feminist and postcolonial theories and their contributions to development studies
- Show fluency in using feminist and postcolonial theories to critically interrogate current development thought;
- Critically analyze ongoing development debates;
- Apply feminist and postcolonial analyses to current global events
- Demonstrate excellent oral and written communication skills: write a proposal, design a research question; write a large research paper, make a formal presentation.

*Topics Covered:*

- Core Concepts and their (contested) meanings? What is feminist theory? What is postcolonialism? What is the meaning of Development? What is postcolonial feminism?
- History of development institutions and debates: World Bank, The United Nations; Millennium Development Goals; Sustainable Development; Divisions of labor; Modernization theory; Agrarian reform; population and reproduction; livelihoods
- Problematizing poverty: poverty meanings, poverty reduction, conditionality, and the “poor”
- Subalternity and the development- conflict-security nexus
- Gender mainstreaming and body politics in international development
- “Third World Feminisms”, patriarchy and masculinities
- Culture and development: Social Inclusion policies in International Development Funding Agencies
- Socio-economic inequalities and migration: human trafficking, refugees, displaced persons and economic migrants; child labor

*Consultation:*

Within the Centre for Critical Development Studies. Reviewed by the Dean’s Office.

*Out-of-cycle minor modifications to curriculum submitted by all units*

## **Department of English**

### **1. New Course**

*Calendar Copy:*

#### **ENGC89H3 Creative Writing and Performance**

This course connects writers of poetry and fiction, through discussion and workshop sessions, with artists from other disciplines in an interdisciplinary creative process, with the aim of having students perform their work. Preference will be given to students in Creative Writing, however, students in performance-based disciplines such as TAPS and Music and Culture may be admitted with the permission of the instructor. Admission is by portfolio.

Prerequisite: ENGB61H3 or ENGB62H3

Recommended Preparation: Students should have developed a small body of creative works before enrolling in this course.

Enrolment Limits: 20

Breadth Requirement: Arts, Literature & Language

Note: Please submit your portfolio to the English Departmental Assistant in HW427 by the first Tuesday of August (for a Fall semester offering) or by the first Monday of October (for a Winter semester offering).

*Rationale:*

This course both helps lay the groundwork for a future Major in Creative Writing and expands C-level creative writing offerings for current students.

The course will teach the craft of creative writing in an interdisciplinary context with the aim of having students perform their work. In this context, students will focus on body memory and diverse traditions and practices of creativity. As part of this, students will be engaged in working with artists from other disciplines – dance, music, visual arts – and supported to create a performance piece based on their creative writing and interactions with artists from other disciplines.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

The learning outcomes for this course are threefold: practical, historical-theoretical, and professional.

The practical learning outcome will equip students with the critical skills to compose creative writing with the intent of working with other disciplines for the purposes of performance. This will equip students with the insights to understand solitary creativity



*Out-of-cycle minor modifications to curriculum submitted by all units*

and that which engages with diverse disciplines. It will also enable students to focus on their 'voice', i.e., unique oral and written identity to enable them to build their own works by composing both alone and working with others to edit and prepare for interdisciplinary performance.

The historical-theoretical learning outcome will provide students with information and theoretical understanding of past and contemporary practice in interdisciplinary performance creation that begins with the visions and ideas of a writer. This knowledge will enable students to understand the location of such practices in diverse cultural traditions and how they have been developed and expanded upon in contemporary practice.

This, in turn, will contribute to the professional learning outcome where students will enter the world of writing with a focus on interdisciplinary creation and performance with a firm grasp of the necessary professional skills (for example, how to research, how to create a performance piece, how to perform with others and an awareness of professional opportunities in this field).

*Topics Covered:*

- creative writing and editing
- interdisciplinary creative processes that engage body and historical memory
- arts practices that have historically engaged in interdisciplinary creative processes
- literature by artists from Aboriginal and diverse racialized communities
- It will also build upon students' creative writing skills in terms of: Narrative Voice, Personal Style, Body Memory and Access to Blood Memory and Truth, Deep Research, Scene and Detail

*Consultation:*

Within the Creative Writing group and also within the Department of English. Reviewed by the Dean's Office.

*Out-of-cycle minor modifications to curriculum submitted by all units*

## **Department of Historical and Cultural Studies and Centre for Critical Development Studies**

Note: this is a proposal for a double-numbered course.

### **1. New Course**

*Calendar Copy:*

#### **AFSD07H3 Extractive Industries in Africa**

This course examines resource extraction in African history. We examine global trade networks in precolonial Africa, and the transformations brought by colonial extractive economies. Case studies, from diamonds to uranium, demonstrate how the resource curse has affected states and economies, especially in the postcolonial period.

Same as IDSD07H3

Prerequisite: 8.0 credits including [AFSA01H3 or IDSA01H3] and [AFSA03H3/IDSA02H3] and [1.0 credit at B-level in AFS or IDS courses]

Exclusion: IDSD07H3

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

### **2. New Course**

*Calendar Copy:*

#### **IDSD07H3 Extractive Industries in Africa**

This course examines resource extraction in African history. We examine global trade networks in precolonial Africa, and the transformations brought by colonial extractive economies. Case studies, from diamonds to uranium, demonstrate how the resource curse has affected states and economies, especially in the postcolonial period.

Same as AFSD07H3

Prerequisite: 8.0 credits including [AFSA01H3 or IDSA01H3] and [AFSA03H3/IDSA02H3] and [1.0 credit at B-level in AFS or IDS courses]

Exclusion: AFSD07H3

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

The course focuses on an important element in the history and contemporary politics and economy of Africa, and adds to our offerings in African Studies and International Development Studies.

*Out-of-cycle minor modifications to curriculum submitted by all units*

For students in the African Studies minor program this course will be an optional course in requirement 3. In addition, the course will add substantially to available D-level offerings.

For students in the Specialist co-op (Arts), Specialist (Arts), and Major Programs in International Development Studies this course will be an optional course in the Environment and Land Use cluster.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Fall 2014 session.

*Learning Outcomes:*

This course has two sets of goals. The first is substantive: to understand extractive industries and development in Africa in historical perspective. This course has been designed to teach students about the political and economic histories of Africa. We will focus on how politics and economic development are intertwined, and the particular ways in which their interconnections have been shaped in resource rich settings. Students will come away from this course with a better understanding of African histories, development studies, economics, and politics. They will understand how resource extraction changed over time, and they will understand how the presence of extractive economies affected economic development and gave rise to complicated political institutions. The second group of goals relates to students' analytical skill sets. Many of the readings in this course are difficult – they deal with theory, economics, and complicated histories. In reading, writing, and discussing these topics, students will improve their ability to critically think through the complex subjects the course will have addressed.

*Topics Covered:*

- Precolonial political institutions and trade
- Colonialism and extractive industries in Africa (case studies: diamond mining in South Africa, rubber in the Congo)
- Independent states, economies, and resources
- Postcolonial Resource Case (Curse) Studies (Petro States, Conflict Diamonds in Sierra Leone, Uranium production, The Democratic Republic of the Congo and its Many Minerals, Nontraditional “resources” and the Global Connections of Resource Extraction)

*Consultation:*

Within the Department of Historical and Cultural Studies, and also with the Centre for Critical Development Studies. Reviewed by the Dean's Office.

*Out-of-cycle minor modifications to curriculum submitted by all units*

## **Department of Historical and Cultural Studies**

### **1. New Course**

*Calendar Copy:*

#### **HISB37H3 History of Mexico**

This class will examine Mexico's social and cultural history from the ancient Aztecs through the Spanish Conquest to the twentieth-century revolutionary movements led by Pancho Villa and Emiliano Zapata. It will also focus on Mexico's connections to the wider world through trade, migration, and cuisine.

Breadth Requirements: History, Philosophy & Cultural Studies

*Rationale:*

There are currently few courses being taught on Latin American history at UTSC. Mexico is one of the largest (by population, geography, and economy) countries in the region. It has particular importance for Canada because of membership in NAFTA. It expands regional coverage at the B-level, and complements existing C-level courses that link other regions to Latin America.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Fall 2014 session.

*Learning Outcomes:*

This class will provide students with a basic knowledge of Mexican history, society, and culture. Students will also practice basic historical skills through the examination of change over time, causation, and chronology. They will read primary source materials and analyze conflicting interpretations of critical historical events such as the Spanish Conquest and the Revolution of 1910.

*Topics Covered:*

This course will survey the social and cultural history of Mexico from the earliest times to the present. Topics will include Mesoamerican civilizations, the Conquest, Spanish colonialism, Independence, liberal reforms, the Revolution of 1910, and post-revolutionary developments. The class will also put Mexico in global context, with attention to relations with the US and Canada, Latin America, Europe, Asia, and Africa.

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean's Office.

*Out-of-cycle minor modifications to curriculum submitted by all units*

## **2. New Course**

*Calendar Copy:*

### **HISB94H3 Modern Europe II: The Twentieth Century**

Europe from the First World War to the present day. War, political extremism, economic crisis, scientific and technological change, cultural modernism, the Holocaust, the Cold War, and the European Union are among the topics covered.

European Area

Exclusion: HIS242H, (HISB90), (HISB92)

Breadth requirement: History, Philosophy & Cultural Studies

*Rationale:*

HISB94H3 is a lecture-course introduction to twentieth-century European History. Having a B-level lecture course on this topic prepares students for upper-level History courses and it helps provide them the historical background to get the most out of the study of contemporary Europe in courses taught by other departments.

Along with a new B-level lecture course proposed on nineteenth-century European History (HISB93H3), HISB94H3 will replace HISB92H3, which covers modern European History since the French Revolution. HISB93H3 and HISB94H3 will be taught in alternate years. HISB92H3 was approved in 2011 and first taught in the fall of 2013. It covered the material previously taught in HISB90H3, which covered Europe from 1789 until 1914 and HISB91H3, which covered Europe from 1914 to the Present. Modern European History used to be taught by two faculty members at UTSC. Upon their retirement only one Modern European Historian was hired in 2011. Because of this reduction of faculty teaching Modern European history, HISB92H3 was created to ensure that a full range of courses could be taught in Modern Europe in addition to the introductory courses and B-levels. In practice HISB92H3 has proved very difficult to teach in a satisfactory manner because there is too much material for the space of only one term. The students found it very difficult to cover so much material and move through events and chronology so quickly. The Teaching Assistant leading tutorials found it very difficult to lead meaningful discussions when so much material was being covered in the course. The professor lecturing found the condensing of material to be thoroughly unsatisfactory. Even though a significant amount of material from HISB90H3 and HISB91H3 were left out of HISB92H3, students were asked to learn too much information. This left them feeling overwhelmed and it reduced the amount of course time that could be spent engaged in discussions of interpretation and cultivating their critical thinking. Breaking up HISB92H3 back into two courses will again bring the teaching of Modern European History back in-line with the norm at North American universities, where introductions to European History in the nineteenth century and the twentieth century are taught separately in their own semester long lecture courses.

*Out-of-cycle minor modifications to curriculum submitted by all units*

HISB94H3 is being proposed out-of-cycle because the instructor is a new hire and it be offered in the Winter 2015 session. HISB93H3 will be brought forward for approval, and HISB92H3 will be deleted, in the 2015-16 curriculum cycle.

*Learning Outcomes:*

A knowledge of the fundamental events and ideas of twentieth-century European History and an awareness of how these topics related to the social, political, and intellectual contexts of modern Europe. Better critical thinking skills and an improved ability to critically read and analyze visual and written documents. Students will also learn how to formulate, research, and write an historical essay.

*Topics Covered:*

The fundamental events and ideas of twentieth-century European History. War, political extremism, economic crisis, scientific and technological change, cultural modernism, the Holocaust, the Cold War, and the European Union are among the topics covered.

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean's Office.

**3. New Course**

*Calendar Copy:*

**HISC04H3 Drink in History**

This class seeks to recover a celebratory side of human experience that revolves around alcohol and stimulating beverages. Although most societies have valued psychoactive beverages, there has also been considerable ambivalence about the social consequences of excessive drinking. Students will examine drinking cultures through comparative historical study and ethnographic observation.

Prerequisite: 2.5 credits in HIS courses

Enrolment Limits: 50

Breadth Requirements: History, Philosophy & Cultural Studies

*Rationale:*

Expands our unique focus on food studies. Complements our popular HISC14H3 Edible History course, the only such course offered in Canada, it marks our department as destination for the many students with interest in food.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

This class will combine historical and anthropological methodologies. For historical perspectives, students will study change over time, causation, and chronologies through

*Out-of-cycle minor modifications to curriculum submitted by all units*

the study of primary sources and comparing conflicting historical interpretations. For anthropological insights, students will conduct ethnographic research on drinking cultures and compare them with other societies in the ethnological literature. Emphasis will be placed on the use of clearly defined analytical frameworks for interpreting ethnographic observation.

*Topics Covered:*

This course will examine the historical record of drinking cultures to answer important questions about the formation of social hierarchies. One important theme running through the class will be the tension between drink as a source of social distinction (elite banqueting) and as a form of social control (rum and slaves, for example). We will also look at the gendered nature of drinking cultures, and how social norms have changed, and been transgressed, throughout history. The transition from fermented to distilled alcohol and the industrialization of alcohol will form another important theme, especially in the encounters between different cultures of drink (for example, the communal, ecstatic religious uses of alcohol among Native Americans and the insistence on self-control among European colonists). Finally, we will consider historical efforts at prohibition and the connection between drinking cultures and social deviance.

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean's Office.

#### **4. New Course**

*Calendar Copy:*

#### **HISC30H3 The U.S. and the World**

Collectively, immigrants, businesspeople, investors, missionaries, writers and musicians may have been as important as diplomats' geopolitical strategies in creating networks of connection and exchange between the United States and the world. This course focuses on the changing importance and interactions over time of key groups of state and non-state actors.

Prerequisite: HISB30H3 and HISB31H3

Enrolment Limits: 40

Breadth Requirements: History, Philosophy & Cultural Studies

*Rationale:*

UTSC offers many courses that focus on the relation of individual nations or regions to the rest of the world but none that addresses the very expansive, long-term, and complex international and global connections between the United States and the world.

Traditionally addressed through diplomatic histories and histories of international relations, the U.S. relationship to the world was also shaped by trade and investment, cultural influence, and migrations.

*Out-of-cycle minor modifications to curriculum submitted by all units*

Designed for history/cultural studies and complements other courses that link regional/national in global histories.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

Students will learn to read and assess scholarly writing from journals and monographs, to identify and to assess conflicting and diverging interpretations of the past, to develop historical research questions that can be answered and analyzed through the identification of small collections of primary sources.

*Topics Covered:*

America in the early modern Atlantic empires; the relationship of independence, isolation and immigration in the early U.S. republic; the changing relationship of immigration and trade in the nineteenth century; the shift from diplomatic to legislative control of immigration governance; immigration restriction as a reaction to the building of an American cultural and economic empire; the changing geography of migration and trade in the era of U.S. global hegemony; the divergence of U.S. trade and immigration policy after World War II; the ironies of immigration restriction in a world of free trade and cultural circulations.

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean's Office.

## **5. New Course**

*Calendar Copy:*

### **HISC75H3 Migration in Global History**

A survey of human mobility from the era when humans first populated the earth to the global migrations of our own time. An introduction to the main categories of human movement and to historical and modern arguments for fostering or restricting migration.

Prerequisites: Any 4.0 credits

Enrolment Limits: 40

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

Because we live in a so-called global age, many students (and many social scientists too) assume that long distance migration is a recent product of globalization. It is not. This course provides students who wish to explore history over vast spatial and temporal scales an option to do so in a higher level course than the department's A Level Themes in World History course. While many U of T courses introduce students to immigration



*Out-of-cycle minor modifications to curriculum submitted by all units*

in individual nations (Canada, U.S.) or regions (Europe), no course addresses migration as a global interactions over the *longue durée* of human life on earth.

This course complements A-level global history courses as well as offerings in immigration and transnational histories.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Fall 2014 session.

*Learning Outcomes:*

The student should be able to define main analytical categories for mobile people and describe how these categories change over time. The student should be able to discuss conflicting interpretations of the past and understand why historical interpretations differ. They should be able to create a sustained narrative or a critical analysis of selected (small) collections of what historians call “primary sources.”

*Topics Covered:*

Are humans a migratory species? Humans populate the earth: hunting gathering as way of life; the agricultural revolution and sedentary societies; nomadic pastoralism as way of life; sedentary civilization and mobile barbarians; forms of mobility in early civilizations; exploration, trade and pilgrimage before 1492; coerced and free migrations: early modern era; modern era; migration and nation-building, 18<sup>th</sup>-19<sup>th</sup> century; migration and social cultural change; restrictions on mobility; refugees and human rights; clandestine migrations; comparing global migrations today.

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean’s Office.

## **6. New Course**

*Calendar Copy:*

### **HISD71H3 Culinary Ethnography**

This research seminar uses Scarborough as a laboratory for examining continuity and change within diasporic foodways. Students will practice ethnographic research and mapping skills to document a family meal, restaurant, market, festival, dish, or other culinary icon. They will also write an essay setting it within an appropriate analytical framework.

Prerequisites: HISC04H3 or HISC14H3

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

*Out-of-cycle minor modifications to curriculum submitted by all units*

*Rationale:*

This course follows up on the 2 lower level courses in the history of food and drink and responds to significant student demand for courses in food history. In addition, it complements other courses in historical methods, and courses in HCS that engage constructively with the local community.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

Students will learn ethnographic research skills, including participant observation, oral history, spatial mapping, and basic social network analysis. They will study the analytical frameworks of Marx, Durkheim, and gender and diasporic studies. They will practice digital documentation skills and write an analytical essay setting these documents in context.

*Topics Covered:*

Students will begin with brief readings on Canadian immigration history, food studies, particularly the “food voice,” ethnographic research skills, GIS-mapping, digital documentation, and analytical frameworks. The bulk of the seminar will consist of researching and writing a paper on the history of Scarborough foodways.

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean’s Office.

## **7. New Course**

*Calendar Copy:*

### **HISD95H3 Presenting the Past**

This course introduces students to creative ways of telling/conveying stories about historical moments, events, figures and the social context in which these have occurred. The course will enable students to narrate the past in ways, from film to fiction, accessible to contemporary audiences.

Prerequisite: Any 4.0 credits in HIS courses

Enrolment Limits: 15

Breadth Requirements: History, Philosophy & Cultural Studies

*Rationale:*

This course is an innovative offering constructed to enable students in Historical and Cultural Studies to explore diverse methodologies of relaying historical material through creative means. It is unique in that it will provide students an outlet to explore creative processes to render historical fact (documentary and/or oral) to a contemporary audience. Given the impact of such renderings in film (e.g., *Twelve Years A Slave*, *The Butler*,

*Out-of-cycle minor modifications to curriculum submitted by all units*

Rhymes for Young Ghouls), in dance (e.g., A Soldier's Tale, segments of the Kalandidhi Dance Festival) and in interdisciplinary performances (e.g., Been A Long Time Comin'), it is critical for students to understand and learn methodologies for storytelling to convey historical fact and to engage contemporary communities in the appreciation and importance of history to how the world is seen and known, particularly given the rich social, cultural and historical data available to students in a global community.

This course links well to other offerings in Historical and Cultural Studies, e.g., Global Asian Studies, African Studies and Women's and Gender Studies. As a 'D' level course, this offering will enable senior students opportunities to build on prior research and writing and learn the techniques of conveying such research through creative methodologies.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Fall 2014 session.

*Learning Outcomes:*

This course is a creation-based seminar that gives close step-by-step guidance in methods aimed at creating stories out of historical moments as a way of conveying these moments in a contemporary context. Students will develop analytical skills that will help them identify key evidence (documentary, oral and or 'blood memory') that they will then use to create a well structured story based on historical fact that can be told using diverse methods (e.g., poetry, fiction, music, video) and will be performed in an open setting. They will develop, through classroom writing and oral participation, additional skills in applying original analysis to various creative methods of relying historical facts. This course will stress oral participation and students will learn to frame cogent and detailed arguments using the processes of creative storytelling as the basis for their interpretation of fieldwork and academic readings. They will gain specific methodological training in diverse methods of creative storytelling as a valuable means of conveying historical facts and what can be known based on documentary record, oral as well as 'blood memory' and the contested terrain of such.

*Topics Covered:*

- Unearthing stories of particular persons and events contained within historical moments;
- Exploring a diverse range of creative methodologies for relying historical moments (e.g., through poetry, fiction, performance);
- Identifying and constructing stories that have impact and bridge the distance between 'fact' and creative renderings of such;
- A critical analysis of the ethical issues in rendering historical fact through storytelling; and
- Presentation of stories in readings and other types of performance-based presentation.

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean's Office.

*Out-of-cycle minor modifications to curriculum submitted by all units*

## **8. New Course**

*Calendar Copy:*

### **WSTB06H3 Women in Diaspora**

Because of gendered responsibilities for creating homes, migrant women create and experience diasporic relations (to family and friends elsewhere) in distinctive ways. This course uses methods and materials from literature, history and the social sciences to understand the meaning of home for migrant women from many different cultural origins.

Prerequisite: 1.0 credit at the A-level in AFS, CLA, GAS, HIS or WST courses

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

While UTSC offers other courses on immigrants and even immigrant women in individual countries, none focuses specifically on diasporas as global phenomena or on the gender dynamics of diasporas. This course is distinctive in drawing on scholarly work on women in diaspora from literary studies, history and the social sciences and in focusing on how the gendered meanings of “home” among a wide variety of migrant population, past and present.

This is a B level course intended to introduce beginning undergraduate students from a wide variety of disciplines to the concept of diaspora and to the materials and methods of literary, historical and social scientific feminist studies for the study of mobile people on transnational and global scales.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

The learner will be able to define diaspora and to explain how and under what conditions diasporas linking migrants in many lands to each other and to their home of origin. They will learn to think critically about gendered responsibilities for creating a sense of home as a common human experience cross culturally. They will be introduced to sources and examples of critical thinking and learn to identify and begin to use distinctive methodologies from literature, history and social sciences.

*Topics Covered:*

Defining Diaspora; Diaspora and Home; Gendered dynamics of diasporas; Diasporas in Human History; Gender Responsibilities for the Creation of Home; Migrant Women Write about Home, past and present (fiction; autobiography); Interviewing Migrant Women about Home; Gendered meaning of “home”.

*Out-of-cycle minor modifications to curriculum submitted by all units*

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean's Office.

**9. New Course**

*Calendar Copy:*

**WSTD10H3 Telling Stories: Women's Oral History**

With a focus on telling women's complex stories of life in Scarborough, this applied research course introduces students to the theory, methods and practice of feminist oral history. The course involves working and studying in the classroom and in the community. 15 hours of community work expected. Supplementary application required. Prerequisite: 3.5 credits in WST courses, including [WSTB05H3 and 0.5 credit at the C-level]

Exclusion: HISC28H3, WSTC02H3 (Fall 2013), HISD44H3 (Fall 2013), and CITC10H3 (Fall 2013)

Enrolment limits: 20

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

The course is designed as a specialized methods course in the theory and practice of oral history. The WST program emphasizes building skills in the theory and practice of qualitative research and experiential learning, and this course adds to the development of this expertise.

The course is being proposal out-of-cycle because it will be offered in the Fall 2014 session.

*Learning Outcomes:*

By the end of the course students will have a foundational knowledge of the theories and practices of oral history including planning the project, designing and developing interview questions, conducting oral history interviews, and analyzing and interpreting the data within a wider social, political and economic context. Students will gain a broader understanding and analysis of how the complex dynamics of gender impact women's lived experience.

Students will have acquired skills in the application of digital tools to document their findings – tools which are transferable to other disciplines and to other future career initiatives.

*Topics Covered:*

- Theory of oral history generally and feminist oral history specifically
- Ethics and values of conducting qualitative research in the community
- Planning, designing and conducting oral history interviews

*Out-of-cycle minor modifications to curriculum submitted by all units*

- Analyzing and interpreting interviews
- Documenting and archiving findings
- Local history of Scarborough with a particular focus on gender dynamics as they intersect with other lived realities
- Tools and techniques for digital storytelling
- Presentation skills

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean's Office.

**10. Course Level Change**

*Existing Course Level and Code:* HISC28H3 Oral History and Urban Change

*New Course Level and Code:* C-level – HISC25H3

*Calendar Copy Showing Changes:*

~~HISC28H3~~ **HISC25H3** Oral History and Urban Change

An applied research methods course that introduces students to the methods and practice of Oral history, the history of Scarborough, the field of public history and community-based research. A critical part of the class will be to engage in fieldwork related to designing and conducting oral history interviews.

Canadian Area

Prerequisite: ~~1.0 credit at the B-level in HIS courses~~ **HISB40H3 and HISB41H3**

Exclusion: WSTC02H3, HISC44H3 (2013 fall session only), (~~HISC28H3~~)

Enrolment Limits: 20

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This course was originally proposed and approved during the 2014-15 curriculum cycle and has not yet been mounted. It was intended to work in conjunction with two C-level courses from other disciplines being offered as part of a pilot phase in the Fall of 2014. Following evaluation of the pilot course, it was agreed that the demand and expectations placed on students in these courses was better suited to the D-level and students with D-level experience would have greater success. Evidence from the evaluation of the pilot course indicated that D-level students were far better suited to handle the demands of the course, achieving a higher grade level and reporting greater satisfaction with the course overall.

The change is being proposed out-of-cycle because the course will be offered in the Fall 2014 session.

*Out-of-cycle minor modifications to curriculum submitted by all units*

*Consultation:*

Within the Department of Historical and Cultural Studies. Reviewed by the Dean's Office.

## **Department of Human Geography**

### **1. New Course**

*Calendar Copy:*

#### **CITC05H3 City Studies Workshop I**

City Studies Workshop I provides training in a range of career-oriented research, consulting, and professional skills. Through a series of 4-week modules, students will develop professional practice oriented skills, such as conducting public consultations, participating in design charrettes, making public presentations, writing policy briefing notes, conducting stakeholder interviews, working with community partner organizations, organizing and running public debates, and participant observation of council meetings and policy processes at Toronto City Hall.

Prerequisite: 8.0 credits including CITB02H3 and 1.0 credit at the B-level in CIT courses

Breadth Requirement: Social & Behavioural Sciences

NOTE: This course is designed for third and fourth year students. Priority will be given to students enrolled in the City Studies Major and Co-op Major programs.

*Rationale:*

City Studies Workshop I and City Studies Workshop II will be a paired set of courses for City Studies Co-op Major and City Studies Major students to provide training in a range of career-oriented research, consulting, and professional skills. The new course proposal for CITC06H3 will be submitted in October 2014. CITC05H3 Workshop I will run each Winter term for students in the 3<sup>rd</sup> year of the program. CITC06H3 Workshop II will run each Fall term for students in their 4<sup>th</sup> year of the program. Each Workshop course will consist of three 4-week modules. Workshop courses will be housed in the Cities Lab (AC260), and will be capped at an enrolment of 25 students. Modules will focus on practice oriented learning outcomes and skills, such as conducting public consultations, soliciting public feedback, managing projects, participating in design charrettes, making public presentations, grant writing and fundraising, writing policy briefing notes, conducting stakeholder interviews, working with community partner organizations, organizing and running public debates, and participant observation of council meetings and policy processes at Toronto City Hall.

The course is designed for City Studies Co-op Major and City Studies Major students to provide training in a range of career-oriented research, consulting, and professional skills. This is a new addition to the City Studies core curriculum.

*Out-of-cycle minor modifications to curriculum submitted by all units*

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

By the end of the workshop students will have acquired a range of practical skills relevant in a variety of professional fields related to City Studies three areas of concentration, including public policy and research, urban and regional planning, non-profit management, community development, and urban design. Depending on the modules offered in any given year, students will be able to assist in the facilitation of public consultations, engage in stakeholder consultations, organize design charrettes, write policy memos and reports to assist local policy-making processes, write grant applications and project proposals, and facilitate meetings.

*Topics Covered:*

- Project Management
- Grant Writing & Fundraising
- Design Charrettes
- Public Consultation / Facilitation
- Organizational Structures and Non-Profit Management
- Policy Memos and Reports
- Policy Research / Policy Scans
- Mapping 101

*Consultation:*

Within the Department of Human Geography. Reviewed by the Dean's Office.

**2. New Course**

*Calendar Copy:*

**GGRC32H3 Essential Spatial Analysis**

This course covers advanced theoretical and practical issues of using GIS systems for research and spatial analysis. Students will learn how to develop and manage GIS research projects, create and analyze three-dimensional surfaces, build geospatial models, visualize geospatial data, and perform advanced spatial analysis. Lectures introduce concepts and labs implement them.

Prerequisite: STAB22H3 and GGRB30H3

Exclusions: GGR276H

Enrolment Limit: 60

Breadth Requirement: Quantitative Reasoning

*Rationale:*

This is an advanced quantitative methods course in spatial analysis for Human Geography. Analysis of spatial data requires different methods, theory, and tools than normal inferential and descriptive statistics. This course will be the main quantitative



*Out-of-cycle minor modifications to curriculum submitted by all units*

methods course for the Major Program in Human Geography and the Major Program in Human and Physical Geography, and will provide an advanced spatial analysis methods course for the new Minor Program in GIS.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Fall 2014 session.

*Learning Outcomes:*

On completion of this course, students will understand and be able to describe and use the core concepts of spatial analysis such as spatial patterns and processes, spatial interaction, distance decay, and spatial autocorrelation. They will also know how to compute and interpret basic spatial statistics in order to describe spatial datasets, conduct point pattern analysis, and test hypotheses regarding spatial distributions. Through weekly lab sessions, students will gain experience working with standard statistical software packages as well as some specialized tools designed for spatial analysis. Students will be able to apply these methods in order to analyze spatial datasets in an urban context.

*Topics Covered:*

- Spatial patterns and processes
- Spatial effects
- Distance metrics
- Distance decay
- Spatial interaction
- Point pattern analysis
- Descriptive spatial statistics
- Spatial autocorrelation
- Cluster detection and hotspot analysis

*Consultation:*

Within the Department of Human Geography. Reviewed by the Dean's Office.

### **3. New Course**

*Calendar Copy:*

#### **GGRC49H3 Land, Development, and Struggle in Latin America**

The politics of land and territorial rights are a central theme in international development practice in Latin America. This course attends to how development policy shapes access to, control of, and struggles over land and natural resources. The land and territorial struggles of women and indigenous, Afro-descendant and *campesino* communities inform course content.

Prerequisite: Any 8.0 credits

Recommended Preparation: GGRB05H3 or GGRB13H3 or IDSA01H3

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

*Out-of-cycle minor modifications to curriculum submitted by all units*

*Rationale:*

The importance of land and property rights has re-emerged as a significant topic in geography, particularly in the subfields of development geography and political ecology. Thematic examples include highly visible struggles over indigenous territorialization, tourism development, climate change mitigation policies, gender, land and agriculture, and multiple forms of land grabbing.

The course draws directly from the instructor's ongoing research projects in Latin America, and distinguishes itself from other courses at the University of Toronto by explicit attention to the multiple ways land control, ownership and displacement are bound up in poverty reduction strategies; the regional focus on Latin America; explicit attention to the diverse claims to land and territory; a focus on current social inclusion policies; and the attention to the co-constitution of social identities (i.e. race, class, gender, ethnicity; indigeneity) significant to the various forms of struggle over land and territory.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Fall 2014 session.

*Learning Outcomes:*

At the end of this course students will:

- Be proficient with core concepts and themes in Latin American geography assessed through a series of free-write papers;
- Show familiarity with regional social hierarchies in Latin America and the power of representation and geographic imaginations;
- Demonstrate an understanding of the ways in which the interests of women, indigenous peoples; *campesinos*, and Afro-Latin Americans are written into and excluded from Latin American social and development policy;
- Demonstrate a familiarity with the history of land distribution and land titling policies in the region;
- Illustrate the possibilities and constraints posed by neoliberal development thinking and poverty reduction strategies in relation to land rights;
- Illustrate how development benefits are spatially and temporally contingent;
- Critically analyze and reflect upon current poverty reduction strategies shaping land control
- Master excellent oral and written communication skills: students will learn how to write a proposal, research question, build confidence with research writing and improve concision.

*Topics Covered:*

- Colonialism, land and natural resources
- The concepts of struggle and conflict
- Postcolonialism, Latin American states and nation-making
- Agrarian Reform and World Bank Land Titling
- Debt, Poverty reduction, and land titling (post-1980s)

*Out-of-cycle minor modifications to curriculum submitted by all units*

- Social hierarchies in Latin America
- Indigenous and Afro-descendant territorialization
- Gender, land and development
- Legal geographies of development in Latin America: land and natural resources
- The politics of mapping indigenous and Afro-descendant lands
- Land Grabs: Biodiversity conservation, Residential Tourism, Mineral extraction
- Agriculture, hunger and transnational migration

*Consultation:*

Within the Department of Human Geography. Reviewed by the Dean's Office.

**4. New Course**

*Calendar Copy:*

**GGRD14H3 Social Justice and the City**

Examines links between politics of difference, social justice and cities. Covers theories of social justice and difference with a particular emphasis placed on understanding how contemporary capitalism exacerbates urban inequalities and how urban struggles such as Occupy Wall Street seek to address discontents of urban dispossession. Examples of urban social struggles will be drawn from global North and South.

Prerequisite: 15.0 credits including 1.5 credits at the B-level in CIT or GGR or IDS courses

Recommended Preparation: GGRB05H3 or GGRB13H3 or IDSB06H3

Enrolment Limits: 25

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

This course will be an important addition to the D-level courses offered by the Department of Human Geography and City Studies. In particular, it will be an important addition to the urban geography stream of the Human Geography as currently no D-level course is being offered in the Urban Geography stream.

This course will provide students with the opportunity to critically reflect upon contemporary struggles for urban justice and will also give them the opportunity to complete a creative video assignment on social justice issue in the city of Toronto. The opportunity to create a video assignment is an important pedagogical innovation introduced in the course.

The course is being proposal out-of-cycle because the instructor is a new hire and the course will be offered in the Winter 2015 session.

*Learning Outcomes:*

By the end of the course students should have an understanding of:

- Theoretical debates in geography on concept of social justice;

*Out-of-cycle minor modifications to curriculum submitted by all units*

- How contemporary (predatory, financial) capitalism is exacerbating urban inequalities;
- Have an in-depth understanding of the possibilities and problems of identity politics in reducing urban disparities and creating progressive urban spaces; and
- How difference, inequality and justice are conceptualized in contemporary urban social movements.

*Topics Covered:*

The following topics will be covered in the course:

- Theories of social justice with a particular emphasis on evolution of geographic thought on socio(-spatial) justice;
- Debates in geography and cognate disciplines on identity politics and politics of difference;
- Contemporary capitalism, crisis and urban struggle;
- Emerging protest forms, urban social movements and right to the city; and
- Indigenous people, women, sum dwellers, and sexual minorities' struggles for justice in the city.

*Consultation:*

Within the Department of Human Geography. Reviewed by the Dean's Office.

## **Department of Sociology**

### **1. New Course**

*Calendar Copy:*

#### **SOCD01H3 Advanced Seminar in Culture and Cities**

This course offers an in-depth examination of selected topics in Culture and Cities. Check the department website for details at: [www.uts.utoronto.ca/sociology/programs](http://www.uts.utoronto.ca/sociology/programs)

Prerequisite: SOCB05H3 and 1.0 credit from the following [(SOCB27H3), SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Breadth Requirement: Social & Behavioural Sciences

Enrolment Limits: 20

Note: Priority will be given to students enrolled in the Specialist and Major programs in Sociology. Additional students will be admitted as space permits.

*Out-of-cycle minor modifications to curriculum submitted by all units*

## **2. New Course**

*Calendar Copy:*

### **SOCD05H3 Advanced Seminar in Criminology and Sociology of Law**

This course offers an in-depth examination of selected topics in Criminology and Sociology of Law. Check the department website for details at:

[www.uts.utoronto.ca/sociology/programs](http://www.uts.utoronto.ca/sociology/programs)

Prerequisite: SOCB05H3 and 1.0 credit from the following [(SOCB27H3), SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Breadth Requirement: Social & Behavioural Sciences

Enrolment Limit: 20

NOTE: Priority will be given to students enrolled in the Specialist and Major programs in Sociology. Additional students will be admitted as space permits.

## **3. New Course**

*Calendar Copy:*

### **SOCD10H3 Advanced Seminar in Gender and Family**

This course offers an in-depth examination of selected topics in Gender and Family.

Check the department website for details at: [www.uts.utoronto.ca/sociology/programs](http://www.uts.utoronto.ca/sociology/programs)

Prerequisite: SOCB05H3 and 1.0 credit from the following [(SOCB27H3), SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Breadth Requirement: Social & Behavioural Sciences

Enrolment Limit: 20

NOTE: Priority will be given to students enrolled in the Specialist and Major programs in Sociology. Additional students will be admitted as space permits.

## **4. New Course**

*Calendar Copy:*

### **SOCD15H3 Advanced Seminar in Migration and Ethnicity**

This course offers an in-depth examination of selected topics in Migration and Ethnicity.

Check the department website for details at: [www.uts.utoronto.ca/sociology/programs](http://www.uts.utoronto.ca/sociology/programs)

Prerequisite: SOCB05H3 and 1.0 credit from the following [(SOCB27H3), SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Breadth Requirement: Social & Behavioural Sciences

Enrolment Limit: 20

NOTE: Priority will be given to students enrolled in the Specialist and Major programs in Sociology. Additional students will be admitted as space permits.

*Out-of-cycle minor modifications to curriculum submitted by all units*

## 5. New Course

*Calendar Copy:*

### **SOCD25H3 Advanced Seminar in Economy, Politics and Society**

This course offers an in-depth examination of selected topics in Economy, Politics and Society. Check the department website for details at:

[www.uts.utoronto.ca/sociology/programs](http://www.uts.utoronto.ca/sociology/programs)

Prerequisite: SOCB05H3 and 1.0 credit from the following [(SOCB27H3), SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Breadth Requirement: Social & Behavioural Sciences

Enrolment Limit: 20

NOTE: Priority will be given to students enrolled in the Specialist and Major programs in Sociology. Additional students will be admitted as space permits.

*Rationale:*

As of the 2014-15 academic year the Department of Sociology has established five areas of concentration: Culture and Cities, Criminology and Sociology of Law, Gender and Family, Migration and Ethnicity, and Economy, Politics and Society. Students are encouraged to develop depth of learning through focused study in one or two of these areas.

The proposed D-level courses are designed to provide students with the opportunity to complete research in the specified areas of concentration, and also to have class discussions in a small group setting which will further enhance their analytical thinking and at the same time provide them with the depth of learning needed to complete their degrees.

The courses are intended for students in the Specialist and Major programs in Sociology who often find it difficult to complete their programs due to the limited number of D-level offerings. They are being proposed out-of-cycle because delaying approval will mean another full year without sufficient D-levels to ensure students can complete their program and degree.

As they are all topics courses, the learning outcomes are generalized, and the topics covered will vary from year to year.

*Learning Outcomes:*

Primary Learning Goal and Skill Development

- Combining or grouping knowledge to come to new conclusions
- Independent research skills

After completing the D-level course, students will be able to:

- Identify data sources
- Collect and analyze primary data

*Out-of-cycle minor modifications to curriculum submitted by all units*

- Interpret and analyze secondary data
- Produce analytical writing in the form of book or film review; op-ed
- Summarize findings in oral presentations
- Contribute to peer-mentoring of first and second year students in Sociology
- Conduct independent research projects
- Participate in collaborative research projects
- Propose and conduct an Honours Thesis

*Topics Covered:*

Will vary from year to year.

*Consultation:*

Within the Department of Sociology. Reviewed by the Dean's Office.

UNIVERSITY OF TORONTO

**THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL**

**REPORT NUMBER 5 OF THE ACADEMIC AFFAIRS COMMITTEE**

**March 25, 2014**

To the University of Toronto Scarborough Campus Council, University of Toronto Scarborough,

Your Committee reports that it met on Tuesday, March 25, 2014 at 4:00 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

**Present:**

Ms Kathy Fellowes (Chair)  
Professor Suzanne Erb (Vice-Chair)  
Professor Bruce Kidd, Interim Vice-  
President and Principal  
Professor Rick Halpern, Dean and  
Vice-Principal (Academic)  
Professor Julie McCarthy, Interim  
Vice-Principal, Research  
Mr. Syed W. Ahmed  
Dr. Johann Bayer  
Professor William R. Bowen  
Dr. Curtis Cole  
Professor Kelin Emmett  
Professor John Hannigan  
Professor Rena Helms-Park  
Professor Sherri Helwig  
Dr. Nancy Johnston  
Dr. Sarah D. King  
Professor Michael J. Lambek  
Professor Patricia Landolt  
Mr. Andrew Leung  
Professor Nathan R. Lovejoy  
Professor Andrew C. Mason  
Professor John Robert Miron  
Dr. Christopher Ollson  
Professor Stephen Rockel  
Ms Paulina Rousseau  
Professor Larry A. Sawchuk  
Professor Mark A. Schmuckler  
Ms Tisha Tan

Dr. Sisi Tran  
Professor David Zweig

**Non-Voting Assessor:**

Ms Annette Knott  
Ms Lesley Lewis

**Secretariat:**

Mr. Louis Charpentier  
Ms Amorell Saunders N'Daw  
Ms Rena Parsan



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**Regrets:**

Professor Daniel Bender  
Professor Nick Cheng  
Professor George S. Cree  
Mr. Luki Danukarjanto  
Mr. Adrian De Leon  
Ms Hanan Domloge  
Professor David J. Fleet  
Ms Ariane Ganji  
Dr. Brian Harrington  
Professor Paula Hastings  
Professor Matthew Hoffmann  
Mr. Jerry Jien

Mr. John Kapageridis  
Professor Heinz-Bernhard Kraatz  
Professor Garry Martin Leonard  
Professor Alice Maurice  
Professor Karen Lyda McCrindle  
Ms Victoria Owen  
Ms Charmaine Ramirez  
Ms Lindsay Raoufi  
Professor Bill Seager  
Professor Grace Skogstad  
Professor Andre Sorensen  
Ms Georgette Zinaty

**In attendance:**

Mr. Andrew Arifuzzaman, Chief Administrative Officer  
Mr. Desmond Pouyat, Dean of Student Affairs

**1. Chair's Remarks**

The Chair welcomed members and guests to the meeting, and welcomed Professor Kelin Emmett and Dr. Christopher Ollson who participated in the meeting via teleconference. She also offered a warm welcome to Professor Bruce Kidd, Interim Vice-President and Principal who was also in attendance.

**2. Assessor Report**

The Chair invited Professor Rick Halpern, Dean and Vice-Principal (Academic) to provide the Committee with a brief report. Professor Halpern reported that the Concurrent Teacher Education Program (CTEP) had suspended enrollment, and that the primary driver was a change in provincial policy. CTEP operates across several university divisions, and the transition to new teacher training programs is evolving smoothly and is being coordinated centrally.

Professor Halpern provided a presentation on the topic of external departmental, unit, and program reviews. The presentation highlights included the following:

- Departmental, unit, and program reviews are conducted at regular intervals to assess the health of the academic enterprise at the University of Toronto.
- External reviews are governed by the University of Toronto Quality Assurance Process (UTQAP) where the *Cyclical Review Protocol* is used to ensure that the University of Toronto programs meet the highest standards of academic excellence.
- The process of conducting external reviews includes: establishing terms of reference, selecting a review team, a department self-study, and a site visit by the review team.

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- When the work of the review team is completed a report is produced with highlights and challenges. A summary of the report is prepared by the Office of the Provost, which also requests the Dean to provide a formal written administrative response. This response, along with the summary, then is presented to the Committee on Academic Policy and Programs (AP&P).
- A member of the Committee asked whether there was a review of an academic unit when the Chair's term ended, and Professor Halpern replied that there is now a conscious effort to decouple the end of a Chair's term and the conduct of an external review. He added that if the two coincide, then there is an effort to defer the external review process for one year.

The Chair thanked Professor Halpern for his report.

**3. External Academic Reviews of Programs\* (*for information*)**

- a. Anthropology
- b. City Studies and Human Geography
- c. Joint Program in Journalism
- d. Joint Program in New Media Studies
- e. Joint Program in Paramedicine
- f. Political Science and Public Policy
- g. Sociology

The Chair invited Professor Rick Halpern to present the external academic reviews of programs for information to the Committee.

Professor Halpern reported that the Joint Programs external reviews (Journalism, New Media Studies, and Paramedicine) were largely positive but observed that these programs might be more explicit about their learning outcomes. The reviews also noted that many students in the programs expressed confusion about varying expectations and pedagogical styles between Centennial College and UTSC. He reported that staff members from UTSC and Centennial College were meeting regularly to discuss ways to address these challenges.

Professor Halpern reported that he was very pleased with the four Social Sciences external reviews (Anthropology, Human Geography, Political Science, and Sociology). The departments were praised for their academic rigour and the quality of faculty hired. The external reviewers also remarked on the high morale of faculty, staff and students in each department. Professor Halpern will bring the reviews to the Committee on Academic Policy and Programs.

A member commented on the excellent work done by the Office of the Dean and Vice-Principal (Academic) and congratulated them on the stellar reviews.

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**4. UTSC Strategic Plan\* (for information)**

The Chair invited Mr. Andrew Arifuzzaman, Chief Administrative Officer to present the UTSC Strategic Plan to the Committee for information. The presentation highlights were as follows:

- The approach to the strategic plan was to update and refresh the existing 2008 plan.
- The updated Strategic Direction including:
  1. New and emerging areas of scholarship- lead thinking in traditional disciplines, and build new areas of scholarship.
  2. Innovative research-Create and share new knowledge in new ways.
  3. Global perspective- Harness the advantage of our local surroundings and global reach.
  4. Experiential learning- Enhance learning through experiences on campus and beyond.
  5. Strong foundations- Create strong interpersonal connections through the campus of tomorrow.
- The academic plan, service/administrative/capital plans, campus plan and annual budget develop from the strategic plan and directions.

A member commented on the exceptional work done in updating the UTSC Strategic Plan.

The Chair thanked Mr. Arifuzzaman for his presentation to the Committee, and for the work put into the updated UTSC Strategic Plan.

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**CONSENT AGENDA\*\***

**5. Undergraduate Program Revisions \* (for information)**

**6. Report of the Previous Meeting: Report 4 – Tuesday, February 11, 2014\*(for approval)**

**7. Business Arising from the Report of the Previous Meeting**

**8. Date of the Next Meeting – Monday, April 28, 2014, 4:00 p.m. - 6:00 p.m.**

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the consent agenda be adopted and the item requiring approval (item 6) be approved.

The Chair reminded members that the next scheduled meeting of the Committee was on Monday, April 28, 2014 at 4:00 p.m.

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**9. Other Business**

There were no other items of business.

The meeting adjourned at 5:18 p.m.

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Secretary

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Chair