



University of Toronto Scarborough Campus Council

ACADEMIC AFFAIRS COMMITTEE

Tuesday, March 25, 2014

4:00 p.m.

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

1265 Military Trail

- 1. Chair's Remarks**
 - 2. Assessor Reports**
 - 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
 - 4. UTSC Strategic Plan* (*for information*)**
-

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**

* 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

*** Documentation to follow

Academic Affairs Committee- Tuesday, March 25, 2014

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

9. **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

*** Documentation to follow



OFFICE OF THE CAMPUS COUNCIL

FOR INFORMATION

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: See Above.

CONTACT INFO:

DATE: March 18, 2014 for March 25, 2014

AGENDA ITEM: 3

ITEM IDENTIFICATION:

External Academic Reviews of Programs

JURISDICTIONAL INFORMATION:

The Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (AAC), provides that the Committee shall receive for information and discussion reviews of academic programs and units (section 5.6).

GOVERNANCE PATH:

UTSC Academic Affairs Committee [For Information] (Tuesday, March 25, 2014)

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The *Cyclical Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and the University’s full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed 8 years.

External Academic Reviews – for information

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team. For undergraduate programs there will be at least two reviewers, one of which must be external to the institution. Reviewers will be active and respected in their field, and will normally be associate or full professors;
- The preparation of a self study;
- A site visit;
- Receipt of a report from the external review team. The report will generally identify any highlights of the program, as well as its challenges;
- The preparation of a summary of the review report;
- The Vice-Provost, Academic Programs' formal request for an Administrative Response;
- The Dean and Vice-Principal Academic's formal Administrative Response; and
- Preparation of a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, external reviews of 7 academic undergraduate programs were conducted in the 2013-14 academic year:

Joint Programs with Centennial College

1. Specialist (Joint) program in Journalism (BA) – Department of Arts, Culture and Media
2. Major (Joint) program in New Media Studies (BA) – Department of Arts, Culture and Media
3. Specialist (Joint) program in Paramedicine (BSc) – Department of Biological Sciences

The review teams were clearly impressed by the programs, and they made special note of each program's unique contribution to its field of study.

The programs share several challenges: a lack of specific overall learning outcomes; student confusion when moving between the university and college portions of their programs; lack of communication between UTSC and Centennial College; and a need to better track retention, graduation, and experiences post graduation.

Meetings to discuss the review reports have been held with the relevant academic units, and some steps already have been taken to address these concerns. UTSC and Centennial College are working together to develop clearly articulated sets of learning outcomes for each program. In addition, each program will develop a mission statement and list of objectives. Student confusion arises primarily from differences in pedagogy, expectations, and course material at the two institutions. To address these issues we are reviewing the sequencing of all of the programs, and are developing new ways to explicitly articulate the expectations of each program. The Dean's Office is working with the UTSC Registrar to track retention numbers more systematically.

External Academic Reviews – for information

UTSC Social Sciences Units

4. Undergraduate programs in Anthropology – Department of Anthropology
5. Undergraduate programs in City Studies and Human Geography – Department of Human Geography
6. Undergraduate programs in Political Science and Public Policy – Department of Political Science
7. Undergraduate programs in Sociology – Department of Sociology

The review teams were uniformly impressed by these programs – in particular praising their academic rigour and innovation – in addition to noting the positive effects of departmentalization, and the high morale of faculty, staff and students.

The review teams also made a number of recommendations regarding curriculum and complement planning; the development of relationships outside the particular academic units – both with cognate units and external organizations; and staffing support and space planning.

Meetings to discuss the review reports have been held with each of the academic units. These meetings have been uniformly constructive, and the discussions that took place were detailed and substantive. It is clear the academic units are taking the recommendations of the reviewers seriously and already have begun to act upon many of them. Units are engaging in curricular review and complement planning. The units continue to explore options for the development of new relationships. The Dean's Office is discussing with the units options for improving staffing support. In the short term we will experience severe limitations on our ability to provide departments with additional space; however, a new building that will be ready for occupancy in 2015 will ease many of our space constraints.

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

This item is presented for information only

DOCUMENTATION PROVIDED:

The following reports are provided for each of the seven academic programs reviewed:

1. External Review Report
2. Provostial Summary of the External Review Report
3. Provostial Request for Administrative Response
4. Dean's Administrative Response

External Reviewers' Report for the University of Toronto Scarborough Department of Anthropology

Programs under review:

Specialist in Anthropology (B.A., B.Sc.)

Major in Anthropology (B.A., B.Sc.)

Minor in Anthropology (B.A.)

Report prepared by Dr. Thomas Csordas and Dr. M. Anne Katzenberg
Submitted: November 18, 2013

Introduction

At the invitation of the Dean and Vice Principal Academic, Professor Rick Halpern, Dr. Thomas Csordas and Dr. M. Anne Katzenberg visited the Department of Anthropology, University of Toronto, Scarborough to review the undergraduate programs offered by the department. Prior to our visit, we received a number of documents including both institutional and departmental documents. Our two days of meetings were well-organized and we had ample time to meet with students, members of staff, faculty and administration. We toured the new facilities including departmental laboratories.

Objectives of the programs

Consistency of the program with the University's mission and Faculty/unit academic plans

The Department of Anthropology at the University of Toronto has a long and distinguished history. Anthropology has been well-represented at UTSC with courses offered in three of the four subdisciplines (social/cultural anthropology, physical anthropology and archaeology). The University of Toronto, Scarborough academic plan includes emphasis on international learning and partnership, experiential learning, and quality of faculty and facilities. The new Department of Anthropology and its programs fit very well with the goals of the academic plan. The social/cultural (B.A.) specialist and major programs include courses offering various international perspectives and experiential learning within the living laboratory of the Scarborough community. The evolutionary anthropology (B.Sc.) specialist and major programs also offer international perspectives with respect to human evolution, human variation from a biological perspective and non-human primate communities. Experiential learning includes laboratory and field projects with faculty members who are active researchers.

Admission requirements

There are no particular or additional admission requirements for the programs offered by the Department of Anthropology. The admission requirements are those for all students seeking

admission to UTSC. Faculty members offering courses in Evolutionary Anthropology do not find the students to be well prepared but did not cite specific requirements that students should have coming in to the university beyond the prerequisites for specific courses. All faculty members in the department expressed concern about the background preparation of students and particularly about their poor writing skill. Some students have first languages other than English but the problems extend to other students as well. Evidently many students who enter the specialist and major programs in anthropology do so after one or two years of study in other programs.

Curriculum and program delivery

Curriculum reflects the current state of the discipline or area of study

The anthropology program at UTSC focuses on two of the four traditional sub-disciplines in North American anthropology: social/cultural anthropology and biological anthropology. Of the other fields, one faculty member specializes in linguistic anthropology and two faculty members have experience in archaeology but it is not their primary research area. There are no specific courses offered in archaeology and there is an introduction to linguistic anthropology at the B level. The department has opted to focus on two areas of strength rather than trying to put on a less robust four-field program. This is understandable given their size and resources, and insofar as it is not uncommon for contemporary anthropology departments to establish such foci, such that the four field approach can be said to be in general more an ideal than an institution. Also, because students can take courses at all three campuses of the University of Toronto, it is possible for them to take courses in archaeology and linguistics, and some students told us that they do take courses at the St. George campus. However, transportation time is an issue and they must plan their programs carefully.

The evolutionary anthropology programs (Specialist and major) include faculty members with complementary approaches to biological anthropology. These approaches include primate behaviour, primate evolution, human biology, biomedical anthropology and bioarchaeology. Course offerings provide a solid background for students wishing to pursue graduate studies. Research opportunities are available through both fieldwork and laboratory analyses. Students specializing in bioarchaeology need to have a background in archaeological methods and theory and currently must take those courses at the St. George campus. Students wishing to pursue an academic career may be asked to teach introductory courses that include archaeology.

Social/cultural anthropology courses are typically oriented either toward a topic or a geographical area. The department has a good range of coverage topically. Political ecology, film and media, politics and globalization, food, urban studies, material culture, family and kinship, economic development, science studies, feminist theory and gender studies, medical anthropology, bodily experience, violence and suffering, and religion are well covered. Geographically, the department has courses on Africa, Canada, Latin America, the Pacific Islands, and the Middle East. Additional faculty expertise on East and/or South Asia would be a valuable addition particularly given the demographic makeup of the undergraduate student body in which Asian ethnicity is increasingly prominent. Instruction in reading and doing ethnography is adequate for an undergraduate level, but the addition of a theory course in addition to the D level history of the field would be valuable and appreciated especially by majors and specialist students preparing for graduate school.

Appropriateness of the program's structure, curriculum, and length to its learning outcomes and degree level expectations.

The flow of courses from the introductory level and on to 2nd through 4th year courses is logical and leads to increasing specialization in the two streams, evolutionary and social/cultural anthropology. Students are required to take A level introductory courses in both streams, and after choosing a stream can take 2.5 courses in the other stream during their undergraduate career but are not required to do so. Ideally, this allows for flexibility for each student as well as a shared sense of being part of a common intellectual project among the cohort of students as a whole. That shared sense could be enhanced by including a half course at the B level in each of the four fields (sociocultural, biological, archaeological, and linguistic).

In addition, while it is possible for students to take a combination of courses from both streams, we heard from some students that the quantitative content of second year evolutionary anthropology courses is difficult for them and they therefore avoid those courses, which are prerequisites to higher level courses in the evolutionary anthropology stream.

Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs

The UTSC program is largely in step with, or ahead of, other such programs. They have considerable strength in evolutionary anthropology in comparison with other institutions, with a diversity of areas of expertise. Within the cultural stream, the program exhibits an impressive strength in the areas of religion and ethics. There is the potential to build upon the link with the Health Studies program, thereby expanding the current focus on biomedical anthropology and primatology on the biological (BSc.) side and medical anthropology on the cultural (B.A) side. There is already a course on primate disease, and courses on epidemiology and population health. This area could easily be expanded through greater interdisciplinary collaboration.

Opportunities for student learning beyond the classroom

Courses on ethnographic methods at the C and D levels offer some opportunities for students to conduct research beyond classroom and campus.

Evolutionary anthropology courses in primatology make use of the Toronto zoo for off campus student learning. Advanced students may participate in faculty research projects.

Assessment of learning

Appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and degree level expectations.

Evaluation methods are appropriate and effective. A possible enhancement would be the introduction of a capstone seminar and senior thesis for all specialist students, which would also serve them well as candidates for graduate programs in anthropology.

Quality indicators

Assessment of program against international comparators

Quality of applicants and admitted students

Student completion rates and time to completion

Quality of the educational experience, teaching, and graduate supervision Implications of any data (where available) concerning post-graduation employability

Specialist and Major

The B.Sc. and B.A. programs both have strong faculty members with active and ongoing research. Faculty members are publishing in high quality, high impact journals. The University of Toronto admission standards ensure admission of students with strong grades from their high schools yet faculty members noted that students are not always well-prepared, particularly in their writing skills. The number of faculty members and the diversity of their research areas provides students with a well-rounded background in biological anthropology, with emphasis in primatology. The program could be strengthened with more cooperation with Biological Sciences. Enthusiastic junior faculty have created a dynamic atmosphere in the sociocultural stream, which can be enhanced both by continued interdisciplinary interaction with colleagues in the social sciences and by cultivating more connections among colleagues in the humanities. Undergraduate students with whom we met have a keen sense of the intellectual mission of anthropology and a commitment to carrying its insights into their future working lives and in some cases on to graduate training in the discipline.

Relationships

Strength of the morale of faculty, students and staff

The department of anthropology has only been a distinct department since 2012 and faculty members have a strong sense of optimism about their new department. In particular, recently hired junior faculty members are very optimistic about their positions and about the potential of the new unit. Students also expressed enthusiasm about their courses and instructors. Staff members are generally happy but there are some issues relating to the recent departmentalization that have increased their workload and require either more staff or rethinking arrangements that worked in the larger unit but are unnecessarily cumbersome in the new configuration.

Scope and nature of relationships with cognate departments

Two programs, Health Studies and Development Studies are linked to the Anthropology department, though they are separate programs. Some students participate in Anthropology and one of these programs. Students in the BSc programs would benefit from taking course in Biological Sciences. Unfortunately despite overtures from the anthropologists, Biological Sciences has provided few opportunities for Anthropology students to take their courses. Given the emphasis on primate evolution and behaviour in the BSc stream in Anthropology, the lack of training in broader biological science is a disadvantage to students planning to go on to graduate school. Linkages with Health Studies provide an additional perspective to Anthropology courses in human variation and demography. However, despite being administratively housed within the anthropology department, Health Studies has no anthropology courses as part of its formal curriculum, although anthropology courses can be taken as electives for credit. This reflects the general understanding that Health Studies affiliation with the department is to be temporary and that it is in the process of becoming an independent academic unit.

Relationships with external organizations

Faculty members in Anthropology participate in the Canadian Association of Physical Anthropology and in the Canadian Anthropology Society as well as larger American

organizations such as the American Association of Physical Anthropologists and the American Anthropological Association.

Social impact of the programs in terms of outreach and impact locally and nationally, where applicable.

Particularly through its Centre for Ethnography, the department has the potential for its students to become engaged in projects documenting cultural diversity in the Toronto metropolitan area.

Courses in biomedical anthropology and demography, through the evolutionary anthropology stream, as well as ties to the Health Studies program provide an understanding of the social determinants of health, including temporal, regional and socio-economic disparities.

Management of Resources for Programs

The appropriateness with which resource allocation, including space and infrastructure support, for the programs has been managed

The recent move to the new Social Sciences building has provided new facilities for the department but in some cases, space is limited. This was mentioned by both faculty and staff. Social/cultural anthropology faculty members are pleased with the Ethnography Centre. The Evolutionary Anthropology faculty members are concerned that their teaching lab only seats 30 students. The facility is very good, with secure storage and display cases. Research labs are small but secure. Some faculty expressed the hope that when a neighboring department moves into a new building, they will be given additional laboratory space. One new faculty member in bioarchaeology must wait several years before having a research lab. At this important stage of career, alternate temporary arrangements should be made. If future hires are made in archaeology, additional space will be needed, depending on the area of expertise of the individual.

Long-range planning challenges

Consistency with the University's academic plan

Appropriateness of: Complement plan, including balance of tenure-stream and non-tenure stream faculty

The faculty is currently balanced heavily toward junior members. This is a significant advantage with respect to energy, enthusiasm, and creativity, as long as stable senior leadership remains in place as is currently the case. Potential growth could be directed either toward strengthening the two curricular streams or to increasing representation of the subfields of linguistic anthropology and archaeology. The social/cultural group in general appears satisfied with the current level of representation of linguistic anthropology within its stream, while the evolutionary anthropology group expresses an interest in expanding the representation of archaeology within its stream. Given the excellent morale and level of collegiality evident among the current complement, it is more likely to be effective in the long run to add to the two current departmental strengths rather than attempting to build new ones. On the other hand, an archaeological hire emphasizing the history of civilizations could serve to bridge the two current streams. Likewise, the sociocultural group's current emphasis on the development of medical anthropology could bridge the two streams with a strategic hire linking cultural and biological aspects of medical anthropology, presuming that became a consensus among faculty.

Enrollment strategy

The enrollment strategy is adequate and appropriate, though as in many universities a fair number of entering students remain unaware of the nature of anthropology as a field of study. Outreach to entering students as well as to high school students can be a great boon in this respect provided that resources are provided to support such efforts.

Management of programs

Support staff members have been moderately stressed following the division of Social Sciences into separate disciplinary departments. For example some practices which worked well in the unified Social Sciences need to be revised. Partitioning of budgets has increased accounts from four to eighteen. Staff members also mentioned transportation difficulties when the need arises to attend meetings on the St. George campus. Transportation is also an important issue for teaching assistants who may be based at the St. George campus.

International Comparators

Assessment of the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities

The UTSC undergraduate anthropology program compares well to other North American programs. A particular strength is the Specialist option, which is well suited to students who wish to pursue graduate training and an academic career in anthropology. This degree option could be further enhanced with a capstone seminar resulting in a senior thesis that would demonstrate theoretical and research training already at the level of graduating seniors. An additional strength is the Centre for Ethnography, which with additional resources/stipends for funding student projects can equip students with an impressive level of pre-doctoral experience.

The separation of evolutionary anthropology and social/cultural anthropology is not unique to UTSC and the question of integration is pervasive among departments of anthropology in North America. By building on strengths in two rather than four areas, the department has considerable breadth within those two areas.

Review Summary

Program(s):	Anthropology, B.A. (Hons.): Spec, Maj, Min Anthropology, B.Sc. (Hons.): Spec, Maj
Division/Unit:	UTSC Department of Anthropology
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers (Name, Affiliation):	1. Dr. Thomas J. Csordas, Professor, Department of Anthropology, Division of Social Sciences, UC San Diego 2. Dr. M. Anne Katzenberg, Professor, Department of Archaeology, Faculty of Arts, University of Calgary
Date of review visit:	October 21 and 22, 2013

Previous Review

Date: January 17-18, 2008 (as part of the Department of Social Sciences)

Summary of Findings and Recommendations:

1. Undergraduate Programs: Anthropology, BA/BSc: Spec, Maj, Co-op; Medical Anthropology, BA/BSc: Spec

The reviewers observed the following strengths:

- Social Science at UTSC represents great but untapped potential
- Diverse student body

The reviewers identified the following areas of concern:

The reviewers made the following recommendations:

- Track student progress after graduation to measure the success of the programs
- Undertake a curriculum review of all programs in department

2. Graduate Programs

(n/a)

3. Faculty/Research

The reviewers identified the following areas of concern:

- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Create new faculty positions in the department
- Add formal mentoring and training programs for new faculty

4. Administration

The reviewers identified the following areas of concern:

- Current structure of the department is not functioning and is unsustainable
- Perception is that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change the departmental structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the department

Last OCGS Review(s) n/a

Date(s):

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Department of Anthropology

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, April 2013

Student Services Statement

Library Statement

Site Visit Schedule, October 2013

Consultation Process:

The reviewers met with the Vice-Dean, Undergraduate; Chair, Department of Anthropology; Associate Chair, Department of Anthropology; senior and junior faculty in the Department of Anthropology; undergraduate students in Anthropology programs; Program Advisor, Department of Anthropology; administrative staff; and the Academic Programs Officer.

Current Review: Findings & Recommendations

1 Undergraduate Program

Anthropology, B.A. (Hons.): Spec, Maj, Min

Anthropology, B.Sc. (Hons.): Spec, Maj

The reviewers observed the following strengths:

- Overall quality
 - Considerable strength in evolutionary anthropology, religion, and ethics
 - Specialist programs are particularly strong and prepare students for graduate school and professional opportunities
- Curriculum and program delivery
 - Curriculum concentrated on two areas of the four traditional anthropology subdisciplines—social/cultural anthropology and biological anthropology
 - This structure makes sense given the size and resources of the department
 - Students have access to courses in the other fields—archaeology and linguistics—at the St. George campus
 - B.A. and B.Sc. programs offer international perspectives and experiential learning opportunities
 - Evolutionary anthropology (B.Sc.) programs provide research opportunities through fieldwork and laboratory analyses, as well as a solid preparation for graduate studies
 - Good range of topics covered by social/cultural anthropology (B.A.) programs
 - Flow of courses is logical yet flexible and leads to increasing specialization in both the B.A. and B.Sc. programs
 - Course sequences create a sense of community among students
- Assessment of learning
 - Evaluation methods are appropriate and effective
- Quality indicators
 - Students are committed to the discipline and are enthusiastic about their courses and instructors
- Enrolment
 - Current enrolment strategy is appropriate

The reviewers identified the following areas of concern:

- Admissions requirements
 - Faculty find students underprepared, especially in writing skills
- Curriculum and program delivery
 - Additional faculty expertise in East and/or South Asia would enhance the program, especially given student demographics
 - Some students find the quantitative content of second-year evolutionary anthropology courses to be difficult

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Add a half-course in each anthropology subdiscipline at the B-level to enhance breadth and further create a sense of community among students
 - Add a capstone seminar or senior thesis to help prepare specialist students for graduate school

- Though current ethnography training is adequate, an additional theory course would be valuable in preparing majors and specialists for graduate school

2 Graduate Program

N/A

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Strong faculty with active and ongoing research
- Research
 - Faculty are publishing in high quality, high impact journals
 - Centre for Ethnography provides students with opportunities to engage in cultural diversity projects
- Faculty
 - Current faculty complement includes a diversity of research areas and provides students with education in biological anthropology and primatology
 - Enthusiastic junior faculty who are optimistic about the department's future
 - Complement is more heavily balanced towards junior faculty, which is advantageous

The reviewers identified the following areas of concern:

- Faculty
 - Evolutionary anthropology faculty would like to see an appointment with an archaeological focus

The reviewers made the following recommendations:

- Faculty
 - Importance of stable senior leadership in light of the number of junior faculty
 - Consider whether future growth areas should be in the two current streams or directed towards enhancing linguistic anthropology and archaeology; the best long-term strategy may be to build on existing strengths

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Excellent morale and collegiality in the faculty complement
 - Faculty participate in national and international professional organizations
- Organizational and financial structure
 - Faculty support the new departmental structure

- Staff are generally happy
- Sociocultural anthropology faculty are happy with the Ethnography Centre
- Evolutionary anthropology facilities are very good, with secure storage and display cases
- Planning / Vision
 - Department and its programs fit very well with the goals of the UTSC academic plan
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Programs are comparable to other North American programs

The reviewers identified the following areas of concern:

- Relationships
 - Faculty have been unsuccessful in securing sufficient places for students in Biological Sciences courses, which they would benefit from in preparing for graduate school
- Organizational and financial structure
 - Departmentalization has increased the workload for staff
 - Move to new Social Sciences building has provided new space but research and teaching labs are still limited
 - Transportation to and from St. George poses challenges for T.A.s and staff members

The reviewers made the following recommendations:

- Relationships
 - Build stronger relationships with the Health Studies program to expand offerings in biomedical anthropology, primatology, and medical anthropology; strengthen relationships with other social sciences programs, humanities programs, and Biological Sciences
- Organizational and financial structure
 - Re-examine staffing levels and structure in light of the new departmental structure
 - Make alternative arrangements for faculty without research lab facilities
 - Additional faculty space will be needed for future hires

ADMINISTRATIVE RESPONSE – Appended



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

January 24, 2014

Professor Rick Halpern
Vice-Principal (Academic) & Dean
University of Toronto Scarborough (UTSC)

Dear Professor Halpern,

Thank you for forwarding the report of the Fall 2013 External Review of the programs in the Department of Anthropology at UTSC: Anthropology, B.A. (Hons.): Spec, Maj, Min; and Anthropology, B.Sc. (Hons.): Spec, Maj.

As indicated in our Statement of Institutional Purpose, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

Congratulations on the reviewers’ assessment of the programs’ strong curricula, praising the department’s decision to focus on two subdisciplines of anthropology. They found the students to be enthusiastic about their courses and instructors, and the faculty complement to be quite collegial, with excellent morale.

I am writing at this time to request your administrative response to the external review report for the programs in the Department of Anthropology and your thoughts on a timeline for implementing recommendations. At the same time I am forwarding you a summary of the review report for comment.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum and program delivery

- The reviewers reflected the faculty’s concern that some students need additional support, particularly in writing skills, in attaining the learning outcomes of the programs.
- The reviewers were positive about the Specialist programs but noted that the programs would benefit from the addition of a capstone course to better prepare students for graduate school.
- The reviewers made a number of observations regarding curricular improvements, including adding B-level courses, including a theory course, and examining the quantitative content of second-year courses.

Simcoe Hall, 27 King’s College Circle, Room 225, Toronto, ON M5S 1A1 Canada
Tel: +1 416-978-2122 • Fax: +1 416-978-3939 • provost@utoronto.ca • www.provost.utoronto.ca

Relationships

- In order to better serve student needs and enhance interdisciplinary offerings, the reviewers emphasized the need for the department build stronger links with cognate departments, especially Biological Sciences.

Program development

- The reviewers encouraged critical reflection on the right balance in future faculty hiring—whether to diversify into the other subdisciplines of anthropology or to grow current strengths—and they made specific recommendations to that end.

Resources and planning

- The reviewers noted that the recent departmentalization has increased staff workload, and that the current staffing structure might not be the most efficient way to serve department.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the undergraduate programs offered by the Department of Anthropology will be considered by AP&P at its meeting on April 1, 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by February 28, 2014. This will allow my office sufficient time to prepare materials for AP&P. At the same time, we will work very closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP process.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Programs and Planning, should you have any questions.

Sincerely,



Sioban Nelson
Vice-Provost, Academic Programs

cc.

Jane E. Harrison, Director, Academic Programs and Policy

Justine Garrett, Coordinator, Academic Programs and Planning

Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC

Lesley Lewis, Assistant Dean, Academic, UTSC

Annette Knott, Academic Programs Officer, UTSC



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE DEAN &
VICE-PRINCIPAL (ACADEMIC)

13 February 2014

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

Administrative Response, External Review of the Programs in the Department of Anthropology at UTSC: Anthropology, B.A. (Hons.): Spec, Maj, Min; and Anthropology, B.Sc. (Hons.): Spec, Maj.

Thank you for your letter of 24 January 2014 requesting my administrative response to the recent external review of the UTSC Department of Anthropology. I note the seriousness with which the external assessors approached the review process, and am appreciative of the careful consideration they gave to the programs in this department. This, as you know, is a relatively new department, and I note with particular pleasure that the review team endorsed the recent decision to departmentalize. I also take satisfaction from the fact that the reviewers made a point of commenting on the high morale and collegiality of the department. Likewise I am pleased by their praise of recent hires and their statement placing the department's programs on par with other leading institutions in North America. In addition, I am grateful for the reviewers' frank assessment of the challenges facing the department and its programs, and for their many helpful recommendations.

The external review report was sent to the Chair of the department, who shared it with staff and faculty members. On 5 February 2014 I, along with the Vice Dean Undergraduate and the Assistant Dean (Academic) met with the Chair as well as faculty and staff to discuss the external review. I am pleased with the constructive tenor and substantive depth of the discussion that took place. The wide-ranging conversation marked the start of an ongoing dialogue between the department and the Dean's Office about the enhancement of Anthropology at UTSC in general and the strengthening of its several programs in particular. It is clear that the department is taking the recommendations of the reviewers seriously and already has begun to act upon many of them.

Let me now address the specific points raised in your letter of 24 January.

Curriculum and program delivery

- *The reviewers noted faculty's concern over students requiring additional support to attain learning outcomes, particularly in the areas of writing skills.*
- *The reviewers were positive about the Specialist programs overall, but suggested that the Specialist would benefit from the addition of a capstone course to better prepare students for graduate school.*
- *The reviewers made a number of observations regarding curricular improvements, including adding B-level courses, adding a theory course, and examining the quantitative content of second-year courses.*

The department is sensitive to the fact that it needs to be explicit about its learning outcomes and communicate these clearly to its students. The department shares a concern with other academic departments at UTSC about improving students' academic skills and has joined a campus-wide discussion about this. It also is committed to developing discipline specific endeavours, particularly around reading and writing. Faculty are experimenting in various ways with writing and reading assignments in their classes, and are sharing ideas with one another. The department will also leverage its connection to the Centre for Ethnography by asking the Centre's writing fellows to offer additional support to undergraduates. Most importantly, the Chair is working with colleagues to formulate a proposal for the Dean for funding in the next cycle for dedicated TA writing support.

On the matter of a capstone course for the Specialist programs, the department believes it was not sufficiently clear to the reviewers that it already offers two capstone seminars in the sociocultural stream. These are D05, advanced fieldwork, which includes developing, conducting and writing up a piece of original ethnographic research; and D15, which is offered annually on a different theme and linked to a colloquium series with invited speakers. These courses are not required, but priority is given to students in the Specialist programs. In response to the review, the department's evolutionary anthropologists are discussing whether it is appropriate to have a single capstone course or simply advanced seminars on particular topics, as currently offered. It should also be noted that the department is proposing that one of its faculty members serve as an "in house" academic advisor to majors and specialists, with particular emphasis on helping prepare students for graduate school.

Several improvements to the Anthropology curriculum are being planned, including two new courses (one each in the evolutionary and sociocultural streams) to be offered annually by postdoctoral fellows or advanced graduate students on a cutting-edge theme of their own choosing (to be selected by the department on a competitive basis). This will bring the undergraduates closer to the experience of graduate school and to the excitement of emerging knowledge formation in cutting edge areas of the discipline.

The department also is considering the suggestion of B level courses in each of the four subfields but is not inclined to make them required for all students. In fact, they recently reduced the requirement in recognition of the differences among the streams. Not requiring students to master the four subfields, leaves room for students to take what may be equally important courses in cognate disciplines, whether that be biology or geology for evolutionary stream students, or history or sociology for students in the sociocultural stream. The department does offer two core B level courses in each of its main streams, plus an optional B level course in linguistic anthropology. Currently they are considering developing a B level course in archaeology. The B level core courses in evolutionary and sociocultural anthropology are required for students in their respective streams and open to all students who have the prerequisite A level courses. The sociocultural anthropologists are taking very seriously the reviewers' recommendation of an additional theory course and, as a first step, will be developing a core C level course that will include components of theory.

Relationships

- *In order to better serve student needs and enhance interdisciplinary offerings, the reviewers recommended furthering links with cognate departments, especially Biological Sciences.*

With respect to building better relationships with cognate departments, the evolutionary anthropologists have tried to do so with Biology and will keep on trying. Sociocultural stream anthropologists will explore further relationships with other departments and programs, in particular English, History, Critical Development Studies, Geography, City Studies, Sociology, and Health Studies. The department sees the external review as an opportunity to update its complement plan, and already is considering the advantages of cross-appointed faculty. Anthropology is inherently inter-disciplinary and colleagues also are interested in co-teaching certain courses with faculty from other departments as a step toward further cross- and inter-disciplinarity. There is another hopeful dynamic at play as well: a recent hire in the, now dissolved, Department of Humanities was welcomed into Anthropology when he sought to transfer a portion of his appointment to that department, and other faculty in our social science and humanities departments, most notably Historical and Cultural Studies, have expressed keen interest in collaborating with Anthropology. Also, it might be noted that while the department currently offers its own quantitative course for evolutionary stream students it plans to explore the possibility of drawing on the statisticians in the Department of Computer and Mathematical Sciences to take over or assist in its delivery.

Program development

- *The reviewers encouraged the department to carefully consider the right balance in future faculty hiring—specifically with respect to the subdisciplines of anthropology.*

Future hires are an ongoing matter of discussion in the department, and between the Chair and the Dean. The reviewers identified the alternatives ahead of the department namely whether to build on its strengths or broaden its scope. Over the next few months, after the department revisits its complement plan in light of the external review, it will propose new positions as part of the annual campus wide budget exercise. Like the reviewers, the department tends to favor depth over breadth, but will continue to reflect carefully on its options.

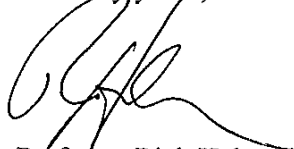
As the reviewers note, it will be a priority for the sociocultural stream to hire new faculty with expertise in Asia and to add regional courses that focus on parts of Asia. The department has not yet determined which topical strengths to highlight but these might include urban anthropology and environmental anthropology. The evolutionary anthropologists have embarked upon a careful discussion about whether or not to expand the archaeology or human biology fields.

Resources and planning

- *The reviewers commented on the impact of departmentalization on staff and recommended a review of the structure.*

This is a problem identified across the social sciences, which share administrative support. In the particular case of Anthropology the problem of staff workload is first with the Business Officer. The recent hire of a financial assistant has lightened her burden, and she is in the process of downloading further work to the assistant. In discussion with the social science chairs, the Dean has explored the option of hiring a second Business Officer for the five units. Anthropology's view is that a continued rebalancing of work between the incumbent and her assistant is a better strategy than putting in place a second business officer. The next step will be to engage the other units in a discussion of available resources and work toward a sense of prioritization. Anthropology also notes that the program assistant has struggled at times from a heightened workload due to the changes in the program in health studies, which is administratively ensconced in the department. It may be that a dedicated program assistant in health studies is called for, and this step is being considered.

Sincerely yours,



Professor Rick Halpern
Dean and Vice-Principal (Academic)

Program Review

University of Toronto Scarborough

Department of Human Geography

Overview

The overall judgment of the review team is that the Department of Human Geography has done an excellent job of developing and promoting its five undergraduate programs. The faculty have been particularly energetic in developing rigorous, up-to-date curricula aligned with the intellectual trends of the discipline and with great potential for continued growth. The faculty are very committed to improving the programs and their efforts are very well received by students.

We benefitted greatly during our visit from the hospitality and openness offered by the department and university. The interviews we conducted on campus provided an informative window into the programs, including their context, successes, challenges and opportunities for further development. The self-study report we received in advance provided an honest and detailed appraisal of the current state of the department's programs and was consistent with the input we received onsite from administrators, faculty, students, and staff. That the various constituencies were so forthcoming made our job easier and holds promise for the department's continuing success. The obvious collegiality and dedication to the mission of the program and the university are among its greatest strengths. The department's leadership team is to be commended for guiding the department in its first years.

The program benefits from a resurgence of interest in geography and urban studies. In the U.S., for example, geography programs are attracting students in record numbers (Murphy 2007; Erickson 2012). Many existing departments are expanding and new programs have been established. This growth reflects the increasing importance of geography in contemporary education, scholarly research, and issues far beyond the academy. This importance is highlighted in one recent report, *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences* (National Research Council 2010), which articulates eleven "grand challenges" for geography under four major headings: 1) How to understand and respond to environmental change; 2) How to promote sustainability; 3) How to recognize and cope with the rapid spatial reorganization of economy and society; and 4) How to leverage technological change for the benefit of society and environment. The NRC report then details the many ways the geographical sciences are addressing these important challenges—in ways that are very much in keeping with the research and teaching going on in UTSC's Department of Human Geography.

The faculty have worked hard since the formation of their department to strengthen the department's undergraduate programs. The improvements they have made reflect key research priorities to attract well-qualified students and to prepare them for a wide range of professional opportunities including graduate study. These accomplishments are in line with the growth in career opportunities for geographers from the bachelor's to doctoral levels (Estaville 2010; Solem, Cheung and Schlemper 2008; Gonzalez and Keane 2011; Solem, Foote and Monk 2013). Employment opportunities for geographers have been growing rapidly. Canada, for instance, has

a long tradition of hiring geographers in public administration, planning, and environmental and land use management whether in government, NGOs, or the private sector. These opportunities will continue to grow as we face the ramifications of technological innovation, climate change, globalization, multiculturalism, and economic restructuring. In the U.S. the Department of Labor (U.S. Department of Labor 2012) has identified geotechnologies (along with biotechnologies and nanotechnologies) as one of the most rapidly growing employment areas in the economy. Individuals with geographic training are finding their skills in demand in an increasingly diverse range of career paths and this trend is likely to continue. One recent report (Wendler et al. 2012) forecasts a growth in demand for students with undergraduate and graduate degrees well into the future.

Given this situation, the department faces a number of choices in coming years about how to capitalize on its success and build momentum within its programs. Entering this stage of its evolution, the department will need to evaluate how best to position itself for continued success and growth. In the following review we have tried to point out some of the issues which the department may wish to consider between now and its next program review.

1. Program(s): for each program under review consider:

The self-study report prepared by the department and the "Terms of Reference" provided by the administration were used as the starting points for our interviews and discussions. We asked each group to reflect on the strengths and challenges faced by each program and on opportunities for improvement and change. Many of our questions revolved around plans for the future and the next steps the department might take to build upon its present trajectory.

Five programs (four majors and one minor) were included in the review. The five programs will be discussed together in the following pages because they share many features and faculty. However, where differences exist, note is made in the discussion.

Objectives

- **Consistency of the program with the University's mission and faculty/unit academic plans**

The programs are consistent with the University's mission as well as the strategic and academic plans formulated in 2008 and 2012. Within the 2008 Strategic Plan the programs offered by the Department of Human Geography support almost all elements of the plan's statement of "Vision" and "Values." The geography programs support the vision of sustaining UTSC's global perspective; its position as a leading research university; and its reputation for engaging students. Under values, the geography programs provide: a holistic student experience; supportive environment for students, staff and faculty; high quality research and scholarship; positive efforts toward diversity and equity; and building partnership and outreach

The Department of Human Geography also support three of the five strategic directions outlined in these reports. To advance the strategic goal of "New and emerging areas of scholarship at the undergraduate level" the department has thoroughly revamped its course offerings in a number of areas, such as critical urban theory, to reflect emerging themes in urban geography and urban

planning. With respect to the goal of "Internationalism" the department has sustained and strengthened its regional strengths in ways that "strengthen [UTSC's] focus on undergraduate and graduate programs that have international relevance and impact so that they provide a global context to the educational experience." Finally, the strategic goal of "Experiential learning" has been supported through a wide range of course and curricular improvements that respond to the high demand in this area.

Admission requirements

- **Appropriateness of admission requirements to the learning outcomes of the program.**

There are no admissions requirements other than the general Grade 12 Curriculum. The learning outcomes for the program are designed with this requirement in mind.

Curriculum and program delivery

- **Curriculum reflects the current state of the discipline or area of study**

The curriculum for the majors in City Studies (B.A.), Co-operative in City Studies (B.A.), and Human Geography (B.A.) are very much aligned with current trends in the discipline. The faculty took full advantage of the chance to create a new department by developing a wide range of new courses. These include interesting new courses on urban, social, cultural, and environmental geography, particularly from a critical perspective. The development of courses and a minor in geographic information systems (GIS) is also important. Few departments have the opportunity to re-invent themselves as has the one at UTSC and the results are impressive.

The minor program Human Geography (B.A.) is a small program intended for students seeking teaching credentials.

The major in Physical and Human Geography (B.A.) bridges Earth and Environmental Sciences, Geography, and City Life courses. This curriculum might be redeveloped in the future to highlight recent development in areas of overlap between human and physical geography such as those relating to climate change, hazards, water resources, urban biogeography, and so forth.

- **Appropriateness of the program's structure, curriculum and length to its learning outcomes and degree level expectations**

The programs have a clear structure that supports several concentrations in both the geography and city studies curricula. The human geography major is organized around three concentrations: Urban Geography; Social and Cultural Geography; and Environmental Geography. The city studies major is also organized around three concentrations: 1) City-Building; 2) Community Development; and 3) City Governance.

The program structure, length, learning outcomes and degree expectations are appropriate to the degree plans. The difficulty of imposing more structure on the plans is that many majors discover the programs during their second or third years, so the degree plans cannot assume that all geography and city studies majors will begin the program in their first year.

- **Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs**

The Department of Human Geography strongly supports the UTSC tradition of innovation in undergraduate teaching and learning. The faculty seem aware of current trends in educational theory and practice and, in developing the new suite of geography and city life courses, have incorporated active pedagogy in a number of ways, including problem-based and inquiry-based learning. Additional evidence includes the department's creation of GGRB02H3 (The Logic of Geographical Thought) to bring theory into the curriculum at the B-level and the strong array of regional courses that supports other programs around the college. Recognizing that many of their students are the first in their families to attend university, the faculty are currently discussing ways to improve student research and writing skills through the creation of a two-semester course sequence. There are precedents for addressing these issues in the undergraduate curriculum (Dyas and Bradley 1999; Hay 2012; Kneale 2011).

The department's new minor in geographic information systems (GIS) is also a sign of this forward-looking approach to curriculum improvement. But, while the minor in GIS is an important development for the department, the faculty might consider how GIS might be used in new and interesting ways. Diana Sinton (2009, 2012), for example, argues that geographic information science (GIScience) can be used very effectively to support the goals of a liberal arts curriculum. She offers ideas for how GIScience can support critical thinking, quantitative literacy, visualization and graphicacy, service learning, and sustainability. Given the department's strengths there are a number of ways Sinton's ideas might be used to highlight the connections between GIScience and urban and community issues in cross-cutting ways. Courses in community GIS; participatory GIS; GIS and public administration; GIS and sustainability planning; or GIS and development are all potential avenues for integrating GIScience into the curriculum in ways that would also appeal to students and strengthen all of the department's program.

In addition to considering new roles for GIS in the curriculum, the department might benefit from developing a strategic plan for the use of learning technologies in their degree programs. There are, of course, many ways to employ learning technologies in support of effective pedagogy. In the case of the Department of Human Geography opportunities exist for using learning technologies for virtual office hours—that is increasing and improving faculty-student interaction; building learning communities among students who commute or have little opportunity to meet in person on campus; for offering online or blended courses during the summer so that students can complete their programs on time, and in other ways.

- **Opportunities for student learning beyond the classroom**

The department has students enrolled in the Co-operative in City Studies major and also supports considerable service learning, community outreach, and volunteer programs. All of these efforts seem to be well received by the students with whom we met.

If needed, the department could grow these elements of this program. However, these sorts of programs require additional time on the part of faculty to cultivate contacts and develop meaningful serving learning projects. Although having a staff member dedicated to administering the programs is a strong feature of the department, major growth may be constrained by current staffing levels and existing teaching responsibilities. Many geography programs in the U.S. have very active internship in government agencies and non-profit organizations. These are similar to the UTSC's service-learning program, but often allow additional options for geography majors to gain experience relevant to their undergraduate programs.

Assessment of learning

- **Appropriateness and effectiveness of the methods used for the evaluation of student achievement of the defined learning outcomes and degree level expectations**

The assessment of student learning within individual courses seems to be aligned with learning outcomes and degree level expectations. The department might consider developing some type of assessment plan involving the collection of data across all courses on an annual basis. Since the department is new, the faculty have an opportunity develop a methodology for collecting assessment data regularly and using this data to improve their major and minor programs (Shavelson 2010).

Quality indicators

- **Assessment of program against international comparators**

There are no international rating systems for undergraduate programs like the UTSC Department of Human Geography. Indeed, it is somewhat difficult to make comparisons either nationally or internationally for three reasons: 1) although only undergraduate programs are being reviewed and are the major focus of the mission of UTSC, the faculty contribute to a leading international graduate program in geography at the St. George campus; 2) the institutional arrangement of three campuses interlocked as are UTSC, UTM and UTSG is somewhat unusual in both Canada and the United States; and finally 3) the diversity of student population is greater than many comparable programs.

Perhaps the most obvious comparison would be with the University of British Columbia Vancouver and Okanagan campuses, but other comparisons are possible. For example, in terms of the scope, student population, and emphases of the program, comparisons might be drawn to the geography programs at Hunter College (New York City), Temple University (Philadelphia), DePaul University (Chicago), and San Francisco State University. Although some comparisons might be made with elite liberal arts programs like those at Dartmouth University, Middlebury College or Macalester College, the faculty at these institutions are not involved in graduate advising and the demographic profiles of these elite universities are quite different than that of UTSC. Useful comparisons might be made with programs such as those at Miami University of Ohio, Ohio University (Athens, OH); University of Vermont; Northern Illinois University; or the University of Texas at Arlington.

- **Quality of applicants and admitted students**

The data offered as part of the self-study indicate that the applicants and admitted students are at about the average for UTSC. The geography faculty would like to attract students with higher academic records and have considered a variety of plans to do this.

- **Student completion rates and time to completion**

The time-to-degree is lowest for the Co-op major (4.3 years) and highest (4.9 years) for the major in human geography. We understand that many students maintain part-time jobs while attending university, and these completion times are very acceptable given that situation. The time to completion is still a bit higher for the minor in geography, but perhaps best explained in terms of the extra time the education major taking the course need to finish their degrees.

We were not offered data about how these figures compare to UTSC or Ontario averages.

- **Quality of the educational experience, teaching, and graduate supervision**

Our interviews with faculty, students and staff lead us to believe that the overall educational experience in the program is high, as is the quality of the teaching and advising. The faculty are enthusiastic about developing their program further and the students seem to be having a very positive experience. In addition to the teaching at UTSC, the tenure-track faculty are active in graduate advising and teaching at the St. George campus.

- **Implications of any data (where available) concerning post-graduation employability**

No data were offered on this topic since the program is so new.

2. Relationships

- **Strength of the morale of faculty, students and staff**

Morale among all three groups is excellent. The faculty complement includes a majority early career individuals who are dynamic, energetic, dedicated, and productive, pushing hard on new ideas and on cutting edge research projects. They are willingly involved in departmental governance, giving a great deal of time to planning and organizational committees in a new department. The environment is supportive and collegial, with a very effective mentoring program for recently hired individuals. At the same time, however, there is concern that CLTA positions make up a substantial part of the faculty complement, and there is concern should these much-valued positions be lost in the future.

The department might consider an orientation for new and continuing sessional instructors to help them prepare for their assignments and to meet the other faculty and staff at UTSC.

The department might also consider convening occasional staff meetings to coordinate department work among the staff shared with other programs.

- Scope and nature of relationships with cognate departments

The program enjoys a strong relationship with cognate departments. Despite departmentalization, there are still very strong relationships with the other social science departments, both administratively and academically. Several of the faculty are cross-appointed to cognate units, including journalism, health studies, environmental studies, and development studies. Cross disciplinaryity is a foundation of the educational experience as a very large proportion of the students enrol in double major or major-minor programs with a wide range of cognate programs.

- Scope and nature of the program's relationship with external government, academic and professional organizations, where applicable.

The faculty gear much of their research and teaching to relationships with external agencies, including government departments, social services agencies, and NGOs, and these relationships are a defining aspect of the City Studies program. The SSHRC-funded CURA programs have provided a significant opportunity for students to be involved in community-based research. The students with whom we met value this aspect of their education very highly.

- Social impact of the program in terms of outreach and impact locally and nationally, where applicable.

The City Studies program is particularly well positioned to make a social impact, particularly within the GTA, through such activities as service learning and the Co-Op program, and the entire department is engaged in a high level of community-based and participatory action research, which is not only well suited to this urban environment but also represents a growing area in the overall discipline.

3. Management of Resources for Programs

- The appropriateness with which resource allocation, including space and infrastructure support, for the programs has been managed

The department is planning to move into the new building currently being planned for UTSC. At present, the department is most in need of a common or shared room where students and faculty can interact outside of class. This is especially important because this is a commuter campus for both faculty and students.

The department may also need to develop a computer laboratory space where students and faculty can work together outside of the UTSC teaching labs. This will be important from the standpoint of developing some of the department's GIScience projects as well as supporting emerging areas of research and teaching in urban informatics.

4. Long-range planning challenges

- Consistency with the University's academic plan
- Appropriateness of:
 - Complement plan, including balance of tenure-stream and non-tenure stream faculty GIS faculty

The department has devoted a great deal of careful thought to planning the future faculty complement in order to build upon established strengths and to meet the demands of a growing student body. Future strengths will continue to be in serving the needs of a demographically diverse student body, a dynamic urban environment within the GTA, and an increasingly technologically sophisticated learning and working environment. Two new appointments in urban geography need to be made strategically so that they facilitate cooperation and participation in the new Center for Urban Science and Progress collaborative network, and also to capitalize upon the existing strengths of the department.

For example, these positions will allow the department to address gaps in the existing faculty complement in areas such as quantitative methods, but in a way that complements established areas such as community-based research, critical epistemologies, and work in anti-racism, poverty reduction, urban social services, human rights, health, and urban planning. There is tremendous potential in all these fields for the integration of basic research in geographic information sciences, and the department would benefit greatly by using this opportunity to create a synergistic relationship between the current strengths and future possibilities. Development of capacity in such areas as community and participatory GIS seems like an obvious direction that would serve both faculty and student interests. Such development is very much in line with broader trends in the discipline.

A new position for a GIS lecturer will also be a welcome enhancement to the program, and will meet a huge interest on the part of students, both in City Studies and the Geography programs, but this position needs to be bolstered by others with expertise in GIS.

Conversion of the current CLTA positions to tenure stream positions is crucial in order to meet the needs for a diverse range of courses and to ensure stability among the faculty. The department has a clear, well planned development trajectory that includes these positions. It will be essential, as the self-study report notes, to maintain balance and strength in the social/cultural and environmental geography streams as well as the urban stream and City Studies. Maintaining strength across the streams is essential if the department is to maintain a cutting edge program that is relevant to contemporary social and environmental issues locally, nationally, and internationally.

A significant number of courses is now taught by sessional lecturers who bring a fresh and dynamic approach to teaching. The current ratio of permanent to sessional appointments is acceptable, but should not be allowed to increase. Therefore it will be essential both to stabilize the current fulltime faculty and to continue looking toward growth in the tenure stream as enrolments increase.

- Enrollment strategy

The department has a strong sense of the population that makes up the student body. Their market is largely local and very multicultural. Many students balance their studies with part-time jobs. The department has developed some very effective recruitment material that emphasizes the social, economic relevance of its programs. A couple of faculty members spoke to us of the desire to attract students from a larger national and international pool. There is some potential here, especially in the city studies program that is unique to the Scarborough campus, but that potential is probably limited.

- Management of programs

This is a very well-run program. We were particularly impressed with the enthusiasm with which faculty members contribute to administrative tasks, and with their willingness to attend meetings to discuss program management. That said, management also depends upon a close liaison with support staff. As detailed elsewhere, that relationship is strong and the support staff have excellent credentials, but given the rapid growth in the department, we see the potential need for more support staff resources dedicated to the department in the near future.

5. International Comparators

- Assessment of the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities.

This program would hold its own in any national or international context. The City Studies program is unique and clearly attracts high quality students. The Geography program is cutting edge, with an appropriate balance of covering traditional bases and breaking new ground. The energy, dedication, and research qualifications of the faculty all contribute to an excellent experience for students. The program also fares well in terms of standard indicators such as number of courses taught by fulltime faculty, class size, and access to library and laboratory facilities.

The Department of Human Geography supports a range of strong and vital programs judged in terms of faculty productivity, undergraduate education, and its contributions to UTSC. It has benefited from good leadership and from the ability to plot its own future as an independent department. Geography addresses some of the fundamental research challenges of the 21st century involving the environment, urbanization, space, resources, sustainability, and planning. The department is emerging as a very strong centre for research on many of the urban issues that lie at the heart of these research challenges.

References

Dyas, Lynne and Leo Bradley. 1999. Geography for the new undergraduate: A fully resourced programme introducing personal, study and transferable skills to first year undergraduates within a geographical context. *Journal of Geography in Higher Education* 23 (2): 261-264.

- Erickson, Rodney. 2012. Geography and the changing landscape of higher education. *Journal of Geography in Higher Education* 36 (1): 9-24.
- Estaville, L. E., ed. 2010. *Geography undergraduate programs: Pathways to success*. Washington, DC: National Council for Geographic Education, Pathways in Geography Series No. 40.
- Gonzalez, L., and C. Keane. 2011. *Status of the geoscience workforce*. Washington, D.C.: American Geological Institute.
- Hay, Iain. 2012. *Communicating in geography and the environmental sciences*, 4th ed. Melbourne: Oxford University Press.
- Kneale, Pauline E. 2011. *Study skills for geography, earth and environmental science students*, 3rd ed. London: Routledge.
- Murphy, Alexander B. 2007. Geography's place in higher education in the United States. *Journal of Geography in Higher Education* 31: 121-141.
- National Research Council. 2010. *Understanding the changing planet: Strategic directions for the geographical sciences*. Washington, DC: National Academies Press.
- Shavelson, Richard J. 2010. *Measuring college learning responsibly: Accountability in a new era*. Stanford, CA: Stanford University Press.
- Sinton, Diana S. 2009. Roles for GIS in higher education. *Journal of Geography in Higher Education* 33 (Supplement 1): S7-S16.
- Sinton, Diana S. 2012. Making the case for GIS&T in higher education. In *Teaching geographic information science and technology in higher education*, eds. David J. Unwin, Kenneth E. Foote, Nicholas J. Tate and David DiBiase, pp 17-36. Chichester, UK: Wiley.
- Solem, Michael N., Kenneth E. Foote, and Janice J. Monk, eds. 2013. *Practicing geography: Careers for enhancing society and the environment*. Upper Saddle River, NJ: Pearson.
- Solem, Michael N., Ivan Cheung and M. Beth Schlemper. 2008. Skills in professional geography: an assessment of workforce needs and expectations. *Professional Geographer* 60: 356-373.
- U.S. Department of Labor. 2012. O*NET Online. <http://online.onetcenter.org/> Last accessed: April 2012.
- Wendler, C., B. Bridgeman, R. Markle, F. Cline, N. Bell, P. McAllister, and J. Kent. 2012. *Pathways through Graduate School and into Careers*. Princeton, NJ: Educational Testing Service. <http://pathwaysreport.org/>

Review Summary

Program(s):	Human Geography, B.A., Hons.: Maj, Min Physical and Human Geography, B.A., Hons.: Maj City Studies, B.A., Hons.: Maj, Maj (Co-op)
Division/Unit:	Department of Human Geography, UTSC
Commissioning Officer:	Dean and Vice Principal (Academic), UTSC
Reviewers (Name, Affiliation):	1. Dr. Kenneth Foote, Professor, Department of Geography, University of Colorado at Boulder 2. Dr. Audrey Kobayashi, Professor, Department of Geography, Queen's University
Date of review visit:	October 17 th and 18 th , 2013

Previous Review

Date: January 17-18, 2008 (with Department of Social Sciences)

Summary of Findings and Recommendations:

1. Undergraduate Programs (Human Geography, B.A.: Maj; Physical and Human Geography, B.A., Maj.; City Studies, B.A.: Maj., Co-op)

The reviewers observed the following strengths:

- Social Science at UTSC represents great but untapped potential
- Diverse student body

The reviewers identified the following areas of concern:

The reviewers made the following recommendations:

- Track student progress after graduation to measure the success of the programs
- Undertake a curriculum review of all programs in department

2. Graduate Programs

(n/a)

3. Faculty/Research

The reviewers identified the following areas of concern:

- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Create new faculty positions in the department

- Add formal mentoring and training programs for new faculty

4. Administration

The reviewers identified the following areas of concern:

- Current structure of the department is not functioning and is unsustainable
- Perception is that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change the departmental structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the department

Last OCGS Review(s) n/a

Date(s):

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Department of Human Geography

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, May 2013

Student Services Statement

Library Statement

Site Visit Schedule, October 2013

Consultation Process:

The reviewers met with the Vice-Provost, Academic Programs, Vice-Dean, Undergraduate; Chair, Department of Human Geography; Associate Chairs, Department of Human Geography; senior, junior and sessional faculty in the Department of Human Geography; undergraduate students in City Studies, Human Geography and Physical and Human Geography programs; Program Advisor, Department of Human Geography; Director, Arts and Science Co-op; administrative staff; and the Academic Programs Officer.

Current Review: Findings & Recommendations

1 Undergraduate Program

Human Geography, B.A., Hons.: Maj, Min

Physical and Human Geography, B.A., Hons.: Maj

City Studies, B.A., Hons.: Maj, Maj (Co-op)

The reviewers observed the following strengths:

- Overall quality
 - Overall high quality educational experience
 - Impressive rethinking of curriculum following departmentalization
 - Faculty are committed to ongoing program development and improvement
- Objectives
 - Appropriate length, structure, learning outcomes, and degree expectations for all programs
- Admissions requirements
 - Admission requirements are in line with curricula and program learning outcomes
- Curriculum and program delivery
 - Curricula are rigorous and reflect current trends and research priorities in the discipline
 - Interesting, wide range of new courses in City Studies and Human Geography
 - Faculty employ active pedagogy, including problem and inquiry-based learning, and the quality of teaching is very high
 - In-development two-semester course sequence is designed to improve students' writing and research skills
 - Proposed Minor in Geographic Information Science (GIS) reflects department's forward-thinking approach to curriculum improvement
 - Students appreciate the considerable service learning, community outreach and volunteer programs offered by the department
 - Students are prepared for graduate study and professional opportunities in fields which continue to grow
- Assessment of learning
 - Assessment of student learning is aligned with learning outcomes and degree level expectations
- Quality indicators
 - Admitted students are above normal campus averages; faculty are considering ways to attract even more highly qualified students
 - The unique City Studies program attracts high quality students
 - Times-to-completion are acceptable given the students' work demands and the other courses of study that they may be pursuing
- Students
 - Students are very positive about their experiences in the programs

- Support
 - Students receive high quality advising
- Outreach/Promotion
 - Recruitment materials are effective and emphasize the social and economic relevance of programs

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Growth in service learning opportunities are limited by current staffing levels and teaching loads
- Outreach/Promotion
 - Note that faculty are interested in attracting larger numbers of national and international students, though the potential of this is probably limited

The reviewers made the following recommendations:

- Curriculum and program delivery
 - Consider innovative approaches in delivering and developing the GIS minor, exploring the intersections between GIScience and urban and community issues
 - Develop a strategic plan for incorporating more learning technologies, such as virtual office hours, into the programs
 - Explore internship programs with government agencies and non-profit programs to allow students to gain additional relevant experience
 - Redevelop the Physical and Human Geography program to highlight recent development in areas of overlap between human and physical geography
- Assessment of learning
 - Consider developing an assessment plan that involves annual data collection about courses and use it to improve programs

2 Graduate Program

N/A

3 Faculty/Research

The reviewers observed the following strengths:

- Research
 - Faculty are engaged in cutting-edge research projects that reflect current directions in geographical sciences
 - Faculty teaching and research focuses on relationships with external agencies, which are particularly relevant to the City Studies program
 - Faculty are engaged in community-based and participatory action research, which represent growth areas within the discipline

- Students value the Community-University Research Alliance (CURA) programs, which provide them with significant opportunities for community-based research
- Faculty
 - Faculty, who are primarily early career, are “dynamic, energetic, dedicated, and productive”
 - Faculty are enthusiastic about further developing the programs
 - Department is supportive and offers a very effective mentorship program for new faculty
 - Faculty cross-appointments with other social science and humanities departments support the department’s cross-disciplinary focus
 - Thoughtful faculty complement plan that builds on current strengths and anticipates future demands

The reviewers identified the following areas of concern:

- Faculty
 - Concerns about the vulnerability of the faculty complement, which is dependent upon CLTAs
 - Current teaching gaps in areas such as quantitative methods

The reviewers made the following recommendations:

- Faculty
 - Consider adding an orientation for new and continuing sessional instructors
 - Be strategic about the two new appointments in urban geography
 - Develop capacity in areas such as community and participatory GIS to serve both student and faculty interests
 - Add a new GIS lecturer position to enhance the program and address student interests
 - Convert current CLTA appointments to tenure stream positions to ensure stability in the complement and meet teaching needs
 - Maintain the balance of permanent to sessional appointments

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Morale amongst all groups is excellent
 - Strong relationships with cognate departments, including the other social science departments
- Organizational and financial structure
 - Programs are very well-run
 - Faculty willingly spend a substantial amount of time engaged in departmental governance and planning
 - Support staff are well qualified

- Programs are consistent with the University's mission and the 2008 & 2012 strategic and academic plans, advancing many goals of each
- Department benefits from good leadership
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Comparable to a number of North American departments, though exact comparisons are difficult due to the focus and unique structure of the UofT campuses

The reviewers identified the following areas of concern:

- Organizational and financial structure
 - Students and faculty need a common room and a computer laboratory space where they can interact outside of current classrooms/teaching labs

The reviewers made the following recommendations:

- Organizational and financial structure
 - Create a common space and computer lab for the department that also supports GIScience projects as well as supporting emerging areas of research and teaching in urban informatics
 - Consider holding occasional staff meetings to coordinate work among staff who are shared with other programs
 - Given the rapid growth of the department, more support staff resources will be required in the future
 - Within the midst of the field's rapid change, determine the best position for the department to sustain enrolment growth and its successes
 - Future plans should reflect the diverse student body, the department's location within the GTA, and changes in technology

ADMINISTRATIVE RESPONSE – Appended



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

January 24, 2014

Professor Rick Halpern
Vice-Principal (Academic) & Dean
University of Toronto Scarborough (UTSC)

Dear Professor Halpern,

Thank you for forwarding the report of the Fall 2013 External Review of the programs in the Department of Human Geography at UTSC: Human Geography, B.A., Hons.: Maj, Min; Physical and Human Geography, B.A., Hons.: Maj; and City Studies, B.A., Hons.: Maj, Maj (Co-op).

As indicated in our Statement of Institutional Purpose, the University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

Congratulations on the reviewers' very positive assessment of the department's programs. In their review report, they stated, "Few departments have the opportunity to re-invent themselves as has the one at UTSC and the results are impressive." They praised the faculty's efforts in ensuring that the curricula are rigorous and up-to-date, adding that the City Studies program is unique and the Geography program is cutting-edge. They also remarked on the positive, supportive environment that the department has created for students, faculty, and staff, with excellent morale among all three groups. They lauded the "dynamic, energetic, dedicated, and productive" faculty complement, which includes many very good recent hires.

I am writing at this time to request your administrative response to the external review report for the programs in the Department of Human Geography and your thoughts on a timeline for implementing recommendations. At the same time I am forwarding you a summary of the review report for comment.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum & program delivery

- The reviewers noted possibilities for improving the student learning experience through the use of learning technologies and virtualization, redevelopment of the Physical and Human Geography curriculum, and improvement of students' writing and research skills.

Program development

- The reviewers praised the forward-thinking development of the new minor in Geographic Information Systems. They also noted opportunities to have GIS be used in new and interesting ways, beyond what is already planned, that cut across many curricular areas.

Resources and planning

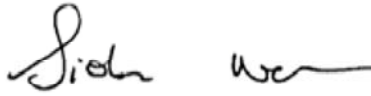
- The reviewers praised the department's efforts in planning for the future of the faculty complement. They also encouraged specific changes to the composition of the faculty complement in order to continue to meet curricular needs and bring stability to the department.
- The reviewers noted issues with the level of staff in place to support the programs.
- Though the department will eventually move into new space, the reviewers noted the current need for a common space for students and faculty as well as a computer lab to support GIScience projects and emerging areas of research and teaching in urban informatics.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the undergraduate programs offered by the Department of Human Geography will be considered by AP&P at its meeting on April 1, 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by February 28, 2014. This will allow my office sufficient time to prepare materials for AP&P. At the same time, we will work very closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP process.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Programs and Planning, should you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Sioban Nelson". The signature is written in a cursive style with a long horizontal flourish at the end.

Sioban Nelson
Vice-Provost, Academic Programs

cc.

Jane E. Harrison, Director, Academic Programs and Policy
Justine Garrett, Coordinator, Academic Programs and Planning
Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC
Lesley Lewis, Assistant Dean, Academic, UTSC
Annette Knott, Academic Programs Officer, UTSC



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE DEAN &
VICE-PRINCIPAL (ACADEMIC)

19 February 2014

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

Administrative Response, External Review of the Undergraduate Programs in the UTSC Department of Human Geography: Human Geography, B.A. (Hons.): Maj, Min; Physical and Human Geography, B.A. (Hons.): Maj; and City Studies, B.A. (Hons.): Maj, Maj (Co-op).

Thank you for your letter of 29 January 2014 requesting my administrative response to the recent external review of the UTSC Department of Human Geography. I applaud the thoroughness with which the external assessors approached the review process, and am very appreciative of the careful consideration they gave to the programs in this department. I am pleased that the reviewers found so many aspects of the programs praiseworthy, particularly their rigour and currency, their ability to attract well-qualified students and prepare them for a wide range of professional opportunities, the leadership of the department, the collegiality and dedication of its members, and the strong connections these colleagues have made with others in cognate disciplines. The reviewers believe that the programs would hold their own in any national or international context, especially the unique program in City Studies, which attracts high quality students, and the Geography program, which they see as cutting edge and striking an appropriate balance between covering traditional bases and breaking new ground. Also, the review team made note of the high level of faculty engagement in community-based and participatory action research, which they believe is well suited to our urban environment. At the same time, the reviewers made very frank assessments of the challenges facing the department and its programs. I am grateful for these and for their many helpful recommendations.

The external review report was sent to the Chair of the department, who shared it with staff and faculty members. On 6 February 2014, I, along with the Vice Dean Undergraduate and the Assistant Dean (Academic) met with the Chair as well as faculty and staff to discuss the external review. The tenor of that meeting was constructive, and the discussion that took place was detailed and substantive. It is clear that the department

is taking the recommendations of the reviewers seriously and already has begun to act upon many of them. The Dean's Office is committed to working with the department to strengthen Human Geography at UTSC and to move quickly to further enhance its excellent programs.

Let me now address the specific points raised in your letter of 29 January.

Curriculum & Program Delivery

- *The reviewers noted possibilities for improving the student learning experience through the use of learning technologies and virtualization, redevelopment of the Physical and Human Geography curriculum, and improvement of students' writing and research skills.*

The department shares a concern with other academic departments at UTSC about improving students' academic skills and has joined a campus-wide discussion about this. The department also is working actively on curriculum improvements to ensure the development of stronger writing skills of its students. The main elements are to strengthen teaching of basic writing and critical reading skills in first year tutorials, and the introduction of a required second-year writing and research design course for all departmental major program students. As well, the department is discussing the creation of a more diverse range of writing assignments in different classes to help to develop student enthusiasm for and engagement in writing practices.

Currently almost all the department's courses employ Blackboard for course delivery. Some faculty have ongoing experiments with the use of blogs, online journals, and wikis for writing assignments, student discussions, and content delivery. The department also will consider carefully the reviewers' recommendations regarding the use of learning technologies and virtualization in the curriculum renewal process that is underway.

Program Development

- *The reviewers praised the forward-thinking development of the new minor in Geographic Information Science (GIS). They also noted opportunities to have GIS be used in new and interesting ways, beyond what is already planned, that cut across many curricular areas.*

The department's major plans for expanded use of learning technologies is the creation and implementation in 2014-15 of the new freestanding Minor Program in GIS, with associated courses in web-based mapping and cartography and crowd-based data collection. The department is optimistic about the potential of this program to attract strong interest from excellent students. The department currently is searching to fill a new faculty position in Global Information Science and will look to this colleague for leadership in finding ways to integrate GIS into other programs offered by the department and across UTSC. It is worth noting that both

this particular faculty position and the GIS program more generally will be supported by a hire in the UTSC Library of a data librarian.

As the next step, the department plans to make curricular changes to both the Geography and City Studies programs that take advantage of and contribute to the GIS program. These changes will include new assignments in existing courses that rely on GIS and mapping approaches as research methods, as well as the introduction of new courses that develop critical conceptual frameworks and applications relevant to digital spatial data use and analytical skills. One particularly promising avenue will be to create courses in which students work with our community partners in community mapping and planning projects. It is worth noting that the department will launch a summer pilot program on "Scarborough Streets" that will give select undergraduate students the opportunity to involve themselves in GIS research in the east end of the city.

Enrolments in City Studies Co-op Major and Major programs are growing strongly, and the department currently is working on plans for the next steps of program development. The primary initiative will be the creation of a new stream of workshop courses in years three and four to equip students with essential employment skills in city management such as in running public consultations, managing charettes, doing environmental assessments, and working with teams of volunteers. The workshop courses will be a combination of service learning and professional skills development, and will engage students in interaction with local urban professionals. Finally, essential to the continued growth of the Co-op Major will be continued development of high-quality placement opportunities.

The department also is discussing the revision and expansion of the Major Program in Physical and Human Geography to engage with current debates about human impacts on the global environment and environmental impacts on human geography, and the expanding study and knowledge of those interactions. The strongest thematic link between the two programs is the concentration in Environmental Geography, an area the department hopes to strengthen through future hires.

Resources and planning

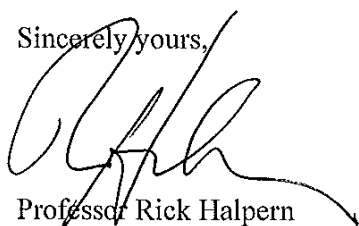
- *The reviewers praised the department's efforts in planning for the future of the faculty complement. They also encouraged specific changes to the composition of the faculty complement in order to continue to meet curricular needs and bring stability to the departments.*
- *The reviewers noted issues with the level of staff in place to support the programs.*
- *Though the department will eventually move into a new space, the reviewers noted the current need for a common space for students and faculty as well as a computer lab to support GIScience projects and emerging areas of research and teaching in urban informatics.*

Between 2011 and 2013, the department has hired four new colleagues, three of whom are CLTAs. The CLTA positions are in areas where the department has experienced enrolment growth and the Dean will be working with the department to ensure that these term positions are converted to on-going appointments over the next few years. In addition, this year the department expects to fill two new tenure stream positions, one in City Studies and the other in "big data," and the teaching stream position in Geographic Information Science discussed above. In developing its complement plan for the future, the department will focus on maintaining the balance between the three areas of concentration within Human Geography, and City Studies.

The level of staff support within the department is a problem identified across the social science units, which share administrative support. The first step towards a solution will be to engage the other departments in a discussion of available resources and work toward a viable sense of prioritization. It is clear that the main point of pressure is upon the Business Officer. The recent hire of a financial assistant has lightened her burden, and she is in the process of transferring further work to the assistant. In discussion with the social science chairs, the Dean has explored the option of hiring a second Business Officer for the five units.

For the next two years UTSC will experience severe limitations on our ability to provide departments with additional space. However, our ambitious infrastructure projects are moving forward on time and on budget, and we anticipate that a new building for the Social Science departments will be ready for occupancy in late 2015. The Department of Human Geography will have sufficient space in this new building to accommodate the Cities laboratory, research and teaching needs. The Cities Laboratory, now housed within the UTSC Library, will fully be utilized starting Fall 2014, and the department will use that space to develop incrementally more classes and projects that are designed to take advantage of a dedicated geography lab space. They expect to be able to make full use of the dedicated Geography lab in the new Social Sciences building starting in 2016.

Sincerely yours,



Professor Rick Halpern
Dean and Vice-Principal (Academic)

UTSC-Centennial Joint Journalism Program Quality Review Report 2013

This report has been prepared, reviewed, and accepted by all members of the Journalism Joint Program Review Panel.

Review Panel Membership

Chair: Paula Price, Ph.D., Consultant, PQAPA Panel Chair, Toronto, ON

Members: Janet Kolodzy, M.S.J., Assoc. Prof & Internship Coordinator, Journalism Dept., Emerson College, Boston, MA.
Christopher Waddell, Ph.D., Director, School of Journalism and Communication, Carleton University, Ottawa, ON
Rick MacLean, M.A., Instructor, Journalism Program, Holland College, Charlottetown, PEI
Larry Cornies, M.A., Coordinator, Print Journalism and Broadcast Journalism Programs, Conestoga College, Kitchener, ON.

The Review Panel examined all the documents provided, and conducted a site visit on May 30, 2013. The panel interviewed members of Senior Management, Academic Managers, faculty, students, and staff involved with design and delivery of the program. The panel was most impressed with the thoughtful self-study document and the contributions of all the individuals involved in the review process.

The panel concludes that the UTSC/CC Joint Journalism Specialist Program has made significant progress in advancing the goals of the program since the 2008 review. This integrated program model offers what students describe as the “best of both worlds” in journalism education. The University of Toronto degree is highly valued by the students, and the more applied practice offered at Centennial College is seen as giving students the professional skills needed for employment. While much progress has been made in developing the program over the past nine years, the panel identified a number of issues that continue to present some barriers to achieving the goal of delivering a seamless, student-focused, integrated joint journalism program.

The report summarizes the findings of the panel according to the elements of the terms of reference provided for the review: programs; relationships; organizational and financial structure; long-range planning challenges; and international comparators. A brief summary of the major findings, along with any opportunities and recommendations for each element, are presented below.

1. Programs:

The concept of a joint program is consistent with the mission of both institutions, and the program admission requirements appear appropriate to the learning outcomes of a

degree program. However, the program continues to lack both a strategic vision and specific overall program learning outcomes. While much progress has been made since the 2008 review, staff, students and faculty continue to clearly identify a lack of connection between the two institutions. The panel suggests that the lack of vision could be addressed with increased commitment to the program. The panel recommends that both institutions commit to a process that engages program faculty and administration from both institutions in a visioning exercise to more clearly articulate the unique contribution the program makes to undergraduate journalism education. Following this step, the next priority would be to identify a single Journalism Program Leader to oversee the continued development and success of the program.

Curriculum

The curriculum reflects the current state of the art in the field of journalism. But key areas of journalistic examination, such as journalism history, can be buried within courses and may need stronger delineation, perhaps even presented in a separate course.

Curriculum Innovation: The joint program provides many innovative and creative elements in course design and delivery. In particular, the “real-world” work learning experiences (when students work on the community papers in the Centennial courses), and the creation of OMDC cash awards offered to students are to be commended.

Curriculum Mapping: One of the expressed objectives of the joint program is the seamless delivery of courses. Faculty have limited to non-existent opportunities to engage in discussions with colleagues at the partner institution about curricular issues. One faculty member commented that “I don’t think we know what each of us do — us them and them us.” Another UTSC faculty noted that “the current program lacks any UTSC spine.” Students identify duplication of content within courses at UTSC, and an unbalanced significant increase in workload when at Centennial. The panel recommends that the program faculty from both institutions engage in a curriculum mapping process. The mapping would begin with the identification of overall program learning outcomes. Following this, course learning outcomes would be developed for every course and mapped to the overall program learning outcomes. The curriculum mapping exercise would provide an opportunity to eliminate current duplication in courses and develop more innovative assessment methods in the courses at Centennial (e.g., use of a single student assignment for simultaneous assessment by more than one course). The mapping would also provide an opportunity to analyze the noted workload issues for students at Centennial as well as offer more opportunities to further integrate the curriculum.

Curriculum Integration: The students expressed a desire to learn some of the “handson” skills earlier in the program so they could use these skills in the UTSC journalism courses. The UTSC faculty presented the idea of a “capstone” course in the final year. The panel supports and recommends the addition of a final year capstone course. Currently, the students questioned why they needed to return to UTSC as they did not

see any relevance to current course offerings to their journalism specialty. The capstone course would help consolidate earlier learning and could provide an additional opportunity for students to engage in research. The panel also recommends that the curriculum be revised to add more practical, skills-based learning opportunities earlier in the program. An example of how this could be achieved would be to change the sequence of courses and switch one of the first year UTSC courses (not necessarily a journalism specific course) with one of the Centennial courses. The newly sequenced Centennial course would be delivered in the first year of the program at the Morningside Campus of Centennial. The proposed change in sequencing would then necessitate that students add a first or second year UTSC course during the third year (when students are at Centennial). The newly sequenced UTSC course would be more accessible to students if it were designed in an alternate mode of delivery so that students would not have to be physically present at the UTSC campus to take the course.

Curriculum Internship: The program recently approved a required internship component for the joint program. The integration of this component is consistent with the goal of the program and supported by the panel review team. The panel recommends that when designing the required internship component consideration should be given to including non-English media placements and an integrative seminar element. The seminar would give students the opportunity to engage in reflective practice and integrate an analysis of the theoretical underpinnings of practice to their learning experience. A virtual classroom design for the seminar component is also recommended. This would allow for potential international internship placements in the future.

Assessment of Learning

Quality of Teaching - Design of Evaluation Strategies for the Assessment of Students. There were a number of issues raised by the students about the quality of assessments offered by teachers in the Centennial courses. Students presented situations where the teacher was not able to explain either how a grade was assigned or be able to offer assistance in explaining how the student could improve his or her performance in the future. This may be due to the limited opportunities for a part-time teacher to develop teaching and learning expertise and/or access to resources for developing better assessment methods. The panel recommends that the full-time Centennial program faculty review and revise existing assessment methods after exploring more definitive and different assessment methods (such as the method used at Holland College) that will improve student understanding of grading and make it easier for part-time teachers to apply and provide better feedback to students.

Quality Indicators

Quality of Teaching: Retention of Quality Part-Time Faculty - Remuneration. The issue of disparity of part-time faculty remuneration (in particular with part-time Centennial College teachers) was identified as a major threat to the retention of quality teachers. Senior Management at Centennial College identified that this issue is being looked at

college-wide. The panel recommends that, in addition to the college-wide examination, the Centennial program administrator work with the program faculty to examine and discuss the potential to pilot an alternate course delivery model that best utilizes the expertise of the professor role, together with the instructor or technologist role, with the goal of creating a better allocation of teacher expertise and remuneration package for part-time teachers. It is further recommended this discussion include an examination of the model of differentiated staffing being implemented at Conestoga College.

2. Relationships

The panel observed positive morale among students, faculty and staff involved with the program, despite the operational issues and expressed lack of togetherness. The panel suggests that resolution of the operational issues will lead to decreased levels of frustration that will help create more positive morale. The panel commends the program for bringing together a group of faculty from the two institutions, after the 2008 review, to review and revise the curriculum and present a report to the Joint Steering Committee. In addition, plans were made after the 2008 review to have the Directors of Marketing prepare a marketing plan, including the redesign and update of the websites. However, the current review panel noted that neither of these initiatives has continued to be an annual activity and recommends reinstating the two initiatives on an annual basis.

Identified Program Advisor for Students and Student Orientation: There were a number of issues identified by the students that suggest the delivery of the program is anything but seamless, especially when they move from one institution to the other. Students felt very stressed when they were at Centennial, felt things were not very well organized and they could not identify a specific individual or position in either institution as the “goto” person for support and advice on course selection, course sequencing, basic information about the program, or program requirements. Students were often given conflicting information, so they independently tried to figure things out as best they could. Student awareness of program communication efforts, such as an informational pizza party by a faculty member, was spotty at best. The panel suggests a number of simple strategies to help better support students and achieve the goal of seamless delivery: offer a formal student orientation at the start of the first academic year at UTSC; create a separate journalism program student handbook; create a Journalism Student Association; create and identify a journalism program student advisor; create a journalism program Facebook page; and develop a journalism student mentoring program.

3. Organizational and Financial Structure

Operational Support: The administrative response to the 2008 review identified that “there will be at least 0.5 FTE staff support (Joint Programs Administrative Coordinator) at each institution for general administrative support for the Joint Programs. Among other duties, the Coordinators will be responsible for communications with students, the creation and maintenance of a Joint Programs web site and a student Handbook”.

The panel heard students identify a number of operational issues related to progressing through the program, including a lack of D level courses at UTSC for students to be able to meet graduation requirements, difficulties registering for courses at Centennial, lack of information about the program model route, and lack of information about the internship component. The Joint Program Administrative Coordinator identified deficiencies in the ROSI system including a lack of authorization to access ROSI when students or faculty experience difficulties, and difficulties predicting enrollment. In addition, issues related to workers compensation, fees and scheduling for new internship course, and currency and accuracy of program information on websites were identified by students, faculty and/or the Joint Program Administrative Coordinator.

It appears a continuing lack of adequate support exists for troubleshooting and dealing with operational issues. The panel recommends that Senior Management re-examine the resource allocation currently assigned to role of the current Joint Program Administrative Coordinator and either consider re-assignment of responsibilities to ensure the role has sufficient time and support to oversee and troubleshoot all the operational issues related to student progress through the program, or consider adding additional resources to support the role. The panel suggests that consideration also be given to moving the position from a support staff position to a non-managerial administrative role to better reflect the value and importance of the job responsibilities.

4. Long Range Planning Challenges

Marketing Opportunities: Lack of Data for Program Planning: The response to the 2008 review identified that there was agreement that “feedback (w)as a key means by which the programs can be progressively improved. Coordination of these activities will be added to the duties of the Joint Programs Administrative Coordinators. In consultation with Program Supervisors, the Coordinators will develop a formal and standardized questionnaire that can be used for each of the joint programs. Such data will be centrally collected and distributed on an annual basis to all units involved with the joint programs.” The current review panel did not find any evidence that this has been implemented. The program continues to lack easy access to data on student retention and graduation rates. No one from any of the groups the panel met with was able to describe the typical successful graduate or why students withdraw from the program. The lack of data has created a number of problems, including the inability to accurately plan and staff section sizes that has led to last-minute cancellation of teaching staff which negatively affects staff morale. Accurate and timely enrollment planning is essential for effective resource allocation (teachers and classrooms). In addition, understanding the number of students who follow the program model route, why students leave, where students go to (e.g. other university programs), and where graduates go post-graduation (e.g. graduate programs, employment in/out of the field) would be very helpful for both marketing/recruitment and curriculum planning purposes. The panel recommends that a process be put in place to annually track and report on student progress in the program. This report should be presented and discussed

annually at the Joint Program Steering Committee in terms of recruitment, marketing and curriculum planning.

Marketing Opportunities: Program Promotional Material: The current website marketing materials are inconsistent and do not reflect the up-to-date program offering. In addition, the materials could be enhanced to showcase more program successes/testimonials. The panel recommends that one individual be accountable for ensuring current and accurate program information in all marketing/promotional materials (print materials, websites, social media). The panel also recommends that the program identify one person to liaise with the marketing department to provide the most current program information (e.g., promoting the newly required internship component, new courses added, alumni success stories).

5. International Comparators

Program Future: Diversity as a Unique Feature of the Program. The 2008 review identified a “genuine opportunity for UTSC in the area of diversity... and critical journalism studies.” The current panel notes that the program has not yet developed this potential. The panel recommends that resources be identified and a time line established to develop a proposal for how the diversity feature can be built into the program. The proposal should be reviewed at a Joint Program Steering Committee.

Program Future: Growing the Program. There are a number of diploma prepared graduates from Centennial College who may want to complete a U of T degree in Journalism. The panel recommends that a pathway be built to assist diploma program graduates to complete the degree at UTSC.

The Review Panel respectfully submits the following recommendations:

Programs:

(1) all joint program personnel (full-time, part-time and partial contract faculty, administrative leaders and support staff) engage in a facilitated process to develop a vision and mission for the joint program and identify a Journalism Program Leader

(2) all joint program faculty (full-time, part-time and partial-load contract faculty) engage in a curriculum mapping process

(3) the curriculum be revised to add more practical skills-based learning earlier in the program, add a capstone course, and include an integrative seminar in the internship course

(4) assessment methods in Centennial courses be reviewed and revised after exploring more definitive and different assessment methods (such as the method used at Holland College)

(5)alternate course delivery model be piloted at Centennial College that responds to the issue of remuneration of part-time teachers

(6)annually present a report to the Joint Program Steering Committee on the outcomes of the annual curriculum review process

Relationships:

(7)implement more student support initiatives, such as a formal student orientation, a separate journalism program student handbook, a Journalism Student Association, a journalism program student advisor, a journalism program Facebook page, and a journalism student mentoring program

Organizational and Financial Structures:

(8)Senior Management re-examine the resource allocation currently assigned to the role of the current Joint Program Administrative Coordinator, including reassignment of responsibilities or adding additional resources to support the role, and moving the job to a non-managerial administrative role

Long Range Planning:

(9)one individual be accountable for ensuring current and accurate program information in all marketing/promotional materials, and one individual be identified to liaise with the marketing department to provide the most current program information

(10)annually track and present a report to the Joint Program Steering Committee on student retention and graduation data, and the marketing plan initiatives

International Comparators:

(11)resources be identified and a time line established to develop a proposal for how the diversity feature can be built into the program

(12)bridging programs or pathways be developed for diploma program graduates completing the degree at UTSC

Review Summary

Program(s):	Journalism, B.A., Hons. (Joint Program with Centennial College): Specialist
Division/Unit:	University of Toronto, Scarborough (UTSC)
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers (Name, Affiliation):	<ol style="list-style-type: none"> 1. Dr. Paula Price, Consultant, PQAPA Panel Chair 2. Janet Kolodzy, M.S.J., Associate Professor, Journalism Department, Emerson College 3. Dr. Christopher Waddell, Associate Professor; Director, School of Journalism and Communication; Carty Chair in Business and Financial Journalism, Carleton University 4. Rick MacLean, M.A., Instructor, Journalism Program, Holland College 5. Larry Cornies, M.A., Coordinator, Print Journalism and Broadcast Journalism Programs, Conestoga College
Date of review visit:	May 30 and May 31, 2013

Previous Review

Date: May 15 – 16, 2008

Summary of Findings and Recommendations:

1. Undergraduate Program: Journalism, B.A., Hons: Specialist (Joint)

The reviewers observed the following strengths:

- “Genuine opportunity” for UTSC in the areas of diversity, global media, and critical journalism, as these areas have been underdeveloped in Canada

The reviewers identified the following areas of concern:

- Significantly different approaches to teaching journalism at the two institutions
- Lack of clearly articulated learning outcomes
- Competing bureaucratic structures impede the student experience
- Focus on industry at the expense of the student experience

The reviewers made the following recommendations:

- Make the student experience a priority

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers observed the following areas of concern:

- Lack of contact between faculty at the partner institutions negatively impacts curriculum design

The reviewers made the following recommendations:

- Clarify expectations and provide training for Centennial instructors who may be balancing careers and part-time teaching loads

4. Administration

The reviewers identified the following areas of concern:

- Absence of a functioning governance structure for the program
- “Extremely limited contact” between UTSC and Centennial faculty and administrators; faculty at both institutions expressed concern about activities at the partner institution
- No clear, overarching vision for the joint program
- Significant leadership, communication, and resource challenges

The reviewers made the following recommendations:

- Create clear lines of communication between the two institutions
- Reorganize programs around a strategic vision that capitalizes on the strengths of both institutions, the communities that they serve, and the program’s position within Ontario and Canada

Last OCGS Review(s) n/a

Date(s):

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

- UTSC Strategic Plan, 2008
- UTSC Academic Plan, 2010-15
- UTSC Annual Review, 2011-12
- UTSC Viewbook, 2013-14
- Joint Programs Student Handbook, 2012-13
- JPQR Terms of Reference, Specialist (Joint) program in Journalism (B.A.)
- Program and Course descriptions from UTSC Calendar
- Course Syllabi – Centennial College
- Course Syllabi – UTSC
- Faculty CVs – Centennial College
- Faculty CVs – UTSC
- Program Self Study, March 2008
- External Review Report, July 2008
- Summary and Administrative Response, March 2009
- Program Self Study, May 2013
- JPQR Student Survey

Student Services Statement

Library Statement

Consultation Process:

The reviewers met with the Associate Vice President, Academic Excellence (Centennial College) and the Vice-Dean, Undergraduate (UTSC); Chair, School of Communications, Media and Design (Centennial College) and Chair and Associate Chair, Department of Arts, Culture and Media (UTSC); Program Coordinator (Centennial College) and Program Director (UTSC); Chair, Journalism Program Advisory Committee (Centennial College); Joint Programs Administrative Coordinator (Centennial College and UTSC) faculty (Centennial College and UTSC) and Journalism program students (Centennial College and UTSC).

Current Review: Findings & Recommendations

1 Undergraduate Program

Journalism, B.A., Hons. (Joint Program with Centennial College): Specialist

The reviewers observed the following strengths:

- Overall quality
 - Students feel that the integrated program model offers the “best of both worlds”: the highly valued UTSC degree & the applied practice and skills for employment from Centennial
- Objectives
 - Program is consistent with both institutions’ missions
- Admission requirements
 - Appropriate to program learning outcomes
- Curriculum and program delivery
 - “Curriculum reflects the current state of the art in the field of journalism”
 - Many innovative, creative approaches to course design and delivery, particularly the commendable “real-world” experience of working on community papers
 - Integration of new internship component is consistent with the goals of the program

The reviewers identified the following areas of concern:

- Objectives
 - Lack of a strategic vision for the program and no specific, overall learning outcomes
 - Unclear picture of who a typical successful graduate would be
- Curriculum and program delivery
 - Registration/ROSI issues have negatively impacted the student experience
 - Few higher level university courses means that students cannot meet graduation requirements
 - Students identified duplication of content within courses at UTSC

- Students would like more hands-on learning earlier in the program so that they can use these skills in UTSC courses
- Quality indicators
 - Lack of data about current students' retention and graduation rates hinders staff ability to accurately plan for courses
 - Absence of evidence of data on program graduates and their accomplishments
- Assessment of learning
 - Students experience uneven or unexplained assessment of their grades/assignments in college courses
- Students
 - Inconsistent and stressful student experience; students do not have a "go to" person and receive conflicting/no information about the program and internships
 - Imbalanced workload between college and university portions
- Support
 - Absence of a formal orientation for students
- Program Administration
 - Inadequate support for operational issues and general troubleshooting
- Outreach / Promotion
 - Inconsistent program information online

The reviewers made the following recommendations:

- Objectives
 - Increase commitment to the program and forge stronger connections between the institutions
 - Engage joint program personnel in more clearly articulating the vision for the program and the unique contributions that the program makes to undergraduate journalism education
- Curriculum and program delivery
 - Engage in a curriculum mapping process to develop course learning outcomes for every course and map course learning outcomes to overall program learning outcomes
 - Revise the curriculum to add more practical, skills-based learning earlier in the program
 - Add a capstone course to consolidate earlier learning and provide an additional opportunity for students to engage in research
 - Pilot alternative course delivery models to accommodate resequencing
 - Include an integrative seminar (possibly online) and non-English placements in the internship course so that students can engage in reflection and analysis of their experiences
 - Conduct an annual review of the curriculum and present this information the Joint Programs Steering Committee
- Quality Indicators
 - Track retention, graduation, and employment data, and present this information annually to the Joint Programs Steering Committee
- Assessment of learning

- Explore other assessment methods at other institutions, and review and revise assessment methods used in Centennial courses
- Support
 - Initiate strategies to better support students, such as offering a formal orientation at UTSC, creating a program handbook, creating a student association, starting a mentoring program, and engaging social media
- Program Administration
 - Re-examine the resources allocated to the Joint Programs Administrative Coordinator and consider whether the role is appropriately positioned
 - Create a leadership position to oversee the program's continued development and success
 - Increase advising capacity to better support students and improve their experiences
- Outreach / Promotion
 - Annually update the website and create a marketing plan
 - Designate a point person for ensuring current, accurate marketing/promotional information and to liaise with the marketing department

2 Graduate Program

(n/a)

3 Faculty/Research

The reviewers observed the following strengths: None.

The reviewers identified the following areas of concern:

- Faculty
 - Faculty have limited opportunity to engage in discussions about curriculum with colleagues at the partner institution

The reviewers made the following recommendations:

- Faculty
 - Engage all joint program faculty in planning and curriculum mapping processes

4 Administration

The reviewers observed the following strengths:

- Morale of faculty, students and staff
 - Positive morale among students, faculty, and staff, despite operational issues

The reviewers observed the following areas of concern:

- Planning / Vision

- Program has not fully realized its potential in the areas of diversity and critical journalism studies

The reviewers made the following recommendations:

- Morale
 - Continue to address operational issues to relieve student frustration and improve morale
- Planning / Vision
 - Establish a timeline and identify resources to build diversity into the program
 - Develop a bridge program for diploma students who wish to complete the degree at UTSC

ADMINISTRATIVE RESPONSE – Appended



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

October 3, 2013

Professor Rick Halpern
Dean & Vice-Principal (Academic)
University of Toronto Scarborough (UTSC)

Dear Professor Halpern,

Thank you for forwarding the report of the Spring 2013 External Review of the Journalism Joint Program with Centennial College (B.A., Hons: Specialist). As indicated in our Statement of Institutional Purpose, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

I am pleased to note that the reviewers felt that the curriculum reflects the current state of the art. They commended the many innovative, creative approaches to course design and delivery, particularly the “real-world” experience of working on community papers. They observed that students find the integrated program model offers “the best of both worlds”: a university degree and applied practice.

I am writing at this time to request your administrative response to the external review report for the Journalism Joint Program with Centennial College and your thoughts on a timeline for implementing recommendations.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum & Program Delivery

- The reviewers noted that the program lacks specific overall learning outcomes
- The reviewers praised the program curriculum, but they suggested that the student experience can be inconsistent and confusing, especially when moving between the university and college portions. They noted an imbalanced student workload between UTSC and Centennial.
- The reviewers noted that there are increasingly less higher-level university courses, which can result in delayed graduation

Planning/Vision

- The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial
- The reviewers observed that better tracking of retention, graduation, and experiences post-graduation would improve course and program planning

At the same time I am forwarding you a summary of the review report for comment.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the Journalism Joint Program with Centennial College will be considered by AP&P at its meeting in April 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by February 21, 2014. This will allow my office sufficient time to prepare materials for AP&P. At the same time, we will work very closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP process.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Programs and Planning, should you have any questions.

Sincerely,



Sioban Nelson
Vice-Provost, Academic Programs

cc.

William A. Gough, Vice-Dean, Graduate Education & Program Development, UTSC

Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC

Lesley Lewis, Assistant Dean, Academic, UTSC

Annette Knott, Academic Programs Officer, UTSC

Jane E. Harrison, Director, Academic Programs and Policy

Justine Garrett, Coordinator, Academic Programs and Planning



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE DEAN &
VICE-PRINCIPAL (ACADEMIC)

14 February 2014

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

Administrative Response, External Review of the Journalism Joint Program with
Centennial College (B.A., Hons: Specialist)

Thank you for your letter of 3 October 2013 requesting my administrative response to the external review of the Journalism Joint Program with Centennial College. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to this program. I note with particular pleasure that students describe the Journalism program as “the best of both worlds” in journalism education, since it provides them with a highly valued university degree and the professional skills offered by a college program. In addition, I am grateful for the reviewers’ assessment of the challenges facing the program and for their many helpful recommendations.

The external review report was sent to the Chair of the Department of Arts, Culture and Media (UTSC), the Dean and Chair, School of Communications, Media and Design (Centennial College), and all faculty and staff associated with the program, for their information and feedback. The Vice-Dean, Graduate Education and Program Development met with the Associate Chair of the Department of Arts, Culture and Media as well as the faculty and staff associated with the program on January 23, 2014, and I met with the Joint Programs Executive Committee on February 3, 2014. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me address now the specific points raised in your letter of 3 October.

Curriculum and Program Delivery

- The reviewers noted that the program lacks specific overall learning outcomes.

Steps have already been taken to address this concern. UTSC’s Department of Arts, Culture and Media and Centennial’s School of Communications, Media and Design are working collaboratively to develop a clearly articulated set of learning outcomes for the

Joint program in Journalism. They are using the Core Competencies for Journalism Schools (2008) as a guide. These Core Competencies, recommended by the Knight Foundation, were rewritten a few years ago by UTSC's J. Dvorkin and were proposed, with amendments for the unique Canadian experience, to the Ryerson School of Journalism when he was a Distinguished Visiting Professor (2008-2010). As a first step, we have begun to develop a mission statement and a list of program objectives that will be the overarching statement of the learning outcomes for the program. The second step will be to develop closely aligned learning outcomes for the UTSC and Centennial components of the program.

- The reviewers praised the program curriculum, but they suggested that the student experience can be inconsistent and confusing, especially when moving between the university and college portions. They noted an imbalanced student workload between UTSC and Centennial.

This is an important and vexing issue shared with the other Joint Programs. Confusion arises primarily from two sources: first, the differences in pedagogy, expectations, and course material at the two institutions, and second the communication of program expectations to students.

In order to address these concerns, UTSC has initiated a curricular review of the Journalism offerings. This review will include close consultation with the Centennial partners and include a curricular mapping exercise to ensure appropriate sequencing, workload distribution and alignment with program learning outcomes. This review will be presented to the Joint Steering Committee.

To address the second source of confusion, we will seek ways to provide students with a better understanding of the differences in the demands of various aspects of the program. We hope that a more explicit articulation of expectations for each component of the program will help to sustain enthusiasm and morale among students and reduce attrition rates. We note that Orientation sessions and classroom visits have taken place during the last couple of years. We will augment these efforts by developing ways to proactively reach out to students to provide them with the counseling they need. We also are committed to working directly with students to identify workload tensions and where feasible address them through better scheduling and sequencing, and to working with UTSC's Academic Advising and Career Centre to ensure consistent messaging of program requirements.

As indicated by the reviewers, there is a need to integrate the scheduling more effectively so that Centennial students are able to return to UTSC for one course in their 3rd year. At the same time, UTSC students have expressed a strong interest in having a course in digital skills available to them before they leave UTSC for their Centennial experience. We are committed to pursuing the practicality of these aspirations through the curricular review process, noting that scheduling at UTSC and Centennial employ substantially different methodologies and timelines and that course offerings are shared with other programs.

- The reviewers noted that there are increasingly less higher-level university courses, which can result in delayed graduation.

In order to comply with its Degree Level Expectations, all UTSC Specialist programs require students to complete 4.0 FCEs at the C and D levels (third and fourth year), 1.0 FCE of which must be at the D-level. This requirement is explicitly articulated in the Joint program in Journalism, however, in the past there were no D-level courses in Journalism so students met this requirement with courses outside of Journalism. This situation has been rectified with the introduction of a new D-level course – JOUD10H3 (Senior Seminar in Journalism) as a program requirement. This course will be offered on an annual basis, which should enable students to finish more easily in a timely fashion. We also acknowledge that many D level courses have pre-requisites and thus sequencing can be critical to a timely completion. This issue will be addressed through program counseling during the second year and third year. It is important to mention that UTSC has commenced a search for an additional faculty member in Journalism. This new hire should provide the teaching capacity to address this issue.

Planning and Vision

- The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial.

This comment is not consistent with the experience of those involved in the program. UTSC and Centennial faculty enjoy an excellent working relationship, most specifically between the UTSC and Centennial program coordinators, who feel a shared sense of ownership and vision for the Journalism program. This productive relationship was explicitly highlighted in the external review report.

Nevertheless, we agree that more should be done to foster and articulate a shared vision. Specific actions already have been taken and will continue. We note that the recent review process itself has improved connection between the Centennial program coordinator and the UTSC director including more regular UTSC contact with Centennial administration.

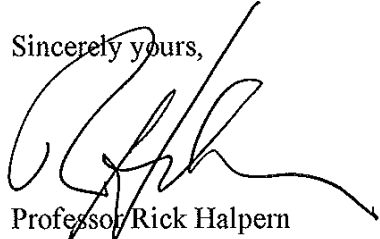
- The reviewers observed that better tracking of retention, graduation, and experiences post graduation would improve course and program learning.

Retention issues are important to us. Although much has been gained anecdotally by those involved in the program, we will work with the UTSC Registrar to track these numbers more systematically.

Post graduation experiences too are an important consideration. We hope to engage the university and college alumni associations more effectively, which should be of significant assistance. As per the website, <http://www.utsc.utoronto.ca/aacc/> there seems to be the potential to track and sustain contact with our graduates. We are certainly eager

to work with the Alumni Offices to help in this process.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Rick Halpern', written over the text 'Sincerely yours,'.

Professor Rick Halpern
Dean and Vice-Principal (Academic)

Appendix A: Core Competencies for Journalism Education at UTSC/Centennial College

DRAFT

FIVE AREAS OF COMPETENCE IN JOURNALISM EDUCATION

The following five areas of competence, and individual competencies within them, are adapted from “The Journalism School Curriculum Enrichment Program,” a study by the Carnegie-Knight Initiative on the Future of Journalism Education (October 2008).

A. GENERAL COMPETENCE

1. To assess and place information in context
2. Have a broad intellectual perspective
3. Have a deep knowledge of Canadian and international current events
4. Have a strong educational foundation
5. Be able to engage in analytical thinking
6. Understand the value of teams and motivation

B. PRACTICAL TECHNIQUES

1. Bibliographic research skills
2. Interviewing skills
3. Deadline reporting skills
4. Narrative story-telling skills in different media (audio video and digital)
5. Descriptive writing
6. Familiarity with CP Style
7. Investigative research methods
8. News visuals
9. Editing
10. Photography
11. Headline writing
12. Web, TV and/or radio production
13. Knowledge of TV field production skills (focus, research, structure, writing, shooting and editing)
14. Knowledge of inter-platform media skills

C. PROCESS COMPETENCIES

1. Understanding media influences and consequences
2. Understanding unintended consequences such as pack journalism, lack of independence, detachment and attachment dilemmas
3. Understanding how different media approaches, disciplines and platforms affect journalism outcomes

4. Understanding the social context, purposes and particular challenges of doing journalism in a diverse environment

D. PROFESSIONAL ETHICS

1. Stimulating the moral imagination
2. Recognizing moral issues and consequences
3. Living a professional life that is ethically informed
4. Tolerating disagreement and ambiguity

E. SUBJECT COMPETENCIES

1. Acceptable levels of specialization in areas such as law, economics, foreign affairs, science, business, religion, travel and sport
2. Ability to exercise independent judgment about the value and importance of news events
3. Ability to create and transpose content from one media platform to another with an emphasis of digital creation

UTSC-Centennial Joint New Media Studies Program Quality Review Report 2013

This report has been prepared, reviewed, and accepted by all members of the New Media Studies Joint Program Review Panel.

Review Panel Membership

Chair: Paula Price, Ph.D., Consultant, PQAPA Panel Chair, Toronto, ON

Members: Charles H. Davis, Ph.D. , Edward Rogers Sr. Research Chair in Media Management and Entrepreneurship, and Associate Dean, Scholarly Research and Creative Activities, Faculty of Communication & Design, Ryerson University, Toronto, ON

Kelly Lyons, Ph.D., Associate Professor, Faculty of Information, University of Toronto, Toronto, ON

Dave Nourse, B.A., VP, Managing Director, - Digital, Saatchi & Saatchi, Toronto, ON

David Harris Smith, Ph.D., Assistant Professor, Department of Communication Studies and Multimedia, McMaster University, Hamilton, ON

The Review Panel examined all the documents provided, and conducted a site visit on May 23, 2013. The panel interviewed members of Senior Management, Academic Managers, faculty, students, and staff involved with design and delivery of the program. The panel was most impressed with the thoughtful self-study document and the contributions of all the individuals involved in the review process.

The panel concludes that the UTSC/CC Joint New Media Studies Program is a program with the opportunity to be a cachet program. The program provides a media literacy that few other kinds of education do. To this point, the program is producing graduates with much sought-after pedigree in the new media area, having learned theories around new media, as well as gaining very valuable practical experience in how to produce new media content. This mix of “thinking and doing” that graduates possess is highly desirable in today’s new media field, and will continue to be in the future as growth continues in the field and the demand for talent keeps pace. As mentioned by panelist Dave Nourse, “These are exactly the kind of kids I want to have working for me” in terms of jobs in account management and sales. The program has made significant progress in advancing the goals of the program since the 2008 review. The integrated program model offers the University of Toronto degree (which is highly valued by the students), and the more applied practice of new media studies (which is seen as giving students the professional skills needed for employment) at Centennial College. While much progress has been made in developing the program over the past nine years, the panel identified a number of issues that continue to present some barriers to achieving the goal of delivering a seamless, highly sought-after, student-focused, integrated joint new media studies program.

The report summarizes the findings of the panel according to the elements of the terms of reference provided for the review: programs; relationships; organizational and financial structure; long-range planning challenges; and international comparators. A brief summary of the major findings, along with opportunities and recommendations for each element, are presented below.

1. Programs:

The concept of a joint New Media Studies program is consistent with the mission of both UTSC and Centennial College, and the delayed admission requirement appears appropriate to the learning outcomes of a degree program. The panel suggests that if the program engages in more effective marketing strategies, an increased quality of student applicants may be anticipated in the future.

One of the challenges of developing and delivering a joint program is finding a balance between the different cultures at the individual institutions. The program staff are to be commended on beginning a process of articulating the program objective in the self study report, however it was not clear to the panel that there is a shared strategic vision for the program. The panel was not clear on the desired specific niche for the program and how the niche fits into the marketplace: was the program graduating an artist, business entrepreneur, or builder? In addition, the panel did not find the program to be very ambitious. After 10 years, UTSC should have better information about career trajectories for graduates from this program. There seems to have been little strategic thinking and selective portrayal of career outcomes for New Media grads in program publicity. While the program appears to be in demand by students, any plan for expansion should be based on research that demonstrates positive career outcomes. In addition, any expansion to the program would require more full time faculty and increased investment in adequate equipment and media production facilities throughout the program. The panel recommends that both institutions commit to a process that engages program faculty and administration in a visioning exercise to more clearly articulate the goals of the program, how to position the program for the future, projected enrollments for the program, potential synergies with other programs, and the desired view of the program 5-years from now (at the time of the next review).

Curriculum

The panel commends the program staff for identifying the need for Centennial to be able to adapt rapidly to change, and the need for the curriculum to be open to new modes of delivery and mobile technology. The panel met with full-time and part-time faculty who, along with the Centennial Program Advisory Committee Chair identified the challenge of maintaining currency in a field that is rapidly changing. The panel also heard from a student that one course in particular was very disappointing as it lacked content consistent with industry level tools. In addition, the panel heard that students may lack some of the more technical skills required prior to beginning the courses at Centennial. One example given by a student was the lack of coding knowledge necessary when beginning the Centennial coursework. The panel suggests that there is

an opportunity for Centennial to develop and offer weekend workshop courses to meet the needs of current students lacking technical skills and recommends that a regular review of current job postings could be used to help identify any new software expectations of employers for developing the content of the workshops.

The panel recommends the establishment of a joint new media studies curriculum review committee comprised of faculty from both institutions that would meet annually and review the curriculum to ensure the program reflects the expected level of scholarly rigor and discipline currency. The panel observed that the current curriculum is more focused on media making and is weak on the business side of how the industry functions. An annual joint review of the curriculum could help guide decision making about curricular revisions consistent with a strategic vision of preparing graduates to be skilled in the customer-facing aspect of the new media business, and ensuring the program remains a leader in the field.

Curriculum Innovation:

The panel commends the program staff in the development of many innovative and creative program initiatives such as the Media Studies speakers and film series, the creation of a new media club, the opportunity for students to contribute to the annual Art Side Out celebration, and the creation of the Hub. The panel noted that there were limited opportunities for students to showcase their projects, and questioned whether the Hub was intended to function as a business accelerator rather than as a showcase for student work. The panel suggests that student work could be better showcased, and recommends that consideration be given to developing the Hub into more of a "TILT"-like service facility where a fee-for-service media production offering is provided to industry. This TILT-like Hub could serve to both recruit future students and showcase the program. The panel recognizes that launching such a service facility would require access to New Media production tools, but suggests that the fee-for-service component could help fund this expense.

The self study identified the need for more remedial ESL for students. Given the goal of UTSC Academic Plan to increase the enrollment of international students the panel recommends consideration of developing additional support for students such as an intensive 6-week program to better prepare students with language skills prior to the second year of the program.

In addition, the panel recommends that consideration be given to developing additional intensive resource programs/workshops for students in the use of web authoring tools and other technical skills prior to the second year of the program.

Curriculum Mapping: One of the expressed objectives of the joint program is the seamless delivery of courses in both environments. Overall program objectives have been articulated and the program staff have done an excellent job of developing specific overall learning outcomes for both the courses delivered at UTSC, and those delivered at Centennial. However, the panel noted that these learning outcomes seem to be

isolated and internal to the individual institutions. The two full-time faculty members (one from each institution) are to be recognized for making opportunities to engage in curriculum discussions despite the difficulties posed by their teaching schedules. The panel recommends that the faculty members involved in the program be supported in conducting a program mapping process to more clearly articulate the learning outcomes for each course, and provide the opportunity to further integrate delivery of the curriculum. The mapping process would begin with the identification of overall joint program learning outcomes. Following this, course learning outcomes would be developed for every course and mapped to the overall joint program learning outcomes. The curriculum mapping exercise would provide an opportunity to eliminate any current duplication in course content and meet the needs identified in the self study to develop alternative modes of delivery such as developing online courses. This process would also identify alternative methods for delivering the current 3-hour block practicum courses which was identified in the self study as inconsistent with the current new media culture.

Curriculum Integration: The self study identified that there have been curricular changes over the past two years to increase experiential learning in UTSC courses and suggested a restructuring of the delivery to more of a concurrent model. The concurrent model would require dedicated days for courses at each institution. The students also expressed that they wished they had more hands-on practice throughout the program. The panel concurs with these suggestions and recommends that consideration be given to revising the sequencing of courses and moving the current applied courses offered at Centennial in the third year to the second year of the program. The panel suggests that providing students with an opportunity to participate in practical skills-based learning would enable practice to be better integrated into the more theoretical courses in subsequent years. The panel also notes that the re-sequencing could provide additional opportunities to develop a more creative and innovative curriculum with an increase in field education and internship learning experiences in the newly sequenced third year courses (similar to the current studio program). This would be consistent with the Boyer Model of Scholarship and Graham Sullivan's Art Practice as Research.

Moving the program to a concurrent model of delivery requires dedicated days for course delivery at each institution and/or alternative modes of delivery. In addition to the suggestion made in the self study to increase integration by assessing the procedural difficulties in scheduling classes at both institutions, the panel recommends that resources be provided to develop three different model runs of timetables that would incorporate both an increase in student sections and an exclusive day of delivery in order to better analyze how a more concurrent model of delivery would impact other programs and assist in program decision making. The three different timetable models could include the following: based on the current student numbers on an exclusive day schedule; the addition of a second section of students in the dedicated lab space but not an exclusive day schedule; and finally, the addition of a second section of students in the dedicated lab space and on an exclusive day schedule. In addition to investing in running various timetable options, the panel recommends more investment in developing alternate modes of course delivery as another strategy to further support a

program designed around more concurrent delivery.

The self study report identified that the capstone course is effective in helping students make connections across the university/college curriculum, but that there is a lack of a technical teaching assistant resource to provide support to students with technical issues in the new media the courses, and in particular during the senior-level courses. In addition, the self study identified the need to expand the opportunities for students to engage in year-round applied research. The panel also noted that the current 12-week length of the capstone course is a very short time period to produce a New Media artifact. The panel suggests that what is needed is an enduring research project and recommends that the capstone course be increased to a full year long course with additional technical support of production facilities at UTSC.

In addition to a move to a more concurrent model of delivery, the panel recommends that consideration be given to expanding the New Media Studies into a Specialist Program. The panel views the development of a Specialist Program as providing an opportunity to more fully integrate the program by adding courses such as an applied research course along with more practical based courses. While the panel recommends developing a specialist program, it is not recommended that the development would preclude students' ability to take a double major.

Curriculum Internship:

The program currently offers an optional internship component for the joint program which also results in students obtaining the Centennial diploma. The integration of this component into the Specialist Program model is consistent with the goals of the joint program and supported by the panel review team. The panel recommends two different strategies be examined for increasing internship participation. The first strategy is to add a required internship with an integrative seminar element. The seminar would give students the opportunity to engage in reflective practice and integrate an analysis of the theoretical underpinnings of practice to their learning experience. A virtual classroom design for the seminar component is also recommended. This would allow for potential international internship placements in the future. The second strategy, while recognizing this would significantly increase the work of the internship faculty and tax the relationships the program has with current industry partners, is to consider integrating more short-term internship/field education components throughout the program.

Assessment of Learning

Current methods of assessment of student learning reflect a variety of strategies appropriate to expectations. The approach at Centennial in which students work on a project that is then submitted for assessment as components in four courses is to be commended as a unique implementation for integrating student learning. The panel did not identify and issues or have any recommendations related to the assessment methods.

Quality Indicators

Quality of Teaching: Retention of Quality Part-Time Faculty - Remuneration. The issue of disparity of part-time faculty remuneration (in particular with part-time Centennial College teachers) was identified as a major threat to the retention of quality teachers. The 2008 review noted a lack of quality teaching at Centennial and the panel observed this continues to be somewhat of an issue with the added concern of retention of the excellent teachers at Centennial. The student survey identified that UTSC teachers provided better teaching, better quality of course instruction, and more variety of teaching methods than offered at in the courses at Centennial, while Centennial courses provided better practical experiences. The panel notes that for the program to remain current and a leader in the field there is a critical need to recruit and retain excellent part-time faculty. The program currently has some excellent teachers who remain because they are passionate about their discipline and committed to the program. The panel heard that other colleges offer higher remuneration packages. This competitive landscape poses a major threat to the continued success of the program if good teachers leave for higher pay elsewhere. Senior Management at Centennial College identified that this issue is being looked at college-wide. The panel recommends that, in addition to the college-wide examination, the Centennial program administrator work with the program faculty to examine and discuss the potential to pilot an alternative course delivery model that best utilizes the expertise of the professor role, together with the instructor or technologist role, with the goal of creating a better allocation of teacher expertise and remuneration package for part-time teachers. It is further recommended this discussion include an examination of the model of differentiated staffing being implemented at other colleges. In addition, the panel recommends that consideration be given to allocating resources for supporting a more formalized mentoring program for new teachers and continued support for part-time teachers.

In addition to the part-time faculty, the 2008 review noted a lack of FTEs at UTSC and Centennial. The panel noted that there are still only two full-time permanent faculty positions in the program and much of the success of the program is a result of the personal dedication of the two individuals in these positions. This situation poses another major threat to program success if the program expands enrollment or either of the individuals in these positions leave. The panel further recommends a more formal approach to succession planning of full-time faculty.

2. Relationships

The self study identified, and the panel observed, very collegial relationships between the two full-time faculty members along with positive morale among students notwithstanding the many operational issues they encounter. The panel recognizes that continued resolution of the operational issues will result in decreased levels of frustration and increased morale. The panel commends the two fully-time faculty members for finding the time to collaborate on the curriculum planning process despite the obstacles posed by their respective teaching schedules, and recommends that

every effort be made in the timetabling process to provide opportunities for faculty members to attend each other's classes.

The administrative response to the 2008 review panel report indicated that faculty members from the two institutions were brought together to review and revise the curriculum and present a report to the Joint Steering Committee. In addition, plans were made to have the Directors of Marketing prepare a marketing plan, including the redesign and update of the websites. However, the current review panel noted that there is a lack of evidence that the marketing initiative has continued to be an annual activity as issues with inconsistency in marketing materials persists. The panel recommends reinstating the marketing plan presentation on an annual basis.

Identified Program Advisor for Students and Student Orientation: There were a number of issues identified by the students that suggests the delivery of the program is anything but seamless, especially when they move from one institution to the other. Students in the program don't know each other until their third year. The panel notes that the new media industry is built on creative collaboration and the current lack of a formal student orientation program and lack of identity as a new media studies student until they enter the third year of the program at Centennial currently limits the opportunity for students to develop these collaborative relationships. Students commented that they "just figured out on their own how to pursue the new media studies program". One student stated that they "had a misunderstanding that new media studies was all about aesthetics, and then discovered the need for coding". One group of students explained that they were "really confused about the program (including the process for applying), so we made our own group to figure things out". The earlier recommendation to move the third year of the program to the second year also provides an opportunity to support the development of a collaborative culture similar to that found in the industry. In addition, the panel recommends a number of simple strategies to help better support students and achieve the goal of seamless delivery: offer a formal student orientation prior to students beginning the second academic year; create a separate new media studies program student handbook; create a New Media Studies Student Association; create and identify a new media studies program student advisor; create a new media studies program Facebook page; and develop a new media studies student mentoring program.

3. Organizational and Financial Structure:

Physical space and resources: The 2008 review identified the lack of dedicated space at UTSC. While this issue is still not resolved the self study indicated there are plans in place to accommodate this in the near future. The panel heard student feedback that identified the lack of access to "gear" in the final year at UTSC was a major issue. In addition, the faculty members explained that Centennial is creating a "cage" for centralizing gear that the panel noted would help address the issue of access; however, not at UTSC. The panel recommends that plans be put in place to monitor the effectiveness of the cage strategy, and that resources be allocated for complementary systems at UTSC.

Operational Support: The administrative response to the 2008 review identified that “there will be at least 0.5 FTE staff support (Joint Programs Administrative Coordinator) at each institution for general administrative support for the Joint Programs. Among other duties, the Coordinators will be responsible for communications with students, the creation and maintenance of a Joint Programs web site and a student Handbook”.

The panel heard from students who identified a number of operational issues related to progressing through the program, including registration issues and a lack of information about the program model route. The Joint Program Administrative Coordinator identified deficiencies in the ROSI system, students lacking pre-requisite courses before moving to Centennial, and difficulties predicting enrollment. In addition, issues related to the currency and accuracy of program information on websites was identified by students. It appears to the panel that there is a continuing lack of adequate support for troubleshooting and dealing with operational issues. The panel recommends that Senior Management re-examine the resource allocation currently assigned to role of the current Joint Program Administrative Coordinator, and, either consider re-assignment of responsibilities to ensure the role has sufficient time and support to oversee and troubleshoot all the operational issues related to student progress through the program, or consider adding additional resources to support the role. The panel suggests that consideration also be given to moving the position from a support staff position to a non-managerial administrative role to better reflect the value and importance of the job responsibilities.

The 2008 review also identified the lack of a “go to” technical teaching assistant. This was again identified in the current self study. The panel supports the suggestion to continue to invest in tools, speakers, projects, methods for showcasing student projects, and gear, and further recommends that resources be made available to develop a specific plan for how the technical teaching assistant role could be used to both support student learning and create opportunities for designing alternative course delivery with differentiated staffing.

4. Long Range Planning Challenges

Marketing Opportunities and Lack of Data for Program Planning: The Administrative response to the 2008 review identified that there was agreement that “feedback (w)as a key means by which the programs can be progressively improved. Coordination of these activities will be added to the duties of the Joint Programs Administrative Coordinators. In consultation with Program Supervisors, the Coordinators will develop a formal and standardized questionnaire that can be used for each of the joint programs. Such data will be centrally collected and distributed on an annual basis to all units involved with the joint programs.” The current review panel did not find any evidence that data was being collected on program graduates other than survey data from students in the program. Understanding the number of students who follow the program model route, why students leave, where students go to (e.g. other university programs), and where graduates go post-graduation (e.g. graduate programs, employment in/out of the field) would be very helpful for both marketing/recruitment and curriculum planning

purposes. The lack of data has created a number of problems, including the inability to accurately plan and staff section sizes that has led to last-minute addition of students. Accurate and timely enrollment planning is essential for effective resource allocation (teachers and classrooms). The Administrative response to the 2008 report indicated that it was not entirely clear on how such a recommendation could be implemented, and the panel acknowledges data collection from graduates is challenging at best. The panel recommends that a process be put in place to annually track and report on student progress in the program. The panel suggests that final year students and graduates be invited to connect via a Joint-Program Group on LinkedIn and that the Joint Program Administrative Coordinator request the assistance of the Alumni Association in collecting the data. The annual report should be presented and discussed at the Joint Program Steering Committee in terms of recruitment, marketing and curriculum planning. Given the current resource allocation given to the Joint Program Administrative Coordinator role, the panel suggests that additional resources be added to assist the coordinator in completing this report.

Marketing Opportunities: Student Awards. The panel noted the absence of student awards for the new media studies program. The panel recommends that the Centennial Program Advisory Committee be asked to develop or provide sponsorship for new media studies student awards. This would not only recognize student achievement but would also increase the program profile.

Marketing Opportunities: Program Promotional Material: The panel identified that the new media studies program has great potential to expand its marketing strategies as the program is seen as attracting creative and innovative thinkers and it is where 'kids' want to be. The generalist program model is a great opportunity to recruit students from other program areas, and the establishment of a new media studies showcase day for publicly exhibiting student project work could be a successful vehicle for introducing the program to students in other programs. Attrition in the program is very low and with enhanced marketing strategies the panel identified that there is great potential for recruiting an even higher standard of student. The panel noted that the Introduction to Media Studies course is currently a major marketing tool for the program as the more traditional marketing materials on the website are inconsistent and do not reflect the up-to-date program offering. The panel suggests that as the marketing strategies are improved, the program can expect a change in student population, and that it may be necessary to challenge recruitment assumptions and cast a wider net for finding students beyond the local Scarborough area. The panel further suggests that the increased program profile will open new opportunities to recruit students from unexplored program areas, such as health studies or other humanities, and there may be more undiscovered synergies to explore with other programs in the Department of Arts, Culture & Media Studies and the Humanities. The panel recommends that one individual be accountable for ensuring current, accurate and innovative program information be made available for developing marketing/promotional materials (print materials, websites, social media), and that the program identify one person to liaise with the marketing department to provide the necessary program specific materials (e.g., showcasing Client Projects, promoting new courses added and alumni success

stories).

5. International comparators

Program Future: The panel identified that while there was not any direct competitor to the program, the program is similar to the program offered at New York University and the multimedia program offered at McMaster University. One of the unique characteristics of the UTSC program is the diverse student population that the university attracts. The self study identified that many new media study students do not intend to work locally and suggested the development of a global network for internships/field education. This suggestion is consistent with the UTSC Academic Plan strategy to increase Internationalization by creating study abroad opportunities, and increasing enrollment of international students. The plan to work internationally was confirmed by one of the students interviewed. Given the richness of the diversity of the current student population and the academic plan to promote internationalization of programs, the panel supports the suggestion in the self study and recommends that the joint curriculum committee (recommended previously) examine opportunities to build on the global network suggestion and develop more international internship/field education learning experiences for students.

The Review Panel respectfully submits the following recommendations:

Programs:

- (1) consider moving the current third year Centennial curriculum to the second year
- (2) joint program personnel (full-time, part-time and partial contract faculty, administrative leaders and support staff) engage in an exercise to more clearly articulate the vision for the program
- (3) joint program faculty (full-time, part-time and partial-load contract faculty) engage in a curriculum mapping process
- (4) present an annual report to the Joint Program Steering Committee on the outcomes of the annual curriculum review process including the issues of program rigor and discipline currency, re-sequencing, concurrent delivery, and alternate modes of delivery, lengthening the capstone course, integrating more internship/field education, and, consideration for creating a Specialist Program.
- (5) pilot alternate course delivery models at Centennial College that respond to the issue of remuneration of part-time teachers
- (6) develop a formal succession plan for faculty

(7)give consideration to developing the Hub into more of a “TILT”-like service facility

(8)give consideration to developing additional academic resources (infrastructure, equipment, and technical support) to assist students with technical skills, web authoring tools and/or language skill development

(9)develop three different timetable models to address issues of increasing student enrollment and exclusive day delivery

Relationships:

(10)make every effort to create faculty timetables that support opportunities for faculty to attend each other’s classes

(11)reinstate the annual presentation of the program marketing plan

(12)monitor the effectiveness of the cage strategy at Centennial and adding more resources at UTSC.

(13)develop a specific plan that examines the role and utilization of a technical teaching assistant

Organizational and Financial Structures:

(14)re-examine the resource allocation currently assigned to the role of the current Joint Program Administrative Coordinator, including re-assignment of responsibilities or adding additional resources to support the role, and moving the job to a non-managerial administrative role

Long Range Planning Challenges:

(15)track and present a report annually to the Joint Program Steering Committee on student retention and graduation data, and the marketing plan initiatives

(16)add additional resources to assist the coordinator in completing the administrative support work

(17)assign one individual to be accountable for ensuring current and accurate program information in all marketing/promotional materials, and one individual be identified to liaise with the marketing department to provide the most current program information

(18)ask the Centennial Program Advisory Committee to develop a student awards program

International Comparators:

(19)examine opportunities to develop more international internship/field education learning experiences for students

Review Summary

Program(s):	New Media Studies, B.A., Hons. (Joint Program with Centennial College): Major
Division/Unit:	University of Toronto, Scarborough (UTSC)
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers (Name, Affiliation):	<ol style="list-style-type: none"> 1. Dr. Paula Price, Consultant, PQAPA Panel Chair 2. Dr. Charles H. Davis, Edward Rogers Sr. Research Chair in Media Management and Entrepreneurship, and Associate Dean, Scholarly Research and Creative Activities, Faculty of Communication & Design, Ryerson University 3. Dr. Kelly Lyons, Associate Professor, Faculty of Information, University of Toronto 4. Dave Nourse, B.A., V.P., Managing Director – Digital, Saatchi & Saatchi 5. Dr. David Harris Smith, Assistant Professor, Department of Communication Studies and Multimedia, McMaster University
Date of review visit:	May 23 and May 24, 2013

Previous Review

Date: May 15 – 16, 2008

Summary of Findings and Recommendations:

1. Undergraduate Program: New Media Studies, B.A., Hons: Major

The reviewers observed the following strengths:

- Successful incubator for new media talent
- Good placement track record for graduates

The reviewers identified the following areas of concern:

- Lack of clearly articulated learning outcomes
- Competing bureaucratic structures impede on the student experience
- Focus on industry at the expense of the student experience
- Students do not adequately understand the program nor its requirements

The reviewers made the following recommendations:

- Prospective students should be better informed about the nature of the program
- Make the student experience a priority

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers observed the following strengths:

- Enthusiasm of the two faculty members who teach and manage the program

4. Administration

The reviewers identified the following areas of concern:

- Absence of a functioning governance structure for the program
- Low staff morale due to limited resources and stagnant curriculum
- Significant leadership, communication, and resource challenges

The reviewers made the following recommendations:

- Reorganize programs around a strategic vision
- Consider moving the program to the Department of Humanities
- Establish a working group to advance the program

Last OCGS Review(s) n/a

Date(s):

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Joint Programs Student Handbook, 2012-13

JPQR Terms of Reference, Specialist (Joint) program in Journalism (B.A.)

Program and Course descriptions from UTSC Calendar

Course Syllabi – Centennial College

Course Syllabi – UTSC

Faculty CVs – Centennial College

Faculty CVs – UTSC

Program Self Study, March 2008

External Review Report, July 2008

Summary and Administrative Response, March 2009

Program Self Study, April 2013

JPQR Student Survey

Student Services Statement

Library Statement

Consultation Process:

The reviewers met with the Associate Vice President, Academic Excellence (Centennial College) and the Vice-Dean, Undergraduate (UTSC); Dean and Chair, School of Communications, Media and Design (Centennial College) and Chair and Associate Chair, Department of Arts, Culture and Media (UTSC); Program Coordinator (Centennial College) and Program Supervisor (UTSC); Chair, New Media Studies Program Advisory Committee (Centennial College); Joint Programs Administrative Coordinator (Centennial College and UTSC) faculty (Centennial College and UTSC) and New Media Studies program students (Centennial College and UTSC).

Current Review: Findings & Recommendations

1 Undergraduate Program

New Media Studies, B.A., Hons. (Joint Program with Centennial College): Major

The reviewers observed the following strengths:

- Overall quality
 - “Opportunity to be a cachet program”
 - “Provides a media literacy that few other programs do”
 - Program produces graduates with sought-after theoretical and practical knowledge
 - Integrated program model is highly valued by students
- Objectives
 - Significant advancement of program goals since the previous review
 - Program is consistent with both institutions’ missions
 - Commendable initial efforts towards articulating program and course objectives
- Admissions requirements
 - Delayed admission requirement is appropriate given program learning outcomes
- Curriculum and program delivery
 - Teaching staff identify the need for the curriculum to be adaptive to change and open to new technology and modes of delivery
- Assessment of learning
 - Assessment methods are appropriate and reflect a variety of strategies
- Support
 - Innovative and creative program initiatives, such as the Media Studies speakers and film series, new media club, the Hub, and student contributions to the Art Side Out celebration

The reviewers identified the following areas of concern:

- Objectives
 - Lack of a shared strategic vision for the program; learning outcomes are isolated to each institution
 - Program has not yet fully realized its potential

- Admissions requirements
 - Students may lack some essential technical skills prior to entry
- Curriculum and program delivery
 - Curriculum does not always use or teach students about current industry-level tools
 - Students would like more access to hands-on practice throughout the program
 - Current 12-week length of the capstone course is too short to produce a new media artifact
 - Registration/ROSI issues have negatively impacted the student experience
- Quality indicators
 - Lack of data about current students' retention and graduation rates hinders staff ability to accurately plan for courses
 - Absence of evidence of data on program graduates and their accomplishments
- Students
 - Inconsistent and confusing student experience, especially when moving from one institution to another
 - Limited opportunities for students to showcase their projects; unclear whether the Hub is intended as a business accelerator or a showcase for student work
 - Limited opportunities for students to develop collaborative relationships with each other
- Support
 - Absence of a formal orientation for students
 - Absence of student awards to recognize achievements
- Program Administration
 - Lack of support to students with technical issues, in particular in the senior-level courses
- Outreach / Promotion
 - Inconsistent program information in marketing materials and online
- Physical resources
 - No dedicated physical space at UTSC and limited access to gear needed for student work

The reviewers made the following recommendations:

- Objectives
 - Engage joint program personnel in more clearly articulating the vision for the program
 - Establish a Joint New Media Studies Curriculum Review Committee to review the curriculum and ensure the program reflects expected levels of scholarly rigor and discipline currency
- Curriculum and program delivery
 - Identify overall joint program learning outcomes
 - Engage in a curriculum mapping process and develop course learning outcomes for every course
 - Consider moving the current applied courses offered at Centennial College in year 3 of the program to year 2 of the program
 - Pilot alternative course delivery models at Centennial

- Develop three different timetable models to address issues of increasing student enrolment and daytime delivery
- Examine opportunities to develop more international internship/field education learning experiences for students
- Create an enduring research project for students by extending the capstone course to one year to allow more time for hands-on learning
- Consider development of an additional Specialist program, emphasizing applied research and practical courses; this would be in addition to the Major program already offered
- Quality indicators
 - Regularly review job postings to identify employers' software expectations
 - Track retention, graduation, and employment data, and present this information annually to the Joint Program Steering Committee
- Support
 - Consider developing the Hub into a service facility where fee-for-service media production is provided to industry
 - Better support students' technical skills and web authoring tools through intensive resource programs or workshops
 - Develop additional language/ESL support for students
 - Consult with the Centennial Program Advisory Committee to develop a student awards program
- Program Administration
 - Re-examine the resources allocated to the Joint Programs Administrative Coordinator and consider whether the role is appropriately positioned
 - Consider adding more capacity to support to students with technical issues, such as through a teaching assistant role
- Outreach / Promotion
 - Enhanced marketing strategies could lead to the recruitment of higher quality students
 - "Cast a wider net" and consider recruiting students from unexplored program areas as the program's profile rises
 - Designate a point person for ensuring current, accurate marketing/promotional information and to liaise with the marketing department
- Physical resources
 - Invest in tools, speakers, projects, gear, and methods for showcasing student projects

2 Graduate Program

(n/a)

3 Faculty/Research

The reviewers observed the following strengths:

- Faculty

- Commendable efforts to engage in curriculum discussions
- Some excellent faculty who are passionate about their discipline and committed to the program

The reviewers identified the following areas of concern:

- Faculty
 - Limited complement is a strain on faculty

The reviewers made the following recommendations:

- Faculty
 - Create opportunities for faculty to attend each other's classes
 - Develop a formal succession plan for full-time faculty

4 Administration

The reviewers observed the following strengths:

- Morale of faculty, students and staff
 - Collegial relationship between the two full-time faculty members and positive morale among students, despite operational issues
- Consistency with University's academic plan
 - UTSC goal of increasing internationalization is reflected in the program's diverse student population and in students' desire to work internationally
- Department/unit/programs relative to the best in Canada/North America and internationally
 - No direct competitors; similar to programs offered at New York University (NYU) and McMaster University

The reviewers made the following recommendations:

- Morale
 - Continue to address operational issues to relieve student frustration and improve morale
- Scope and nature of relationships with cognate Faculties, academic departments and units
 - Explore synergies with other programs in the Department of Arts, Culture & Media Studies and the Humanities
- Social impact in terms of outreach and impact locally and nationally
 - Examine opportunities to build the program's global network and develop more international experiential education opportunities for students
- Planning / Vision
 - Engage in more effective marketing strategies and reinstate the annual presentation of the program marketing plan
 - Engage in a visioning process for the next five years of the program and anticipate ways to recruit and support increasingly higher quality students

ADMINISTRATIVE RESPONSE – Appended



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

November 28, 2013

Professor Rick Halpern
Dean & Vice-Principal (Academic)
University of Toronto Scarborough (UTSC)

Dear Professor Halpern,

Thank you for forwarding the report of the Spring 2013 External Review of the New Media Studies Joint Program with Centennial College (B.A., Hons: Major). As indicated in our Statement of Institutional Purpose, the University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

I am pleased to note that the reviewers felt that New Media Studies has the opportunity to be a cachet program, providing "a media literacy that few other programs do." They observed that the program produces graduates with sought-after theoretical and practical knowledge.

I am writing at this time to request your administrative response to the external review report for the New Media Studies Joint Program with Centennial College and your thoughts on a timeline for implementing recommendations.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum & Program Delivery

- The reviewers noted that the program lacks specific overall learning outcomes
- The reviewers praised the program curriculum, but they suggested that the student experience can be inconsistent and confusing, especially when moving between the university and college portions

Planning/Vision

- The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial
- The reviewers observed that better tracking of retention, graduation, and experiences post-graduation would improve course and program planning

Simcoe Hall, 27 King's College Circle, Room 225, Toronto, ON M5S 1A1 Canada
Tel: +1 416-978-2122 • Fax: +1 416-978-3939 • provost@utoronto.ca • www.provost.utoronto.ca

At the same time I am forwarding you a summary of the review report for comment.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the New Media Studies Joint Program with Centennial College will be considered by AP&P at its meeting in April 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by February 21, 2014. This will allow my office sufficient time to prepare materials for AP&P. At the same time, we will work very closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP process.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Programs and Planning, should you have any questions.

Sincerely,



Sioban Nelson
Vice-Provost, Academic Programs

cc.

William A. Gough, Vice-Dean, Graduate Education & Program Development, UTSC
Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC
Lesley Lewis, Assistant Dean, Academic, UTSC
Annette Knott, Academic Programs Officer, UTSC
Jane E. Harrison, Director, Academic Programs and Policy
Justine Garrett, Coordinator, Academic Programs and Planning



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE DEAN &
VICE-PRINCIPAL (ACADEMIC)

14 February 2014

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

Administrative Response, External Review of the New Media Studies Joint Program with Centennial College (B.A., Hons: Specialist)

Thank you for your letter of 28 November 2013 requesting my administrative response to the external review of the New Media Studies Joint Program with Centennial College. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to this program. I note with particular pleasure the reviewers' assessment that the program "provides a media literacy that few other kinds of education do." In addition, I am grateful for the reviewers' assessment of the challenges facing the program and for their many helpful recommendations.

The external review report was sent to the Chair of the Department of Arts, Culture and Media (UTSC), the Dean and Chair, School of Communications, Media and Design (Centennial College), and all faculty and staff associated with the program, for their information and feedback. The Vice-Dean, Graduate Education and Program Development met with the Associate Chair of the Department of Arts, Culture and Media as well as the faculty and staff associated with the program on January 23, 2014, and I met with the Joint Programs Executive Committee on February 3, 2014. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me address now the specific points raised in your letter of 28 November.

Curriculum and Program Delivery

- The reviewers noted that the program lacks specific overall learning outcomes.

Although the overall learning outcomes may not have been explicitly articulated, the New Media Studies program does have a specific set of learning outcomes. We have initiated meetings with the two groups to develop an articulation of this shared vision and

learning outcomes. These will take the form of a mission statement and list of program objectives (see Appendix A for a draft mission statement).

We provide below a summary of the current thinking that emerged from our initial discussions. The curriculum of the Joint Program in New Media Studies is composed of the academic study of media and new media from theoretical, historical, cultural, and global points of view (provided by UTSC), and a year of practicum courses in new media design and communications (provided by Centennial College). This combination of critical media studies and digital media practice allows students to develop critical and creative thinking skills that will serve them well no matter their digital future. Our goal is to foster critical, engaged, and creative students who have the knowledge and skills needed to adapt to the demands of an ever-evolving digital media environment in which new and emergent communication technologies arrive with dizzying speed. Given our technological and digitized culture, it is crucial to teach students to communicate well in different contexts and through different media technologies. This is the key learning objective that underpins our curriculum. Coursework at UTSC develops students' critical reading and writing skills, while coursework at Centennial develops technical and design skills needed to communicate through digital visual forms.

- The reviewers praised the program curriculum, but they suggested that the student experience can be inconsistent and confusing, especially when moving between the university and college portions.

Movement between the university and college portions of the curriculum is a challenge for all of our Joint programs. Some aspects that appear confusing and inconsistent may stem from the realities of navigating between two different institutional cultures. Further confusion arises from two sources.

The first is the difference in pedagogy, expectations, and course material at the two institutions. While we have a clear vision of the program (as articulated in the previous section), further refinement is necessary to fully integrate the UTSC and Centennial components and address the problem of student confusion. We plan to move the Centennial component, which currently takes place during students' third year, to the second year. In addition, during the fall semester of the second year alongside their Centennial courses students will take a critical-theoretical course on new media at UTSC. These structural changes streamline the curriculum and clarify the logical progression in meeting the program goals and learning outcomes noted above. Courses will be taken in the following sequence:

- Year 1: Gateway courses MDSA01H Intro to Media Studies and MDSA02H History of Media and Technology; application to Joint Program
- Year 2: Centennial Courses; MDSB61H Mapping New Media (fall)
- Year 3: Designated digital project courses MDSB62H Visual Culture and MDSB63H Sound and Visual Media. (additional courses may be designated as Media Studies continues to expand course offerings.)

Year 4: Capstone new media studies courses NMED20H Theory and Practice in New Media and NMED01H Senior New Media Project

Students will continue to have the opportunity to take an additional course, including a field placement, during the summer at Centennial and earn a Certificate in New Media Design.

These changes offer several advantages:

1. Placing academic analysis and digital practice in the same semester and earlier provides students greater context for the scope and purpose of the program. (In the current curricular structure, students don't combine academic analysis and digital practice until their senior year.)
2. Developing students' technical and design skills earlier allows them to apply these skills in the digital media projects required in their courses in the following two years. (In the current curricular structure, students only have their senior year for such study.)
3. The wait time between students' application for entry (at the end of their first year) and beginning course work at Centennial (currently in the third year) will be substantially reduced. Currently students gain entry but must wait a full year to begin the component of the program that most likely attracted them in the first place. After the planned reorganization, students will apply for admission in May and transition to Centennial the following September.

The second source of confusion may arise from the communication of program expectations to students. Currently, students are invited to an orientation session at Centennial, to provide them with information on the College portion of their program, including information about courses and the expectations at the College, and to answer any questions they may have. We have learned that this orientation has not been scheduled at a time that is favourable for the students. We will do our best to ensure that in future this session is scheduled at a time that is easiest for students to attend. In addition to this session, a formal orientation is held by the College a week prior to the start of the fall semester. Here again, we will endeavor to ensure that this orientation is held at an optimal time and is well publicized among students.

The Academic Advising Office at UTSC is another important source of information for Joint program students. We are continuing to work with staff in this Office to ensure that they have the most up to date information regarding the program and its requirements. The Administrative Coordinator of the Joint Programs will work closely with Academic Advising to provide them with materials that explain the complexities of how the program operates, and to ensure consistent guidance is given to students.

Planning and Vision

- The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial.

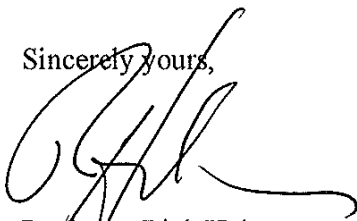
This comment does not resonate with the personal experience of those involved in the program. UTSC Faculty enjoy an excellent working relationship with colleagues at Centennial, especially with the Program Coordinator, and they feel a shared sense of ownership and vision for the New Media Studies program.

However, as noted in the section above on the program vision, the two groups have begun to meet more regularly and faculty have begun to develop a shared vision for the program.

- The reviewers observed that better tracking of retention, graduation, and experiences post-graduation would improve course and program planning.

Retention issues are important to us. Thus far, we have gained knowledge of student experience from anecdotal evidence provided by those involved in the program and by alumni who have remained in contact with us. Some of this information is gathered informally, but also we interview graduating new media studies students each year to solicit their feedback on the program. We agree that having a broad and reliable set of data analyses would be very useful for program planning and facilitating student recruitment into the program. In future, we will work with the UTSC Registrar to track admission, enrolment, and graduation numbers more systematically and will begin systematically to collect feedback from alumni into a database that can be used for analysis of their experience as students and as media professionals. In addition, we will begin to effectively engage the university and college alumni associations and are eager to work with the Alumni Offices to help in this process.

Sincerely yours,



Professor Rick Halpern
Dean and Vice-Principal (Academic)

Appendix A: Joint Program in New Media Studies Draft Mission Statement

The Joint Program in New Media Studies fosters critical, engaged and creative students who have the knowledge and skills needed to communicate effectively in written and visual modalities through the use of new and emerging digital media technologies. The curriculum is divided between academic study of media and new media from theoretical, historical, cultural and global points of view at UTSC and a year of practicum courses in new media design and communications at Centennial College.

Rationale: As more and more of contemporary life takes place on and through screens, developing an understanding of the interplay of texts and images and the ability to communicate effectively through them are key to full participation and citizenship in Canadian society as well as in the global digital village in which our students increasingly must compete. The unique structure of the Joint Program provides students with theoretical understanding of new media through academic study and practice-based digital media skills that prepare them for entry-level positions in new media industries and to continue academic study in new media and communication at the graduate level.

Curriculum & Program Delivery

Guiding Principles for Learning Outcomes

1. University of Toronto, "UTSC Undergraduate Degree Level Expectations" (attached)
2. Ontario, Ministry of Training, College and Universities, "Internet Applications and Web Development Fundamentals Program Standard" (attached)

UTSC Learning Outcomes	Joint Program in New Media Studies	Centennial College Learning Outcomes
<p>1. Develop an understanding of media theory and the history of media in order to contextualize how media works in today's world, on both local and global scales.</p> <p>2. Enhance awareness of the importance of media in the production and reproduction of contemporary cultures.</p> <p>3. Develop a capacity to critically evaluate the content of media, including the visual and aural, and analyze its underlying ideologies and implications.</p> <p>4. Critically evaluate the constraints of as well as the opportunities provided by modern media institutions and</p>	<p>Program Delivery by Year (Note: Reflects proposed changes in program structure)</p> <p><u>Year 1</u></p> <p>Fall: MDSA01 Introduction to Media Studies (UTSC)</p> <p>Winter: MDSA02 History of Media and Technology (UTSC)</p> <p>First-year introduces students to media studies, critical-theoretical approaches to understanding media, and a historical contextualization of media. Meets UTSC learning</p>	<p>1. Hand code HTML, CSS level 1 and 2, Javascript and Actionscript to produce web pages.</p> <p>2. Operate and evaluate a variety of computer hardware, software and peripheral devices in the development of new media design, including Adobe Suite.</p> <p>3. Develop, produce and implement audio, video and text content for new media environments such as social networks, interactive installations, entertainment, public environments, and interactive presentations.</p>

<p>information technologies to nourish humanistic and democratic values.</p> <p>5. Gain competency with a set of media theories applicable to students' own social contexts in order to better understand relationships between media and how individuals understand the self.</p> <p>6. Use digital technologies to create media projects and thereby also acquire basic media production and dissemination skills as well as a better understanding of media platforms, rhetoric and logic.</p>	<p>objectives 1, 2, 3, 4, 5.</p> <p><u>Year 2</u></p> <p>Fall:</p> <p>MDSB61 Mapping New Media (UTSC) (UTSC learning outcomes 1, 2, 3, 4, 5, with a special emphasis on 6 for NME students)</p> <p>NMEA01H Digital Fundamentals (CC) (focus on coding; CC learning outcomes 1 and 2)</p> <p>NMEA02H Intro to New Media Communications (CC)</p> <p>NMEA03H The Language of Design (CC)</p> <p>NMEA04H Interface Design, Navigation and Interaction I (focus on interface design and software)</p> <p>Winter:</p> <p>NMEB05H Interface Design, Navigation and Interaction II</p> <p>NMEB06H Project Development and Presentation (focus on project management, client project, and entrepreneurship; CC learning outcomes 3, 5, 6, 8, 9)</p> <p>NMEB08H Application Software Interactive Media</p> <p>NMEB09H Sound and Video</p> <p>NMEB10H Design for New Media</p> <p>The second year provides students a broad overview of new media design and communication with a focus</p>	<p>4. Write appropriate content for new media using techniques of non-linearity and interactivity.</p> <p>5. Create and present, as a member of a production team, new media project proposals. Project proposals will include project schedules, design documents, advanced information architecture maps, along with marketing documents and prototype solutions that meet the clients' needs.</p> <p>6. Prepare a solid financial business plan for a new media venture.</p> <p>7. Analyze, design and test navigation and interface for new media applications on multiple platforms.</p> <p>8. Apply appropriate new media design and management strategies according to client preferences and project requirements.</p> <p>9. Evaluate the goals, norms and development of multimedia projects.</p>
---	--	--

	<p>on the development of basic technical skills that prepare students for more advanced digital projects in years 3 and 4.</p> <p><u>Year 3</u></p> <p>Fall: MDSB62 Visual Culture (UTSC)</p> <p>Winter: MDSB63 Sound and Visual Media (UTSC) (Course builds on work students do at CC in NMEB09H Sound and Video)</p> <p>The third year focuses on digital projects. The academic content meets UTSC learning objectives 1-6 and the technical content meets CC learning objectives 1, 3, 4, 9.</p> <p><u>Year 4</u></p> <p>Fall: NMED20 Theory and Practice of New Media (UTSC)</p> <p>Winter: NMED01 New Media Senior Project (UTSC)</p> <p>The fourth year focuses on advanced digital projects. Students continue to refine their technical skills while studying new media theory and practice from an academic arts perspective; in the second semester they develop a senior project to be included in their digital portfolio when entering the job market or when apply to graduate school for advanced study.</p> <p>The senior year invites student</p>	
--	---	--

	to put together the learning outcomes of coursework at UTSC and CC. The combination of critical media studies and digital media practice from industry and art perspectives allows students to develop critical and creative thinking skills that will serve them well no matter their digital future.	
--	--	--

Students may take an additional course, including a field placement, during an extra summer semester at Centennial College and earn a Certificate in New Media Design in addition to their bachelor's degree from the University of Toronto.

UTSC-Centennial Joint Paramedicine Program Quality Review Report 2013

Review Panel Membership

Chair: Paula Price, Ph.D., Consultant, PQAPA Panel Chair, Toronto, ON

Members: Walt Stoy, Ph.D., EMT-P; Professor and Director Emergency Medicine
Program, University of Pittsburgh, USA

John Tallon MD MSc FRCPC, Vice President Medical Programs, BC
Emergency Health Services, Vancouver, BC and Professor, Department of
Emergency Medicine, Dalhousie University, Halifax, Nova Scotia

Michael East, EMT-P, Prehospital Healthcare Educator, Communications
Director, Society for Prehospital Educators in Canada, Edmonton, Alberta.

Jennifer McVey, (MD MSc FRCPC, Medical Director, Medavie HealthEd,
Regional Medical Director, EHS Nova Scotia, Assistant Professor,
Department of Emergency Medicine, Dalhousie University, Halifax, Nova
Scotia).

This report has been prepared, reviewed, and accepted by all members of the Paramedicine Review Panel. The Review Panel examined all the documents provided and conducted a site visit on May 28, 2013. The panel interviewed members of Senior Management, Academic Managers, faculty, students, and staff involved with design and delivery of the program. The panel was very impressed with the extensive and thorough self-study document and the contributions of all the individuals involved in the review process.

The panel concludes the UTSC/CC Joint Paramedicine Program is unique in Canada and a leader in the field of paramedicine education. UTSC and Centennial College are to be commended for taking the initiative and creating a joint program in Paramedicine that brings the two cultures of university and community college together. The UTSC

degree is highly valued and sought after by students and Centennial is a recognized leader in the field of Paramedicine. From the university perspective, it is recognized by the reviewers that the initial leadership and participation of the Department of Biology to “house and sponsor” the program was a seminal moment in the overall implementation of the program and that the milieu of biology at UTSC has informed much of the university component of the education content to date.

While much progress has been made in developing the overall program over the past nine years, the panel identified a number of issues that continue to present some barriers to achieving the goal of delivering a seamless, student-focused, integrated paramedicine program. The report summarizes the findings of the panel according to the elements of the terms of reference provided for the review: programs; relationships; organizational and financial structure; long-range planning challenges; and international comparators. A brief summary of the major findings, along with any opportunities and recommendations for each element are presented below.

1. Programs:

The joint paramedicine program is consistent with the missions of both UTSC and Centennial College, and the program attracts a high standard of applicant appropriate to the learning outcomes of the degree program.

One of the major challenges of developing and delivering a joint program is creating the bridge between the two cultures. The panel observed that while each institution is clear about their role in the program, the program continues to be operating more as two solitudes rather than a more collaborative joint program. The panel noted there continues to be the lack of a clear strategic vision with specific overall program learning outcomes that defines the unique contribution the program offers for paramedic education. The panel noted faculty references to the joint program and fast-track students as a similar group, which suggests the lack of a unique and clear picture of the joint program student. The panel recognizes that much progress has been made in

developing the program and the demonstration of collegial and effective relationships between the program supervisor and program coordinator. However the students and faculty clearly identify a lack of connection between the two institutions within the paramedic program. The panel suggests that the lack of vision could be addressed with increased commitment to the program and recommends the joint program administration and faculty invest in a process to more clearly articulate the unique contribution the program makes to paramedic education. In particular, the panel suggests a process where a clear picture is developed of the ideal graduate (the knowledge, skills and values the ideal graduate will possess and what the successful graduate will be able to do after graduation) and includes a discussion of the desired goals of the program, the future role of the paramedicine practitioner, specific career paths of the graduates of the joint program paramedicine program versus the diploma program graduate, the potential synergies with other programs at UTSC, and an examination of the Joint Program Outcome/Description standards created for paramedicine programs in the US. Reference could also be made to the mandatory degree paramedicine entry requirements in Australia and those same pending requirements in Britain; any associated element of reciprocity thereof or even the future of paramedicine education in Canada could also be stated.

The admission requirements for the program appear appropriate to the degree expectations of the program. The self study suggested an interest in adopting additional non-academic admission requirements (e.g., communication skills) for the joint program, and screening candidates for those possessing the “soft skills” essential to the practice of paramedicine as opposed to simply accepting candidates with the highest marks. This is an innovative move forward in attempting to ensure the best candidates for the profession are admitted into the program. That being said, the panel does note that there is a lack of accurate and complete pre-program marketing materials available for applicants, which may result in the program attracting unsuitable candidates. (e.g., students attracted to the misconceptions that paramedicine consists primarily of driving lights and sirens, major trauma, and cardiac arrests). The panel recommends that program marketing resources be developed to support student success and

includes information that allows students to self-select out of the program. Key areas suggested for inclusion are as follows: describing the nature of the evolving paramedicine field (community and in-hospital based care, working with chronic illness, palliative, geriatric, and homeless populations versus the glamorized major trauma “911” response paramedic); more people skills than task focused; the driving and lifting requirements students will be expected to meet; and, the unique opportunity offered in a degree rather than diploma program.

Curriculum

The panel commends the program staff in developing and delivering a curriculum that reflects a leader in paramedic education. The curriculum and length of the program is appropriate to degree expectations, and is taught by faculty who are recognized experts in the fields of paramedicine and biology. The foundation year is viewed as a strength in providing a maturational year for the students.

The self study identified the processes for regular contact and consultation between program coordinator, supervisor, senior leadership and the administrative coordinator have been implemented and proven successful. The panel commends the staff for the ongoing work on revising the curriculum over the years despite the lack of formal opportunities to bring all the faculty members together to engage in discussion about the joint program. It appeared to the panel that the current curricular decisions are made more from the vision of the graduate as a diploma-prepared paramedic who completes a degree rather than from a vision of the unique nature of the joint program graduate.

The panel recognizes the curriculum planning process would be much easier if there was a clearly articulated vision of the graduate and there was a formal joint program curriculum committee established. The panel recommends a formalized joint paramedicine curriculum committee be established that would annually present a report at the Joint Programs Steering Committee that reflects curricular decisions consistent

with the vision of the graduate and indeed, those reflective of actual paramedic work opportunities.

Curriculum Innovation & Creativity:

The panel commends the program staff in the development of innovations in assessment methods such as the use of simulation-based assessments, and the development of the Global Rating Scale which is used nationally in paramedicine programs. The panel notes the curriculum is very specific to students with a biology focus and the design has become less flexible recently with less options available for higher level university courses. One recent graduate (who is attending graduate school in the fall) explained that she would not have been able to graduate if she had to meet the program's current fourth year Biology requirements. The panel suggests consideration be given to developing a more innovative and flexible curriculum design, particularly in the fourth year, to ensure students have the opportunity to pursue a variety of interests as they relate to prehospital care or even future graduate studies.

The program should keep a keen eye to any opportunities to expand as opposed to restrict university course options during the fourth year. There is a great demand for paramedics with university education who possess expanded knowledge or skill sets in areas such as psychology (examining factors effecting prehospital care), health care research, adult education, business and administration, and ethics of health care. With an open mind the joint program is uniquely positioned to fill a nation-wide need for paramedics with an expanded/specialized knowledge base. This will be critical as the profession continues to expand and mature.

Curriculum Mapping: The self study presented a basic mapping of the program and courses to the respective degree and diploma learning outcomes. However, the panel noted these learning outcomes seem to be isolated and internal to the individual institution. What the panel did not see as a basis for the mapping process was a description of the ideal joint paramedicine program graduate or the specific attributes

(knowledge, skill and values) of this graduate converted into one set of overall program learning outcomes that could be used as the connecting bridge between the two institutions. The panel recommends the faculty involved in the program be supported in conducting a more in-depth curriculum mapping process based on the development of overall joint program learning outcomes. The panel suggests the curriculum mapping process detail program strengths, gaps, redundancies and inconsistencies in the design and delivery, and that course learning outcomes be developed for every course and mapped to the overall program learning outcomes. The development of a more detailed curriculum map is seen as an opportunity to facilitate a number of curricular discussions and decisions, such as balancing student workload, developing more program entry pathways, the Anatomy course “dilemma”, potential to develop or revise “D” level courses to appeal to a broader range of student interest (such as education, research or health management), and, an opportunity to develop a niche and develop the program within a broader theme of “Health Studies” at UTSC. There is software available to assist in this process (e.g., CurricKit).

Student Exposure to Research in Subject Area: The panel notes and commends the involvement of faculty at both UTSC and Centennial in research activities. The panel suggests and recommends that the faculty introduce more evidence based research as a basis for clinical instruction using the database developed through the Canadian Pre-Hospital Evidence Based Practice Project.

Student Learning Beyond Classroom: The panel was very impressed with the lab facilities available to students at Centennial and notes the potential threat to practicum placements identified in the self study. The self study identifies employers are most likely to offer placements to students of programs from which they hire the graduates. Given the degree requirement is being driven by education, the panel notes there is a potential threat in continuing to secure placements in the future if the degree entry is not supported by employers. The panel suggests there is an opportunity for the program to promote the vision of the ideal graduate with employers and recommends a continued investment in developing and maintaining the relationships with current employers,

including reviewing and developing support resources required for preceptors to complete assessments, and, promoting the program with new potential employers who may not be aware of the unique attributes of the joint program graduate.

Assessment of Learning

The panel notes the assessment methods are appropriate to degree levels expectations as evidenced by performance on certification exams, and, again commends the work done on the Global Rating Scale developed and used nationally.

The panel recognizes students are assessed for competency by preceptors and the program is preparing a unique paramedicine graduate. The panel recommends the program explore the development of an evaluation model that moves away from the more task oriented CMA model standard, adopts a more comprehensive evaluation tool that reflects the more complex skills of communication and critical thinking identified as essential to the performance of the practitioner, and, develops resources to support preceptors in completing quality assessments.

The panel also heard about the Late Withdrawal Policy at UTSC that enabled students to withdraw from a practicum course, after failing many components in the course, without academic penalty, and subsequently be re-admitted to the course with the same status as a student who was taking the course for the first time. The panel notes this is problematic given the limited number of practicum seats available to students. The panel understands this is being reviewed and supports the actions to rectify the issue.

Quality Indicators

Quality of Applicants: The panel noted the program attracts a large number of highly qualified applicants. The challenge for the program lies more in selecting the correct applicant who is interested in the more critical thinking skills rather than the “technical tasks” involved in practice. The panel suggests the previous recommendation to

develop marketing resources to allow students to self-select out of the program will help attract more of the *correct* students.

Student Completion Rates: The panel identified what would appear to be a low completion rate in the program. The self study identified the issue of students not completing the program within the four-year time frame continues. In discussion with the students, the panel heard one factor that may be contributing to this issue is that students are not motivated by the selection of final year course offerings along with the issues associated with working in the field (after the third “diploma” year) to maintain their competence. It was very difficult for the panel to obtain hard data regarding the true completion versus attrition rate from the program regarding the fourth year. The panel recommends the program collect annual data from students on the reasons for delayed and non-completion of the program. The results of the data will help inform future curriculum design. It may be that offering broader course selection (more relevant to prehospital care) and alternate forms of delivery may motivate students to complete the program closer to the four-year time frame.

Quality of Teaching: The panel commends the quality of teaching in the program and recommends the program work with the student association in developing and annually awarding student selected faculty recognition awards to one faculty at both institutions.

Graduate Employability: The panel notes the graduates are highly employable and recognizes that UTSC measures success by the number of graduates who go on to graduate studies. The panel recommends that data on student employment and data on students entering graduate programs be collected and showcased in future program marketing materials.

2. Relationships

Sense of Shared Community: The panel noted there were very collegial and effective working relationships amongst the UTSC program supervisor, Centennial program

coordinator and the Joint Program Administrative coordinator. However, the panel noted a sense of “us” and “them” with both students and other faculty, and a lack of a unified sense of community. The students identified they were divided physically and emotionally from Centennial diploma program students, and, experienced that the non-UTSC students and faculty thought the UTSC students felt they were “better” than the direct diploma entry students. The panel notes that the “better than them” issue is a paramedicine-wide issue. The students identified they want to be blended with diploma students from the beginning. In addition, even though the paramedicine students are direct entry into UTSC, they are invisible to UTSC faculty as a specific cohort when they enter the university in first year, and again when they return to the university in their fourth year. The panel suggests that in order to deliver a truly joint program, there needs to be more joint program planning, joint administration and joint student advising. The panel recommends an investment be made in creating opportunities to bring faculty from both institutions together to develop a plan of action for creating a more positive sense of community and belonging for both students and faculty. Some suggested actions to develop this could include the following: invest in bringing faculty together for a pre-academic year “meet & greet” with the students in the program; creating a joint marketing presentation; identify a program representative for the joint program; create opportunities for students to develop a sense of identity when they enter the program; celebrate student success by creating special program specific graduation events with faculty from both institutions after students complete the diploma requirements; and, consider strategies to eliminate the current segregation of UTSC students from the other diploma students.

Cognate Departments: The panel notes there are opportunities for the program to develop synergistic relationships with other departments, in particular the new Health Studies cluster. The panel recommends the program administration arrange a meeting with the Chair of Health Studies to explore potential opportunities for program development.

Social Impact: The panel noted the program has an opportunity to make a more national-wide impact through the work of the faculty and graduates in the field. The panel recommends the program continue to encourage and support faculty participation in national conference presentations, contributions to the literature, and representation on national professional associations.

Management and Leadership: The panel notes the program has very strong Senior Management and leadership and suggests the program could be enhanced if there was a Joint Paramedicine Program Leader who could help promote the vision throughout all aspects of program development, delivery and administration. The panel recommends consideration be given by Senior Management to designate a Joint Paramedicine Program Leader.

Student Transition: As noted previously, there were a number of issues identified by the students that suggests the delivery of the program is anything but seamless, especially when they move from one institution to the other. Students were attracted to the program because of the UTSC degree credential and have been managing on their own, with many frustrations, to navigate the registration issues and figure out how the program works. The Centennial courses in particular were described by the students as being very structured, demanding, and confusing in the beginning. In addition to the recommendations identified previously, the panel recommends a number of simple strategies to help better support students and achieve the goal of seamless delivery: identify a paramedicine program student advisor; offer a formal student orientation when students enter first year that could include an open-house visit with students in second year at Centennial; create a separate paramedicine program student handbook; provide information on a variety of program completion model routes (3, 4 and 5 years), create a Paramedicine Student Association; create a paramedicine program Facebook page; and, develop a paramedicine student mentoring program.

3. Organizational and Financial Structure:

Resource Allocation and Operational Support: The panel noted the excellent lab facilities available for student learning. The panel speculates this has contributed to student success. However, the panel was told about a number of operational issues related to progressing through the program, including registration issues and a lack of information about the program model route. The panel notes that while there are an adequate number of C and D level courses available to students, the students were not always clear about how to complete the program within the allotted time frame due to missing some pre-requisite courses. In addition, the Joint Program Administrative Coordinator identified deficiencies in the ROSI system, and difficulties predicting enrollment. Despite the introduction of the student declaration in the past year to support more accurate prediction of enrollments, it appears to the panel there is a continued lack of adequate support for troubleshooting and dealing with operational issues. The panel recommends that Senior Management re-examine the resource allocation currently assigned to role of the current Joint Program Administrative Coordinator, and, either consider re-assignment of responsibilities to ensure the role has sufficient time and support to overseeing and troubleshooting all the operational issues related to student progress through the program, or consider adding additional resources to support the role. The panel suggests that consideration also be given to moving the position from a support staff position to a non-managerial administrative role to better reflect the value and importance of the job responsibilities.

4. Long Range Planning Challenges

Enrollment Strategy: The self study identifies the current enrollment is limited by capacity. The panel notes if there is recognized demand for a paramedicine degree in the future, then there is a considerable opportunity to expand the degree completion options for the program. The panel recommends an investment be made in exploring options for more alternate delivery of courses for degree completion.

Marketing Opportunities: Lack of Data for Program Planning: The Administrative response to the 2008 review identified there was agreement that “feedback (w)as a key means by which the programs can be progressively improved. Coordination of these activities will be added to the duties of the Joint Programs Administrative Coordinators. In consultation with Program Supervisors, the Coordinators will develop a formal and standardized questionnaire that can be used for each of the joint programs. Such data will be centrally collected and distributed on an annual basis to all units involved with the joint programs.” The current review panel did not find any evidence that data was being collected on program graduates. The lack of data has created a number of problems, including the inability to accurately plan and staff section sizes and has led to the last-minute addition of students. Accurate and timely enrollment planning is essential for effective resource allocation (teachers and classrooms/labs). In addition, understanding the number of students who follow the program model route, why students leave, and where graduates go post-graduation (e.g. graduate programs, employment in/out of the field) would be very helpful for both marketing/recruitment and curriculum planning purposes. The panel suggests that final year students and graduates be asked to connect via LinkedIn, and that the Joint Programs Administrative Coordinator request the assistance of the Alumni Association in collecting the data. The panel recommends an annual report on marketing data be presented and discussed at the Joint Program Steering Committee in terms of recruitment, marketing and curriculum planning.

Marketing Opportunities: Program Promotional Material: The panel identified the current marketing materials on one websites are inconsistent. The first website (<http://www.utsc.utoronto.ca/~jtprogs/paramedicine.html>) describes the program as saving lives and that students are “immersed in the spectrum of emergency medical, trauma and psychological situations faced by today’s healthcare professionals”. The panel suggests that is information may attract the type of student who is looking for more of a task focused fast-paced occupational role rather than the real world of the paramedicine that is more community based and working with clients with chronic conditions, geriatric populations, and the homeless. The second website (<http://joomla.utsc.utoronto.ca/aaccweb/images/stories/programtipsheet/paramedicine.pdf>) presents a variety of

sample occupational titles related to paramedicine and portrays a very different picture of career opportunities for the graduate that are more closely aligned with the suggested vision of the joint program graduate. The panel suggests that the program more clearly align the marketing materials with the vision of the ideal graduate and expand on the nature of the work in the field when prepared with a degree credential, in order to better attract the “correct” student into the program. The panel suggests a review of the site for Canadian Deloitte National Health Care Awards for 2012 (<http://novascotia.ca/news/release/?id=20120215001>) may offer additional information on successful career paths. The panel recommends that one individual be accountable for ensuring program information be made available for developing marketing/promotional materials (print materials, websites, social media) that includes alumni success stories and more accurately reflects the desired career options for the graduate.

5. International Comparators

The panel again notes the program is a leader in paramedic education in Canada. Compared to international leaders such as the University of Pittsburgh, the UTSC joint program is not as flexible or student oriented. The panel suggests previous recommendations regarding curriculum mapping could support developing more flexibility in the program. In addition, the panel recommends the program explore opportunities to develop more degree completion pathways for diploma prepared paramedicine graduates into other related degrees at UTSC (e.g., Health Studies, Psychology, Neurosciences). The panel also notes an opportunity to explore pathways for paramedicine degree graduates and developing new graduate programs with a broader community focus, such as a community based Advanced Community Paramedicine program.

The Review Panel respectfully submits the following recommendations:

Programs:

(1) joint program administration and faculty clearly articulate the unique contribution the program makes to paramedic education

(2) program marketing resources be developed to promote students self-selecting out of the program

(3) establish a joint paramedicine curriculum committee and annually report to the Joint Programs Steering Committee

(4) faculty conduct a more in-depth curriculum mapping process based on the development of overall joint program learning outcomes

(5) faculty introduce more evidence based research in the curriculum

(6) continued investment in developing and maintaining the relationships with current placement facilities

(7) explore the development of an evaluation model reflecting the more complex skills of communication and critical thinking, and develop resources to support preceptors in using the assessment tool

(8) annually collect data on students' delayed and non-completion of the program

(9) develop faculty recognition awards

(10) collect and showcase data on student employment and admission to graduate programs

Relationships

(11)Senior Management consider designating a Joint ParaMedicine Program Leader

(12)implement simple strategies (identified by the panel in the report) to help better support students and achieve the goal of seamless delivery

(13)faculty develop a plan of action for creating a more positive sense of community and belonging for both students and faculty

(14)administration explore potential opportunities for program development with the Health Studies cluster

(15)continue to support faculty contributions to the literature, presentations at national conferences, and representation on national professional associations

Organizational and Financial Structure:

(16)Senior Management re-examine the resource allocation for the Joint Program Administrative Coordinator role and consider moving the job to a non-managerial administrative role

Long Range Planning Challenges:

(17)explore offering a broader course selection (more relevant to prehospital care) and alternate forms of delivery of fourth year courses

(18)annually present marketing data to the Joint Program Steering Committee

(19)one individual identified to ensure alumni success stories are given to the marketing department for developing promotional materials (print materials, websites, social media)

International Comparators:

(20)explore opportunities to develop more pathways, both for degree completion and for developing a new graduate programs in Paramedicine

Review Summary

Program(s):	Paramedicine, B.Sc., Hons. (Joint Program with Centennial College): Specialist
Division/Unit:	University of Toronto, Scarborough (UTSC)
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers:	<ol style="list-style-type: none"> 1. Dr. Paula Price, Consultant, PQAPA Panel Chair 2. Dr. Walt Stoy, EMT-P, Professor and Director, Emergency Medicine Program, University of Pittsburgh 3. Dr. John Tallon, M.D., M.Sc., F.R.C.P.C., Professor, Department of Emergency Medicine, Dalhousie University; Vice President, Medical Programs, BC Emergency Health Services 4. Michael East, EMT-P, Prehospital Healthcare Educator; Communications Director, Society for Prehospital Educators in Canada 5. Dr. Jennifer McVey, M.D., M.Sc., F.R.C.P.C., Assistant Professor, Department of Emergency Medicine, Dalhousie University; Medical Director, Medavie HealthEd; Regional Medical Director, EHS Nova Scotia
Date of review visit:	May 28 and May 29, 2013

Previous Review

Date: June 2-3, 2008

Summary of Findings and Recommendations:

1. Undergraduate Program: Paramedicine, B.Sc., Hons. (Joint Program with Centennial College)

The reviewers identified the following areas of concern:

- Though students had positive outcomes, progression through the program “was at times rough”
- No marketing or promotion for the program contributing to low enrolment; inadequate online information
- Students had difficulty completing higher-level biology courses; unclear whether a biology

<p>major is the most appropriate for students</p> <ul style="list-style-type: none"> • Not enough advanced courses • Concern that students are either completing quickly (3 years) or taking longer than four years to graduate <p>The reviewers made the following recommendations:</p> <ul style="list-style-type: none"> • Develop more clinically-related courses • Consider part-time or alternative delivery of third and fourth-year courses <p>2. Graduate Programs (n/a)</p> <p>3. Faculty/Research</p> <p>The reviewers observed the following strengths:</p> <ul style="list-style-type: none"> • Faculty committed to teaching excellence • Ideal faculty and resources for program delivery <p>The reviewers identified the following areas of concern:</p> <ul style="list-style-type: none"> • Though faculty are supportive of the program, there is a perception among faculty that the program as imposed on the two institutions without consideration of faculty input <p>4. Administration</p> <p>The reviewers observed the following strengths:</p> <ul style="list-style-type: none"> • Faculty and administration are committed to improving the program components to ensure success <p>The reviewers identified the following areas of concern:</p> <ul style="list-style-type: none"> • Communication between UTSC and Centennial is insufficient <p>The reviewers made the following recommendations:</p> <ul style="list-style-type: none"> • Increase communication and collaboration between UTSC and Centennial, via administrative changes, joint support for student success, and improved faculty connections • Establish a joint curriculum review committee <p>Last OCGS Review(s) n/a</p> <p>Date(s):</p>

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008
 UTSC Academic Plan, 2010-15
 UTSC Annual Review, 2011-12
 UTSC Viewbook, 2013-14
 Joint Programs Student Handbook, 2012-13
 JPQR Terms of Reference, Specialist (Joint) program in Journalism (B.A.)
 Program and Course descriptions from UTSC Calendar
 Course Syllabi – Centennial College
 Course Syllabi – UTSC

Faculty CVs – Centennial College
Faculty CVs – UTSC
Program Self Study, May 2008
External Review Report, June 2008
Summary and Administrative Response, March 2009
Program Self Study, May 2013
JPQR Student Survey
Student Services Statement
Library Statement

Consultation Process:

The reviewers met with the Associate Vice President, Academic Excellence (Centennial College) and the Vice-Dean, Undergraduate (UTSC); Dean, School of Community and Health Studies (Centennial College), Chair, Department of Biological Sciences (UTSC), and Chair, Collaborative Programs (Centennial College); Program Coordinator (Centennial College) and Program Supervisor (UTSC); Joint Programs Administrative Coordinator (Centennial College and UTSC) faculty (Centennial College and UTSC) and Paramedicine program students (Centennial College and UTSC).

Current Review: Findings & Recommendations

1 Undergraduate Program

Paramedicine, B.Sc.. Hons. (Joint Program with Centennial College): Specialist

The reviewers observed the following strengths:

- Overall quality
 - Leader in Canadian paramedic education
 - Valued, sought-after program, which attracts highly qualified applicants
- Admissions requirements
 - Requirements are appropriate to the degree expectations of the program
 - Innovative addition of non-academic skills to the admissions screening process
- Curriculum and program delivery
 - Curriculum positions the program as a leader in paramedic education
 - Curriculum and length of the program are appropriate to degree objectives
 - The foundation year provides an important maturational period for the students
- Assessment of learning
 - Innovative new assessment methods, including simulation-based assessment and the development of the Global Rating Scale, which is used nationally
- Quality indicators
 - Graduates are highly employable

The reviewers identified the following areas of concern:

- Objectives
 - Lack of clear, strategic vision with specific, overall learning outcomes that defines the unique contribution that the program offers to paramedic education
- Admissions requirements
 - Lack of accurate and complete marketing information available to applicants
- Curriculum and program delivery
 - Curriculum caters to students with a biology background
 - Curriculum design has become increasingly less flexible with fewer higher-level university courses available
 - Students have a disjointed experience, especially when moving from one institution to another, and face with frustration when navigating registration issues and figuring out how the program works
 - Registration/ROSI issues have negatively impacted the student experience
 - Degree entry may not be wholly supported by employers, threatening placements for graduates
- Assessment of learning
 - Curriculum mapping is isolated to each individual institution
 - Policy allowing students to withdraw from a practicum course after failing components of it is problematic given the limited number of practicum seats available
- Quality indicators
 - Lack of data about current students' retention and graduation rates hinders staff ability to accurately plan for courses
 - Absence of evidence of data on program graduates and their accomplishments
- Students
 - Students expressed desire to be blended with diploma students from the beginning of their programs

The reviewers made the following recommendations:

- Objectives
 - Faculty and administration should more clearly articulate the unique contribution that the joint program makes to paramedic education
 - Develop a clear picture of an ideal graduate of the program and articulate the knowledge, skills and values that the graduate would possess. Tailor the curriculum to meet those goals, keeping in mind what the future role of the paramedicine practitioner might be.
 - Consider potential synergies with other programs at UTSC
 - Clarify the different career paths of graduates of the joint program versus the diploma graduates
 - Examine the learning outcomes and standards developed for paramedicine programs in the U.S., Britain and Australia for parity and possible reciprocal agreement
- Admissions requirements

- Develop marketing materials that accurately describe the program in order attract the right students and ultimately support student success
- Ensure that alumni profiles are included in marketing materials to give an accurate picture of post-program opportunities
- Curriculum and program delivery
 - Develop a more flexible and innovative curriculum design to ensure that students can pursue a variety of interests, develop specialized knowledge bases, and prepare for graduate studies
 - Expand university course options (relevant to prehospital care) and forms of delivery, especially in the fourth year
 - Continue to invest in developing and maintaining relationships with employers and cultivate relationships with new potential employers
 - Introduce more evidence-based research as the basis for clinical instruction
- Assessment of learning
 - Create a curriculum map that connects courses to overall joint program learning outcomes
 - Explore the development of an evaluation model reflecting the more complex skills of communication and critical thinking, and develop resources to support preceptors in using the assessment tool
 - Continue to review the Late Withdrawal Policy and take actions to rectify the issue of available practicum seats
- Quality indicators
 - Collect data on students' completion rates and times to completion
 - Collect and utilize data on student employment and admission to graduate programs
- Enrolment
 - Consider expanding degree completion options and alternative delivery if there is recognized demand
 - Implement strategies to help better support students and achieve the goal of seamless delivery
 - Develop a plan to create a more positive sense of community for both students and faculty
- Program Administration
 - Re-examine the resources allocated to the Joint Programs Administrative Coordinator and consider whether the role is appropriately positioned
 - Increase advising capacity to better support students and improve their experiences

2 Graduate Program

[n/a]

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Faculty are recognized experts in the field of paramedicine and biology
 - High quality teaching in the program
- Research
 - Faculty are engaged in commendable research activities

The reviewers identified the following areas of concern:

- Faculty
 - Lack of a connection between the faculty of the two institutions

The reviewers made the following recommendations:

- Faculty
 - Develop faculty recognition awards
 - Create more opportunities for faculty from both institutions to interact with one another

4 Administration

The reviewers observed the following strengths:

- Resource allocation, including space and infrastructure support
 - Excellent lab facilities available for student learning
- Management and leadership
 - Communications and consultation processes between the program coordinator, supervisor, senior leadership and the administrative coordinator are successful
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Leader in paramedic education in Canada

The reviewers identified the following areas of concern:

- Morale of faculty, students and staff
 - Noticeable lack of a unified community
- Social impact in terms of outreach and impact locally and nationally
 - Room for growth in the national-level impact of the program through the work of faculty and graduates in the field
- Management and leadership
 - Decisions appear to be made from the perspective of the graduate as a diploma-prepared paramedic, rather than as a joint program graduate
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Program is not as flexible or student-oriented as leading international programs in paramedic education

The reviewers made the following recommendations:

- Morale of faculty, students and staff
 - Develop a plan of action for creating a more positive sense of community and belonging for students and faculty
 - Engage in joint program planning, joint administration and joint student advising to bring both populations together
- Scope and nature of relationships with cognate Faculties, academic departments and units
 - Pursue opportunities to develop synergistic relationships with other departments, in particular the new Health Sciences Cluster
- Social impact in terms of outreach and impact locally and nationally
 - Continue to support faculty contributions to the literature, presentations at national conferences, and representation on national professional associations to raise program profile
- Planning / Vision
 - Explore opportunities to develop more pathways, both for degree completion and for developing new graduate programs in Paramedicine
- Management and leadership
 - Establish a joint Paramedicine curriculum committee that would annually present at the Joint Programs Steering Committee
 - Create a leadership position to oversee the program's continued development and success
 - Consider marketing data at Joint Programs Steering Committee meetings
 - Re-examine the resource allocation for the Joint Programs Administrative Coordinator role and consider moving the job to a non-managerial administrative role

ADMINISTRATIVE RESPONSE – Appended



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

November 28, 2013

Professor Rick Halpern
Dean & Vice-Principal (Academic)
University of Toronto Scarborough (UTSC)

Dear Professor Halpern,

Thank you for forwarding the report of the Spring 2013 External Review of the Paramedicine Joint Program with Centennial College (B.A., Hons: Specialist). As indicated in our Statement of Institutional Purpose, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

I am pleased to note that the reviewers felt that the program is a leader in Canadian paramedic education. They stated that the program is valued and sought-after, attracting highly qualified applicants. They praised the program’s innovative, new assessment methods, as well as the addition of non-academic skills to the admissions screening process. They noted the faculty’s high quality teaching and commendable research activities.

I am writing at this time to request your administrative response to the external review report for the Paramedicine Joint Program with Centennial College and your thoughts on a timeline for implementing recommendations.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum & Program Delivery

- The reviewers noted that while each institution is clear about their role in the program, there continues to be a lack of clear, strategic vision with specific, overall learning outcomes that defines the unique contribution that the program offers to paramedic education
- The reviewers observed that the student experience can be inconsistent and confusing, especially when moving between the university and college portions
- The reviewers noted that the curriculum has become increasingly less flexible, with fewer higher-level university courses available

Planning/Vision

- The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial
- The reviewers observed that better tracking of retention, graduation, and experiences post-graduation would improve course and program planning

At the same time I am forwarding you a summary of the review report for comment.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the Paramedicine Joint Program with Centennial College will be considered by AP&P at its meeting in April 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by February 21, 2014. This will allow my office sufficient time to prepare materials for AP&P. At the same time, we will work very closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP process.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Programs and Planning, should you have any questions.

Sincerely,



Sioban Nelson
Vice-Provost, Academic Programs

cc.

William A. Gough, Vice-Dean, Graduate Education & Program Development, UTSC

Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC
Lesley Lewis, Assistant Dean, Academic, UTSC
Annette Knott, Academic Programs Officer, UTSC
Jane E. Harrison, Director, Academic Programs and Policy
Justine Garrett, Coordinator, Academic Programs and Planning



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE DEAN &
VICE-PRINCIPAL (ACADEMIC)

14 February 2014

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

Administrative Response, External Review of the Paramedicine Joint Program with
Centennial College (B.A., Hons: Specialist)

Thank you for your letter of 28 November 2013 requesting my administrative response to the external review of the Paramedicine Joint Program with Centennial College. I appreciate the seriousness with which the reviewers approached the external review process, and am grateful for the careful consideration they have given to this program. I note with particular pleasure the reviewers' assessment that the program "is unique in Canada and a leader in the field of paramedicine education." In addition, I am grateful for the reviewers' assessment of the challenges facing the program and for their many helpful recommendations.

The external review report was sent to the Chair of the Department of Biological Sciences (UTSC), the Dean, School of Community and Health Studies (Centennial College), and all faculty and staff associated with the program for their information and feedback. The Vice-Dean, Graduate Education and Program Development met with the Program Supervisor as well as the staff associated with the program on January 24, 2014, and I met with the Joint Programs Executive Committee on February 3, 2014. I am pleased with the depth of the discussion that has taken place. We are taking the recommendations of the reviewers seriously and already have begun to act upon them.

Let me address now the specific points raised in your letter of 28 November.

Curriculum and Program Delivery

- *The reviewers noted that while each institution is clear about their role in the program, there continues to be a lack of clear, strategic vision with specific overall learning outcomes that defines the unique contribution that the program offers to paramedic education.*

We agree that both UTSC and Centennial have exceptionally well defined learning outcomes for their components of the Paramedicine program. There are both internal and external drivers at play that ensure this. UTSC has a set of learning outcomes that must be met for degrees. Likewise paramedicine training is prescribed by government accreditation and all of these requirements must be met. We indicated in the review materials how the courses within the program meet the standards required for both institutions. That said, we agree that it is desirable to have an overarching set of learning outcomes from which the individual components flow. The Joint program personnel from UTSC and Centennial already have begun to develop a Mission Statement and a list of Program Objectives that will provide this overarching structure for the program.

Colleagues' initial thinking focuses on the following two main points: First, from an employer perspective this unique program provides them with employees who have an excellent and very relevant set of skills, as well as sufficient academic depth that informs a progressive approach to clinical practice in the Paramedicine field. We are in essence preparing the future leaders of the field. Second, the program is unique in that it meets all the required learning outcomes for both the degree and diploma in four years. The completion of a university degree and college diploma in Paramedicine provides students with career opportunities that have considerably more scope and progression than is provided by a diploma alone. We plan to include these two main threads in the Mission Statement and Program Objectives.

- *The reviewers observed that the student experience can be inconsistent and confusing, especially when moving between the university and college portions.*

Movement between the university and college portions of the curriculum is a challenge for all of our Joint programs. Some aspects that appear confusing and inconsistent may stem from the realities of navigating between two different institutional cultures. Further confusion arises from two sources.

The first is the difference in pedagogy, expectations, and course material at the two institutions. At UTSC we have initiated a curricular review of the Paramedicine program to address these concerns, and others raised in the review. In undertaking this review we are in close consultation with our Centennial partners. Details of some specific aspects under review are outlined in the next section. The results of this review will be presented annually to the Joint Steering Committee.

The second source of confusion for the Joint Programs is the communication of program expectations to students. We believe this is less of an issue for this program than the others. However we will strive to improve communication. In particular we are working with UTSC's Academic Advising and Career Centre to ensure consistent messaging on program requirements. Furthermore, orientations for Paramedicine students are held

during the semester prior to transitioning to the College portion of their program. Students receive information on courses, the expectations of the College, and on their experience while at Centennial. We will ensure that these orientations are scheduled at a favourable time for students and that they do not interfere with students' classes at UTSC.

- *The reviewers noted that the curriculum has become increasingly less flexible, with fewer higher-level university courses available.*

This comment stems from the highly prescriptive nature of the program, which accounts for 18.0 of the 20.0 FCEs required for graduation. Our goal is to reduce the number of required courses, thus enabling students the flexibility to take other higher level offerings at UTSC. This will be accomplished in the on-going curricular review process referenced above. Below we provide specific details on anticipated changes.

- Over the next few years we will bring the program in line with most Specialist programs in the Sciences, which require 15.0-15.5 specific course credits.
- As a start, we are removing two required third year Anthropology courses in epidemiology (ANTC65H and ANTC67H). These courses were not offered every year, which created difficulties for students sequencing through the program. Removing these courses as a requirement will provide more flexibility for students interested in other disciplines, such as the newly restructured Health Studies program, which dovetail nicely with the Paramedicine curriculum.
- There is a duplication of physiology material (1.5 credits) required both at UTSC and Centennial. The UTSC physiology components will be reduced and will augment physiology covered in the College portion of the program.
- C and D level courses will be grouped in such a way as to permit students to tailor the program to their interests within the requirements of a B.Sc. For example, some may have an interest in a strongly biological program while others may be interested in focusing on health studies and courses will be grouped to enable a focus in such area.

Planning and Vision

- *The reviewers remarked upon the apparent lack of communication and the absence of a sense of partnership or shared vision between UTSC and Centennial.*

This comment is not consistent with the experience of those involved in the program at UTSC. UTSC faculty enjoy excellent working relationships with colleagues at Centennial, especially with the Program Coordinator, and they feel a shared sense of ownership and vision for the Paramedicine program.

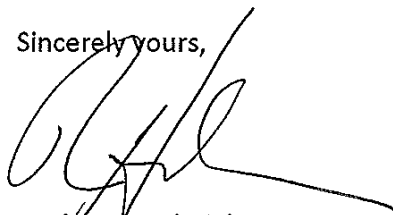
Nevertheless, as stated in a previous section, we agree that more should be done to foster an articulation of the shared vision. To this end, specific actions already have been taken and we are continuing to address this matter by developing a mission statement and program objectives.

- *The reviewers observed that better tracking of retention, graduation, and experiences post-graduation would improve course and program planning.*

Retention issues are important to us. Thus far, we have gained knowledge of student experience from anecdotal evidence provided by those involved in the program and by alumni who have remained in contact with us. Some of this information is gathered informally, but also we interview graduating Paramedicine students each year to solicit their feedback on the program. We agree that having a broad and reliable set of data analyses would be very useful for program planning and facilitating student recruitment into the program. In future, we will work with the UTSC Registrar to track admission, enrolment, and graduation numbers more systematically and will begin systematically to collect feedback from alumni into a database that can be used for analysis of their experience as students and as media professionals. In addition, we will begin to effectively engage the university and college alumni associations and are eager to work with the Alumni Offices to help in this process.

We are keenly aware that the current structure of the program, where students complete the diploma portion by the end of their third year, creates a significant challenge for students to complete their degree. We have considered many options over the years, none of which seemed to be a better option than our current course delivery. However, with the prospect of advanced paramedic community paramedic and health studies (which may include alternative course delivery methods) new options are presenting themselves and will likely be the topic of deliberation in the near future.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Rick Halpern', with a long horizontal line extending to the right.

Professor Rick Halpern
Dean and Vice-Principal (Academic)

Program Review:
University of Toronto Scarborough Department of Political Science
December 2013

Kathryn Harrison (University of British Columbia)
R. Kent Weaver (Georgetown University)

Introduction

We visited the Department on November 14-15, 2013, having reviewed the self-study and supporting materials provided in advance. During our visit, we met with Vice Provost Sioban Nelson, Vice Dean Mark Schmuckler, Department Chair Grace Skogstad, 12 of 14 other tenure stream or contractually limited term faculty members, 5 students, and 5 of 6 staff members. We would like to extend our thanks to all members of the Department for welcoming us and to Annette Knott for her very able assistance with all aspects of the review.

We depart with a sense of a community of conscientious teachers who care about their students and devote considerable effort to designing and delivering their courses. This effort is, in turn, appreciated by students. The students with whom we met were glowing in their praise for their professors. This positive assessment of the quality of instruction also is reinforced by other sources. Departmental teaching evaluations are on par with the average at UTSC and a survey conducted by the Department in preparation for this review also revealed that both Public Policy and Political Science students are generally satisfied with their programs.

The decision to devolve the Social Science Department into separate disciplinary departments appears to have been a success from Political Science's perspective. The Departmental staff members work well together. The addition of new tenure stream appointments has allowed the Department to significantly reduce its reliance on single-course sessional instructors to deliver its curriculum, and it will make still further progress with the addition of another Assistant Professor next year.

At the same time, however, we are struck by a number of perennial challenges faced by the Department. With roughly 15 members, it is a relatively small cohort seeking to cover the breadth of the discipline of Political Science, in addition to leading two interdisciplinary programs, in Public Policy and a new offering in Public Law coming on stream. Many students come to the Department with deficiencies in academic preparation, need to secure paid employment, and have limited time on campus because they commute to a campus that is not well-served by public transportation. Poor motivation was also mentioned as a problem for many students. The need to accommodate commuting student schedules has also led to a pattern of offering almost all classes on a once a week basis in two hour blocks. Even with breaks in the middle, this is likely to strain the attention spans of many students.

It is also clear that most UTSC Political Science Department faculty view their intellectual community as being on the St. George campus rather than UTSC. The many research centers downtown, the availability of a broader range of faculty and graduate student colleagues and (for many) closer proximity to where they live has led to a self-reinforcing cycle in which faculty come to Scarborough for teaching and office hours but otherwise spend little time here, further undermining the potential for a Scarborough-based intellectual community.

The Department's success to date indicates that these challenges are not insurmountable by any means. However, efforts to build a richer educational experience for undergraduates at UTSC—and nascent efforts to develop graduate programs—will have to work around some serious constraints.

1. Programs

As requested, we have organized our report in keeping with the specific Terms of Reference. Unless otherwise noted, our comments apply to all five programs reviewed (major, minor, specialist in Political Science; major and co-op in Public Policy).

Objectives

The Department's self-study document is organized according to the University's broad learning objectives of breadth, depth of understanding, application of knowledge and awareness of the limits of knowledge, oral and written communication skills, and flexibility. The Department has demonstrated a commitment to these broad University-wide goals for all undergraduate programs.

The Department's self-study document does not, however, give a strong sense of how those broad objectives translate to more specific learning objectives within its own curricula, with the exception of coordination of courses within distinct subfields of Political Science. In many, perhaps most, political science departments, the Political Science curriculum is implicitly designed to prepare students for graduate study in the discipline, even though only a small fraction of our students will pursue that option. It is thus timely for UTSC (among others) to consider how political science undergraduate education can best prepare our students for their future careers and engagement in social and political life, and what implications that might have for our curriculum and pedagogical methods.

Which experiences, skills, and lessons from their undergraduate education will stay with our students and which will be forgotten? Political science and public policy graduates clearly benefit from transferrable skills with respect to written and oral communication, research (though not necessarily research that will make an original contribution to the academic discipline), and analytical thinking. Political science graduates should be able to present a logical argument backed by evidence,

and to digest and critique those presented by others. They should have accumulated understanding of social, ideational and institutional forces that will allow them to be effective citizens at the local, national and global levels. They should be thoughtful and analytical in confronting complex organizational and substantive challenges in both public and private life. We believe that such an understanding of the role of political science training at an institution like UTSC has important implications for many aspects of the political science curriculum, such as breadth versus depth, orientation toward abstract theory versus practical applications, the nature of experiences in the classroom, and the type of assignments given. We will develop this perspective further in our review of the UTSC program and our suggestions for possible changes in the UTSC Political Science curriculum.

Admission Requirements

With the exception of the co-op option in Public Policy, the Department does not screen applicants based on either academic performance nor courses completed, other than a requirement that students complete 4.0 credits prior to entering a major/specialist program. The Public Policy co-op option does have a minimum grade point average, as needed to attract private and public sector placements. In all cases, these requirements (or lack thereof) seem appropriate to us.

Curriculum and Program Delivery

The following sections consider the curriculum content and structure for the Political Science and Public Policy programs separately. Thereafter, we turn to the questions posed with respect to innovation and opportunities for student learning beyond the classroom for all programs.

Political Science Specialist, Major and Minor Programs

The department's offerings are divided into A, B, C and D level courses. A-level courses are designed to provide a general introduction to political science concepts such as power and authority, and to give students experience in reading and writing that is needed in later courses. These courses are designed to serve a very large number of students in large lecture format with discussion sections led by Teaching Assistants. In 2009-2010, for example, 820 students were accommodated in 5 semester length courses. In 2010-2011, 693 students were in 5 semester-length courses. In 2011-2012, 998 students were in 8 semester-length courses. The Department has decided to combine these classes into a smaller number of larger lecture classes offered by the Department's most popular and skilled lecturers. The objectives of the Department—notably increasing the percentage of students who are taught by tenure-track rather than sessional faculty, and by the Department's very best teachers—are laudable. But another consequence of this decision is that those classes will presumably be even larger, and the scheduling constraints for students (especially if they are inadvertently scheduled in ways that conflict with other large gateway courses) may be even greater. We are not entirely comfortable

with this choice, which is unusual in comparison to other Political Science Departments, and we are concerned about its potential to constrain entry into the Political Science major. We have several recommendations concerning A-level courses:

Recommendation 1: The Department should consider offering web-option versions of its large A-level lecture courses combined with mandatory discussion sections. Offering a web-based option with recorded or simulcast lectures from the course could make those courses available to a broader set of students who might otherwise encounter scheduling constraints.

Recommendation 2: The Department should consider mechanisms to allow students with very strong preparation and writing skills to exempt out of the A-level classes. While many students come to UTSC with preparation deficiencies, this is not the case for all students. Allowing students with better preparation to exempt out of the A-level courses, and (eventually) take an equal number of additional C and D courses instead, could help to attract a set of majors who are both academically strong and more committed to the discipline.

Recommendation 3: The University should ensure that TA budgets are adequate to ensure that discussion sections in A-level classes are capped at 25 students per section. This would allow these sections to do a better job of fulfilling a key function of these courses: giving students sufficient feedback on their writing so that they can improve their writing skills over the course of their first year at UTSC.

B level courses provide year-long introductions to the major sub-fields of political science: domestic (Canadian) politics, Political Theory, comparative politics (in separate developing country and advanced industrial country streams), and international relations. The structure of A and B courses means that students are not able to undertake more specialized topical courses—which may be what motivates them to be interested in political science in the first place--until their third year of studies. A major result of this structure is to ensure that instructors in all of the subfields of political science are guaranteed an adequate student base at the B level, even if there are major variations across subfields in student demand. But it also means that at least 5.5 (including statistics) of 7.0 FCEs in the major are in large lecture classes at a fairly introductory level. We are not confident that this arrangement maximizes student engagement in their courses or permits them to obtain adequate depth in areas of greatest interest to them, or that it allows the most motivated students to take a sufficient number of upper division classes to gain adequate experience in conducting research. We suggest the following:

Recommendation 4: The Department should relax its breadth requirements for a full year of B level classes in each subfield to permit students who wish to specialize in a particular sub-field of political science to do so. A relaxed distribution requirement could take several forms, such as allowing students to take

only a half year in each of four subfields or to allow students to take a half-course in two subfields and a full course in the other two.

Recommendation 5: The Department should consider experimenting with a thesis option for its strongest students at the D level. One of the messages that emerged from the Department's survey of students is their desire for more research experience. This seems to us particularly important for the subset of students who do intend to continue in post-graduate studies. A year-long research course could be taught by a single instructor and would involve a series of student presentations on research in combination with deadlines for competing thesis outlines, chapters, etc. Students would also be expected to secure an additional faculty advisor to serve as a substantive expert in the field.

Recommendation 6: We encourage the faculty to experiment with various forms of in-class participant-centred learning. We heard of a parliamentary simulation in the B-level Canadian politics class, but are unsure of how widely similar participant-centred approaches are being employed elsewhere in the curriculum. Such approaches can include mechanisms such as simulations, role-playing exercises, etc. in discussion sections of lower-level classes and in upper division classes to increase the engagement of students. The student group work required for these activities outside of class can take place largely electronically through the course website.

Recommendation 7: Should UTSC's priorities and resources allow, we would encourage the UTSC Political Science Department to be open to developing a professionally-oriented graduate program that builds on the strengths of the faculty and offers the greatest potential benefit to the student base in the Toronto East area. In particular, courses that would offer a credential that would prepare students for the Ontario and federal public service would be welcome, perhaps offered as a combined BA-MA program. We do not believe that a standard MA in Political Science is an option that is likely to be attractive either for UTSC faculty or students. Something more tailored to public policy, administration and law and/or human services would be more appropriate, perhaps offered in cooperation with other Scarborough programs or the St. George campus. Given the importance that UTSC faculty place on maintaining their connections to the St. George campus, any teaching commitments in such a program should count against their Scarborough teaching obligations rather than their graduate teaching obligations at the St. George campus.

Recommendation 8: UTSC should consider creating a pool of funds that would allow highly motivated undergraduates to work as research assistants with faculty. When asked about using UTSC students as research assistants, some Political Science Department faculty noted that their first priority must be to provide funding for Ph.D. and Masters students from the St. George campus. This priority, which is entirely understandable, nevertheless has the consequence that very few UTSC students are able to be exposed to serious professional research

opportunities. We believe that this situation is unlikely to change unless a separate funding stream is provided for, and limited to, UTSC students, making them a very low-cost resource for UTSC faculty. We commend the Department for its current Summer Scholars program, and hope that it can be both a model and recruiting device for an academic-term research program for top students.

Curriculum: Public Policy

The Major in Public Policy is a relatively new program, one that has been very successful at attracting students to the Political Science Department. A survey of students indicates that a significant appeal of the program is the promise it holds to prepare students for careers in public affairs in the public, private, and non-profit sectors. As a result, a decline of 93 students in the political science programs (specialist, major, minor) from 2008 to 2013 has been more than offset by 143 new students in the major and co-op programs in public policy.

The Department's stated goal is to equip graduates with analytical and methodological skills in preparation for such careers. To that end, the program includes 1.0 FCE in public policy analysis, 1.0 in economics, and 1.0 in methods, at least 0.5 of which must be quantitative. Although a survey of public policy students revealed that they are generally very satisfied with the program, they were least satisfied with respect to quantitative methods and research design (as well as oral communication skills, discussed below.) It was not clear to us whether the source of dissatisfaction was simply the fact that these courses are required or the format of the courses. However, we caution that student concerns with quantitative instruction may increase as the Political Science Department phases out its own introductory statistics course in favour of one taught by the Statistics Department, unless arrangements are made to ensure inclusion of social science, and ideally public policy, examples to which students can relate in one or more sections of the latter course.

In addition, we recommend several revisions to these core components.

Recommendation 9: We recommend the addition of at least 0.5 FCE in B-level Economics, and that the University ensure that Public Policy majors gain access to public policy related electives in Economics for which they have adequate preparation. It is essential for students majoring in public policy to have a stronger foundation in Economics. The current requirement that students take only the standard first year Economics sequence provides much less preparation in economics than in comparable programs, including the undergraduate Public Policy major offered at the St. George's campus. Our concern is that 1.0 FCE at the A level cannot sufficiently prepare graduates for careers in public service, where economic and political analysis invariably go hand in hand.

It is our understanding that the recent program revision, which reduced the economics requirement by eliminating a 0.5 FCE B-level economics course, was

undertaken because the required course was not regularly offered and Public Policy students had difficulty gaining access to other economics courses offered by the Management faculty. We urge the Deans of two divisions to find a mechanism to coordinate access for Public Policy students to economics courses, which are essential for a credible public policy degree. Indeed, an additional 0.5 to 1.0 FCE of required B-level courses would merely open the door to a series of highly relevant courses that are listed among the public policy program electives, but to which only students undertaking a concurrent economics major or minor would have access today. Public policy students with adequate prerequisites would greatly benefit from access to these electives as well, though not all would seize that opportunity.

Recommendation 10: We recommend that the Department relocate at least one of the core Public Policy courses to the B level. Our second recommendation concerns the timing of the series of two public policy courses (POLC66 and POLC67). Under the current curriculum, Public Policy students do not take their first public policy courses until their third year. Moving one or both of these courses to the B level would further attract Public Policy students to the program, provide courses in the core subject matter that has attracted students sooner, and open the door for more specialized policy electives at the C and D level. It is our understanding that the Department to date has offered these two courses at the C level out of a desire that students complete the full-year B-level Canadian Politics course first. However, we can envision a series of two policy courses that would complement a concurrent course in Canadian politics by introducing public policy concepts, the policy process, and the applied policy analysis model, through engaging and accessible case studies of contemporary Canadian policy debates (though this would likely entail different texts and fewer academic political science publications). These courses could then lead into more theory-driven C and D level policy courses, which the Department will be in a position to expand with the hire of a comparative public policy specialist this academic year.

Recommendation 11: We recommend that the Department offer a capstone applied policy analysis seminar at the D-level. Students in the course would undertake an applied project for a real or imagined public sector client. Ideally, co-op students would identify a project through one of their work terms. Such a seminar would provide a career-oriented capstone to the interdisciplinary policy program and offer the research experience that many public policy students surveyed indicated they are seeking. The course also would provide an opportunity to stress oral presentation skills that are critical to careers in public service, which is an area of need identified by students and faculty alike. This course might be introduced initially as an elective, with a goal to make it mandatory (with a corresponding reduction in C and D electives) as resources allow.

Roughly 15% of public policy students are currently enrolled in the co-op program. Co-op students are screened based on academic performance, and Public Policy co-op students maintain higher GPAs throughout their degree, a considerable attraction to prospective employers.

We were impressed with the Co-op Program's collaboration with the English Language Development Centre to offer a series of professional writing workshops for co-op students. There is, however, student dissatisfaction with the quality and number of co-op placements. Although some students have secured desirable federal and provincial government placements, we were told that others have withdrawn from the co-op option in frustration with their inability to gain placements related to their program of study. The Co-Op Director explained that they face a "chicken and egg" program, such that public sector employers are reluctant to sign up for co-op students unless they can be guaranteed more applicants, while students are reluctant to choose co-op or withdraw from the program because of the limited number of placements. The steady growth of Public Policy enrolments suggests that this problem may eventually disappear. The curriculum reforms recommended above, which would strengthen Public Policy students' foundation in policy analysis and economics prior to their co-op placements, also would increase their attractiveness to prospective employers. In the meantime, however, we hope that the relatively small number of co-op Public Policy students could be given access to apply for public affairs-oriented positions offered by the Management Division co-op program.

Recommendation 12: Until such times as there are sufficient public sector placements to meet the needs of all Public Policy co-op majors, we recommend that these students be offered an opportunity to apply to relevant placements in the Management Division co-op program.

Innovation and Student Learning Beyond the Classroom

Student engagement beyond the classroom is a particular challenge for a commuter campus. We offer some suggestions for engagement on campus and others to extend the program's reach during the many days that neither students nor faculty are at the UTSC campus.

Several of the students with whom we met relayed stories of discussions with professors during office hours that had a transformative impact on their undergraduate education. At the same time, other students spoke of how reluctant they were, particularly in their first two years, to approach their professors. This is probably true everywhere, but particularly understandable for students who are the first in their family to attend university. Such students arguably benefit most from one-to-one contact with professors but may be least likely to take the initiative.

Recommendation 13: We recommend that all students have a one-to-one appointment with a program advisor, ideally as they enter the major or specialist program. Although the number of students is significant, the numbers entering the major in a given year probably could be served through a combination of staff and professorial advisors.

The Department does not appear to have a strong tradition of extracurricular events. Faculty-oriented research colloquia are scheduled at the downtown campus, and it is difficult to attract students to events given the limited days that they are on campus. We encourage the Department to continue its support for the nascent Political Science students' association, and to work with them to identify activities (e.g., faculty-student mixers or election panels) that might appeal best to political science and public policy students. It might be possible to take advantage -- or even create -- a spare hour on the day that most students and faculty are on campus for extracurricular events. Pizza works wonders in attracting attendance from faculty and students alike.

We did not hear much during our visit about reliance on instructional technology to engage with students beyond the classroom (though this may simply be an artifact of our necessarily short visit.) Reliance on UTSC's course management system's tools for electronic engagement, including bulletin board discussion and creation of student groups that can engage electronically, seems particularly well-suited to a commuter campus with classes that meet only once per week. Participation in online discussions also may give students greater confidence to speak in lectures and tutorial sections, where we understand only a fraction of students participate.

Recommendation 14: We encourage faculty to experiment with mechanisms for digital engagement and virtual group work through their course websites.

Assessment of Learning

It is our sense that most faculty members in Political Science rely on tried and true combination of term papers, midterms, and final examinations. Several faculty members did express concern that the move to 0.5 FCE courses has increased the burden on students to write multiple papers at the same time. To the extent that is a concern, we encourage the Department to consider coordinating assignments, particularly in required courses, to provide a greater variety and timing of written assignments. The Department is enthusiastically taking advantage of resources for additional Teaching Assistants to support writing-intensive courses.

Should the Department take advantage of opportunities for online engagement suggested above, this would entail new forms of grading "class participation." Indeed, assigning marks for online engagement seems a precondition for its success.

Quality Indicators

We have already noted above that the heavy reliance on "A" level entry courses makes the UTSC Political Science program unusual by international standards. It results in part from the relatively low GPAs of incoming Social Science students at UTSC. We do not believe that the drop in the number of UTSC students choosing a specialist degree in Political Science noted in the Department's self-study should be

a matter of concern, so long as it does not result in a substantial overall drop in enrollments for the Department: given the career aspirations of most UTSC students, they are probably better off getting multiple skill sets and knowledge bases rather than concentrating too heavily in a single discipline. And given the structure of Political Science specialist requirements (notably the heavy A and B level requirements) they are likely to be able to complete their degrees more quickly—as the department notes, the modal time of completion for a Specialist program is five years, compared to only 4 years for a Major program.

2. Relationships

We were particularly impressed by the collegiality and professionalism of the staff, who have borne the brunt of altered institutional relationships as the former Department of Social Sciences was disestablished. Because most of the staff are shared across three units, they have unclear lines of authority as well as a heavy burden of work. Clearly further adjustments will have to be made in staffing over the next few years. Based on our discussions with both faculty and staff, we offer the following recommendation.

Recommendation 15: Hiring a new business manager should be the top priority for additional hiring of administrative staff.

Staff expressed interest in engaging alumni, which is of course always a good idea. We encourage the Department to work with UTSC (or possibly U of T-wide) alumni office to determine what resources are available.

3. Management of Resources for Programs

The Department's management of its limited facilities (in many cases shared with other Social Science departments) did not appear to be problematic in the course of our visit. If our recommendations are followed, however, there will be a need for more seminar rooms, as well as medium-sized theatre-style classrooms that facilitate discussion in larger C-level classes.

4. Long-range Planning Challenges

The Department faces several strategic planning challenges in the long term. The Department's overall objectives are consistent with UTSC's campus-wide objectives, but it confronts challenges in giving its Public Policy students the training outside the discipline that will lead to attractive co-op placements in the short term and enhance their career prospects in the longer term. Little mention was made in our discussions of international study exchange opportunities for Political Science students, and this may be an area that needs additional focus. Finally, the Department should give additional consideration to how it could participate in the University's initiatives to provide greater professional training at the Master's level in its student catchment area.

5. International Comparators

UT Scarborough's Political Science Department, like the university of which it is a part, is an unusual hybrid. It combines a commuter campus that has relatively modest admissions requirements with a research-focused faculty that has access to strong research centers (albeit downtown rather than in Scarborough). UT Scarborough's Political Science faculty has an exemplary research record that compares well to those at major research universities.

The teaching curriculum, as noted above, is unusual by international standards in its heavy reliance on introductory "gateway" courses at the A level that are designed to address deficiencies in writing and research skills before exposing students to the four standard subfields of political science. The curriculum for the major is also unusually weighted toward credits at the A and B level, with relatively few specialized classes in the final two years. While we understand the forces that led to these choices, notably the great diversity in student backgrounds and preparation, we do think it is important that, to the extent that resources allow, better prepared students be allowed to undertake more specialized and smaller courses earlier in their careers, as is the norm at UT Scarborough's aspirational peers.

Review Summary

Program(s):	Political Science, B.A. (Hons.): Spec, Maj, Min Public Policy, B.A. (Hons.): Maj, Maj (Co-op)
Division/Unit:	<i>Review of programs only</i>
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers (Name, Affiliation):	1. Dr. Kathryn Harrison, Professor of Political Science, Chair, Department of Political Science, University of British Columbia 2. Dr. R. Kent Weaver, Professor of Public Policy, Comparative Government Field Chair, McCourt School of Public Policy, Georgetown University
Date of review visit:	November 14 and 15, 2013

Previous Review

Date: January 17-18, 2008 (with Department of Social Sciences)

Summary of Findings and Recommendations:

1. Undergraduate Programs Political Science, BA: Spec, Maj; Public Policy, BA: Maj, Co-op

The reviewers observed the following strengths:

- Social Science at UTSC represents great but untapped potential
- Diverse student body

The reviewers identified the following areas of concern:

- Some students unprepared for higher level courses

The reviewers made the following recommendations:

- Track student progress after graduation to measure the success of the programs
- Undertake a curriculum review of all programs in department

2. Graduate Programs

(n/a)

3. Faculty/Research

The reviewers identified the following areas of concern:

- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Create new faculty positions in the department

- Add formal mentoring and training programs for new faculty

4. Administration

The reviewers identified the following areas of concern:

- Current structure of the department is not functioning and is unsustainable
- Perception that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change the departmental structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the department

Last OCGS Review(s) n/a

Date(s):

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Department of Political Science

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, April 2013

Student Services Statement

Library Statement

Site Visit Schedule, November 2013

Consultation Process:

The reviewers met with the Vice-Provost, Academic Programs, Vice-Dean, Undergraduate; Chair, Department of Political Science; Associate Chair, Department of Political Science; faculty in the Department of Political Science (by discipline); undergraduate students in Political Science and Public Policy programs; Program Advisor, Department of Political Science; Director, Arts and Science Co-op; administrative staff; and the Academic Programs Officer.

Current Review: Findings & Recommendations

1 Undergraduate Program

Political Science, B.A. (Hons.): Spec, Maj, Min; Public Policy, B.A. (Hons.): Maj, Maj (Co-op)

The reviewers observed the following strengths:

- Objectives
 - Undergraduate programs reflect commitment to University-wide goals
- Admissions requirements
 - Appropriate for all programs
- Curriculum and program delivery
 - Political Science
 - Courses designed to give a general introduction to political science concepts and experience in reading and writing
 - Laudable decision to ensure large lecture courses are taught by popular and skilled tenure-track faculty
 - Public Policy
 - New Public Policy Major has significant appeal for students, providing them with preparation for careers in public affairs
 - Public Policy Co-op students maintain higher GPAs throughout their degree, which is attractive to prospective employers
 - Co-op's impressive collaboration with the English Language Development Centre to provide professional writing workshops for students
- Quality indicators
 - Students satisfied with their programs
 - Course evaluations are on par with UTSC averages
- Support
 - Faculty have had transformative impact on the undergraduate education of some students
 - Students generally very happy with faculty and appreciate their efforts
 - Appropriate and suitable use of course management tools for electronic engagement with students
 - Department makes effective use of using TAs to support writing-intensive courses

The reviewers identified the following areas of concern:

- Objectives
 - Learning objectives are unclear
- Curriculum and program delivery
 - Political Science
 - Overreliance on A and B level courses limiting students' ability to take specialized, topical courses until their third year of studies, which may be causing low motivation

- Courses offered once per week in two-hour blocks challenge students' attention spans
- Department has chosen to have large courses taught by popular instructors; concern that they will grow even larger and will cause constraints for students
- Participant-centred learning methods could be more widely-used
- Public Policy
 - Student surveys indicate that students would prefer greater focus on quantitative methods, research design, and oral communications skills in Public Policy Major
 - Concern that the transfer of the introductory statistics course to the Department of Computer and Mathematical Sciences may lead to diminished focus on Social Science methodologies
 - Concern with relative lack of focus on economics preparation for Public Policy students
 - Students dissatisfied with the quality and number of co-op placements
- Assessment of learning
 - Concern that the move to 0.5 FCE courses has led to students writing multiple papers at the same time
- Students
 - Concern about the academic preparation of students upon admission
 - Emphasized the distinctive characteristics of the student body, including long commutes, off-campus employment, poor motivation, and reluctance to engage with faculty, especially in years one and two
 - Limited availability of extracurricular events
 - Low in-class participation in lectures and tutorial sessions

The reviewers made the following recommendations:

- Objectives
 - Reconsider learning outcomes and teaching approaches relative to better preparing students for engagement in social and political life and their future careers
- Curriculum and program delivery
 - Political Science
 - Consider offering web-option versions of large A-level courses combined with mandatory discussion sections to make courses available to a broader set of students
 - Exempt students with strong preparation and writing skills out of the A-level classes, allowing them to take more C and D-level courses in order to attract more academically strong students to the discipline
 - Ensure that TA budgets are adequate to cap discussion sections for A-level courses at 25 students, which would give students more opportunities to improve their writing
 - Relax the B-level breadth requirements in each subfield, allowing students to specialize in political science subfields of their choosing
 - Add participant-centred learning to classes to increase student engagement

- Consider how to add international study exchange opportunities for Political Science students
- Public Policy
 - Ensure that social science and public policy examples are included in the introductory statistics course taught by the Department of Computer and Mathematical Sciences
 - Increase the Economics offerings for Public Policy Majors, including electives, to provide them with a stronger foundation and prepare them for graduate school and public service
 - Relocate one Public Policy course (which could be a Canadian policy course) to the B-level to further attract students to the program, provide core courses sooner, and allow students to take more specialized policy electives at the C and D level
 - Offer a career-oriented capstone applied policy analysis seminar for Public Policy majors at the D-level, which would include an applied project and improve oral presentation skills
 - Strengthen the Public Policy curriculum to make students even more attractive to prospective co-op employers
 - Allow co-op students to apply to relevant placements in the Management Division co-op program until there are sufficient public sector placements
- Assessment of learning
 - Consider coordinating assignments, particularly in required courses, to provide greater variety and timing of written assignments
- Enrolment
 - Continue to monitor the balance between enrolment in Political Science and Public Policy so that there is not an overall drop for the department
- Students
 - Continue to support the nascent Political Science students' association and work with them to identify activities that might appeal to students
 - Encourage the ongoing use of online discussion tools, digital engagement, and virtual group work, which may give students greater confidence to participate
- Support
 - Ensure that all students have a one-to-one appointment with a program advisor, ideally as they enter the major or specialist programs

2 Graduate Program

The reviewers made the following recommendation:

- Program development
 - Consider developing a professionally-oriented graduate program that builds on the strengths of the faculty and would benefit students in the Toronto East area
 - Possibilities include a combined program credential that would prepare students for the Ontario and federal public service or degrees tailored to public policy, administration and law, or human services

3 Faculty/Research

The reviewers observed the following strengths:

- Overall quality
 - Community of conscientious teachers who care about their students and devote considerable effort to designing and delivering their courses
- Research
 - Exemplary research record that compares well to those at major research universities
 - Commendable Summer Scholars program could serve as a model for academic-term research programs
- Faculty
 - New hires have reduced reliance on single-course sessional instructors
 - Hire of an additional Assistant Professor planned for next year

The reviewers identified the following areas of concern:

- Research
 - Few students are exposed to serious professional research opportunities with faculty, as research funding is prioritized for Ph.D. and M.A. students, and students indicate that they would like more research experience
- Faculty
 - Some spend little time on campus and view their intellectual community as being at St. George

The reviewers made the following recommendations:

- Research
 - Create a pool of funds to allow highly motivated undergraduates to work as research assistants with faculty
 - Experiment with a thesis option for students at the D-level to provide students with more research experience

4 Administration

The reviewers observed the following strengths:

- Organizational and financial structure
 - Department views departmentalization as successful
 - Impressive collegiality and professionalism of the staff
 - Facilities appear to be appropriate
- Planning / Vision
 - Department's objectives are consistent with UTSC's campus-wide objectives

The reviewers identified the following areas of concern:

- Organizational and financial structure
 - Unclear lines of authority and heavy workload for staff
- Planning / Vision
 - Planning challenge of providing Public Policy students with training outside the discipline that will lead to both co-op placements and enhanced career prospects

The reviewers made the following recommendations:

- Relationships (collaboration)
 - Work with UTSC alumni office to engage with alumni
- Organizational and financial structure
 - Hire a new business manager to manage new workloads
 - Add additional seminar rooms and a medium-sized theatre-style classroom to support curricular changes recommended above

ADMINISTRATIVE RESPONSE – Appended



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

January 29, 2014

Professor Rick Halpern
Vice-Principal (Academic) and Dean
University of Toronto Scarborough (UTSC)

Dear Professor Halpern,

Thank you for forwarding the report of the Fall 2013 External Review of the undergraduate programs in the UTSC Department of Political Science: Political Science, B.A. (Hons.): Spec, Maj, Min; Public Policy, B.A. (Hons.): Maj, Maj (Co-op).

As indicated in our Statement of Institutional Purpose, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

Congratulations on a very positive review. The reviewers praised the high quality of instruction offered by the department, and the students offered glowing praise of the faculty and their efforts. The reviewers commended the faculty’s exemplary research record, and they noted the Department’s success in stabilizing its faculty complement. They lauded the new Public Policy Major and the Public Policy Major Co-op for attracting strong students to the department.

I am writing at this time to request your administrative response to the external review report for the Political Science programs and your thoughts on a timeline for implementing recommendations.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum & Program Delivery

- The reviewers noted the tension between breadth and depth in the curriculum, specifically in relation to highly able students and their curricular pathways. They encouraged reflection on both programs’ learning outcomes to ensure disciplinary currency and relevance to students’ lives and studies after graduation.
- The reviewers recommended that the department engage in curricular review, and they made specific recommendations for changing course content and sequencing, including expanded economics training, additional quantitative preparation, thesis and capstone offerings, and more research experience with faculty.

Simcoe Hall, 27 King’s College Circle, Room 225, Toronto, ON M5S 1A1 Canada
Tel: +1 416-978-2122 • Fax: +1 416-978-3939 • provost@utoronto.ca • www.provost.utoronto.ca

- The reviewers encouraged the department to discuss the potential for enhanced involvement in graduate education at UTSC.

Students

- The reviewers noted opportunities to better engage with students through technology-assisted learning initiatives, enhanced co-op placements, one-on-one advising, and TA support.

Resources and planning

- The reviewers noted that the recent departmentalization has affected staff workload, and that the current staffing structure might not be the most efficient way to serve department.

At the same time I am forwarding you a summary of the review report for comment.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the undergraduate programs offered by the Department of Political Science will be considered by AP&P at its meeting on April 1, 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by February 28, 2014. This will allow my office sufficient time to prepare materials for AP&P. At the same time, we will work very closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP process.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Programs and Planning, should you have any questions.

Sincerely,



Sioban Nelson
Vice-Provost, Academic Programs

cc.

Jane E. Harrison, Director, Academic Programs and Policy

Justine Garrett, Coordinator, Academic Programs and Planning

Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC

Lesley Lewis, Assistant Dean, Academic, UTSC

Annette Knott, Academic Programs Officer, UTSC



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE DEAN &
VICE-PRINCIPAL (ACADEMIC)

13 February 2014

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

**Administrative Response, External Review of the Undergraduate Programs in the
UTSC Department of Political Science: Political Science, B.A. (Hons.): Spec, Maj,
Min; Public Policy, B.A. (Hons.): Maj, Maj (Co-op).**

Thank you for your letter of 29 January 2014 requesting my administrative response to the recent external review of the UTSC Department of Political Science. I applaud the thoroughness with which the external assessors approached the review process, and am very appreciative of the careful consideration they gave to the programs in this department. I am pleased that the reviewers noted the sense of community prevailing in the unit, and am delighted that they recognize the quality of pedagogy and commitment to classroom teaching that runs through the faculty ranks. Likewise, their comments about the department's highly motivated students, and their desire to take advantage of greater research opportunities, are highly satisfying. Also, the fact that the review team made note of the exemplary research record of the colleagues in the department, noting that it compares favorably to other Political Science departments at research-intensive institutions, is very affirming. At the same time, the reviewers made very frank assessments of the challenges facing the department and its programs. I am grateful for these and for their many helpful recommendations.

The external review report was sent to the Chair of the department, who shared it with staff and faculty members. On 6 February 2014, I, along with the Vice Dean Undergraduate and the Assistant Dean (Academic) met with the Chair as well as faculty and staff to discuss the external review. The tenor of that meeting was constructive, and the discussion that took place was detailed and substantive. It is clear that the department is taking the recommendations of the reviewers seriously and already has begun to act upon many of them. The Dean's Office is committed to working with the department to strengthen Political Science at UTSC and to move quickly to further enhance its excellent programs.

Let me now address the specific points raised in your letter of 29 January.

Curriculum & Program Delivery

- *The reviewers noted the tension between breadth and depth in the curriculum, specifically in relation to highly able students and their curricular pathways. They encouraged reflection on both programs' learning outcomes to ensure disciplinary currency and relevance to students' lives and studies after graduation.*
- *The reviewers recommended that the department engage in curricular review, and they made specific recommendations for changing course content and sequencing, including expanded economics training, additional quantitative preparation, thesis and capstone offerings, and more research experience with faculty.*
- *The reviewers encouraged the department to discuss the potential for enhanced involvement in graduate education at UTSC.*

The tension between breadth and depth of the curriculum characterizes the state of play in most undergraduate departments. If it is made explicit – and the external reviewers have done this – it can be a creative prompt for renewal. The department will commence discussion of its curriculum by focusing on learning objectives, and will continue to look closely at the way the curriculum “scaffolds” from first year through to fourth year. It is doing this as a discipline specific exercise; for example, it is giving serious thought to the reviewers’ recommendation to relax its breadth requirements at the B level in order to provide students with greater flexibility to take more specialized upper level courses. It also will review its curriculum in concert with other social science departments as part of a larger effort to provide coherence and clarity to degree expectations. There is a very broad consensus among colleagues that while the department can do a better job delineating potential career pathways for its students, the main purpose of its undergraduate programs is to instill specific analytical skills, foster evidence-based argumentation, and develop a pronounced facility for critical thinking about politics and the wider world. By pursuing these objectives, the department is fostering broad transferrable skills that will enhance its graduates’ career opportunities.

The place of quantitative training in the curriculum has long been a topic of discussion in the department. After several years of offering an in-house course, the department is now collaborating with the statisticians in the UTSC Department of Computer and Mathematical Sciences to develop and teach a course tailored to the specific disciplinary needs of political scientists. The Department also is introducing new courses at the upper-year levels to provide advanced quantitative methodological training opportunities for its students. Attention to the place of economics in the curriculum already has led to overtures to the Department of Management, which houses most of the economists on the UTSC campus, and will continue to inform the curricular review process as it goes forward.

In discussion with the Dean at the meeting of 6 February 2014, colleagues were particularly keen to underscore the desirability of improving students’ basic reading and expository writing skills. There is important innovation already taking place. The first year courses are being restructured to include more writing assignments, some large

second-year courses have been resourced as writing intensive courses, and the instructor of POLC09 is using peer evaluation of writing. Looking ahead, the department is considering ways of institutionalizing these practices, spreading them more widely across the curriculum, and working with the Dean's Office to resource a number of pilot projects. Several instructors also work closely with the Political Science liaison librarian in structuring writing assignments. The Department looks forward to refashioning its connection to the UTSC Centre for Teaching and Learning, which houses the Writing Centre.

The Department also is examining initiatives that will expand research opportunities for high-achieving undergraduate students. These initiatives include support for students to undertake research projects over the summer, as well as a senior year-long research seminar with a major research paper or thesis component.

Political Science is a strong tri-campus department at the University and, up till now, almost all graduate training has taken place on St. George. As UTSC continues to develop its profile as a research-intensive campus, and one with a pronounced graduate presence, the Department of Political Science is eager to craft ways of participating that enhance rather than compete with the robust activities of the tri-campus graduate unit and the Munk School. As first steps towards an increased presence of Political Science graduate students at UTSC, the department is exploring the feasibility of offering a UTSC based research seminar, office space in its new facilities in the R-Wing, and a series of research intensive workshops and day conferences. It also is discussing ways of connecting its TA system to an enhanced graduate presence on the UTSC campus, including through enhanced opportunities for graduate students to teach seminars in their doctoral research field on the campus. The Dean's Office has directed the department to consider the various ways other social science and humanities units have worked creatively within the confines of transportation logistics, campus space, and administrative structures to mount a number of creative and successful graduate initiatives. Moving forward, the Vice Dean Graduate Program Development will work closely with the department to realize this important goal.

Students

- *The reviewers noted opportunities to better engage with students through technology-assisted learning initiatives, enhanced co-op placements, one-on-one advising, and TA support.*

The Department has been engaged, often in a vocal way, in the evolving UTSC campus strategy for on-line learning and evaluation. Like most departments, it supports a blended model that continues to value the face-to-face classroom experience but sees the creative possibilities of enhancing pedagogy through technology. It values highly a student-centred approach to teaching and learning, one that places a premium on experiential education. This has led colleagues in the Department to work closely with the Dean's Office and the co-op office to begin to expand the number of placements available to students, especially those in the existing Public Policy program and the new program in Public Law.


The department's undergraduate program advisor is developing plans to enhance his ability to connect with students, though the scale of the various programs for which he is responsible makes one-on-one sessions impractical. He is planning group meetings with newly declared majors and specialists, and is considering the use of digital technology to enhance his outreach efforts. Ideally, student advising – in Political Science and in other departments – will develop as a shared project that involves faculty members as well as staff in the Registrar's Office and in Academic Advising and Career Counseling. Political Science is well positioned to take the lead in this direction.

Resources and planning

- *The reviewers noted that the recent departmentalization has affected staff workload, and that the current staffing structure might not be the most efficient way to serve department.*

This is a problem identified across the social science units, which share administrative support. The first step towards a solution will be to engage the other departments in a discussion of available resources and work toward a viable sense of prioritization. It is clear that the main point of pressure is upon the Business Officer. The recent hire of a financial assistant has lightened her burden, and she is in the process of transferring further work to the assistant. In discussion with the social science chairs, the Dean has explored the option of hiring a second Business Officer for the five units.

Sincerely yours,



Professor Rick Halpern
Dean and Vice-Principal (Academic)

Program Review

Department of Sociology, University of Toronto Scarborough

Date of Review:

October 31, November 1, 2013

Reviewers:

Kevin McQuillan, Department of Sociology, University of Calgary

Vic Satzewich, Department of Sociology, McMaster University

Let us begin by saying that it was a pleasure to visit the University of Toronto Scarborough and to meet with faculty, administrators, staff and students. The preparation for the visit was excellent and we were provided with the information necessary for the review. We were impressed by the enthusiasm among both new and long-serving faculty members as well as among the ten students who met with us. The department is fortunate to have an exceptional chair, who has the support of her colleagues and is working with them to strengthen the department's offerings.

In presenting our conclusions, we will follow the format suggested in the Terms of Reference document that was provided to us.

1. Program Under Review

Objectives

UTSC adopted a five-year Academic Plan in 2010 to guide the development of the campus at a time of considerable growth and change. Of particular importance to Sociology was the decision to divide the former Department of Social Sciences into constituent departments, a change that appears to have been broadly welcomed and is strongly supported by Sociology. The University identified five strategic directions in the Academic Plan and we will comment on the role of Sociology with respect to each.

UTSC will create an environment to house and support the growth of new and emerging fields of scholarship.

The adoption of this goal has been taken seriously by leaders in the Faculty. We discussed the issue with all of the groups with whom we met. There was some concern expressed by administrators that Sociology had been slower than some other units in developing and bringing forward ideas for new programs and curriculum development. In our discussions with the chair and members of the department, we were satisfied that, while the process might be evolving more slowly in Sociology, it is underway and exciting new offerings are forthcoming. With departmentalization complete and a number of bright, young faculty members now on board, there is a consensus in the department to support two thematic areas: Migration and Ethnic Diversity and Culture, Creativity, and the City. These themes are well suited to the interests of students, continuing faculty, and the new faculty members in the department. Moreover, there is an openness to examining the requirements in the major and specialist programs in sociology to make them more attractive to students and a better fit with faculty teaching interests.

UTSC is committed to expanding its onsite graduate education at the Master's and PhD levels to 10+ percent of the total student population

This drive to grow the size of graduate programs located at UTSC will have an important impact on the campus. Most current faculty have a strong commitment and obligations to existing programs. The

graduate programs located on the St. George campus also seem to be the major link that faculty at UTSC have to their colleagues on the other two campuses. Sociology does not currently have a graduate program located at UTSC and it is not easy to see how one might develop in the near future. The current tri-campus program in the field is strong and recognized as among the very best in Canada. There did not appear to be any obvious new area of scholarship supported by a sufficient number of faculty to support the development of a new Master's program. A more likely outcome might be a joint program in which Sociology might play an important role. The efforts to build the undergraduate program in Culture, Creativity and the City and Migration and Ethnic Diversity could eventually blossom into Master's programmes that take in students with diverse backgrounds in the arts, humanities, and social sciences. At this point, however, the efforts of the new faculty members might be best invested in building their involvement in the tri-campus program.

UTSC will become an international hub for learning and partnership

All Canadian universities, it seems, are committed to expanding their involvement in international education. Given the nature of the student body at UTSC and the city of Toronto's strong international profile, it may be easier for the campus to expand its involvement in international education than for other universities. It appears there are already a number of important initiatives on the campus, including the innovative Green Path program. Given the nature of the research interests and course offerings in Sociology, the department would seem to be well positioned to participate in new campus-wide initiatives and it is likely that students would be enthusiastic about participating in exchanges and internships. It is not likely at this point that Sociology would lead the way in bringing forward new initiatives of its own.

UTSC will be a leader in experiential learning by offering curricular and co-curricular opportunities for students.

Sociology would seem a natural place to expand experiential opportunities. Already, several new developments align with this goal. The department held its first research day for student projects and the event was very well received. This is a good idea that allows students to further develop projects that began with class projects and to present them to a wider audience. This kind of experience can be very important in preparing them for the kinds of oral presentations now demanded in many lines of work. The new course entitled Immigrant Scarborough holds the possibility of connecting students and faculty more closely to the community and should lead to new efforts at community-based research, links to local organizations, and the possibility of internships.

UTSC will ensure that the best people, appropriate resources, and excellent facilities and programs are in place to provide an exceptional place to work and learn.

The campus has experienced rapid growth in numbers and significant change in facilities as well. The Department of Sociology is pleased with the addition of ambitious and energetic young colleagues and hopes to see growth in its numbers in the years ahead. They are open to welcoming more students if the needed faculty resources are in place. Although the campus is experiencing a space crunch, members of the department seemed mostly accepting of the situation while looking forward to the new space

expected to open in a few years time. The idea of bringing the social sciences together in one building was well received. There is a serious shortage of staff, partly flowing from rising enrolment and partly from the departmentalization process.

Admission Requirements

As is common at many universities, Sociology courses are popular with students though the number of majors usually trails such fields as Psychology, Business, and Economics. That would appear to be true at UTSC as well. The department has a very large number of minors, the largest in Social Sciences, but only 9% of Social Science students are majors or specialists. This does not strike us as unusual or a particular cause for concern. Ensuring the quality of the program rather than expanding numbers should be the priority. We do not have quantitative data on the GPAs of students admitted to the major/specialist programs. We did get a sense in our discussions with faculty and staff of some concern about the preparation some students had prior to admission into the major-specialist programs. This is particularly the case with the specialist program, a topic we shall return to later. There was a consensus that the strongest students in sociology were drawn to double majors rather than to the specialist program. It should be noted, however, that faculty members are committed to working with students whose preparation is limited and some interesting initiatives are underway to help students improve their ability to submit high-quality written work.

Curriculum and program delivery

As the documents prepared for this report make clear, UTSC and the Department of Sociology have devoted serious attention to issues of curriculum and program delivery. There is a strong commitment to defining learning outcomes and degree expectations. This high-level effort is helping to guide individual departments in the review and improvement of their programs.

The curriculum in the Department of Sociology appears fairly standard for North American sociology undergraduate students. There is a strong commitment to the fundamentals of the discipline with a considerable number of requirements in the areas of sociological theory and research methods. Given the small size of the department, this means that the breadth of courses available to students in various substantive areas is limited. A fairly long list of courses is on the books, but it seems inevitable that only a modest proportion of that list can be offered each year. Some appear not to have been offered for quite some time and several are slated for deletion. In sum, the curriculum appears solid and can provide a good foundation for undergraduate sociology students.

We have noted above the on-going work in the department and the commitment to new courses in the immigration area and in the field of urban studies. This could open new pathways that provide some “flair” to complement the solid base constructed by the required courses in theory and methods.

The efforts of the department to improve the writing skills of their students are to be applauded. The decision to commit a substantial portion of TA resources to the writing-intensive courses is a wise one and will hopefully improve the skills of the students in developing their arguments, organizing their research materials, and writing a strong paper. Several faculty members told us they use a scaffolding

system in which students submit an outline of their paper, a first draft, and a final draft, and receive feedback at each stage. This is the right path to follow to help students hone their writing skills.

The area of the curriculum that requires the most attention is the specialist program. The Chair and her colleagues are aware of this. The numbers in the program are small and have been declining. We heard evidence that the best students are not attracted to the program and prefer to do double majors. The curriculum requirements are quite rigid, centre largely around theory and methods, and provide relatively little space for students to develop their interests in selected fields of the discipline. And, of course, despite the small numbers, specialist programs require a significant commitment of faculty time. We believe the program needs change. Indeed, the department should consider whether the specialist program is essential to its strategy for undergraduate education. If the decision is to retain it, we believe the requirements should be made more flexible and particular attention be paid to the Capstone course, which should serve as the culmination of the student's learning in the specialist program. The department has begun these discussions and the suggestions for change are good ones. Whether they can be fully introduced will depend, in part, on the availability of resources and the commitment of faculty to reviving this program.

While we lack extensive information on student learning beyond the classroom, it is clear that faculty are aware of the desire for students for more experiential learning. As mentioned above, their efforts to develop new courses that involve a stronger connection to the community are very likely to expand opportunities for students to engage in research and community-based learning.

Assessment of Learning

We have addressed elements of this topic above. As in all Canadian universities, large class size for many courses prior to the 3rd or 4th year level limit the options of professors in developing methods of assessment. UTSC is no different in that regard. It is commendable that B level courses, with enrolments ranging from 60 to 120 students, have a writing requirement. As the department chair notes, there is need for balance and judgment in pushing students to achieve degree expectations and seeking to improve the research and writing skills of a student body, a significant proportion of whom have limited basic skills.

Let us underline the importance of the department's commitment to teaching good writing skills. The frequency with which writing is required, the efforts to improve performance by requiring multiple drafts, and the use of teaching assistants outside the introductory courses are evidence of this commitment. We have less information on examination methods but we take it that they are similar to those widely used at Canadian universities and seek to assess learning in the course within the limits allowed by larger class sizes.

We learned less about efforts to promote the development of good oral communications skills. The ability to deliver a well-organized and effective oral presentation is of great importance in the labour market. Offering the opportunity to senior students to do so is important. The introduction of the research day is a good step in this direction.

Quality Indicators

The Department of Sociology is a relatively small academic unit with faculty who are active researchers and enthusiastic teachers. It is hard to know what basis we might use to compare its undergraduate program with others in North America. In structure, it is certainly similar to what leading departments offer. Improving the specialist program and increasing its appeal among bright undergraduates would strengthen the overall reputation of the department.

The Chair has identified some of the challenges of teaching undergraduate students at UTSC. These are similar to what universities across Canada experience. There is some concern about a relatively low GPA level among admitted students, especially in the specialist stream. A revitalized specialist program should allow the department to compete more effectively for their share of high-achieving students.

We did not receive quantitative information on completion rates and, of course, the frequency with which students transfer among programs on the road to graduation calls into question the usefulness of these data. We did receive data on time to graduation. Sociology seems to be in line with other programs in the social sciences. The ratio of 4 year graduates to 5 year graduates was .95 for Social Sciences and .91 for Sociology in the period from 2009-2011. We did hear some concern expressed by students that course availability problems lengthened the time to graduation for some. Faculty were not convinced by this claim, and the data would seem to suggest that sociology students move towards graduation at about the same pace as those in similar programs.

Based on the mixture of quantitative and qualitative materials available, it would seem that the department has built a good mix of programs and students are satisfied with the experience. The limited data on teaching evaluations suggest students' experiences in the core courses are positive. Course evaluations for the Logic of Social Inquiry course are rather low; this is not unusual in methods courses but should nevertheless be a focus of attention. We cannot determine whether the problem lies with the course curriculum or the instructors. The students we met with were enthusiastic about the program and spoke highly of their experiences in class and with instructors. The very recent addition of a number of young, enthusiastic faculty should lead to further improvement in course evaluations.

We did not receive data on post-graduation employment. This is an issue of growing importance for all undergraduate programs and UTSC would benefit from a determined effort to learn more about the outcomes in the labour market for their graduates.

2. Relationships

Morale within the Sociology Department is high. Without exception, faculty members have embraced the process of departmentalization, are excited about the opportunities they have to shape and define their own destiny, and are optimistic about the future of the department. Senior faculty are pleased with the new cohesiveness that departmentalization has brought. Junior and newly appointed faculty speak highly of their welcome into the department and are very enthusiastic about the opportunity they

have to contribute to shaping the department's priorities, plans and vision. Faculty also expressed strong support for, and confidence in the department chair, and in the chair's interest in defining a broader vision for the department. The department is beginning to cohere around two broad themes that have emerged in the course of conversations and discussions taking place over the past year: Culture, Creativity and the City and Migration and Ethnic Diversity. There is considerable 'buy in' by the members of the department for these two themes, and the department should be encouraged to further define how it operationalizes and concretizes its vision.

Like most other faculty members at UTSC, faculty in sociology split their academic duties and time between two campuses: their research and graduate teaching and supervision take place mainly at the St. George campus, while their undergraduate and main administrative responsibilities take place primarily at UTSC. Even though faculty members are physically and functionally tied to two separate campuses, most, if not all, see UTSC as their 'academic home'. Faculty commented positively on the relationship between their graduate and undergraduate level responsibilities, and there seems to be little sense that faculty see their investment of time into their academic duties on two separate campuses as a zero sum game. At the same time, faculty are aware that universities tend to value research and scholarship over teaching when tenure and promotion decisions are made, and junior faculty are clearly aware of the structural tensions that exist between the teaching and research dimensions of their jobs. Junior faculty in particular expressed a desire to bring more visiting speakers and workshops to the UTSC campus in order to inform and familiarize undergraduate students about wider research and opportunities in sociology.

Students speak highly of both the department and the faculty. They are also enthusiastic about the sense of cohesiveness that departmentalization has brought. In particular, they spoke very positively about the department's support and encouragement for the newly formed Departmental Student Association (DSA), the opportunities that the department is providing them to build their research and writing skills, and the efforts the department is making to better connect them to community organizations in and around Scarborough. Students also spoke very positively about the openness and friendliness of the faculty, and the encouragement they receive from faculty when they seek advice about academic matters related to term papers, career opportunities, graduate school and the like. The Undergraduate Student Research day is well received by both students and faculty and both appreciate the opportunity the day provides to get to know the good work that students do for various assignments and projects in their courses. At the same time, students expressed concerns about the lack of variety in course offerings at the 'C' and 'D' level. This is a legitimate concern and stems from the department's efforts to ensure that it covers its core curriculum with its limited faculty resources.

The process of departmentalization has likely affected their workloads the most, yet staff morale is also high. Even though staff members split their time between either three or five other academic units, staff members are clearly committed to helping the department achieve its broader academic goals. In our conversations with staff, it is clear that they are prepared 'to do whatever it takes' in order to get various jobs done for the department, and 'assist the chair in making new initiatives work'. All staff members are highly knowledgeable about the department and their functional areas of responsibility. As UTSC plans to grow, it is not clear, however, whether the current staffing model is sustainable in its

present form. At the very least, there seems to be consensus that given the nature of the responsibilities, the position of Financial Officer may be stretched too thin.

Individual faculty members make various contributions to four interdisciplinary programs: City Studies, International Development Studies, Gender and Women's Studies, and Global Asia Studies. The department has, however, been somewhat reluctant to build formal relationships with cognate departments or to build 'boutique' programs that take away from what it defines as part of its core mission to provide students with rigorous training in sociology within a liberal arts model of education. This is understandable given that it is currently in the process of defining its own identity and broader mission. The department expressed little interest in pursuing a formal collaboration with the newly formed Health Studies program. This is entirely reasonable given that few, if any faculty currently have research or teaching interests in the area of health. At the same time, the department has pursued the opportunity to link up with the Department of Geography and the Cities Lab. Given that the two emergent themes in the department connect directly with the use, makeup and population of urban spaces, the department should be encouraged to find ways of collaborating further with the Cities Lab in order to build further cross-disciplinary links.

The department has begun to work with the UTSC writing center to help T.A.'s develop their marking skills. Given the department's emphasis on earmarking certain courses as 'writing intensive', this collaboration is positive and should be encouraged.

The department is not required to have any formal certification for a professional type program. At the same time, members of the department are active members of various professional sociological associations in Canada and abroad, regularly present the results of their research at annual meetings of these associations, and are invited speakers at various universities, professional bodies and community organizations. Some have also served as executive members of national and international sociological associations, which also speaks well of the faculty's wider professional commitments to the discipline.

A review of faculty c.v.s shows evidence of the social impact of the work of the department. Some faculty do research that requires extensive collaboration with community partners. Many faculty members have national and international scholarly reputations and their work is well cited and highly regarded by their peers. Faculty members have won awards for their research. The department is taking steps to establish even closer connections to the Scarborough community, and junior faculty are keen on rooting some of their new research in the local community.

3. Management of Resources and Programs

Teaching Assistant resources appear to be well managed. Given that T.A. resources are finite, the department has made a conscious decision to channel its T.A. allocation into its B, C and D level courses, and particularly into its writing and research-intensive courses. Given the large enrollments in their first year courses, the department's strategy is sensible as many students taking first year sociology inevitably go on to major in another academic programme. Of course, the cost of this strategy for the

university as a whole is that students must wait until their second year in order to start to hone their writing skills. The development of good writing skills takes time, repetition and guidance, and the result of not having students write in their first year may be that they do not have enough opportunities to develop those skills in the remaining three years of their programmes.

The Department of Sociology has concerns about the quality and quantity of space. In particular, two new faculty members have reportedly been assigned to small windowless offices, while stipend instructors and teaching assistants have been shifted into portables. The department is concerned that the lack of appropriate space limits its ability to attract and house visiting scholars and post-doctoral fellows. It is also concerned that the lack of space limits the opportunity to make use of undergraduate research assistants or to house research projects at UTSC. Given the interest on the part of UTSC to have faculty anchor their presence on campus, these are serious concerns and may be impediments to the full realization of the department's and university's plans.

4. Long-range Planning Challenges

The department is keenly interested in ensuring that three impending retirement positions will be replaced with tenure stream faculty. Though there are inevitable uncertainties about when university faculty will retire, the department has indicated that there is a strong likelihood that three faculty members will retire in the near future.

Based on data provided in the 'Omnibus Proposal to Disestablish the Department of Social Sciences ...' (2012: 4), the Department of Sociology is under-resourced when considering both course and program enrollments. Sociology has the 2nd highest course enrollment of the six Social Sciences units (2,019). Anthropology, with 350 program enrollments, and Human Geography, with 370 program enrolments, have fewer students than Sociology (476) but the former have as many, or more, tenure and teaching stream FTE's: 12.75 in Anthropology, and 11.02 in Human Geography compared to 11.0 in Sociology. Even though Anthropology seems to carry the bulk of the teaching load for the new Health Studies program, the department is in a strong position to make the case for growth in its faculty complement over the long term. Its desire to maintain its current complement of tenure stream positions, plus one or two growth positions, is justified by its enrollment numbers.

In order to ensure continuity, and to build on the momentum within the department, the university and department ought to explore ways to fund bridging positions that will allow new tenure stream faculty to be hired and in place before the retirements actually take place. Filling a retirement position often involves a one or two-year lag, which would be unfortunate for the department. Bridging positions will help ensure continuity in the department, allow it to build on its strengths and maintain its current innovative spirit.

The department has expressed an interest in exploring the opportunity to hire one or two teaching stream lecturers in order to help ease pressure on its undergraduate program and to cover some of its junior level courses. The hiring of dedicated teaching stream instructors has met with success in other academic units at UTSC and at other universities in the country, and the department expressed a willingness to use this mechanism to help ease some of the pressure on its teaching resources. At the same time, it is clear that teaching stream positions should not be funded by a retirement position, and the department's interest in hiring teaching lecturers should not be at the expense of replacing, and growing, its tenure stream complement.

The Sociology Department at UTSC, as other academic departments, faces challenges in predicting major and specialist enrollments on a year-to-year basis. Nearly one thousand students take their introductory sociology courses, but there is unpredictable variation in how many of those students go on to major or specialize in sociology in any one year. This poses certain planning challenges for the department given that its required 'B' level courses act as gatekeepers to majoring or specializing in the program. Given course caps in those 'B' level courses, if more students plan to major in sociology than there are spaces in those courses, then this has the potential to create a bottleneck for students and may possibly delay their progress through the program by a year. Indeed, some students expressed frustration over limited access to required 'B' level theory courses and claimed that the lack of space in those courses delayed them for a year while they waited for space to enroll in the courses in the following year. At the same time, the department suggested that it has informal mechanisms to ensure that students who need to get into limited enrollment 'B' level courses are able to do so. The department should be encouraged to investigate whether students are in fact delayed by a year because of limited access to 'B' level required courses. Further, if there are informal mechanisms the department uses to open up access to those courses, then those mechanisms ought to be made more transparent so that all students have access to those procedures.

Enrollment in the Sociology specialization has dropped by nearly fifty percent since 2003/04 and currently stands at about 17 students. This appears to be rather low. The department has expressed a desire to try to increase enrolment in its specialist program and is looking at various mechanisms to do that. In particular, it is looking at ways to make students more aware of the benefits of pursuing the specialist program, clarifying among faculty and students the overall objectives of the program, reducing the number of required courses for the degree, making the fulfillment of course theory requirements more flexible, and extending the capstone seminar into a year long course. These plans are worthwhile and ought to be pursued by the department in order to encourage those students who want a more thorough grounding in sociology to take advantage of the opportunities that the specialist programme provides.

At the same time, the department's plan to grow the specialist program may be somewhat at odds with student culture at UTSC, which seems to place an emphasis on the value of doing a combined or double major. Students appear to believe that having a double major will give them more labour market options, and make them more employable after graduation. It is unclear where this aspect of student culture comes from, and whether there is an employment payoff to this strategy. The department recognizes that its plans run up against student culture at UTSC but nonetheless is prepared to

reinvigorate enrolment, better explain the vision behind the specialist program and communicate that vision to students.

5. International Comparators

Though we do not have explicit data that would allow us to specifically assess the Department of Sociology's programme in relation to other undergraduate programmes in Canada and abroad, our impression is that the programme is broadly comparable to other good quality sociology programmes. Most, if not all, sociology departments in Canada place considerable emphasis on training students in research methods, and in providing students with a strong grounding in theory. Most also provide students with opportunities to pursue particular substantive interests. What is particularly strong about the Sociology Department at UTSC is its emphasis on writing and research-intensive courses, and in making explicit to students the skills they can expect to build by taking those courses. Many sociology programmes are also encouraging students to think critically and make links between what they learn in the classroom and 'real world' issues. The Sociology Department at UTSC is genuinely committed to giving students the opportunity to 'get their hands dirty' by actually going out and doing research and building their writing and analysis skills rather than simply teaching them about how others do research and analyze data.

Review Summary

Program(s):	Sociology, B.A. (Hons.): Spec, Maj, Min
Division/Unit:	UTSC Department of Sociology
Commissioning Officer:	Dean and Vice-Principal (Academic), UTSC
Reviewers (Name, Affiliation):	1. Dr. Kevin McQuillan, Deputy Provost, Professor, Department of Sociology, University of Calgary 2. Dr. Victor Satzewich, Professor, Faculty of Social Sciences, McMaster University
Date of review visit:	October 31 and November 1, 2013

Previous Review

Date: January 17-18, 2008 (with Department of Social Sciences)

Summary of Findings and Recommendations:

1. Undergraduate Programs: Sociology, BA: Spec, Co-op and Maj

The reviewers observed the following strengths:

- Social Science at UTSC represents great but untapped potential
- Diverse student body

The reviewers identified the following areas of concern:

- Program had reduced enrolments by using more rigorous admissions criteria

The reviewers made the following recommendations:

- Track student progress after graduation to measure the success of the programs
- Undertake a curriculum review of all programs in department

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers identified the following areas of concern:

- Significant revenues come from large classes, but with no increase in the faculty complement
- Student-faculty ratio of 40:1 is impacting the quality of the student learning experience

The reviewers made the following recommendations:

- Create new faculty positions in the department
- Add formal mentoring and training programs for new faculty

4. Administration

The reviewers identified the following areas of concern:

- Current structure of the department is not functioning and is unsustainable
- Perception is that management is top-down
- Department is under-resourced

The reviewers made the following recommendations:

- Change the departmental structure
- House interdisciplinary programs within the disciplines
- Commit financial resources to improve the department

Last OCGS Review(s) n/a

Date(s):

Current Review: Documentation & Consultation

Documentation Provided to Reviewers:

UTSC Strategic Plan, 2008

UTSC Academic Plan, 2010-15

UTSC Annual Review, 2011-12

UTSC Viewbook, 2013-14

Terms of Reference, Department of Sociology

Program and Course descriptions from 2013-14 Academic Calendar

Course Syllabi

Faculty CVs

Department of Social Sciences Academic Plan, May 2011

Departmentalization Proposal: Social Sciences, April 2012

Self Study Report, July 2013

Student Services Statement

Library Statement

Site Visit Schedule, October 2013

Consultation Process:

The reviewers met with the Vice-Provost, Academic Programs, Vice-Dean, Undergraduate; Chair, Department of Sociology; Associate Chair, Department of Sociology; tenure and pre-tenure faculty in the Department of Sociology; undergraduate students in Sociology programs; Program Advisor, Department of Sociology; administrative staff; and the Academic Programs Officer.

Current Review: Findings & Recommendations

1 Undergraduate Program

Sociology, B.A. (Hons.): Spec, Maj, Min

The reviewers observed the following strengths:

- Objectives
 - Strong commitment to educating students in the fundamentals of sociology, sociological theory, and research methods
- Curriculum and program delivery
 - Curriculum provides students with a solid foundation in sociology
 - Inaugural research day was very well received
 - “Immigrant Scarborough” course connects students and faculty with the community, and could lead to new community engagement, research, and internship opportunities
 - Promising new courses in immigration and urban studies
 - Commendable writing skills initiatives include the allocation of substantial TA resources, writing requirement in B-level courses, collaboration with the writing centre, and scaffolding for writing assignments
- Program development
 - Planning for two exciting, new thematic areas is underway: Migration and Ethnic Diversity and Culture, Creativity, and the City
- Quality indicators
 - Time to completion is in line with other social science programs
 - Students are satisfied with their educational experience and find the faculty to be open and friendly
- Support
 - Faculty are committed to improving students’ writing and research skills
 - Positive support provided to the new Departmental Student Association (DSA)

The reviewers identified the following areas of concern:

- Curriculum and program delivery
 - Breadth of courses is limited; only a modest number of courses are offered per year
 - Students expressed concern about the lack of variety in C and D courses
 - Specialist curriculum is rigid and provides little space for students to develop interest in selected fields
 - Course evaluations for the Logic of Social inquiry course are low
 - Not providing TAs for first year courses means that students may not have enough opportunities to improve their writing skills
- Quality indicators
 - Relatively low admissions GPA among specialist students; strongest students tend to be in the major program
- Enrolment
 - Declining enrolment in already-small specialist program
 - Unpredictable, variable course enrolment from year to year; unclear how many students who take introductory sociology courses go on to sociology programs
 - Lack of adequate access to B-level courses could create program “bottlenecks,” preventing students who wish to become specialists or majors from doing so

The reviewers made the following recommendations:

- Overall quality
 - Focus on ensuring program quality rather than expanding enrolment
- Curriculum and program delivery
 - Examine major and specialist requirements to make them more attractive to students and more in line with faculty teaching interests
 - Consider whether to continue with specialist program; if it is to continue, make the curriculum more flexible, revise the capstone course, and more clearly articulate the vision for the specialist program to students
 - Encourage student participation in campus-wide international initiatives, such as exchanges and internships, rather than creating such opportunities at the department level
 - Expand experiential opportunities for students
 - Create opportunities for senior students to improve their oral communication skills
 - Assess low course evaluation scores in the Logic of Social Inquiry course
 - Bring more visiting speakers and workshops to the campus to educate students about wider research and opportunities in sociology
- Program development
 - Consider developing a joint graduate program in which Sociology might play an important role
- Quality indicators
 - Examine the job placement outcomes for graduates
- Enrolment
 - Investigate whether B-level course limits are impacting program enrolments
 - Make sure any additional access to B-level courses is well-communicated to students

2 Graduate Program

N/A

3 Faculty/Research

The reviewers observed the following strengths:

- Research
 - Faculty are active researchers, whose work is highly regarded and well cited
 - Department members are active members of professional associations, and they regularly present results at conferences and speak at other institutions/organizations
 - Many faculty have national and international scholarly reputations and have won awards for their research
- Faculty
 - Enthusiastic, long-serving faculty as well as ambitious, energetic junior faculty

- Faculty are optimistic about the future of the department, and are pleased with its current cohesiveness
- Faculty have a positive relationship between undergraduate and graduate responsibilities

The reviewers identified the following areas of concern:

- Faculty
 - Junior faculty experience tension between research and teaching obligations
 - Department is under-staffed when considering course and program enrolments

The reviewers made the following recommendations:

- Faculty
 - Retain current complement of tenure stream positions and consider the addition of one or two growth positions, as indicated by enrolment numbers
 - Consider ways to “bridge” retiring tenure stream faculty and their replacements to ensure continuity in the department
 - If teaching stream lecturers are added, ensure that it is not at the expense of tenure stream positions

4 Administration

The reviewers observed the following strengths:

- Relationships
 - Morale within the department is high
- Organizational and financial structure
 - Excellent departmental leadership
 - Well-supported and welcomed recent move to departmentalization
 - Staff members are highly knowledgeable and committed to their work
 - Teaching assistant resources are well-managed
- Planning / Vision
 - Department is hoping to grow enrolment if appropriate faculty resources are in place
- Department/unit/programs relative to the best in Canada/North America and internationally
 - Department is broadly comparable in scope and structure to other good quality sociology programs

The reviewers identified the following areas of concern:

- Relationships
 - Though there are instances of interdisciplinary collaboration, there are not formal relationships with cognate departments
- Organizational and financial structure
 - Financial Officer’s workload is too high

- Staff shortage linked to rising enrolment and the departmentalization process
- Lack of adequate space for faculty may impede future growth plans. The quality and quantity of faculty office space limits opportunities for visiting scholars, post-doctoral fellows, and undergraduate research assistants to enhance the department.

The reviewers made the following recommendations:

- Relationships
 - Find ways to collaborate further with the Cities Lab in order to build further cross-disciplinary links
- Planning / Vision
 - Identify how the department will realize its vision for the two new thematic areas

ADMINISTRATIVE RESPONSE – Appended



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

January 24, 2014

Professor Rick Halpern
Vice-Principal (Academic) & Dean
University of Toronto Scarborough (UTSC)

Dear Professor Halpern,

Thank you for forwarding the report of the Fall 2013 External Review of the programs in the Department of Sociology at UTSC: Sociology, B.A. (Hons.): Spec, Maj, Min.

As indicated in our Statement of Institutional Purpose, the University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established Degree Level Expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

Congratulations on the reviewers' assessment of the positive morale in the department and the excellent departmental leadership. I am also pleased to note that the reviewers found the faculty to be strongly committed to and enthusiastic about making ongoing improvements to the curriculum and program delivery, especially students' writing and research skills. They were particularly impressed by the implementation of a research day.

I am writing at this time to request your administrative response to the external review report for the programs in the Department of Sociology and your thoughts on a timeline for implementing recommendations. At the same time I am forwarding you a summary of the review report for comment.

Specifically I would ask you to address the following areas raised by the reviewers and their impact on academic programs, along with any additional areas you would like to prioritize:

Curriculum and program delivery

- The reviewers expressed concern about the Specialist program. They stated that higher achieving students are attracted to the Major program, and enrolment in the Specialist program has been declining. They made specific recommendations for ways to improve the program, including the addition of a capstone course, creating more flexibility in the program, and more clearly articulating the vision for the program.
- The reviewers noted several opportunities curricular improvement, including the limited variety of course offerings, including at the C and D-level; the need for oral communication

skills training for seniors; ongoing improvement of writing skills; and increasing experiential learning opportunities.

Resources and planning

- The reviewers indicated that the department needs to have a thoughtful and integrated approach to faculty planning, including having adequate space and facilities to support the complement.
- The reviewers raised issues about the current staffing model to support the department.

Relationships

- The reviewers encouraged the department to find ways to further collaborate with the Cities Lab.

In terms of next steps, reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto's Quality Assurance Process (UTQAP), it is the responsibility of the Vice-Provost, Academic Programs to prepare a Report on all program and unit reviews and submit these biannually to the Committee on Academic Policies and Programs (AP&P). The summary of the external review of the undergraduate programs offered by the Department of Sociology will be considered by AP&P at its meeting on April 1, 2014. My office will ensure that the necessary arrangements are made for you to attend this meeting in order to respond to any questions the Committee may have regarding the report and your administrative response and plan for implementing recommendations. The implementation plan should identify changes to be accomplished in the immediate (6 months), medium (1-2 years) and longer (3-5 years) terms, and who (Department, Dean) will take the lead in each area. AP&P may either conclude that there are no substantive issues that need to be dealt with or recommend that the Vice-Provost, Academic Programs bring forward a follow-up report in a year.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by February 28, 2014. This will allow my office sufficient time to prepare materials for AP&P. At the same time, we will work very closely with you to develop a summary of the review's outcomes, including plans for implementing recommendations, appropriate for posting on the University's Quality Assurance web site as required by the UTQAP process.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Programs and Planning, should you have any questions.

Sincerely,



Sioban Nelson
Vice-Provost, Academic Programs

cc.

Jane E. Harrison, Director, Academic Programs and Policy

Justine Garrett, Coordinator, Academic Programs and Planning

Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC

Lesley Lewis, Assistant Dean, Academic, UTSC

Annette Knott, Academic Programs Officer, UTSC



UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE DEAN &
VICE-PRINCIPAL (ACADEMIC)

21 February 2014

Professor Sioban Nelson
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Sioban,

**Administrative Response, External Review of the Undergraduate Programs in the
UTSC Department of Sociology: Sociology, B.A. (Hons.): Spec, Maj, Min**

Thank you for your letter of 24 January 2014 requesting my administrative response to the recent external review of the UTSC Department of Sociology. I applaud the thoroughness with which the external assessors approached the review process, and am very appreciative of the careful consideration they gave to the programs in this department. I am pleased that the reviewers found so many aspects of the department praiseworthy, particularly the high morale among new and long-serving faculty members as well as among students, the exceptional leadership of the Chair, and the rigor and currency of the programs. At the same time, the reviewers made very frank assessments of the challenges facing the department and its programs. I am grateful for these and for their many helpful recommendations.

The external review report was sent to the Chair of the department, who shared it with staff and faculty members. On 14 February 2014, I, along with the Vice Dean Undergraduate and the Assistant Dean (Academic) met with the Chair as well as faculty and staff to discuss the external review. The tenor of that meeting was constructive, and the discussion that took place was detailed and substantive. It is clear that the department is taking the recommendations of the reviewers seriously. Indeed, it already has begun to act upon many of them. The Dean's Office is committed to working with the department to strengthen Sociology at UTSC and to move quickly to further enhance its excellent programs.

Let me now address the specific points raised in your letter of 24 January.

Curriculum & Program Delivery

- *The reviewers expressed concern about the Specialist program. They stated that higher achieving students are attracted to the Major program, and enrolment in the Specialist program has been declining. They made specific recommendations for*

ways to improve the program, including the addition of a capstone course, creating more flexibility in the program, and more clearly articulating the vision for the program.

- *The reviewers noted several opportunities for curricular improvement, including the limited variety of course offerings, including at the C and D-level; the need for oral communication skills training for seniors; ongoing improvements of writing skills; and increasing experiential learning opportunities.*

The department welcomed external assessors' recommendations and in fact, already had begun discussing both the future of the specialist program and the discrete offerings in its curriculum prior to the review. Indeed, in the current cycle of governance it has introduced important changes that clearly articulate the vision for the program, create greater flexibility, and introduce a capstone experience to its Specialist program. In preparing these modifications, the department worked closely with the Departmental Student Association (SOS), which remains very committed to the Specialist. It is worth noting, however, that the migration of students from Specialist programs to double Majors is a phenomenon we see across all disciplines at UTSC. Students choose their own version of interdisciplinary studies through a mix of major and minor programs that suit their interests. The department will review the specialist program again in three years to ascertain whether these changes have indeed resulted in greater student interest.

The department shares a concern with other academic departments at UTSC about improving students' academic skills and has joined a campus-wide discussion about this. It also is committed to developing discipline specific endeavours, particularly around oral communication. The department sees the latter as being closely linked to increasing the number of C and D-level courses offered in the program. Already they have added new D-level courses and ensured that at least two D-level courses are taught each semester. More D-levels will be added in the future. In order to facilitate this, colleagues have worked with the Graduate Department of Sociology to adjust their graduate teaching obligations in order to offer more fourth year D-level courses at UTSC. Also, the Chair is working with colleagues to formulate a proposal for the Dean for funding in the next cycle for the addition of more instructor and TA contact hours with students, which will provide greater opportunity for oral discussion. The department now has tutorials in all its B-level courses, and the colleagues are developing a manual on how to increase writing and oral skills in tutorials. Finally, the department is introducing elements of experiential education in a number of its senior courses, such as the two C-level Research Practicums, SOCD50 (Capstone Research Seminar) and SOCD21 (Immigrant Scarborough) that provide students with opportunities to produce and manipulate their own research data.

Resources and planning

- *The reviewers indicated that the department needs to have a thoughtful and integrated approach to faculty planning, including having adequate space and facilities to support the complement.*

- *The reviewers raised issues about the current staffing model to support the department.*

As the department enters its third year of existence, it is well positioned to begin developing a complement plan for the next five years. The Dean will work closely with the Chair and colleagues in the department on this, and will endeavor to find ways to provide the base funding for new faculty as opportunities arise. The Chair already has secured approval for additional faculty staffing for the new minor in Migration and Ethnic Diversity, which will launch in the 2014-15 academic year.

For the next two years UTSC will experience severe limitations to our ability to provide departments with additional space. However, our ambitious infrastructure projects are moving forward on time and on budget, and we anticipate that a new building for the Social Science departments will be ready for occupation in 2016. The Department of Sociology will have sufficient space in this new building to accommodate growth in its faculty complement.

The level of staff support within the department is a problem identified across the social science units, which share administrative support. The first step towards a solution will be to engage the other departments in a discussion of available resources and work toward a viable sense of prioritization. It is clear that the main point of pressure is upon the Business Officer. The recent hire of a financial assistant has lightened her burden, and she is in the process of transferring further work to the assistant. In discussion with the social science chairs, the Dean has explored the option of hiring a second Business Officer for the five units.

Relationships

- *The reviewers encouraged the department to find ways to further collaborate with the Cities Lab.*

The department is launching two new initiatives to strengthen existing collaborations and build new partnerships on campus, in the city, and beyond

First, the Culture, Creativity, and Cities (CC&C) Minor Program in Sociology will establish UTSC as a leader in undergraduate curricular initiatives in the social scientific study of the cultural economy. The program will equip students to understand the social significance of urban experience, cultural consumption, and creative work, as well as prepare them to think analytically about labour markets in technology, governance, media, and education. The program is being developed in partnership with the Departments of English, Management, Political Science, and Arts Culture & Media, and in consultation with external stakeholders such as the Toronto Arts Foundation and Toronto Arts Council.

Second, the Migration and Ethnic Diversity (M&ED) Minor Program in Sociology will harness UTSC cross-department faculty expertise to build an innovative undergraduate initiative on international migration and the differential inclusion of

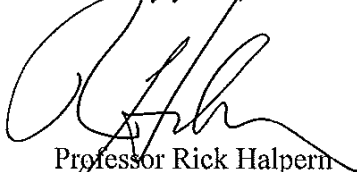
migrants and non-citizens. The program will equip students to analyze cultural, demographic, social, and political transformations associated with global migration with a focus on issues of social inequality and ethnic diversity from local and global, as well as historical and contemporary perspectives. The program is being developed in partnership with the Departments of Anthropology, Geography, Historical and Cultural Studies, and Political Science. It will generate external partnerships with relevant local and international organizations such as the Ontario Council of Agencies Serving Immigrants and the EU-based Platform for International Cooperation on Undocumented Migrants, PICUM, among others.

Both signature initiatives reflect the Sociology Department's effort to enrich existing relationships and build new ones with cognate disciplines and other units. The Cities Lab, an existing partnership between the UTSC Library and the Departments of Geography and Sociology, will serve as teaching and research hub for D-level seminars and fieldwork courses for the CCC and the M&ED. Both minors will generate thematic and substantive complementarity with the Culnaria Initiative housed within the Department of Historical and Cultural Studies via the development of courses on ethnicity and food and on local food scenes. Both programs also will make intentional use of the Library's Digital Scholarship Unit to build data bases for student research, showcase undergraduate research, and potentially generate new data of interest to UTSC faculty and visiting scholars.

Both minors build on the curricular strength of the Sociology department, namely the focus on quantitative and qualitative research skills development, and on writing and logic of argumentation skills. They also are designed to extend the department's curriculum into exciting new terrain by providing significant off-campus experiential opportunities for students to leverage their skills within critical local and global contexts.

Housed in Sociology these projects are indicative of a growing interest in building interdisciplinary curricular initiatives that are grounded in core strengths of a liberal arts education, capitalize on innovative trends in data and curriculum development, and create clusters of world-class research expertise among faculty across a number of Social Science and Humanities departments.

Sincerely yours,



Professor Rick Halpern
Dean and Vice-Principal (Academic)



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Rick Halpern, Dean and Vice-Principal
CONTACT INFO: 416-287-7027, vpdean@utsc.utoronto.ca

PRESENTER: Andrew Arifuzzaman, Chief Administrative Officer
CONTACT INFO: 416-287-5103, Andrew.arifuzzaman@utoronto.ca

DATE: March 18, 2014 for March 25, 2014

AGENDA ITEM: 4

ITEM IDENTIFICATION:

UTSC Strategic Plan

JURISDICTIONAL INFORMATION:

Section 4. of the Academic Affairs Committee’s Terms of Reference provides that the Committee “is concerned with matters affecting the teaching, learning and research functions of the Campus.” Section 5.7 states that the Committee receives for information reports on matters within its areas of responsibility.

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Information] (March 25, 2014)
2. UTSC Campus Affairs Committee [For Recommendation] (March 26, 2014)
3. Campus Council [For Approval] (April 24, 2014)
4. Executive Committee [For Confirmation] (May 12, 2014)

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The 2014 UTSC five year Strategic Plan is the new updated document that will replace the 2008 UTSC Strategic Plan. The past five years have seen tremendous achievements by our people and a forward thinking transformation of our campus with the broader context of our University. The strategy builds on those achievements, sharpens our focus and prepares us for greater success and strength in a changing and dynamic post-secondary environment.

The newly updated Strategic Plan is a result of extensive consultation with various stakeholders within the UTSC campus community. It is the integration of those discussions that brings forth the newly updated Strategic Plan.

The UTSC Strategic Plan outlines the following:

- Trends in Post-Secondary Education
- Context for the University of Toronto
- Context for the University of Toronto Scarborough
- The Five UTSC Strategic Directions and their Corresponding Priorities
 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 advantages 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

FINANCIAL IMPLICATIONS:

There are no net direct implications from this proposal for the campus' operating budget.

RECOMMENDATION:

The Plan is presented for information.

DOCUMENTATION PROVIDED:

UTSC Strategic Plan



UTSC STRATEGIC PLAN

INSIDE

4
TRENDS IN
POST-SECONDARY
EDUCATION

6
U OF T
UTSC

BUILDING ON OUR STRENGTHS

This is an exciting time for UTSC. The past five years have seen tremendous achievements by our people and a forward-looking transformation of our campus, within the broader context of our university.

This strategy builds upon those achievements, sharpens our focus, and prepares us for greater success and strength in a changing and dynamic post-secondary environment.

The future we are building today at UTSC is not simply for the next five years – it is for the next fifty years, and beyond.

ENVIRONMENTAL CONTEXT

Our context is dynamic and full of both challenges and opportunities. We are excited for the future, and this bold plan sets us on a course to fully realize our potential as a campus of one of the strongest research and teaching universities in North America – while helping us to overcome any obstacles on the path to success.

8

VISION, MISSION,
& GUIDING
PRINCIPLES

10

STRATEGIC
DIRECTIONS &
PRIORITIES

TRENDS IN POST-SECONDARY EDUCATION

GROWTH OF INTERNATIONAL COMMUNITIES & INTERNATIONAL STUDENTS IN CANADA

Canada, and its student population, is becoming increasingly diverse. Fifty per cent¹ of those living in the Toronto region were born outside of Canada, an astonishingly high proportion unequalled anywhere else in the world. This growing diversity has helped make Canada and Toronto more specifically one of the most attractive destinations for international students and there is an opportunity to build on this

momentum to better position Canada, and UTSC, as a leading destination for post-secondary education that caters to diverse student populations. In January 2014, the Government of Canada announced funding for a new program that will see more than 450,000 international students and researchers enrolled in Canadian universities by 2022.²



RELEVANCE OF A UNIVERSITY EDUCATION

University education pays off. A survey conducted for the Ministry of Training, Colleges and Universities found that graduates of Ontario's undergraduate university programs have higher employment rates and higher incomes than people with any other level of education.³ And not only are they more gainfully employed, two years after graduation, 82 per cent of graduates report that their employment is related to their degree. A Gandalf Group survey

released by the Council of Ontario Universities in January 2014 shows Ontarians consider universities' contributions to society essential. UTSC, as a campus of the University of Toronto and together with peers in the sector, needs to communicate the benefits of its undergraduate degrees, and how its perspective on learning and critical thinking helps prepare students not just for one job, but for their entire professional lives.



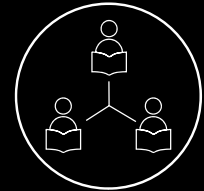
1. http://www.toronto.ca/toronto_facts/diversity.htm
 2. <http://www.international.gc.ca/media/comm/news-communiques/2014/01/15a.aspx?lang=eng>
 3. <http://cou.on.ca/news/media-releases/pdfs/2012gradsurvey>



CHANGING NATURE OF HOW STUDENTS LEARN

The majority of undergraduates today were born into a uniquely tech-driven world. Growing up with technology has largely shaped the way in which these students learn: they desire flexibility, are highly social and collaborative, and look to technology to support their learning. Additionally,

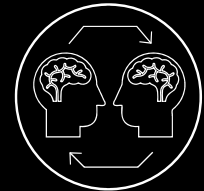
they are motivated by solving real-world problems and prefer to do, rather than to listen. Learning in the 21st century requires an adept use of technology, and global collaboration, and UTSC should continue to provide these opportunities to students both in and out of the classroom.



EVOLVING COMPETITION FOR POST-SECONDARY EDUCATION

The way in which education is delivered is changing. Advances in on-line learning, and the rise of wholly new forms of education such as MOOCs and inverted classrooms are exciting developments that will increasingly require us to find new pedagogically sound ways of delivering the curriculum and interacting with students. UTSC has taken a prominent and leading position on this front. Technology is a powerful

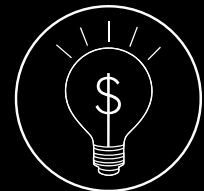
educational enabler, however it is no substitute for the classroom experience. Deep and legitimate concerns over the deskilling of faculty, the commercialization of knowledge, intellectual property rights, and the nature of the student-teacher relationship must be understood and taken seriously. Broad buy-in and participation is key to ensuring that scholars remain in control of pedagogical activity.



FUNDING CHALLENGES

Funding is declining. Tuition rates struggle to keep up with inflation and there has been an across-the-board reduction in grants. We are actively looking to find alternative sources for capital investments, while developing innovative solutions to manage

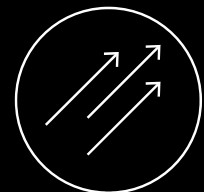
our operating budget. We know that our financial situation is not unique and that's why we are ready to take on more students, as the government plans to increase university spaces in the GTA by 60,000 students.



CHANGING MARKET DEMANDS

Labour markets are evolving within the context of a knowledge-based economy, and will require a highly skilled and adaptable workforce in order to grow and compete globally. As a result, there is a need for more and better graduate and post-graduate professional programs. UTSC's Masters in Environmental Science is a prime example of a successful graduate

program that trains well-qualified students who immediately make a contribution: 98 per cent of graduates are hired within months of graduation with an average starting salary just shy of \$100,000. The opportunity in post-graduate programs is real, and is worth exploring for further opportunities.



INCREASING COMPETITION FOR DONOR DOLLARS

The evolution of philanthropy in Canada is remarkable in that the number of organizations that rely on external support has increased significantly in recent decades. While UTSC faces some fundraising challenges due to a relatively small and young alumni base (half of our alumni are under age 44) who are not yet in a position to support the campus in a significant way, fundraising is likely to see significant upside as our alumni base grows. While UTSC has enjoyed modest incremental external support since our last campaign, it is increasingly critical to secure philanthropic gifts in the face of declining grants and constrained tuitions. However there is more to Advancement

than simply closing the gap. Advancement promotes active engagement and partnerships with the campus that fuel innovation. As education becomes more necessary, philanthropic support enables the university and our campus to maintain a high level of excellence while ensuring accessibility to the widest possible group of students. We share with our alumni and partners the values for growing levels of educational attainment that translate into robust economies, productive workforces, and a vibrant society; the contribution to the public good through creating new knowledge, and to the quality of life through UTSC's service to the community.



UNIVERSITY OF TORONTO

NEW LEADERSHIP & STRATEGY

The University of Toronto has new leadership with the installation of Professor Meric Gertler as its 16th President. In addition to celebrating and reaffirming the University's continued commitment to research, Prof. Gertler, in his Installation Address, has laid out a new three-pronged strategy for the university.

COMMUNITY BUILDING

There is an opportunity to shape the University's role in building vibrant communities – within the GTA and with colleagues around the world. Our campus is open to our neighbours and civic partners. Together we strive to make our region a better place to live, work and prosper, ensuring that our physical development plans support the academic needs of the university and also address the needs and aspirations of the many communities we serve.

INTERNATIONAL OUTREACH

Beyond the local community, the University of Toronto will develop and deepen relationships with international partners, providing access to fantastic research opportunities for faculty and staff, and fostering student mobility and faculty exchanges, as well as joint research projects, joint conferences, joint teaching and perhaps even joint degrees. This strategic initiative encourages students to become global citizens, and promises to bring this new experience and expertise to Toronto.

RE-EXAMINING AND RE-INVENTING UNDERGRADUATE EDUCATION

In response to the rise of digital technologies and the pressure to produce job-ready graduates, the University of Toronto needs to reaffirm the enduring value of a broad liberal arts education, and also ask how we can help our graduates extract the full benefit from that education. We need to demonstrate more clearly how the education we provide prepares our graduates for a lifetime of success and fulfillment, while also contributing to the economic, social and political success of the region, province, nation and the world. Specific priorities include supporting growing interest in entrepreneurial activity and providing more opportunities to study in professional programs. Additionally, the university will continue to build on its efforts to offer students enhanced experiential, service learning, research, and international opportunities.





UNIVERSITY OF TORONTO SCARBOROUGH

AN EXCEPTIONAL STUDENT BODY

UTSC is located in one of the country's most diverse and multicultural communities, and our student body reflects this. Many of our students are either first or second generation Canadians. They tend to live at home and commute relatively long distances to get to campus. Throughout the execution of

this strategy it will be important to understand students in the context of their broader lives—beyond their scholastic work on campus. Our students often work part-time or full-time, and have connections to multiple cultures, all of which have implications for their life at UTSC.

PLANS FOR GROWTH

As a part of an overall plan to increase the student population on campus, UTSC has planned aggressive first-year intake growth of 10 per cent in 2014-15 and 2015-16. In 2013, UTSC's first-year intake consisted of 17.4 per cent international students, which was almost double the Canadian average. We expect continued success recruiting international students over the next five years while total undergraduate enrolment is expected to grow 19 per cent by 2018-2019. In this same timeframe, we expect graduate enrolment to see 75 per cent growth alongside faculty and staff increases by 16 per cent and 11 per cent respectively.

Demand for certain program areas provides UTSC with both challenges and opportunities. UTSC is the only U of T campus to offer three of the top ten system-wide programs enjoying increasing numbers of applications. Conversely, UTSC offers four

of the six programs for which enrolment is in decline. We have an opportunity to realign our programs, responding to prospective student interest and further increase our enrolment.

New Environmental Science and Chemistry Building
UTSC recently began construction of our new Environmental Science and Chemistry Building, which will be a science education and research hub on our north campus. The 110,000-square-foot facility is targeting LEED Gold certification with features including geothermal boreholes, and other innovative design solutions for a sustainable and highly flexible research and study space. The story this building tells of our commitment to the environment is one of many we will share in the future.

LEARNING OUTSIDE THE CLASSROOM

UTSC values active, hands-on learning, and has hired new faculty who are both leading researchers and outstanding classroom teachers. Pedagogical innovation is a theme across all of our departments and centres. We also acknowledge the value of experiential learning: co-op programs are thriving and experiential programs are diversifying. We have expanded volunteer opportu-

nities for students on campus and in the community through the Department of Student Life by adding 75 work-study positions and 700 volunteer opportunities over the last few years. Additionally, by working with community partners such as East Scarborough Storefront, UTSC has facilitated close to 70 students per year working with local agencies and community groups.

MOVING FORWARD

We are proud of the many advances our campus has made. It's now time to move beyond the boundaries of our campus and share our success, our progress, and the opportunities we are

pursuing with all those around us. This plan is the first step on our journey and we are excited for the work ahead as we are confident in our ability to succeed.



UNIVERSITY OF TORONTO'S MISSION

The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.

As the university's eastern campus within the GTA, UTSC contributes to achieving the U of T mission. Our vision articulates our broad and aspirational image of the future. At UTSC, we believe that university campuses are places where incredible learning and discovery can occur. The experiences and breakthrough thinking we achieve are not simply a function of personal research work and reading learning material. They are made more powerful, impactful and meaningful through energetic exchanges within an inspirational environment.

As part of the tri-campus system of Canada's leading university, our vision is to be the leader in fostering innovative approaches to research and learning.

Our campus mission statement defines our core purpose and function. We believe that knowledge can change the world. We are a home for groundbreaking research, and a centre for enriching student experiences that prepare our graduates for tomorrow's economy.

Our piece of the U of T mission is to be a world-leading centre of research and intellectual growth anchored in the eastern Greater Toronto Area.

GUIDING PRINCIPLES

Our guiding principles capture our core values and beliefs, and describe how they manifest themselves culturally and attitudinally. They exist through our actions, our ethos, and our work with one another. They are:

- Seek new and innovative ways to teach and learn.
- Share our knowledge and breakthroughs.
- Welcome unanticipated learning.
- Make the university campus experience more meaningful and profound.
- Celebrate diversity of perspective and thought process.
- Focus on the possibilities of tomorrow, and not the constraints of today.
- Achieve global impact – taking our approaches and ideas into our local community and our global community, and bringing these communities to our campus.



OUR STRATEGIC DIRECTIONS & THEIR CORRESPONDING PRIORITIES

The following provides an overview of our strategic directions, and a description of what they mean within the context of UTSC.



1

NEW & EMERGING AREAS OF SCHOLARSHIP

Lead thinking in traditional disciplines, and build new areas of scholarship

This strategic direction focuses on building and deepening our existing strengths. By establishing our university as a leader in specific fields, we will attract top quality students with interests in these emerging and exciting areas of study.

OUR PRIORITIES:

- Defining opportunities that capture the evolving interests of faculty and students, while ensuring the sustainability of new programs. Growing and building upon our existing strengths will include a process of surveying the interests of

faculty and future students. Our goal is to experiment, innovate, and to build education experiences in emerging areas of interest for students, while creating programming that is aligned with demand.

- Building critical mass of research and teaching faculty in our new and emerging areas of scholarship. The focus of this priority is the recruitment, support and stewardship of leading faculty from across Canada and around the world to grow and entrench UTSC's recognized expertise in the new and emerging areas that are identified.



2

INNOVATIVE RESEARCH

Create and share new knowledge in new ways

New discoveries and groundbreaking ideas drive our faculty and inspire our students – undergraduate and graduate alike. This strategic priority focuses on our growing research platform. It also focuses on sharing our achievements and breakthroughs in meaningful and relevant ways with our colleagues across departments and campuses, with members of our communities, and with people around the world.

OUR PRIORITIES:

- **Building our research capacity.** Research leadership requires faculty to devote considerable time, energy and resources to their fields of interest. This priority honours that commitment. It will focus on the acquisition and stewardship of equipment and other research resources, as well as recruitment and support of staff and faculty that propel discovery.
- **Elevating our diverse research cultures.** While UTSC researchers are united in their passion and dedication to

advancing their fields, there are different research cultures that help to inspire the efforts of our researchers across our campus. This priority acknowledges and builds on our diverse research cultures, celebrating them as strength of our university system.

- **Enriching student experience through research engagement.** We aspire to provide students with opportunities to participate in academic research. Our aim is to forge meaningful, productive research partnerships between our faculty and our students, and between our post-graduate and undergraduate students.
- **Sharing our ideas in ways that resonate.** Beyond developing new and exciting ideas, articulating and sharing them in ways that resonate broadly is a central component of our research enterprise. Our impact is a function, in part, of our skill in helping others to genuinely understand and act upon our discoveries.



3

GLOBAL PERSPECTIVE

Harness the advantages of our local surroundings and global reach

The concept of global perspective is central to UTSC. Our global perspective leverages the uniqueness of our local community, and we welcome scholars and researchers from around the world – spreading our ethos that is founded in the Canadian experience.

OUR PRIORITIES:

- Strengthening and recognizing the role of our global perspective. This priority focuses on bringing global perspectives and an understanding of other worldviews into our research and teaching, when and where appropriate.
- Collaborating with our local communities. Our location within one of the most culturally diverse communities in the world is a tremendous strength. It presents opportunities to enhance research and teaching efforts for the university, and strengthen the communities that surround us. This priority encourages outreach into our communities, and encourages us to open our doors so they can benefit from our campus and its surroundings.
- Establishing a global presence. We have already begun to reach through and beyond our local communities and across the world – building global awareness of and interest in UTSC. This priority will focus on being strategic in our international outreach through the development of partnerships, recruitment efforts, and advancement activities.



4

EXPERIENTIAL LEARNING

Enhance learning through experiences on campus and beyond

We must challenge ourselves to combine classroom and university campus learning, with opportunities to learn in the field. Campus-based, community, and face-to-face experience is core to what we do and we are committed to unlocking and enhancing this experience through technological and pedagogical platforms. This strategic direction recognizes the power and richness of the campus experience, and encourages fresh thinking in not only what people learn, but also where and how that learning can be enhanced.

OUR PRIORITIES:

- Helping students bring knowledge to life. We want our students to experience academic, research, and hands-on learning to gain greater perspective on the direct and lateral applications of their course and program content. This priority focuses on enhancing the direct and indirect applications of what our students learn within our curricula.
- Leveraging our partners to create opportunities for students. There are local, national and international opportunities for our students to complement their on-campus experiences. This priority is focused on creating mutual benefit between our students and employers, along with other organizations and environments that enhance learning and introduce UTSC students to new experiences.
- Creating extra-curricular opportunities for students to practice, share and grow. Beyond curricular and co-curricular programs, part of what makes a university experience so powerful and memorable are extra-curriculars. This priority is about creating learning experiences where students can present, test and debate ideas with peers. We also believe in the importance and value of giving back, so we encourage our students to apply their knowledge through service learning, where they can freely employ their talents for the betterment of our community— and world.



5

STRONG FOUNDATIONS

Create strong interpersonal connections through the campus of tomorrow

From believing that universities should be homes to great architecture, to fostering a culture that is both ambitious and welcoming, we are building upon existing foundations that are strong. This priority is about supporting all of our other strategic directions by creating and enhancing the culture, buildings, infrastructure, and tools our students and faculty need.

OUR PRIORITIES:

- Fostering a culture and support system that brings students to our university, and helps them to succeed. This priority is about nurturing the welcoming and ambitious culture we have built on our campus, and providing the services and supports that allow our culture to thrive and our students to succeed.
- Attracting, developing, and retaining faculty and staff. This priority is about being targeted in our hiring activities. It is also related to ensuring that is also related to ensuring that we have a vibrant internal culture, and supports in place that are designed to help people succeed.
- Providing the infrastructure and physical environment people need to do their best work. This priority is about ensuring we have the technology, functional spaces, and physical environment to help our people do their best work.
- Creating buildings that tell stories. Our campus inspires people. The beauty of our natural surroundings is enhanced by a tradition of architectural excellence that goes back fifty years. This priority builds upon that tradition, ensuring that the master planning and growth of our campus builds upon and leverages that heritage and strength.
- Being well resourced financially to achieve our ambitious plans and deliver on our mission. With a strong financial position, we can not only achieve our ambitious plans, but also reach beyond them. This priority is about creating innovative solutions that grow our funding, manage our costs prudently and deliver on our ambitious advancement targets.
- Making UTSC a core aspect of the personal identity of our students, faculty, alumni and emeriti, and staff throughout their lives. This priority is about ensuring that the pride people feel in their affiliation and association with UTSC is of life-long duration.



Dated: March 18, 2014



UNIVERSITY OF
TORONTO
SCARBOROUGH

1264 Military Trail, Toronto, Ontario M1C 1A4 | Tel 416-287-8872 | info@utsc.utoronto.ca



FOR INFORMATION

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: March 18, 2014 for March 25, 2014

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Minor curricular modifications to undergraduate programs and courses, that do not require governance approval, and editorial changes to undergraduate programs and courses submitted by all UTSC 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 5.7 of its Terms of Reference, the Committee “receives annually from its assessors, reports on matters within its areas of responsibility.”

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Information] (Tuesday, March 25, 2014)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The Office of the Dean and Vice-Principle (Academic) reports, for information, all minor curricular modifications to all undergraduate programs and courses that do not require governance approval, as well as all non-curricular editorial changes to undergraduate programs and courses.

Minor modifications and editorial changes to undergraduate programs and courses – for information

Minor curricular modifications that do not require governance approval include:

- Changes to programs that do not impact the requirements (for example, adding or deleting an optional course, or moving a requirement from one part of a program to another but maintaining its function as a requirement);
- Course deletions; and
- Changes to existing courses that do not impact the learning outcomes (for example, changes to prerequisites, exclusions, enrolment limits, recommended preparation, and/or breadth requirements).

Non-curricular editorial changes include:

- Changes to course titles;
- Minor changes to course descriptions;
- Acknowledging the deletion of a course in a program or another course;
- Revisions to program admission or enrolment information that has no impact on the program requirements;
- Overview or introductory paragraphs about academic units or programs; and
- Routes to specialization and guides to course sequencing.

Changes to all academic programs are presented in the Program Compare Report, 2014-15 UTSC Academic *Calendar*. This report includes curricular changes requiring governance approval already approved by AAC at its various meetings, all curricular changes that did not require approval, and all editorial changes.

Changes to all courses are presented in the Course Compare Report, 2014-15 UTSC Academic *Calendar*. This report includes curricular changes requiring governance approval already approved by AAC at its various meetings, all curricular changes that did not require approval, and all editorial changes.

Course deletions are presented in the Summary Changes Report, 2014-15 UTSC Academic *Calendar*.

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

This item is presented for information only

DOCUMENTATION PROVIDED:

1. Course Compare Report, 2014-15 UTSC Academic *Calendar* – showing all changes to courses.
2. Program Compare Report, 2014-15 UTSC Academic *Calendar* – showing all changes to programs.

Minor modifications and editorial changes to undergraduate programs and courses – for information

3. Summary Changes Report, 2014-15 UTSC Academic *Calendar* – showing all course deletions, course title changes.



Calendar	Search	Faculty Members	Programs	Courses	Admin	Help
----------	--------	-----------------	----------	---------	-------	------

Total 369 courses - Compare



The initial and current values are shown

	Initial Value	Current Value
Course: ACMA01H3 - Compare		
Owning Organizations	ACMSC,ACM	ACMSC,ACM
Sections	2014 - Arts, Culture and Media	2014 - Arts, Culture and Media
Calendar Title	Exploring Key Questions in the Humanities	Exploring Key Questions in the Humanities
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Academic study in Arts, Culture and Media is distinguished by its critical and historical approaches to text, image, and sound. This course introduces students to key questions through lectures and readings, performances, and small group discussions. Students experience the dynamism and diversity of the Humanities and humanistic inquiry while refining their critical thinking and communication skills. ACMA01H3 is a writing intensive course that offers students regular constructive feedback.	Academic study in Arts, Culture and Media is distinguished by its critical and historical approaches to text, image, and sound. This course introduces students to key questions through lectures and readings, performances, and small group discussions. Students experience the dynamism and diversity of the humanities and humanistic inquiry while refining their critical thinking and communication skills. ACMA01H3 is a writing intensive course that offers students regular constructive feedback.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	(HUMA01H3)	(HUMA01H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: ACMC01H3 - Compare

Owning Organizations	MPAM,ACMSC	ACMSC,ACM
Sections	2014 - Arts, Management	2014 - Arts, Culture and Media
Calendar Title	ACMEE Applied Practice I	ACMEE Applied Practice I

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A study of the arts, culture and/or media sector through reflective practice. Students will synthesize their classroom and work place / learning laboratory experiences in a highly focused, collaborative, and facilitated way through a series of assignments and discussions.	A study of the arts, culture and/or media sector through reflective practice. Students will synthesize their classroom and work place / learning laboratory experiences in a highly focused, collaborative, and facilitated way through a series of assignments and discussions.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	9.0 credits including VPAR16H3 and VPAR17H3 (or its equivalent with instructor permission) and successful completion of required Field Placement Preparation Activities	9.0 credits including VPAR16H3 and VPAR17H3 (or its equivalent with instructor permission) and successful completion of required Field Placement Preparation Activities
Corequisite	Field Placement I (may be taken as a prerequisite with Program Director's permission)	Field Placement I (may be taken as a prerequisite with Program Director's permission)
Exclusion		
Recommended Preparation		
Enrolment Limits	10	10
Note		
Instructor		
Hours		
Available Online	No	No

Course: [ACMD91H3](#) - Compare

Owning Organizations	ACMSC,ACM	ACMSC,ACM
Sections	2014 - Arts, Culture and Media	2014 - Arts, Culture and Media
Calendar Title	Supervised Readings	Supervised Readings
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Independent study of an advanced and intensive kind, under the direction of a faculty member. The material studied should bear some significant relation to the student's previous work, and should differ significantly in content and/or concentration from topics offered in other courses. Students are advised that they must obtain consent from the supervising instructor <i>before</i> registering for these courses. The student should submit to the instructor a statement of objectives and proposed content for the course; this should be done by 15 April for 'F' courses and by 1 December for 'S' courses. If the proposal is approved, two faculty members from relevant disciplines will supervise and evaluate the work.	Independent study of an advanced and intensive kind, under the direction of a faculty member. The material studied should bear some significant relation to the student's previous work, and should differ significantly in content and/or concentration from topics offered in other courses. Students are advised that they must obtain consent from the supervising instructor <i>before</i> registering for these courses. The student should submit to the instructor a statement of objectives and proposed content for the course; this should be done by 15 April for 'F' courses and by 1 December for 'S' courses. If the proposal is approved, two faculty members from relevant disciplines will supervise and evaluate the work.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Three full credits at the B-level in the Department of Arts, Culture and Media.	3.0 credits at the B-level in the Department of Arts, Culture and Media.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion (HUMD91H3) (HUMD91H3)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: ACMD92H3 - Compare

Owning Organizations ACMSC,ACM ACMSC,ACM

Sections 2014 - Arts, Culture and Media 2014 - Arts, Culture and Media

Calendar Title Supervised Readings Supervised Readings

ROSI Title Same as Calendar Title Same as Calendar Title

Full Description

Independent study of an advanced and intensive kind, under the direction of a faculty member. The material studied should bear some significant relation to the student's previous work, and should differ significantly in content and/or concentration from topics offered in other courses.
Students are advised that they must obtain consent from the supervising instructor *before* registering for these courses. The student should submit to the instructor a statement of objectives and proposed content for the course; this should be done by 15 April for 'F' courses and by 1 December for 'S' courses. If the proposal is approved, two faculty members from relevant disciplines will supervise and evaluate the work.

Independent study of an advanced and intensive kind, under the direction of a faculty member. The material studied should bear some significant relation to the student's previous work, and should differ significantly in content and/or concentration from topics offered in other courses.
Students are advised that they must obtain consent from the supervising instructor *before* registering for these courses. The student should submit to the instructor a statement of objectives and proposed content for the course; this should be done by 15 April for 'F' courses and by 1 December for 'S' courses. If the proposal is approved, two faculty members from relevant disciplines will supervise and evaluate the work.

Print Description Same as Full Description Same as Full Description

Breadth Requirement

Experiential Learning - Research None None

Experiential Learning - Other None None

Learning Nature

Prerequisite Three full credits at the B-level in the Department of Arts, Culture and Media. 3.0 credits at the B-level in the Department of Arts, Culture and Media.

Corequisite

Exclusion (HUMD92H3) (HUMD92H3)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: ACMD93Y3 - Compare

Owning Organizations ACMSC,ACM ACMSC,ACM

Sections 2014 - Arts, Culture and Media 2014 - Arts, Culture and Media

Calendar Title Supervised Readings Supervised Readings

ROSI Title Same as Calendar Title Same as Calendar Title

Full Description

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Independent study of an advanced and intensive kind, under the direction of a faculty member. The material studied should bear some significant relation to the student's previous work, and should differ significantly in content and/or concentration from topics offered in other courses.
Students are advised that they must obtain consent from the supervising instructor *before* registering for these courses. The student should submit a statement of objectives and proposed content for the course to the instructor by 15 April for 'P' and 'Y' courses and by 1 December for 'S' courses. If the proposal is approved, two faculty members from relevant disciplines will supervise and evaluate the work.

Independent study of an advanced and intensive kind, under the direction of a faculty member. The material studied should bear some significant relation to the student's previous work, and should differ significantly in content and/or concentration from topics offered in other courses.
Students are advised that they must obtain consent from the supervising instructor *before* registering for these courses. The student should submit a statement of objectives and proposed content for the course to the instructor by 15 April for 'P' and 'Y' courses and by 1 December for 'S' courses. If the proposal is approved, two faculty members from relevant disciplines will supervise and evaluate the work.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Three full credits at the B-level in the Department of Arts, Culture and Media.	3.0 credits at the B-level in the Department of Arts, Culture and Media.
Corequisite		
Exclusion	(HUMD93Y3)	(HUMD93Y3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: ACTB40H3 - Compare

Owning Organizations	MSCSC,STA	MSCSC,STA
Sections	2014 - Statistics	2014 - Statistics
Calendar Title	Fundamentals of Investment and Credit	Fundamentals of Investment and Credit
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is concerned with the concept of financial interest. Topics covered include: interest, discount and present values, as applied to determine prices and values of annuities, mortgages, bonds, equities, loan repayment schedules and consumer finance payments in general, yield rates on investments given the costs on investments.	This course is concerned with the concept of financial interest. Topics covered include: interest, discount and present values, as applied to determine prices and values of annuities, mortgages, bonds, equities, loan repayment schedules and consumer finance payments in general, yield rates on investments given the costs on investments.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MATA30H3 & one of MATA35H3, MATA39H3 or MATA37H3 or MATA27H3 & a cumulative GPA of 2.5 or higher; Note: Students enrolled in or planning to enrol in any of the B.B.A. programs are strongly urged not to take MATA40H3 because ACTB40H3 is an exclusion for MATA30H3, MATA31H3, MATA32H3, MGTB09H3/MGTC09H3, a required course	MATA30H3 or MATA31H3 or MATA32H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

in the B.B.A. degree. Students in any of the B.B.A programs will thus be forced to complete ~~MGFB1QH3 (MGTB09H3)/(MGTC03H3)~~, even if they have credit for ~~ACTB4QH3~~ but will only be permitted to count one of ~~ACTB4QH3~~ and ~~MGFB1QH3 (MGTB09H3)/(MGTC03H3)~~ towards the 20 credits required to graduate from UofT Scarborough.

Corequisite

Exclusion

ACT240H, ~~MGFB1QH3 (MGTB09H3)~~, (MGTC03H3)

ACT240H, ~~MGFB1QH3 (MGTB09H3)~~, (MGTC03H3)

Recommended Preparation

Enrolment Limits

Note

Students enrolled in or planning to enrol in any of the B.B.A. programs are strongly urged not to take ~~ACTB4QH3~~ because ~~ACTB4QH3~~ is an exclusion for ~~MGFB1QH3 (MGTB09H3)/(MGTC03H3)~~, a required course in the B.B.A. degree. Students in any of the B.B.A programs will thus be forced to complete ~~MGFB1QH3 (MGTB09H3)/(MGTC03H3)~~, even if they have credit for ~~ACTB4QH3~~ but will only be permitted to count one of ~~ACTB4QH3~~ and ~~MGFB1QH3 (MGTB09H3)/(MGTC03H3)~~ towards the 20 credits required to graduate.

Instructor

Hours

Available Online

No

No

Course: AFSA03H3 - Compare

Owning Organizations

AFS,HCSSC

AFS,HCSSC

Sections

2014 - African Studies

2014 - African Studies

Calendar Title

Experiencing Development in Africa

Experiencing Development in Africa

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This experiential learning course allows students to experience first hand the realities, challenges, and opportunities of working with development organizations in Africa. The goal is to allow students to actively engage in research, decision-making, problem solving, partnership building, and fundraising, processes that are the key elements of development work. Same as IDSA02H3

This experiential learning course allows students to experience first hand the realities, challenges, and opportunities of working with development organizations in Africa. The goal is to allow students to actively engage in research, decision-making, problem solving, partnership building, and fundraising, processes that are the key elements of development work. Same as IDSA02H3

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

~~AFSA01H3~~ and ~~IDSA01H3~~

~~AFSA01H3~~ or ~~IDSA01H3~~

Corequisite

Exclusion

~~IDSA02H3~~

~~IDSA02H3~~

Recommended Preparation

Enrolment Limits

25

25

Note

Instructor

Hours

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Available Online No No

Course: ANTB05H3 - Compare

Owning Organizations	ANT,ANTSC	ANT,ANTSC
Sections	2014 - Anthropology	2014 - Anthropology
Calendar Title	Culture and Society in Africa	Culture and Society in Africa
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An overview of the range and diversity of African social institutions, religious beliefs and ritual, kinship, political and economic organization, pre-colonial, colonial and post-colonial experience. Area course	An overview of the range and diversity of African social institutions, religious beliefs and ritual, kinship, political and economic organization, pre-colonial, colonial and post-colonial experience. Same as AFSB06H3 Area course
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	ANTA02H3	ANTA02H3 or AFSA01H3
Corequisite		
Exclusion		AFSB06H3
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: ANTB21H3 - Compare

Owning Organizations	ANT,ANTSC	ANT,ANTSC
Sections	2014 - Anthropology	2014 - Anthropology
Calendar Title	Introduction to Linguistic Anthropology	Anthropology of Language and Media: An Introduction
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	How are language and culture connected? How does language work in ritual, kinship, religion, myth, media, and everyday life, and how does language affect thought? These questions are introduced with a variety of ethnographic examples.	Anthropology studies language and media in ways that show the impact of cultural context. This course introduces this approach and also considers the role of language and media with respect to intersecting themes: ritual, religion, gender, race/ethnicity, power, nationalism, and globalization. Class assignments deal with lectures, readings, and students' examples. Same as MDSB02H3
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Prerequisite	ANTA02H3	ANTA02H3 or MDSA01H3
Corequisite		
Exclusion		MDSB02H3
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [BIOB33H3](#) - Compare

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Human Development and Anatomy	Human Development and Anatomy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A lecture and laboratory course which deals with the functional morphology of the human organism. The subject matter extends from early embryo-genesis through puberty to late adult life. Priority will be given to students in the Human Biology and Paramedicine programs. Additional students will be admitted as space permits.	A lecture and laboratory course which deals with the functional morphology of the human organism. The subject matter extends from early embryo-genesis through puberty to late adult life. Priority will be given to students in the Human Biology programs. Additional students will be admitted as space permits.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOA01H3 & BIOA02H3	BIOA01H3 & BIOA02H3
Corequisite		
Exclusion	ANA300Y, ANA301H, (BGYB33H3)	ANA300Y, ANA301H, (BGYB33H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [BIOB38H3](#) - Compare

Course Code	BIOC38H3	BIOB38H3
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Plants and Society	Plants and Society
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	How do plants feed humans? What are agricultural origins and what plant traits changed in domesticated plants? Human population is at 7 billion, but will climb to 10 billion in 2050.	How do plants feed humans? What are agricultural origins and what plant traits changed in domesticated plants? Human population is at 7 billion, but will climb to 10 billion in 2050.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

This will tax our planet's ability to sustain life and environmentally sustainable food production will become more integral.

This will tax our planet's ability to sustain life and environmentally sustainable food production will become more integral.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOB31H3	BIOA01H3 and BIOA02H3
Corequisite		
Exclusion	EEB202H, <u>FEESR16H3</u>	BIOC38H3 , EEB202H, <u>FEESR16H3</u>
Recommended Preparation		
Enrolment Limits	45	
Note		
Instructor		
Hours		
Available Online	No	No

Course: **BIOB52H3 - Compare**

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Ecology and Evolutionary Biology Laboratory	Ecology and Evolutionary Biology Laboratory
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to field, lab and computational approaches to ecology and evolution. Laboratories will explore a variety of topics, ranging from population genetics to community ecology and biodiversity. Some lab exercises will involve outdoor field work.	An introduction to field, lab and computational approaches to ecology and evolution. Laboratories will explore a variety of topics, ranging from population genetics to community ecology and biodiversity. Some lab exercises will involve outdoor field work.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>BIOA01H3 & BIOA02H3</u>	BIOA01H3 and BIOA02H3
Corequisite	<u>BIOB51H3</u>	BIOB50H3 or <u>BIOB51H3</u>
Exclusion	(BGYB52H3)	(BGYB52H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: **BIOC10H3 - Compare**

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Cell Biology: <u>Intracellular Compartments and Protein Sorting</u>	Cell Biology: <u>Proteins from Life to Death</u>
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course builds on fundamental cell <u>biological</u> concepts using primary literature. This course will examine specific organelles and their functions in protein biogenesis, modification, trafficking, and quality control within eukaryotic cells. The experimental basis of knowledge will be emphasized and students will be introduced to hypothesis-driven research in cell biology.	This course builds on fundamental cell <u>biology</u> concepts using primary literature. This course will examine specific organelles and their functions in protein biogenesis, modification, trafficking, and quality control within eukaryotic cells. The experimental basis of knowledge will be emphasized and students will be introduced to hypothesis-driven research in cell biology.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[BIOB10H3 & BIOB11H3] or BIOB10Y3	[BIOB10H3 & BIOB11H3] or BIOB10Y3
Corequisite		
Exclusion	CSB331H, CSB428H, BIO315H	CSB331H, CSB428H, BIO315H
Recommended Preparation	BIOC12H3	BIOC12H3
Enrolment Limits	50	50
Note		
Instructor		
Hours		
Available Online	No	No

Course: BIOC12H3 - Compare

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Biochemistry I: Proteins & Enzymes	Biochemistry I: Proteins & Enzymes
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A lecture course describing factors involved in determining protein <u>structures</u> and the <u>relationships</u> between protein structure and function. Topics <u>will</u> include: amino acids; the primary, secondary, tertiary and quaternary structures of proteins; protein motifs and protein domains; glycoproteins; membrane proteins; classical enzyme kinetics and allosteric enzymes; mechanisms of enzyme action.	A lecture course describing factors involved in determining protein <u>structures</u> and the <u>relationship</u> between protein structure and function. Topics include: amino acids; the primary, secondary, tertiary and quaternary structures of proteins; protein motifs and protein domains; glycoproteins; membrane proteins; classical enzyme kinetics and allosteric enzymes; mechanisms of enzyme action.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[BIOB10H3 & BIOB11H3] or BIOB10Y3 & CHMB41H3 & CHMB42H3	[BIOB10H3 & BIOB11H3] or BIOB10Y3 & CHMB41H3 & CHMB42H3
Corequisite		
Exclusion	CHMB62H3 , BCH210H, BCH242Y, BCH310H,	CHMB62H3 , BCH210H, BCH242Y, BCH310H,

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

(BGYC12H3)

(BGYC12H3)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: BIOC17H3 - Compare

Owning Organizations

BGYSC,BIO

BGYSC,BIO

Sections

2014 - Biological Sciences

2014 - Biological Sciences

Calendar Title

Microbiology: The Bacterial Cell

Microbiology

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course presents an overview of the microbial world and introduces the students, in more detail, to the physiological, cellular and molecular aspects of bacteria. The laboratories illustrate principles and provide training in basic microbiological techniques essential to microbiology and to any field where recombinant DNA technology is used.

This course presents an overview of the microbial world and introduces the students, in more detail, to the physiological, cellular and molecular aspects of bacteria. The laboratories illustrate principles and provide training in basic microbiological techniques essential to microbiology and to any field where recombinant DNA technology is used.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Natural Sciences

Natural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[\[\(BIOB10H3 & BIOB11H3\) or BIOB10Y3\]](#) & [one of [BIOB12H3](#) or [BIOB32H3](#) or [BIOB33H3](#) or [BIOB52H3](#)]

[\[\(BIOB10H3 & BIOB11H3\) or BIOB10Y3\]](#) & [one of [BIOB12H3](#) or [BIOB32H3](#) or [BIOB33H3](#) or [BIOB52H3](#)]

Corequisite

Exclusion

(BGYC17H3), MGY377H, (MBY377H)

(BGYC17H3), MGY377H, (MBY377H)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: BIOC23H3 - Compare

Owning Organizations

BGYSC,BIO

BGYSC,BIO

Sections

2014 - Biological Sciences

2014 - Biological Sciences

Calendar Title

Practical Approaches to Biochemistry

Practical Approaches to Biochemistry

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

A lecture and laboratory course that introduces students to experimental approaches used in biochemical research. Topics include practical and theoretical aspects of: spectrophotometry; chromatography; electrophoresis; radioisotopes; enzyme assays, protein purification and approaches to identify protein-protein interactions. Students will be expected to solve numerical problems involving these and related procedures.

A lecture and laboratory course that introduces students to experimental approaches used in biochemical research. Topics include practical and theoretical aspects of: spectrophotometry; chromatography; electrophoresis; radioisotopes; enzyme assays, protein purification and approaches to identify protein-protein interactions. Students are expected to solve numerical problems involving these and related procedures.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOB12H3 & BIOC12H3	BIOB12H3 & BIOC12H3
Corequisite	BIOC13H3	BIOC13H3
Exclusion	BCH370H, BCH371H, (BGYC23H3)	BCH370H, BCH371H, (BGYC23H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: BIOC31H3 - Compare

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Molecular Aspects of Plant Development	Plant Development and Biotechnology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A lecture course focused on molecular mechanisms of plant development covering a range of subjects including but not limited to: Embryogenesis, seed development and germination, Plant hormones: hormone perception, signal transduction pathways and mutant analysis; Molecular control of vegetative development: meristem identity, function and regulation; Flowering time: the floral model and homeotic mutations.	A central question of developmental biology is how does a single cell become a complex organism. This lecture course focuses on molecular and cellular mechanisms that control developmental processes in plants, including embryonic, vegetative, reproductive development, hormone signal transduction pathways, analysis of mutants, transgenic plants and their connection to biotechnology.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOB10H3 & BIOB11H3 or BIOB10Y3 & BIOB31H3	BIOB10H3 and BIOB11H3 or BIOB10Y3
Corequisite		
Exclusion	CSB340H, (BOT340H), (BGYC31H3)	CSB340H, (BOT340H), (BGYC31H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: BIOC33H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Human Physiology II: Lecture and Laboratory	Human Physiology II: Lecture and Laboratory
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course will cover the physiology of the human respiratory, cardiovascular, renal and digestive systems. Topics include cardiac function, ECG, blood flow/pressure regulation, pulmonary mechanics, gas transfer and transport, the control of breathing, sleep-related breathing disorders, kidney function, ion regulation, water balance, acid-base balance and digestive function/regulation.	This course will cover the physiology of the human respiratory, cardiovascular, renal and digestive systems. Topics include cardiac function, ECG, blood flow/pressure regulation, pulmonary mechanics, gas transfer and transport, the control of breathing, sleep-related breathing disorders, kidney function, ion regulation, water balance, acid-base balance and digestive function/regulation.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	(BIOB30H3) or BIOB34H3 or NROB60H3	(BIOB30H3) or BIOB34H3 or NROB60H3
Corequisite		
Exclusion	BIOC34H3 , (BGYC33H3), (BGYC34H3), PSL201Y, PSL301H, PSL302Y	BIOC34H3 , (BGYC33H3), (BGYC34H3), PSL201Y, PSL301H, PSL302Y
Recommended Preparation		
Enrolment Limits	Priority will be given to students enrolled in the Human Biology and Paramedicine programs. Additional students will be admitted only if space permits.	Priority will be given to students enrolled in the Human Biology program. Additional students will be admitted only if space permits.
Note		
Instructor		
Hours		
Available Online	No	No

Course: BIOC34H3 - Compare

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Human Physiology II: Lecture	Human Physiology II: Lecture
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The lecture component of BIOC34H3 is identical to that described above for BIOC33H3. Students will complete a series of computer-simulated laboratory exercises (on their own time) instead of practical lab sessions.	The lecture component of BIOC34H3 is identical to that described above for BIOC33H3. Students will complete a series of computer-simulated laboratory exercises (on their own time) instead of practical lab sessions.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	(BIOB30H3) or BIOB34H3 or NROB60H3	(BIOB30H3) or BIOB34H3 or NROB60H3
Corequisite		
Exclusion	BIOC33H3 , (BGYC33H3), (BGYC34H3), PSL201Y, PSL301H, PSL302Y	BIOC33H3 , (BGYC33H3), (BGYC34H3), PSL302Y , PSL201Y, PSL301H

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation
Enrolment Limits
Note
Instructor
Hours
Available Online

No No

Course: **BIOC37H3** - Compare

Owning Organizations
Sections
Calendar Title
ROSI Title
Full Description

BGYSC,BIO 2014 - Biological Sciences
 Plants: Life on the Edge
 Same as Calendar Title

BGYSC,BIO 2014 - Biological Sciences
 Plants: Life on the Edge
 Same as Calendar Title
 Plants have evolved adaptations to maximize growth, survival and reproduction under various environmental conditions. This course will study the great diversity of plant structure and function in relation to ecology, focusing mainly on the anatomy of flowering plants.

Print Description
Breadth Requirement
Experiential Learning - Research
Experiential Learning - Other

Same as Full Description
 Natural Sciences
 None
 None

Learning Nature
Prerequisite

BIOB31H3 **BIOC38H3 or BIOB50H3 or BIOB51H3**

Corequisite
Exclusion

EEB340H EEB340H

Recommended Preparation
Enrolment Limits
Note
Instructor
Hours
Available Online

48 48
 No No

Course: **BIOC40H3** - Compare

Course Code
Owning Organizations
Sections
Calendar Title
ROSI Title
Full Description

BIOB31H3 **BIOC40H3**
 BGYSC,BIO 2014 - Biological Sciences
 Plant Physiology
 Same as Calendar Title

BIOC40H3 2014 - Biological Sciences
 Plant Physiology
 Same as Calendar Title
 An introduction to plant biology. Topics include plant and cell structure, water balance, nutrition, transport processes at the cell and whole plant level, physiological and biochemical aspects of photosynthesis, and growth and development in response to hormonal and environmental cues.

Print Description
Breadth Requirement

Same as Full Description
 Natural Sciences

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOA01H3 & BIOA02H3	BIOB10H3 and BIOB11H2 or BIOB10Y3(1) and BIOB38H3
Corequisite		
Exclusion	BIO251Y, (BOT251Y), (BGYB31H3)	BIOB31H3 , BIO251Y, (BOT251Y), (BGYB31H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: **BIOC59H3 - Compare**

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Advanced Population Ecology	Advanced Population Ecology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The study of the interactions that determine the distribution and abundance of organisms on the earth. The topics will include an understanding of organism abundance and the factors that act here: population parameters, demographic techniques, population growth, species interactions (competition, predation, herbivory, disease), and population regulation. It will include an understanding of organism distribution and the factors that act here: dispersal, habitat selection, species interactions, and physical factors.	The study of the interactions that determine the distribution and abundance of organisms on the earth. The topics will include an understanding of organism abundance and the factors that act here: population parameters, demographic techniques, population growth, species interactions (competition, predation, herbivory, disease), and population regulation. It will include an understanding of organism distribution and the factors that act here: dispersal, habitat selection, species interactions, and physical factors.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOB50H3 & BIOB51H3 & BIOC52H3	<u>BIOC50H3</u>
Corequisite		
Exclusion	EEB319H, (BGYC59H3), (BIO319H)	EEB319H, (BGYC59H3), (BIO319H)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: **BIOD25H3 - Compare**

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Genomics	Genomics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A course considering the principles of genome organization and the utilization of genomic approaches to studying a wide range of problems in biology. Topics to be presented will include innovations in instrumentation and automation, a survey of genome projects, genomic variation, functional genomics, transcription profiling (microarrays), database mining and extensions to human and animal health and biotechnology.	A course considering the principles of genome organization and the utilization of genomic approaches to studying a wide range of problems in biology. Topics to be presented will include innovations in instrumentation and automation, a survey of genome projects, genomic variation, functional genomics, transcription profiling (microarrays), database mining and extensions to human and animal health and biotechnology.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOC15H3	BIOC15H3
Corequisite	BIOC13H3 Note: Although listed as a corequisite, it is recommended that BIOC13H3 be taken in advance of BIOD25H3	
Exclusion	(BGYD25H3)	(BGYD25H3)
Recommended Preparation		
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: BIOD29H3 - Compare

Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Pathobiology of Human Disease	Pathobiology of Human Disease
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This lecture/seminar format course will critically examine selected topics in human disease pathogenesis. Infectious and inherited diseases including those caused by human retroviruses, genetic defects and bioterrorism agents will be explored. Discussions of primary literature will encompass pathogen characteristics, genetic mutations, disease progression and therapeutic strategies.	This lecture/seminar format course will critically examine selected topics in human disease pathogenesis. Infectious and inherited diseases including those caused by human retroviruses, genetic defects and bioterrorism agents will be explored. Discussions of primary literature will encompass pathogen characteristics, genetic mutations, disease progression and therapeutic strategies.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite	BIOC17H3	BIOC10H3 or BIOC17H3
Exclusion		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation

Enrolment Limits

30

35

Note

Instructor

Hours

Available Online

No

No

Course: BIOD37H3 - Compare

Owning Organizations

BGYSC,BIO

BGYSC,BIO

Sections

2014 - Biological Sciences

2014 - Biological Sciences

Calendar Title

Biology of Plant Stress

Biology of Plant Stress

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course examines resistance mechanisms (anatomical, cellular, biochemical, molecular) allowing plants to avoid or tolerate diverse abiotic and biotic stresses. Topics include: pathogen defence; responses to temperature, light, water and nutrient availability, salinity, and oxygen deficit; stress perception and signal transduction; methods to study stress responses; and strategies to improve stress resistance.

This course examines resistance mechanisms (anatomical, cellular, biochemical, molecular) allowing plants to avoid or tolerate diverse abiotic and biotic stresses. Topics include: pathogen defence; responses to temperature, light, water and nutrient availability, salinity, and oxygen deficit; stress perception and signal transduction; methods to study stress responses; and strategies to improve stress resistance.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Natural Sciences

Natural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[\[\[BIOB10H3 & BIOB11H3\] or BIOB10Y3\] & BIOB31H3](#)

[\[\[BIOB10H3 and BIOB11H3\] or BIOB10Y3\] and BIOC40H3](#)

Corequisite

Exclusion

(BGYD37H3)

(BGYD37H3)

Recommended Preparation

Enrolment Limits

35

35

Note

Instructor

Hours

Available Online

No

No

Course: BIOD43H3 - Compare

Owning Organizations

BGYSC,BIO

BGYSC,BIO

Sections

2014 - Biological Sciences

2014 - Biological Sciences

Calendar Title

Animal Movement and Exercise

Animal Movement and Exercise

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

A lecture and seminar/discussion course covering integrative human and comparative animal exercise physiology. Topics will include muscle physiology, neurophysiology, metabolism, energetics, thermoregulation and biomechanics. These topics will be considered within evolutionary and ecological contexts. Students will be expected to give a brief oral presentation on recently published primary research involving exercise physiology.

A lecture and seminar/discussion course covering integrative human and comparative animal exercise physiology. Topics will include muscle physiology, neurophysiology, metabolism, energetics, thermoregulation and biomechanics. These topics will be considered within evolutionary and ecological contexts. Students will be expected to give a brief oral presentation on recently published primary research involving exercise physiology.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOC33H3 or BIOC34H3	BIOC33H3 or BIOC34H3
Corequisite		
Exclusion	HMB472H	HMB472H
Recommended Preparation		Completion of an A-level Physics course.
Enrolment Limits	50	50
Note		
Instructor		
Hours		
Available Online	No	No

Course: [BIOD67H3](#) - Compare

Course Code	BIOD67H3	BIOD67H3
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	2014 - Biological Sciences	2014 - Biological Sciences
Calendar Title	Inter-University Biology Field Course	Inter-University Biology Field Course
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Field courses offered by the Ontario Universities Program in Field Biology (OUPFB) in a variety of habitats and countries, usually during the summer. OUPFB modules (courses) are posted online in January, and students must apply by the indicated deadline. Additional information is provided on the Department of Biological Sciences website http://www.utsc.utoronto.ca/~biosci/researchOpp.html	Field courses offered by the Ontario Universities Program in Field Biology (OUPFB) in a variety of habitats and countries, usually during the summer. OUPFB modules (courses) are posted online in January, and students must apply by the indicated deadline. Additional information is provided on the Department of Biological Sciences website http://www.utsc.utoronto.ca/~biosci/researchOpp.html
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Varies by module (Permission of course co-ordinator required)	Varies by module (Permission of course co-ordinator required)
Corequisite		
Exclusion	(BGYC67H3)	BIOD67H3 , BGYC67H3
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [CHMA10H3](#) - Compare

Owning Organizations	CHM,PHSSC	CHM,PHSSC
-----------------------------	-----------	-----------

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections	2014 - Chemistry	2014 - Chemistry
Calendar Title	Introductory Chemistry I: Structure and Bonding	Introductory Chemistry I: Structure and Bonding
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course will introduce the study of chemical transformations of matter, from a macroscopic and microscopic perspective. It starts with a quantitative description of gases, solids and solutions and develops ideas of bonding and structure in chemical compounds with a particular emphasis on organic and biological molecules.</p> <p>This course includes a three hour laboratory every other week which alternates with a one hour mandatory tutorial.</p>	<p>This course will introduce the study of chemical transformations of matter, from a macroscopic and microscopic perspective. It starts with a quantitative description of gases, solids and solutions and develops ideas of bonding and structure in chemical compounds with a particular emphasis on organic and biological molecules.</p> <p>This course includes a three hour laboratory every other week which alternates with a one hour mandatory tutorial.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Grade 12 Chemistry and [Grade 12 Advanced Functions or Calculus]	Grade 12 Chemistry and [Grade 12 Advanced Functions or Calculus]
Corequisite		
Exclusion	CHM140Y, CHM151Y	CHM120H , CHM140Y, CHM151Y
Recommended Preparation	MATA30H3	MATA30H3
Enrolment Limits		
Note	MATA30H3 and [MATA35H3 or MATA36H3] are required for some higher level Physical and Environmental Sciences courses.	MATA30H3 and [MATA35H3 or MATA36H3] are required for some higher level Physical and Environmental Sciences courses.
Instructor		
Hours		
Available Online	No	No

Course: CHMB20H3 - Compare

Owning Organizations	CHM,PHSSC	CHM,PHSSC
Sections	2014 - Chemistry	2014 - Chemistry
Calendar Title	Chemical Thermodynamics and Elementary Kinetics	Chemical Thermodynamics and Elementary Kinetics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The concept of chemical potential; phase equilibria; solutions; chemical equilibria (including electrochemical applications); elementary reactions; multi-step and coupled reactions (with biochemical applications); elementary collision theory and transition state theory.	The concept of chemical potential; phase equilibria; solutions; chemical equilibria (including electrochemical applications); elementary reactions; multi-step and coupled reactions (with biochemical applications); elementary collision theory and transition state theory.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[CHMA10H3 & CHMA11H3] & MATA30H3 & [MATA35H3 or MATA36H3] & PHA10H3 ; Note that [PHA21H3] and [MATA41H3] are prerequisites for the C-level physical chemistry courses.	[CHMA10H3] and [CHMA11H3] and [MATA30H3] and [MATA35H3 or MATA36H3] and [PHA10H3]

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion

CHM223H, CHM225Y

[CHMB23H3](#), [CHM220H](#), [CHM221H](#), [CHM223H](#),
[CHM225Y](#), [JCP221H](#)

Recommended Preparation

Enrolment Limits

Note

[CHVA21H3](#) and [MATE41H3](#) are prerequisites for the C-level physical chemistry courses.

Instructor

Hours

Available Online

No

No

Course: CHMB21H3 - Compare

Owning Organizations

CHM,PHSSC

CHM,PHSSC

Sections

2014 - Chemistry

2014 - Chemistry

Calendar Title

Chemical Structure and Spectroscopy

Chemical Structure and Spectroscopy

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Atomic structure and spectra; term symbols and their meaning; valence bond theory; LCAO-MO; molecular spectroscopies.

Atomic structure and spectra; term symbols and their meaning; valence bond theory; LCAO-MO; molecular spectroscopies.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Natural Sciences

Natural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[CHMB20H3](#). Note that this implies all the prerequisites for that course as well.

[MATA23H3](#) and [CHMB20H3](#)

Corequisite

Exclusion

CHM223H, CHM225Y

CHM223H, CHM225Y

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: CHMC31Y3 - Compare

Owning Organizations

CHM,PHSSC

CHM,PHSSC

Sections

2014 - Chemistry

2014 - Chemistry

Calendar Title

Intermediate Inorganic Chemistry

Intermediate Inorganic Chemistry

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

A more detailed discussion (than in CHMB31H3) of the structure, bonding, spectroscopy and reactivity of main group, transition metal and organo-metallic compounds. Special topics may include inorganic solids and materials, biologically and environmentally important inorganic compounds, and catalysis. The laboratory will introduce a variety of synthetic techniques, with characterization of products by both classical

A more detailed discussion (than in CHMB31H3) of the structure, bonding, spectroscopy and reactivity of main group, transition metal and organo-metallic compounds. Special topics may include inorganic solids and materials, biologically and environmentally important inorganic compounds, and catalysis. The laboratory will introduce a variety of synthetic techniques, with characterization of products by both classical

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

and instrumental methods. This laboratory is six hours in duration and occurs every week.	and instrumental methods. This laboratory is six hours in duration and occurs every week.
--	--

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>CHMB16H3 & CHMB31H3 & CHMB41H3 & CHMB42H3</u>	<u>CHMB16H3 and CHMB20H3 and CHMB31H3 and CHMB42H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		20
Note		Priority will be given to students in the Specialist programs in Biological Chemistry and Chemistry.
Instructor		
Hours		
Available Online	No	No

Course: CITB04H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	City Politics	City Politics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is the foundations course for the city governance concentration in the City Studies program, and provides an introduction to the study of urban politics with particular emphasis on different theoretical and methodological approaches to understanding urban decision-making, power, and conflict.	This course is the foundations course for the city governance concentration in the City Studies program, and provides an introduction to the study of urban politics with particular emphasis on different theoretical and methodological approaches to understanding urban decision-making, power, and conflict.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Any 4.0 credits	Any 4.0 credits
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	150	
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: CITB08H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Economy of Cities	Economy of Cities
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to economic analysis of cities, topics include: theories of urban economic growth; the economics of land use, urban structure, and zoning; the economics of environments, transportation, and sustainability; public finance, cost-benefit analysis, the provision of municipal goods and services, and the new institutional economics.	An introduction to economic analysis of cities, topics include: theories of urban economic growth; the economics of land use, urban structure, and zoning; the economics of environments, transportation, and sustainability; public finance, cost-benefit analysis, the provision of municipal goods and services, and the new institutional economics.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Any 4.0 credits.	Any 4.0 credits.
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	150	
Note		
Instructor		
Hours		
Available Online	No	No

Course: CITC01H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Urban Communities and Neighbourhoods Case Study: East Scarborough	Urban Communities and Neighbourhoods Case Study: East Scarborough
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course engages students in a case study of some of the issues facing urban communities and neighbourhoods today. Students will develop both community-based and academic research skills by conducting research projects in co-operation with local residents and businesses, non-profit organizations, and government actors and agencies.	This course engages students in a case study of some of the issues facing urban communities and neighbourhoods today. Students will develop both community-based and academic research skills by conducting research projects in co-operation with local residents and businesses, non-profit organizations, and government actors and agencies.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	CITB02H3 and an additional 0.5 credit at the B-level in CIT courses; and permission of instructor	At least 11.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology; and permission of instructor

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion

~~GGRB10H3~~ if taken in the 2008 Fall Session

Recommended Preparation

Enrolment Limits

30

30

Note

Instructor

Hours

Available Online

No

No

Course: CITC03H3 - Compare

Owning Organizations

CIT,GGRSC

CIT,GGRSC

Sections

2014 - City Studies

2014 - City Studies

Calendar Title

Real Estate and the City

Real Estate and the City

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Operation of property markets; cities as markets in land and structures; stocks of property and flows of accommodation service; location of industry, offices and retailing within the city; rental and owner-occupied housing; depreciation and maintenance; cyclical behaviour in metropolitan property markets; impacts of local government; property taxation.

Operation of property markets; cities as markets in land and structures; stocks of property and flows of accommodation service; location of industry, offices and retailing within the city; rental and owner-occupied housing; depreciation and maintenance; cyclical behaviour in metropolitan property markets; impacts of local government; property taxation.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

~~(GGRB02H3 and (GGER05H3 or (CITE01H3 and (CITB02H3 or (MGER01H3/(ECMB01H3) or (MGER02H3/(ECMB02H3) and (MGER05H3/(ECMB05H3) or (UGER01H3/(ECMB06H3)))~~

~~At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Economics or Management Studies or Management~~

Corequisite

Exclusion

(GGRB10H3)

(GGRB10H3)

Recommended Preparation

Enrolment Limits

~~30~~

Note

Instructor

Hours

Available Online

No

No

Course: CITC04H3 - Compare

Owning Organizations

CIT,GGRSC

CIT,GGRSC

Sections

2014 - City Studies

2014 - City Studies

Calendar Title

Municipal and Planning Law in Ontario

Municipal and Planning Law in Ontario

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Constitutional authority, municipal corporations, official plans, zoning bylaws, land subdivision and consents, development control, deed restrictions and common interest developments, Ontario Municipal Board.

Constitutional authority, municipal corporations, official plans, zoning bylaws, land subdivision and consents, development control, deed restrictions and common interest developments, Ontario Municipal Board.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>CITR01H3</u> and <u>CITR02H3</u>	At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: CITC07H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Urban Social Policy	Urban Social Policy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	In recent years social policy has been rediscovered as a key component of urban governance. This course examines the last half-century of evolving approaches to social policy and urban inequality, with particular emphasis on the Canadian urban experience. Major issues examined are poverty, social exclusion, labour market changes, housing, immigration and settlement.	In recent years social policy has been rediscovered as a key component of urban governance. This course examines the last half-century of evolving approaches to social policy and urban inequality, with particular emphasis on the Canadian urban experience. Major issues examined are poverty, social exclusion, labour market changes, housing, immigration and settlement.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>CITR02H3</u> and an additional 0.5 credit from among the CIT B-level core courses	At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology
Corequisite		
Exclusion	<u>CITC10H3</u> if taken in the 2011 Winter session	<u>CITC10H3</u> if taken in the 2011 Winter session
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: CITC08H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Cities and Community Development	Cities and Community Development
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of community development as the practice of citizens and community organizations to empower individuals and groups to improve the social and economic wellbeing of their communities and neighbourhoods. The course will consider different approaches to community development and critically discuss their potential for positive urban social change.	An examination of community development as the practice of citizens and community organizations to empower individuals and groups to improve the social and economic wellbeing of their communities and neighbourhoods. The course will consider different approaches to community development and critically discuss their potential for positive urban social change.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	CITC02H3 and an additional 0.5 credit from among the CIT B-level core courses	At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology and permission of instructor
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	30	30
Note		
Instructor		
Hours		
Available Online	No	No

Course: CITC10H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Selected Issues in City Studies	Selected Issues in City Studies
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examination of one or more current issues in cities. The specific issues will vary depending on the instructor.	Examination of one or more current issues in cities. The specific issues will vary depending on the instructor.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	CITC02H3 and an additional 0.5 credit from among the CIT B-level core courses	At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology
Corequisite		
Exclusion		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation
Enrolment Limits
Note
Instructor
Hours
Available Online

No No

Course: CITC12H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	City Structures and City Choices: Local Government, Management, and Policymaking	City Structures and City Choices: Local Government, Management, and Policymaking
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines the structure of local government, how local Government is managed, how policy decisions are made. Viewing Canadian cities in comparative perspective, topics include the organization and authority of the mayor, council, civic bureaucracy, and special-purpose bodies, and their roles in the making and implementation of public policies; ethical and conflict-of-interest dilemmas; collective bargaining; and provincial oversight of municipal affairs.	This course examines the structure of local government, how local Government is managed, how policy decisions are made. Viewing Canadian cities in comparative perspective, topics include the organization and authority of the mayor, council, civic bureaucracy, and special-purpose bodies, and their roles in the making and implementation of public policies; ethical and conflict-of-interest dilemmas; collective bargaining; and provincial oversight of municipal affairs.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	At least one (1.0) full credit at the B-level in either City Studies; or Human Geography; or Political Science; or Sociology; or Management. Priority will be given to students in City Studies.	At least 1.0 credit at the B-level in ONE of the following: City Studies or Human Geography; or Economics for Management Studies or Management; or Political Science or Sociology
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: CITC14H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Environmental Planning	Environmental Planning
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course introduces students to questions of urban ecology and environmental planning, and examines how sustainability and environmental concerns can be integrated into urban planning processes and practices.	This course introduces students to questions of urban ecology and environmental planning, and examines how sustainability and environmental concerns can be integrated into urban planning processes and practices.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	CITC15H3 and an additional 0.5 credits from among CIT B-level core courses	At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Environmental Studies or Political Science or Sociology
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: CITC15H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Taxing and Spending: Public Finance in Canadian Cities	Taxing and Spending: Public Finance in Canadian Cities
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The course examines Canadian local public finance in comparative perspective and discusses the implications of municipal finance for urban public policy, planning, and the provision of municipal services. Topics include local government revenue sources and expenditures, the politics of municipal budgeting and intergovernmental fiscal relations, and how public finance influences urban form.	The course examines Canadian local public finance in comparative perspective and discusses the implications of municipal finance for urban public policy, planning, and the provision of municipal services. Topics include local government revenue sources and expenditures, the politics of municipal budgeting and intergovernmental fiscal relations, and how public finance influences urban form.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	At least one (1.0) full credit at the B-level in either City Studies or Human Geography or Political Science or Sociology or Management. Priority will be given to students in City Studies.	At least 1.0 credit at the B-level in ONE of the following: City Studies or Human Geography or Economics for Management Studies or Management or Political Science or Sociology
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: CITC16H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Planning and Governing the Metropolis	Planning and Governing the Metropolis
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Most of the world's population now lives in large urban regions. How such metropolitan areas should be planned and governed has been debated for over a century. Using examples, this course surveys and critically evaluates leading historical and contemporary perspectives on metropolitan planning and governance, and highlights the institutional and political challenges to regional coordination and policy development.	Most of the world's population now lives in large urban regions. How such metropolitan areas should be planned and governed has been debated for over a century. Using examples, this course surveys and critically evaluates leading historical and contemporary perspectives on metropolitan planning and governance, and highlights the institutional and political challenges to regional coordination and policy development.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	At least one (1.0) full credit at the B-level in either City Studies or Human Geography or Political Science or Sociology or Management. Priority will be given to students in City Studies.	At least 1.0 credit at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: CITC17H3 - Compare

Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	2014 - City Studies	2014 - City Studies
Calendar Title	Civic Engagement in Urban Politics	Civic Engagement in Urban Politics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines the engagement of citizen groups, neighbourhood associations, urban social movements, and other non-state actors in urban politics, planning, and governance. The course will discuss the contested and selective insertion of certain groups into city-regional decision-making processes and structures.	This course examines the engagement of citizen groups, neighbourhood associations, urban social movements, and other non-state actors in urban politics, planning, and governance. The course will discuss the contested and selective insertion of certain groups into city-regional decision-making processes and structures.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Learning Nature

Prerequisite

CITC02H3 and an additional 0.5 credit from among CIT B-level core courses

At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

60

60

Note

Instructor

Hours

Available Online

No

No

Course: CITC18H3 - Compare

Owning Organizations

CIT, GGRSC

CIT, GGRSC

Sections

2014 - City Studies

2014 - City Studies

Calendar Title

Urban Transportation Policy Analysis

Urban Transportation Policy Analysis

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Demand forecasting; methodology of policy analysis; impacts on land values, urban form and commuting; congestion; transit management; regulation and deregulation; environmental impacts and safety.

Demand forecasting; methodology of policy analysis; impacts on land values, urban form and commuting; congestion; transit management; regulation and deregulation; environmental impacts and safety.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

University-level half-credit in data analysis & GGRB02H3 and one of CITB01H3, MGFB01H3, ECMB01H3, MGFB02H3, (ECMB02H3), GGRB05H3, (GGRB06H3), (GGRB27H3), (GGRC27H3)

(STAB22H3 or equivalent) and [at least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Economics for Management Studies or Management or Political Science]

Corequisite

Exclusion

GGR324H, (GGRC18H3)

GGR324H, (GGRC18H3)

Recommended Preparation

Enrolment Limits

60

60

Note

Instructor

Hours

Available Online

No

No

Course: CITC40H3 - Compare

Owning Organizations

CIT, GGRSC

CIT, GGRSC

Sections

2014 - City Studies

2014 - City Studies

Calendar Title

Megacities and Global Urbanization

Megacities and Global Urbanization

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

The last 50 years have seen dramatic growth in the global

The last 50 years have seen dramatic growth in the global

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

share of population living in megacities over 10 million population, with most growth in the global south. Such giant cities present distinctive infrastructure, health, water supply, and governance challenges, which are increasingly central to global urban policy and health.
Same as GGRC40H3

share of population living in megacities over 10 million population, with most growth in the global south. Such giant cities present distinctive infrastructure, health, water supply, and governance challenges, which are increasingly central to global urban policy and health.
Same as GGRC40H3

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

GGRC02H3 and GGRC05H3 or CITE02H3 and an additional 0.5 credit at the B-level in CIT courses

At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology

Corequisite

Exclusion

GGRC40H3

GGRC40H3

Recommended Preparation

Enrolment Limits

60

60

Note

Instructor

Hours

Available Online

No

No

Course: CITD01H3 - Compare

Owning Organizations

OT, GGRSC

OT, GGRSC

Sections

2014 - City Studies

2014 - City Studies

Calendar Title

City Issues and Strategies

City Issues and Strategies

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course is designed as a culminating City Studies course in which participants are able to showcase the application of their research skills, and share their professional and disciplinary interests in a common case study. Lectures and guests will introduce conceptual frameworks, core questions and conflicts. Students will be expected to actively participate in discussions and debates, and produce shared research resources. Each student will prepare a substantial research paper as a final project.

This course is designed as a culminating City Studies course in which participants are able to showcase the application of their research skills, and share their professional and disciplinary interests in a common case study. Lectures and guests will introduce conceptual frameworks, core questions and conflicts. Students will be expected to actively participate in discussions and debates, and produce shared research resources. Each student will prepare a substantial research paper as a final project.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

None

None

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Completion of the Major Program in City Studies requirements: (1) Introduction to Social Science Thought, (3) Fundamentals of City Studies, & (4) Methods

15.0 credits and completion of the following requirements from either the Major or Major Co-operative programs in City Studies: (2) Core Courses and (4) Methods

Corequisite

Exclusion

Recommended Preparation

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: CLAC05H3 - Compare

Owning Organizations	CLA,HCSSC	CLA,HCSSC
Sections	2014 - Classical Studies	2014 - Classical Studies
Calendar Title	Environment, Society and Economy in Ptolemaic and Roman Egypt	Environment, Society and Economy in Ptolemaic and Roman Egypt
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course provides a review of the environmental, social and economic features of Egypt from 332 BC to 642 AD. Same as IECC52H3, HISC10H3.	This course provides a review of the environmental, social and economic features of Egypt from 332 BC to 642 AD. Same as IECC52H3, HISC10H3.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Any 5 full credits including 1 full credit in Classical Studies or History.	Any 5 full credits including 1 full credit in Classical Studies or History.
Corequisite		
Exclusion	IECC52H3, HISC10H3	IECC52H3, HISC10H3
Recommended Preparation	CLAR05H3 & CLAR06H3	CLAR05H3 & CLAR06H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: CSCA08H3 - Compare

Owning Organizations	CSC,MSCSC	CSC,MSCSC
Sections	2014 - Computer Science	2014 - Computer Science
Calendar Title	Introduction to Computer Programming	Introduction to Computer Science
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Structure of computers; the computing environment. Programming in an object-oriented language such as Python. Program structure: elementary data types, statements, control flow, functions, classes, objects, methods, Lists; searching, sorting and complexity.	Programming in an object-oriented language such as Python. Program structure: elementary data types, statements, control flow, functions, classes, objects, methods, Lists; searching, sorting and complexity. This course is intended for students having a serious interest in higher level computer science courses, or planning to complete a computer science program.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Any Grade 12 mathematics course. Note: This course is intended for students with no prior exposure to computer programming. Students who have sufficient programming experience may enrol directly in CSCA48H3 ; consult the instructor or the Supervisor of Studies for guidance.	Grade 12 Calculus & Vectors and one other Grade 12 mathematics course.
Corequisite		
Exclusion	CSCA20H3 , CSC108H , CSC120H , CSCA08H3 may not be taken after or concurrently with CSCA48H3 .	CSCA20H3 , CSC108H , CSC120H , CSCA08H3 may not be taken after or concurrently with CSCA48H3 .
Recommended Preparation		
Enrolment Limits		
Note		This course does not require any prior exposure to computer programming.
Instructor		
Hours		
Available Online	No	No

Course: [CSCA20H3](#) - Compare

Owning Organizations	CSC, MSCSC	CSC, MSCSC
Sections	2014 - Computer Science	2014 - Computer Science
Calendar Title	Computer Science for the Sciences	Introduction to Programming
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to computer science for students in other sciences, with an emphasis on gaining practical skills. Introduction to programming, web programming, database design, software tools, examples and exercises taken from the sciences. At the end of this course you will be able to develop computer tools for scientific applications, such as the structuring and analysis of experimental data.	An introduction to computer programming, with an emphasis on gaining practical skills. Introduction to programming, software tools, database manipulation. This course is appropriate for students with an interest in programming, and computers who do not plan to pursue a Computer Science program.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	CSCA08H3 , CSC108H , CSC120H	CSCA08H3 , CSC108H , CSC120H
Recommended Preparation		
Enrolment Limits		
Note		This course does not require any prior exposure to computer programming.
Instructor		
Hours		
Available Online	No	No

Course: [CSCA48H3](#) - Compare

Owning Organizations	CSC, MSCSC	CSC, MSCSC
-----------------------------	------------	------------

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections	2014 - Computer Science	2014 - Computer Science
Calendar Title	Introduction to Computer Science	Introduction to Computer Science
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Abstract data types and data structures for implementing them. Linked data structures. Encapsulation and information-hiding. Object-oriented programming. Specifications. Analyzing the efficiency of programs. Recursion.	Abstract data types and data structures for implementing them. Linked data structures. Object Oriented Programming. Encapsulation and information-hiding. Testing. Specifications. Analyzing the efficiency of programs. Recursion.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	CSCA08H3 ; Grade 12 Calculus & Vectors & one other Grade 12 mathematics course. Note: This course assumes programming experience in an object-oriented language such as Python, C++ or Java, as provided by CSCA08H3 . Students who already have this background may consult the instructor or Supervisor of Studies for advice about skipping CSCA08H3 . Students who enrol in CSCA48H3 and find the course too difficult may "drop down" to CSCA08H3 in sessions when CSCA08H3 is offered. The deadline for "dropping down" is the end of the fifth week of classes.	CSCA08H3
Corequisite		
Exclusion	CSC148H	CSC148H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: CSCB07H3 - Compare

Owning Organizations	CSC, MSCSC	CSC, MSCSC
Sections	2014 - Computer Science	2014 - Computer Science
Calendar Title	Software Design	Software Design
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to software design and development concepts, methods, and tools, using a statically-typed object-oriented language such as Java. Topics from: version control, build management, unit testing, refactoring, design patterns, advanced IDE usage, regular expressions, markup languages, parsing using finite state machines, and reflection.	An introduction to software design and development concepts, methods, and tools, using a statically-typed object-oriented language such as Java. Topics from: version control, build management, unit testing, refactoring, object oriented design and development, design patterns and advanced IDE usage.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	CSCA48H3	CSCA48H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite	(CSCA66H3) or (CSCA67H3)	
Exclusion	CSC207H	CSC207H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: CSCD03H3 - Compare

Owning Organizations	CSC, MSCSC	CSC, MSCSC
Sections	2014 - Computer Science	2014 - Computer Science
Calendar Title	Social Impact of Information Technology	Social Impact of Information Technology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The trade-offs between benefits and risks to society of information systems, and related issues in ethics and public policy. Topics will include safety-critical software; computational invasion of privacy; computer-based crime; and professional ethics in the software industry. There will be an emphasis on current events relating to these topics.	The trade-offs between benefits and risks to society of information systems, and related issues in ethics and public policy. Topics will include safety-critical software; invasion of privacy; computer-based crime; the social effects of an always-online life; and professional ethics in the software industry. There will be an emphasis on current events relating to these topics.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	14 credits including (CSCA09H3) or (CSCB57H3) or (CSCA48H3) or in special cases, (CSCA02H3) & permission of the instructor.	14.0 credits and enrolment in a Computer Science Subject POS.
Corequisite		
Exclusion	CSC300H	CSC300H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: CSCD18H3 - Compare

Owning Organizations	CSC, MSCSC	CSC, MSCSC
Sections	2014 - Computer Science	2014 - Computer Science
Calendar Title	Computer Graphics	Computer Graphics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Identification and characterization of objects manipulated in computer graphics, operations on these objects, efficient algorithms to perform these operations, and interfaces to transform one type of object to another. Display devices,	Identification and characterization of objects manipulated in computer graphics, operations on these objects, efficient algorithms to perform these operations, and interfaces to transform one type of object to another. Display devices,

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

display data structures and procedures, graphical input, object modeling, transformations, illumination models, light effects; graphics packages and systems.

display data structures and procedures, graphical input, object modeling, transformations, illumination models, light effects; graphics packages and systems.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>MATR24H3</u> & <u>MATR42H3</u> & <u>CSCB09H3</u> or proficiency in C[<u>SCOC37H3</u>] (OGPA 3.0 or enrolment in a [CSC Subject POST])	<u>MATR24H3</u> and <u>MATR41H3</u> and <u>CSCB09H3</u> or proficiency in C[<u>SCOC37H3</u>] and a [CGPA] of at least 3.0 or enrolment in a [Computer Science Subject POST]
Corequisite		
Exclusion	CSC418H	CSC418H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: CTLA01H3 - Compare

Owning Organizations	TLE	TLE
Sections	2014 - Teaching and Learning, Centre for	2014 - Teaching and Learning, Centre for
Calendar Title	Foundations in Effective Academic Communication	Foundations in Effective Academic Communication
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This highly interactive course for first and second year English Language Learners is designed to fast-track the development of critical thinking, reading, writing and oral communication skills. Through the emphasis on academic writing and rapid expansion of vocabulary, students will gain practical experience with university-level academic texts and assignment expectations.	This highly interactive course for English Language Learners who find Academic English a challenge aims to fast-track the development of critical thinking, reading, writing and oral communication skills. Through emphasizing academic writing and rapid expansion of vocabulary, students will gain practical experience with university-level academic texts and assignment expectations.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	No more than 3.0 credits completed.	No more than 12.0 credits completed; Students are required to take a diagnostic test of academic English skills to be conducted by the English Language Development Centre in advance of the first day of class.
Corequisite		
Exclusion	HJMA19H3, LGGA19H3, LGGA99H3, (CTLA19H3)	HJMA19H3, LGGA19H3, LGGA99H3, (CTLA19H3)
Recommended Preparation		
Enrolment Limits	20 students per practicum	20 students per practicum
Note		The instructor has the authority to exclude students whose level of proficiency is unsuitable for the course, including those

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

students who meet the prerequisites.

Instructor

Hours

Available Online No

No

Course: CTLA02H3 - Compare

Owning Organizations TLE

TLE

Sections 2014 - Teaching and Learning, Centre for

2014 - Teaching and Learning, Centre for

Calendar Title Exploring Cross-Cultural Perspectives in Academic Contexts

Exploring Cross-Cultural Perspectives in Academic Contexts

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

This course develops students' academic and communication skills through a critical exploration of Canadian culture and academic expectations. Using audio-visual and textual media, students learn through interactive online and in-class collaborative discussions. This course aims to foster dynamic academic acculturation for international students and develop their multi-literate engagement in English.

This course develops students' language academic and communication skills through a critical exploration of Canadian culture and academic expectations. Using audio-visual and textual media, students learn through interactive online and in-class discussions. This course aims to foster dynamic academic acculturation for international students and develop their multi-literate engagement in English.

Print Description Same as Full Description

Same as Full Description

Breadth Requirement Arts, Literature & Language

Arts, Literature & Language

Experiential Learning - Research None

None

Experiential Learning - Other None

None

Learning Nature

Prerequisite

No more than 10.0 credits completed. Students are required to take a diagnostic test of their academic English skills to be conducted by the English Language Development Centre in advance of the first day of class.

Corequisite

Exclusion (HUMA11H3), (LGA11H3)

(HUMA11H3), (LGA11H3)

Recommended Preparation

Enrolment Limits 40

20

Note

The instructor has the authority to exclude students whose level of proficiency is unsuitable for the language learning and cultural exploration focus of the course, including those students who meet the prerequisites.

Instructor

Hours

Available Online No

No

Course: ECTB61H3 - Compare

Owning Organizations LGG,FLSC

LGG,FLSC

Sections 2014 - Languages

2014 - Languages

Calendar Title English to Chinese Translation: Theory and Practice

English to Chinese Translation: Theory and Practice

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

An introduction to the major concepts and theories of translation and a survey of Chinese/English translation in history. It discusses linguistic, cognitive, socio-political, and cultural aspects of translation. Through analysis and application of translation theory, students practice the art of translation and develop awareness of issues that translators face.

An introduction to the major concepts and theories of translation and a survey of English/Chinese translation in history. It discusses linguistic, cognitive, socio-political, and cultural aspects of translation. Through analysis and application of translation theory, students practice the art of translation and develop awareness of issues that translators face.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion		
Recommended Preparation	Proficiency in Chinese and English	Proficiency in Chinese and English
Enrolment Limits	30	30
Note	Students must already have mastered the principles of grammar and composition in both English and Chinese.	Students must already have mastered the principles of grammar and composition in both English and Chinese.
Instructor		
Hours		
Available Online	No	No

Course: EESB18H3 - Compare

Course Code	EESA05H3	EESB18H3
Owning Organizations	EES,PHSSC	EES,PHSSC
Sections	2014 - Environmental Science	2014 - Environmental Science
Calendar Title	Environmental Hazards	Natural Hazards
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course is an investigation of the geological background and possible solutions to major hazards in the environment. Environmental hazards to be studied include: landslides, erosion, earthquakes, volcanic eruptions, asteroid impacts, flooding, glaciation, future climate change, subsidence, and the disposal of toxic wastes. This may be of interest to a wide range of students in the life, social, and physical sciences; an opportunity for the non-specialist to understand headline-making geological events of topical interest. No prior knowledge of the Earth Sciences is required.</p>	<p>This course is an investigation of the geological background and possible solutions to major hazards in the environment. Environmental hazards to be studied include: landslides, erosion, earthquakes, volcanic eruptions, asteroid impacts, flooding, glaciation, future climate change, subsidence, and the disposal of toxic wastes. This may be of interest to a wide range of students in the life, social, and physical sciences; an opportunity for the non-specialist to understand headline-making geological events of topical interest. No prior knowledge of the Earth Sciences is required.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	GLG103H	EESA05H3 , GLG103H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [EESB19H3](#) - Compare

Course Code	EESC35H3	EESB19H3
Owning Organizations	EES,PHSSC	EES,PHSSC
Sections	2014 - Environmental Science	2014 - Environmental Science
Calendar Title	Mineralogy	Mineralogy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A comprehensive introduction to crystalline structure, crystal chemistry, bonding in rock forming minerals, and optical properties of minerals. The course includes laboratory exercises on the identification of minerals in hand specimen, and identification of minerals using polarizing microscopes.	A comprehensive introduction to crystalline structure, crystal chemistry, bonding in rock forming minerals, and optical properties of minerals. The course includes laboratory exercises on the identification of minerals in hand specimen, and identification of minerals using polarizing microscopes.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	CHMA10H3 , CHMA11H3 , EESA06H3	CHMA10H3 , CHMA11H3 , EESA06H3
Corequisite		
Exclusion	(EESC32H3), GLG423H	(EESC32H3), EESC35H3 , GLG423H
Recommended Preparation		
Enrolment Limits	20	20
Note		
Instructor		
Hours		
Available Online	No	No

Course: [EESC20H3](#) - Compare

Owning Organizations	EES,PHSSC	EES,PHSSC
Sections	2014 - Environmental Science	2014 - Environmental Science
Calendar Title	Geochemistry	Geochemistry
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The course will cover fundamental aspects of chemical processes occurring at the Earth's surface. Terrestrial and aquatic geochemical processes such as: mineral formation and dissolution, redox, aqueous-solid phase interactions, stable isotopes, and organic geochemistry in the environment will be covered.	The course will cover fundamental aspects of chemical processes occurring at the Earth's surface. Terrestrial and aquatic geochemical processes such as: mineral formation and dissolution, redox, aqueous-solid phase interactions, stable isotopes, and organic geochemistry in the environment will be covered.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	CHMA10H3 , CHMA11H3 , and 1.0 credit from any of EESB02H3 , EESB04H3 , EESB05H3 , and EESB15H3	CHMA10H3 , CHMA11H3 , and 1.0 credit from any of EESB02H3 , EESB04H3 , EESB05H3 , and EESB15H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion (EESD32H3), CHM210H, GLG202H, GLG351H (EESD32H3), CHM210H, GLG202H, GLG351H

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: EESC36H3 - Compare

Owning Organizations	EES,PHSSC	EES,PHSSC
Sections	2014 - Environmental Science	2014 - Environmental Science
Calendar Title	Petrology	Petrology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course surveys the processes that produce the chemical and mineralogical diversity of igneous, sedimentary, and metamorphic rocks including: the distribution, chemical and mineral compositions of rocks of the mantle and crust, their physical properties, and their relation to geological environments. Descriptive petrology for various rocks will also be covered.	This course surveys the processes that produce the chemical and mineralogical diversity of igneous, sedimentary, and metamorphic rocks including: the distribution, chemical and mineral compositions of rocks of the mantle and crust, their physical properties, and their relation to geological environments. Descriptive petrology for various rocks will also be covered.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	EESC35H3	EESB19H3 or EESC35H3
Corequisite		
Exclusion	(EESC32H3), GLG440H	(EESC32H3), GLG207H, ERS203H
Recommended Preparation	<u>EESB15H3</u>	<u>EESB15H3</u>
Enrolment Limits	20	20
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGB45H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Victorian Poetry and Prose	Victorian Literature
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to the poetry and non-fiction prose of the Victorian period, 1837-1901. Representative authors will be studied in the context of a culture in transition, in which questions about democracy, the rights of women, national identity, imperialism, science and religion, and the place of the arts in everyday life were prominent.	An introduction to the poetry and prose of the Victorian period, 1837-1901. Representative authors will be studied in the context of a culture in transition, in which questions about democracy, the rights of women, national identity, imperialism, science and religion, and the place of the arts in everyday life were prominent.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

	Pre-1900 course	Pre-1900 course
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	ENG347Y, (ENGC20H3), (ENG312Y)	
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [ENGC11H3](#) - Compare

Course Code	ENGA18H3	ENGC11H3
Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Poetry and Popular Culture	Poetry and Popular Culture
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Poetry is often seen as distant from daily life. We will instead see how poetry is crucial in popular culture, which in turn impacts poetry. We will read such popular poets as Ginsberg and Plath, look at poetry in film, and consider song lyrics as a form of popular poetry.	Poetry is often seen as distant from daily life. We will instead see how poetry is crucial in popular culture, which in turn impacts poetry. We will read such popular poets as Ginsberg and Plath, look at poetry in film, and consider song lyrics as a form of popular poetry.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion		ENGA18H3
Recommended Preparation		
Enrolment Limits	22	45
Note		
Instructor		
Hours		
Available Online	No	No

Course: [ENGC88H3](#) - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
-----------------------------	-----------	-----------

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections	2014 - English	2014 - English
Calendar Title	Creative Non-Fiction	Creative Non-Fiction
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to the writing of creative non-fiction through discussions, readings, and workshop sessions. Admission by portfolio. The portfolio should contain 10-15 pages of your best fiction or creative non-fiction. Please email your portfolio to lvscia@utsc.utoronto.ca by the first Tuesday of August (for a Fall semester offering) or by the first Monday of October (for a Winter semester offering).	An advanced study of the craft of creative non-fiction. Through in-depth discussion, close reading of exceptional texts and constructive workshop sessions, students will explore special topics in the genre such as: fact versus fiction, writing real people, the moral role of the author, the interview process, and how to get published. Students will also produce, workshop and rewrite an original piece of long-form creative non-fiction and prepare it for potential publication.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	ENGC91H3	ENGC91H3
Corequisite		
Exclusion		
Recommended Preparation	Students should have developed a small body of creative works before enrolling in this course.	Students should have developed a substantial body of creative works before enrolling in this course.
Enrolment Limits	20	20
Note		Admission by portfolio. The portfolio should contain 10-15 pages of your best fiction or creative non-fiction. Please email your portfolio to awestol@utsc.utoronto.ca by the first Tuesday of August (for a Fall semester offering) or by the first Monday of October (for a Winter semester offering).
Instructor		
Hours		
Available Online	No	No

Course: ENGC91H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	American Realisms	American Realisms
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An exploration of late nineteenth- and early twentieth-century American realism and naturalism in literary and visual culture. This course will explore the work of writers such as Henry James, William Dean Howells, Edith Wharton, Charles Chesnutt, Stephen Crane, Frank Norris, Kate Chopin, and Theodore Dreiser alongside early motion pictures, photographs, and other images from the period.	An exploration of late nineteenth- and early twentieth-century American realism and naturalism in literary and visual culture. This course will explore the work of writers such as Henry James, William Dean Howells, Edith Wharton, Charles Chesnutt, Stephen Crane, Frank Norris, Kate Chopin, and Theodore Dreiser alongside early motion pictures, photographs, and other images from the period.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Prerequisite	ENGB03H3 and ENGB04H3 and [one of ENGB05H3 or (ENGB01H3) or (ENGB02H3)]	ENGB03H3 and ENGB04H3 and [one of ENGB05H3 or (ENGB01H3) or (ENGB02H3)]
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	45	45
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD13H3 - Compare

Course Code	ENGC73H3	ENGD13H3
Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Rap Poetics	Rap Poetics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An intensive study of rhetoric, genre, meaning, and form in rap lyrics. The three-decade-plus recorded history of this popular poetry will be discussed in rough chronological order. Aspects of African-American poetics, as well as folk and popular song, germane to the development of rap will be considered, as will narrative and vernacular strategies in lyric more generally; poetry's role in responding to personal need and to social reality will also prove relevant.	An intensive study of rhetoric, genre, meaning, and form in rap lyrics. The three-decade-plus recorded history of this popular poetry will be discussed in rough chronological order. Aspects of African-American poetics, as well as folk and popular song, germane to the development of rap will be considered, as will narrative and vernacular strategies in lyric more generally; poetry's role in responding to personal need and to social reality will also prove relevant.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	ENGB03H3 & ENGB04H3 & [one of ENGB05H3 or (ENGB01H3) or (ENGB02H3)]	ENGB03H3 & ENGB04H3 & [one of ENGB05H3 or (ENGB01H3) or (ENGB02H3)]
Corequisite		
Exclusion	(ENGD63H3)	ENGC73H3 ; (ENGD63H3)
Recommended Preparation		
Enrolment Limits	45	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD14H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Topics in Early Modern English Literature and Culture	Topics in Early Modern English Literature and Culture
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

<p>An advanced inquiry into critical questions relating to the development of sixteenth- and seventeenth-century English literature and culture. Focus may include the intensive study of an author, genre, or body of work. Pre-1900 course</p> <p>Print Description</p> <p>Breadth Requirement</p> <p>Experiential Learning - Research</p> <p>Experiential Learning - Other</p> <p>Learning Nature</p> <p>Prerequisite</p> <p>Corequisite</p> <p>Exclusion</p> <p>Recommended Preparation</p> <p>Enrolment Limits</p> <p>Note</p> <p>Instructor</p> <p>Hours</p> <p>Available Online</p>	<p>Same as Full Description</p> <p>None</p> <p>None</p> <p>2 C-level courses in English.</p> <p></p> <p></p> <p></p> <p>22</p> <p>No</p>	<p>An advanced inquiry into critical questions relating to the development of sixteenth- and seventeenth-century English literature and culture. Focus may include the intensive study of an author, genre, or body of work. Pre-1900 course</p> <p>Same as Full Description</p> <p>None</p> <p>None</p> <p>2 C-level courses in English.</p> <p></p> <p></p> <p></p> <p>22</p> <p>No</p>
--	--	---

Course: ENGD18H3 - Compare

<p>Owning Organizations</p> <p>Sections</p> <p>Calendar Title</p> <p>ROSI Title</p> <p>Full Description</p> <p>Print Description</p> <p>Breadth Requirement</p> <p>Experiential Learning - Research</p> <p>Experiential Learning - Other</p> <p>Learning Nature</p> <p>Prerequisite</p> <p>Corequisite</p> <p>Exclusion</p> <p>Recommended Preparation</p> <p>Enrolment Limits</p> <p>Note</p> <p>Instructor</p> <p>Hours</p> <p>Available Online</p>	<p>ENG,ENGSC</p> <p>2014 - English</p> <p>Topics in the Long Eighteenth Century, 1660-1830</p> <p>Same as Calendar Title</p> <p>Topics in the literature and culture of the long eighteenth century. Topics vary from year to year and might include a study of one or more authors, or the study of a specific literary or theatrical phenomenon. Pre-1900 course</p> <p>Same as Full Description</p> <p>None</p> <p>None</p> <p>2 C-level courses in English</p> <p></p> <p></p> <p></p> <p>22</p> <p>No</p>	<p>ENG,ENGSC</p> <p>2014 - English</p> <p>Topics in the Long Eighteenth Century, 1660-1830</p> <p>Same as Calendar Title</p> <p>Topics in the literature and culture of the long eighteenth century. Topics vary from year to year and might include a study of one or more authors, or the study of a specific literary or theatrical phenomenon. Pre-1900 course</p> <p>Same as Full Description</p> <p>None</p> <p>None</p> <p>2 C-level courses in English</p> <p></p> <p></p> <p></p> <p>22</p> <p>No</p>
--	--	--

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: ENGD19H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Theoretical Approaches to Early Modern English Literature and Culture	Theoretical Approaches to Early Modern English Literature and Culture
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An in-depth study of sixteenth- and seventeenth-century literature together with intensive study of the theoretical and critical perspectives that have transformed our understanding of this literature. Pre-1900 course	An in-depth study of sixteenth- and seventeenth-century literature together with intensive study of the theoretical and critical perspectives that have transformed our understanding of this literature. Pre-1900 course
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English	2 C-level courses in English
Corequisite		
Exclusion		
Recommended Preparation		ENG32H3 or ENG33H3 and one of ENG10H3 or (ENG32H3) or ENG33H3 or ENG34H3 or ENG35H3
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD30H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Topics in Medieval Literature	Topics in Medieval Literature
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Topics in the literature and culture of the medieval period. Topics vary from year to year and might include a study of one or more authors. Pre-1900 course	Topics in the literature and culture of the medieval period. Topics vary from year to year and might include a study of one or more authors. Pre-1900 course
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English	2 C-level courses in English
Corequisite		
Exclusion		
Recommended		ENG29H3 or ENG30H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Preparation

Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD48H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Studies in Major Victorian Writers	Studies in Major Victorian Writers
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Advanced study of a selected Victorian writer or small group of writers. The course will pursue the development of a single author's work over the course of his or her entire career or it may focus on a small group of thematically or historically related writers. Pre-1900 course	Advanced study of a selected Victorian writer or small group of writers. The course will pursue the development of a single author's work over the course of his or her entire career or it may focus on a small group of thematically or historically related writers. Pre-1900 course
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English	2 C-level courses in English
Corequisite		
Exclusion		
Recommended Preparation		ENGB46H3 or ENGC21H3 or ENGC22H3
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD57H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Studies in Major Canadian Writers	Studies in Major Canadian Writers
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Advanced study of a selected Canadian writer or small group of writers. The course will pursue the development of a single author's work over the course of his or her entire career or it may focus on a small group of thematically or historically related writers.	Advanced study of a selected Canadian writer or small group of writers. The course will pursue the development of a single author's work over the course of his or her entire career or it may focus on a small group of thematically or historically related writers.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English	2 C-level courses in English
Corequisite		
Exclusion	(ENG51H3), (ENG88H3)	(ENG51H3), (ENG88H3)
Recommended Preparation		ENG51H3 or ENG88H3
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: [ENG58H3](#) - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Topics in Canadian Literature	Topics in Canadian Literature
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Topics in the literature and culture of Canada. Topics vary from year to year and may include advanced study of ethics, haunting, madness, or myth; or a particular city or region.	Topics in the literature and culture of Canada. Topics vary from year to year and may include advanced study of ethics, haunting, madness, or myth; or a particular city or region.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English	2 C-level courses in English
Corequisite		
Exclusion	(ENG51H3), (ENG88H3)	(ENG51H3), (ENG88H3)
Recommended Preparation		ENG51H3 or ENG88H3
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: [ENG59H3](#) - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Topics in American Poetry	Topics in American Poetry
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This seminar will usually provide advanced intensive study of a selected American poet each term, following the development of the author's work over the course of his or her entire career. It may also focus on a small group of thematically or historically related poets.	This seminar will usually provide advanced intensive study of a selected American poet each term, following the development of the author's work over the course of his or her entire career. It may also focus on a small group of thematically or historically related poets.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English	2 C-level courses in English
Corequisite		
Exclusion		
Recommended Preparation	<u>ENGB08H3</u> or <u>ENGB09H3</u>	<u>ENGB08H3</u>
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD60H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Topics in American Prose	Topics in American Prose
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This seminar course will usually provide advanced intensive study of a selected American prose-writer each term, following the development of the author's work over the course of his or her entire career. It may also focus on a small group of thematically or historically related prose-writers.	This seminar course will usually provide advanced intensive study of a selected American prose-writer each term, following the development of the author's work over the course of his or her entire career. It may also focus on a small group of thematically or historically related prose-writers.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English	2 C-level courses in English
Corequisite		
Exclusion		
Recommended Preparation	<u>ENGC12H3</u>	<u>ENGB09H3</u>
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD80H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Women and Canadian Writing	Women and Canadian Writing
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A study of the remarkable contribution of women writers to the development of Canadian writing. Drawing from a variety of authors and genres (including novels, essays, poems, autobiographies, biographies, plays, and travel writing), this course will look at topics in women and Canadian literature in the context of theoretical questions about women's writing.	A study of the remarkable contribution of women writers to the development of Canadian writing. Drawing from a variety of authors and genres (including novels, essays, poems, autobiographies, biographies, plays, and travel writing), this course will look at topics in women and Canadian literature in the context of theoretical questions about women's writing.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English	2 C-level courses in English
Corequisite		
Exclusion		
Recommended Preparation		<u>ENGB07H3 or ENGB07H3</u>
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD84H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Canadian Writing for the New Century	Canadian Writing for the New Century
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An analysis of features of Canadian writing at the end of the twentieth and the beginning of the twenty-first century. This course will consider such topics as changing themes and sensibilities, canonical challenges, and millennial and apocalyptic themes associated with the end of the twentieth century.	An analysis of features of Canadian writing at the end of the twentieth and the beginning of the twenty-first century. This course will consider such topics as changing themes and sensibilities, canonical challenges, and millennial and apocalyptic themes associated with the end of the twentieth century.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 C-level courses in English.	2 C-level courses in English.
Corequisite		
Exclusion		
Recommended Preparation		<u>ENGB07H3 or ENGB07H3</u>
Enrolment Limits	22	22
Note		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Instructor

Hours

Available Online

No

No

Course: ENGD89H3 - Compare

Owning Organizations

ENG,ENGSC

ENG,ENGSC

Sections

2014 - English

2014 - English

Calendar Title

Topics in the Victorian Period

Topics in the Victorian Period

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Topics vary from year to year and might include Victorian children's literature; city and country in Victorian literature; science and nature in Victorian writing; aestheticism and decadence; or steampunk. Pre-1900 course

Topics vary from year to year and might include Victorian children's literature; city and country in Victorian literature; science and nature in Victorian writing; aestheticism and decadence; or steampunk. Pre-1900 course

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

None

None

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

2 C-level courses in English.

2 C-level courses in English.

Corequisite

Exclusion

ENG443Y

ENG443Y

Recommended Preparation

~~ENGB45H3, or ENGC21H3, or ENGC22H3~~

Enrolment Limits

22

22

Note

Instructor

Hours

Available Online

No

No

Course: ENGD93H3 - Compare

Owning Organizations

ENG,ENGSC

ENG,ENGSC

Sections

2014 - English

2014 - English

Calendar Title

Theoretical Approaches to Cinema

Theoretical Approaches to Cinema

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Advanced study of theories and critical questions that inform current directions in cinema studies.

Advanced study of theories and critical questions that inform current directions in cinema studies.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Arts, Literature & Language

Arts, Literature & Language

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

2 C-level courses in English

2 C-level courses in English

Corequisite

Exclusion

INI214Y

INI214Y

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation		A film course at the B- or C-level.
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: ENGD94H3 - Compare

Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	2014 - English	2014 - English
Calendar Title	Stranger Than Fiction: The Documentary Film	Stranger Than Fiction: The Documentary Film
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The study of films from major movements in the documentary tradition, including ethnography, cinema vérité, social documentary, the video diary, and "reality television". The course will examine the tensions between reality and representation, art and politics, technology and narrative, film and audience.	The study of films from major movements in the documentary tradition, including ethnography, cinema vérité, social documentary, the video diary, and "reality television". The course will examine the tensions between reality and representation, art and politics, technology and narrative, film and audience.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2 courses at the C-level in English	2 courses at the C-level in English
Corequisite		
Exclusion	IN325Y	IN325Y
Recommended Preparation		A film course at the B- or C-level.
Enrolment Limits	22	22
Note		
Instructor		
Hours		
Available Online	No	No

Course: FREB45H3 - Compare

Owning Organizations	FRE,FLSC	FRE,FLSC
Sections	2014 - French	2014 - French
Calendar Title	Introduction to Linguistics: French Morphology and Syntax	Introduction to Linguistics: French Morphology and Syntax
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of the internal structure of words and sentences in French. Covered are topics including word formation, grammatical categories, syntactic structure of simple and complex clauses, and grammatical relations of subject, predicate and complement. This course complements FREB43H3 and FREB44H3.	An examination of the internal structure of words and sentences in French. Covered are topics including word formation, grammatical categories, syntactic structure of simple and complex clauses, and grammatical relations of subject, predicate and complement. This course complements FREB43H3 and FREB44H3.
Print Description	Same as Full Description	Same as Full Description

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[FREAO1H3 & FREAO2H3]	[FREAO1H3 & FREAO2H3]
Corequisite		
Exclusion	FRE272Y	FRE272Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: FREC01H3 - Compare

Owning Organizations	FRE,FLSC	FRE,FLSC
Sections	2014 - French	2014 - French
Calendar Title	Language Practice V	Language Practice V
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>The purpose of the course is to improve the student's written, listening and oral skills.</p> <p>The course will focus on acquisition of the appropriate means of expression through practice in text summary, composition, error analysis, review of specific grammar points and discussion of recorded material, articles and films.</p>	<p>The purpose of the course is to improve the student's written, listening and oral skills.</p> <p>The course will focus on acquisition of the appropriate means of expression through practice in text summary, composition, error analysis, review of specific grammar points and discussion of recorded material, articles and films.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[FREB01H3 & FREB02H3] or equivalent.	[FREB01H3 & FREB02H3] or equivalent.
Corequisite		
Exclusion	(FSL361Y), (FSL382H), (FSL383H), FSL431Y , FSL442H , FSL443H or equivalent.	(FSL361Y), (FSL382H), (FSL383H), FSL421Y , FSL431Y or equivalent.
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: FREC02H3 - Compare

Owning Organizations	FRE,FLSC	FRE,FLSC
Sections	2014 - French	2014 - French
Calendar Title	Language Practice VI	Language Practice VI

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A continuation of FRECO1H3.	A continuation of FRECO1H3.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	FRECO1H3	FRECO1H3
Corequisite		
Exclusion	(FSL361Y), (FSL382H), (FSL383H), FSL431Y , FSL442H , FSL443H or equivalent	(FSL361Y), (FSL382H), (FSL383H), FSL421Y , FSL431Y or equivalent
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [FREC11H3](#) - Compare

Owning Organizations	FRE,FLSC	FRE,FLSC
Sections	2014 - French	2014 - French
Calendar Title	Teaching French as a Second Language	Teaching French as a Second Language
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A study of different theories of language teaching and learning and their application to the teaching of French as a second language.	A study of different theories of language teaching and learning and their application to the teaching of French as a second language.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	FRECO1H3 , FRECO2H3 or equivalent	FRECO1H3 and FRECO2H3 or equivalent and FREB1H3
Corequisite		
Exclusion	FRE384H	FRE384H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [GASB53H3](#) - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	GAS,HCSSC	GAS,HCSSC
Sections	2014 - Global Asia Studies	2014 - Global Asia Studies
Calendar Title	Asia in the Time of European Expansion	Mughals and the World, 1500-1858 AD
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>Why does Asia's pre-colonial history matter? Using materials that illustrate the connected worlds of Central Asia, South Asia and the Indian Ocean rim, we will query conventional histories of Asia in the time of European expansion.</p> <p>Same as HISB53H3 0.5 pre-1800 credit Africa & Asia Area</p>	<p>Why does Southern Asia's pre-colonial history matter? Using materials that illustrate the connected worlds of Central Asia, South Asia and the Indian Ocean rim, we will query conventional histories of Asia in the time of European expansion.</p> <p>Same as HISB53H3 0.5 pre-1800 credit Africa & Asia Area</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	HISB53H3	HISB53H3
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: GASB57H3 - Compare

Owning Organizations	GAS,HCSSC	GAS,HCSSC
Sections	2014 - Global Asia Studies	2014 - Global Asia Studies
Calendar Title	Sub-Continental Histories: South Asia in the World	Sub-Continental Histories: South Asia in the World
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>A survey of South Asian history, from ancient times to the present day. The course explores diverse and exciting elements of this long history, such as ecology and landscapes, religion, trade, literature, and the arts, keeping in mind South Asia's global and diasporic connections.</p> <p>Africa and Asia Area Same as HISB57H3</p>	<p>A survey of South Asian history. The course explores diverse and exciting elements of this long history, such as politics, religion, trade, literature, and the arts, keeping in mind South Asia's global and diasporic connections.</p> <p>Africa and Asia Area Same as HISB57H3</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	HIS282Y, HIS282H, HISB57H3	HIS282Y, HIS282H, HISB57H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation
Enrolment Limits
Note
Instructor
Hours
Available Online

No No

Course: GASB73H3 - Compare

Owning Organizations
Sections
Calendar Title
ROSI Title
Full Description

<p>GAS,HCSSC</p> <p>2014 - Global Asia Studies</p> <p>Visualizing Asia</p> <p>Same as Calendar Title</p> <p>A survey of the art of China, Japan, Korea, India, and Southeast Asia. We will examine a wide range of artistic production, including ritual objects, painting, calligraphy, architectural monuments, textile, and prints. Special attention will be given to social contexts, belief systems, and interregional exchanges. Same as VPH-B73H3</p>	<p>GAS,HCSSC</p> <p>2014 - Global Asia Studies</p> <p>Visualizing Asia</p> <p>Same as Calendar Title</p> <p>A survey of the art of China, Japan, Korea, India, and Southeast Asia. We will examine a wide range of artistic production, including ritual objects, painting, calligraphy, architectural monuments, textile, and prints. Special attention will be given to social contexts, belief systems, and interregional exchanges. Same as VPH-B73H3</p>
---	---

Print Description
Breadth Requirement
Experiential Learning - Research
Experiential Learning - Other
Learning Nature
Prerequisite
Corequisite
Exclusion
Recommended Preparation
Enrolment Limits
Note
Instructor
Hours
Available Online

<p>Same as Full Description</p> <p>Arts, Literature & Language</p> <p>None</p> <p>None</p> <p>None</p> <p>VPA06H3, VPH-A46H3 or GASA01H3</p> <p>VPH-B73H3, FAH261H</p> <p>No</p>	<p>Same as Full Description</p> <p>Arts, Literature & Language</p> <p>None</p> <p>None</p> <p>None</p> <p>VPH-A46H3 or GASA01H3</p> <p>VPH-B73H3, FAH261H</p> <p>No</p>
--	---

Course: GASB77H3 - Compare

Owning Organizations
Sections
Calendar Title
ROSI Title
Full Description

<p>GAS,HCSSC</p> <p>2014 - Global Asia Studies</p> <p>Asia in Display</p> <p>Same as Calendar Title</p> <p>An introduction to modern Asian art through domestic, regional, and international exhibitions. Students will study the multilayered new developments of art and art institutions in China, Japan, Korea, India, Thailand, and Vietnam, as well as explore key issues such as colonial modernity, translingual practices, and multiple modernism. Same as VPH-B77H3</p>	<p>GAS,HCSSC</p> <p>2014 - Global Asia Studies</p> <p>Asia in Display</p> <p>Same as Calendar Title</p> <p>An introduction to modern Asian art through domestic, regional, and international exhibitions. Students will study the multilayered new developments of art and art institutions in China, Japan, Korea, India, Thailand, and Vietnam, as well as explore key issues such as colonial modernity, translingual practices, and multiple modernism. Same as VPH-B77H3</p>
---	---

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	VPHB77H3	VPHB77H3
Recommended Preparation	PAA05H3 and VPHA46H3 or GASA01H3	VPHA46H3 or GASA01H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [GASC19H3 - Compare](#)

Owning Organizations	GAS,HCSSC	GAS,HCSSC
Sections	2014 - Global Asia Studies	2014 - Global Asia Studies
Calendar Title	Gender in East Asian Science and Technology	Gender in East Asian Science and Technology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course examines how gender issues influence the history and contemporary development of science and technology in East Asian societies, including China, Japan, and Korea. Students will gain a critical perspective on the role of gender in shaping scientific knowledge and technological advancements in the context of East Asia.</p> <p>Same as IEEC32H3 and WSTC19H3</p>	<p>This course examines how gender issues influence the history and contemporary development of science and technology in East Asian societies, including China, Japan, and Korea. Students will gain a critical perspective on the role of gender in shaping scientific knowledge and technological advancements in the context of East Asia.</p> <p>Same as IEEC32H3 and WSTC19H3</p>

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	0.5 credit in WST and 0.5 credit in GAS at the A- or B-level.	0.5 credit in WST and 0.5 credit in GAS at the A- or B-level.
Corequisite		
Exclusion	IEEC32H3 , WSTC19H3	IEEC32H3 , WSTC19H3
Recommended Preparation		
Enrolment Limits	50	50
Note		
Instructor		
Hours		
Available Online	No	No

Course: [GASC41H3 - Compare](#)

Owning Organizations	GAS,HCSSC	GAS,HCSSC
Sections	2014 - Global Asia Studies	2014 - Global Asia Studies

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Media and Popular Culture in East and Southeast Asia	Media and Popular Culture in East and Southeast Asia
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course introduces students to media industries and commercial popular cultural forms in East and Southeast Asia. Topics include reality TV, TV dramas, anime, and manga as well as issues such as regional cultural flows, global impact of Asian popular culture, and the localization of global media in Asia. Same as IEEC21H3 and MDSC41H3	This course introduces students to media industries and commercial popular cultural forms in East and Southeast Asia. Topics include reality TV, TV dramas, anime, and manga as well as issues such as regional cultural flows, global impact of Asian popular culture, and the localization of global media in Asia. Same as IEEC21H3 and MDSC41H3
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	4.0 credits, including [(HUMA01H3) or ACMA01H3]	4.0 credits, including [(HUMA01H3) or ACMA01H3]
Corequisite		
Exclusion	(HUMC54H3), IEEC21H3 and MDSC41H3	(HUMC54H3), IEEC21H3 and MDSC41H3
Recommended Preparation		
Enrolment Limits	75	75
Note		
Instructor		
Hours		
Available Online	No	No

Course: [GASC59H3](#) - Compare

Course Code	GASB54H3	GASC59H3
Owning Organizations	GAS,HCSSC	GAS,HCSSC
Sections	2014 - Global Asia Studies	2014 - Global Asia Studies
Calendar Title	Being Tamil: Race, Culture, Nation	Being Tamil: Race, Culture, Nation
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course explores the transnational history of Tamil nationalism in the modern world. How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora. Same as HISB54H3 Africa and Asia Area	This course explores the transnational history of Tamil nationalism in the modern world. How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora. Same as HISC59H3 Africa and Asia Area
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		GASA01H3 , HISA06H3 or GASA02H3 or GASB57H3 , HISB57H3 and 1.0 additional credit in GAS or HIS courses
Corequisite		
Exclusion	HISB54H3	HISC59H3 , GASB54H3 , HISB54H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation
Enrolment Limits
Note
Instructor
Hours
Available Online

No No

Course: GASD20H3 - Compare

Owning Organizations
Sections
Calendar Title
ROSI Title
Full Description

<p>GAS,HCSSC</p> <p>2014 - Global Asia Studies</p> <p>Senior Seminar: Social Change and Gender Relations in Chinese Societies</p> <p>Same as Calendar Title</p> <p>This seminar examines the transformation and perpetuation of gender relations in contemporary Chinese societies. It pays specific attention to gender politics at the micro level and structural changes at the macro level through in-depth readings and research. Same as SOCD20H3</p>	<p>GAS,HCSSC</p> <p>2014 - Global Asia Studies</p> <p>Senior Seminar: Social Change and Gender Relations in Chinese Societies</p> <p>Same as Calendar Title</p> <p>This seminar examines the transformation and perpetuation of gender relations in contemporary Chinese societies. It pays specific attention to gender politics at the micro level and structural changes at the macro level through in-depth readings and research. Same as SOCD20H3</p>
---	---

Print Description
Breadth Requirement
Experiential Learning - Research
Experiential Learning - Other
Learning Nature
Prerequisite

<p>Same as Full Description</p> <p>None</p> <p>None</p> <p>None</p> <p>[SOCA01H3 and SOCA02H3 and SOCB05H3 and one C-level course in SOC] or [GASA01H3 and GASA02H3 and one C-level course from the options in requirement #2 of the Specialist or Major programs in Global Asia Studies]</p>	<p>Same as Full Description</p> <p>None</p> <p>None</p> <p>None</p> <p>[SOCA01H3 and SOCA02H3 and SOCB05H3 and one C-level course in SOC] or [GASA01H3 and GASA02H3 and one C-level course from the options in requirement #2 of the Specialist or Major programs in Global Asia Studies]</p>
---	---

Corequisite
Exclusion
Recommended Preparation

<p>SOCD20H3</p>	<p>SOCD20H3 GASB20H3 and GASC20H3</p>
---------------------------------	--

Enrolment Limits
Note

<p>14</p> <p>Topics vary from year to year. Check the Global Asia Studies website at http://www.utsoc.utoronto.ca/~hcs/programs/global-asia-studies.html for current offerings.</p>	<p>20</p> <p>Topics vary from year to year. Check the Global Asia Studies website at http://www.utsoc.utoronto.ca/~hcs/programs/global-asia-studies.html for current offerings.</p>
--	--

Instructor
Hours
Available Online

No No

Course: GGRA35H3 - Compare

Owning Organizations
Sections
Calendar Title
ROSI Title
Full Description

<p>GGR,GGRSC</p> <p>2014 - Geography</p> <p>The Great Scarborough Mashup</p> <p>Same as Calendar Title</p> <p>Scarborough is a place of rapidly changing social geographies, and now contains one of the world's most extraordinary</p>	<p>GGR,GGRSC</p> <p>2014 - Geography</p> <p>The Great Scarborough Mashup: People, Place, Community, Experience</p> <p>Same as Calendar Title</p> <p>Scarborough is a place of rapidly changing social geographies, and now contains one of the world's most extraordinary</p>
---	---

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

mixes of people. What do these changes mean, how can we understand and interpret them? This course introduces Human Geography as the study of people, place, and community through field trips, interviews, and guest lectures.

mixes of people. What do these changes mean, how can we understand and interpret them? This course introduces Human Geography as the study of people, place, and community through field trips, interviews, and guest lectures.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	30; Restricted to first year undergraduate students.	30; Restricted to first year undergraduate students.
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRB30H3 - Compare

Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Fundamentals of GIS	Fundamentals of GIS
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course provides a practical introduction to digital mapping and spatial analysis using a geographic information system (GIS). The course is designed to provide hands-on experience using GIS to analyse spatial data, and create maps that effectively communicate data meanings. Students are instructed in GIS methods and approaches that are relevant not only to Geography but also to many other disciplines. In the lectures, we discuss mapping and analysis concepts and how you can apply them using GIS software. In the practice exercises and assignments, you then learn how to do your own data analysis and mapping, gaining hands-on experience with ArcGIS software, the most widely used GIS software.</p>	<p>This course provides a practical introduction to digital mapping and spatial analysis using a geographic information system (GIS). The course is designed to provide hands-on experience using GIS to analyse spatial data, and create maps that effectively communicate data meanings. Students are instructed in GIS methods and approaches that are relevant not only to Geography but also to many other disciplines. In the lectures, we discuss mapping and analysis concepts and how you can apply them using GIS software. In the practice exercises and assignments, you then learn how to do your own data analysis and mapping, gaining hands-on experience with ArcGIS software, the most widely used GIS software.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	GGR273H	GGR273H
Recommended Preparation	GGBA30H3	GGBA30H3
Enrolment Limits	150	150

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Note

Instructor

Hours

Available Online No No

Course: GGRB55H3 - Compare

Owning Organizations	GGR, GGRSC	GGR, GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Geographies of Religion and Secularism	Cultural Geography
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examines religious movements, faith-based practices, and secularism with an emphasis on transnational flows and contentious sites. Includes discussion of immigrant and transnational community formations, faith-based welfare and class formation, fundamentalisms, and social movements, conflict and violence, and debates concerning gender and sexuality.	The course introduces core concepts in cultural geography such as race and ethnicity, identity and difference, public and private, landscape and environment, faith and community, language and tradition, and mobilities and social change. Emphasis will be on cross-disciplinary, critical engagement with current events, pop culture, and visual texts including comics, photos, and maps.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	4.0 credits at the A-level in Geography, Sociology or Anthropology	Any 4.0 credits
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	150	150
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC02H3 - Compare

Owning Organizations	GGR, GGRSC	GGR, GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Population Geography	Population Geography
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of the geographical dimension to human population through the social dynamics of fertility, mortality and migration. Themes include disease epidemics, international migration, reproductive technologies, and changing family structure.	An examination of the geographical dimension to human population through the social dynamics of fertility, mortality and migration. Themes include disease epidemics, international migration, reproductive technologies, and changing family structure.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	STAB22H3 and GGRB02H3 or HLTB01H3	STAB22H3 and GGRB02H3 or GTE02H3
Corequisite		
Exclusion	GGR323H	GGR323H
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC09H3 - Compare

Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Current Topics in Social Geography	Current Topics in Social Geography
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examination and discussion of current trends and issues in social geography, with particular emphasis on recent developments in concepts and methods. <u>Specific content will vary from year to year.</u>	Examination and discussion of current trends and issues in social geography, with particular emphasis on recent developments in concepts and methods. <u>This course is a unique opportunity to explore a particular topic in-depth; the specific content will vary from year to year.</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	GGRB02H3 & GGRB13H3	GGRB02H3 & GGRB13H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC10H3 - Compare

Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Urbanization and Development	Urbanization and Development
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examines global urbanization processes and the associated transformation of governance, social, economic, and environmental structures particularly in the global south.	Examines global urbanization processes and the associated transformation of governance, social, economic, and environmental structures particularly in the global south.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Themes include theories of development, migration, transnational flows, socio-spatial polarization, postcolonial geographies of urbanization.

Themes include theories of development, migration, transnational flows, socio-spatial polarization, postcolonial geographies of urbanization.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>[GGPB02H3 & GGPB05H3] or [CITB01H3 & CITB02H3]</u>	<u>[GGPB02H3 and GGPB05H3] or [CITB01H3 & CITB02H3] or (1.0 credit at the B-level in IDS courses)</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC11H3 - Compare

Owning Organizations	GGR, GGRSC	GGR, GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Current Topics in Urban Geography	Current Topics in Urban Geography
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examination and discussion of current trends and issues in urban geography, with particular emphasis on recent developments in concepts and methods. Specific content will vary from year to year.	Examination and discussion of current trends and issues in urban geography, with particular emphasis on recent developments in concepts and methods. This course is a unique opportunity to explore a particular topic in-depth; the specific content will vary from year to year.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>[GGPB02H3 & GGPB05H3] or [CITB01H3 & CITB02H3]</u>	<u>[GGPB02H3 & GGPB05H3] or [CITB01H3 & CITB02H3]</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC13H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Urban Political Geography	Urban Political Geography
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Geographical approach to the politics of contemporary cities with emphasis on theories and structures of urban political processes and practices. Includes nature of local government, political powers of the property industry, big business and community organizations and how these shape the geography of cities.	Geographical approach to the politics of contemporary cities with emphasis on theories and structures of urban political processes and practices. Includes nature of local government, political powers of the property industry, big business and community organizations and how these shape the geography of cities.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>[GGRB02H3 & GGRB05H3] or [QIB01H3 & QIB02H3]</u>	<u>[GGRB02H3 and GGRB05H3] or [QIB01H3 and QIB02H3] or [QIC66H3]</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC21H3 - Compare

Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Current Topics in Environmental Geography	Current Topics in Environmental Geography
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examination and discussion of current trends and issues in environmental geography, with particular emphasis on recent developments in concepts and methods. <u>Specific</u> content will vary from year to year.	Examination and discussion of current trends and issues in environmental geography, with particular emphasis on recent developments in concepts and methods. <u>This course is a unique opportunity to explore a particular topic in-depth, the specific content will vary from year to year.</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>GGRB02H3 & GGRB21H3</u> , (GGRB20H3)	<u>GGRB02H3 & GGRB21H3</u> , (GGRB20H3)
Corequisite		
Exclusion		
Recommended Preparation		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC22H3 - Compare

Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Political Ecology Theory and Applications	Political Ecology Theory and Applications
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Explores how politics, the economy, history and culture shape, and are shaped by interactions of people with the physical environment. Analysis moves beyond the roles government and interest groups in shaping environmental policies, to expanding our understanding of 'politics' in (i) environmental discourses and knowledge; (ii) economic systems; (iii) regimes of natural resource ownership and use; and (iv) everyday struggles within and between communities and interest groups as they shape human-nature relationships.	Explores how politics, the economy, history and culture shape, and are shaped by interactions of people with the physical environment. Analysis moves beyond the roles government and interest groups in shaping environmental policies, to expanding our understanding of 'politics' in (i) environmental discourses and knowledge; (ii) economic systems; (iii) regimes of natural resource ownership and use; and (iv) everyday struggles within and between communities and interest groups as they shape human-nature relationships.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>GGRB20H3</u> ; & <u>GGRB02H3</u> or <u>DSB02H3</u> ; & <u>GGRB21H3</u>	<u>GGRB21H3</u> and <u>GGRB02H3</u> or <u>DSB02H3</u> or <u>ESTB01H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC24H3 - Compare

Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Socio-Natures and the Cultural Politics of 'The Environment'	Socio-Natures and the Cultural Politics of 'The Environment'
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Explores the processes through which segments of societies come to understand their natural surroundings, the social relations that produce those understandings, popular representations of nature, and how 'the environment' serves as a consistent basis of social struggle and contestation.	Explores the processes through which segments of societies come to understand their natural surroundings, the social relations that produce those understandings, popular representations of nature, and how 'the environment' serves as a consistent basis of social struggle and contestation.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	GGRA02H3 or GGRB13H3	GGRB13H3 or GGRB21H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC25H3 - Compare

Owning Organizations	GGR, GGRSC	GGR, GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	Land Reform and Development	Land Reform and Development
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Land reform, which entails the redistribution of private and public lands, is broadly associated with struggles for social justice. It embraces issues concerning how land is transferred (through forceful dispossession, law, or markets), and how it is currently held. Land inequalities exist all over the world, but they are more pronounced in the developing world, especially in countries that were affected by colonialism. Land issues, including land reform, affect most development issues.	Land reform, which entails the redistribution of private and public lands, is broadly associated with struggles for social justice. It embraces issues concerning how land is transferred (through forceful dispossession, law, or markets), and how it is currently held. Land inequalities exist all over the world, but they are more pronounced in the developing world, especially in countries that were affected by colonialism. Land issues, including land reform, affect most development issues.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	GGRB02H3 & GGRB13H3 & (GGRB20H3) & GGRB21H3 or IDSF01H3 & IDSF02H3	GGRB02H3 and 1.0 credit from GGRB13H3 & GGRB21H3 or IDSF01H3 & IDSF02H3 or AESF01H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC26H3 - Compare

Owning Organizations	GGR, GGRSC	GGR, GGRSC
Sections	2014 - Geography	2014 - Geography

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Geographies of Environmental Governance	Geographies of Environmental Governance
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course addresses the translation of environmentalisms into formalized processes of environmental governance; and examines the development of environmental institutions at different scales, the integration of different forms of environmental governance, and the ways in which processes of governance relate to forms of environmental practice and management.	This course addresses the translation of environmentalisms into formalized processes of environmental governance; and examines the development of environmental institutions at different scales, the integration of different forms of environmental governance, and the ways in which processes of governance relate to forms of environmental practice and management.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	GGRA02H3	1.0 credit from GGPB13H3, GGPE21H3, ESTB01H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: GGRC33H3 - Compare

Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	2014 - Geography	2014 - Geography
Calendar Title	The Toronto Region	The Toronto Region
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines issues of urban form and structure, urban growth and planning in the Toronto region. Current trends in population, housing, economy, environment, governance, transport, urban design and planning practices at the local level and the regional scale will be examined critically.	This course examines issues of urban form and structure, urban growth and planning in the Toronto region. Current trends in population, housing, economy, environment, governance, transport, urban design and planning practices at the local level and the regional scale will be examined critically.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	GGPB02H3 and GGPR06H3 and QITB01H3 or GGPR06H3	1.0 credit from GGPB02H3, GGPR05H3, QITB01H3, QITC02H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	60	60

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Note

Instructor

Hours

Available Online

No

No

Course: GGRC40H3 - Compare

Owning Organizations

GGR,GGRSC

GGR,GGRSC

Sections

2014 - Geography

2014 - Geography

Calendar Title

Megacities and Global Urbanization

Megacities and Global Urbanization

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

The last 50 years have seen dramatic growth in the global share of population living in megacities over 10 million population, with most growth in the global south. Such giant cities present distinctive infrastructure, health, water supply, and governance challenges, which are increasingly central to global urban policy and health.
Same as C1C40H3

The last 50 years have seen dramatic growth in the global share of population living in megacities over 10 million population, with most growth in the global south. Such giant cities present distinctive infrastructure, health, water supply, and governance challenges, which are increasingly central to global urban policy and health.
Same as C1C40H3

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

GGRB02H3 and GGRB05H3 or C1B02H3 and an additional 0.5 credit from among the C11 B-level core courses

At least 1.5 credits at the B-level in ONE of the following: City Studies or Human Geography or Political Science or Sociology

Corequisite

Exclusion

C1C40H3

C1C40H3

Recommended Preparation

Enrolment Limits

60

60

Note

Instructor

Hours

Available Online

No

No

Course: GGRC41H3 - Compare

Owning Organizations

GGR,GGRSC

GGR,GGRSC

Sections

2014 - Geography

2014 - Geography

Calendar Title

Current Topics in Human Geography

Current Topics in Human Geography

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Examination and discussion of current trends and issues in human geography, with particular emphasis on recent developments in concepts and methods. Specific content will vary from year to year. Seminar format with active student participation.

Examination and discussion of current trends and issues in human geography, with particular emphasis on recent developments in concepts and methods. This course is a unique opportunity to explore a particular topic in-depth, the specific content will vary from year to year.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning -

None

None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Research

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[GGBA02H3](#) and [GGPA03H3](#) and [GGFB02H3](#) and one B-level full-credit in Human Geography

[GGBA02H3](#) and [GGPA03H3](#) and [GGFB02H3](#) and one B-level full-credit in Human Geography

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

60

60

Note

Instructor

Hours

Available Online

No

No

Course: GGRC44H3 - Compare

Owning Organizations

GGR, GGRSC

GGR, GGRSC

Sections

2014 - Geography

2014 - Geography

Calendar Title

Environmental Conservation and Sustainable Development

Environmental Conservation and Sustainable Development

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Deals with two main topics: the origins of environmental problems in the global spread of industrial capitalism, and environmental conservation and policies. Themes include: changes in human-environment relations, trends in environmental problems, the rise of environmental awareness and activism, environmental policy, problems of sustainable development.

Deals with two main topics: the origins of environmental problems in the global spread of industrial capitalism, and environmental conservation and policies. Themes include: changes in human-environment relations, trends in environmental problems, the rise of environmental awareness and activism, environmental policy, problems of sustainable development.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Any 4 credits

Any 4 credits

Corequisite

Exclusion

GGR233Y and (GGRB20H3)

GGR233Y and (GGRB20H3)

Recommended Preparation

Enrolment Limits

150

30

Note

Instructor

Hours

Available Online

No

No

Course: GGRC45H3 - Compare

Owning Organizations

GGR, GGRSC

GGR, GGRSC

Sections

2014 - Geography

2014 - Geography

Calendar Title

Local Geographies of Globalization

Local Geographies of Globalization

ROSI Title

Same as Calendar Title

Same as Calendar Title

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Full Description

Examines the localized consequences of global processes. Toronto will be used as a site for understanding how individuals interact with and experience the effects of globalizing forces differently based on their unique conditions of life and how they respond to the challenges and opportunities of a globalized world.

Examines the localized consequences of global processes. Toronto will be used as a site for understanding how individuals interact with and experience the effects of globalizing forces differently based on their unique conditions of life and how they respond to the challenges and opportunities of a globalized world.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

GGRB02H3 and (GGRB05H3 or GGRB20H3) or GGRB21H3 or ANTR16H3 or DSP01H3

GGRB02H3 and (GGRB05H3 or GGRB21H3) or DSP01H3

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

60

60

Note

Instructor

Hours

Available Online

No

No

Course: GGRD09H3 - Compare

Owning Organizations

GGR,GGRSC

GGR,GGRSC

Sections

2014 - Geography

2014 - Geography

Calendar Title

Feminist Geographies

Feminist Geographies

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

How do gender relations shape different spaces? We will explore how feminist geographers have approached these questions from a variety of scales - from the home, to the body, to the classroom, to the city, to the nation, drawing on the work of feminist geographers.

How do gender relations shape different spaces? We will explore how feminist geographers have approached these questions from a variety of scales - from the home, to the body, to the classroom, to the city, to the nation, drawing on the work of feminist geographers.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

GGRB02H3 and (GGRB13H3 and GGRB13H3) or WSTC20H3

15.C credits including 11.51 credits at the B-level in GGR; or WST11 courses

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

25

25

Note

Instructor

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Other

Learning Nature

Prerequisite

15 full credits including completion of the following requirements for the Major Program in Human Geography: 1) Introduction, 2) Theory and Concepts, 3) Methods. Priority will be given to Geography Majors with the highest GPA.

15 full credits including completion of the following requirements for the Major Program in Human Geography: 1) Introduction, 2) Theory and Concepts, 3) Methods. Priority will be given to Geography Majors with the highest GPA.

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

25. Restricted to Human Geography Major students.

25. Restricted to Human Geography Major students.

Note

Instructor

Hours

Available Online

No

No

Course: GGRD19H3 - Compare

Owning Organizations

GGR,GGRSC

GGR,GGRSC

Sections

2014 - Geography

2014 - Geography

Calendar Title

Spaces of Multiraciality: Critical Mixed Race Theory

Spaces of Multiraciality: Critical Mixed Race Theory

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

From Tiger Woods to Mariah Carey, the popular mixed race phenomenon has captured the popular imagination and revealed the contradictory logic of categorization underpinning racial divisions. We will explore the complexities of racial identity formation to illuminate the experiences of those who fall outside the prevailing definitions of racial identities.

From Tiger Woods to Mariah Carey, the popular mixed race phenomenon has captured the popular imagination and revealed the contradictory logic of categorization underpinning racial divisions. We will explore the complexities of racial identity formation to illuminate the experiences of those who fall outside the prevailing definitions of racial identities.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

ANTB16H3 or GGRB13H3 or DSB01H3 or SOCA01H3 or WSTA01H3

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

Corequisite

Exclusion

(GGRC19H3)

(GGRC19H3)

Recommended Preparation

Enrolment Limits

25

25

Note

Instructor

Hours

Available Online

No

No

Course: HISB53H3 - Compare

Owning Organizations

HIS,HCSSC

HIS,HCSSC

Sections

2014 - History

2014 - History

Calendar Title

Asia in the Time of European Expansion

Mughals and the World 1500-1858 AD

ROSI Title

Same as Calendar Title

Same as Calendar Title

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Full Description

Why does Asia's pre-colonial history matter? Using materials that illustrate the connected worlds of Central Asia, South Asia and the Indian Ocean rim, we will query conventional histories of Asia in the time of European expansion. Same as GASB53H3 0.5 pre-1800 credit Africa & Asia Area	Why does Southern Asia's pre-colonial history matter? Using materials that illustrate the connected worlds of Central Asia, South Asia and the Indian Ocean rim, we will query conventional histories of Asia in the time of European expansion. Same as GASB53H3 0.5 pre-1800 credit Africa & Asia Area
--	--

Print Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

Experiential Learning - Other

None

Learning Nature

Prerequisite

Corequisite

Exclusion

[GASB53H3](#)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

Course: HISB57H3 - Compare

Owning Organizations

HIS,HCSSC

Sections

2014 - History

Calendar Title

Sub-Continental Histories: South Asia in the World

ROSI Title

Same as Calendar Title

Full Description

A survey of South Asian history, from ancient times to the present day . The course explores diverse and exciting elements of this long history, such as ecology and landscape , religion, trade, literature, and the arts, keeping in mind South Asia's global and diasporic connections. Africa and Asia Area Same as GASB57H3	A survey of South Asian history. The course explores diverse and exciting elements of this long history, such as politics , religion, trade, literature, and the arts, keeping in mind South Asia's global and diasporic connections. Africa and Asia Area Same as GASB57H3
--	--

Print Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

Experiential Learning - Other

None

Learning Nature

Prerequisite

Corequisite

Exclusion

HIS282Y, HIS282H, [GASB57H3](#)

Recommended Preparation

Enrolment Limits

Note

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Other

Learning Nature

Prerequisite	Any 5 full credits including 1 full credit in classical Studies or History	Any 5 full credits including 1 full credit in classical Studies or History
Corequisite		
Exclusion	<u>JFEC52H3, CLAO05H3</u>	<u>JFEC52H3, CLAO05H3</u>
Recommended Preparation	<u>CLAB05H3 & CLAB06H3</u>	<u>CLAB05H3 & CLAB06H3</u>
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [HISC55H3](#) - Compare

Owning Organizations	HIS,HCSSC	HIS,HCSSC
Sections	2014 - History	2014 - History
Calendar Title	War and Society in Modern Africa	War and Society in Modern Africa
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Conflict and social change in Africa from the slave trade to contemporary times. Topics include the politics of resistance, women and war, repressive and weak states, the Cold War, guerrilla movements, resource predation. Case studies of anticolonial rebellions, liberation wars, and civil conflicts will be chosen from various regions. Africa and Asia Area	Conflict and social change in Africa from the slave trade to contemporary times. Topics include the politics of resistance, women and war, repressive and weak states, the Cold War, guerrilla movements, resource predation. Case studies of anticolonial rebellions, liberation wars, and civil conflicts will be chosen from various regions. Africa and Asia Area
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>HISB50H3 or HISB51H3 or (HISC50H3) or (HISC51H3)</u>	<u>AFSR50H3 or HISB50H3 or AFSR51H3 or HISB51H3 or (HISC50H3) or (HISC51H3)</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [HISC59H3](#) - Compare

Course Code	<u>HISB54H3</u>	<u>HISC59H3</u>
Owning Organizations	HIS,HCSSC	HIS,HCSSC
Sections	2014 - History	2014 - History
Calendar Title	Being Tamil: Race, Culture, Nation	Being Tamil: Race, Culture, Nation
ROSI Title	Same as Calendar Title	Same as Calendar Title

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Full Description

This course explores the transnational history of Tamil nationalism in the modern world. How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora.
Same as ~~GASB54H3~~
Africa and Asia Area

This course explores the transnational history of Tamil nationalism in the modern world. How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora.
Same as ~~GASC59H3~~
Africa and Asia Area

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

~~GASA01H3, HSA06H3 or GASA02H3 or GASB57H3, HSB57H3 and 1.0 additional credit in GAS or HIS courses~~

Corequisite

Exclusion

GASB54H3

~~GASC59H3, HSB54H3, GASB54H3~~

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: HISC60H3 - Compare

Owning Organizations

HIS,HCSSC

HIS,HCSSC

Sections

2014 - History

2014 - History

Calendar Title

Old Worlds? Strangers and Foreigners in the Mediterranean, 1200-1700

Old Worlds? Strangers and Foreigners in the Mediterranean, 1200-1700

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

An exploration of how medieval and early modern societies encountered foreigners and accounted for foreignness, as well as for religious, linguistic, and cultural difference more broadly. Topics include: monsters, relics, pilgrimage, the rise of the university, merchant companies, mercenaries, piracy, captivity and slavery, tourism, and the birth of resident embassies.
Same as IEEC51H3
0.50 pre-1800 credit
Transnational Area

An exploration of how medieval and early modern societies encountered foreigners and accounted for foreignness, as well as for religious, linguistic, and cultural difference more broadly. Topics include: monsters, relics, pilgrimage, the rise of the university, merchant companies, mercenaries, piracy, captivity and slavery, tourism, and the birth of resident embassies.
Same as ~~IEEC51H3~~
0.50 pre-1800 credit
Transnational Area

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Corequisite

At least one of [HISC60H3](#), [HISB61H3](#) or [HISB62H3](#)

At least one of [HISC60H3](#), [HISB61H3](#) or [HISB62H3](#)

Exclusion

[IEEC51H3](#)

~~[IEEC51H3](#)~~

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation

Enrolment Limits 30 30

Note

Instructor

Hours

Available Online No No

Course: HISD06H3 - Compare

Owning Organizations	HIS,HCSSC	HIS,HCSSC
Sections	2014 - History	2014 - History
Calendar Title	Global History of Crime and Punishment since 1750	Global History of Crime and Punishment since 1750
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An exploration of the global problem of crime and punishment. The course investigates how the global processes of colonialism, industrialization, capitalism and liberalization affected modern criminal justice and thus the state-society relationship and modern citizenry in different cultures across time and space. Transnational Area	An exploration of the global problem of crime and punishment. The course investigates how the global processes of colonialism, industrialization, capitalism and liberalization affected modern criminal justice and thus the state-society relationship and modern citizenry in different cultures across time and space. Same as GASD06H3 Transnational Area
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Two half credits in History and/or Global/Asia Studies at or above B-level	B.O credits completed including 1.0 credit in GAS or HIS courses at the B-level or above
Corequisite		
Exclusion		GAS06H3
Recommended Preparation		
Enrolment Limits	15	15
Note		
Instructor		
Hours		
Available Online	No	No

Course: HISD50H3 - Compare

Owning Organizations	HIS,HCSSC	HIS,HCSSC
Sections	2014 - History	2014 - History
Calendar Title	Southern Africa, 1652-1910	Southern Africa, Conquest and Resistance, 1652-1900
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A seminar study of the history of the peoples of southern Africa, beginning with the hunter-gatherers but concentrating on farming and industrializing societies. Students will consider pre-colonial civilizations, colonialism and white settlement, slavery, the frontier, the mineral revolution and the South African War. Extensive reading and student presentations are required.	A seminar study of the history of the peoples of southern Africa, beginning with the hunter-gatherers but concentrating on farming and industrializing societies. Students will consider pre-colonial civilizations, colonialism and white settlement, violence, slavery, the frontier, and the mineral revolution. Extensive reading and student presentations are required. Africa and Asia Area

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Africa and Asia Area

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>HISB50H3 or HISB51H3 or HISC55H3</u>	<u>8.0 credits including AF5B50H3, HISB50H3 or AF5B51H3, HISB51H3 or HISC55H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	15	15
Note		
Instructor		
Hours		
Available Online	No	No

Course: HISD51H3 - Compare

Owning Organizations	HIS,HCSSC	HIS,HCSSC
Sections	2014 - History	2014 - History
Calendar Title	Southern Africa: Colonial Rule, Apartheid and Liberation	Southern Africa: Colonial Rule, Apartheid and Liberation
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A seminar study of southern African history from 1910 to the present. Students will consider industrialization in South Africa, segregation, apartheid, colonial rule, liberation movements, and the impact of the Cold War. Historiography and questions of race, class and gender will be important. Extensive reading and student presentations are required. Africa and Asia Area	A seminar study of southern African history from 1900 to the present. Students will consider industrialization in South Africa, segregation, apartheid, colonial rule, liberation movements, and the impact of the Cold War. Historiography and questions of race, class and gender will be important. Extensive reading and student presentations are required. Africa and Asia Area
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>HISB51H3 or HISD50H3</u>	<u>8.0 credits including AF5B51H3, HISB51H3 or HISD50H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	15	15
Note		
Instructor		
Hours		
Available Online	No	No

Course: HISD52H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	HIS,HCSSC	HIS,HCSSC
Sections	2014 - History	2014 - History
Calendar Title	East African Societies in Transition	East African Societies in Transition
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A seminar study of East African peoples from late pre-colonial times to the 1990's, emphasizing their rapid although uneven adaptation to integration of the region into the wider world. Transitions associated with migrations, commercialization, religious change, colonial conquest, nationalism, economic development and conflict, will be investigated. Student presentations are required. Africa and Asia Area	A seminar study of East African peoples from late pre-colonial times to the 1990's, emphasizing their rapid although uneven adaptation to integration of the region into the wider world. Transitions associated with migrations, commercialization, religious change, colonial conquest, nationalism, economic development and conflict, will be investigated. Student presentations are required. Africa and Asia Area
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	HISB50H3 or HISB51H3 or HISC55H3	3.0 credits including AFSB50H3 , HISB50H3 or AFSB51H3 , HISB51H3 or HISC55H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	15	15
Note		
Instructor		
Hours		
Available Online	No	No

Course: HLTB16H3 - Compare

Owning Organizations	HLT,ANTSC	HLT,ANTSC
Sections	2014 - Health Studies	2014 - Health Studies
Calendar Title	Introduction to Public Health	Introduction to Public Health
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course will present a brief history about the origins and development of the public health system and its role in health prevention. <u>The course will highlight core functions, public health practices, the relationship of public health with the overall health system, and challenges with special emphasis on relevant case studies.</u>	This course will present a brief history about the origins and development of the public health system and its role in health prevention. <u>Using a case study approach, the course will focus on core functions, public health practices, and the relationship of public health with the overall health system.</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Exclusion

Recommended Preparation

Enrolment Limits

Restricted to students in health studies and health science programs (e.g. Human Biology, Mental Health Studies, Paramedicine, Computer Science - Health Informatics stream, Specialist in Management - Health Management stream, Health Studies).

[HLT A02H3](#) and [HLT A03H3](#)

Restricted to students in health studies and health science programs (e.g. Human Biology, Mental Health Studies, Paramedicine, Computer Science - Health Informatics stream, Specialist in Management - Health Management stream, Health Studies).

Note

Instructor

Hours

Available Online

No

No

Course: HLTB17H3 - Compare

Owning Organizations

HLT,ANTSC

HLT,ANTSC

Sections

2014 - Health Studies

2014 - Health Studies

Calendar Title

Conceptual Models of Health

Conceptual Models of Health

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

The main objective of this course is to introduce students to the diverse theoretical dimensions of health conceptualization. The course will discuss key documents and topics that trace the historical development of health models through their origin in the 'lifestyle' approach to health in the early 1970s to the 'population' health model and the 'life course' health perspective. The course will include a significant portion on the development of health models in Canada.

Students will be introduced to the diverse theoretical dimensions of health conceptualization. This course will trace the historical development of health models through their origin in the 1970s to the present day life course perspective. Emphasis will be given to the development of Canadian health system models.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Corequisite

Exclusion

Recommended Preparation

[HLT A02H3](#) and [HLT A03H3](#)

[HLT A02H3](#) and [HLT A03H3](#)

Enrolment Limits

Restricted to students in health studies and health science programs (e.g. Human Biology, Mental Health Studies, Paramedicine, Computer Science - Health Informatics stream, Specialist in Management - Health Management stream, Health Studies).

Restricted to students in health studies and health science programs (e.g. Human Biology, Mental Health Studies, Paramedicine, Computer Science - Health Informatics stream, Specialist in Management - Health Management stream, Health Studies).

Note

Instructor

Hours

Available Online

No

No

Course: HLTB22H3 - Compare

Owning Organizations

HLT,ANTSC

HLT,ANTSC

Sections

2014 - Health Studies

2014 - Health Studies

Calendar Title

Biological Determinants of Health

Biological Determinants of Health

ROSI Title

Same as Calendar Title

Same as Calendar Title

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Full Description

This course is an introduction to the basic genetic principles underlying the transmission of both infectious and non-infectious diseases in human populations. It covers population genetics, principles of Mendelian inheritance and polygenic inheritance.

This course is an introduction to the basic biological principles underlying the origins and development of both infectious and non-infectious diseases in human populations. It covers population genetics and principles of inheritance.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Natural Sciences

Natural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Corequisite

Exclusion

Recommended Preparation

[HLTA02H3](#) and [HLTA03H3](#)

[HLTA02H3](#) and [HLTA03H3](#)

Enrolment Limits

Restricted to students in health studies and health science programs (e.g. Human Biology, Mental Health Studies, Paramedicine, Computer Science - Health Informatics stream, Specialist in Management - Health Management stream, Health Studies).

Restricted to students in health studies and health science programs (e.g. Human Biology, Mental Health Studies, Paramedicine, Computer Science - Health Informatics stream, Specialist in Management - Health Management stream, Health Studies).

Note

Instructor

Hours

Available Online

No

No

Course: HLTC04H3 - Compare

Owning Organizations

HLT,ANTSC

HLT,ANTSC

Sections

2014 - Health Studies

2014 - Health Studies

Calendar Title

Survey Methods

Methods

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Surveys are a core methodology in the health field that allows researchers to quantitatively follow such topics as social values, behavior, attitudes and norms within and between groups over time. Inherent within the course is a discussion of measurement theory, probability, variable modeling and statistical analysis.

Through this course, students learn how to create a methodologically sound health studies research proposal. Students are given the intellectual resources and practical skills to produce a proposal by the end of the semester. Students learn the fundamentals of research practice, explore various methodological approaches and designs, and learn how to report their research findings. An assumption framing this course is that the work accomplished through it can form the basis of the student's fourth year major research project in health studies.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[HLTB15H3](#) and [HLB09H3](#) and [STAR22H3](#)

Corequisite

Exclusion

Recommended

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Preparation

Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: HLTC24H3 - Compare

Owning Organizations	HLT,ANTSC	HLT,ANTSC
Sections	2014 - Health Studies	2014 - Health Studies
Calendar Title	Health and the Urban Environment	Environment and Health
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Described literally as "deathtraps of humankind", urban centres prior to 1900 subjected their inhabitants to crowded living conditions, poor sanitation, increased inter-personal contact and, at times, excessive mortality through acute infections. Using a holistic approach, the course will trace the origin and development of cities with particular emphasis on the importance and development of housing infrastructure, food by-laws, water supply, sanitation system, medical facilities and their role in influencing the health of urban dwellers.	Environmental issues are often complex and require a holistic approach where the lines between different disciplines are often obscured. The environment, as defined in this course, includes the natural (biological) and built (social, cultural, political) settings. Health is broadly defined to include the concept of well-being. Case studies will be used to illustrate environment and health issues using an ecosystem approach that includes humans as part of the ecosystem.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	HLTB22H3	
Corequisite		
Exclusion	(ANTB56H3), (HLTB04H3)	(ANTB56H3), (HLTB04H3)
Recommended Preparation		Prior experience in the biological sciences at the post-secondary level.
Enrolment Limits	60	60; Restricted to students in health studies and health science programs.
Note		
Instructor		
Hours		
Available Online	No	No

Course: HLTD01H3 - Compare

Owning Organizations	HLT,ANTSC	HLT,ANTSC
Sections	2014 - Health Studies	2014 - Health Studies
Calendar Title	Directed Readings in Health Studies	Directed Readings in Health Studies
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This is an advanced reading course in special topics for upper level students who have completed the available basic courses in Health Studies and who wish to pursue further intensive study on a relevant topic. Topic selection and approval will depend on the supervising instructor.	This is an advanced reading course in special topics for upper level students who have completed the available basic courses in Health Studies and who wish to pursue further intensive study on a relevant topic. Topic selection and approval will depend on the supervising instructor.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Completion of at least 6.0 credits from the requirements of one of the Major/Major Co-operative programs in Health Studies; and a minimum CGPA of 2.5; and permission of the instructor.	Completion of at least 6.0 credits from the requirements of one of the Major/Major Co-operative programs in Health Studies; and a minimum CGPA of 2.5 in HLT courses; and permission of the instructor.
Corequisite		
Exclusion		
Recommended Preparation	Completion of at least 3 C-level HLT courses.	Completion of at least 3 C-level HLT courses.
Enrolment Limits	30	30
Note		
Instructor		
Hours		
Available Online	No	No

Course: HLTD02H3 - Compare

Owning Organizations	HLT,ANTSC	HLT,ANTSC
Sections	2014 - Health Studies	2014 - Health Studies
Calendar Title	Health Research Seminar	Health Research Seminar
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Provides senior students with the opportunity to apply methodological skills to a health research problem. Students will give presentations of their research proposals, and there may be a guest seminar on health research projects.	Provides senior students with the opportunity to apply methodological skills to a health research problem. Students will give presentations of their research proposals, and there may be a guest seminar on health research projects.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Completion of at least 6.0 credits from the requirements of one of the Major/Major Co-operative programs in Health Studies; and a minimum CGPA of 2.5; and permission of the instructor.	Completion of at least 6.0 credits from the requirements of one of the Major/Major Co-operative programs in Health Studies; and a minimum CGPA of 2.5 in HLT courses; and permission of the instructor.
Corequisite		
Exclusion		
Recommended Preparation	Completion of at least 3 C-level HLT courses.	Completion of at least 3 C-level HLT courses.
Enrolment Limits	30	30
Note		
Instructor		
Hours		
Available Online	No	No

Course: HLTD04H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	HLT,ANTSC	HLT,ANTSC
Sections	2014 - Health Studies	2014 - Health Studies
Calendar Title	Special Topics in Health	Special Topics in Health
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The topics presented in this course will represent a range of contemporary issues in health research. Topics will vary by instructor and term.	The topics presented in this course will represent a range of contemporary issues in health research. Topics will vary by instructor and term.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Completion of at least 6.0 credits from the requirements of the Major/Major Co-operative programs in Health Studies & a minimum CGPA of 2.5; permission of the instructor.	Completion of at least 6.0 credits from the requirements of the Major/Major Co-operative programs in Health Studies & a minimum CGPA of 2.5 in HLT courses; and permission of the instructor.
Corequisite		
Exclusion		
Recommended Preparation	Completion of 3 C-level HLT courses.	Completion of 3 C-level HLT courses.
Enrolment Limits	30	30
Note		
Instructor		
Hours		
Available Online	No	No

Course: HLTD05H3 - Compare

Owning Organizations	HLT,ANTSC	HLT,ANTSC
Sections	2014 - Health Studies	2014 - Health Studies
Calendar Title	Directed Research on Health Services and Institutions	Directed Research on Health Services and Institutions
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Provides students with the opportunity to analyze work of health institutions. Students taking this course will arrange, in consultation with the instructor, to work as a volunteer in a health institution. They will write a major research paper related to some aspect of their experience.	Provides students with the opportunity to analyze work of health institutions. Students taking this course will arrange, in consultation with the instructor, to work as a volunteer in a health institution. They will write a major research paper related to some aspect of their experience.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Completion of HLT A02H3 and HLT A03H3 and at least 4.0 credits from the requirements of one of the Major/Major Co-operative programs in Health Studies; and a minimum CGPA of 2.5; and permission of the instructor.	Completion of HLT A02H3 and HLT A03H3 and at least 4.0 credits from the requirements of one of the Major/Major Co-operative programs in Health Studies; and a minimum CGPA of 2.5 in HLT courses; and permission of the instructor.
Corequisite		
Exclusion	(HLTC01H3)	(HLTC01H3)

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation	Completion of 3 C-level HLT courses.	Completion of 3 C-level HLT courses.
Enrolment Limits	30	30
Note		
Instructor		
Hours		
Available Online	No	No

Course: IDSA02H3 - Compare

Owning Organizations	IDS,CDSSC	IDS,CDSSC
Sections	2014 - International Development Studies	2014 - International Development Studies
Calendar Title	Experiencing Development in Africa	Experiencing Development in Africa
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This experiential learning course allows students to experience first hand the realities, challenges, and opportunities of working with development organizations in Africa. The goal is to allow students to actively engage in research, decision-making, problem solving, partnership building, and fundraising, processes that are the key elements of development work. Same as AFSA03H3	This experiential learning course allows students to experience first hand the realities, challenges, and opportunities of working with development organizations in Africa. The goal is to allow students to actively engage in research, decision-making, problem solving, partnership building, and fundraising, processes that are the key elements of development work. Same as AFSA03H3
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	AFSA01H3 & IDSA01H3	AFSA01H3 & IDSA01H3
Corequisite		
Exclusion	AFSA03H3	AFSA03H3
Recommended Preparation		
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: IDSB02H3 - Compare

Owning Organizations	IDS,CDSSC	IDS,CDSSC
Sections	2014 - International Development Studies	2014 - International Development Studies
Calendar Title	Development and Environment	Development and Environment
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The environmental consequences of development activities with emphasis on tropical countries. Environmental change in urban, rainforest, semi-arid, wetland, and mountainous systems. The influences of development on the global environment; species extinction, loss of productive land, reduced access to resources, declining water quality and quantity, and climate change.	The environmental consequences of development activities with emphasis on tropical countries. Environmental change in urban, rainforest, semi-arid, wetland, and mountainous systems. The influences of development on the global environment; species extinction, loss of productive land, reduced access to resources, declining water quality and quantity, and climate change.
Print Description	Same as Full Description	Same as Full Description

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>IDSA01H3</u> and <u>FEESA01H3</u>	<u>IDSA01H3</u> & <u>FEESA01H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	170	
Note		
Instructor		
Hours		
Available Online	No	No

Course: IDSB06H3 - Compare

Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	2014 - International Development Studies	2014 - International Development Studies
Calendar Title	Equity, Ethics and Justice in International Development	Equity, Ethics and Justice in International Development
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	What constitutes equitable, ethical as well as socially and environmentally just processes and outcomes of development? This course explores these questions with particular emphasis on their philosophical and ideological foundations and on the challenges of negotiating global differences in cultural, political and environmental values in international development.	What constitutes equitable, ethical as well as socially and environmentally just processes and outcomes of development? This course explores these questions with particular emphasis on their philosophical and ideological foundations and on the challenges of negotiating global differences in cultural, political and environmental values in international development.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>IDSA01H3</u> and students registered in an IDS program before 2010/2011 will be admitted with permission of instructor.	<u>IDSA01H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: IDSC04H3 - Compare

Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	2014 - International Development Studies	2014 - International Development Studies

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Project Management I	Project Management I
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Studies the phases of the project management cycle with emphasis on situational analysis and identification of needs, project implementation, project monitoring and evaluation. Examines basic organizational development, the role of Canadian non-governmental organizations engaged in the delivery of development assistance as well as with OIDA's policies and practices.	Studies the phases of the project management cycle with emphasis on situational analysis and identification of needs, project implementation, project monitoring and evaluation. Examines basic organizational development, the role of Canadian non-governmental organizations engaged in the delivery of development assistance as well as with OIDA's policies and practices.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>IDS A01H3</u> & <u>IDS E01H3</u> & <u>IDS E02H3</u>	<u>IDS A01H3</u> and 1.0 credit at the B-level in IDS courses
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	Restricted to students in the IDS Specialist and Major programs.	Restricted to students in the IDS Specialist and Major programs.
Note		
Instructor		
Hours		
Available Online	No	No

Course: IDSC06H3 - Compare

Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	2014 - International Development Studies	2014 - International Development Studies
Calendar Title	Directed Research on Canadian Institutions and International Development	Directed Research on Canadian Institutions and International Development
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Introduces students to the role of Canadian institutions (both non-government organizations and private agencies) working in international development. Students taking this course will arrange, in consultation with the instructor, to work (usually as a volunteer) in a Canadian institution. They will write a major research paper related to some aspect of their experience. The course will use and apply some of the techniques and skills taught in IDSC04H3. Students must obtain consent from the Supervisor of Studies before registering for this course.	Introduces students to the role of Canadian institutions (both non-government organizations and private agencies) working in international development. Students taking this course will arrange, in consultation with the instructor, to work (usually as a volunteer) in a Canadian institution. They will write a major research paper related to some aspect of their experience. The course will use and apply some of the techniques and skills taught in IDSC04H3. Students must obtain consent from the Supervisor of Studies before registering for this course.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>IDS A01H3</u> and <u>IDS F01H3</u> and <u>IDS E02H3</u> ; and permission of the instructor	<u>IDS A01H3</u> and 1.0 credit at the B-level in IDS courses

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion

Recommended Preparation [IDSC04H3](#)

[IDSC04H3](#)

Enrolment Limits

Note

Instructor

Hours

Available Online No

No

Course: IDSC08H3 - Compare

Owning Organizations IDS, CDSSC

IDS, CDSSC

Sections 2014 - International Development Studies

2014 - International Development Studies

Calendar Title Media and Development

Media and Development

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

Critical perspectives on the effects of traditional and 'new' media on development policy and practice. The course examines the increasingly significant role the media plays in the development process, the ways in which media-generated images of development and developing countries affect development policy and the potential of 'new' media for those who are marginalized from the development process.

Critical perspectives on the effects of traditional and 'new' media on development policy and practice. The course examines the increasingly significant role the media plays in the development process, the ways in which media-generated images of development and developing countries affect development policy and the potential of 'new' media for those who are marginalized from the development process.

Print Description Same as Full Description

Same as Full Description

Breadth Requirement Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research None

None

Experiential Learning - Other None

None

Learning Nature

Prerequisite [IDSA01H3](#) & [IDSB01H3](#) & [IDSB02H3](#)

[IDSA01H3](#) and [IDSB10H3](#)

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits 35

35

Note

Instructor

Hours

Available Online No

No

Course: IDSC12H3 - Compare

Owning Organizations IDS, CDSSC

IDS, CDSSC

Sections 2014 - International Development Studies

2014 - International Development Studies

Calendar Title Economics of Small Enterprise and Microcredit

Economics of Small Enterprise and Microcredit

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

Considers the role of micro- and small/medium enterprise in the development process, as compared to the larger firms. Identifies the role of smaller enterprises in employment creation and a more equitable distribution of income. Examines policies which can contribute to these outcomes, including micro-credit. This course can be counted for credit in ECM

Considers the role of micro- and small/medium enterprise in the development process, as compared to the larger firms. Identifies the role of smaller enterprises in employment creation and a more equitable distribution of income. Examines policies which can contribute to these outcomes, including micro-credit. This course can be counted for credit in ECM

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

	Programs.	Programs.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>IDS A01H3</u> and <u>MGFA01H3</u> (ECMA01H3) and <u>MGFA05H3</u> (ECMA05H3) or <u>MGFA02H3</u> (ECMA04H3) and <u>MGFA06H3</u> (ECMA06H3)	<u>IDS A01H3</u> and <u>DSB01H3</u>
Corequisite		
Exclusion	(DSB05H3)	(DSB05H3)
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: IDSC17H3 - Compare

	IDS, CDSSC	IDS, CDSSC
Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	2014 - International Development Studies	2014 - International Development Studies
Calendar Title	Development, Citizen Action and Social Change in the Global South	Development, Citizen Action and Social Change in the Global South
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Explores the question of citizenship through theories of citizen participation and action in dialogue with a wide range of recent empirical case studies from the global south. Going beyond formal rights and status, the course looks at deeper forms of political inclusion and direct participation in decision-making on political and policy issues.	Explores the question of citizenship through theories of citizen participation and action in dialogue with a wide range of recent empirical case studies from the global south. Going beyond formal rights and status, the course looks at deeper forms of political inclusion and direct participation in decision-making on political and policy issues.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>IDS A01H3</u> and <u>DSB01H3</u>	<u>IDS A01H3</u> and <u>1.0 credit at the B-level in IDS courses</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	30	30
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: IDSC18H3 - Compare

Owning Organizations	IDS,CDSSC	IDS,CDSSC
Sections	2014 - International Development Studies	2014 - International Development Studies
Calendar Title	New Paradigms in Development: The Role of Emerging Powers	New Paradigms in Development: The Role of Emerging Powers
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines the growing role of the emerging powers - the BRICS countries grouping of Brazil, Russia, India, China and South Africa - in international development. The course examines recent development initiatives by these actors in Africa, Latin America and Asia. It also explores the question of whether BRICS-led development programs and practices challenge the top-down, expert led stances of past development interventions from colonialism to the western aid era.	This course examines the growing role of the emerging powers - the BRICS countries grouping of Brazil, Russia, India, China and South Africa - in international development. The course examines recent development initiatives by these actors in Africa, Latin America and Asia. It also explores the question of whether BRICS-led development programs and practices challenge the top-down, expert led stances of past development interventions from colonialism to the western aid era.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	IDSA01H3 and one other B-level course in IDS	IDSA01H3 and 1.0 credit at the B-level in IDS courses
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: IDSD19H3 - Compare

Owning Organizations	IDS,CDSSC	IDS,CDSSC
Sections	2014 - International Development Studies	2014 - International Development Studies
Calendar Title	The Role of Researcher-Practitioner Engagement in Development	The Role of Researcher-Practitioner Engagement in Development
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course focuses on recent theories and approaches to researcher-practitioner engagement in development. Using case studies, interviews, and extensive literature review, students will explore whether such engagements offer opportunities for effective social change and improved theory.	This course focuses on recent theories and approaches to researcher-practitioner engagement in development. Using case studies, interviews, and extensive literature review, students will explore whether such engagements offer opportunities for effective social change and improved theory.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	IDSA01H3 and IDSB01H3 and permission of the instructor	IDSA01H3 and 1.0 credit at the B-level in IDS courses

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion

Recommended Preparation	<u>JDS004H3</u>	<u>JDS004H3</u>
--------------------------------	---------------------------------	---------------------------------

Enrolment Limits	25	25
-------------------------	----	----

Note

Instructor

Hours

Available Online	No	No
-------------------------	----	----

Course: JOUA01H3 - Compare

Owning Organizations	JOU,ACMSC	JOU,ACMSC
-----------------------------	-----------	-----------

Sections	2014 - Journalism	2014 - Journalism
-----------------	-------------------	-------------------

Calendar Title	Introduction to Journalism I	Introduction to Journalism I
-----------------------	------------------------------	------------------------------

ROSI Title	Same as Calendar Title	Same as Calendar Title
-------------------	------------------------	------------------------

Full Description

An introduction to the social, historical, philosophical, and practical contexts of the media. The course will examine various types of media and the role of the journalist. Students will be introduced to story forms and journalistic skills. Media coverage of current issues will be discussed. This course is open only to students in the Journalism Joint Program.

An introduction to the social, historical, philosophical, and practical contexts of the media. The course will examine various types of media and the role of the journalist. Students will be introduced to story forms and journalistic skills. Media coverage of current issues will be discussed.

Print Description	Same as Full Description	Same as Full Description
--------------------------	--------------------------	--------------------------

Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
----------------------------	-----------------------------	-----------------------------

Experiential Learning - Research	None	None
---	------	------

Experiential Learning - Other	None	None
--------------------------------------	------	------

Learning Nature

Prerequisite

Corequisite

Exclusion	(MDSA21H3)	(MDSA21H3)
------------------	------------	------------

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online	No	No
-------------------------	----	----

Course: JOUA02H3 - Compare

Owning Organizations	JOU,ACMSC	JOU,ACMSC
-----------------------------	-----------	-----------

Sections	2014 - Journalism	2014 - Journalism
-----------------	-------------------	-------------------

Calendar Title	Introduction to Journalism II	Introduction to Journalism II
-----------------------	-------------------------------	-------------------------------

ROSI Title	Same as Calendar Title	Same as Calendar Title
-------------------	------------------------	------------------------

Full Description

A continuation of JOUA01H3. The course is open only to students in the Journalism Joint Program.

A continuation of JOUA01H3.

Print Description	Same as Full Description	Same as Full Description
--------------------------	--------------------------	--------------------------

Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
----------------------------	-----------------------------	-----------------------------

Experiential Learning -	None	None
--------------------------------	------	------

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Research

Experiential Learning - Other None None

Learning Nature

Prerequisite (MDSA21H3) or [JQUA01H3](#) (MDSA21H3) or [JQUA01H3](#)

Corequisite

Exclusion (MDSA22H3) (MDSA22H3)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: LGGC66H3 - Compare

Owning Organizations LGG,FLSC LGG,FLSC

Sections 2014 - Languages 2014 - Languages

Calendar Title Classical Chinese Classical Chinese

ROSI Title Same as Calendar Title Same as Calendar Title

Full Description

This course will examine classical Chinese texts, such as Zen parables, philosophical maxims, proverbial sayings, rhyming couplets, short poems, and Buddhist stories. A working knowledge of modern Chinese will be assumed.

This course will examine pre-Qin Chinese classics, such as the Book of Documents, the Analects of Confucius, the Mencius, the Dao De Jing, the Art of War, and some other philosophical maxims, proverbial sayings, rhyming couplets, idioms and poems that still have much impact on Chinese language and culture today.

Print Description Same as Full Description Same as Full Description

Breadth Requirement Arts, Literature & Language Arts, Literature & Language

Experiential Learning - Research None None

Experiential Learning - Other None None

Learning Nature

Prerequisite [LGGC65H3](#) or [LGG667H3](#) or [LGG602H3](#) [LGG664H3](#) or [LGG65H3](#)

Corequisite

Exclusion EAS206Y, EAS306Y [EAS358Y](#), [EAS206Y](#), [EAS306Y](#)

Recommended Preparation

Enrolment Limits 30 30

Note A working knowledge of modern Chinese is assumed.

Instructor

Hours

Available Online No No

Course: LGGC67H3 - Compare

Owning Organizations LGG,FLSC LGG,FLSC

Sections 2014 - Languages 2014 - Languages

Calendar Title Classical Chinese Literary Chinese

ROSI Title Same as Calendar Title Same as Calendar Title

Full Description

A continuation of LGGC66H3 (Classical Chinese).

This course will examine representative literary Chinese texts in

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Imperial China up to the early 20th century. They include prose of many dynasties, poetry of Tang (618-907) and Song (960-1297), and other genres in literary Chinese that are still very much alive in Chinese language and society today.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	LGGC66H3	LGGC64H3 or LGGAC65H3
Corequisite		
Exclusion	EAS206Y, EAS306Y	EAS358Y, EAS206Y, EAS306Y
Recommended Preparation		
Enrolment Limits	30	30
Note		A working knowledge of modern Chinese is assumed.
Instructor		
Hours		
Available Online	No	No

Course: LINB13H3 - Compare

Owning Organizations	LIN,FLSC	LIN,FLSC
Sections	2014 - Linguistics	2014 - Linguistics
Calendar Title	Language Diversity and Language Universals	Language Diversity and Language Universals
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to linguistic typology with special emphasis on cross-linguistic variation and uniformity in morphology and syntax.	An introduction to linguistic typology with special emphasis on cross-linguistic variation and uniformity in morphology and syntax.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	LINB06H3	LINB04H3
Corequisite		
Exclusion	LIN306H	LIN306H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: LINB60H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course Code	LINC60H3	LINB60H3
Owning Organizations	LIN,FLSC	LIN,FLSC
Sections	2014 - Linguistics	2014 - Linguistics
Calendar Title	Special Topics: Structure of a Language	Structure of Chinese
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to the phonetics, phonology, word-formation rules, syntax, and script of a featured language other than English or French. Students will use the tools of linguistic analysis learned in prior courses to examine the structural properties of this language. No prior knowledge of the language is necessary.	An introduction to the phonetics, morphology, syntax, semantics, discourse, and various writing styles in the Chinese language. Students will use the tools of linguistic analysis learned in prior courses to examine the structural and related key properties of Chinese.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	LIN A01H3 or FFER44H3 and FER45H3 and LINB06H3 or LINB09H3	LINB06H3
Corequisite		
Exclusion		LINC60H3
Recommended Preparation		
Enrolment Limits		
Note		Students are expected to be proficient in Chinese and English.
Instructor		
Hours		
Available Online	No	No

Course: LINC05H3 - Compare

Owning Organizations	LIN,FLSC	LIN,FLSC
Sections	2014 - Linguistics	2014 - Linguistics
Calendar Title	Morphology	Morphology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Core issues in morphological theory, including properties of the lexicon and combinatorial principles, governing word formation as they apply to French and English words. Same as FREC45H3	Core issues in morphological theory, including properties of the lexicon and combinatorial principles, governing word formation as they apply to French and English words. Same as FREC45H3
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	LINB06H3 or FFER45H3	LINB06H3 or FFER45H3
Corequisite	LINB04H3 & LINB06H3	LINB04H3 and LINB06H3
Exclusion	LIN231H, LIN333H, (LINB05H3), FRE387H, FREC45H3	LIN231H, (LINB05H3), FRE387H, FREC45H3
Recommended		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Grade 12 Calculus and Vectors	Grade 12 Calculus and Vectors
Corequisite		
Exclusion	(MATA20H3), (MATA27H3) MATA31H3 , MATA32H3 , MAT123H, MAT124H, MAT125H, MAT126H, MAT133Y, MAT135Y, MAT137Y, MAT157Y, JMB170Y	(MATA20H3), (MATA27H3) MATA31H3 , MATA32H3 , MAT123H, MAT124H, MAT125H, MAT126H, MAT133Y, MAT135Y, MAT137Y, MAT157Y, JMB170Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [MATA35H3](#) - Compare

Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	2014 - Mathematics	2014 - Mathematics
Calendar Title	Calculus II for Biological Sciences	Calculus II for Biological Sciences
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>A calculus course emphasizing examples and applications in the biological and environmental sciences. Discrete probability; basic statistics: hypothesis testing, distribution analysis. Basic calculus: extrema, growth rates, diffusion rates; differential equations; population dynamics; vectors and matrices in 2 and 3 dimensions; genetics applications.</p> <p>Note: This course will not satisfy the Mathematics requirements for any Program in Computer and Mathematical Sciences, nor will it normally serve as a prerequisite for further courses in Mathematics. Students who are not sure which Calculus II course they should choose are encouraged to consult with the supervisor(s) of Programs in their area(s) of interest.</p>	<p>A calculus course emphasizing examples and applications in the biological and environmental sciences. Discrete probability; basic statistics: hypothesis testing, distribution analysis. Basic calculus: extrema, growth rates, diffusion rates; techniques of integration; differential equations; population dynamics; vectors and matrices in 2 and 3 dimensions; genetics applications.</p> <p>Note: This course will not satisfy the Mathematics requirements for any Program in Computer and Mathematical Sciences, nor will it normally serve as a prerequisite for further courses in Mathematics. Students who are not sure which Calculus II course they should choose are encouraged to consult with the supervisor(s) of Programs in their area(s) of interest.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MATA30H3 or MATA31H3	MATA30H3 or MATA31H3
Corequisite		
Exclusion	(MATA21H3) MATA33H3 , MATA36H3 , MATA37H3 , MAT123H, MAT124H, MAT125H, MAT126H, MAT133Y, MAT135Y, MAT137Y, MAT157Y, JMB170Y, (MATA27H3)	(MATA21H3) MATA33H3 , MATA36H3 , MATA37H3 , MAT123H, MAT124H, MAT125H, MAT126H, MAT133Y, MAT135Y, MAT137Y, MAT157Y, JMB170Y, (MATA27H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: MATA36H3 - Compare

Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	2014 - Mathematics	2014 - Mathematics
Calendar Title	Calculus II for Physical Sciences	Calculus II for Physical Sciences
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is intended to prepare students for the physical sciences. Topics to be covered include: Newton's method, approximation of functions by Taylor polynomials, numerical methods of integration, complex numbers, sequences, series, Taylor series, differential equations.	This course is intended to prepare students for the physical sciences. Topics to be covered include: techniques of integration, Newton's method, approximation of functions by Taylor polynomials, numerical methods of integration, complex numbers, sequences, series, Taylor series, differential equations.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MATA30H3 or MATA31H3	MATA30H3 or MATA31H3
Corequisite		
Exclusion	(MATA21H3), MATA33H3 , MATA35H3 , MATA37H3 , MAT123H, MAT124H, MAT125H, MAT126H, MAT133Y, MAT135Y, MAT137Y, MAT157Y, JMB170Y	(MATA21H3), MATA33H3 , MATA35H3 , MATA37H3 , MAT123H, MAT124H, MAT125H, MAT126H, MAT133Y, MAT135Y, MAT137Y, MAT157Y, JMB170Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: MATB61H3 - Compare

Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	2014 - Mathematics	2014 - Mathematics
Calendar Title	Linear Programming and Optimization	Linear Programming and Optimization
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Linear programming, simplex algorithm, duality theory, interior point method; quadratic and convex optimization, stochastic programming; applications to portfolio optimization and operations research.	Linear programming, simplex algorithm, duality theory, interior point method; quadratic and convex optimization, stochastic programming; applications to portfolio optimization and operations research.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MATA23H3	MATA23H3 and MATR41H3
Corequisite	MATB42H3	
Exclusion	APM236H	APM236H

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation
Enrolment Limits
Note
Instructor
Hours
Available Online

No No

Course: MATD92H3 - Compare

Owning Organizations
Sections
Calendar Title
ROSI Title
Full Description

MAT, MSCSC
 2014 - Mathematics
 Mathematics Project
 Same as Calendar Title
 Same as Calendar Title

MAT, MSCSC
 2014 - Mathematics
 Mathematics Project
 Same as Calendar Title
 A significant project in any area of mathematics. The project may be undertaken individually or in small groups. This course is offered by arrangement with a mathematics faculty member. This course may be taken in any session and the project must be completed by the last day of classes in the session in which it is taken.

Print Description
Breadth Requirement
Experiential Learning - Research
Experiential Learning - Other
Learning Nature

Same as Full Description
 Quantitative Reasoning
 None
 None
 None

Prerequisite

Students must obtain consent from the Supervisor of Studies before registering for this course.
 13 credits at the 1C-level in MAT courses and (permission of the Supervisor of Studies) and (a CGPA of at least 3.0 or enrolment in a Mathematics Subject POST)

Corequisite
Exclusion
Recommended Preparation
Enrolment Limits

Note

Enrolment procedures: the project supervisor's note of agreement must be presented to the Supervisor of Studies who will issue permission for registration.

Instructor
Hours
Available Online

No No

Course: MATD93H3 - Compare

Owning Organizations
Sections
Calendar Title
ROSI Title
Full Description

MAT, MSCSC
 2014 - Mathematics
 Mathematics Project
 Same as Calendar Title
 Same as Calendar Title

MAT, MSCSC
 2014 - Mathematics
 Mathematics Project
 Same as Calendar Title
 A significant project in any area of mathematics. The project may be undertaken individually or in small groups. This course is offered by arrangement with a mathematics faculty member. This course may be taken in any session and the project must be completed by the last day of classes in the session in which it is taken.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Students must obtain consent from the Supervisor of Studies before registering for this course.	1.5 credits at the IC-level in MAT courses and (permission of the Supervisor of Studies) and (a CGPA of at least 3.0 or enrolment in a Mathematics Subject POST)
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		Enrolment procedures: the project supervisor's note of agreement must be presented to the Supervisor of Studies who will issue permission for registration.
Instructor		
Hours		
Available Online	No	No

Course: MATD94H3 - Compare

Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	2014 - Mathematics	2014 - Mathematics
Calendar Title	Readings in Mathematics	Readings in Mathematics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Independent study under direction of a faculty member.	Independent study under direction of a faculty member.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MATC01H3 and (MATC35H3 or MATC37H3) and (MATC15H3 or MATD02H3)	1.5 credits at the IC-level in MAT courses and (permission of the Supervisor of Studies) and (a CGPA of at least 3.0 or enrolment in a Mathematics Subject POST)
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		Enrolment procedures: the project supervisor's note of agreement must be presented to the Supervisor of Studies who will issue permission for registration.
Instructor		
Hours		
Available Online	No	No

Course: MATD95H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	2014 - Mathematics	2014 - Mathematics
Calendar Title	Readings in Mathematics	Readings in Mathematics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Independent study under direction of a faculty member.	Independent study under direction of a faculty member.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MATC01H3 and (MATC35H3 or MATC37H3) and (MATC15H3 or MATD02H3)	1.5 credits at the C-level in MAT courses and permission of the Supervisor of Studies and PCPGA of at least 3.0 or enrolment in a Mathematics Subject POST
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		Enrolment procedures: the project supervisor's note of agreement must be presented to the Supervisor of Studies who will issue permission for registration.
Instructor		
Hours		
Available Online	No	No

Course: MDSA02H3 - Compare

Owning Organizations	MDS, ACMSC	MDS, ACMSC
Sections	2014 - Media Studies	2014 - Media Studies
Calendar Title	History of Media and Technology	History of Media and Technology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course surveys the history of media and communication technologies, from the development of writing through to the printing press, newspaper, telegraph, radio, film, television and internet. Students examine the complex interplay among changing media technologies and cultural, political and social changes, from the rise of a public sphere to the development of highly-mediated forms of self identity.	This course surveys the history of media and communication technologies, from the development of writing through the printing press, newspaper, telegraph, radio, film, television and internet. Students examine the complex interplay among changing media technologies and cultural, political and social changes, from the rise of a public sphere to the development of highly-mediated forms of self identity.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion		
Recommended Preparation		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Enrolment Limits

Note

Instructor

Hours

Available Online No

No

Course: MDSB01H3 - Compare

Owning Organizations MDS,ACMSC

MDS,ACMSC

Sections 2014 - Media Studies

2014 - Media Studies

Calendar Title Human, ~~inhuman~~, and Non-Human

Human, ~~Animal~~, ~~Machine~~

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

This course ~~examines how the definition of human is related to science and technology. Topics include the development of media and communication technology and the intersections of popular culture with social media and gaming.~~
Same as IEEB01H3

~~What makes humans humans, animals animals, and machines machines? This course probes the leaky boundaries between these categories through an examination of various media drawn from science fiction, contemporary art, film, TV, and the critical work of media and posthumanist theorists on cyborgs, genetically-modified organisms, and other hybrid creatures.~~

Print Description Same as Full Description

Same as Full Description

Breadth Requirement History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research None

None

Experiential Learning - Other None

None

Learning Nature

Prerequisite At least 4.0 credits

At least 4.0 credits

Corequisite

Exclusion ~~IEEB01H3~~

~~IEEB01H3~~

Recommended Preparation ~~IHUMA01H3~~

~~ACMA01H3~~

Enrolment Limits

Note

Instructor

Hours

Available Online No

No

Course: MDSB02H3 - Compare

Owning Organizations MDS,ACMSC

MDS,ACMSC

Sections 2014 - Media Studies

2014 - Media Studies

Calendar Title Language and Media

~~Anthropology of Language and Media: An Introduction~~

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

~~A study of the relationship between language and media. The course examines language as a social phenomenon and in particular the ways in which media represent language-related issues and how media's use of language affects people's notions of what acceptable language use is and ought to be.~~

~~Anthropology studies language and media in ways that show the impact of cultural context. This course introduces this approach and also considers the role of language and media with respect to intersecting themes: ritual, religion, gender, race/ethnicity, power, nationalism, and globalization. Class assignments deal with lectures, readings, and students' examples.~~
Same as ANTB21H3

Print Description Same as Full Description

Same as Full Description

Breadth Requirement Arts, Literature & Language

Arts, Literature & Language

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>(MDSA01H3 or NMEA20H3) & (MDSA02H3 or (MDSA21H3 or QJUA01H3 & (MDSA22H3) or QJUA02H3)</u>	<u>MDSA01H3 or ANTA02H3</u>
Corequisite		
Exclusion		<u>ANIB21H3</u>
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: MDSB61H3 - Compare

Owning Organizations	MDS,ACMSC	MDS,ACMSC
Sections	2014 - Media Studies	2014 - Media Studies
Calendar Title	<u>Critical Approaches to New Media</u>	<u>Mapping New Media</u>
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course introduces students to the key terms and concepts in new media studies as well as approaches to new media criticism. Students examine the myriad ways that new media contribute to an ongoing reformulation of the dynamics of contemporary society, including changing concepts of community, communication, identity, privacy, property, and the political.	This course introduces students to the key terms and concepts in new media studies as well as approaches to new media criticism. Students examine the myriad ways that new media contribute to an ongoing reformulation of the dynamics of contemporary society, including changing concepts of community, communication, identity, privacy, property, and the political.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>MDSA01H3</u>	<u>MDSA01H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: MDSB62H3 - Compare

Owning Organizations	MDS,ACMSC	MDS,ACMSC
Sections	2014 - Media Studies <u>[Redacted]</u>	2014 - Media Studies

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Understanding Visual Culture	Visual Culture
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Visual Culture studies the construction of the visual in art, media, technology and everyday life. Students learn the tools of visual analysis; investigate how visual depictions such as YouTube and advertising structure and convey ideologies; and study the institutional, economic, political, social and market factors in the making of contemporary visual culture.	Visual Culture studies the construction of the visual in art, media, technology and everyday life. Students learn the tools of visual analysis; investigate how visual depictions such as YouTube and advertising structure and convey ideologies; and study the institutional, economic, political, social and market factors in the making of contemporary visual culture.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MDSA01H3 or (NMEA20H3)	MDSA01H3 or (NMEA20H3)
Corequisite		
Exclusion	(NMEB20H3)	(NMEB20H3)
Recommended Preparation		
Enrolment Limits	50	50
Note		
Instructor		
Hours		
Available Online	No	No

Course: MDSC02H3 - Compare

Owning Organizations	MDS,ACMSC	MDS,ACMSC
Sections	2014 - Media Studies	2014 - Media Studies
Calendar Title	Topics in Media, Identities and Politics	Topics in Media, Identities and Politics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course explores the centrality of mass media such as television, film, the Web, and mobile media in the formation of multiple identities and the role of media as focal points for various cultural and political contestations.	This course explores the centrality of mass media such as television, film, the Web, and mobile media in the formation of multiple identities and the role of media as focal points for various cultural and political contestations.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	5.0 credits, including MDSA01H3 or (NMEA20H3)	5.0 credits, including MDSA01H3 or (NMEA20H3)
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	35	35
Note		
Instructor		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion	GASC41H3, IFFC21H3	GASC41H3, IFFC21H3
Recommended Preparation		
Enrolment Limits	75	75
Note		
Instructor		
Hours		
Available Online	No	No

Course: MDSC64H3 - Compare

Owning Organizations	MDS,ACMSC	MDS,ACMSC
Sections	2014 - Media Studies	2014 - Media Studies
Calendar Title	Old Media, New: Film and New Technology	Old Media, New Media : Film and Technology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	From the first depiction of a cyborg in <i>Metropolis</i> (1927) to the Web-based surveillance devices of <i>Minority Report</i> (2002), film is central to organizing cultural discourse around new media and technology. This course examines how the popularization of both real and imagined technologies in various films contributes to cultural attitudes that attend the introduction and social diffusion of new technologies.	From the first depiction of a cyborg in <i>Metropolis</i> (1927) to the Web-based surveillance devices of <i>Minority Report</i> (2002), film is central to organizing cultural discourse around new media and technology. This course examines how the popularization of both real and imagined technologies in various films contributes to cultural attitudes that attend the introduction and social diffusion of new technologies.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Any 5.0 credits including MDSA02H3	Any 5.0 credits including MDSA02H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	35	35
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGAB01H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Introductory Financial Accounting I	Introductory Financial Accounting I
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Together with MGAB02H3/(MGTB06H3), this course provides a rigorous introduction to accounting techniques and to the principles and concepts underlying these techniques. The preparation of financial statements is addressed from the point of view of both preparers and users of financial information.	Together with MGAB02H3/(MGTB06H3), this course provides a rigorous introduction to accounting techniques and to the principles and concepts underlying these techniques. The preparation of financial statements is addressed from the point of view of both preparers and users of financial information.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGTA01H3 / (MGTA03H3) and MGTA02H3 / (MGTA04H3) or MGTA05H3	
Corequisite		MGTA05H3
Exclusion	(MGTB05H3) V P A B 1 3 H 3 , MGT120H, MGT201H, MGT220H, RSM219H, RSM220H	(MGTB05H3) V P A B 1 3 H 3 , MGT120H, MGT201H, MGT220H, RSM219H, RSM220H
Recommended Preparation		
Enrolment Limits	60	60
Note	Students admitted into the Management Program directly from high school and students registered in programs requiring this course may take it in the same session as either MGTA01H3 / (MGTA03H3) or MGTA02H3 / (MGTA04H3) or MGTA05H3.	
Instructor		
Hours		
Available Online	No	No

Course: MGAC70H3 - Compare

Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Management Information Systems	Management Information Systems
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is intended to help students understand the information systems that are a critical component of modern organizations. The course covers the technology, design, and application of data processing and information systems, with emphasis on managerial judgment and decision-making.	This course is intended to help students understand the information systems that are a critical component of modern organizations. The course covers the technology, design, and application of data processing and information systems, with emphasis on managerial judgment and decision-making.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGAB03H3 / (MGTB03H3) and (MGFB02H3) or (MGTB23H3) and (MGTB29H3) or (MGTB27Y3)	MGAB03H3 / (MGTB03H3) and (MGFB02H3) or (MGTB23H3) and (MGTB29H3) or (MGTB27Y3)
Corequisite		
Exclusion	(MGTC11H3), MGT371H, RSM327H	(MGTC11H3), MGT371H, RSM327H
Recommended Preparation		
Enrolment Limits	40	40
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: MGAD40H3 - Compare

Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Management Control Systems	Management Control Systems
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of how organizations support the implementation of strategy through the design of planning processes, performance evaluation, reward systems and HR policies, as well as corporate culture. Class discussion will be based on case studies that illustrate a variety of system designs in manufacturing, service, financial, marketing and professional organizations, including international contexts.	An examination of how organizations support the implementation of strategy through the design of planning processes, performance evaluation, reward systems and HR policies, as well as corporate culture. Class discussion will be based on case studies that illustrate a variety of system designs in manufacturing, service, financial, marketing and professional organizations, including international contexts.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGAB03H3 / MGTB03H3) and (MGHB02H3 or MGTB23H3 and MGTB29H3) or MGTB27Y3	MGAB03H3 / MGTB03H3) and (MGHB02H3 or MGTB23H3 and MGTB29H3) or MGTB27Y3
Corequisite		
Exclusion	(MGTD54H3), (MGTC10H3), RSM422H, MGT428H	(MGTD54H3), (MGTC10H3), RSM422H, MGT428H
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGAD70H3 - Compare

Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Advanced Accounting Case Analysis	Advanced Accounting Case Analysis
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This capstone case analysis course stresses the critical thinking skills required of Management program graduates. Due to its integrative nature, with emphasis on current accounting issues, the course is primarily directed towards accounting students. Cases will strategically include the specific competency areas outlined in the COA's CA Candidates Competency Map.	This capstone case analysis course stresses the critical thinking skills required of Management program graduates. Due to its integrative nature, with emphasis on current accounting issues, the course is primarily directed towards accounting students. <u>And it should be taken among the last five credits of an accounting specialist degree.</u> Cases will strategically include the specific competency areas outlined in the COA's Candidates Competency Map.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Prerequisite	MGAC01H3/(MGTC07H3) and MGAC02H3/(MGTC08H3)	MGAC01H3/(MGTC07H3) and MGAC02H3/(MGTC08H3)
Corequisite		
Exclusion	(MGTD56H3)	(MGTD56H3)
Recommended Preparation		
Enrolment Limits	40	40
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGF40H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Investor Psychology and Behavioural Finance	Investor Psychology and Behavioural Finance
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is designed to help students understand how different psychological biases can affect investor behaviours and lead to systematic mispricing in the financial market. With simulated trading games, students will learn and practice various trading strategies to take advantage of these market anomalies.	This course is designed to help students understand how different psychological biases can affect investor behaviours and lead to systematic mispricing in the financial market. With simulated trading games, students will learn and practice various trading strategies to take advantage of these market anomalies.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGEC10H3/(MGTC09H3)	MGEC10H3/(MGTC09H3) and MGEB12H3/(ECMB12H3)
Corequisite		
Exclusion	(MGTD73H3)	(MGTD73H3)
Recommended Preparation		
Enrolment Limits	40	40
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGHB02H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Managing People and Groups in Organizations	Managing People and Groups in Organizations
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to micro- and macro-organizational behaviour theories from both conceptual and applied perspectives. Students will develop an understanding of the behaviour of individuals and groups in different organizational settings. Topics covered include: individual differences, motivation and job design, leadership, organizational design and culture,	An introduction to micro- and macro-organizational behaviour theories from both conceptual and applied perspectives. Students will develop an understanding of the behaviour of individuals and groups in different organizational settings. Topics covered include: individual differences, motivation and job design, leadership, organizational design and culture,

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

	group dynamics and inter-group relations.	group dynamics and inter-group relations.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[(MGTA01H3/(MGTA03H3) and MGTA02H3/(MGTA04H3)) or (MGTA05H3)] and [(MGTA35H3 or MGTA36H3 or (MGTC36H3)]	[(MGTA01H3/(MGTA03H3) and MGTA02H3/(MGTA04H3)) or (MGTA05H3)] and [(MGTA35H3 or MGTA36H3 or (MGTC36H3)]
Corequisite		
Exclusion	MGTR23H3, MGTR29H3, MGR02H3, MGTR27Y3, MGT262H, RSM260H, PSY332H	MGTR23H3, MGTR29H3, MGR02H3, MGTR27Y3, MGT262H, RSM260H, PSY332H
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No


Course: MGHB12H3 - Compare

Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Human Resource Management	Human Resource Management
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to current human resource practices in Canada, emphasizing the role of Human Resource Management in enhancing performance, productivity and profitability of the organization. Topics include recruitment, selection, training, career planning and development, diversity and human rights issues in the work place.	An introduction to current human resource practices in Canada, emphasizing the role of Human Resource Management in enhancing performance, productivity and profitability of the organization. Topics include recruitment, selection, training, career planning and development, diversity and human rights issues in the work place.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGHR02H3 or (MGTR23H3 and MGTR29H3) or MGTR27Y3	MGHR02H3 or (MGTR23H3 and MGTR29H3) or MGTR27Y3
Corequisite		
Exclusion	MGR12H3/(MGTB22H3), (MGTC22H3), MGT460H, RSM460H	MGR12H3/(MGTB22H3), (MGTC22H3), MGT460H, RSM460H
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No




Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: MGHC02H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Leadership Skills	Leadership Skills
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course will help students develop the critical skills required by today's managers. Topics covered include self-awareness, managing stress and conflict, using power and influence, negotiation, goal setting, and problem-solving. These skills are important for leadership and will enable students to behave more effectively in their working and personal lives.	This course will help students develop the critical skills required by today's managers. Topics covered include self-awareness, managing stress and conflict, using power and influence, negotiation, goal setting, and problem-solving. These skills are important for leadership and will enable students to behave more effectively in their working and personal lives.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	_MGHB02H3_ or _MGTB23H3_	_MGHB02H3_ or _MGTB23H3_
Corequisite		
Exclusion	(MGTC24H3), (MGTC90H3) _MGIC02H3_/MGTC91H3	(MGTC24H3), (MGTC90H3) _MGIC02H3_/MGTC91H3
Recommended Preparation		
Enrolment Limits	40	40
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGHC23H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Diversity in the Workplace	Diversity in the Workplace
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examines the nature and effects of diversity in the workplace. Drawing on theories and research from psychology, the course will examine topics like stereotyping, harassment, discrimination, organizational climate for diversity, conflict resolution within diverse teams, and marketing to a diverse clientele.	Examines the nature and effects of diversity in the workplace. Drawing on theories and research from psychology, the course will examine topics like stereotyping, harassment, discrimination, organizational climate for diversity, conflict resolution within diverse teams, and marketing to a diverse clientele.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	_MGHB02H3_ or _MGTB23H3_ or _MGTB27Y3_	_MGHB02H3_ or _MGTB23H3_ or _MGTB27Y3_
Corequisite		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Exclusion	(MGTC23H3)	(MGTC23H3)
Recommended Preparation		
Enrolment Limits	40	40
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGHC52H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Business Negotiation	Business Negotiation
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to the theory and practice of negotiation in business. This course develops approaches and tactics to use in different forums of negotiation, and an introduction to traditional and emerging procedures for resolving disputes. To gain practical experience, students will participate in exercises which simulate negotiations.	An introduction to the theory and practice of negotiation in business. This course develops approaches and tactics to use in different forums of negotiation, and an introduction to traditional and emerging procedures for resolving disputes. To gain practical experience, students will participate in exercises which simulate negotiations.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGHB02H3 or MGTR23H3 and MGTR29H3 or MGTR2ZY3	MGHB02H3 or MGTR23H3 and MGTR29H3 or MGTR2ZY3
Corequisite		
Exclusion	(MGTC52H3)	(MGTC52H3)
Recommended Preparation		
Enrolment Limits	40	40
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGHD14H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Leadership and Management in the 21st Century	Leadership and Management in the 21st Century
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This advanced leadership seminar builds on MGHC02H3/(MGTC90H3) Leadership Skills, and focuses on leaders as agents of change. Through case studies, skill-building exercises, and world-class research, students will learn how to initiate and sustain change at the individual and corporate levels, allowing each student to harness their full leadership potential.	This advanced leadership seminar builds on MGHC02H3/(MGTC90H3) Leadership Skills, and focuses on leaders as agents of change. Through case studies, skill-building exercises, and world-class research, students will learn how to initiate and sustain change at the individual and corporate levels, allowing each student to harness their full leadership potential.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[MGHB02H3 or [MGTB23H3 and MGTB29H3]] or [MGTR27Y3] and [(MGTC24H3) or [MGHC02H3/(MGTC90H3)]]	[MGHB02H3 or [MGTB23H3] and [MGTB29H3]] or [MGTR27Y3] and [(MGTC24H3) or [MGHC02H3/(MGTC90H3)]]
Corequisite		
Exclusion	(MGTD14H3)	(MGTD14H3)
Recommended Preparation		
Enrolment Limits	30	30
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGIB02H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	International Organizational Behaviour	International Organizational Behaviour
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examines how and why people from different cultures differ in their workplace behaviours, attitudes, and in how they behave in teams. Uses discussion and case studies to enable students to understand how employees who relocate or travel to a different cultural context, can manage and work in that context.	Examines how and why people from different cultures differ in their workplace behaviours, attitudes, and in how they behave in teams. Uses discussion and case studies to enable students to understand how employees who relocate or travel to a different cultural context, can manage and work in that context.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[MGTA01H3/(MGTA03H3) and [MGTA02H3/(MGTA04H3)] or [MGTA05H3]	[MGTA01H3/(MGTA03H3) and [MGTA02H3/(MGTA04H3)] or [MGTA05H3]
Corequisite		
Exclusion	(MGTB25H3) [MGHB02H3, MGTB23H3, MGTB29H3, [MGTR27Y3, RSM260H]	(MGTB25H3) [MGHB02H3, [MGTB23H3] [MGTB29H3] [MGTR27Y3, RSM260H]
Recommended Preparation		
Enrolment Limits	40	40
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGIC02H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	International Leadership Skills	International Leadership Skills
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Leaders who work internationally must learn how to customize their leadership competencies to the different cultures in which they practice. By using role plays, simulations, cases, and class discussions, students will develop the culturally appropriate leadership skills of articulating a vision, planning and implementing goals, negotiation, and providing effective feedback.	Leaders who work internationally must learn how to customize their leadership competencies to the different cultures in which they practice. By using role plays, simulations, cases, and class discussions, students will develop the culturally appropriate leadership skills of articulating a vision, planning and implementing goals, negotiation, and providing effective feedback.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[MGTA01H3/(MGTA03H3) and MGTA02H3/(MGTA04H3)] or [MGTA05H3] and MGB02H3/(MGTB25H3)	[MGTA01H3/(MGTA03H3) and MGTA02H3/(MGTA04H3)] or [MGTA05H3] and MGB02H3/(MGTB25H3)
Corequisite		
Exclusion	(MGTC91H3), MGTB90H3, (MGTC24H3), MGH002H3/(MGTC90H3)	(MGTC91H3), MGTB90H3, (MGTC24H3), MGH002H3/(MGTC90H3)
Recommended Preparation		
Enrolment Limits	40	40
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGID79H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	International Capstone Case Analysis	International Capstone Case Analysis
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course focuses on critical thinking and problem solving skills through <u>analysing</u> , researching and writing comprehensive business cases, and is offered in the final semester of the MIB specialist program. It is designed to provide students the opportunity to apply the knowledge acquired from each major area of management studies to international real-world situations.	This course focuses on critical thinking and problem solving skills through <u>analyzing</u> , researching and writing comprehensive business cases, and is offered in the final semester of the MIB specialist program. It is designed to provide students the opportunity to apply the knowledge acquired from each major area of management studies to international real-world situations.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[MGAB03H3/(MGTB03H3) and MGIA01H3/(MGTB07H3) and MGB12H3/(MGTB22H3) and MGB02H3/(MGTB25H3) and	[MGAB03H3/(MGTB03H3) and MGIA01H3/(MGTB07H3) and MGB12H3/(MGTB22H3) and MGB02H3/(MGTB25H3) and

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGEC10H3/\(MGTC09H3\) and MGIC14H3/\(MGTD01H3\) and MGIC001H3/\(MGTD48H3\) and \[MGEC61H3/\(ECMO61H3\) or MGEC62H3/\(ECMO62H3\)\]](#) [MGEC10H3/\(MGTC09H3\) and MGIC14H3/\(MGTD01H3\) and MGIC001H3/\(MGTD48H3\) and \[MGEC61H3/\(ECMO61H3\) or MGEC62H3/\(ECMO62H3\)\]](#)

Corequisite

Exclusion

(MGTD79H3)

(MGTD79H3)

Recommended Preparation

Enrolment Limits

40

40

Note

Instructor

Hours

Available Online

No

No

Course: MGMD02H3 - Compare

Owning Organizations

MGT,MGTEC

MGT,MGTEC

Sections

2014 - Management

2014 - Management

Calendar Title

Judgement and Decision Making

Judgement and Decision Making

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course combines the elements of behavioural research as applied to consumers' decision making models and how this can be used to predict decisions within the marketing and consumer oriented environment. It also delves into psychology, economics, statistics, and other disciplines.

This course combines the elements of behavioural research as applied to consumers' decision making models and how this can be used to predict decisions within the marketing and consumer oriented environment. It also delves into psychology, economics, statistics, and other disciplines.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[MGMA01H3/\(MGTB04H3\) or MGIA01H3/\(MGTB07H3\)](#)

[MGMA01H3/\(MGTB04H3\) or MGIA01H3/\(MGTB07H3\)](#)

Corequisite

Exclusion

(MGTC20H3)

(MGTC20H3)

Recommended Preparation

Enrolment Limits

30

30

Note

Instructor

Hours

Available Online

No

No

Course: MGOC10H3 - Compare

Owning Organizations

MGT,MGTEC

MGT,MGTEC

Sections

2014 - Management

2014 - Management

Calendar Title

Analysis for Decision-Making

Analysis for Decision-Making

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

The course develops understanding and practical skills of applying quantitative analysis for making better management decisions. Studies methodologies include linear and integer programming; multicriteria optimization; waiting line models; decision analysis. Methodologies are practiced in a broad

The course develops understanding and practical skills of applying quantitative analysis for making better management decisions. Studies methodologies include linear and integer programming; multi-criteria optimization; waiting line models; decision analysis. Methodologies are practiced in a broad

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

range of typical business problems drawn from different areas of management. range of typical business problems drawn from different areas of management.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[MATA32H3 and MATA33H3] or (MATA27H3) and [MGEB02H3/ECMB02H3] and [MGEB11H3/ECMB11H3] and [MGEB12H3/ECMB12H3]	[MATA32H3 and MATA33H3] or (MATA27H3) and [MGEB02H3/ECMB02H3] and [MGEB11H3/ECMB11H3] and [MGEB12H3/ECMB12H3]
Corequisite		
Exclusion	(MGTC74H3)	(MGTC74H3)
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: [MGSB22H3](#) - Compare

Course Code	MGSC22H3	MGSB22H3
Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Entrepreneurship	Entrepreneurship
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course focuses on the skills required and issues - personal, financial, sales, operational, personnel - entrepreneurs face as their smaller business grows from start-up to maturity. The course should interest those who wish to own, or seek careers with, an entrepreneurial business in either the "old" or "new" economies.	This course focuses on the skills required and issues - personal, financial, sales, operational, personnel - entrepreneurs face as their smaller business grows from start-up to maturity. The course should interest those who wish to own, or seek careers with, an entrepreneurial business in either the "old" or "new" economies.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[MGAB03H3/MGTB03H3] and [MGHB02H3 or [MGTR23H3 and [MGTR29H3] or [MGTR27Y3]	[MGAB03H3/MGTB03H3] and [MGHB02H3 or [MGTR23H3] and [MGTR29H3] or [MGTR27Y3]
Corequisite		
Exclusion	(MGTC38H3), MGT493H, RSM493H	[MGSC22H3] , (MGTC38H3), MGT493H, RSM493H
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Available Online No No

Course: MGSC01H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Corporate Strategy	Corporate Strategy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Begins with an examination of the concept of business mission. Students are then challenged to evaluate the external and industry environments in which businesses compete, to identify sources of competitive advantage and value creation, and to understand and evaluate the strategies of active Canadian companies.	Begins with an examination of the concept of business mission. Students are then challenged to evaluate the external and industry environments in which businesses compete, to identify sources of competitive advantage and value creation, and to understand and evaluate the strategies of active Canadian companies.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[MGTB29H3 or MGTB27Y3] and [MGEB02H3/(ECMB02H3) or MGFB06H3/(ECMB06H3)]	[MGHB02H3] or [MGTB29H3] or [MGTB27Y3] and [MGFB02H3/(ECMB02H3) or MGFB06H3/(ECMB06H3)]
Corequisite		
Exclusion	(MGTC41H3), MGT492H, RSM392H, VPAC13H3	(MGTC41H3), MGT492H, RSM392H, VPAC13H3
Recommended Preparation		
Enrolment Limits	80	40
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGSC03H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Public Management	Public Management
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to key public sector management processes: strategic management at the political level, planning, budgeting, human resource management, and the management of information and information technology. Makes use of cases, and simulations to develop management skills in a public sector setting.	An introduction to key public sector management processes: strategic management at the political level, planning, budgeting, human resource management, and the management of information and information technology. Makes use of cases, and simulations to develop management skills in a public sector setting.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[MGHB02H3 or MGTB23H3 or MGTB27Y3] or [(POLB50H3)	[MGHB02H3] or [MGTB23H3] or [MGTB27Y3] or

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

	and (POLB52H3)]	[(POLB50H3) and (POLB52H3)]
Corequisite		
Exclusion	(MGTC42H3)	(MGTC42H3)
Recommended Preparation		
Enrolment Limits	35	35
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGSC07H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Introduction to Case Analysis Techniques	Introduction to Case Analysis Techniques
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course focuses on the theory and techniques of analyzing and writing business cases. The main focus is to assist students in developing their conceptual and analytical skills by applying the theory learned from each major area of management studies to practical situations. Critical thinking and problem solving skills are developed through extensive use of case analysis.	This course focuses on the theory and techniques of analyzing and writing business cases. The main focus is to assist students in developing their conceptual and analytical skills by applying the theory learned from each major area of management studies to practical situations. Critical thinking and problem solving skills are developed through extensive use of case analysis.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGAB03H3 /(MGTB03H3) and MGFB10H3 /(MGTB09H3) and MGHR02H3 or MGTR23H3 .	MGAB03H3 /(MGTB03H3) and MGFB10H3 /(MGTB09H3) and MGHR02H3 or MGTR23H3 .
Corequisite	MGMA01H3 /(MGTB04H3) and MGAR02H3 /(MGTB06H3)	MGMA01H3 /(MGTB04H3) and MGAR02H3 /(MGTB06H3)
Exclusion	(MGTC37H3)	(MGTC37H3)
Recommended Preparation		
Enrolment Limits	30	30
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGSC12H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	Narratives on Management and Organization	Narratives on Management
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Through the analysis of fiction and non-fiction narratives, particularly film, dealing with managers in both private and public sector organizations, the course explores the ethical dilemmas, organizational politics and career choices that	Through the analysis of fiction and non-fiction narratives, particularly film, dealing with managers in both private and public sector organizations, the course explores the ethical dilemmas, organizational politics and career choices that

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

	managers can expect to face.	managers can expect to face.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGHB02H3 or MGTB23H3 and MGTB29H3 or MGTB27Y3	MGHB02H3 or MGTB23H3 and MGTB29H3 or MGTB27Y3 or MGD94H3
Corequisite		
Exclusion	(MGTC35H3)	(MGTC35H3)
Recommended Preparation		
Enrolment Limits	35	35
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGSC20H3 - Compare

Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	New Ways of Work: Consulting, Contracting & Freelancing	New Ways of Work: Consulting, Contracting & Freelancing
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>Tomorrow's graduates will enjoy less career stability than previous generations. Technology and demography are changing the nature of work. Instead of having secure progressive careers, you will work on contract or as consultants. You will need to think, and act like entrepreneurs. This course examines why and how.</p>	<p>Tomorrow's graduates will enjoy less career stability than previous generations. Technology and demography are changing the nature of work. Instead of having secure progressive careers, you will work on contract or as consultants. You will need to think, and act like entrepreneurs. This course examines why and how.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGAB03H3 (MGTB03H3) and MGHB02H3 or MGTB23H3 and MGTB29H3 or MGTB27Y3	MGAB03H3 (MGTB03H3) and MGHB02H3 or MGTB23H3 and MGTB29H3 or MGTB27Y3
Corequisite		
Exclusion	(MGTC19H3)	(MGTC19H3)
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: MGSC44H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	International Business Management	International Business Management
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Course deals with political risk & contingency planning; human threats; and weather extremes; NGOs (WTO, IMF & World Bank); Govt influences - dumping, tariffs, subsidies; Cultures around the world; Foreign exchange issues; Export financing for Int'l business; Int'l Collaborative Arrangements; Pro-Active/Re-Active reasons for companies going Int'l; Guest speakers.	This Course deals with political risk & contingency planning; human threats; weather extremes; NGOs (WTO, IMF & World Bank); government influences - dumping, tariffs, subsidies; cultures around the world; foreign exchange issues; export financing for international business; international collaborative arrangements; and pro-active/re-active reasons for companies going international. There will also be guest speakers.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGHB02H3 or MGTR23H3 and MGTB29H3 or MGTB27Y3	MGHB02H3 or MGTR23H3 and MGTB29H3 or MGTB27Y3
Corequisite		
Exclusion	(MGTC44H3), MGT491H, RSM490H	(MGTC44H3), MGT491H, RSM490H
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: [MGSD24H3](#) - Compare

Course Code	MGSD24H3	MGSD24H3
Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	2014 - Management	2014 - Management
Calendar Title	New Venture Creation and Planning	New Venture Creation and Planning
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Aimed at students interested in launching their own entrepreneurial venture. The core of the course is the development of a complete business plan which details the student's plans for the venture's initial marketing, finance and growth. This course provides a framework for the evaluation of the commercial potential of business ideas.	Aimed at students interested in launching their own entrepreneurial venture. The core of the course is the development of a complete business plan which details the student's plans for the venture's initial marketing, finance and growth. This course provides a framework for the evaluation of the commercial potential of business ideas.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	MGMA01H3 /(MGTB04H3) and MGAR01H3 /(MGTB05H3) and MGAB02H3 /(MGTB06H3)	MGMA01H3 /(MGTB04H3) and MGAR01H3 /(MGTB05H3) and MGAB02H3 /(MGTB06H3)

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion (MGTC39H3) MGSC24H3, (MGTC39H3)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: MGSD30H3 - Compare

Owning Organizations MGT,MGTEC MGT,MGTEC

Sections 2014 - Management 2014 - Management

Calendar Title Intellectual Property Law Intellectual Property Law

ROSI Title Same as Calendar Title Same as Calendar Title

Full Description

This course considers patents, trade marks, copyright and confidential information. Canada's international treaty obligations as well as domestic law will be covered. Policy considerations, such as the patentability of life forms, copyright in an Internet age of easy copying and patents and international development will be included.

This course considers patents, trademarks, copyright and confidential information. Canada's international treaty obligations as well as domestic law will be covered. Policy considerations, such as the patentability of life forms, copyright in an Internet age of easy copying and patents and international development will be included.

Print Description Same as Full Description

Same as Full Description

Breadth Requirement Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research None

None

Experiential Learning - Other None

None

Learning Nature

Prerequisite [MGSC30H3](#)/(MGTC31H3)

[MGSC30H3](#)/(MGTC31H3)

Corequisite

Exclusion (MGTD45H3)

(MGTD45H3)

Recommended Preparation 9.5 full credits in addition to the prerequisite.

9.5 full credits in addition to the prerequisite.

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: NMED01H3 - Compare

Owning Organizations NME,ACMSC NME,ACMSC

Sections 2014 - New Media Studies 2014 - New Media Studies

Calendar Title New Media Senior Project New Media Senior Project

ROSI Title Same as Calendar Title Same as Calendar Title

Full Description

Students in this course develop a new media project that responds to, analyzes, or furthers their research into theoretical issues around digital media practices and artefacts. Projects may focus on digital media ranging from the internet to gaming, to social networking, including websites, CD-ROMS, DVDs, mobile apps, and Virtual and Augmented Reality technologies.

Students develop a new media project that furthers their research into theoretical issues around digital media practices and artefacts. Projects may focus on digital media ranging from the internet to gaming, to social networking, and the Web 2.0, CD-ROMS, DVDs, mobile apps, and Virtual and Augmented Reality technologies.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Completion of 15 credits including Centennial College courses listed in New Media Group 1 & New Media Group 2	Completion of 15 credits including Centennial College courses listed in New Media Group 1 & New Media Group 2
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	35	35
Note		
Instructor		
Hours		
Available Online	No	No

Course: NMED20H3 - Compare

Owning Organizations	NME,ACMSC	NME,ACMSC
Sections	2014 - New Media Studies	2014 - New Media Studies
Calendar Title	Theory and Practice of New Media	Theory and Practice of New Media
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A seminar course providing critical reflection on digital media applications and artefacts in contemporary life, including business, information, communication, entertainment, and creative practices. Students examine the ideological, political, structural, and representational assumptions underlying much of new media production and consumption from both theoretical and practice-based perspectives.	This seminar examines the ideological, political, structural, and representational assumptions underlying new media production and consumption from both theoretical and practice-based perspectives. Students critically reflect on and analyze digital media applications and artefacts in contemporary life, including business, information, communication, entertainment, and creative practices.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Completion of 15 full credits including Centennial College courses listed in New Media Group 1 & New Media Group 2	Completion of 15 full credits including Centennial College courses listed in New Media Group 1 & New Media Group 2
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	35	35
Note		
Instructor		
Hours		
Available Online	No	No

Course: NROB60H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	NRO,PSYSC	NRO,PSYSC
Sections	2014 - Neuroscience	2014 - Neuroscience
Calendar Title	Neuroanatomy Laboratory	Neuroanatomy Laboratory
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course will focus on lab neuroanatomy at both the human and animal level. This will also include examination of the structure and function of neurons and glia, neurochemistry, and neuromechanisms of communication at the cellular and molecular level.	This course will focus on lab neuroanatomy at both the human and animal level. This will also include examination of the structure and function of neurons and glia, neurochemistry, and neuromechanisms of communication at the cellular and molecular level.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOA01H3 and BIOA02H3 and PSYA01H3 and PSYA02H3	BIOA01H3 and BIOA02H3 and PSYA01H3 and PSYA02H3
Corequisite		
Exclusion	CSB332H, PSY290H, PSY391H, (ZOO332H), CSB332H	CSB332H, HMB320H , PSY290H, PSY391H, (ZOO332H)
Recommended Preparation		
Enrolment Limits		
Note	CHMA10H3 and CHMA11H3 are strongly recommended for students with no Chemistry background	CHMA10H3 and CHMA11H3 are strongly recommended for students with no Chemistry background
Instructor		
Hours		
Available Online	No	No

Course: NROC34H3 - Compare

Owning Organizations	NRO,PSYSC	NRO,PSYSC
Sections	2014 - Neuroscience	2014 - Neuroscience
Calendar Title	Neuroethology	Neuroethology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Neural basis of natural behaviour; integrative function of the nervous system; motor and sensory systems; mechanisms of decision-making, initiating action, co-ordination, learning and memory. Topics may vary from year to year.	Neural basis of natural behaviour; integrative function of the nervous system; motor and sensory systems; mechanisms of decision-making, initiating action, co-ordination, learning and memory. Topics may vary from year to year.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOB30H3 or BIOB34H3 or NROB60H3	BIOB34H3 or NROB60H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Other

Learning Nature

Prerequisite	(BIOB30H3) & NROB60H3	<u>NROB60H3</u>
Corequisite		
Exclusion	PSY290H	PSY290H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: NROC69H3 - Compare

Owning Organizations	NRO,PSYSC	NRO,PSYSC
Sections	2014 - Neuroscience	2014 - Neuroscience
Calendar Title	Synaptic Organization and Physiology of the Brain	Synaptic Organization and Physiology of the Brain
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Neuronal morphology, synaptic connectivity, and molecular mechanisms of synaptic function are covered in detail. Similarities in circuitry among such diverse structures as the olfactory bulb, cerebellum, hippocampus and neocortex are examined in detail. The goal is to engender a deeper understanding of cellular mechanisms of information processing in the CNS.	Neuronal morphology, synaptic connectivity, and molecular mechanisms of synaptic function are covered in detail. Similarities in circuitry among such diverse structures as the olfactory bulb, cerebellum, hippocampus and neocortex are examined in detail. The goal is to engender a deeper understanding of cellular mechanisms of information processing in the CNS.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	(BIOB30H3) & NROB60H3	<u>NROB60H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PHLB17H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Political Philosophy	Introduction to Political Philosophy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course will introduce some important concepts of and thinkers in political philosophy from the history of political	This course will introduce some important concepts of and thinkers in political philosophy from the history of political

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

philosophy to the present. These may include Plato, Aristotle, Augustine, Aquinas, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, G.W.F. Hegel, John Stuart Mill, or Karl Marx. Topics discussed may include political and social justice, liberty and the criteria of good government.

philosophy to the present. These may include Plato, Aristotle, Augustine, Aquinas, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, G.W.F. Hegel, John Stuart Mill, or Karl Marx. Topics discussed may include political and social justice, liberty and the criteria of good government.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	PHL265H. Note PHLB17H3 may not be taken after or concurrently with POLB71H3 .	PHL265H. Note PHLB17H3 may not be taken after or concurrently with POLB71H3 .
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PHLB60H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Metaphysics	Introduction to Metaphysics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A consideration of problems in metaphysics: the attempt to understand 'how everything fits together' in the most general sense of this phrase. Some issues typically covered include: the existence of God, the nature of time and space, the nature of mind and the problem of the freedom of the will.	A consideration of problems in metaphysics: the attempt to understand 'how everything fits together' in the most general sense of this phrase. Some issues typically covered include: the existence of God, the nature of time and space, the nature of mind and the problem of the freedom of the will.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	(PHL231H)	(PHL231H)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: PHLC05H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Ethical Theory	Ethical Theory
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Philosophers offer systematic theories of ethics: theories that simultaneously explain what ethics is, why it matters, and what it tells us to do. This course is a careful reading of classic philosophical texts by the major systematic thinkers in the Western tradition of ethics. Particular authors read may vary from instructor to instructor.	Philosophers offer systematic theories of ethics: theories that simultaneously explain what ethics is, why it matters, and what it tells us to do. This course is a careful reading of classic philosophical texts by the major systematic thinkers in the Western tradition of ethics. Particular authors read may vary from instructor to instructor.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	5.0 full credits, including one of [PHL B02H3, PHL B05H3, PHL B06H3, PHL B07H3, PHL B08H3, PHL B09H3, (PHLB36H3)] and 1.0 additional credit in Philosophy.	5.0 full credits, including one of [PHL B02H3, PHL B05H3, PHL B06H3, PHL B07H3, PHL B08H3, PHL B09H3, (PHLB36H3)] and 1.0 additional credit in Philosophy.
Corequisite		
Exclusion	(PHLC01H3), PHL375H	(PHLC01H3), PHL375H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PHLC06H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Topics in Ethical Theory	Topics in Ethical Theory
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Philosophical ethics simultaneously aims to explain what ethics is, why it matters, and what it tells us to do. This is what is meant by the phrase 'ethical theory.' In this class we will explore specific topics in ethical theory in some depth. Specific topics may vary with the instructor.	Philosophical ethics simultaneously aims to explain what ethics is, why it matters, and what it tells us to do. This is what is meant by the phrase 'ethical theory.' In this class we will explore specific topics in ethical theory in some depth. Specific topics may vary with the instructor.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	5.0 full credits, including one of [PHL B02H3, PHL B05H3, PHL B06H3, PHL B07H3, PHL B08H3, PHL B09H3, (PHLB36H3)] and 1.0 additional credit in Philosophy	5.0 full credits, including one of [PHL B02H3, PHL B05H3, PHL B06H3, PHL B07H3, PHL B08H3, PHL B09H3, (PHLB36H3)] and 1.0 additional credit in Philosophy

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite

Exclusion (PHLC01H3), PHL375H (PHLC01H3), PHL375H

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: PHLC13H3 - Compare

Owning Organizations PHL,PHLSC

PHL,PHLSC

Sections 2014 - Philosophy

2014 - Philosophy

Calendar Title Topics in Philosophy and Feminism

Topics in Philosophy and Feminism

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

Feminist philosophy includes both criticism of predominant approaches to philosophy that may be exclusionary for women and others, and the development of new approaches to various areas of philosophy. One or more topics in feminist philosophy will be discussed in some depth. Particular topics will vary with the instructor.

Feminist philosophy includes both criticism of predominant approaches to philosophy that may be exclusionary for women and others, and the development of new approaches to various areas of philosophy. One or more topics in feminist philosophy will be discussed in some depth. Particular topics will vary with the instructor.

Print Description Same as Full Description

Same as Full Description

Breadth Requirement History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research None

None

Experiential Learning - Other None

None

Learning Nature

Prerequisite 5.0 full credits, including one of [\[PHLB02H3, PHLB06H3, PHLB06H3, PHI B07H3, PHLB08H3, PHLB09H3, \(PHLB36H3\)\]](#) and 1.0 additional credit in Philosophy

5.0 full credits, including one of [\[PHLB02H3, PHLB05H3, PHLB06H3, PHI B07H3, PHLB08H3, PHLB09H3, \(PHLB36H3\)\]](#) and 1.0 additional credit in Philosophy

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: PHLC20H3 - Compare

Owning Organizations PHL,PHLSC

PHL,PHLSC

Sections 2014 - Philosophy

2014 - Philosophy

Calendar Title Topics in the Theory of Knowledge

Theory of Knowledge

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

A follow up to PHLB20H3. This course will consider one or two epistemological topics in depth, with an emphasis on class discussion.

A follow up to PHLB20H3. This course will consider one or two epistemological topics in depth, with an emphasis on class discussion.

Print Description Same as Full Description

Same as Full Description

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	5.0 full credits, including one of [PHLB20H3, PHLB55H3, PHLB60H3, (PHLB70H3), PHLB72H3, (PHLB80H3), PHLB81H3, PHLB86H3] and 1.0 additional credit in Philosophy	5.0 full credits, including one of [PHLB20H3, PHLB55H3, PHLB60H3, (PHLB70H3), PHLB72H3, (PHLB80H3), PHLB81H3, PHLB86H3] and 1.0 additional credit in Philosophy
Corequisite		
Exclusion		PHL332H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [PHLC32H3 - Compare](#)

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Topics in Ancient Philosophy	Ancient Philosophy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course focuses on the thought of Plato and Aristotle, with some attention to the pre-Socratics and Hellenistic thinkers, including ancient atomists and the Stoics.	This course focuses on the thought of Plato and Aristotle, with some attention to the pre-Socratics and Hellenistic thinkers, including ancient atomists and the Stoics.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	5.0 full credits, including one of [PHLB16H3, PHLB17H3, PHLB31H3, PHLB33H3, PHLB35H3, (PHLB36H3)] and 1.0 additional credit in Philosophy	5.0 full credits, including one of [PHLB16H3, PHLB17H3, PHLB31H3, PHLB33H3, PHLB35H3, (PHLB36H3)] and 1.0 additional credit in Philosophy
Corequisite		
Exclusion	(PHL300H), PHL303H, PHL304H	(PHL300H), PHL303H, PHL304H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [PHLC35H3 - Compare](#)

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Topics in Early Modern Philosophy: Rationalism	Topics in Early Modern Philosophy: Rationalism
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	In this course we study the major figures of early modern rationalism, Descartes, Spinoza, and Leibniz, with a particular emphasis on topics such as substance, knowledge and sense perception, the mind-body problem, and the existence and nature of God.	In this course we study the major figures of early modern rationalism, Descartes, Spinoza, and Leibniz, with a particular emphasis on topics such as substance, knowledge and sense perception, the mind-body problem, and the existence and nature of God.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	5.0 full credits, including one of [PHL16H3, PHL17H3, PHL31H3, PHL33H3, PHL35H3, (PHL36H3)] and 1.0 additional credit in Philosophy	5.0 full credits, including one of [PHL16H3, PHL17H3, PHL31H3, PHL33H3, PHL35H3, (PHL36H3)] and 1.0 additional credit in Philosophy
Corequisite		
Exclusion	PHL310H	PHL310H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PHLC36H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Topics in Early Modern Philosophy: Empiricism	Topics in Early Modern Philosophy: Empiricism
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	In this course we study major figures of early modern empiricism, Locke, Berkeley, Hume, with a particular emphasis on topics such as substance, knowledge and sense perception, the mind-body problem, and the existence and nature of God.	In this course we study major figures of early modern empiricism, Locke, Berkeley, Hume, with a particular emphasis on topics such as substance, knowledge and sense perception, the mind-body problem, and the existence and nature of God.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	5.0 full credits, including one of [PHL16H3, PHL17H3, PHL31H3, PHL33H3, PHL35H3, (PHL36H3)] and 1.0 additional credit in Philosophy	5.0 full credits, including one of [PHL16H3, PHL17H3, PHL31H3, PHL33H3, PHL35H3, (PHL36H3)] and 1.0 additional credit in Philosophy
Corequisite		
Exclusion	PHL311H	PHL311H
Recommended Preparation		
Enrolment Limits		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Note

Instructor

Hours

Available Online

No

No

Course: PHLC43H3 - Compare

Owning Organizations

PHL,PHLSC

PHL,PHLSC

Sections

2014 - Philosophy

2014 - Philosophy

Calendar Title

History of Analytic Philosophy

History of Analytic Philosophy

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course explores the foundation of Analytic Philosophy in the late 19th and early 20th century, concentrating on Frege, Russell, and Moore. Special attention paid to the discovery of mathematical logic, its motivations from and consequences for metaphysics and the philosophy of mind.

This course explores the foundation of Analytic Philosophy in the late 19th and early 20th century, concentrating on Frege, Russell, and Moore. Special attention paid to the discovery of mathematical logic, its motivations from and consequences for metaphysics and the philosophy of mind.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

5.0 full credits, including one of [\[PHL B20H3, PHL B55H3, PHL B60H3, \(PHL B70H3\), PHL B72H3, \(PHL B80H3\), PHL B81H3, PHL B86H3\]](#) and one of [\[PHL B50H3, PHL C51H3, \(PHL C54H3\), MAT C09H3\]](#) and 0.5 additional credits in Philosophy

5.0 full credits, including one of [\[PHL B20H3, PHL B55H3, PHL B60H3, \(PHL B70H3\), PHL B72H3, \(PHL B80H3\), PHL B81H3, PHL B86H3\]](#) and one of [\[PHL B50H3, PHL C51H3, \(PHL C54H3\), MAT C09H3\]](#) and 0.5 additional credits in Philosophy

Corequisite

Exclusion

PHL325H

PHL325H

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: PHLC60H3 - Compare

Owning Organizations

PHL,PHLSC

PHL,PHLSC

Sections

2014 - Philosophy

2014 - Philosophy

Calendar Title

Topics in Metaphysics

Metaphysics

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

A follow up to PHLB60H3. This course will consider one or two metaphysical topics in depth, with an emphasis on class discussion.

A follow up to PHLB60H3. This course will consider one or two metaphysical topics in depth, with an emphasis on class discussion.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Other

Learning Nature

Prerequisite

5.0 full credits, including one of [PHLB20H3](#), [PHLB55H3](#), [PHLB60H3](#), (PHLB70H3), [PHLB72H3](#), (PHLB80H3), [PHLB81H3](#), [PHLB86H3](#) and 1.0 additional credit in Philosophy

5.0 full credits, including one of [PHLB20H3](#), [PHLB55H3](#), [PHLB60H3](#), (PHLB70H3), [PHLB72H3](#), (PHLB80H3), [PHLB81H3](#), [PHLB86H3](#) and 1.0 additional credit in Philosophy

Corequisite

Exclusion

PHL331H, PHL332H (UTM only)

PHL331H, PHL332H (UTM only)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: PHLC72H3 - Compare

Owning Organizations

PHL,PHLSC

PHL,PHLSC

Sections

2014 - Philosophy

2014 - Philosophy

Calendar Title

Philosophy of Science

Philosophy of Science

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course will consider one or two topics in the Philosophy of Science in depth, with an emphasis on class discussion.

This course will consider one or two topics in the Philosophy of Science in depth, with an emphasis on class discussion.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

5.0 full credits, including one of [PHLB20H3](#), [PHLB55H3](#), [PHLB60H3](#), (PHLB70H3), [PHLB72H3](#), (PHLB80H3), [PHLB81H3](#), [PHLB86H3](#) and 1.0 additional credit in Philosophy

5.0 full credits, including one of [PHLB20H3](#), [PHLB55H3](#), [PHLB60H3](#), (PHLB70H3), [PHLB72H3](#), (PHLB80H3), [PHLB81H3](#), [PHLB86H3](#) and 1.0 additional credit in Philosophy

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: PHLC80H3 - Compare

Owning Organizations

PHL,PHLSC

PHL,PHLSC

Sections

2014 - Philosophy

2014 - Philosophy

Calendar Title

Philosophy of Language

Philosophy of Language

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

An examination of philosophical issues about language.

An examination of philosophical issues about language.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Philosophical questions to be covered include: what is the relation between mind and language, what is involved in linguistic communication, is language an innate biological feature of human beings, how do words manage to refer to things, and what is meaning.

Philosophical questions to be covered include: what is the relation between mind and language, what is involved in linguistic communication, is language an innate biological feature of human beings, how do words manage to refer to things, and what is meaning.

Print Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies
Experiential Learning - Research	None
Experiential Learning - Other	None
Learning Nature	
Prerequisite	5.0 credits, including one of PHLB20H3 , PHLB55H3 , PHLB60H3 , (PHLB70H3), PHLB72H3 , (PHLB80H3), PHLB81H3 , PHLB86H3 and 1.0 additional credit in Philosophy.
Corequisite	
Exclusion	
Recommended Preparation	
Enrolment Limits	
Note	
Instructor	
Hours	
Available Online	No

Print Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies
Experiential Learning - Research	None
Experiential Learning - Other	None
Learning Nature	
Prerequisite	5.0 credits, including one of PHLB20H3 , PHLB55H3 , PHLB60H3 , (PHLB70H3), PHLB72H3 , (PHLB80H3), PHLB81H3 , PHLB86H3 and 1.0 additional credit in Philosophy.
Corequisite	
Exclusion	
Recommended Preparation	
Enrolment Limits	
Note	
Instructor	
Hours	
Available Online	No

Course: [PHLC86H3](#) - Compare

Owning Organizations	PHL,PHLSC
Sections	2014 - Philosophy
Calendar Title	Issues in the Philosophy of Mind
ROSI Title	Same as Calendar Title
Full Description	Advance Issues in the Philosophy of Mind. For example, an examination of arguments for and against the idea that machines can be conscious, can think, or can feel. Topics may include: Turing's test of machine intelligence, the argument based on Gödel's theorem that there is an unbridgeable gulf between human minds and machine capabilities, Searle's Chinese Room thought experiment.
Print Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies
Experiential Learning - Research	None
Experiential Learning - Other	None
Learning Nature	
Prerequisite	5.0 full credits, including one of PHLB20H3 , PHLB55H3 , PHLB60H3 , (PHLB70H3), PHLB72H3 , (PHLB80H3), PHLB81H3 , PHLB86H3 and 1.0 additional credit in Philosophy
Corequisite	
Exclusion	
Recommended Preparation	
Enrolment Limits	

Owning Organizations	PHL,PHLSC
Sections	2014 - Philosophy
Calendar Title	Issues in the Philosophy of Mind
ROSI Title	Same as Calendar Title
Full Description	Advance Issues in the Philosophy of Mind. For example, an examination of arguments for and against the idea that machines can be conscious, can think, or can feel. Topics may include: Turing's test of machine intelligence, the argument based on Gödel's theorem that there is an unbridgeable gulf between human minds and machine capabilities, Searle's Chinese Room thought experiment.
Print Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies
Experiential Learning - Research	None
Experiential Learning - Other	None
Learning Nature	
Prerequisite	5.0 full credits, including one of PHLB20H3 , PHLB55H3 , PHLB60H3 , (PHLB70H3), PHLB72H3 , (PHLB80H3), PHLB81H3 , PHLB86H3 and 1.0 additional credit in Philosophy
Corequisite	
Exclusion	
Recommended Preparation	
Enrolment Limits	

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Prerequisite	5.0 full credits, including one of [PHILB02H3, PHILB05H3, PHILB06H3, PHILB07H3, PHILB08H3, PHILB09H3, (PHILB36H3)] and 1.0 additional credit in Philosophy	5.0 full credits, including one of [PHILB02H3, PHILB05H3, PHILB06H3, PHILB07H3, PHILB08H3, PHILB09H3, (PHILB36H3)] and 1.0 additional credit in Philosophy
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PHLC93H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Topics in Political Philosophy	Topics in Political Philosophy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course will examine some contemporary debates in recent political philosophy. Topics discussed may include the nature of justice, liberty and the criteria of good government, and problems of social coordination.	This course will examine some contemporary debates in recent political philosophy. Topics discussed may include the nature of justice, liberty and the criteria of good government, and problems of social coordination.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	5.0 full credits, including one of [PHILB02H3, PHILB05H3, PHILB06H3, PHILB07H3, PHILB08H3, PHILB09H3, (PHILB36H3)] and 1.0 additional credit in Philosophy	5.0 full credits, including one of [PHILB02H3, PHILB05H3, PHILB06H3, PHILB07H3, PHILB08H3, PHILB09H3, (PHILB36H3)] and 1.0 additional credit in Philosophy
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PHLC95H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Topics in the Philosophy of Mind	Topics in the Philosophy of Mind
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Advanced topics in the Philosophy of mind, such as an exploration of philosophical problems and theories of consciousness. Topics to be examined may include: the nature of consciousness and 'qualitative experience', the	Advanced topics in the Philosophy of mind, such as an exploration of philosophical problems and theories of consciousness. Topics to be examined may include: the nature of consciousness and 'qualitative experience', the

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

existence and nature of animal consciousness, the relation between consciousness and intentionality, as well as various philosophical theories of consciousness.

existence and nature of animal consciousness, the relation between consciousness and intentionality, as well as various philosophical theories of consciousness.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

5.0 full credits, including one of [PHILB20H3](#), [PHILB55H3](#), [PHILB60H3](#), [PHILB70H3](#), [PHILB72H3](#), [PHILB80H3](#), [PHILB81H3](#), [PHILB86H3](#) and 1.0 additional credit in Philosophy

5.0 full credits, including one of [PHILB20H3](#), [PHILB55H3](#), [PHILB60H3](#), [PHILB70H3](#), [PHILB72H3](#), [PHILB80H3](#), [PHILB81H3](#), [PHILB86H3](#) and 1.0 additional credit in Philosophy

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: PHLC99H3 - Compare

Owning Organizations

PHL,PHLSC

PHL,PHLSC

Sections

2014 - Philosophy

2014 - Philosophy

Calendar Title

Proseminar in Philosophy

Proseminar in Philosophy

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This is an intensive seminar for students specializing and majoring in philosophy. The course will develop advanced philosophical skills by focusing on textual analysis, argumentative techniques, writing and oral presentation. The course also aims to foster a cohesive cohort among philosophy specialists and majors. Each year, the course will focus on a different topic drawn from the core areas of philosophy for its subject matter. This course is strongly recommended for Philosophy Specialist and Majors.

This is an intensive seminar that will develop advanced philosophical skills by focusing on textual analysis, argumentative techniques, writing and oral presentation. The course also aims to foster a cohesive cohort among philosophy specialists and majors. Each year, the course will focus on a different topic drawn from the core areas of philosophy for its subject matter. This course is strongly recommended for Philosophy Specialist and Majors.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

1.5 credits in Philosophy

1.5 credits in Philosophy

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Hours

Available Online No No

Course: PHLD05H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Advanced Seminar in Ethics	Advanced Seminar in Ethics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course offers an in-depth investigation into selected topics in moral philosophy.	This course offers an in-depth investigation into selected topics in moral philosophy.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	3.5 credits in Philosophy, including 2 courses (1.0 credit) at the C-level, at least one of which must be PHLC05H3 or PHLC06H3 .	3.5 credits in Philosophy, including 2 courses (1.0 credit) at the C-level, at least one of which must be PHLC05H3 or PHLC06H3 .
Corequisite		
Exclusion	PHL407H, PHL475H	PHL407H, PHL475H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours	TBA	
Available Online	No	No

Course: PHLD35H3 - Compare

Owning Organizations	PHL,PHLSC	PHL,PHLSC
Sections	2014 - Philosophy	2014 - Philosophy
Calendar Title	Advanced Seminar in Rationalism	Advanced Seminar in Rationalism
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course offers in-depth examination of the philosophical approach offered by one of the three principal Rationalist philosophers, Descartes, Spinoza or Leibniz.	This course offers in-depth examination of the philosophical approach offered by one of the three principal Rationalist philosophers, Descartes, Spinoza or Leibniz.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	3.5 full credits in Philosophy, including at least 2 courses at the C-level, at least one course in the history of philosophy at the C-level.	3.5 credits in Philosophy, including at least 2 courses (1.0 credit) at the C-level, one of which must be in the history of philosophy.
Corequisite		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	3.5 credits in Philosophy, at least 1.0 credit at the C-level.	3.5 credits in Philosophy, at least 1.0 credit at the C-level.
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	20	20
Note		
Instructor		
Hours		
Available Online	No	No

Course: PHYA22H3 - Compare

Owning Organizations	PHSSC,PHY	PHSSC,PHY
Sections	2014 - Physics and Astrophysics	2014 - Physics and Astrophysics
Calendar Title	Introduction to Physics IB	Introduction to Physics IB
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The course covers the main concepts of Electricity and Magnetism, Optics, and Atomic and Nuclear Physics. It provides basic knowledge of these topics with particular emphasis on its applications in the life sciences. It also covers some of the applications of modern physics such as atomic physics and nuclear radiation.	The course covers the main concepts of Electricity and Magnetism, Optics, and Atomic and Nuclear Physics. It provides basic knowledge of these topics with particular emphasis on its applications in the life sciences. It also covers some of the applications of modern physics such as atomic physics and nuclear radiation.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[PHYA10H3 or PHYA11H3 or (PHYA01H3)] and [MATA30H3 or MATA31H3]	[PHYA10H3 or PHYA11H3 or (PHYA01H3)] and [MATA30H3 or MATA31H3]
Corequisite	(MATA21H3) or MATA35H3 or MATA36H3 or MATA37H3 Note (MATA21H3) & MATA35H3 do not allow for many future programs in science.	(MATA21H3) or MATA35H3 or MATA36H3 or MATA37H3 Note (MATA21H3) & MATA35H3 do not allow for many future programs in science.
Exclusion	PHYA21H3 , (PHY110Y), PHY132H, PHY135Y, (PHY138Y), PHY152H	PHYA21H3 , (PHY110Y), PHY132H, PHY135Y, (PHY138Y), PHY152H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PLIC15H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	LIN,FLSC	LIN,FLSC
Sections	2014 - Linguistics	2014 - Linguistics
Calendar Title	Speech Perception	Speech Perception
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of the acoustics and perception of human speech. By looking at the acoustic properties of a variety of languages (including Tamil, Tagalog and First Nations languages), we will explore how people learn the peculiarities of their sound system and what this reveals about the nature of human speech perception.	An examination of the acoustics and perception of human speech. By looking at the acoustic properties of a variety of languages (including Tamil, Tagalog and First Nations languages), we will explore how people learn the peculiarities of their sound system and what this reveals about the nature of human speech perception.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	LINB04H3 & LINB09H3	LINB04H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [PLIC25H3 - Compare](#)

Owning Organizations	LIN,FLSC	LIN,FLSC
Sections	2014 - Linguistics	2014 - Linguistics
Calendar Title	Second Language Acquisition	Second Language Acquisition
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The stages adults and children go through when learning a second language. The course examines linguistic, cognitive, neurological, social, and personality variables that influence second language acquisition. <u>Recommended for students in the Concurrent Teacher Education Program (French).</u>	The stages adults and children go through when learning a second language. The course examines linguistic, cognitive, neurological, social, and personality variables that influence second language acquisition.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	LINA01H3 and (LINB06H3 or LINB09H3) or FBFB44H3 & FBFB45H3	LINA01H3 and (LINB06H3 or LINB09H3) or FBFB44H3 & FBFB45H3
Corequisite		
Exclusion	(LINB25H3), (PLB25H3)	(LINB25H3), (PLB25H3)
Recommended Preparation		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Enrolment Limits

Note

Instructor

Hours

Available Online No No

Course: PLID34H3 - Compare

Owning Organizations	LIN,FLSC	LIN,FLSC
Sections	2014 - Linguistics	2014 - Linguistics
Calendar Title	The Psycholinguistics of Reading	The Psycholinguistics of Reading
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of linguistic and psycholinguistic issues pertinent to reading, as well as the role of a language's writing system and orthography in the learning process. <u>Recommended for students in the Concurrent Teacher Education Program (French)</u>	An examination of linguistic and psycholinguistic issues pertinent to reading, as well as the role of a language's writing system and orthography in the learning process.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[LINA01H3 or FBFR44H3 & FBFR45H3] & [PLC24H3 or (PLB25H3)]	[LINA01H3 or FBFR44H3 & FBFR45H3] & [PLC24H3 or (PLB25H3)]
Corequisite		
Exclusion	(LINC34H3), (PLC34H3)	(LINC34H3), (PLC34H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PMDB22H3 - Compare

Owning Organizations	BGYSC,PMD	BGYSC,PMD
Sections	2014 - Paramedicine	2014 - Paramedicine
Calendar Title	Pre-hospital Care 1: Theory and Lab	Pre-hospital Care 1: Theory and Lab
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Allows students to develop the critical thinking skills and problem solving approaches needed to provide quality pre-hospital emergency care. Emphasizes the components of primary and second assessment, and the implementation of patient care based on interpretation of assessment findings. Discusses principles of physical and psycho-social development, and how these apply to the role of the paramedic. Students must pass each component (theory and lab) of the course to be successful. This course is taught at the Centennial HP Science and Technology Centre.	Allows students to develop the critical thinking skills and problem solving approaches needed to provide quality pre-hospital emergency care. Emphasizes the components of primary and second assessment, and the implementation of patient care based on interpretation of assessment findings. Discusses principles of physical and psycho-social development, and how these apply to the role of the paramedic. Students must pass each component (theory and lab) of the course to be successful. This course is taught at the Centennial HP Science and Technology Centre.
Print Description	Same as Full Description	Same as Full Description

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOA01H3 and BIOA02H3	BIOA01H3 and BIOA02H3
Corequisite	PMDB25H3 and PMDB41H3 and BIOB33H3	PMDB25H3 and PMDB41H3 and PMDB33H3
Exclusion		
Recommended Preparation		
Enrolment Limits	Enrolment is restricted to students in the Specialist Program in Paramedicine.	Enrolment is restricted to students in the Specialist Program in Paramedicine.
Note		
Instructor		
Hours		
Available Online	No	No

Course: PMDB25H3 - Compare

Owning Organizations	BGYSC,PMD	BGYSC,PMD
Sections	2014 - Paramedicine	2014 - Paramedicine
Calendar Title	Therapeutic Communications and Crisis Intervention	Therapeutic Communications and Crisis Intervention
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Focuses on the utilization of effective communication tools when dealing with persons facing health crisis. Students will learn about coping mechanisms utilized by patients and families, and the effects of death and dying on the individual and significant others. Students will have the opportunity to visit or examine community services and do class presentations. This course is taught at the Centennial HP Science and Technology Centre.	Focuses on the utilization of effective communication tools when dealing with persons facing health crisis. Students will learn about coping mechanisms utilized by patients and families, and the effects of death and dying on the individual and significant others. Students will have the opportunity to visit or examine community services and do class presentations. This course is taught at the Centennial HP Science and Technology Centre.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	BIOA01H3 and BIOA02H3	BIOA01H3 and BIOA02H3
Corequisite	PMDB22H3 and PMDB41H3 and BIOB33H3	PMDB22H3 and PMDB41H3 and PMDB33H3
Exclusion		
Recommended Preparation		
Enrolment Limits	Enrolment is restricted to students in the Specialist Program in Paramedicine.	Enrolment is restricted to students in the Specialist Program in Paramedicine.
Note		
Instructor		
Hours		
Available Online	No	No

Course: PMDB30H3 - Compare

Owning Organizations	BGYSC,PMD	BGYSC,PMD
-----------------------------	-----------	-----------

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections	2014 - Paramedicine	2014 - Paramedicine
Calendar Title	Alterations of Human Body Function I	Alterations of Human Body Function I
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Discusses how human body function is affected by a variety of patho-physiological circumstances. The theoretical framework includes the main concepts of crisis, the adaptation of the body by way of compensatory mechanisms, the failure of these compensatory mechanisms and the resulting physiological manifestations. Students will learn to identify such manifestations. This course is taught at the Centennial HP Science and Technology Centre.	Discusses how human body function is affected by a variety of patho-physiological circumstances. The theoretical framework includes the main concepts of crisis, the adaptation of the body by way of compensatory mechanisms, the failure of these compensatory mechanisms and the resulting physiological manifestations. Students will learn to identify such manifestations. This course is taught at the Centennial HP Science and Technology Centre.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	PMDB22H3 and PMDB25H3 and PMDB41H3 and BI0B33H3	PMDB22H3 and PMDB25H3 and PMDB41H3 and PMDB33H3
Corequisite	PMDB32Y3 and PMDB36H3	PMDB32Y3 and PMDB36H3
Exclusion		
Recommended Preparation		
Enrolment Limits	Enrolment is limited to students in the Specialist Program in Paramedicine	Enrolment is limited to students in the Specialist Program in Paramedicine
Note		
Instructor		
Hours		
Available Online	No	No

Course: PMDB32Y3 - Compare

Owning Organizations	BGYSC,PMD	BGYSC,PMD
Sections	2014 - Paramedicine	2014 - Paramedicine
Calendar Title	Pre-hospital Care 2: Theory, Lab and Clinical	Pre-hospital Care 2: Theory, Lab and Clinical
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Provides the necessary knowledge, skill and value base that will enable the student to establish the priorities of assessment and management for persons who are in stress or crisis due to the effects of illness or trauma. The resulting patho-physiological or psychological manifestations are assessed to determine the degree of crisis and/or life threat. Students must pass each component (theory, lab and clinical) of the course to be successful. This course is taught at the Centennial HP Science and Technology Centre.	Provides the necessary knowledge, skill and value ase that will enable the student to establish the priorities of assessment and management for persons who are in stress or crisis due to the effects of illness or trauma. The resulting patho-physiological or psychological manifestations are assessed to determine the degree of crisis and/or life threat. Students must pass each component (theory, lab and clinical) of the course to be successful. This course is taught at the Centennial HP Science and Technology Centre.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	PMDB22H3 and PMDB25H3 and PMDB41H3 and BI0B33H3	PMDB22H3 and PMDB25H3 and PMDB41H3 and PMDB33H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Corequisite	<u>PMDB30H3</u> and <u>PMDB36H3</u>	<u>PMDB33H3</u> and <u>PMDB30H3</u> and <u>PMDB36H3</u>
Exclusion		
Recommended Preparation		
Enrolment Limits	Enrolment is limited to students in the Specialist Program in Paramedicine	Enrolment is limited to students in the Specialist Program in Paramedicine
Note		
Instructor		
Hours		
Available Online	No	No

Course: PMDB33H3 - Compare

Owning Organizations	BGYSC, <u>BIO</u>	BGYSC, <u>PMD</u>
Sections	2014 - <u>Biological Sciences</u>	2014 - <u>Paramedicine</u>
Calendar Title	Anatomy	Anatomy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The basic anatomy of all the human body systems will be examined. The focus is on the normal functioning of the anatomy of all body systems and compensatory mechanisms, where applicable, to maintain homeostasis. Specific differences with respect to the pediatric/geriatric client will be highlighted. This course is taught at the Centennial HP Science and Technology Centre.	The basic anatomy of all the human body systems will be examined. The focus is on the normal functioning of the anatomy of all body systems and compensatory mechanisms, where applicable, to maintain homeostasis. Specific differences with respect to the pediatric/geriatric client will be highlighted. This course is taught at the Centennial HP Science and Technology Centre.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>BIOA01H3</u> and <u>BIOA02H3</u>	<u>BIOA01H3</u> and <u>BIOA02H3</u>
Corequisite		
Exclusion	ANA300Y, ANA301H, <u>BIOB33H3</u> , BGYB33H3	ANA300Y, ANA301H, <u>BIOB33H3</u> , BGYB33H3
Recommended Preparation		
Enrolment Limits	Restricted to students in the Specialist (Joint) Program in Paramedicine.	Restricted to students in the Specialist (Joint) Program in Paramedicine.
Note		
Instructor		
Hours		
Available Online	No	No

Course: PMDB36H3 - Compare

Owning Organizations	BGYSC,PMD	BGYSC,PMD
Sections	2014 - Paramedicine	2014 - Paramedicine
Calendar Title	Pharmacology for Allied Health	Pharmacology for Allied Health
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Introduces principles of Pharmacology, essential knowledge for paramedics who are expected to administer medications in Pre-hospital care. Classifications of drugs will be discussed in	Introduces principles of Pharmacology, essential knowledge for paramedics who are expected to administer medications in Pre-hospital care. Classifications of drugs will be discussed in

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

an organized manner according to their characteristics, purpose, physiologic action, adverse effects, precautions, interactions and Pre-hospital applications. Students will use a step-by-step process to calculate drug dosages. This course is taught at the Centennial HP Science and Technology Centre.

an organized manner according to their characteristics, purpose, physiologic action, adverse effects, precautions, interactions and Pre-hospital applications. Students will use a step-by-step process to calculate drug dosages. This course is taught at the Centennial HP Science and Technology Centre.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>PMDB22H3</u> <u>PMDB25H3</u> <u>PMDB41H3</u> <u>BIOB33H3</u>	<u>PMDB22H3</u> and <u>PMDB25H3</u> and <u>PMDB41H3</u> and <u>PMDB33H3</u>
Corequisite	<u>PMDB30H3</u> <u>PMDB32Y3</u>	<u>PMDB30H3</u> and <u>PMDB32Y3</u>
Exclusion		
Recommended Preparation		
Enrolment Limits	Enrolment is limited to students in the Specialist Program in Paramedicine	Enrolment is limited to students in the Specialist Program in Paramedicine
Note		
Instructor		
Hours		
Available Online	No	No

Course: PMDB41H3 - Compare

Owning Organizations	BGYSC,PMD	BGYSC,PMD
Sections	2014 - Paramedicine	2014 - Paramedicine
Calendar Title	Professional and Legal Issues, Research, Responsibilities and Leadership	Professional and Legal Issues, Research, Responsibilities and Leadership
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Discusses the changing role of the paramedic and introduces the student to the non-technical professional expectations of the profession. Introduces fundamental principles of medical research and professional principles. Topics covered include the role of professional organizations, the role of relevant legislation, the labour/management environment, the field of injury prevention, and basic concepts of medical research. This course is taught at the Centennial HP Science and Technology Centre.	Discusses the changing role of the paramedic and introduces the student to the non-technical professional expectations of the profession. Introduces fundamental principles of medical research and professional principles. Topics covered include the role of professional organizations, the role of relevant legislation, the labour/management environment, the field of injury prevention, and basic concepts of medical research. This course is taught at the Centennial HP Science and Technology Centre.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>BIOA01H3</u> <u>BIOA02H3</u>	<u>BIOA01H3</u> and <u>BIOA02H3</u>
Corequisite	<u>PMDB22H3</u> <u>PMDB25H3</u> <u>BIOB33H3</u>	<u>PMDB22H3</u> and <u>PMDB25H3</u> and <u>PMDB33H3</u>
Exclusion		
Recommended Preparation		
Enrolment Limits	Enrolment is restricted to students in the Specialist Program in	Enrolment is restricted to students in the Specialist Program in

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Paramedicine.

Paramedicine.

Note
Instructor
Hours
Available Online

No

No

Course: PMDC40H3 - Compare

Owning Organizations

BGYSC,PMD

BGYSC,PMD

Sections

2014 - Paramedicine

2014 - Paramedicine

Calendar Title

Alterations of Human Body Function II

Alterations of Human Body Function II

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Strengthens students' decision-making skills and sound clinical practices. Students continue to develop an understanding of various complex alterations in human body function from a variety of patho-physiological topics. Physiologic alterations will be discussed in terms of their potential life threat, their effect on the body's compensatory and decompensatory mechanisms, their manifestations and complications and treatment. This course is taught at the Centennial HP Science and Technology Centre.

Strengthens students' decision-making skills and sound clinical practices. Students continue to develop an understanding of various complex alterations in human body function from a variety of patho-physiological topics. Physiologic alterations will be discussed in terms of their potential life threat, their effect on the body's compensatory and decompensatory mechanisms, their manifestations and complications and treatment. This course is taught at the Centennial HP Science and Technology Centre.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Natural Sciences

Natural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

~~PMDB30H3~~ ~~PMDB32Y3~~ ~~PMDB36H3~~ ~~BIOR11H3~~

~~PMDB30H3~~ and ~~PMDB32Y3~~ and ~~PMDB36H3~~ and ~~BIOR11H3~~

Corequisite

~~PMDC42Y3~~ ~~PMDC43H3~~

~~PMDC42Y3~~ and ~~PMDC43H3~~

Exclusion

Recommended Preparation

Enrolment Limits

Enrolment is limited to students in the Specialist Program in Paramedicine

Enrolment is limited to students in the Specialist Program in Paramedicine

Note
Instructor
Hours
Available Online

No

No

Course: PMDC42Y3 - Compare

Owning Organizations

BGYSC,PMD

BGYSC,PMD

Sections

2014 - Paramedicine

2014 - Paramedicine

Calendar Title

Pre-hospital Care 3: Theory, Lab and Field

Pre-hospital Care 3: Theory, Lab and Field

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Provides students with the necessary theoretical concepts and applied knowledge and skills for managing a variety of pre-hospital medical and traumatic emergencies. Particular emphasis is placed on advanced patient assessment, ECG rhythm interpretation and cardiac emergencies, incorporation of symptom relief pharmacology into patient care and monitoring of intravenous fluid administration. Students must pass each component (theory, lab and field) of the course to

Provides students with the necessary theoretical concepts and applied knowledge and skills for managing a variety of pre-hospital medical and traumatic emergencies. Particular emphasis is placed on advanced patient assessment, ECG rhythm interpretation and cardiac emergencies, incorporation of symptom relief pharmacology into patient care and monitoring of intravenous fluid administration. Students must pass each component (theory, lab and field) of the course to

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

be successful. This course is taught at the Centennial HP Science and Technology Centre.

be successful. This course is taught at the Centennial HP Science and Technology Centre.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Natural Sciences

Natural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

~~PMDB30H3~~ and ~~PMDB32Y3~~ and ~~PMDB36H3~~ and ~~BIOB11H3~~

~~PMDB30H3~~ and ~~PMDB32Y3~~ and ~~PMDB36H3~~ and ~~BIOB11H3~~

Corequisite

~~PMDC40H3~~ and ~~PMDC43H3~~

~~PMDC40H3~~ and ~~PMDC43H3~~

Exclusion

Recommended Preparation

Enrolment Limits

Enrolment is limited to students in the Specialist Program in Paramedicine

Enrolment is limited to students in the Specialist Program in Paramedicine

Note

Instructor

Hours

Available Online

No

No

Course: PMDC43H3 - Compare

Owning Organizations

BGYSC,PMD

BGYSC,PMD

Sections

2014 - Paramedicine

2014 - Paramedicine

Calendar Title

Medical Directed Therapeutics and Paramedic Responsibilities

Medical Directed Therapeutics and Paramedic Responsibilities

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Applies concepts and principles from pharmacology, patho-physiology and pre-hospital care to make decisions and implementation of controlled or delegated medical acts for increasingly difficult case scenarios in a class and lab setting. Ethics and legal implications/responsibilities of actions will be integrated throughout the content. Patient care and monitoring of intravenous fluid administration. This course is taught at the Centennial HP Science and Technology Centre.

Applies concepts and principles from pharmacology, patho-physiology and pre-hospital care to make decisions and implementation of controlled or delegated medical acts for increasingly difficult case scenarios in a class and lab setting. Ethics and legal implications/responsibilities of actions will be integrated throughout the content. Patient care and monitoring of intravenous fluid administration. This course is taught at the Centennial HP Science and Technology Centre.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

~~PMDB30H3~~ and ~~PMDB32Y3~~ and ~~PMDB36H3~~ and ~~BIOB11H3~~

~~PMDB30H3~~ and ~~PMDB32Y3~~ and ~~PMDB36H3~~ and ~~BIOB11H3~~

Corequisite

~~PMDC40H3~~ and ~~PMDC42Y3~~

~~PMDC40H3~~ and ~~PMDC42Y3~~

Exclusion

Recommended Preparation

Enrolment Limits

Enrolment is limited to students in the Specialist Program in Paramedicine

Enrolment is limited to students in the Specialist Program in Paramedicine

Note

Instructor

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Hours

Available Online No No

Course: PMDC54Y3 - Compare

Owning Organizations	BGYSC,PMD	BGYSC,PMD
Sections	2014 - Paramedicine	2014 - Paramedicine
Calendar Title	Pre-hospital Care 4: Theory, Lab and Field	Pre-hospital Care 4: Theory, Lab and Field
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Combines theory, lab and field application. New concepts of paediatric trauma and Basic Trauma Life Support will be added to the skill and knowledge base. Students will be guided to develop a final portfolio demonstrating experiences, reflection and leadership. Students must pass each component (theory, lab and field) of the course to be successful. This course is taught at the Centennial HP Science and Technology Centre.	Combines theory, lab and field application. New concepts of paediatric trauma and Basic Trauma Life Support will be added to the skill and knowledge base. Students will be guided to develop a final portfolio demonstrating experiences, reflection and leadership. Students must pass each component (theory, lab and field) of the course to be successful. This course is taught at the Centennial HP Science and Technology Centre.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	PMDC40H3 and PMDC42Y3 and PMDC43H3	PMDC40H3 and PMDC42Y3 and PMDC43H3
Corequisite	PMDC56H3	PMDC56H3
Exclusion		
Recommended Preparation		
Enrolment Limits	Enrolment is limited to students in the Specialist Program in Paramedicine	Enrolment is limited to students in the Specialist Program in Paramedicine
Note		
Instructor		
Hours		
Available Online	No	No

Course: PMDC56H3 - Compare

Owning Organizations	BGYSC,PMD	BGYSC,PMD
Sections	2014 - Paramedicine	2014 - Paramedicine
Calendar Title	Primary Care Paramedic Integration and Decision Making	Primary Care Paramedic Integration and Decision Making
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Challenges students with increasingly complex decisions involving life-threatening situations, ethical-legal dilemmas, and the application of sound foundational principles and knowledge of pharmacology, patho-physiology, communication, assessment and therapeutic interventions. Students will analyze and discuss real field experiences and case scenarios to further develop their assessment, care and decision-making. This course is taught at the Centennial HP Science and Technology Centre.	Challenges students with increasingly complex decisions involving life-threatening situations, ethical-legal dilemmas, and the application of sound foundational principles and knowledge of pharmacology, patho-physiology, communication, assessment and therapeutic interventions. Students will analyze and discuss real field experiences and case scenarios to further develop their assessment, care and decision-making. This course is taught at the Centennial HP Science and Technology Centre.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning -	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Research

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[PMDC40H3](#) and [PMDC42Y3](#) and [PMDC43H3](#)

[PMDC40H3](#) and [PMDC42Y3](#) and [PMDC43H3](#)

Corequisite

[PMDC54Y3](#)

[PMDC54Y3](#)

Exclusion

Recommended Preparation

Enrolment Limits

Enrolment is limited to students in the Specialist Program in Paramedicine

Enrolment is limited to students in the Specialist Program in Paramedicine

Note

Instructor

Hours

Available Online

No

No

Course: POLA01H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Critical Issues in Politics I

Critical Issues in Politics I

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

An introduction to crucial political issues of the day(e.g. globalization, migration, political violence, corruption, democracy, global justice, climate change, human rights, revolution, terrorism) and key concepts in Political Science. Students will be introduced to and practice techniques of critical reading and analytic essay writing. Topics will vary by semester and professor.

An introduction to crucial political issues of the day(e.g. globalization, migration, political violence, corruption, democracy, global justice, climate change, human rights, revolution, terrorism) and key concepts in Political Science. Students will be introduced to and practice techniques of critical reading and analytic essay writing. Topics will vary by semester and professor.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Corequisite

Exclusion

POL101Y, POL115H, POL112H, POL113H, POL114H

POL101Y, POL115H, POL112H, POL113H, POL114H

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: POLB30H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Law, Justice and Rights

Law, Justice and Rights

ROSI Title

Same as Calendar Title

Same as Calendar Title

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Full Description

This is a lecture course that helps students understand the theoretical justifications for the rule of law. We will study different arguments about the source and limitations of law: natural law, legal positivism, normative jurisprudence and critical theories. The course will also examine some key court cases in order to explore the connection between theory and practice. This is the foundation course for the Minor program in Public Law.

This is a lecture course that helps students understand the theoretical justifications for the rule of law. We will study different arguments about the source and limitations of law: natural law, legal positivism, normative jurisprudence and critical theories. The course will also examine some key court cases in order to explore the connection between theory and practice. This is the foundation course for the Minor program in Public Law.

Area of Focus: Political Theory

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Any 4.0 credits

Any 4.0 credits

Corequisite

Exclusion

Recommended Preparation

0.5 credit in Political Science

0.5 credit in Political Science

Enrolment Limits

Note

Priority will be given to students enrolled in the Minor program in Public Law. Additional students will be admitted as space permits.

Priority will be given to students enrolled in the Minor program in Public Law. Additional students will be admitted as space permits.

Instructor

Hours

Available Online

No

No

Course: POLB50Y3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Canadian Government and Politics

Canadian Government and Politics

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course examines the institutional foundations and principles of Canadian government, and the social, cultural, and historical factors that shape its politics. Topics covered are the Canadian constitution, the executive, parliament, the public service, the federal system, the Charter of Rights and Freedoms, the courts, political parties, the electoral system, interest groups, social movements, Quebec nationalism, and aboriginal self-determination.

This course examines the institutional foundations and principles of Canadian government, and the social, cultural, and historical factors that shape its politics. Topics covered are the Canadian constitution, the executive, parliament, the public service, the federal system, the Charter of Rights and Freedoms, the courts, political parties, the electoral system, interest groups, social movements, Quebec nationalism, and aboriginal self-determination.

Area of Focus: Canadian Government and Politics

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Any 4.0 credits.

Any 4.0 credits.

Corequisite

Exclusion

(POLB50H3), (POLB52H3), POL214Y, POL224Y

(POLB50H3), (POLB52H3), POL214Y, POL224Y

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation
Enrolment Limits
Note
Instructor
Hours
Available Online

No No

Course: POLB70H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Classic Texts in Political Theory I	Classic Texts in Political Theory I
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines central political texts from the ancient Greeks to the Renaissance, including Plato's <i>Republic</i> , Aristotle's <i>Politics</i> , Machiavelli's <i>The Prince</i> .	This course introduces students to central concepts in political theory, such as justice, rights, and the state. Readings will include classical and medieval texts, such as Plato's <i>Republic</i> and Aristotle's <i>Politics</i> . Area of Focus: Political Theory.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Any 4.0 credits	Any 4.0 credits
Corequisite		
Exclusion	POL200Y	POL200Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLB71H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Classic Texts in Political Theory II	Classic Texts in Political Theory II
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines texts from the Glorious Revolution to the French Revolution, including Hobbes' <i>Leviathan</i> , Locke's <i>Second Treatise</i> , Rousseau's <i>Social Contract and the Discourse on Inequality</i> .	This course introduces students to central concepts in political theory, such as sovereignty, liberty, and equality. Readings will include modern and contemporary texts, such as Hobbes' <i>Leviathan</i> and Locke's <i>Second Treatise of Government</i> . Area of Focus: Political Theory.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning -	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Research

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[POLB70H3](#) **Note:** It is strongly recommended that students take [POLB70H3](#) and [POLB71H3](#) in consecutive sessions.

[POLB70H3](#) **Note:** It is strongly recommended that students take [POLB70H3](#) and [POLB71H3](#) in consecutive sessions.

Corequisite

Exclusion

POL200Y

POL200Y

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: POLB80H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Introduction to International Relations

Introduction to International Relations

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course examines different approaches to international relations, the characteristics of the international system, and the factors that motivate foreign policies.

This course examines different approaches to international relations, the characteristics of the international system, and the factors that motivate foreign policies.
Area of Focus: International Relations

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Any 4.0 credits

Any 4.0 credits

Corequisite

Exclusion

POL208Y

POL208Y

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: POLB81H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Global Issues and Governance

Global Issues and Governance

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course examines how the global system is organized and how issues of international concern like conflict, human rights,

This course examines how the global system is organized and how issues of international concern like conflict, human rights,

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

the environment, trade, and finance are governed.

the environment, trade, and finance are governed.

Area of Focus: International Relations

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB80H3 Note: It is strongly recommended that students take POLB80H3 and POLB81H3 in consecutive sessions.	POLB80H3 Note: It is strongly recommended that students take POLB80H3 and POLB81H3 in consecutive sessions.
Corequisite		
Exclusion	POL208Y	POL208Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLB90H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Comparative Development in International Perspective	Comparative Development in International Perspective
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines the historical and current impact of the international order on the development prospects and politics of less developed countries. Topics include colonial conquest, multi-national investment, the debt crisis and globalization. The course focuses on the effects of these international factors on domestic power structures, the urban and rural poor, and the environment.	This course examines the historical and current impact of the international order on the development prospects and politics of less developed countries. Topics include colonial conquest, multi-national investment, the debt crisis and globalization. The course focuses on the effects of these international factors on domestic power structures, the urban and rural poor, and the environment. Area of Focus: Comparative Politics
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Any 4.0 credits	Any 4.0 credits
Corequisite		
Exclusion	POL201Y	POL201Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: POLB91H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Comparative Development in Political Perspective	Comparative Development in Political Perspective
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course examines the role of politics and the state in the processes of development in less developed countries. Topics include the role of the military and bureaucracy, the relationship between the state and the economy, and the role of religion and ethnicity in politics.</p>	<p>This course examines the role of politics and the state in the processes of development in less developed countries. Topics include the role of the military and bureaucracy, the relationship between the state and the economy, and the role of religion and ethnicity in politics.</p> <p style="border: 1px dashed red; padding: 2px;">Area of Focus: Comparative Politics</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB90H3 . Note: It is strongly recommended that students take POLB90H3 and POLB91H3 in consecutive sessions.	POLB90H3 . Note: It is strongly recommended that students take POLB90H3 and POLB91H3 in consecutive sessions.
Corequisite		
Exclusion	POL201Y	POL201Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLB92H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Comparative Politics: Revolution, Democracy and Authoritarianism in Modern Europe	Comparative Politics: Revolution, Democracy and Authoritarianism in Modern Europe
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course explores the origins of modern political institutions in Europe through an examination of revolutions, democracy, and authoritarianism in Europe since 1789. Specific case studies include the French Revolution, democratization in Britain and Spain, the Russian Revolution and the rise of the Nazis in Germany.</p>	<p>This course explores the origins of modern political institutions in Europe through an examination of revolutions, democracy, and authoritarianism in Europe since 1789. Specific case studies include the French Revolution, democratization in Britain and Spain, the Russian Revolution and the rise of the Nazis in Germany.</p> <p style="border: 1px dashed red; padding: 2px;">Area of Focus: Comparative Politics</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Any 4.0 credits	Any 4.0 credits

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

others. The course examines both historical and contemporary cases of inter-state conflict and covers conventional, nuclear, and non-traditional warfare.

others. The course examines both historical and contemporary cases of inter-state conflict and covers conventional, nuclear, and non-traditional warfare.

Area of Focus: International Relations

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB80H3 and POLB81H3	POLB80H3 and POLB81H3
Corequisite		
Exclusion	POL380H	
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [POLC11H3](#) - Compare

Course Code	POLB11H3	POLC11H3
Owning Organizations	POL, POLSC	POL, POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Statistics for Politics and Public Policy	Applied Statistics for Politics and Public Policy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course introduces fundamentals of data analysis for political science and public policy. Students will complete multiple computer-based exercises using statistical techniques commonly employed by political scientists to study public opinion and government policies. No prior knowledge of university-level math is required, as the emphasis of the course will be on the application and interpretation of the data. Students will have a choice of writing a final paper or a final term test. The final paper will require students to produce an original piece of research using quantitative methods.</p>	<p>In this course, students learn to apply data analysis techniques to examples drawn from political science and public policy. Students will learn to complete original analyses using quantitative techniques commonly employed by political scientists to study public opinion and government policies. Rather than stressing mathematical concepts, the emphasis of the course will be on the application and interpretation of the data as students learn to communicate their results through papers and/or presentations.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		STAR22H3 or equivalent
Corequisite		
Exclusion	EOMB12H3 , PSYB07H3 , STAR22H3	POLB11H3
Recommended Preparation		
Enrolment Limits		
Note		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Instructor

Hours

Available Online No No

Course: POLC16H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Chinese Politics	Chinese Politics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course will cover Chinese politics and society from 1949 to the present, with an emphasis on the period since 1989. A central theme will be the tensions, challenges and debates that drive decision-making, policy implementation, and social reactions in contemporary China.	This course will cover Chinese politics and society from 1949 to the present, with an emphasis on the period since 1989. A central theme will be the tensions, challenges and debates that drive decision-making, policy implementation, and social reactions in contemporary China. <u>Area of Focus: Comparative Politics</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POL B90H3 or POL B91H3	POL B90H3 or POL B91H3
Corequisite		
Exclusion	JPA331Y, JMC031Y	JPA331Y, JMC031Y
Recommended Preparation	Some coursework on Chinese history, language, politics, society, or culture.	Some coursework on Chinese history, language, politics, society, or culture.
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC21H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Voting and Elections	Voting and Elections
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Why do some citizens vote when others do not? What motivates voters? This course reviews theories of voting behaviour, the social and psychological bases of such behaviour, and how candidate and party campaigns influence the vote. By applying quantitative methods introduced in STAB22 or other courses on statistical methods, students will complete assignments examining voter behaviour in recent Canadian and/or foreign elections using survey data and election returns.	Why do some citizens vote when others do not? What motivates voters? This course reviews theories of voting behaviour, the social and psychological bases of such behaviour, and how candidate and party campaigns influence the vote. By applying quantitative methods introduced in STAB22 or other courses on statistical methods, students will complete assignments examining voter behaviour in recent Canadian and/or foreign elections using survey data and election returns. <u>Areas of Focus: Canadian Government and Politics; Comparative Politics</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[STAB22H3_or equivalent] or POL242Y	[STAB22H3_or equivalent] or POL242Y
Corequisite		
Exclusion	POL314H, POL314Y	POL314H, POL314Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC32H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	The Canadian Judicial System	The Canadian Judicial System
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course explores the structure, role and key issues associated with the Canadian judicial system. The first section provides the key context and history associated with Canada's court system. The second section discusses the role the courts have played in the evolution of the Canadian constitution and politics with a particular focus on the Supreme Court of Canada. The final section analyzes some of the key debates and issues related to the courts in Canada, including their democratic nature, function in establishing public policy and protection of civil liberties.</p>	<p>This course explores the structure, role and key issues associated with the Canadian judicial system. The first section provides the key context and history associated with Canada's court system. The second section discusses the role the courts have played in the evolution of the Canadian constitution and politics with a particular focus on the Supreme Court of Canada. The final section analyzes some of the key debates and issues related to the courts in Canada, including their democratic nature, function in establishing public policy and protection of civil liberties.</p> <p style="border: 1px dashed red; padding: 2px;">Area of Focus: Canadian Government and Politics</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB50Y3	POLB50Y3
Corequisite		
Exclusion		
Recommended Preparation	POLB30H3	POLB30H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC36H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
-----------------------------	-----------	-----------

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Law and Public Policy	Law and Public Policy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines how different types of legal frameworks affect processes and outcomes of policy-making. It contrasts policy-making in Westminster parliamentary systems and separation of powers systems; unitary versus multi-level or federal systems; and systems with and without constitutional bills of rights.	This course examines how different types of legal frameworks affect processes and outcomes of policy-making. It contrasts policy-making in Westminster parliamentary systems and separation of powers systems; unitary versus multi-level or federal systems; and systems with and without constitutional bills of rights. Area of Focus: Public Policy
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB50Y3	POLB50Y3
Corequisite		
Exclusion		
Recommended Preparation	POLC67H3	POLC67H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC37H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Global Justice	Global Justice
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines theoretical debates about the extent of moral and political obligations to non-citizens. Topics include human rights, immigration, global poverty, development, terrorism, and just war.	This course examines theoretical debates about the extent of moral and political obligations to non-citizens. Topics include human rights, immigration, global poverty, development, terrorism, and just war. Area of Focus: Political Theory
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB70H3 and POLB71H3 or PHIA11H3 or IDSP06H3	POLB70H3 and POLB71H3 or 1.0 credit at the B-level in IDS courses
Corequisite		
Exclusion	PHLB08H3	PHLB08H3
Recommended Preparation		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Area of Focus: Comparative Politics

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB30H3	POLB30H3
Corequisite		
Exclusion		
Recommended Preparation	POLB92H3 or POLB93H3	POLB92H3 or POLB93H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC40H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Current Topics in Politics	Current Topics in Politics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Topics will vary depending on the instructor.	Topics and Area of Focus will vary depending on the instructor.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	One B-level full credit in Political Science	One B-level full credit in Political Science
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC42H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Topics in Comparative Politics	Topics in Comparative Politics
ROSI Title	Same as Calendar Title	Same as Calendar Title

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Full Description

Topics will vary depending on the regional interests and expertise of the instructor.

Topics will vary depending on the regional interests and expertise of the instructor.

Area of Focus: Comparative Politics

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

One B-level full credit in Political Science

One B-level full credit in Political Science

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: POLC53H3 - Compare

Owning Organizations

POL, POLSC

POL, POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Canadian Environmental Politics

Canadian Environmental Policy

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course examines the ideas and success of the environmental movement in Canada. The course focuses on how environmental policy in Canada is shaped by the ideas of environmentalists, economic and political interests, public opinion, and Canada's political-institutional framework. Combined lecture-seminar format.

This course examines the ideas and success of the environmental movement in Canada. The course focuses on how environmental policy in Canada is shaped by the ideas of environmentalists, economic and political interests, public opinion, and Canada's political-institutional framework. Combined lecture-seminar format.

Areas of Focus: Canadian Government and Politics; Public Policy

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

POLA51H3 or POLB50H3

POLB50Y3 or equivalent; or ESTB01H3 or [1.5 credits at the B-level in OIT courses]

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Learning Nature

Prerequisite	(POLB50H3 or equivalent) and POLC54H3	(POLB50Y3 or equivalent) and POLC54H3
Corequisite		
Exclusion	POL316Y	POL316Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC58H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	The Politics of National Identity and Diversity	The Politics of National Identity and Diversity
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course explores the foundational concepts of nation and nationalism in Canadian and comparative politics, and the related issues associated with diversity. The first section looks at the theories related to nationalism and national identity, while the second applies these to better understand such pressing issues as minorities, multiculturalism, conflict and globalization.	This course explores the foundational concepts of nation and nationalism in Canadian and comparative politics, and the related issues associated with diversity. The first section looks at the theories related to nationalism and national identity, while the second applies these to better understand such pressing issues as minorities, multiculturalism, conflict and globalization. Areas of Focus: Canadian Government and Politics; Comparative Politics
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB92H3 or POLB50Y3	POLB92H3 or POLB50Y3
Corequisite		
Exclusion		
Recommended Preparation	POLB93H3	POLB93H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC65H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Political Strategy	Political Strategy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course focuses on analyzing and influencing individual and	This course focuses on analyzing and influencing individual and

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

collective choices of political actors to understand effective strategies for bringing about policy changes. We will draw on the psychology of persuasion and decision-making, as well as literature on political decision-making and institutions, emphasizing contemporary issues. During election years in North America, special attention will be paid to campaign strategy. There may be a service-learning requirement.

collective choices of political actors to understand effective strategies for bringing about policy changes. We will draw on the psychology of persuasion and decision-making, as well as literature on political decision-making and institutions, emphasizing contemporary issues. During election years in North America, special attention will be paid to campaign strategy. There may be a service-learning requirement.

Area of Focus: Public Policy

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	At least 4.0 credits	At least 4.0 credits in POL courses
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	80	
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC66H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Public Policy Making	Public Policy Making
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course provides a study of current theories of public policy-making and the processes that are involved in making public policies. Policy processes of agenda setting, choosing governing instruments, making public decisions, and implementing and evaluating governmental programs are examined using specific cases of public policy-making in Canada.	This course provides a study of current theories of public policy-making and the processes that are involved in making public policies. Policy processes of agenda setting, choosing governing instruments, making public decisions, and implementing and evaluating governmental programs are examined using specific cases of public policy-making in Canada. <u>Areas of Focus: Canadian Government and Politics; Public Policy</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>POLA51H3 or POLB50H3 or POLB52H3</u>	<u>POLB50Y3 or equivalent or 1.5 credits at the B-level in CIT courses</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Note

Instructor

Hours

Available Online No No

Course: POLC67H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Public Policy in Canada	Public Policy in Canada
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course is a survey of contemporary patterns of public policy in Canada. Selected policy studies including managing the economy from post-war stabilization policies to the rise of global capitalism, developments in the Canadian welfare state and approaches to external relations and national security in the new international order.</p>	<p>This course is a survey of contemporary patterns of public policy in Canada. Selected policy studies including managing the economy from post-war stabilization policies to the rise of global capitalism, developments in the Canadian welfare state and approaches to external relations and national security in the new international order.</p> <p style="border: 1px dashed red; padding: 2px;">Areas of Focus: Canadian Government and Politics; Public Policy</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLA51H3 or POLB50H3; or POLB52H3	POLB50YG or equivalent; or 1.5 credits at the B-level in OI courses
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC68H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	The Constitution of Canada and the Charter of Rights and Freedoms	The Constitution of Canada and the Charter of Rights and Freedoms
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>This course will investigate the development of Canadian constitutional law under the Constitution Act of 1982 and the Charter of Rights and Freedoms. Specific topics include criminal rights, freedom of expression, freedom of religion, equality rights, and aboriginal rights.</p>	<p>This course will investigate the development of Canadian constitutional law under the Constitution Act of 1982 and the Charter of Rights and Freedoms. Specific topics include criminal rights, freedom of expression, freedom of religion, equality rights, and aboriginal rights.</p> <p style="border: 1px dashed red; padding: 2px;">Areas of Focus: Canadian Government and Politics; Political Theory; Public Policy</p>
Print Description	Same as Full Description	Same as Full Description

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[POLB50H3] and [POLB52H3]	[POLB50Y3] or equivalent] or [POLB30H3]
Corequisite		
Exclusion	POL337Y	POL337Y
Recommended Preparation		
Enrolment Limits	50	
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC73H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Modern Political Theory I	Modern Political Theory I
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is a study of the major political philosophers of the nineteenth century, including Hegel, Marx, J.S. Mill and Nietzsche.	This course is a study of the major political philosophers of the nineteenth century, including Hegel, Marx, J.S. Mill and Nietzsche. Area of Focus: Political Theory
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[POLB70H3 & POLB71H3] or equivalent	[POLB70H3 & POLB71H3] or equivalent
Corequisite		
Exclusion	POL320Y	POL320Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC74H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Contemporary Political Thought	Contemporary Political Thought
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

This course is a study of the major political philosophers of the twentieth century. The theorists covered will vary from year to year.

This course is a study of the major political philosophers of the twentieth century. The theorists covered will vary from year to year.

Area of Focus: Political Theory

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB70H3 & POLB71H3	POLB70H3 & POLB71H3
Corequisite		
Exclusion	POL320Y	POL320Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC78H3 - Compare

Owning Organizations	POL, POLSC	POL, POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Political Analysis I	Political Analysis I
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines the principles of research design and methods of analysis employed by researchers in political science. Students will learn to distinguish between adequate and inadequate use of evidence and between warranted and unwarranted conclusions.	This course examines the principles of research design and methods of analysis employed by researchers in political science. Students will learn to distinguish between adequate and inadequate use of evidence and between warranted and unwarranted conclusions.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	1.0 credits in Political Science	2.0 credits including 1.0 credit in POL courses
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC80H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	International Relations of Africa	International Relations of Africa
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course introduces students to the International Relations of Africa. This course applies the big questions in IR theory to a highly understudied region. The first half of the course focuses on security and politics, while the latter half pays heed to poverty, economic development, and multilateral institutions.	This course introduces students to the International Relations of Africa. This course applies the big questions in IR theory to a highly understudied region. The first half of the course focuses on security and politics, while the latter half pays heed to poverty, economic development, and multilateral institutions. <u>Area of Focus: International Relations</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>POLB80H3</u> Students who have completed <u>PSA02H3</u> may enrol with the permission of the instructor.	<u>POLB80H3</u> and <u>POLB81H3</u>
Corequisite		
Exclusion		
Recommended Preparation	<u>POLB81H3</u>	
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC82H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	The Formulation of American Foreign Policy	The Formulation of American Foreign Policy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines the process by which American foreign policy is formulated.	This course examines the process by which American foreign policy is formulated. <u>Areas of Focus: International Relations; Public Policy</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	One full credit from: <u>POLB80H3</u> , <u>POLB81H3</u> , <u>POLC92H3</u> , <u>POLC93H3</u>	One full credit from: <u>POLB80H3</u> , <u>POLB81H3</u> , <u>POLC92H3</u> , <u>POLC93H3</u>
Corequisite		
Exclusion	POL326Y	POL326Y
Recommended Preparation		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Learning Nature

Prerequisite

[POLB80H3 & POLB81H3](#)

[POLB80H3 & POLB81H3](#)

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: POLC88H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

The New International Agenda

The New International Agenda

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

Traditional International Relations Theory has concentrated on relations between states, either failing to discuss, or missing the complexities of important issues such as terrorism, the role of women, proliferation, globalization of the world economy, and many others. This course serves as an introduction to these issues - and how international relations theory is adapting in order to cover them.

Traditional International Relations Theory has concentrated on relations between states, either failing to discuss, or missing the complexities of important issues such as terrorism, the role of women, proliferation, globalization of the world economy, and many others. This course serves as an introduction to these issues - and how international relations theory is adapting in order to cover them.

Area of Focus: International Relations

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[POLB80H3 & POLB81H3](#) or equivalent

[POLB80H3 & POLB81H3](#) or equivalent

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: POLC90H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Development Studies: Political and Historical Perspectives

Development Studies: Political and Historical Perspectives

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course provides students with a more advanced examination of issues in development studies, including some

This course provides students with a more advanced examination of issues in development studies, including some

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

of the mainstream theoretical approaches to development studies and a critical examination of development practice in historical perspective. Seminar format.

of the mainstream theoretical approaches to development studies and a critical examination of development practice in historical perspective. Seminar format.

Area of Focus: Comparative Politics

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB90H3 & POLB91H3	POLB90H3 & POLB91H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC91H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Latin America: Dictatorship and Democracy	Latin America: Dictatorship and Democracy
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course explores the origins of Latin America's cycles of brutal dictatorship and democratic rule. It examines critically the assumption that Latin American countries have made the transition to democratic government.	This course explores the origins of Latin America's cycles of brutal dictatorship and democratic rule. It examines critically the assumption that Latin American countries have made the transition to democratic government.
		Area of Focus: Comparative Politics
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[POLB90H3 & POLB91H3] or equivalent	[POLB90H3 & POLB91H3] or equivalent
Corequisite		
Exclusion	POL305Y	POL305Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC92H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	The American Political Process	The American Political Process
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course analyses the American federal system and the institutions and processes of government in the United States.	This course analyses the American federal system and the institutions and processes of government in the United States. <u>Area of Focus: Comparative Politics</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	One full credit in Political Science at the B-level	One full credit in Political Science at the B-level
Corequisite		
Exclusion	POL203Y	POL203Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC93H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Public Policies in the United States	Public Policies in the United States
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course focuses on selected policy issues in the United States.	This course focuses on selected policy issues in the United States. <u>Areas of Focus: Comparative Politics; Public Policy</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	One full credit in Political Science at the B-level	One full credit in Political Science at the B-level
Corequisite		
Exclusion	POL203Y	POL203Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Available Online No No

Course: POLC94H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Globalization, Gender and Development	Globalization, Gender and Development
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course explores the gendered impact of economic Globalization and the various forms of resistance and mobilization that women of the global south have engaged in their efforts to cope with that impact. The course pays particular attention to regional contextual differences (Latin America, Africa, Asia and the Middle East) and to the perspectives of global south women, both academic and activist, on major development issues.	This course explores the gendered impact of economic Globalization and the various forms of resistance and mobilization that women of the global south have engaged in their efforts to cope with that impact. The course pays particular attention to regional contextual differences (Latin America, Africa, Asia and the Middle East) and to the perspectives of global south women, both academic and activist, on major development issues. Area of Focus: Comparative Politics
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB90H3	POLB90H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC95H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	International Political Economy of Trade	International Political Economy of Trade
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines why countries trade and how international exchange is affected by domestic and international structures. Grand theories of international political economy are surveyed for this purpose, and recent perspectives and issues related to the organization of world trade are reviewed.	This course examines why countries trade and how international exchange is affected by domestic and international structures. Grand theories of international political economy are surveyed for this purpose, and recent perspectives and issues related to the organization of world trade are reviewed. Area of Focus: International Relations
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Learning Nature

Prerequisite

[\[POLB80H3 & POLB81H3\]](#) or equivalent; familiarity with basic economic concepts is recommended

[\[POLB80H3 & POLB81H3\]](#) or equivalent; familiarity with basic economic concepts is recommended

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: POLC96H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

State Formation and Authoritarianism in the Middle East

State Formation and Authoritarianism in the Middle East

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course examines the origins of, and political dynamics within, states in the contemporary Middle East. The first part of the course analyses states and state formation in historical perspective - examining the legacies of the late Ottoman and, in particular, the colonial period, the rise of monarchical states, the emergence of various forms of "ethnic" and/or "quasi" democracies, the onset of "revolutions from above", and the consolidation of populist authoritarian states. The second part of the course examines the resilience of the predominantly authoritarian state system in the wake of socio-economic and political reform processes.

This course examines the origins of, and political dynamics within, states in the contemporary Middle East. The first part of the course analyses states and state formation in historical perspective - examining the legacies of the late Ottoman and, in particular, the colonial period, the rise of monarchical states, the emergence of various forms of "ethnic" and/or "quasi" democracies, the onset of "revolutions from above", and the consolidation of populist authoritarian states. The second part of the course examines the resilience of the predominantly authoritarian state system in the wake of socio-economic and political reform processes.

Area of Focus: Comparative Politics

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[\[POLB90H3 & POLB91H3\]](#)

[\[POLB90H3 & POLB91H3\]](#)

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: POLC97H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Protest Politics in the Middle East

Protest Politics in the Middle East

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines various forms of protest politics in the contemporary Middle East. The course begins by introducing important theoretical debates concerning collective action in the region - focusing on such concepts as citizenship, the public sphere, civil society, and social movements. The second part of the course examines case studies of social action - examining the roles played by crucial actors such as labour, the rising Islamist middle classes/bourgeoisie, the region's various ethnic and religious minority groups, and women who are entering into the public sphere in unprecedented numbers. The course concludes by examining various forms of collective and non-collective action in the region from Islamist social movements to everyday forms of resistance.	This course examines various forms of protest politics in the contemporary Middle East. The course begins by introducing important theoretical debates concerning collective action in the region - focusing on such concepts as citizenship, the public sphere, civil society, and social movements. The second part of the course examines case studies of social action - examining the roles played by crucial actors such as labour, the rising Islamist middle classes/bourgeoisie, the region's various ethnic and religious minority groups, and women who are entering into the public sphere in unprecedented numbers. The course concludes by examining various forms of collective and non-collective action in the region from Islamist social movements to everyday forms of resistance. Area of Focus: Comparative Politics
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB90H3 & POLB91H3	POLB90H3 & POLB91H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLC98H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	International Political Economy of Finance	International Political Economy of Finance
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The course explains why financial markets exist, and their evolution, by looking at the agents, actors and institutions which generate demand for them. We also consider the consequences of increasingly integrated markets, the causes of systemic financial crises, as well as the implications and feasibility of regulation.	The course explains why financial markets exist, and their evolution, by looking at the agents, actors and institutions which generate demand for them. We also consider the consequences of increasingly integrated markets, the causes of systemic financial crises, as well as the implications and feasibility of regulation. Area of Focus: International Relations
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB80H3 & POLB81H3	POLB80H3 & POLB81H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	2.0 credits in Political Science; and a cumulative GPA of at least 2.8	1.5 credits at the C-level in POL courses
Corequisite	POL078H3 is recommended but not required	
Exclusion	POLD01H3 may not be taken after or concurrently with POLD78H3	
Recommended Preparation		
Enrolment Limits	15	15
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD02Y3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Research Seminar in International Relations	Research Seminar in International Relations
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course provides an opportunity to carry out individual research on an international relations topic. After class readings on the topic under study, research methods and design, and research ethics, students will propose and carry out the research. The seminar provides opportunities to present and discuss their unfolding research.	This course provides an opportunity to carry out individual research on an international relations topic. After class readings on the topic under study, research methods and design, and research ethics, students will propose and carry out the research. The seminar provides opportunities to present and discuss their unfolding research. Area of Focus: International Relations
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB80H3 and POLB81H3	POLB80H3 and POLB81H3 and 1.5 credits at the C-level in POL courses
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	15; Restricted to students in the Specialist Program in Political Science.	15; Restricted to students in the Specialist program in Political Science.
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: POLD41H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Advanced Topics in Politics	Advanced Topics in Politics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Topics will vary depending on the instructor.	Topics and Area of Focus will vary depending on the instructor.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	One 3-level full credit in Political Science.	1.5 credits at the C-level in POL courses.
Corequisite		
Exclusion	(POLC41H3)	(POLC41H3)
Recommended Preparation		
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD45H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Constitutionalism	Constitutionalism
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course studies the theory of constitutionalism through a detailed study of its major idioms such as the rule of law, the separation of powers, sovereignty, rights, and limited government.	This course studies the theory of constitutionalism through a detailed study of its major idioms such as the rule of law, the separation of powers, sovereignty, rights, and limited government. Area of Focus: Political Theory.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB70H3 and POLB71H3 plus one non-political theory political science course.	POLB70H3 and POLB71H3 or POLB30H3 and 1.5 credits at the C-level in POL courses.
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	25	25
Note		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Learning Nature

Prerequisite	POLB50H3 ; and POLB52H3 ; and an additional 0.5 credit at the C-level in POL	POLB50Y3 or equivalent; and 1.5 credits at the C-level in POL courses
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD52H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Immigration and Canadian Political Development	Immigration and Canadian Political Development
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Immigration has played a central role in Canada's development. This course explores how policies aimed at regulating migration have both reflected and helped construct conceptions of Canadian national identity. We will pay particular attention to the politics of immigration policy-making, focusing on the role of the state and social actors.	Immigration has played a central role in Canada's development. This course explores how policies aimed at regulating migration have both reflected and helped construct conceptions of Canadian national identity. We will pay particular attention to the politics of immigration policy-making, focusing on the role of the state and social actors. Areas of Focus: Canadian Government and Politics; Public Policy
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB50H3 ; and POLB52H3	POLB50Y3 or equivalent; and 1.5 credits at the C-level in POL courses
Corequisite		
Exclusion		
Recommended Preparation	POL067H3 and SOC052H3	POL068H3 and POL067H3
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD53H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Political Disagreement in Canada	Political Disagreement in Canada
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Why do Canadians disagree in their opinions about abortion, same-sex marriage, crime and punishment, welfare, taxes, immigration, the environment, religion, and many other subjects? This course examines the major social scientific theories of political disagreement and applies these theories to an analysis of political disagreement in Canada.

Why do Canadians disagree in their opinions about abortion, same-sex marriage, crime and punishment, welfare, taxes, immigration, the environment, religion, and many other subjects? This course examines the major social scientific theories of political disagreement and applies these theories to an analysis of political disagreement in Canada.
Area of Focus: Canadian Government and Politics

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

POLB50H3 and POLB52H3 or POLB50Y3 or POL214Y1

POLB50Y3 or equivalent and [1.5 credits at the C-level in POL courses]

Corequisite

Exclusion

Recommended Preparation

POLB11H3 or STAB22H3 or equivalent

STAB22H3 or equivalent

Enrolment Limits

25

25

Note

Instructor

Hours

Available Online

No

No

Course: POLD64H3 - Compare

Owning Organizations

POL,POLSC

POL,POLSC

Sections

2014 - Political Science

2014 - Political Science

Calendar Title

Comparative Public Policy

Comparative Public Policy

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This seminar course explores some of the major approaches to the comparative analysis of public policies of industrialized countries. The course uses a combination of case studies and theoretical literature to examine selected social and economic public policies and policy making in Europe, Canada, and the United States.

This seminar course explores some of the major approaches to the comparative analysis of public policies of industrialized countries. The course uses a combination of case studies and theoretical literature to examine selected social and economic public policies and policy making in Europe, Canada, and the United States.

Areas of Focus: Comparative Politics; Public Policy

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

1.0 credit at the B-level in comparative or Canadian politics and an additional 1.0 credit at the C-level in POL

POLB50Y3 or equivalent or POLB90H3 and POLB91H3 or POLB92H3 and POLB93H3 and 1.5 credits at the C-level in POL courses

Corequisite

Exclusion

Recommended Preparation

POLC66H3 and POLC67H3

Enrolment Limits

25

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLB70H3 and POLB71H3	POLB70H3 and POLB71H3 and [1.5 credits at the C-level in POL courses]
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD78H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Political Analysis	Advanced Political Analysis
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This seminar course is intended for students interested in deepening their understanding of methodological issues that arise in the study of politics. In addition to class readings, students will write critical reviews of published work and will work to design their own research projects.	This seminar course is intended for students interested in deepening their understanding of methodological issues that arise in the study of politics or advanced research techniques.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	POLC78H3	POLC78H3 and [1.0 credit at the C-level in POL courses]
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD87H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Rational Choice and International Cooperation	Rational Choice and International Cooperation
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is an introduction to rational choice theories with applications to the international realm. A main goal is to introduce analytical constructs frequently used in the political science and political economy literature to understand strategic interaction among states.	This course is an introduction to rational choice theories with applications to the international realm. A main goal is to introduce analytical constructs frequently used in the political science and political economy literature to understand strategic interaction among states. <u>Area of Focus: International Relations</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>POLB80H3 & POLB81H3</u>	<u>POLB80H3 and POLB81H3 and [1.5 credits at the C-level in POL courses]</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	<u>20</u>	<u>25</u>
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD89H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Global Environmental Politics	Global Environmental Politics
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Examines the challenges faced by humanity in dealing with global environmental problems and the politics of addressing them. Focuses on both the underlying factors that shape the politics of global environmental problems - such as scientific uncertainty, North-South conflict, and globalization - and explores attempts at the governance of specific environmental issues.	Examines the challenges faced by humanity in dealing with global environmental problems and the politics of addressing them. Focuses on both the underlying factors that shape the politics of global environmental problems - such as scientific uncertainty, North-South conflict, and globalization - and explores attempts at the governance of specific environmental issues. <u>Area of Focus: International Relations</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>POLB80H3 & POLB81H3</u>	<u>[POLB80H3 and POLB81H3] or [ESTB01H3] and [2.0 credits at the C-level in any courses]</u>
Corequisite		
Exclusion		
Recommended		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Preparation

Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD90H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Public Policy and Human Development in the Global South	Public Policy and Human Development in the Global South
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	While domestic and international political factors have discouraged pro human development public policies in much of the global south, there have been some important success stories. This course examines the economic and social policies most successful in contributing to human development and explores the reasons behind these rare cases of relatively successful human development.	While domestic and international political factors have discouraged pro human development public policies in much of the global south, there have been some important success stories. This course examines the economic and social policies most successful in contributing to human development and explores the reasons behind these rare cases of relatively successful human development. <u>Areas of Focus: Comparative Politics; Public Policy</u>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>A social sciences or humanities course on the global south or on development</u>	<u>1.0 credit from POL90H3, POL90H4, POL90H5, POL91H3, and 2.0 credits at the C-level in any courses</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD92H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Survival and Demise of Dictatorships	Survival and Demise of Dictatorships
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course will provide an introduction to theories of why some dictatorships survive while others do not. We will explore theories rooted in regime type, resources, state capacity, parties, popular protest, and leadership. We will then examine the utility of these approaches through in-depth examinations of regime crises in Ethiopia, Iran, China, the USSR, and South Africa.	This course will provide an introduction to theories of why some dictatorships survive while others do not. We will explore theories rooted in regime type, resources, state capacity, parties, popular protest, and leadership. We will then examine the utility of these approaches through in-depth examinations of regime crises in Ethiopia, Iran, China, the USSR, and South Africa. <u>Area of Focus: Comparative Politics</u>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		[1.0 credit from: POLB90H3, POLB91H3, POLB92H3, POLB93H3] and [2.0 credits at the C-level in any courses]
Corequisite		
Exclusion		
Recommended Preparation	POLB92H3 and POLB93H3	
Enrolment Limits	25	25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD94H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Selected Topics on Developing Areas	Selected Topics on Developing Areas
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Topics vary according to instructor.	Topics vary according to instructor. Area of Focus: Comparative Politics
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[A Social Sciences or Humanities course on the Third World for Development]	POLB90H3 and POLB91H3 or 0.5 credit at the B-level in IDS courses and [2.0 credits at the C-level in any courses]
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		25
Note		
Instructor		
Hours		
Available Online	No	No

Course: POLD98H3 - Compare

Owning Organizations	POL,POLSC	POL,POLSC
Sections	2014 - Political Science	2014 - Political Science
Calendar Title	Supervised Reading	Supervised Reading

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Advanced reading in special topics. This course is meant only for those students who, having completed the available basic courses in a particular field of Political Science, wish to pursue further intensive study on a relevant topic of special interest. Students are advised that they must obtain consent from the supervising instructor before registering for this course.	Advanced reading in special topics. This course is meant only for those students who, having completed the available basic courses in a particular field of Political Science, wish to pursue further intensive study on a relevant topic of special interest. Students are advised that they must obtain consent from the supervising instructor before registering for this course.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	One B-level course in Political Science & permission of the instructor.	Permission of the instructor.
Corequisite		
Exclusion	POL495Y	POL495Y
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: PSCB57H3 - Compare

Owning Organizations	PHSSC,PSC	PHSSC,PSC
Sections	2014 - Physical Sciences	2014 - Physical Sciences
Calendar Title	Introduction to Scientific Computing	Introduction to Scientific Computing
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is an introduction to the use of computers in the physical and biological sciences emphasizing the choice and design of algorithms and their implementation in a high-level computer language for the solution of problems arising in the physical and biological sciences. Topics will include elementary numerical analysis, such as numerical integration, mathematical modeling of physical systems, data fitting and interpolation. Intended primarily for physical and biological science students who do not plan to pursue any of the Programs in computer science or cognitive science.	Scientific computing is a rapidly growing field because computers can solve previously intractable problems and simulate natural processes governed by equations that do not have analytic solutions. During the first part of this course, students will learn numerical algorithms for various standard tasks such as root finding, integration, data fitting, interpolation, and visualization. In the second part, students will learn how to model real-world systems from various branches of science. At the end of the course, students will be expected to write small programs by themselves. Assignments will regularly include programming exercises.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		MATA36HG or MATA37HG and one A-level science course
Corequisite	MATA36HG or MATA37HG or MATA35HG with permission of instructor & one A-level science course	
Exclusion		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

involved in the acquisition of psychophysiological data and become well-versed in appropriate psychophysiological theory and inference.

involved in the acquisition of psychophysiological data and become well-versed in appropriate psychophysiological theory and inference.

Print Description Same as Full Description

Same as Full Description

Breadth Requirement Natural Sciences

Natural Sciences

Experiential Learning - Research None

None

Experiential Learning - Other None

None

Learning Nature

Prerequisite [PSYB01H3](#)

[PSYB01H3](#) and [PSYB07H3](#) and [PSYC02H3](#)

Corequisite

Exclusion

Recommended Preparation [PSYB07H3](#) and [PSYC02H3](#)

Enrolment Limits 35; Restricted to students in the Specialist/Specialist Co-op programs in Psychology. Students in any Mental Health Studies program and the Major in Psychology will be admitted if space permits.

35; Restricted to students in the Specialist/Specialist Co-op programs in Psychology. Students in any Mental Health Studies program and the Major in Psychology will be admitted if space permits.

Note

Instructor

Hours

Available Online No

No

Course: PSYC31H3 - Compare

Owning Organizations PSY,PSYSC

PSY,PSYSC

Sections 2014 - Psychology

2014 - Psychology

Calendar Title Clinical Neuropsychology

Clinical Neuropsychology

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

Clinical neuropsychology is an applied science concerned with the behavioural expression of brain dysfunction. In this course we will first examine the brain and localization of neuropsychological function. We will then explore the science and practice of clinical neuro-psychology where tests measuring different neuropsychological domains (e.g., memory, attention and so on) are employed in patient populations to infer brain dysfunction. Students in the Specialist (Co-operative) Program in Mental Health Studies should enrol in PSYC32H3, not in this course.

Clinical neuropsychology is an applied science concerned with the behavioural expression of brain dysfunction. In this course we will first examine the brain and localization of neuropsychological function. We will then explore the science and practice of clinical neuro-psychology where tests measuring different neuropsychological domains (e.g., memory, attention and so on) are employed in patient populations to infer brain dysfunction. Students in the Specialist (Co-operative) Program in Mental Health Studies should enrol in PSYC32H3, not in this course.

Print Description Same as Full Description

Same as Full Description

Breadth Requirement Natural Sciences

Natural Sciences

Experiential Learning - Research None

None

Experiential Learning - Other None

None

Learning Nature

Prerequisite [PSYB01H3](#) and [PSYB07H3](#) or [SOOB06H3](#) or [STAB22H3](#) and [PSYB32H3](#) and [PSYB65H3](#)

[PSYB01H3](#) and [PSYB07H3](#) or [SOOB06H3](#) or [STAB22H3](#) and [PSYB32H3](#) and [PSYB65H3](#)

Corequisite

Exclusion [PSYC32H3](#), [PSY393H](#)

[PSYC32H3](#), [PSY393H](#)

Recommended Preparation

Enrolment Limits 75; Restricted to students in the Specialist/Specialist Co-op and Major programs in Psychology, Mental Health Studies

75; Restricted to students in the Specialist/Specialist Co-op and Major programs in Psychology, Mental Health Studies

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

and Neuroscience. Students in the Specialist program in Integrative Biology and the Minor in Psychology will be admitted if space permits.

and Neuroscience. Students in the Specialist program in Integrative Biology and the Minor in Psychology will be admitted if space permits.

Note

Instructor

Hours

Available Online No

No

Course: PSYC37H3 - Compare

Owning Organizations PSY,PSYSC

PSY,PSYSC

Sections 2014 - Psychology

2014 - Psychology

Calendar Title Psychological Assessment

Psychological Assessment

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

This course deals with conceptual issues and practical problems of identification, assessment, and treatment of mental disorders and their psychological symptomatology. Students have the opportunity to familiarize themselves with the psychological tests and the normative data used in mental health assessments. Lectures and demonstrations on test administration and interpretation will be provided.

This course deals with conceptual issues and practical problems of identification, assessment, and treatment of mental disorders and their psychological symptomatology. Students have the opportunity to familiarize themselves with the psychological tests and the normative data used in mental health assessments. Lectures and demonstrations on test administration and interpretation will be provided.

Print Description Same as Full Description

Same as Full Description

Breadth Requirement Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research None

None

Experiential Learning - Other None

None

Learning Nature

Prerequisite [PSYB32H3](#)

[PSYB32H3](#)

Corequisite

Exclusion PSY330H

Recommended Preparation

Enrolment Limits Limited to students in the Mental Health Studies programs.

Limited to students in the Mental Health Studies programs.

Note

Instructor

Hours

Available Online No

No

Course: PSYC62H3 - Compare

Owning Organizations PSY,PSYSC

PSY,PSYSC

Sections 2014 - Psychology

2014 - Psychology

Calendar Title Drugs and the Brain

Drugs and the Brain

ROSI Title Same as Calendar Title

Same as Calendar Title

Full Description

An examination of behavioural and neurobiological mechanisms underlying the phenomenon of drug dependence. Topics will include principles of behavioural pharmacology and pharmacokinetics, neurobiological mechanisms of drug action, and psychotropic drug classification. In addition, concepts of physical and psychological dependence, tolerance, sensitization, and reinforcement and aversion will also be covered.

An examination of behavioural and neurobiological mechanisms underlying the phenomenon of drug dependence. Topics will include principles of behavioural pharmacology and pharmacokinetics, neurobiological mechanisms of drug action, and psychotropic drug classification. In addition, concepts of physical and psychological dependence, tolerance, sensitization, and reinforcement and aversion will also be covered.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Natural Sciences	Natural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	[PSYB07H3 or its equivalent] and [at least one of PSYB64H3 , PSYB65H3 or NROB60H3] and [one additional B-level or C-level half credit in PSY or NRO]	[PSYB07H3 or its equivalent] and [at least one of PSYB64H3 , PSYB65H3 or NROB60H3] and [one additional B-level or C-level half credit in PSY or NRO]
Corequisite		
Exclusion	PSY396H and PCL475Y	PSY396H and PCL475Y
Recommended Preparation		
Enrolment Limits	Restricted to students in the Specialist/Specialist Co-op and Major programs in Psychology, Mental Health Studies, and Neuroscience. Students in the Specialist program in Integrative Biology will be admitted if space permits.	Restricted to students in the Specialist/Specialist Co-op and Major programs in Psychology, Mental Health Studies, and Neuroscience. Students in the Specialist program in Integrative Biology will be admitted if space permits.
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCB05H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Logic of Social Inquiry	Logic of Social Inquiry
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course introduces the logic of sociological research and surveys the major quantitative and qualitative methodologies. Students learn to evaluate the validity of research findings, develop research questions and select appropriate research designs.	This course introduces the logic of sociological research and surveys the major quantitative and qualitative methodologies. Students learn to evaluate the validity of research findings, develop research questions and select appropriate research designs.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3	SOCA01H3 and SOCA02H3 and enrolment in a Sociology program
Corequisite		
Exclusion	SOC200H, SOC200Y, (SOCB40H3), (SOCB41H3)	SOC200H, SOC200Y, (SOCB40H3), (SOCB41H3)
Recommended Preparation		
Enrolment Limits	170	170
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: SOCB22H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Sociology of Gender	Sociology of Gender
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines gender as a sociological category that organizes and, at the same time, is organized by, micro and macro forces. By examining how gender intersects with race, ethnicity, class, sexuality, age, and other dimensions, we analyze the constitution and evolution of gendered ideology and practice.	This course examines gender as a sociological category that organizes and, at the same time, is organized by, micro and macro forces. By examining how gender intersects with race, ethnicity, class, sexuality, age, and other dimensions, we analyze the constitution and evolution of gendered ideology and practice.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3	SOCA01H3 and SOCA02H3 or WSTA01H3 and WSTA03H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCB42H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Classic Sociological Theory I	Classic Sociological Theory I
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The development of classic sociological theory from its Enlightenment origins to the eve of the 20th century. Special emphasis is placed on the work of Adam Smith, Karl Marx, Alexis de Tocqueville, and Auguste Comte. Special tutorials are devoted to learning the craft of effective writing.	The development of classic sociological theory from its Enlightenment origins to the eve of the 20th century. Special emphasis is placed on the work of Adam Smith, Karl Marx, Alexis de Tocqueville, and Auguste Comte. Special tutorials are devoted to learning the craft of effective writing.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3	SOCA01H3 and SOCA02H3 and enrolment in a Sociology program
Corequisite		
Exclusion	SOC203Y	SOC203Y

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation

Enrolment Limits 170 170

Note

Instructor

Hours

Available Online No No

Course: SOCB43H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Classic Sociological Theory II	Classic Sociological Theory II
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The development of classic sociological theory from the end of the 19th century to the eve of World War II. Special emphasis is placed on the work of Emile Durkheim, Max Weber, Georg Simmel, and G.H. Mead. Special tutorials are devoted to learning the craft of effective writing.	The development of classic sociological theory from the end of the 19th century to the eve of World War II. Special emphasis is placed on the work of Emile Durkheim, Max Weber, Georg Simmel, and G.H. Mead. Special tutorials are devoted to learning the craft of effective writing.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3 and SOCB42H3	SOCA01H3 and SOCA02H3 and SOCB42H3 and enrolment in a Sociology program
Corequisite		
Exclusion	SOC203Y	SOC203Y
Recommended Preparation		
Enrolment Limits	170	170
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCB49H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Sociology of Family	Sociology of Family
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course explores the family as a social institution, which shapes and at the same time is shaped by, the society in North America. Specific attention will be paid to family patterns in relation to class, gender, and racial/ethnic stratifications. Selected focuses include: socialization; courtship; heterosexual, gay and lesbian relations; gender division of labour; immigrant families; childbearing and childrearing; divorce; domestic violence; elderly care.	This course explores the family as a social institution, which shapes and at the same time is shaped by, the society in North America. Specific attention will be paid to family patterns in relation to class, gender, and racial/ethnic stratifications. Selected focuses include: socialization; courtship; heterosexual, gay and lesbian relations; gender division of labour; immigrant families; childbearing and childrearing; divorce; domestic violence; elderly care.
Print Description	Same as Full Description	Same as Full Description

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3	SOCA01H3 and SOCA02H3 or WSTA01H3 and WSTA03H3
Corequisite		
Exclusion	SOC214Y	SOC214Y
Recommended Preparation		
Enrolment Limits	170	170
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCB54H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Sociology of Work and Industry	Sociology of Work
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Economic activity drives human society. This course explores the nature of work, how it is changing, and the impact of changes on the transition from youth to adult life. It also examines racism in the workplace, female labour force participation, and why we call some jobs 'professions', but not others.	Economic activity drives human society. This course explores the nature of work, how it is changing, and the impact of changes on the transition from youth to adult life. It also examines racism in the workplace, female labour force participation, and why we call some jobs 'professions', but not others.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3	SOCA01H3 and SOCA02H3
Corequisite		
Exclusion	SOC207Y, SOC317Y, SOC370Y	SOC207Y, SOC317Y, SOC370Y
Recommended Preparation		
Enrolment Limits	170	170
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCC04H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Social Movements	Social Movements

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The development of an approach to social movements which includes the following: the origin of social movements, mobilization processes, the career of the movement and its routinization. The course readings will be closely related to the lectures, and a major concern will be to link the theoretical discussion with the concrete readings of movements.	The development of an approach to social movements which includes the following: the origin of social movements, mobilization processes, the career of the movement and its routinization. The course readings will be closely related to the lectures, and a major concern will be to link the theoretical discussion with the concrete readings of movements.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3 and [SOCB05H3 or ((SOCB40H3) and (SOCB41H3))] and SOCB42H3 and SOCB43H3	SOCA01H3 and SOCA02H3 and [SOCB05H3 or ((SOCB40H3) and (SOCB41H3))] and 1.0 credit from the following: SOCB27H3 , SOCB30H3 , SOCB42H3 , SOCB43H3 , SOCB47H3
Corequisite		
Exclusion		
Recommended Preparation		SOCB22H3 or SOCB49H3
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCC09H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Sociology of Gender and Work	Sociology of Gender and Work
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Explores the interaction of gender and work, both paid and unpaid work. Critically assesses some cases for central theoretical debates and recent research. Considers gender differences in occupational and income attainment, housework, the relation of work and family, gender and class solidarity, and the construction of gender identity through occupational roles.	Explores the interaction of gender and work, both paid and unpaid work. Critically assesses some cases for central theoretical debates and recent research. Considers gender differences in occupational and income attainment, housework, the relation of work and family, gender and class solidarity, and the construction of gender identity through occupational roles.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3 and [SOCB05H3 or ((SOCB40H3) and (SOCB41H3))] and SOCB42H3 and SOCB43H3	SOCA01H3 and SOCA02H3 and [SOCB05H3 or ((SOCB40H3) and (SOCB41H3))] and 1.0 credit from the following: SOCB27H3 , SOCB30H3 , SOCB42H3 , SOCB43H3 , SOCB47H3
Corequisite		
Exclusion	SOC366H	SOC366H

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation		<u>SOCB22H3 or SOCB49H3</u>
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCC23H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Practicum in Qualitative Research Methods	Practicum in Qualitative Research Methods
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course provides students with hands-on experience conducting qualitative research. Each student will design and carry out a research project. Students will select their own research questions, review the relevant sociological literature, develop a research design, and conduct qualitative research, analyze, write up and present their findings. This course has been designated an Applied Writing Skills Course.	This course provides students with hands-on experience conducting qualitative research. Each student will design and carry out a research project. Students will select their own research questions, review the relevant sociological literature, develop a research design, and conduct qualitative research, analyze, write up and present their findings. This course has been designated an Applied Writing Skills Course.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	10 credits including <u>SOCA01H3 and SOCA02H3 and SOCB05H3 and SOCB22H3 or (SOCB06H3)</u> ; and [a cumulative GPA of at least 2.7 or enrolment in the Specialist or Major Program in Sociology or the Major Program in Public Policy]	10 credits including <u>SOCA01H3 and SOCA02H3 and SOCB05H3</u> and a cumulative GPA of at least 2.7
Corequisite		
Exclusion	SOC302H, (SOCD23H3)	SOC302H, (SOCD23H3)
Recommended Preparation		
Enrolment Limits	15	15
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCC24H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	<u>Changing Family Life in Canada</u>	<u>Sociology of Gender and Families</u>
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A theoretical and empirical examination of different forms of family and the major changes in the structure and interaction of family life in Canada. Of special interest are topics like women and work; race/ethnicity; and family diversities; declining birth-rates, high divorce rates, and new reproductive	A theoretical and empirical examination of different forms of family and gender relations. Of special interest is the way in which the institution of the family produces and reflects gendered inequalities in society. Themes covered include changes and continuities in family and gender relations.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

	technologies.	micro-level dynamics and macro-level trends in family and gender, as well as the interplay of structure and agency.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3 and SOCC05H3 or SOCC40H3 and SOCC41H3]] and SOCC42H3 and SOCC43H3 .	SOCA01H3 and SOCA02H3 and SOCC05H3 or SOCC40H3 and SOCC41H3]] and 1.0 credit from the following: SOCC27H3 , SOCC30H3 , SOCC42H3 , SOCC43H3 , SOCC47H3 .
Corequisite		
Exclusion		
Recommended Preparation		SOCC22H3 or SOCC49H3 .
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCC25H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Ethnicity, Race and Migration	Ethnicity, Race and Migration
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A theoretical and empirical examination of ethnic identity formation, race and racism, and their relationship to international migration.	A theoretical and empirical examination of ethnic identity formation, race and racism, and their relationship to international migration.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3 and SOCC05H3 or SOCC40H3 and SOCC41H3]] and SOCC42H3 and SOCC43H3 .	SOCA01H3 and SOCA02H3 and SOCC05H3 or SOCC40H3 and SOCC41H3]] and 1.0 credit from the following: SOCC27H3 , SOCC30H3 , SOCC42H3 , SOCC43H3 , SOCC47H3 .
Corequisite		
Exclusion		
Recommended Preparation		SOCC22H3 or SOCC49H3 .
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: SOCC26H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Sociology of Urban Growth	Sociology of Urban Cultural Policies
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An in-depth examination of major trends and theories of urban growth from the 19th century to the present. Topics include planning utopias (Ebenezer Howard, Le Corbusier, Frank Lloyd Wright); Jane Jacobs' urban neighbourhood; edge cities; new urbanist principles; spectacular consumption spaces; neo-bohemia; urban scenes; and the creative city.	A popular civic strategy in transforming post-industrial cities has been the deployment of culture and the arts as tools for urban regeneration. In this course, we analyze culture-led development both as political economy and as policy discourse. Topics include the creative city; spectacular consumption spaces; the re-use of historic buildings; cultural clustering and gentrification; eventful cities; and urban scenes.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3 and [SOCC05H3 or [(SOCC40H3) and (SOCC41H3)] and SOCC42H3 and SOCC43H3	SOCA01H3 and SOCA02H3 and [SOCC05H3 or [(SOCC40H3) and (SOCC41H3)] and 1.0 credit from the following: SOCC27H3, SOCC30H3, SOCC42H3, SOCC43H3, SOCC47H3]
Corequisite		
Exclusion	SOC386Y	SOC386Y
Recommended Preparation		SOCC44H3
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCC27H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Sociology of Suburbs and Suburbanization	Sociology of Suburbs and Suburbanization
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course examines the political economy of suburban development, the myth and reality of suburbanism as a way of life, the working class suburb, the increasing diversity of suburban communities, suburbia and social exclusion, and the growth of contemporary suburban forms such as gated communities and lifestyle shopping malls.	This course examines the political economy of suburban development, the myth and reality of suburbanism as a way of life, the working class suburb, the increasing diversity of suburban communities, suburbia and social exclusion, and the growth of contemporary suburban forms such as gated communities and lifestyle shopping malls.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Learning Nature

Prerequisite	<u>SOCA01H3 and SOCA02H3 and SOCB44H3</u>	<u>SOCA01H3 and SOCA02H3</u> and <u>SOCB05H3</u> or <u>SOCB40H3 and SOCB41H3</u> and [1.0 credit from the following: SOCB27H3 , SOCB30H3 , SOCB42H3 , SOCB43H3 , SOCB47H3]
Corequisite		
Exclusion		
Recommended Preparation		<u>SOCB22H3</u> or <u>SOCB49H3</u>
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCC31H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Practicum in Quantitative Research Methods	Practicum in Quantitative Research Methods
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course provides students with hands-on experience conducting quantitative research. Each student will design and carry out a research project using secondary data. Students will select their own research questions, review the relevant sociological literature, develop a research design, conduct statistical analyses and write up and present their findings. This course has been designated an Applied Writing Skills Course.	This course provides students with hands-on experience conducting quantitative research. Each student will design and carry out a research project using secondary data. Students will select their own research questions, review the relevant sociological literature, develop a research design, conduct statistical analyses and write up and present their findings. This course has been designated an Applied Writing Skills Course.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	10 credits including <u>SOCA01H3 and SOCA02H3 and SOCB05H3 and ISTAR22H3 or SOCB06H3</u> and a cumulative GPA of at least 2.7 or enrolment in the Specialist Program in Sociology or the Major Program in Public Policy.	10 credits including <u>SOCA01H3 and SOCA02H3 and SOCB05H3 and ISTAR22H3 or SOCB06H3</u> and a cumulative GPA of at least 2.7
Corequisite		
Exclusion	SOC300H, (SOCC31H3)	SOC300H, (SOCC31H3)
Recommended Preparation		
Enrolment Limits	15	15
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCC40H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Calendar Title	Contemporary Sociological Theory Part 4	Contemporary Sociological Theory
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The development of sociological theory from the end of World War II to the late 1960's. Special attention is devoted to the perspectives of Functionalism, Conflict Theory and Symbolic Interactionism. This course has been designated an Applied Writing Skills Course.	This course surveys key topics in contemporary sociological theory. The development of sociological theory from the end of World War II to the late 1960's. Special attention is devoted to the perspectives of Functionalism, Conflict Theory and Symbolic Interactionism. This course has been designated an Applied Writing Skills Course.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3 and SOCB05H3 or SOCB40H3 and SOCB41H3]] and SOCB42H3 and SOCB43H3	SOCA01H3 and SOCA02H3 and SOCB05H3 or SOCB40H3 and SOCB41H3]] and SOCB42H3 and SOCB43H3
Corequisite		
Exclusion	(SOCC05Y3)	(SOCC05Y3)
Recommended Preparation		
Enrolment Limits	60	60
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCD20H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Senior Seminar: Social Change and Gender Relations in Chinese Societies	Senior Seminar: Social Change and Gender Relations in Chinese Societies
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This seminar examines the transformation and perpetuation of gender relations in contemporary Chinese societies. It pays specific attention to gender politics at the micro level and structural changes at the macro level through in-depth readings and research. Same as GASD20H3	This seminar examines the transformation and perpetuation of gender relations in contemporary Chinese societies. It pays specific attention to gender politics at the micro level and structural changes at the macro level through in-depth readings and research. Same as GASD20H3
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	SOCA01H3 and SOCA02H3 and SOCB05H3 and one C-level course in SOC] OR GASA01H3 and GASA02H3 and one C-level course from the options in requirement #2 of the Specialist or Major program in Global Asia Studies]	SOCA01H3 and SOCA02H3 and SOCB05H3 and one C-level course in SOC] OR GASA01H3 and GASA02H3 and one C-level course from the options in requirement #2 of the Specialist or Major program in Global Asia Studies]
Corequisite		
Exclusion	GASD20H3	GASD20H3

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Recommended Preparation		<u>GASB20H3 and GASC20H3</u>
Enrolment Limits	14	20
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCD42H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Advanced Seminar in Sociological Theory	Advanced Seminar in Sociological Theory
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Exploration of significant topics of interest in contemporary sociological theory. Designed for and restricted to students enrolled in the final year of the Specialist Program in Sociology.	Exploration of significant topics of interest in contemporary sociological theory. Designed for and restricted to students enrolled in the final year of the Specialist Program in Sociology.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>SOCA01H3 and SOCA02H3 and [(SOCB05H3 or [(SOCB40H3) and (SOCB41H3)]) and ISTAR22H3 or (SOCB06H3) and SOCB42H3 and SOCB43H3 and SOCC40H3 and SOCC41H3]</u>	<u>SOCA01H3 and SOCA02H3 and [(SOCB05H3 or [(SOCB40H3) and (SOCB41H3)]) and ISTAR22H3 or (SOCB06H3) and 1.0 credit from the following: SOCB27H3, SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3 and SOCC40H3]</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: SOCD44H3 - Compare

Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	2014 - Sociology	2014 - Sociology
Calendar Title	Advanced Seminar on Issues in Contemporary Sociology	Advanced Seminar on Issues in Contemporary Sociology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Exploration of current debates and controversies surrounding recent scholarly developments. Restricted to final year students taking a Specialist Program in Sociology.	Exploration of current debates and controversies surrounding recent scholarly developments.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning -	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Research

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[SOCA01H3](#) and [SOCA02H3](#) and [\[\(SOCB06H3 or \(SOCB40H3\) and \(SOCB41H3\)\)\] and \[STAB22H3 or \(SOCB06H3\) and SOCB42H3 and SOCB43H3 and SOCC40H3 and SOCC41H3\]](#)

[SOCA01H3](#) and [SOCA02H3](#) and [\[\(SOCB06H3 or \(SOCB40H3\) and \(SOCB41H3\)\)\] and \[STAB22H3 or \(SOCB06H3\) and 1.0 credit from the following: \[SOCB27H3\]\(#\), \[SOCB30H3\]\(#\), \[SOCB42H3\]\(#\), \[SOCB49H3\]\(#\), \[SOCC47H3\]\(#\) and \[SOCC40H3\]\(#\)](#)

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: SOCD50H3 - Compare

Owning Organizations

SOC,SOCSC

SOC,SOCSC

Sections

2014 - Sociology

2014 - Sociology

Calendar Title

Capstone Course: Realizing the Sociological Imagination

Honours Research Seminar: Realizing the Sociological Imagination

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course presents students with the opportunity to integrate and apply their sociological knowledge and skills. Students will make their own original contribution to illuminating social life by selecting their own research question, reviewing relevant sociological literature, developing a research design, collecting and analyzing data, and composing a research paper.

This course presents students with the opportunity to apply their sociological knowledge and skills, and with opportunities for professional development. Students can choose to develop a new research project or deepen their focus on an existing research project or paper. The student will make an original contribution to scholarship by selecting a research question, reviewing relevant literature, developing a research design, collecting and analyzing data, and writing a research paper.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

10.0 credits including [SOCA01H3](#) and [SOCA02H3](#) and [SOCB06H3](#) and [\[STAB22H3 or \(SOCB06H3\)\]](#) and [\[SOCC23H3 or SOCC31H3\]](#) and a cumulative GPA of at least 2.7 or enrolment in the Specialist or Major Program in [Sociology](#)

10.0 credits including [SOCA01H3](#) and [SOCA02H3](#) and [SOCB06H3](#) and [\[STAB22H3 or \(SOCB06H3\)\]](#) and [\[SOCC23H3 or SOCC31H3\]](#) and a cumulative GPA of at least 2.7

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

15

15

Note

Instructor

Hours

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Available Online No No

Course: STAB22H3 - Compare

Owning Organizations	MSCSC,STA	MSCSC,STA
Sections	2014 - Statistics	2014 - Statistics
Calendar Title	Statistics I	Statistics I
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course is a basic introduction to statistical reasoning and methodology, with a minimal amount of mathematics and calculation. The course covers descriptive statistics, populations, sampling, confidence intervals, tests of significance, correlation, regression and experimental design. A computer package is used for calculations.	This course is a basic introduction to statistical reasoning and methodology, with a minimal amount of mathematics and calculation. The course covers descriptive statistics, populations, sampling, confidence intervals, tests of significance, correlation, regression and experimental design. A computer package is used for calculations.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	ANTC35H3 , MGFR11H3 /(ECMB11H3), POLB11H3 , PSYB07H3 , (SOCB06H3) STAB52H3 , STAB57H3 , STA220H , STA250H	ANTC35H3 , MGFR11H3 /(ECMB11H3), POLB11H3 , PSYB07H3 , (SOCB06H3) STAB52H3 , STAB57H3 , STA220H , STA250H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: STAC62H3 - Compare

Owning Organizations	MSCSC,STA	MSCSC,STA
Sections	2014 - Statistics	2014 - Statistics
Calendar Title	Stochastic Processes	Stochastic Processes
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course continues the development of probability theory begun in STAB52H3. Topics covered include finite dimensional distributions and the existence theorem, discrete time Markov chains, discrete time martingales, the multivariate normal distribution, Gaussian processes and Brownian motion.	This course continues the development of probability theory begun in STAB52H3. Topics covered include finite dimensional distributions and the existence theorem, discrete time Markov chains, discrete time martingales, the multivariate normal distribution, Gaussian processes and Brownian motion.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Prerequisite	STAB52H3	MATB41H3 and STAB52H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: STAD57H3 - Compare

Owning Organizations	MSCSC, STA	MSCSC, STA
Sections	2014 - Statistics	2014 - Statistics
Calendar Title	Time Series Analysis	Time Series Analysis
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An overview of methods and problems in the analysis of time series data. Topics covered include descriptive methods, filtering and smoothing time series, identification and estimation of times series models, forecasting, seasonal adjustment, spectral estimation and GARCH models for volatility.	An overview of methods and problems in the analysis of time series data. Topics covered include descriptive methods, filtering and smoothing time series, identification and estimation of times series models, forecasting, seasonal adjustment, spectral estimation and GARCH models for volatility.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Quantitative Reasoning	Quantitative Reasoning
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	STAC62H3	STAC62H3 and STAC67H3
Corequisite		
Exclusion	STA457H, (STAC57H3)	STA457H, (STAC57H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPAB16H3 - Compare

Owning Organizations	VPH, ACMSC	VPH, ACMSC
Sections	2014 - Arts Management	2014 - Arts Management
Calendar Title	Managing and Leading in Cultural Organizations	Managing and Leading in Cultural Organizations
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to the theories and practice of leadership, employee and volunteer management, and organizational behaviour as they apply to the not-for-profit arts sector.	An introduction to the theories and practice of leadership, employee and volunteer management, and organizational behaviour as they apply to the not-for-profit arts sector.
Print Description	Same as Full Description	Same as Full Description

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPAA10H3	VPAA10H3 and VPAA12H3
Corequisite		
Exclusion		
Recommended Preparation	VPAA12H3 or (VPAB12H3) or (VPAB14H3)	
Enrolment Limits		
Note		VPAA12H3 may be taken as a co-requisite with the express permission of the instructor.
Instructor		
Hours		
Available Online	No	No

Course: VPAC13H3 - Compare

Owning Organizations	VPH,ACMSC	VPH,ACMSC
Sections	2014 - Arts Management	2014 - Arts Management
Calendar Title	Planning and Project Management in the Arts and Cultural Sector	Planning and Project Management in the Arts and Cultural Sector
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course provides a broad foundation of project management and planning knowledge and skills. Topics such as project and special event management (including tours, festivals, etc.), and strategic and business planning (including entrepreneurship) will be discussed in the context of organizational processes.	This course provides a broad foundation of project management and planning knowledge and skills. Topics such as project and special event management (including tours, festivals, etc.), and strategic and business planning (including entrepreneurship) will be discussed in the context of organizational processes.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	8.0 credits including VPAR13H3 or VPAR16H3 or VGTB23H3	8.0 credits including VPAR13H3 and VPAR16H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPAC17H3 - Compare

Owning Organizations	VPH,ACMSC	VPH,ACMSC
-----------------------------	-----------	-----------

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections	2014 - Arts Management	2014 - Arts Management
Calendar Title	Arts Marketing	Arts Marketing
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An advanced study of marketing within the arts and cultural sector. This course facilitates a sophisticated understanding of the knowledge and skills required for an arts manager to be responsive to varied market groups and changing market environments and successfully bring art and audiences together.	An advanced study of marketing within the arts and cultural sector. This course facilitates a sophisticated understanding of the knowledge and skills required for an arts manager to be responsive to varied market groups and changing market environments and successfully bring art and audiences together.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>VPAA10H3</u> & <u>VPAA12H3</u> or <u>VPAB12H3</u>	<u>VPAA10H3</u> and <u>VPAA12H3</u>
Corequisite		
Exclusion		
Recommended Preparation		<u>VPAA06H3</u>
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPAC18H3 - Compare

Owning Organizations	VPH,ACMSC	VPH,ACMSC
Sections	2014 - Arts Management	2014 - Arts Management
Calendar Title	Fundraising and Development in the Arts	Fundraising and Development in the Arts
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An advanced study of fundraising and resource development within the arts and cultural sector. This course facilitates a sophisticated understanding of the knowledge and skills required for an arts manager to develop and increase contributed revenue to support the artistic mission of cultural organizations.	An advanced study of fundraising and resource development within the arts and cultural sector. This course facilitates a sophisticated understanding of the knowledge and skills required for an arts manager to develop and increase contributed revenue to support the artistic mission of cultural organizations.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	<u>VPAA10H3</u> & <u>VPAA12H3</u> & <u>VPAB16H3</u> or <u>VPAB14H3</u>	<u>VPAA12H3</u> and <u>VPAB13H3</u> and <u>VPAB16H3</u>
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Prerequisite	At least 16.0 full credits including VPAC13H3.	At least 16.0 full credits including VPAC13H3.
Corequisite		
Exclusion		Restricted to students in the Specialist program in Arts Management.
Recommended Preparation		
Enrolment Limits		
Note		This course should be taken in the final year of study; advance permission of the instructor is required for any other timing.
Instructor		
Hours		
Available Online	No	No

Course: VPHB39H3 - Compare

Owning Organizations	VPH,ACMSC	VPH,ACMSC
Sections	2014 - Art History	2014 - Art History
Calendar Title	Ten Key Words in Art History: Unpacking Methodology	Ten Key Words in Art History: Unpacking Methodology
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	Key concepts in art history, including intention, meaning, style, materiality, identity, production, reception, gender, visuality, and history. Students will explore critical questions such as whether and how to read artist's biographies into their art. This course helps students understand the discipline and develops critical thinking and research skills required in advanced courses.	Key concepts in art history, including intention, meaning, style, materiality, identity, production, reception, gender, visuality, and history. Students will explore critical questions such as whether and how to read artist's biographies into their art. This course helps students understand the discipline and develops critical thinking and research skills required in advanced courses.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	FAH102H	FAH102H
Recommended Preparation	VPA46H3	VPAH46H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPHB41H3 - Compare

Owning Organizations	VPH,ACMSC	VPH,ACMSC
Sections	2014 - Art History	2014 - Art History
Calendar Title	The Human Figure in Greek Art (8th - 4th Centuries B.C.)	The Human Figure in Greek Art (8th - 4th Centuries B.C.)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A study of representations of men and women in sculpture and vase painting, two of the richest media in Greek art. This study reveals narratives of myth and legend, reflections of	A study of representations of men and women in sculpture and vase painting, two of the richest media in Greek art. This study reveals narratives of myth and legend, reflections of

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

everyday life in Greece, and social values such as the perception of gender.

everyday life in Greece, and social values such as the perception of gender.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Arts, Literature & Language

Arts, Literature & Language

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

Corequisite

Any course in art history or [VPA406H3](#) or (HUMA01H3)

Any course in art history or [HUMA01H3](#)

Exclusion

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: VPHB73H3 - Compare

Owning Organizations

VPH,ACMSC

VPH,ACMSC

Sections

2014 - Art History

2014 - Art History

Calendar Title

Visualizing Asia

Visualizing Asia

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

A survey of the art of China, Japan, Korean, India, and Southeast Asia. We will examine a wide range of artistic production, including ritual objects, painting, calligraphy, architectural monuments, textile, and prints. Special attention will be given to social contexts, belief systems, and interregional exchanges.
Same as GASB73H3

A survey of the art of China, Japan, Korean, India, and Southeast Asia. We will examine a wide range of artistic production, including ritual objects, painting, calligraphy, architectural monuments, textile, and prints. Special attention will be given to social contexts, belief systems, and interregional exchanges.
Same as GASB73H3

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Arts, Literature & Language

Arts, Literature & Language

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

[VPA406H3](#), [VPH446H3](#) or [GASA01H3](#)

[VPH446H3](#) or [GASA01H3](#)

Corequisite

Exclusion

[GASB73H3](#), [FAH261H](#)

[GASB73H3](#), [FAH261H](#)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: VPHB77H3 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Owning Organizations	VPH,ACMSC	VPH,ACMSC
Sections	2014 - Art History	2014 - Art History
Calendar Title	Asia in Display	Asia in Display
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to modern Asian art through domestic, regional, and international exhibitions. Students will study the multilayered new developments of art and art institutions in China, Japan, Korea, India, Thailand, and Vietnam, as well as explore key issues such as colonial modernity, translingual practices, and multiple modernism. Same as GASB77H3	An introduction to modern Asian art through domestic, regional, and international exhibitions. Students will study the multilayered new developments of art and art institutions in China, Japan, Korea, India, Thailand, and Vietnam, as well as explore key issues such as colonial modernity, translingual practices, and multiple modernism. Same as GASB77H3
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	GASB77H3	GASB77H3
Recommended Preparation	PAA05H3 and VPH446H3 or GASA01H3	VPH446H3 or GASA01H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMA69H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Small Ensemble I	Small Ensemble II
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The practical study of small ensemble performance, including public presentations and group recitals. Audition/interview required.	The practical study of small ensemble performance, including public presentations and group recitals. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble. Audition/interview required.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		VPM69H3
Corequisite		
Exclusion		
Recommended Preparation		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Enrolment Limits

Note

Priority will be given to students enrolled in the Major and Minor programs in Music and Culture. Additional students will be admitted as space permits.

Instructor

Hours

Available Online No

No

Course: VPMA73H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Instrumental Ensemble Ia	Instrumental Ensemble Ia
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>The practical study of instrumental ensemble performance. There are four available ensembles: Concert Band (Section 01), String Ensemble (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required. Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.</p>	<p>The practical study of instrumental ensemble performance. There are four available ensembles: Concert Band (Section 01), String Orchestra (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required. Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion	(VPMA92H3)	(VPMA92H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMA74H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Instrumental Ensemble Ib	Instrumental Ensemble Ib
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>A continuation of VPMA73H3. The practical study of instrumental ensemble performance. There are four available ensembles: Concert Band (Section 01), String Ensemble (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required. Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.</p>	<p>A continuation of VPMA73H3. The practical study of instrumental ensemble performance. There are four available ensembles: Concert Band (Section 01), String Orchestra (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required. Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMA73H3	VPMA73H3
Corequisite		
Exclusion	(VPMA92H3)	(VPMA92H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMA93H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Listening to Music	Listening to Music
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An introduction to the language of music for non-musicians through a survey of musical styles, genres and development of intelligent listening skills. No previous musical experience is necessary.	An introduction to Western music through active listening and the consideration of practical, cultural, historical and social contexts that shape our aural appreciation of music. No previous musical experience is necessary.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMB69H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Small Ensemble	Small Ensemble

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The practical study of small ensemble performance, including public presentations and group recitals.	The practical study of small ensemble performance, including public presentations and group recitals. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble. Audition/interview required.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMA69H3 . Audition/interview required.	VPMB68H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		Priority will be given to students enrolled in the Major and Minor programs in Music and Culture. Additional students will be admitted as space permits.
Instructor		
Hours		
Available Online	No	No

Course: VPMB73H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Instrumental Ensemble Ila	Instrumental Ensemble Ila
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A continuation of VPMA74H3. The practical study of instrumental ensemble performance. There are four available ensembles: Concert Band (Section 01), String Ensemble (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required. Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.	A continuation of VPMA74H3. The practical study of instrumental ensemble performance. There are four available ensembles: Concert Band (Section 01), String Orchestra (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required. Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMA74H3 or VPMA92H3	VPMA74H3 or VPMA92H3
Corequisite		
Exclusion	VPMB92H3	VPMB92H3
Recommended Preparation		
Enrolment Limits		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMA90H3 and VPMA93H3	VPMA90H3 and VPMA93H3
Corequisite		
Exclusion	(VPMB89H3)	(VPMB89H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMB96H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Popular Music	Popular Music
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of the genres and history of twentieth-century popular music with particular attention to its social and commercial contexts. The course will focus on developments during the 1950s and 1960s--including rock & roll, soul, folk-rock, and the British invasion--examining the performing styles and recordings of legendary "stars". No previous musical experience required.	An examination of the genres and history of twentieth-century popular music with particular attention to its social and commercial contexts. The course will focus on developments during the 1950s and 1960s--including rock & roll, soul, folk-rock, and the British invasion--examining the performing styles and recordings of legendary "stars". No previous musical experience required.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		
Corequisite		
Exclusion		VPMB83H3
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMC69H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Small Ensemble #16	Small Ensemble #16
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The practical study of small ensemble performance, including	The practical study of small ensemble performance, including

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

public presentations and group recitals.

Audition/interview required:

public presentations and group recitals. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble. Audition/interview required.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMB69H3	VPMC68H3
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		Priority will be given to students enrolled in the Major and Minor programs in Music and Culture. Additional students will be admitted as space permits.
Instructor		
Hours		
Available Online	No	No

Course: [VPMC73H3](#) - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Instrumental Ensemble 11a	Instrumental Ensemble 11a
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	<p>A continuation of VPMB74H3.</p> <p>The practical study of instrumental ensemble performance.</p> <p>There are four available ensembles: Concert Band (Section 01), String Ensemble (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required.</p> <p>Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.</p>	<p>A continuation of VPMB74H3.</p> <p>The practical study of instrumental ensemble performance.</p> <p>There are four available ensembles: Concert Band (Section 01), String Orchestra (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required.</p> <p>Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.</p>
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMB74H3 or VPMB92H3	VPMB74H3 or VPMB92H3
Corequisite		
Exclusion	(VPMC92H3)	(VPMC92H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Hours

Available Online No No

Course: VPMC74H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Instrumental Ensemble IIb	Instrumental Ensemble IIb
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	A continuation of VPMC73H3. The practical study of instrumental ensemble performance. There are four available ensembles: Concert Band (Section 01), String Ensemble (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required. Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.	A continuation of VPMC73H3. The practical study of instrumental ensemble performance. There are four available ensembles: Concert Band (Section 01), String Orchestra (Section 02), Flute Choir (Section 03), and Jazz Band (Section 30). Audition/interview required. Students may participate in more than one ensemble concurrently with a limit of 3.0 credits in total. Students are normally expected to complete both Fall and Winter sessions (a and b) in the same ensemble.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Arts, Literature & Language	Arts, Literature & Language
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMC73H3	VPMC73H3
Corequisite		
Exclusion	(VPMC92H3)	(VPMC92H3)
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMC75H3 - Compare

Course Code	<u>VPMB75H3</u>	<u>VPMC75H3</u>
Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Music in <u>Islamic Cultures</u>	Music in <u>the World of Islam: Philosophy, Power and Politics</u>
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An exploration of the relationship between music and Islam, and its manifestation in different genres (religious, folk, classical, popular) and regions (from the Middle East to Indonesia, as well as the global diaspora). This course examines the variety of musical expression within cultures linked by Islamic religion and values.	An exploration of the relationship between music and Islam, and its manifestation in different genres (religious, folk, classical, popular) and regions (from the Middle East to Indonesia, as well as the global diaspora). This course examines the variety of musical expression within cultures linked by Islamic religion and values.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	Social & Behavioural Sciences	Social & Behavioural Sciences
Experiential Learning - Research	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Experiential Learning - Other	None	None
Learning Nature		
Prerequisite		VPM809H3 and an additional 1.0 credit at the B-level in VPM courses
Corequisite		
Exclusion		VPMFB75H3
Recommended Preparation	VPM809H3	
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMC80H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Opera	Opera
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An investigation of opera as a multimedia art form involving music, drama, and spectacle, through the study of works and attendance at live performances. The course also examines opera's entanglement with media and technologies, and the way vital social and cultural issues are represented on the operatic stage.	An investigation of opera as a multimedia art form involving music, drama, and spectacle, through the study of works and attendance at live performances. The course also examines opera's entanglement with media and technologies, and the way vital social and cultural issues are represented on the operatic stage.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPM809H3 or one course from the series VPM809H3, VPM82H3 or (VPM86H3)-(VPM89H3)	VPM809H3 and one course from the series VPM82H3, VPM83H3 or (VPM86H3)-(VPM89H3)
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMC82H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Topics in Canadian Music	Topics in Canadian Music
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

A thematic approach to the study of music in Canada. Topics include the formation of Canadian musical identity, the development of artistic organizations and institutions, and detailed analyses of musical compositions.

A thematic approach to the study of music in Canada. Topics include the formation of Canadian musical identity, the development of artistic organizations and institutions, and detailed analyses of musical compositions.

Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMA90H3 and one course from the series VPMB80H3 , VPMB82H3 or VPMB86H3 -(VPMB89H3)	VPMA90H3 and one course from the series VPMB82H3 , VPMB83H3 or VPMB86H3 -(VPMB89H3)
Corequisite		
Exclusion		
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: [VPMC83H3](#) - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Music and Gender	Music and Gender
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An inquiry into the construction and reflection of gender and sexual identities in Western music. The course will emphasize discourses surrounding feminism and the role of women in music, masculinity studies, and gay, lesbian, bi-sexual and transgendered studies and their relationships to musical genres, works, production and reception.	An inquiry into the construction and reflection of gender and sexual identities in Western music. The course will emphasize discourses surrounding feminism and the role of women in music, masculinity studies, and gay, lesbian, bi-sexual and transgendered studies and their relationships to musical genres, works, production and reception.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMA90H3 and two courses from the sequence VPMB80H3 , VPMB82H3 or VPMB86H3 -(VPMB89H3)	VPMA90H3 and two courses from the series VPMB82H3 , VPMB83H3 or VPMB86H3 -(VPMB89H3)
Corequisite		
Exclusion	HIMU207H	HIMU207H
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: VPMC84H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Issues, Approaches, and Exchanges in Popular Music	Issues, Approaches, and Exchanges in Popular Music
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of issues in the study of western and non-western popular music and their intersection with other fields of humanistic inquiry. It will explore models of critical analysis and questions surrounding ideology, performance, reception, technology and the relationship of popular music to other media including cyberspace, film and television. Same as IEEC81H3	An examination of issues in the study of western and non-western popular music and their intersection with other fields of humanistic inquiry. It will explore models of critical analysis and questions surrounding ideology, performance, reception, technology and the relationship of popular music to other media including cyberspace, film and television. Same as IEEC81H3
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	At least 1.0 full credit in Humanities at the B-level.	At least 1.0 full credit in Humanities at the B-level.
Corequisite		
Exclusion	IEEC81H3	IEEC81H3
Recommended Preparation		
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMC88H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Special Topics in Music and Culture	Special Topics in Music and Culture
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	The investigation of an area of current interest and importance in musical scholarship. The topic to be examined will change from year to year and will be available in advance on the course website.	The investigation of an area of current interest and importance in musical scholarship. The topic to be examined will change from year to year and will be available in advance on the course website.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	VPMB80H3 or VPMB82H3 or (VPMB86H3)-(VPMB89H3)	VPMB80H3 and one course from the series VPMB82H3 / VPMB83H3 or (VPMB86H3)-(VPMB89H3)
Corequisite		

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Exclusion

Recommended

Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: VPMC93H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Orpheus	Orpheus
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of the myth of Orpheus and the variety of interpretations it has inspired in music and the other arts.	An examination of the myth of Orpheus and the variety of interpretations it has inspired in music and the other arts.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	Two courses from the series: VPMB80H3 , VPMB82H3	VPMB82H3 and VPMB83H3
Corequisite		
Exclusion	(VPMB72H3)	(VPMB72H3)
Recommended Preparation	VPMB90H3	VPMB90H3
Enrolment Limits		
Note		
Instructor		
Hours		
Available Online	No	No

Course: VPMC96H3 - Compare

Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	2014 - Music and Culture	2014 - Music and Culture
Calendar Title	Music in the Medieval and Renaissance Eras	Music in the Medieval and Renaissance Eras
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An examination of music in Western society during the period ca. 500 to ca. 1600. This course integrates close analysis of selected compositions with a study of the historical, social, cultural, and political contexts of music-making during this period.	An examination of music in Western society during the period ca. 500 to ca. 1600. This course integrates close analysis of selected compositions with a study of the historical, social, cultural, and political contexts of music-making during this period.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Other

Learning Nature

Prerequisite

VPMA90H3 and 2 courses from VPMB80H3, VPMB82H3, VPMA90H3 and VPMB82H3 and VPMB83H3

Corequisite

Exclusion

(VPMB86H3) (VPMB86H3)

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No No

Course: VPSC04H3 - Compare

Owning Organizations

VPSC,ACMSC VPSC,ACMSC

Sections

2014 - Visual and Performing Arts 2014 - Studio

Calendar Title

"Live!" "Live!"

ROSI Title

Same as Calendar Title Same as Calendar Title

Full Description

"Live!" investigates interdisciplinary modes of contemporary performance. Within a studio context, this course serves as an advanced exploration of 21st century Live Art. This interactive course reviews the dynamics of time, space and existence, and asks fundamental questions about the body and performance.

Print Description

Same as Full Description Same as Full Description

Breadth Requirement

Arts, Literature & Language Arts, Literature & Language

Experiential Learning - Research

None None

Experiential Learning - Other

None None

Learning Nature

Prerequisite

(VPDC06H3), (VPSC57H3) (VPDC06H3), (VPSC57H3)

Corequisite

Exclusion

(VPDC06H3), (VPSC57H3) (VPDC06H3), (VPSC57H3)

Recommended Preparation

Enrolment Limits

12 12

Note

Instructor

Hours

Available Online

No No

Course: WSTC13H3 - Compare

Owning Organizations

WST,HCSSC WST,HCSSC

Sections

2014 - Women's and Gender Studies 2014 - Women's and Gender Studies

Calendar Title

Women, Gender and Islam Women, Gender and Islam

ROSI Title

Same as Calendar Title Same as Calendar Title

Full Description

Explores historical and contemporary debates regarding the construction of gender in Islam. Topics include the historical representations of Muslim woman, veiling, sexuality, Islamic

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

law and Islamic feminism. This course situates Muslim women as multidimensional actors as opposed to the static, Orientalist images that have gained currency in the post 9/11 era.

law and Islamic feminism. This course situates Muslim women as multidimensional actors as opposed to the static, Orientalist images that have gained currency in the post 9/11 era.

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

History, Philosophy & Cultural Studies

History, Philosophy & Cultural Studies

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

~~WSTA01H3~~ & ~~WSTA00H3~~ or ~~WSTA02H3~~

~~1.5 credits in WST courses including 0.5 credit at the B- or C-level~~

Corequisite

Exclusion

WSTC30H3 (if taken in the 2008 Winter Session)

WSTC30H3 (if taken in the 2008 Winter Session); ~~WGS301H~~

Recommended Preparation

Enrolment Limits

Note

Instructor

Hours

Available Online

No

No

Course: WSTC19H3 - Compare

Owning Organizations

WST,HCSSC

WST,HCSSC

Sections

2014 - Women's and Gender Studies

2014 - Women's and Gender Studies

Calendar Title

Gender in East Asian Science and Technology

Gender in East Asian Science and Technology

ROSI Title

Same as Calendar Title

Same as Calendar Title

Full Description

This course examines how gender issues influence the history and contemporary development of science and technology in East Asian societies, including China, Japan, and Korea. Students will gain a critical perspective on the role of gender in shaping scientific knowledge and technological advancements in the context of East Asia.
Same as IEEC32H3 and GASC19H3

This course examines how gender issues influence the history and contemporary development of science and technology in East Asian societies, including China, Japan, and Korea. Students will gain a critical perspective on the role of gender in shaping scientific knowledge and technological advancements in the context of East Asia.
Same as ~~IEEC32H3~~ and GASC19H3

Print Description

Same as Full Description

Same as Full Description

Breadth Requirement

Social & Behavioural Sciences

Social & Behavioural Sciences

Experiential Learning - Research

None

None

Experiential Learning - Other

None

None

Learning Nature

Prerequisite

0.5 credit in WST and 0.5 credit in GAS at the A- or B-level.

0.5 credit in WST and 0.5 credit in GAS at the A- or B-level.

Corequisite

Exclusion

~~IEEC32H3~~, ~~GASC19H3~~

~~IEEC32H3~~, ~~GASC19H3~~

Recommended Preparation

Enrolment Limits

50

50

Note

Instructor

Hours

Available Online

No

No

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Course: WSTC21H3 - Compare

Owning Organizations	WST,HCSSC	WST,HCSSC
Sections	2014 - Women's and Gender Studies	2014 - Women's and Gender Studies
Calendar Title	Gender, Health, Science in Transnational Perspective	Gender, Health, Science in Transnational Perspective
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	This course provides an advanced introduction to feminist scholarship on science, health, and technology. It examines a history and culture of modern scientific research, health practice, and technologies in western and non-western societies. Same as IEEC31H3	This course provides an advanced introduction to feminist scholarship on science, health, and technology. It examines a history and culture of modern scientific research, health practice, and technologies in western and non-western societies. Same as IEEC31H3
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement	History, Philosophy & Cultural Studies	History, Philosophy & Cultural Studies
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	WSTA01H3 or WSTA03H3 and 4.5 additional credits in any discipline	WSTA01H3 or WSTA03H3 and 4.5 additional credits in any discipline
Corequisite		
Exclusion	IEEC31H3	IEEC31H3
Recommended Preparation	WSTA01H3 & WSTA03H3 or GASA01H3 & GASA02H3 or GASB01H3	WSTA01H3 & WSTA03H3 or GASA01H3 & GASA02H3 or GASB01H3
Enrolment Limits	50	50
Note		
Instructor		
Hours		
Available Online	No	No

Course: WSTD04H3 - Compare

Owning Organizations	WST,HCSSC	WST,HCSSC
Sections	2014 - Women's and Gender Studies	2014 - Women's and Gender Studies
Calendar Title	Senior Seminar in Gender, Equity and Human Rights	Senior Seminar in Gender, Equity and Human Rights
ROSI Title	Same as Calendar Title	Same as Calendar Title
Full Description	An advanced and in-depth examination of selected topics related to women and gender, equity, diversity and human rights in the context of local and global communities, and diaspora. The course will be in a seminar format with student participation expected. It is writing intensive and involves a major research project.	An advanced and in-depth examination of selected topics related to women and gender, equity, diversity and human rights in the context of local and global communities, and diaspora. The course will be in a seminar format with student participation expected. It is writing intensive and involves a major research project.
Print Description	Same as Full Description	Same as Full Description
Breadth Requirement		
Experiential Learning - Research	None	None
Experiential Learning - Other	None	None
Learning Nature		
Prerequisite	WSTA01H3 and WSTA03H3 or WSTA02H3 and WSTB11H3, and two C-level courses from Requirement #7	3.0 credits including 2.0 credits in WST courses

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

of the Major program

Corequisite

Exclusion

Recommended Preparation

Enrolment Limits

20

20

Note

Topics vary from year to year. Check the Women's and Gender Studies website at <http://www.utsoc.utoronto.ca/~hcs/programs/women-gender-studies.html> for current offerings.

Topics vary from year to year. Check the Women's and Gender Studies website at <http://www.utsoc.utoronto.ca/~hcs/programs/women-gender-studies.html> for current offerings.

Instructor

Hours

Available Online

No

No

© 2014 University of Toronto

www.utoronto.ca | [Contacts](#) | University Switchboard: (416) 978-2011

[University of Toronto, 27 King's College Circle, Toronto, Ontario, Canada M5S 1A1](#)



Calendar	Search	Faculty Members	Programs	Courses	Admin	Help
----------	--------	-----------------	----------	---------	-------	------

Total 103 programs - Compare



The initial and current values are shown

Initial Value

Current Value

Program: SCMIN1800 - Compare

Code	SCMIN1800	SCMIN1800
Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	Geography	Geography
Title	MINOR PROGRAM IN GEOGRAPHIC INFORMATION SCIENCE (GIS) (ARTS)	MINOR PROGRAM IN GEOGRAPHIC INFORMATION SCIENCE (GIS) (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Program Advisor:</i> Benjamin Pottruff <i>Email:</i> ben-pottruff@utsc.utoronto.ca</p> <p>GIS is based on the integration of digital spatial data, mapping software, and spatial analysis tools. GIS has been a core method in Geographical research for almost two decades, but is also rapidly growing in importance outside Geography, in part because of the huge amounts of new spatial data being generated by ubiquitous sensors such as smart phones with GPS locators.</p> <p>A growing number of research areas and careers require knowledge of GIS and cartographic presentation skills. This minor program provides training in the theory and practical application of Geographic Information Science and systems for spatial analysis, spatial data management, and cartographic representation, and is an excellent option for students pursuing Human Geography, City Studies, Critical Development Studies, Historical and Cultural Studies, Sociology, Political Science, Anthropology, Environmental Studies and Environmental Science.</p> <p>Program Requirements This program requires the completion of 4.0 credits as follows:</p> <p>1. 1.0 credit from ONE of the following discipline groups:</p> <p>a. Human Geography GGRA02H3 The Geography of Global Processes GGRA03H3 Cities and Environments CITB02H3 Foundations of City Studies</p> <p>b. Anthropology ANTA01H3 Introduction to Anthropology: Becoming Human ANTA02H3 Introduction to Anthropology: Society, Culture and Language</p> <p>c. Environmental Science EESA01H3 Introduction to Environmental Science EESA06H3 Introduction to Planet Earth</p> <p>d. History HISA04H3 Themes in World History I HISA05H3 Themes in World History II</p> <p>e. International Development Studies IDSA01H3 Introduction to International Development Studies</p>	<p>GIS is based on the integration of digital spatial data, mapping software, and spatial analysis tools. GIS has been a core method in Geographical research for almost two decades, but is also rapidly growing in importance outside Geography, in part because of the huge amounts of new spatial data being generated by ubiquitous sensors such as smart phones with GPS locators.</p> <p>A growing number of research areas and careers require knowledge of GIS and cartographic presentation skills. This minor program provides training in the theory and practical application of Geographic Information Science and systems for spatial analysis, spatial data management, and cartographic representation, and is an excellent option for students pursuing Human Geography, City Studies, Critical Development Studies, Historical and Cultural Studies, Sociology, Political Science, Anthropology, Environmental Studies and Environmental Science.</p> <p>Program Requirements This program requires the completion of 4.0 credits as follows:</p> <p>1. 1.0 credit from ONE of the following discipline groups:</p> <p>a. Human Geography GGRA02H3 The Geography of Global Processes GGRA03H3 Cities and Environments CITB02H3 Foundations of City Studies</p> <p>b. Anthropology ANTA01H3 Introduction to Anthropology: Becoming Human ANTA02H3 Introduction to Anthropology: Society, Culture and Language</p> <p>c. Environmental Science EESA01H3 Introduction to Environmental Science EESA06H3 Introduction to Planet Earth</p> <p>d. History HISA04H3 Themes in World History I HISA05H3 Themes in World History II</p> <p>e. International Development Studies IDSA01H3 Introduction to International Development Studies</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

e. International Development Studies
[IDSA01H3](#) Introduction to International Development Studies
[IDSA02H3](#) Experiencing Development in Africa

f. Political Science
[POLA01H3](#) Critical Issues in Politics I
[POLA02H3](#) Critical Issues in Politics II

g. Sociology
[SOCA01H3](#) Introduction to Sociology I
[SOCA02H3](#) Introduction to Sociology II

2. 2.0 credits:

[GGRA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning
[GGRB30H3](#) Fundamentals of GIS I
[GGRB32H3](#) Fundamentals of GIS II
[GGRC30H3](#) Advanced GIS

3. 0.5 credit:

[GGRD30H3](#) GIS Research Project

4. 0.5 credit from the following*:

[GGRC34H3](#) Crowd-sourced Urban Geographies
[GGRD01H3](#) Supervised Research Project
[GGRD08H3](#) Research Seminar in Environmental Geography
[GGRD25H3](#) Research Seminar in Urban Spaces
[GGRD31H3](#) Independent Research Project
[CITD01H3](#) City Issues and Strategies

*Permission to count these courses towards the Minor in Geographic Information Science (GIS) must be received from the Departmental Chair or the Program Advisor, and will be granted in cases where the student's major research project employs GIS research methods.

[IDSA02H3](#) Experiencing Development in Africa

f. Political Science
[POLA01H3](#) Critical Issues in Politics I
[POLA02H3](#) Critical Issues in Politics II

g. Sociology
[SOCA01H3](#) Introduction to Sociology I
[SOCA02H3](#) Introduction to Sociology II

2. 2.0 credits:

[GGRA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning
[GGRB30H3](#) Fundamentals of GIS I
[GGRB32H3](#) Fundamentals of GIS II
[GGRC30H3](#) Advanced GIS

3. 0.5 credit:

[GGRD30H3](#) GIS Research Project

4. 0.5 credit from the following*:

[GGRC34H3](#) Crowd-sourced Urban Geographies
[GGRD01H3](#) Supervised Research Project
[GGRD08H3](#) Research Seminar in Environmental Geography
[GGRD25H3](#) Research Seminar in Urban Spaces
[GGRD31H3](#) Independent Research Project
[CITD01H3](#) City Issues and Strategies

*Permission to count these courses towards the Minor in Geographic Information Science (GIS) must be received from the Departmental Chair or the Program Advisor, and will be granted in cases where the student's major research project employs GIS research methods.

Program notes/tables

Program: SCMAJCIT C - Compare

Code	SCMAJCIT C	SCMAJCIT C
Owning Organizations	CIT, GGRSC	CIT, GGRSC
Sections	City Studies	City Studies
Title	MAJOR (CO-OPERATIVE) PROGRAM IN CITY STUDIES (ARTS)	MAJOR (CO-OPERATIVE) PROGRAM IN CITY STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Co-op Contact: askcoop@utsc.utoronto.ca</i></p> <p>Graduates will receive an Honours B.A. degree wherein they must combine the Major (Co-operative) Program in City Studies with one of the following:</p> <ul style="list-style-type: none"> • Major Program in Anthropology • Major Program in Economics for Management • Major Program in Environmental Science • Major Program in History • Major Program in Human Geography • Major Program in Political Science • Major Program in Public Policy • Major Program in Sociology • Major Program in Studio • Major Program in Women's and Gender Studies <p>The Program is intended to complement the chosen academic discipline and to give students the opportunity to see how they might apply ideas from that discipline in their field of professional interest.</p> <p>For information on admissions, fees, work terms and standing in the Program, please see the Co-operative Programs section of this <i>Calendar</i>.</p>	<p><i>Co-op Contact: askcoop@utsc.utoronto.ca</i></p> <p>The Co-operative Program in City Studies is a work-study program that combines academic studies in various disciplines with work terms in the public, private, or non-profit sector. Students complete two work terms of four months each along with their academic programs. The program gives students the opportunity to develop a set of academic and professional skills to secure employment in the public sector, private enterprise, and non-profit organizations, or to continue to graduate training in an academic field related to cities.</p> <p>The Co-operative Program in City Studies is designed to be completed in conjunction with a Major Program in one of the following disciplines and may only be taken as part of a twenty course honours B.A. degree:</p> <ul style="list-style-type: none"> • Major Program in Anthropology • Major Program in Economics for Management • Major Program in Environmental Science • Major Program in History • Major Program in Human Geography • Major Program in Political Science • Major Program in Public Policy

Program Admission

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to UTSC from another U of T faculty or from another post-secondary institution, see the [Co-operative Programs](#) section in this *Calendar*.

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website: www.utsc.utoronto.ca/subjectpost. The minimum qualifications for entry are 4.0 credits including 1.0 from the courses listed in Requirement 1 of the Major Program in City Studies plus a cumulative GPA of at least 2.5.

Program Requirements

The Major (Co-operative) Program in City Studies combines academic studies in various disciplines with work terms in private enterprise, the public sector, or non-governmental organizations. It includes all of the requirements of the Major Program listed above. In addition, students must successfully complete the non-credit Arts & Science Co-op Work Term Preparation activities and two work terms.

Work Terms

Students must satisfactorily complete two work terms, each of four-months duration. To be eligible for the first work term, students must have completed at least 10 full credits, including 5 full credits as a U of T Scarborough student. These must include at least one full credit drawn from each of areas 1 (Introduction to Social Science Thought), 2 (Core Courses), 3 (Fundamentals of City Studies), and 4 (Methods). Students must also successfully complete Arts & Science Co-op Work Term Preparation Activities, which include multiple networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations, prior to their first work term. Students are advised that being available for work terms during fall and winter may increase the variety of work available, and this in turn requires students to take courses during at least one summer session.

Major Program in Sociology

- Major Program in Studio
- Major Program in Women's and Gender Studies

The Program is intended to complement the chosen academic discipline and to give students the opportunity to see how they might apply ideas from that discipline in their field of professional interest.

For information on admissions, fees, work terms and standing in the Program, please see the [Co-operative Programs](#) section of this *Calendar*.

Program Admission

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to UTSC from another U of T faculty or from another post-secondary institution, see the [Co-operative Programs](#) section in this *Calendar*.

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website: www.utsc.utoronto.ca/subjectpost. The minimum qualifications for entry are 4.0 credits including 1.0 from the courses listed in Requirement 1 of the Major Program in City Studies plus a cumulative GPA of at least 2.5.

Program Requirements

The Major (Co-operative) Program in City Studies combines academic studies in various disciplines with work terms in private enterprise, the public sector, or non-governmental organizations. It includes all of the requirements of the Major Program listed above. In addition, students must successfully complete the non-credit Arts & Science Co-op Work Term Preparation activities and two work terms.

Work Terms

Students must satisfactorily complete two work terms, each of four-months duration. To be eligible for the first work term, students must have completed at least 10 full credits, including 5 full credits as a U of T Scarborough student. These must include at least one full credit drawn from each of areas 1 (Introduction to Social Science Thought), 2 (Core Courses), 3 (Fundamentals of City Studies), and 4 (Methods). Students must also successfully complete Arts & Science Co-op Work Term Preparation Activities, which include multiple networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations, prior to their first work term. Students are advised that being available for work terms during fall and winter may increase the variety of work available, and this in turn requires students to take courses during at least one summer session.

Program notes/tables

Program: SCSPE1255 - Compare

Code	SCSPE1255	SCSPE1255
Owning Organizations	ECM, MGTEC	ECM, MGTEC
Sections	Economics for Management Studies	Economics for Management Studies
Title	SPECIALIST PROGRAM IN ECONOMICS FOR MANAGEMENT STUDIES (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN ECONOMICS FOR MANAGEMENT STUDIES (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisor of Studies:</i> Iris Au Email: economics-supervisor-studies@utsc.utoronto.ca</p> <p>This program will provide a specialization for those wishing for a substantial component of Economics in a Management degree leading to a Bachelor of Business Administration (B.B.A.). The students in this program may be seeking to prepare themselves for studies in Economics at the Masters' level. For full details and program admission and requirements, please refer to the Management section of this <i>Calendar</i>.</p>	<p><i>Academic Director:</i> Iris Au Email: ecoss@utsc.utoronto.ca</p> <p>This program will provide a specialization for those wishing for a substantial component of Economics in a Management degree leading to a Bachelor of Business Administration (B.B.A.). The students in this program may be seeking to prepare themselves for studies in Economics at the Masters' level. For full details and program admission and requirements, please refer to the Management section of this <i>Calendar</i>.</p>

Program notes/tables

Program: SCMAJ1234 - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Code	SCMAJ1234	SCMAJ1234
Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	Management	Management
Title	CERTIFICATE IN BUSINESS	CERTIFICATE IN BUSINESS
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	The Department of Management also offers a Certificate Program for non-degree students. (See the Degrees section of this <i>Calendar</i> for details.) Non-degree students interested in this Certificate Program should visit the Department <i>Website</i> : www.utscc.utoronto.ca/mgmt/business_cert.html	The Department of Management also offers a Certificate Program for non-degree students. (See the Degrees section of this <i>Calendar</i> for details.) Non-degree students interested in this Certificate Program should visit the Department <i>Website</i> : www.utscc.utoronto.ca/mgmt/business_cert.html

Program notes/tables

Program: SCMIN1030A - Compare

Code	SCMIN1030A	SCMIN1030A
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	MINOR PROGRAM IN BIOLOGY (SCIENCE)	MINOR PROGRAM IN BIOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor: Stehlik Email: biology-minor@utscc.utoronto.ca	Supervisor: Persaud Email: biology-minor@utscc.utoronto.ca
	<p>Program Requirements</p> <p>This program must include one credit of the introductory biology courses BIOA01H3 & BIOA02H3 plus 3.0 other credits in Biology, of which at least one credit must be at the C- or D-level.</p> <p>Note that NBIOC34H3 (Neuroethology), FEESC04H3 (Biodiversity and Biogeography) and FEESC30H3 (Microbial Biogeochemistry) may also be used toward fulfilling this requirement.</p>	<p>Program Requirements</p> <p>This program must include one credit of the introductory biology courses BIOA01H3 & BIOA02H3 plus 3.0 other credits in Biology, of which at least one credit must be at the C- or D-level.</p> <p>Note that NBIOC34H3 (Neuroethology), FEESC04H3 (Biodiversity and Biogeography) and FEESC30H3 (Microbial Biogeochemistry) may also be used toward fulfilling this requirement.</p>

Program notes/tables

Program: SCMAJ0133 - Compare

Code	SCMAJ0133	SCMAJ0133
Owning Organizations	ECM,MGTEC	ECM,MGTEC
Sections	Economics for Management Studies	Economics for Management Studies
Title	MAJOR PROGRAM IN ECONOMICS FOR MANAGEMENT STUDIES (ARTS)	MAJOR PROGRAM IN ECONOMICS FOR MANAGEMENT STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor of Studies: Iris Au Email: economics-supervisor-studies@utscc.utoronto.ca This Program is designed to give a coordinated exposure to the subject matter of Economics for Management Studies to students pursuing the four-year degree with more than a single area of concentration.	Academic Director: Iris Au Email: ecoms@utscc.utoronto.ca This Program is designed to give a coordinated exposure to the subject matter of Economics for Management Studies to students pursuing the four-year degree with more than a single area of concentration.
	<p>Program Admission</p> <p>Note Registration in this Program is limited. Students must have completed a minimum of 4.0 credits to be considered for this program. Required courses include MGFA02H3 (ECMA04H3), MGFA06H3 (ECMA06H3), and MATA32H3 & MATA33H3 (or equivalents). Decisions will be made on the basis of cumulative GPA.</p> <p>Students may apply until they have completed up to 10 full credits, and admission will be on the basis of all grades received. Students who have completed more than 10 full credits will not be considered for admission to the Program. Students should be aware that the Mathematics requirement implies that Grade 12 Calculus is a requirement for</p>	<p>Program Admission</p> <p>Note Registration in this Program is limited. Students must have completed a minimum of 4.0 credits to be considered for this program. Required courses include MGFA02H3 (ECMA04H3), MGFA06H3 (ECMA06H3), and MATA32H3 & MATA33H3 (or equivalents). Decisions will be made on the basis of cumulative GPA.</p> <p>Students may apply until they have completed up to 10 full credits, and admission will be on the basis of all grades received. Students who have completed more than 10 full credits will not be considered for admission to the Program. Students should be aware</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

entry into this program.

Note Students in the B.B.A. may not jointly enrol in the Major Program in Economics for Management Studies

Program Requirements

The Program consists of 6.0 credits in Economics for Management Studies, 1.0 credit in Mathematics and 1.0 full credit in any courses offered by the Centre for French and Linguistics, Department of Arts, Culture and Media, Department of English, Department of Historical and Cultural Studies, and the Department of Philosophy. The Economics courses must include:

[MGFA02H3/ECMA04H3](#) & [MGFA06H3/ECMA06H3](#)
[MGFB02H3/ECMB02H3](#) & [MGFB06H3/ECMB06H3](#)
[MGFB11H3/ECMB11H3](#) & [MGFB12H3/ECMB12H3](#)
[MGFC02H3/ECMC02H3](#) & [MGFC06H3/ECMC06H3](#)
[MGFC11H3/ECMC11H3](#)

Plus 1.5 full credits chosen from the courses in Economics for Management Studies including at least one at the C-level (excluding [MGEC91H3/ECMC91H3](#), [MGFC92H3/ECMC92H3](#), [MGFC93H3/ECMC93H3](#)).

Students must also complete [MATA32H3](#) & [MATA33H3](#) or [MATA30H3/A31H3](#) & [MATA35H3/A36H3/A37H3](#) and one full credit in any course offered by the Centre of French & Linguistic; Department of Arts, Culture & Media; Department of Historical & Cultural Studies; Department of English; and the Department of Philosophy.

Note Students who take [MGFA01H3/ECMA01H3](#) and [MGFA05H3/ECMA05H3](#) and then decide to apply for this program will be permitted to substitute [MGFA01H3/ECMA01H3](#) and [MGFA05H3/ECMA05H3](#) for [MGFA02H3/ECMA04H3](#) & [MGFA06H3/ECMA06H3](#)]. However, these students will be required to complete [MATA32H3](#) & [MATA33H3](#) or [MATA30H3/A31H3](#) & [MATA35H3/A36H3/A37H3](#), before registering in [MGFB02H3/ECMB02H3](#) and [MGFB06H3/ECMB06H3](#)].

STUDENTS WHO ARE CONSIDERING COMBINING PROGRAMS BETWEEN ECONOMICS AND STATISTICS

For students who are intending to pursue a major in Economics with a major or minor in Statistics, we advise the following recommended sequence of required courses. If the sequence outlined below is not followed, it may result in the student taking exclusions and incurring an "EXTRA" credit. An "EXTRA" credit does NOT count towards the 20 credit degree requirement.

[STAR52H3](#)
[STAR57H3](#)
[MGFB12H3/ECMB12H3](#)
[MGFC11H3/ECMC11H3](#)*
[STAC67H3](#)

* [MGFC11H3/ECMC11H3](#) may be taken concurrently with [STAC67H3](#). However, if [MGFC11H3/ECMC11H3](#) is taken after [STAC67H3](#), it will count as an "EXTRA" course and no credit will be given for the degree requirements.

that the Mathematics requirement implies that Grade 12 Calculus is a requirement for entry into this program.

Note Students in the B.B.A. may not jointly enrol in the Major Program in Economics for Management Studies

Program Requirements

The Program consists of 6.0 credits in Economics for Management Studies, 1.0 full credit in Mathematics and 1.0 full credit in any courses offered by the Centre for French and Linguistics, Department of Arts, Culture and Media, Department of English, Department of Historical and Cultural Studies, and the Department of Philosophy. The Economics courses must include:

[MGFA02H3/ECMA04H3](#) & [MGFA06H3/ECMA06H3](#)
[MGFB02H3/ECMB02H3](#) & [MGFB06H3/ECMB06H3](#)
[MGFB11H3/ECMB11H3](#) & [MGFB12H3/ECMB12H3](#)
[MGFC02H3/ECMC02H3](#) & [MGFC06H3/ECMC06H3](#)
[MGFC11H3/ECMC11H3](#)

Plus 1.5 full credits chosen from the courses in Economics for Management Studies including at least one at the C-level (excluding [MGFC91H3/ECMC91H3](#), [MGFC92H3/ECMC92H3](#), [MGFC93H3/ECMC93H3](#)).

Students must also complete [MATA32H3](#) & [MATA33H3](#) or [MATA30H3/A31H3](#) & [MATA35H3/A36H3/A37H3](#) and one full credit in any course offered by the Centre of French & Linguistic; Department of Arts, Culture & Media; Department of Historical & Cultural Studies; Department of English; and the Department of Philosophy.

Note Students who take [MGFA01H3/ECMA01H3](#) and [MGFA05H3/ECMA05H3](#) and then decide to apply for this program will be permitted to substitute [MGFA01H3/ECMA01H3](#) and [MGFA05H3/ECMA05H3](#) for [MGFA02H3/ECMA04H3](#) & [MGFA06H3/ECMA06H3](#)]. However, these students will be required to complete [MATA32H3](#) & [MATA33H3](#) or [MATA30H3/A31H3](#) & [MATA35H3/A36H3/A37H3](#), before registering in [MGFB02H3/ECMB02H3](#) and [MGFB06H3/ECMB06H3](#)].

STUDENTS WHO ARE CONSIDERING COMBINING PROGRAMS BETWEEN ECONOMICS AND STATISTICS

For students who are intending to pursue a major in Economics with a major or minor in Statistics, we advise the following recommended sequence of required courses. If the sequence outlined below is not followed, it may result in the student taking exclusions and incurring an "EXTRA" credit. An "EXTRA" credit does NOT count towards the 20 credit degree requirement.

[STAR52H3](#)
[STAR57H3](#)
[MGFB12H3/ECMB12H3](#)
[MGFC11H3/ECMC11H3](#)*
[STAC67H3](#)

* [MGFC11H3/ECMC11H3](#) may be taken concurrently with [STAC67H3](#). However, if [MGFC11H3/ECMC11H3](#) is taken after [STAC67H3](#), it will count as an "EXTRA" course and no credit will be given for the degree requirements.

Program notes/tables

Program: SCMIN0133 - Compare

Code	SCMIN0133	SCMIN0133
Owning Organizations	ECM,MGTEC	ECM,MGTEC
Sections	Economics for Management Studies	Economics for Management Studies
Title	MINOR PROGRAM IN ECONOMICS FOR MANAGEMENT STUDIES (ARTS)	MINOR PROGRAM IN ECONOMICS FOR MANAGEMENT STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor of Studies: Iris Au Email: economics-supervisor-studies@utsc.utoronto.ca</p> <p>This program is designed to give exposure to the subject matter in some areas of Economics to students who will combine this minor with other programs in order to</p>	<p>Academic Director: Iris Au Email: across@utsc.utoronto.ca</p> <p>This program is designed to give exposure to the subject matter in some areas of</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

graduate. (See the Degrees section of this *Calendar* for information.) Students need not have completed Grade 12 Calculus in order to enter this program.

Program Admission

Admission in this program is not limited and does not require training in Calculus. All Students who apply for this program will be admitted. However, students are warned that they are not guaranteed admission to B-level, C-level, and D-level courses. Students will be accommodated only after other program students have been admitted to these courses; therefore, many courses may be unavailable. Students will note that some of the B- and C-level courses in Economics for Management Studies do require Calculus; therefore, students signed up for the Minor Program must choose their courses carefully to ensure that they have the necessary prerequisites.

Note: Students in the B.B.A. may not jointly enrol in the Minor Program in Economics for Management Studies.

Program Requirements

The program consists of 4.0 credits in Economics for Management Studies as follows:

[MGFA01H3/ECMA01H3](#) or [MGFA02H3/ECMA04H3](#)

[MGFA05H3/ECMA05H3](#) or [MGFA06H3/ECMA06H3](#)

[MGFB01H3/ECMB01H3](#) or [MGFB02H3/ECMB02H3](#)

[MGFB05H3/ECMB05H3](#) or [MGFB06H3/ECMB06H3](#)

Plus two more full credits in Economics for Management Studies, including at least one at the C-level.

Note: Students are warned that they are not guaranteed admission to all B-level and C-level courses. The following C-level courses, [MGFC91H3/ECMC91H3](#), [MGFC92H3/ECMC92H3](#) & [MGFC93H3/ECMC93H3](#) are available to students in the minor program.

Note: Students may if they wish, count [STAR22H3](#), [ANTC35H3](#), [PSYB07H3](#) or [SOCB06H3](#) or a more advanced statistics course as one half credit B-level Economics course in the Minor Program in Economics for Management Studies. While it is not required, students are strongly encouraged to include a statistics course in the program.

Economics to students who will combine this minor with other programs in order to graduate. (See the Degrees section of this *Calendar* for information.) Students need not have completed Grade 12 Calculus in order to enter this program.

Program Admission

Admission in this program is not limited and does not require training in Calculus. All Students who apply for this program will be admitted. However, students are warned that they are not guaranteed admission to B-level, C-level, and D-level courses. Students will be accommodated only after other program students have been admitted to these courses; therefore, many courses may be unavailable. Students will note that some of the B- and C-level courses in Economics for Management Studies do require Calculus; therefore, students signed up for the Minor Program must choose their courses carefully to ensure that they have the necessary prerequisites.

Note: Students in the B.B.A. may not jointly enrol in the Minor Program in Economics for Management Studies.

Program Requirements

The program consists of 4.0 credits in Economics for Management Studies as follows:

[MGFA01H3/ECMA01H3](#) or [MGFA02H3/ECMA04H3](#)

[MGFA05H3/ECMA05H3](#) or [MGFA06H3/ECMA06H3](#)

[MGFB01H3/ECMB01H3](#) or [MGFB02H3/ECMB02H3](#)

[MGFB05H3/ECMB05H3](#) or [MGFB06H3/ECMB06H3](#)

Plus two more full credits in Economics for Management Studies, including at least one at the C-level.

Note: Students are warned that they are not guaranteed admission to all B-level and C-level courses. The following C-level courses, [MGFC91H3/ECMC91H3](#), [MGFC92H3/ECMC92H3](#) & [MGFC93H3/ECMC93H3](#) are available to students in the minor program.

Note: Students may if they wish, count [STAR22H3](#), [ANTC35H3](#), [PSYB07H3](#) or [SOCB06H3](#) or a more advanced statistics course as one half credit B-level Economics course in the Minor Program in Economics for Management Studies. While it is not required, students are strongly encouraged to include a statistics course in the program.

Program notes/tables

Program: SCMAJ0215 - Compare

Code	SCMAJ0215	SCMAJ0215
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	MAJOR PROGRAM IN HUMAN BIOLOGY (SCIENCE)	MAJOR PROGRAM IN HUMAN BIOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: A. Ashok Email: human-biology@utsc.utoronto.ca</p> <p>The Human Biology major program provides training and background in general biology with the opportunity to concentrate on courses in upper years that are related to human health. Upper year courses are available in physiology, cell and molecular biology, anatomy, microbiology, pathology, endocrinology, anthropology, psychology and biochemistry. This program is suitable for students with an interest in applied biology in health sciences or in social sciences related to human health.</p> <p>Program Requirements:</p> <p>This program consists of 8.5 credits. To complete their degree, students should combine this major program with another major program, or two minor programs, from disciplines outside of biology. When selecting their course of studies, students should refer to the University of Toronto guidelines for program breadth and depth (see Degree Requirements).</p> <p>Required Courses and Suggested Course Sequence</p> <p>First Year</p> <p>1.0 Credit of Introductory Biology Courses</p> <p>BIOA01H3 Life on Earth: Unifying Principles</p>	<p>Supervisor: A. Ashok Email: human-biology@utsc.utoronto.ca</p> <p>The Human Biology major program provides training and background in general biology with the opportunity to concentrate on courses in upper years that are related to human health. Upper year courses are available in physiology, cell and molecular biology, anatomy, microbiology, pathology, endocrinology, anthropology, psychology and biochemistry. This program is suitable for students with an interest in applied biology in health sciences or in social sciences related to human health.</p> <p>Program Requirements:</p> <p>This program consists of 8.5 credits.</p> <p>Required Courses and Suggested Course Sequence</p> <p>First Year</p> <p>1.0 Credit of Introductory Biology Courses</p> <p>BIOA01H3 Life on Earth: Unifying Principles</p> <p>BIOA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit of Introductory Chemistry Courses</p> <p>CHMA10H3 Introductory Chemistry I: Structure and Bonding</p>

[BIOA02H3](#) Life on Earth: Form, Function and Interactions

1.0 Credit in Introductory Chemistry Courses

[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit in Introductory Psychology Courses

[PSYA01H3](#) Introductory Psychology: Part I
[PSYA02H3](#) Introductory Psychology: Part II

0.5 Credit in Calculus or Statistics

Choose From:
[MATA30H3](#) Calculus I for Biological and Physical Sciences
[STAR22H3](#) Statistics I
[PSYB07H3](#) Data Analysis in Psychology

Second Year

2.5 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 [([BIOB30H3](#)) Mammalian Physiology I or ([BIOB34H3](#)) Animal Physiology]
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

0.5 Credit in a Biology Core Lab

Choose From:
[BIOB32H3](#) Animal Physiology Laboratory
[BIOB33H3](#) Human Development and Anatomy

Third/Fourth Years

1.5 Credits of Additional C-Level Courses

Choose From:
[BIOC10H3](#) Cell Biology: Intracellular Compartments and Protein Sorting
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC15H3](#) Genetics
[BIOC16H3](#) Evolutionary Genetics and Genomics
[BIOC17H3](#) Microbiology: The Bacterial Cell
[BIOC19H3](#) Animal Developmental Biology
[BIOC21H3](#) Vertebrate Histology: Cells and Tissues
[BIOC32H3](#) Human Physiology I
 [([BIOC33H3](#)) Human Physiology II: Lecture and Laboratory or ([BIOC34H3](#)) Human Physiology II: Lecture]
[BIOC39H3](#) Immunology
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC65H3](#) Environmental Toxicology
[NBQC61H3](#) Learning and Motivation
[NBQC64H3](#) Sensory and Motor Systems
[NBQC69H3](#) Synaptic Organisation and Physiology of the Brain

0.5 Credit of Additional D-Level Biology Courses

Choose From:
[BOD17H3](#) Seminars in Cellular Microbiology
[BOD19H3](#) Epigenetics in Health and Disease
[BOD26H3](#) Fungal Biology and Pathogenesis
[BOD29H3](#) Pathobiology of Human Disease
[BOD33H3](#) Comparative Animal Physiology
[BOD43H3](#) Animal Movement and Exercise
[BOD65H3](#) Pathologies of the Nervous System
[BOD95H3](#) Supervised Study in Biology (topic must be human-related and approved by the program supervisor)
[NBOD66H3](#) Drug Addiction
[NBOD67H3](#) Psychobiology of Aging

[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit in Introductory Psychology Courses

[PSYA01H3](#) Introductory Psychology: Part I
[PSYA02H3](#) Introductory Psychology: Part II

0.5 Credit in Mathematics or Statistics

Choose From:
[MATA30H3](#) Calculus I for Biological and Physical Sciences
[STAR22H3](#) Statistics I
[PSYB07H3](#) Data Analysis in Psychology

Second Year

2.5 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 [([BIOB30H3](#)) Mammalian Physiology I or ([BIOB34H3](#)) Animal Physiology]
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

0.5 Credit in a Biology Core Lab

Choose From:
[BIOB32H3](#) Animal Physiology Laboratory
[BIOB33H3](#) Human Development and Anatomy

Third/Fourth Years

1.5 Credits of Additional C-Level Courses

Choose From:
[BIOC10H3](#) Cell Biology: Proteins from Life to Death
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC15H3](#) Genetics
[BIOC16H3](#) Evolutionary Genetics and Genomics
[BIOC17H3](#) Microbiology
[BIOC19H3](#) Animal Developmental Biology
[BIOC21H3](#) Vertebrate Histology: Cells and Tissues
[BIOC32H3](#) Human Physiology I
 [([BIOC33H3](#)) Human Physiology II: Lecture and Laboratory or ([BIOC34H3](#)) Human Physiology II: Lecture]
[BIOC39H3](#) Immunology
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC65H3](#) Environmental Toxicology
[NBQC61H3](#) Learning and Motivation
[NBQC64H3](#) Sensory and Motor Systems
[NBQC69H3](#) Synaptic Organisation and Physiology of the Brain

0.5 Credit of Additional D-Level Biology Courses

Choose From:
[BOD17H3](#) Seminars in Cellular Microbiology
[BOD19H3](#) Epigenetics in Health and Disease
[BOD26H3](#) Fungal Biology and Pathogenesis
[BOD29H3](#) Pathobiology of Human Disease
[BOD33H3](#) Comparative Animal Physiology
[BOD43H3](#) Animal Movement and Exercise
[BOD65H3](#) Pathologies of the Nervous System
[BOD95H3](#) Supervised Study in Biology (topic must be human-related and approved by the program supervisor)
[NBOD66H3](#) Drug Addiction
[NBOD67H3](#) Psychobiology of Aging

Program notes/tables

Program: SCMIN0615 - Compare

Code	SCMIN0615	SCMIN0615
------	-----------	-----------

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

<p>Owning Organizations VPH,ACMSC</p> <p>Sections Art History</p> <p>Title MINOR PROGRAM IN ART HISTORY (ARTS)</p> <p>ROSI Title Same as Calendar Title</p> <p>Description <i>Undergraduate Advisor Email: art-history-program-supervisor@utsc.utoronto.ca</i></p> <p>Program Requirements Students must complete 4.0 full credits from the courses below as follows:</p> <ol style="list-style-type: none"> 1. ACMA01H3 plus one half credit at the A-level in Art History. 2. VPHB39H3 3. 1.0 full credit at the B-level in Art History. 4. 1.5 full credits in Art History at the C- or D-level (which may include (VPAC47H3), (VPAC48H3) VPAC89H3 and/or HISC52H3). <p>Program notes/tables</p>	<p>Owning Organizations VPH,ACMSC</p> <p>Sections Art History</p> <p>Title MINOR PROGRAM IN ART HISTORY (ARTS)</p> <p>ROSI Title Same as Calendar Title</p> <p>Description <i>Undergraduate Advisor Email: art-history-program-supervisor@utsc.utoronto.ca</i></p> <p>Program Requirements Students must complete 4.0 full credits from the courses below as follows:</p> <ol style="list-style-type: none"> 1. ACMA01H3 plus one half credit at the A-level in Art History. 2. VPHB39H3 3. 1.0 full credit at the B-level in Art History. 4. 1.5 full credits in Art History at the C- or D-level (which may include (VPAC47H3), (VPAC48H3) VPAC89H3 and/or HISC52H3). <p>Program notes/tables</p>
---	---

Program: SCSPE1645 - Compare

<p>Code SCSPE1645</p> <p>Owning Organizations ENG,ENGSC</p> <p>Sections English</p> <p>Title SPECIALIST PROGRAM IN ENGLISH (ARTS)</p> <p>ROSI Title Same as Calendar Title</p> <p>Description <i>Program Supervisor: Until June 30th, 2013: K. Larsen (416-287-7169). After July 1, 2013: TBA. Email: english-program-supervisor@utsc.utoronto.ca</i></p> <p>Program Requirements 12.0 credits in English are required of which at least 3.0 must be at the C-level and 1.5 at the D-level. They should be selected as follows:</p> <ol style="list-style-type: none"> 1. ENGB03H3 Critical Thinking About Narrative 2. ENGB04H3 Critical Thinking About Poetry 3. ENGB05H3 Critical Writing about Literature 4. ENGB27H3 Charting Literary History I 5. ENGB28H3 Charting Literary History II 6. 2.0 credits from courses whose content is pre-1900 7. 0.5 credits in Canadian literature 8. 7.0 additional credits in English <p>Note: Students may count no more than one of the following courses towards the Specialist requirements: ENGB35H3 Children's Literature (ENGB36H3) Detective Fiction (ENGB41H3) Science Fiction Students may count no more than one full credit of D-level independent study [ENGD26Y3, ENGD27Y3, ENGD28Y3, (ENGD97H3), ENGD98Y3, (ENGD99H3)] towards an English program. The following courses do not count towards any English programs: ENG100H, ENG185Y.</p> <p>Program notes/tables</p>	<p>Code SCSPE1645</p> <p>Owning Organizations ENG,ENGSC</p> <p>Sections English</p> <p>Title SPECIALIST PROGRAM IN ENGLISH (ARTS)</p> <p>ROSI Title Same as Calendar Title</p> <p>Description <i>Program Supervisor: Until June 30, 2014: Maria Assif (416-208-2725). After July 1, 2014: TBA. Email: english-program-supervisor@utsc.utoronto.ca</i></p> <p>Program Requirements 12.0 credits in English are required of which at least 3.0 must be at the C-level and 1.5 at the D-level. They should be selected as follows:</p> <ol style="list-style-type: none"> 1. ENGB03H3 Critical Thinking About Narrative 2. ENGB04H3 Critical Thinking About Poetry 3. ENGB05H3 Critical Writing about Literature 4. ENGB27H3 Charting Literary History I 5. ENGB28H3 Charting Literary History II 6. 2.0 credits from courses whose content is pre-1900 7. 0.5 credits in Canadian literature 8. 7.0 additional credits in English <p>Note: Students may count no more than one of the following courses towards the Specialist requirements: ENGB35H3 Children's Literature (ENGB36H3) Detective Fiction (ENGB41H3) Science Fiction Students may count no more than one full credit of D-level independent study [ENGD26Y3, ENGD27Y3, ENGD28Y3, (ENGD97H3), ENGD98Y3, (ENGD99H3)] towards an English program. The following courses do not count towards any English programs: ENG100H, ENG185Y.</p> <p>Program notes/tables</p>
--	--

Program: SCMIN1645 - Compare

<p>Code SCMIN1645</p> <p>Owning Organizations ENG,ENGSC</p>	<p>Code SCMIN1645</p> <p>Owning Organizations ENG,ENGSC</p>
---	---

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Organizations

Sections

Title

ROSI Title

Description

Program Supervisor: Until June 30th, 2013: K. Larson (416-287-7169). After July 1, 2013: TBA. Email: english-program-supervisor@utsc.utoronto.ca.

Program Requirements

4.0 credits in English are required. They should be selected as follows:

1. [ENGB03H3](#) Critical Thinking About Narrative
2. [ENGB04H3](#) Critical Thinking About Poetry
3. [ENGB06H3](#) Critical Writing about Literature
4. 1.0 credits at the C-level
5. 1.5 additional credits in English.

Students may count no more than one full credit of D-level independent study ([ENGD26Y3](#), [ENGD27Y3](#), [ENGD28Y3](#), (ENGD97H3), [ENGD98Y3](#), (ENGD99H3)) towards an English program.

The following courses do not count towards any English programs: ENG100H, ENG185Y.

English

MINOR PROGRAM IN ENGLISH LITERATURE (ARTS)

Same as Calendar Title

Program Supervisor: Until June 30, 2014: Maria Assif (416-208-2725). After July 1, 2014: TBA.

Email: english-program-supervisor@utsc.utoronto.ca.

Program Requirements

4.0 credits in English are required. They should be selected as follows:

1. [ENGB03H3](#) Critical Thinking About Narrative
2. [ENGB04H3](#) Critical Thinking About Poetry
3. [ENGB06H3](#) Critical Writing about Literature
4. 1.0 credits at the C-level
5. 1.5 additional credits in English.

Students may count no more than one full credit of D-level independent study ([ENGD26Y3](#), [ENGD27Y3](#), [ENGD28Y3](#), (ENGD97H3), [ENGD98Y3](#), (ENGD99H3)) towards an English program.

The following courses do not count towards any English programs: ENG100H, ENG185Y.

Program notes/tables

Program: SCMIN1908 - Compare

Code	SCMIN1908	SCMIN1908
Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	English	English
Title	MINOR PROGRAM IN LITERATURE AND FILM STUDIES (ARTS)	MINOR PROGRAM IN LITERATURE AND FILM STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Program Supervisor: Until June 30th, 2013: K. Larson (416-287-7169). After July 1, 2013: TBA. Email: english-program-supervisor@utsc.utoronto.ca.</p> <p>Program Requirements 4.0 full credits in English are required</p> <p>1. 1.5 credit as follows: ENGB70H3 Introduction to Cinema ENGB75H3 Cinema and Modernity I ENGB76H3 Cinema and Modernity II</p> <p>2. 0.5 credits as follows: ENGA10H3 Introduction to Twentieth-Century Literature and Film: 1890 to World War II or ENGA11H3 Introduction to Twentieth-Century Literature and Film: 1945 to Today</p> <p>3 1.0 credits at the C- or D-level, from the following: ENGC56H3 Literature and Media: From Page to Screen ENGC76H3 The Body in Modernity: Theories and Representations ENGC77H3 The Body in Contemporary Culture: Theories and Representations ENGC78H3 Dystopian Visions in Fiction and Film ENGC82H3 Cinema Studies: Themes and Theories ENGC83H3 Studies in World Cinema ENGD52H3 Cinema: The Auteur Theory ENGD62H3 Topics in Postcolonial Literature and Film ENGD91H3 Avant-Garde Cinema ENGD93H3 Theoretical Approaches to Cinema ENGD94H3 Stranger than Fiction: The Documentary Film</p>	<p>Program Supervisor: Until June 30, 2014: Maria Assif (416-208-2725). After July 1, 2014: TBA.</p> <p>Email: english-program-supervisor@utsc.utoronto.ca.</p> <p>Program Requirements 4.0 full credits in English are required</p> <p>1. 1.5 credit as follows: ENGB70H3 Introduction to Cinema ENGB75H3 Cinema and Modernity I ENGB76H3 Cinema and Modernity II</p> <p>2. 0.5 credits as follows: ENGA10H3 Introduction to Twentieth-Century Literature and Film: 1890 to World War II or ENGA11H3 Introduction to Twentieth-Century Literature and Film: 1945 to Today</p> <p>3 1.0 credits at the C- or D-level, from the following: ENGC56H3 Literature and Media: From Page to Screen ENGC76H3 The Body in Modernity: Theories and Representations ENGC77H3 The Body in Contemporary Culture: Theories and Representations ENGC78H3 Dystopian Visions in Fiction and Film ENGC82H3 Cinema Studies: Themes and Theories ENGC83H3 Studies in World Cinema ENGD52H3 Cinema: The Auteur Theory ENGD62H3 Topics in Postcolonial Literature and Film ENGD91H3 Avant-Garde Cinema ENGD93H3 Theoretical Approaches to Cinema</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

4. 1.0 additional credits in English

[ENGD94H3](#) Stranger than Fiction: The Documentary Film

Note: Film courses selected from other departments and discipline will be approved for the Minor in Literature and Film Studies on a case-by-case basis.

4. 1.0 additional credits in English

Note: Film courses selected from other departments and discipline will be approved for the Minor in Literature and Film Studies on a case-by-case basis.

Program notes/tables

Program: SCSPEGAS - Compare

Code	SCSPEGAS	SCSPEGAS
Owning Organizations	GAS,HCSSC	GAS,HCSSC
Sections	Global Asia Studies	Global Asia Studies
Title	SPECIALIST PROGRAM IN GLOBAL ASIA STUDIES (ARTS)	SPECIALIST PROGRAM IN GLOBAL ASIA STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Undergraduate Advisor: (416) 287-7184 Email: gas-undergrad-advisor@uts.utoronto.ca</i></p>	

Program Requirements

Students must complete 12.0 credits as follows:

1. 0.5 credit:

- [GASA01H3/HSA06H3](#) Introducing Global Asia and its Histories
- or
- [GASA02H3](#) Introduction to Global Asia Studies

2. 8.0 credits from the courses listed below, of which 3.0 credits should be at the C-level (students should check course description for prerequisites):

- [GASB06H3/MDSB05H3](#) Media and Globalization
- [GASB16H3](#) The Arts of South Asia
- [GASB20H3](#) Gender and Social Institutions in Asia
- [GASB30H3](#) Asian Religions and Cultures
- [GASB33H3](#) Global Buddhism in Historical and Contemporary Societies
- [GASB34H3](#) Culture and Society in Classical South Asia
- [GASB36H3](#) The Japanese Empire: A Short History
- [GASB57H3/HISB57H3](#) Sub-Continental Histories: South Asia in the World
- [GASB58H3/HISB58H3](#) Modern Chinese History
- [GASB67H3A/PHB67H3](#) Religion in the Arts: Buddhist Arts and Cultures
- [GASB73H3A/PHB73H3](#) Visualizing Asia
- [GASB76H3A/PHB76H3](#) Religion in the Arts: Hinduism and Jainism
- [GASB77H3A/PHB77H3](#) Asia in Display
- [GASC19H3/FEC32H3/WSTC19H3](#) Gender in East Asian Science and Technology
- [GASC20H3](#) Gendering Global Asia
- [GASC33H3](#) Critical Perspectives in Global Buddhism
- [GASC40H3/MDSO40H3](#) Chinese Media and Politics
- [GASC41H3/FEC21H3/MDSO41H3](#) Media and Popular Culture in East and Southeast Asia
- [GASC42H3](#) Film and Popular Culture in South Asia
- [GASC43H3](#) Colonialisms and Cultures in Modern East Asia
- [GASC45H3](#) Film and Popular Cultures in East Asia
- [GASC50H3/HISC56H3](#) Comparative Studies of East Asian Legal Cultures
- [GASC59H3A/PHC59H3](#) The Silk Routes
- [GASC57H3/HISC57H3](#) China and the World
- [GASC74H3A/PHC74H3](#) A Tale of Three Cities: Introduction to Contemporary Art in China

3. At least 1.0 credit at the D-level from the courses listed below (students should check course description for prerequisites):

- [GASD01H3](#) Senior Seminar: Topics in Global Asian Cultures
- [GASD02H3](#) Senior Seminar: Topics in Global Asian Societies
- [GASD03H3](#) Senior Seminar: Special Topics in Global Asia Studies
- [GASD20H3/SOCD20H3](#) Senior Seminar: Social Change and Gender Relations in Chinese Societies
- [GASD40H3](#) Senior Seminar: Issues in Chinese Media Studies

Program Requirements

Students must complete 12.0 credits as follows:

1. 0.5 credit:

- [GASA01H3/HISA06H3](#) Introducing Global Asia and its Histories
- or
- [GASA02H3](#) Introduction to Global Asia Studies

2. 8.0 credits from the courses listed below, of which 3.0 credits should be at the C-level (students should check course description for prerequisites):

- [GASB06H3/MDSB05H3](#) Media and Globalization
- [GASB16H3](#) The Arts of South Asia
- [GASB20H3](#) Gender and Social Institutions in Asia
- [GASB30H3](#) Asian Religions and Cultures
- [GASB33H3](#) Global Buddhism in Historical and Contemporary Societies
- [GASB34H3](#) Culture and Society in Classical South Asia
- [GASB36H3](#) The Japanese Empire: A Short History
- [GASB57H3/HISB57H3](#) Sub-Continental Histories: South Asia in the World
- [GASB58H3/HISB58H3](#) Modern Chinese History
- [GASB67H3A/PHB67H3](#) Religion in the Arts: Buddhist Arts and Cultures
- [GASB73H3A/PHB73H3](#) Visualizing Asia
- [GASB76H3A/PHB76H3](#) Religion in the Arts: Hinduism and Jainism
- [GASB77H3A/PHB77H3](#) Asia in Display
- [GASC19H3/FEC32H3/WSTC19H3](#) Gender in East Asian Science and Technology
- [GASC20H3](#) Gendering Global Asia
- [GASC33H3](#) Critical Perspectives in Global Buddhism
- [GASC40H3/MDSO40H3](#) Chinese Media and Politics
- [GASC41H3/FEC21H3/MDSO41H3](#) Media and Popular Culture in East and Southeast Asia
- [GASC42H3](#) Film and Popular Culture in South Asia
- [GASC43H3](#) Colonialisms and Cultures in Modern East Asia
- [GASC45H3](#) Film and Popular Cultures in East Asia
- [GASC50H3/HISC56H3](#) Comparative Studies of East Asian Legal Cultures
- [GASC59H3A/PHC59H3](#) The Silk Routes
- [GASC57H3/HISC57H3](#) China and the World
- [GASC74H3A/PHC74H3](#) A Tale of Three Cities: Introduction to Contemporary Art in China

3. At least 1.0 credit at the D-level from the courses listed below (students should check course description for prerequisites):

- [GASD01H3](#) Senior Seminar: Topics in Global Asian Cultures
- [GASD02H3](#) Senior Seminar: Topics in Global Asian Societies
- [GASD03H3](#) Senior Seminar: Special Topics in Global Asia Studies
- [GASD20H3/SOCD20H3](#) Senior Seminar: Social Change and Gender Relations in Chinese Societies
- [GASD40H3](#) Senior Seminar: Issues in Chinese Media Studies
- [GASD47H3A/PHD47H3](#) Politics and East Asian Art

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[_GASD47H3A/PHD47H3](#) Politics and East Asian Art
[_GASD56H3](#) 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
[_GASD58H3/HISD58H3](#) Culture, Politics, and Society in Late Imperial China
[_GASD59H3](#) Law and Society in Chinese History
 (GASD46H3) Visual Encounter: The Meeting of Eastern and Western Art

[_GASD56H3](#) 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
[_GASD58H3/HISD58H3](#) Culture, Politics, and Society in Late Imperial China
[_GASD59H3](#) Law and Society in Chinese History
 (GASD46H3) Visual Encounter: The Meeting of Eastern and Western Art

4. 2.5 credits from Asian language courses taught at the university, of which at least 1.5 credits should be from courses taken at the B, C, or D-levels. Preferably, these language courses will be taken in sequence. Specialist students who do not qualify for existing upper-level language courses at the university can (with prior written permission from the Program Supervisor) make up any necessary credits with other GAS courses.

4. 2.5 credits from Asian language courses taught at the university, of which at least 1.5 credits should be from courses taken at the B, C, or D-levels. Preferably, these language courses will be taken in sequence. Specialist students who do not qualify for existing upper-level language courses at the university can (with prior written permission from the Program Supervisor) make up any necessary credits with other GAS courses.

Program notes/tables

Program: SCMAJGAS - Compare

Code	SCMAJGAS	SCMAJGAS
Owning Organizations	GAS,HCSSC	GAS,HCSSC
Sections	Global Asia Studies	Global Asia Studies
Title	MAJOR PROGRAM IN GLOBAL ASIA STUDIES (ARTS)	MAJOR PROGRAM IN GLOBAL ASIA STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Undergraduate Advisor: (416) 287-7184 Email: gas-undergrad-advisor@utsc.utoronto.ca</i></p>	

Program Requirements
 Students must complete 7.0 full credits as follows:

1. 0.5 credit:
[_GASA01H3/HISA06H3](#) Introducing Global Asia and its Histories
or
[_GASA02H3](#) Introduction to Global Asia Studies

2. 4.5 credits from the courses listed below, of which at least 1.5 credits must be at the C-level and 1.0 at the D-level (students should check course description for prerequisites):
[_GASB05H3/MDSB05H3](#) Media and Globalization
[_GASB15H3](#) The Arts of South Asia
[_GASB20H3](#) Gender and Social Institutions in Asia
[_GASB30H3](#) Asian Religions and Cultures
[_GASB33H3](#) Global Buddhism in Historical and Contemporary Societies
[_GASB34H3](#) Culture and Society in Classical South Asia
[_GASB35H3](#) The Japanese Empire: A Short History
[_GASB57H3/HISB57H3](#) Sub-Continental Histories: South Asia in the World
[_GASB58H3/HISB58H3](#) Modern Chinese History
[_GASB67H3A/PHB67H3](#) Religion in the Arts: Buddhist Arts and Cultures
[_GASB73H3A/PHB73H3](#) Visualizing Asia
[_GASB75H3A/PHB75H3](#) Religion in the Arts: Hinduism and Jainism
[_GASB77H3A/PHB77H3](#) Asia in Display
[_GASC19H3/FEC32H3A/WSTC19H3](#) Gender in East Asian Science and Technology
[_GASC20H3](#) Gendering Global Asia
[_GASC33H3](#) Critical Perspectives in Global Buddhism
[_GASC40H3/MDS40H3](#) Chinese Media and Politics
[_GASC41H3/FEC21H3A/MDS41H3](#) Media and Popular Culture in East and Southeast Asia
[_GASC42H3](#) Film and Popular Culture in South Asia
[_GASC43H3](#) Colonialisms and Cultures in Modern East Asia
[_GASC45H3](#) Film and Popular Cultures in East Asia
[_GASC50H3/HISC56H3](#) Comparative Studies of East Asian Legal Cultures
[_GASC53H3A/PHC53H3](#) The Silk Routes
[_GASC57H3/HISC57H3](#) China and the World
[_GASC74H3A/PHC74H3A](#) A Tale of Three Cities: Introduction to Contemporary Art in China
[_GASD01H3](#) Senior Seminar: Topics in Global Asian Cultures
[_GASD02H3](#) Senior Seminar: Topics in Global Asian Societies
[_GASD03H3](#) Senior Seminar: Special Topics in Global Asia Studies

Program Requirements
 Students must complete 7.0 full credits as follows:

1. 0.5 credit:
[_GASA01H3/HISA06H3](#) Introducing Global Asia and its Histories
or
[_GASA02H3](#) Introduction to Global Asia Studies

2. 4.5 credits from the courses listed below, of which at least 1.5 credits must be at the C-level and 1.0 at the D-level (students should check course description for prerequisites):
[_GASB05H3/MDSB05H3](#) Media and Globalization
[_GASB15H3](#) The Arts of South Asia
[_GASB20H3](#) Gender and Social Institutions in Asia
[_GASB30H3](#) Asian Religions and Cultures
[_GASB33H3](#) Global Buddhism in Historical and Contemporary Societies
[_GASB34H3](#) Culture and Society in Classical South Asia
[_GASB35H3](#) The Japanese Empire: A Short History
[_GASB57H3/HISB57H3](#) Sub-Continental Histories: South Asia in the World
[_GASB58H3/HISB58H3](#) Modern Chinese History
[_GASB67H3A/PHB67H3](#) Religion in the Arts: Buddhist Arts and Cultures
[_GASB73H3A/PHB73H3](#) Visualizing Asia
[_GASB75H3A/PHB75H3](#) Religion in the Arts: Hinduism and Jainism
[_GASB77H3A/PHB77H3](#) Asia in Display
[_GASC19H3/FEC32H3A/WSTC19H3](#) Gender in East Asian Science and Technology
[_GASC20H3](#) Gendering Global Asia
[_GASC33H3](#) Critical Perspectives in Global Buddhism
[_GASC40H3/MDS40H3](#) Chinese Media and Politics
[_GASC41H3/FEC21H3A/MDS41H3](#) Media and Popular Culture in East and Southeast Asia
[_GASC42H3](#) Film and Popular Culture in South Asia
[_GASC43H3](#) Colonialisms and Cultures in Modern East Asia
[_GASC45H3](#) Film and Popular Cultures in East Asia
[_GASC50H3/HISC56H3](#) Comparative Studies of East Asian Legal Cultures
[_GASC53H3A/PHC53H3](#) The Silk Routes
[_GASC57H3/HISC57H3](#) China and the World
[_GASC74H3A/PHC74H3A](#) A Tale of Three Cities: Introduction to Contemporary Art in China
[_GASD01H3](#) Senior Seminar: Topics in Global Asian Cultures
[_GASD02H3](#) Senior Seminar: Topics in Global Asian Societies
[_GASD03H3](#) Senior Seminar: Special Topics in Global Asia Studies
[_GASD20H3/SOCD20H3](#) Senior Seminar: Social Change and Gender Relations in

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[_GASD20H3/SOCD20H3_Senior Seminar: Social Change and Gender Relations in Chinese Societies](#)
[_GASD40H3_Senior Seminar: Issues in Chinese Media Studies](#)
[_GASD47H3/PHD47H3 Politics and East Asian Art](#)
[_GASD56H3 'Coolies' and Others: Asian Labouring Diasporas in the British Empire](#)
[_GASD59H3_Law and Society in Chinese History](#)

3. 2.0 credits from: Asian language courses taught at the university, of which at least 1.0 credits should be from courses taken at the B, C, or D-levels. Preferably, these language courses will be taken in sequence. Major students who do not qualify for existing upper-level language courses at the university can (with prior written permission of the Program Supervisor) make up any necessary credits with other GAS courses.

Chinese Societies
[_GASD40H3_Senior Seminar: Issues in Chinese Media Studies](#)
[_GASD47H3/PHD47H3 Politics and East Asian Art](#)
[_GASD56H3 'Coolies' and Others: Asian Labouring Diasporas in the British Empire](#)
[_GASD59H3_Law and Society in Chinese History](#)

3. 2.0 credits from: Asian language courses taught at the university, of which at least 1.0 credits should be from courses taken at the B, C, or D-levels. Preferably, these language courses will be taken in sequence. Major students who do not qualify for existing upper-level language courses at the university can (with prior written permission of the Program Supervisor) make up any necessary credits with other GAS courses.

Program notes/tables

Program: SCMINGAS - Compare

Code	SCMINGAS	SCMINGAS
Owning Organizations	GAS,HCSSC	GAS,HCSSC
Sections	Global Asia Studies	Global Asia Studies
Title	MINOR PROGRAM IN GLOBAL ASIA STUDIES (ARTS)	MINOR PROGRAM IN GLOBAL ASIA STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Undergraduate Advisor: (416) 287-7184 Email: <u>gas-undergrad-advisor@utsc.utoronto.ca</u>	Undergraduate Advisor: (416) 287-7184 Email: <u>gas-undergrad-advisor@utsc.utoronto.ca</u>

Program Requirements

Students must complete 4.0 full credits as follows:

1. 0.5 credit:

[_GASA01H3/HISA06H3_Introducing Global Asia and its Histories](#)
or
[_GASA02H3_Introduction to Global Asia Studies](#)

2. For the remaining 3.5 credits, students have two options:

- complete 3.5 credits from the courses listed below, of which at least 1.5 credits must be from C- and/or D-level courses listed below; or
- complete 2.5 credits from the courses listed below, of which at least 1.0 credit must be from C-and/or D-level courses listed below, plus 1.0 credit from Asian language courses.

[_GASB06H3/MDSB06H3_Media and Globalization](#)
[_GASB15H3_The Arts of South Asia](#)
[_GASB30H3_Asian Religions and Cultures](#)
[_GASB33H3_Global Buddhism in Historical and Contemporary Societies](#)
[_GASB34H3_Culture and Society in Classical South Asia](#)
[_GASB36H3_The Japanese Empire: A Short History](#)
[_GASB57H3/HISB57H3_Sub-Continental Histories: South Asia in the World](#)
[_GASB58H3/HISB58H3_Modern Chinese History](#)
[_GASB67H3A/PHB67H3_Religion in the Arts: Buddhist Arts and Cultures](#)
[_GASB73H3A/PHB73H3_Visualizing Asia](#)
[_GASB75H3A/PHB75H3_Religion in the Arts: Hinduism and Jainism](#)
[_GASB77H3A/PHB77H3_Asia in Display](#)
[_GASC19H3/EEC32H3/WSTC19H3_Gender in East Asian Science and Technology](#)
[_GASC20H3_Gendering Global Asia](#)
[_GASC33H3_Critical Perspective in Global Buddhism](#)
[_GASC40H3/MISC40H3_Chinese Media and Politics](#)
[_GASC41H3/EEC21H3/MISC41H3_Media and Popular Culture in East and Southeast Asia](#)
[_GASC42H3_Film and Popular Culture in South Asia](#)
[_GASC43H3_Colonialisms and Cultures in Modern East Asia](#)
[_GASC45H3_Film and Popular Cultures in East Asia](#)
[_GASC50H3/HISC56H3_Comparative Studies of East Asian Legal Cultures](#)
[_GASC59H3A/PHC59H3_The Silk Routes](#)

Program Requirements

Students must complete 4.0 full credits as follows:

1. 0.5 credit:

[_GASA01H3/HISA06H3_Introducing Global Asia and its Histories](#)
or
[_GASA02H3_Introduction to Global Asia Studies](#)

2. For the remaining 3.5 credits, students have two options:

- complete 3.5 credits from the courses listed below, of which at least 1.5 credits must be from C- and/or D-level courses listed below; or
- complete 2.5 credits from the courses listed below, of which at least 1.0 credit must be from C-and/or D-level courses listed below, plus 1.0 credit from Asian language courses.

[_GASB06H3/MDSB06H3_Media and Globalization](#)
[_GASB15H3_The Arts of South Asia](#)
[_GASB30H3_Asian Religions and Cultures](#)
[_GASB33H3_Global Buddhism in Historical and Contemporary Societies](#)
[_GASB34H3_Culture and Society in Classical South Asia](#)
[_GASB36H3_The Japanese Empire: A Short History](#)
[_GASB57H3/HISB57H3_Sub-Continental Histories: South Asia in the World](#)
[_GASB58H3/HISB58H3_Modern Chinese History](#)
[_GASB67H3A/PHB67H3_Religion in the Arts: Buddhist Arts and Cultures](#)
[_GASB73H3A/PHB73H3_Visualizing Asia](#)
[_GASB75H3A/PHB75H3_Religion in the Arts: Hinduism and Jainism](#)
[_GASB77H3A/PHB77H3_Asia in Display](#)
[_GASC19H3/EEC32H3/WSTC19H3_Gender in East Asian Science and Technology](#)
[_GASC20H3_Gendering Global Asia](#)
[_GASC33H3_Critical Perspective in Global Buddhism](#)
[_GASC40H3/MISC40H3_Chinese Media and Politics](#)
[_GASC41H3/EEC21H3/MISC41H3_Media and Popular Culture in East and Southeast Asia](#)
[_GASC42H3_Film and Popular Culture in South Asia](#)
[_GASC43H3_Colonialisms and Cultures in Modern East Asia](#)
[_GASC45H3_Film and Popular Cultures in East Asia](#)
[_GASC50H3/HISC56H3_Comparative Studies of East Asian Legal Cultures](#)
[_GASC59H3A/PHC59H3_The Silk Routes](#)

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[_GASC57H3/HISC57H3](#) China and the World
[_GASC74H3/VPH074H3](#) A Tale of Three Cities: Introduction to Contemporary Art in China
[_GASD01H3](#) Senior Seminar: Topics in Global Asian Cultures
[_GASD02H3](#) Senior Seminar: Topics in Global Asian Societies
[_GASD03H3](#) Senior Seminar: Special Topics in Global Asia Studies
[_GASD20H3/SOCD20H3](#) Senior Seminar: Social Change and Gender Relations in Chinese Societies
[_GASD40H3](#) Senior Seminar: Issues in Chinese Media Studies
[_GASD47H3/VPHD47H3](#) Politics and East Asian Art
[_GASD56H3](#) 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
[_GASD58H3/HISD58H3](#) Culture, Politics, and Society in Late Imperial China
[_GASD59H3](#) Law and Society in Chinese History

[_GASC57H3/HISC57H3](#) China and the World
[_GASC74H3/VPH074H3](#) A Tale of Three Cities: Introduction to Contemporary Art in China
[_GASD01H3](#) Senior Seminar: Topics in Global Asian Cultures
[_GASD02H3](#) Senior Seminar: Topics in Global Asian Societies
[_GASD03H3](#) Senior Seminar: Special Topics in Global Asia Studies
[_GASD20H3/SOCD20H3](#) Senior Seminar: Social Change and Gender Relations in Chinese Societies
[_GASD40H3](#) Senior Seminar: Issues in Chinese Media Studies
[_GASD47H3/VPHD47H3](#) Politics and East Asian Art
[_GASD56H3](#) 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
[_GASD58H3/HISD58H3](#) Culture, Politics, and Society in Late Imperial China
[_GASD59H3](#) Law and Society in Chinese History

Program notes/tables

Program: SCMAJ0615 - Compare

Code	SCMAJ0615	SCMAJ0615
Owning Organizations	VPH,ACMSC	VPH,ACMSC
Sections	Art History	Art History
Title	MAJOR PROGRAM IN ART HISTORY (ARTS)	MAJOR PROGRAM IN ART HISTORY (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<i>Undergraduate Advisor Email:</i> art-history-program-supervisor@utsc.utoronto.ca	<i>Undergraduate Advisor Email:</i> art-history-program-supervisor@utsc.utoronto.ca

Program Requirements

Students must complete 7.5 full credits as follows:

- [_AOMA01H3](#) plus one-half credit at the A-level in Art History.
- [_VPHR39H3](#)
- 3.5 full credits at the B-level in Art History [_VPAB05H3](#) & (VPAB06H3) may be used towards this requirement).
- 2.5 full credits in Art History at the C-/D-level (which may include (VPAC47H3), (VPAC48H3), [_VPAC89H3](#), and/or [_HISC52H3](#)).
- Requirements # 3 and # 4 together must include at least one full credit dealing with periods prior to 1800 and one full credit dealing with periods after 1800, and at least one half credit on the art of Africa and Asia.

Courses dealing with periods prior to 1800: [_VPHR41H3](#), [_VPHR42H3](#), [_VPHR52H3](#), [_VPHR53H3](#), [_VPHR63H3](#), [_VPHR64H3](#), [_VPHR74H3](#), [_VPHC42H3](#), [_VPHC46H3](#), [_VPHC53H3](#), [_VPHC63H3](#), [_VPHD44H3](#), as well as [_VPAC89H3](#).

Courses dealing with periods after 1800: [_VPHR46H3](#), [_VPHR57H3](#), [_VPHR58H3](#), [_VPHR59H3](#), [_VPHR60H3](#), [_VPHC45H3](#), [_VPHC68H3](#), [_VPHC73H3](#), [_VPHD43H3](#), as well as (VPAC47H3) and (VPAC48H3).

Courses on the art of Africa: [_VPHR50H3](#), [_VPHR65H3](#).

Courses on the art of Asia: [_VPHR73H3](#), [_VPHR77H3](#), [_VPHC74H3](#), [_VPHD47H3](#).

Courses in which content may vary, and which may deal with the art of any place or period: [_VPHR61H3](#), [_VPHR67H3](#), [_VPHR68H3](#), [_VPHR75H3](#), [_VPHR76H3](#), [_VPHC49H3](#), [_VPHC51H3](#), [_VPHC54H3](#), and [_VPHD45H3](#).

Students interested in curatorial studies should include in their programs [_VPHR71H3](#), [_VPHR72H3](#), [_VPHC54H3](#), [_VPHC72H3](#), [_VPHD43H3](#), and [_VPHD44H3](#).

Program Requirements

Students must complete 7.5 full credits as follows:

- [_AOMA01H3](#) plus one-half credit at the A-level in Art History.
- [_VPHR39H3](#)
- 3.5 full credits at the B-level in Art History [_VPAB05H3](#) & (VPAB06H3) may be used towards this requirement).
- 2.5 full credits in Art History at the C-/D-level (which may include (VPAC47H3), (VPAC48H3), [_VPAC89H3](#), and/or [_HISC52H3](#)).
- Requirements # 3 and # 4 together must include at least one full credit dealing with periods prior to 1800 and one full credit dealing with periods after 1800, and at least one half credit on the art of Africa and Asia.

Courses dealing with periods prior to 1800: [_VPHR41H3](#), [_VPHR42H3](#), [_VPHR52H3](#), [_VPHR53H3](#), [_VPHR63H3](#), [_VPHR64H3](#), [_VPHR74H3](#), [_VPHC42H3](#), [_VPHC46H3](#), [_VPHC53H3](#), [_VPHC63H3](#), [_VPHD44H3](#), as well as [_VPAC89H3](#).

Courses dealing with periods after 1800: [_VPHR46H3](#), [_VPHR57H3](#), [_VPHR58H3](#), [_VPHR59H3](#), [_VPHR60H3](#), [_VPHC45H3](#), [_VPHC68H3](#), [_VPHC73H3](#), [_VPHD43H3](#), as well as (VPAC47H3) and (VPAC48H3).

Courses on the art of Africa: [_VPHR50H3](#), [_VPHR65H3](#).

Courses on the art of Asia: [_VPHR73H3](#), [_VPHR77H3](#), [_VPHC74H3](#), [_VPHD47H3](#).

Courses in which content may vary, and which may deal with the art of any place or period: [_VPHR61H3](#), [_VPHR67H3](#), [_VPHR68H3](#), [_VPHR75H3](#), [_VPHR76H3](#), [_VPHC49H3](#), [_VPHC51H3](#), [_VPHC54H3](#), and [_VPHD45H3](#).

Students interested in curatorial studies should include in their programs [_VPHR71H3](#), [_VPHR72H3](#), [_VPHC54H3](#), [_VPHC72H3](#), [_VPHD43H3](#), and [_VPHD44H3](#).

Program notes/tables

Program: SCMAJ1688 - Compare

Code	SCMAJ1688	SCMAJ1688
Owning Organizations	CSC, MSCSC	CSC, MSCSC
Sections	Computer Science	Computer Science
Title	MAJOR PROGRAM IN COMPUTER SCIENCE (SCIENCE)	MAJOR PROGRAM IN COMPUTER SCIENCE (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor of Studies: R. Pancer (416-287-7679) Email: pancer@utsc.utoronto.ca	Supervisor of Studies: R. Pancer (416-287-7679) Email: pancer@utsc.utoronto.ca

Program Objectives

This program provides basic knowledge of the foundations of computer science: modern computer software and hardware, theoretical aspects of computer science, and relevant areas of mathematics and statistics. This program is intended to be combined with other programs, typically a major program in another discipline.

Program Admission

Students are admitted to the second year of the program. All A-level courses required for the program must have been completed (see requirement 1 below). Admission is based on CGPA and grades in computer science and mathematics courses that the student has taken. The minimum CGPA for admission is calculated annually.

Program Requirements

This program requires a total of 16 distinct courses (8 credits) satisfying all of the requirements listed below.

Note: Many Computer Science courses are offered both at U of T Scarborough and at the St. George campus. When a course is offered at both campuses in a given session, U of T Scarborough students are expected to take that course at U of T Scarborough. The Department of Computer Science at the St. George campus cannot guarantee space for U of T Scarborough students in their courses, especially those offered at both campuses.

1. A-level courses (3 credits)

- [CSCA08H3](#) Introduction to Computer Programming
- [CSCA48H3](#) Introduction to Computer Science
- [CSCA67H3](#) Discrete Mathematics for Computer Scientists
- [MATA23H3](#) Linear Algebra I
- [MATA31H3](#) Calculus I for Mathematical Sciences
- [MATA37H3](#) Calculus II for Mathematical Sciences

2. B-level courses (3 credits)

- [CSCB07H3](#) Software Design
- [CSCB09H3](#) Software Tools and Systems Programming
- [CSCB36H3](#) Introduction to the Theory of Computation
- [CSCB58H3](#) Computer Organization
- [CSCB63H3](#) Design and Analysis of Data Structures

One of: (*)

- [MATB24H3](#) Linear Algebra II
- [STAR52H3](#) Introduction to Probability

(*) In making this choice, students should consider the prerequisites of courses they plan to take to satisfy requirements 3-4.

3. C-level courses in numerical computation and theory of computing (1 credit)

- [CSCC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics

One of:

- [CSCC63H3](#) Computability and Computational Complexity
- [CSCC73H3](#) Algorithm Design and Analysis

4. CSC electives (1 credit)

Two of:

Any C- or D-level CSC courses.

Writing Recommendation:

Students are urged to take a course from the following list of courses by the end of their

Program Objectives

This program provides basic knowledge of the foundations of computer science: modern computer software and hardware, theoretical aspects of computer science, and relevant areas of mathematics and statistics. This program is intended to be combined with other programs, typically a major program in another discipline.

Program Admission

Students are admitted to the second year of the program. All A-level courses required for the program must have been completed (see requirement 1 below). Admission is based on CGPA and grades in computer science and mathematics courses that the student has taken. The minimum CGPA for admission is calculated annually.

Program Requirements

This program requires a total of 16 distinct courses (8 credits) satisfying all of the requirements listed below.

Note: Many Computer Science courses are offered both at U of T Scarborough and at the St. George campus. When a course is offered at both campuses in a given session, U of T Scarborough students are expected to take that course at U of T Scarborough. The Department of Computer Science at the St. George campus cannot guarantee space for U of T Scarborough students in their courses, especially those offered at both campuses.

1. A-level courses (3 credits)

- [CSCA08H3](#) Introduction to Computer Science
- [CSCA48H3](#) Introduction to Computer Science
- [CSCA67H3](#) Discrete Mathematics for Computer Scientists
- [MATA23H3](#) Linear Algebra I
- [MATA31H3](#) Calculus I for Mathematical Sciences
- [MATA37H3](#) Calculus II for Mathematical Sciences

2. B-level courses (3 credits)

- [CSCB07H3](#) Software Design
- [CSCB09H3](#) Software Tools and Systems Programming
- [CSCB36H3](#) Introduction to the Theory of Computation
- [CSCB58H3](#) Computer Organization
- [CSCB63H3](#) Design and Analysis of Data Structures

One of: (*)

- [MATB24H3](#) Linear Algebra II
- [STAR52H3](#) Introduction to Probability

(*) In making this choice, students should consider the prerequisites of courses they plan to take to satisfy requirements 3-4.

3. C-level courses in numerical computation and theory of computing (1 credit)

- [CSCC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics

One of:

- [CSCC63H3](#) Computability and Computational Complexity
- [CSCC73H3](#) Algorithm Design and Analysis

4. CSC electives (1 credit)

Two of:

Any C- or D-level CSC courses.

Writing Recommendation:

Students are urged to take a course from the following list of courses by the end of their

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

second year: [ANTA01H3](#), [ANTA02H3](#), (CLAA02H3), (CTLA19H3) [CTLA01H3](#), [ENGA10H3](#), [ENGA11H3](#), [ENGB06H3](#), [ENGB07H3](#), [ENGB08H3](#), [ENGB17H3](#), [ENGB19H3](#), [ENGB50H3](#), [ENGB51H3](#), [GGPA02H3](#), [GGPA03H3](#), [GGPB05H3](#), (GGPB06H3), (HISA01H3), (HLTA01H3), (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGGA99H3) [LINA01H3](#), [PHI A10H3](#), [PHI A11H3](#), [WSTA01H3](#).

second year: [ANTA01H3](#), [ANTA02H3](#), (CLAA02H3), (CTLA19H3) [CTLA01H3](#), [ENGA10H3](#), [ENGA11H3](#), [ENGB06H3](#), [ENGB07H3](#), [ENGB08H3](#), [ENGB17H3](#), [ENGB19H3](#), [ENGB50H3](#), [ENGB51H3](#), [GGPA02H3](#), [GGPA03H3](#), [GGPB05H3](#), (GGPB06H3), (HISA01H3), (HLTA01H3), (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGGA99H3) [LINA01H3](#), [PHI A10H3](#), [PHI A11H3](#), [WSTA01H3](#).

Program notes/tables

Program: SCMAJ1165 - Compare

Code	SCMAJ1165	SCMAJ1165
Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	Mathematics	Mathematics
Title	MAJOR PROGRAM IN MATHEMATICS (SCIENCE)	MAJOR PROGRAM IN MATHEMATICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<i>Supervisor of Studies:</i> N. Cheredeko (416-287-7226) <i>Email:</i> n.cheredeko@utoronto.ca	<i>Supervisor of Studies:</i> N. Cheredeko (416-287-7226) <i>Email:</i> n.cheredeko@utoronto.ca

Program Objectives

This program provides a solid foundation in basic areas of mathematics, especially those with applications in other disciplines. This program is intended to be combined with other programs, typically a major program in another discipline.

Program Requirements

This stream requires a total of 17 distinct courses or (8.5 credits), chosen so as to satisfy all of the following requirements:

1. Foundational courses - 5.5 credits as follows:
[CSCA67H3](#) Discrete Mathematics for Computer Scientists
[MATA23H3](#) Linear Algebra I
[IMATA30H3](#) Calculus I for Biological and Physical Sciences OR [MATA31H3](#) Calculus I for Mathematical Sciences]
[IMATA36H3](#) Calculus II for Physical Sciences OR [MATA37H3](#) Calculus II for Mathematical Sciences (*)
[CSCA08H3](#) Introduction to Computer Programming
[MATB24H3](#) Linear Algebra II
[MATB41H3](#) Techniques of the Calculus of Several Variables I
[MATB42H3](#) Techniques of the Calculus of Several Variables II
[MATB44H3](#) Differential Equations I
[STAR52H3](#) Introduction to Probability
[IMAT01H3](#) Groups and Symmetry OR [MATC15H3](#) Introduction to Number Theory]

(*) [MATA31H3](#) is required for [MATA37H3](#)

2. Further analysis courses - 1.0 credit from the following:

- [MATB43H3](#) Introduction to Analysis
- [MATC27H3](#) Introduction to Topology
- [MATC34H3](#) Complex Variables
- [MATC35H3](#) Chaos, Fractals, and Dynamics
- [MATC37H3](#) Introduction to Real Analysis
- [MATC46H3](#) Differential Equations II
- [MATD34H3](#) Complex Variables II

3. Further algebra geometry, and discrete mathematics courses - 1.0 credit from the following:

- [MATC01H3](#) Groups and Symmetry
- [MATC09H3](#) Introduction to Mathematical Logic
- [MATC15H3](#) Introduction to Number Theory
- [MATC32H3](#) Graph Theory and Algorithms for its Applications
- [MATC44H3](#) Introduction to Combinatorics
- [MATC63H3](#) Differential Geometry
- [MATD01H3](#) Fields and Groups
- [MATD02H3](#) Classical Plane Geometries and their Transformations

4. Elective courses - 1.0 credit from the following:

- [MATB61H3](#) Linear Programming and Optimization

Program Objectives

This program provides a solid foundation in basic areas of mathematics, especially those with applications in other disciplines. This program is intended to be combined with other programs, typically a major program in another discipline.

Program Requirements

This stream requires a total of 17 distinct courses or (8.5 credits), chosen so as to satisfy all of the following requirements:

1. Foundational courses - 5.5 credits as follows:
[CSCA67H3](#) Discrete Mathematics for Computer Scientists
[MATA23H3](#) Linear Algebra I
[IMATA30H3](#) Calculus I for Biological and Physical Sciences OR [MATA31H3](#) Calculus I for Mathematical Sciences]
[IMATA36H3](#) Calculus II for Physical Sciences OR [MATA37H3](#) Calculus II for Mathematical Sciences (*)
[CSCA08H3](#) Introduction to Computer Science
[MATB24H3](#) Linear Algebra II
[MATB41H3](#) Techniques of the Calculus of Several Variables I
[MATB42H3](#) Techniques of the Calculus of Several Variables II
[MATB44H3](#) Differential Equations I
[STAR52H3](#) Introduction to Probability
[IMAT01H3](#) Groups and Symmetry OR [MATC15H3](#) Introduction to Number Theory]

(*) [MATA31H3](#) is required for [MATA37H3](#)

2. Further analysis courses - 1.0 credit from the following:

- [MATB43H3](#) Introduction to Analysis
- [MATC27H3](#) Introduction to Topology
- [MATC34H3](#) Complex Variables
- [MATC35H3](#) Chaos, Fractals, and Dynamics
- [MATC37H3](#) Introduction to Real Analysis
- [MATC46H3](#) Differential Equations II
- [MATD34H3](#) Complex Variables II

3. Further algebra geometry, and discrete mathematics courses - 1.0 credit from the following:

- [MATC01H3](#) Groups and Symmetry
- [MATC09H3](#) Introduction to Mathematical Logic
- [MATC15H3](#) Introduction to Number Theory
- [MATC32H3](#) Graph Theory and Algorithms for its Applications
- [MATC44H3](#) Introduction to Combinatorics
- [MATC63H3](#) Differential Geometry
- [MATD01H3](#) Fields and Groups
- [MATD02H3](#) Classical Plane Geometries and their Transformations

4. Elective courses - 1.0 credit from the following:

- [MATB61H3](#) Linear Programming and Optimization

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[_STAR57H3](#) Introduction to Statistics
any C- or D-level MAT, STA, or CSC course, excluding [_STAD29H3](#).

Recommended Writing Course Students are urged to take a course from the following list of courses by the end of their second year:
[_ANTA01H3](#), [_ANTA02H3](#), (CLAA02H3), (CTLA19H3) [_CTLA01H3](#), [_ENGA10H3](#), [_ENGA11H3](#), [_ENGB06H3](#), [_ENGB07H3](#), [_ENGB08H3](#), [_ENGB09H3](#), [_ENGB17H3](#), [_ENGB19H3](#), [_ENGB50H3](#), [_ENGB51H3](#), [_GGRA02H3](#), [_GGRA03H3](#), [_GGPB05H3](#), (GGPB06H3), (HISA01H3), (HLTA01H3) [_ACMA01H3](#), (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGA99H3) [_LINA01H3](#), [_PHLA10H3](#), [_PHLA11H3](#), [_WSTA01H3](#).

[_STAR57H3](#) Introduction to Statistics
any C- or D-level MAT, STA, or CSC course, excluding [_STAD29H3](#).

Recommended Writing Course Students are urged to take a course from the following list of courses by the end of their second year:
[_ANTA01H3](#), [_ANTA02H3](#), (CLAA02H3), (CTLA19H3) [_CTLA01H3](#), [_ENGA10H3](#), [_ENGA11H3](#), [_ENGB06H3](#), [_ENGB07H3](#), [_ENGB08H3](#), [_ENGB09H3](#), [_ENGB17H3](#), [_ENGB19H3](#), [_ENGB50H3](#), [_ENGB51H3](#), [_GGRA02H3](#), [_GGRA03H3](#), [_GGPB05H3](#), (GGPB06H3), (HISA01H3), (HLTA01H3) [_ACMA01H3](#), (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGA99H3) [_LINA01H3](#), [_PHLA10H3](#), [_PHLA11H3](#), [_WSTA01H3](#).

Program notes/tables

Program: SCSPE1165 - Compare

Code	SCSPE1165	SCSPE1165
Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	Mathematics	Mathematics
Title	SPECIALIST PROGRAM IN MATHEMATICS (SCIENCE)	SPECIALIST PROGRAM IN MATHEMATICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor of Studies: E. Moore (416-287-7267) Email: emoore@utsc.utoronto.ca	Supervisor of Studies: E. Moore (416-287-7267) Email: emoore@utsc.utoronto.ca
Program Objectives	<p>This program provides the student with a sound foundation in the main areas of mathematics, and some exposure to computer programming and statistics. It comprises four streams: Comprehensive, Statistics, Teaching, and Design-Your-Own, each serving a more specific goal.</p> <p>The Comprehensive Stream provides a broad and deep knowledge of mathematics at the undergraduate level. It is the recommended program for students who plan to pursue graduate study in mathematics, but it is also suitable for other career paths.</p> <p>The Statistics Stream provides greater exposure to statistics, and the areas of mathematics most closely associated with it. This stream prepares students for careers in industry, or for graduate study in certain mathematically-oriented subjects, including statistics and financial mathematics.</p> <p>The Teaching Stream is intended for students with a serious interest in mathematics but whose career objectives lie in mathematics education at the elementary or secondary level.</p> <p>The Design-Your-Own Stream allows students to tailor their studies in mathematics to specific interests, with guidance from (and approval of) the program supervisor.</p>	<p>This program provides the student with a sound foundation in the main areas of mathematics, and some exposure to computer programming and statistics. It comprises four streams: Comprehensive, Statistics, Teaching, and Design-Your-Own, each serving a more specific goal.</p> <p>The Comprehensive Stream provides a broad and deep knowledge of mathematics at the undergraduate level. It is the recommended program for students who plan to pursue graduate study in mathematics, but it is also suitable for other career paths.</p> <p>The Statistics Stream provides greater exposure to statistics, and the areas of mathematics most closely associated with it. This stream prepares students for careers in industry, or for graduate study in certain mathematically-oriented subjects, including statistics and financial mathematics.</p> <p>The Teaching Stream is intended for students with a serious interest in mathematics but whose career objectives lie in mathematics education at the elementary or secondary level.</p> <p>The Design-Your-Own Stream allows students to tailor their studies in mathematics to specific interests, with guidance from (and approval of) the program supervisor.</p>
Program Requirements	<p>The Program requirements consist of a core 15 courses (7.5 credits), common to all four streams, and additional requirements that depend on the stream, for a total of 26-28 courses (13.0-14.0 credits).</p> <p>The structure of the programs allows for easy switching between streams until relatively late. Consequently, these programs should not be viewed as rigidly separated channels feeding students to different career paths, but as a flexible structure that provides guidance to students in their course selection based on their broad (but possible fluid) interests.</p>	<p>The Program requirements consist of a core 15 courses (7.5 credits), common to all four streams, and additional requirements that depend on the stream, for a total of 26-28 courses (13.0-14.0 credits).</p> <p>The structure of the programs allows for easy switching between streams until relatively late. Consequently, these programs should not be viewed as rigidly separated channels feeding students to different career paths, but as a flexible structure that provides guidance to students in their course selection based on their broad (but possible fluid) interests.</p>
Core (7.5 credits)	<p>1. Writing Requirement (0.5 credit)(*) One of _ANTA01H3, _ANTA02H3, (CLAA02H3), (CTLA19H3) _CTLA01H3, _ENGA10H3, _ENGA11H3, _ENGB06H3, _ENGB07H3, _ENGB08H3, _ENGB09H3, _ENGB17H3, _ENGB19H3, _ENGB50H3, _ENGB51H3, _GGRA02H3, _GGRA03H3, _GGPB05H3, (GGPB06H3), (HISA01H3), (HLTA01H3) _ACMA01H3, (HUMA01H3), (HUMA11H3),</p>	<p>1. Writing Requirement (0.5 credit)(*) One of _ANTA01H3, _ANTA02H3, (CLAA02H3), (CTLA19H3) _CTLA01H3, _ENGA10H3, _ENGA11H3, _ENGB06H3, _ENGB07H3, _ENGB08H3, _ENGB09H3, _ENGB17H3, _ENGB19H3, _ENGB50H3, _ENGB51H3, _GGRA02H3, _GGRA03H3, _GGPB05H3, (GGPB06H3), (HISA01H3), (HLTA01H3) _ACMA01H3, (HUMA01H3), (HUMA11H3),</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

(HUMA17H3), (LGGA99H3), [LINA01H3](#), [PHIA10H3](#), [WSTA01H3](#).

(*) It is recommended that this requirement be satisfied by the end of the second year.

2. A-level courses (2.5 credits)

[CSCA67H3](#) Discrete Mathematics for Computer Scientists

[MATA23H3](#) Linear Algebra I

[MATA31H3](#) Calculus I for Mathematical Sciences

[MATA37H3](#) Calculus II for Mathematical Sciences

[CSCA08H3](#) Introduction to Computer Programming

3. B-level courses (3.5 credits)

[MATB24H3](#) Linear Algebra II

[MATB41H3](#) Techniques of the Calculus of Several Variables I

[MATB42H3](#) Techniques of the Calculus of Several Variables II

[MATB43H3](#) Introductions to Analysis

[MATB44H3](#) Differential Equations I

[STAB52H3](#) Introduction to Probability (**)

[STAB57H3](#) Introduction to Statistics (**)

(**) This course may be taken after second year, except for the Statistics stream.

4. C-level courses (1 credit)

[MATC01H3](#) Groups and Symmetry

[MATC34H3](#) Complex Variables

A. Comprehensive Stream

This stream requires a total of 28 courses (14.0 credits)

In addition to the core requirements 1-4 common to all streams, 13 other distinct courses must be chosen satisfying all of the following requirements:

5. Elementary courses in closely related disciplines (1.5 credits): (***)

[CSCA48H3](#) Introduction to Computer Science

[PHYA10H3](#) Introduction to Physics IA

[PHYA21H3](#) Introduction to Physics IA

(***) It is recommended that these be taken in first year.

6. Additional courses in analysis and algebra (1.5 credits):

[MATC37H3](#) Introduction to Real Analysis

[MATC46H3](#) Differential Equations II

[MATD01H3](#) Fields and Groups

7. Courses in key areas of mathematics (1.5 credits):

Three of:

[MATC15H3](#) Introduction to Number Theory

[MATC27H3](#) Introduction to Topology

[MATD02H3](#) Classical Plane Geometries and their Transformations

[MATD34H3](#) Complex Variables II

8. Mathematics of computation (0.5 credit):

One of:

[MATC09H3](#) Introduction to Mathematical Logic

[MATC32H3](#) Graph Theory and Algorithms for its Applications

[MATC44H3](#) Introduction to Combinatorics

[CSOC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics

[CSOC63H3](#) Computability and Computational Complexity

9. Electives (1.5 credits):

Three of:

C- or D-level MAT courses, excluding [MATC82H3](#) and [MATC90H3](#).

B. Statistics Stream

This stream requires a total of 26 courses (13.0 credits).

In addition to the core requirements 1-4 common to all streams, 11 other distinct courses must be chosen, satisfying all of the following requirements (in choosing courses to satisfy requirements 7-9, students must select at least one D-level course).

5. Algebra and Analysis (1.5 credits):

[MATB61H3](#) Linear Programming and Optimization

[MATC46H3](#) Differential Equations II

[MATD01H3](#) Fields and Groups

6. Regression Analysis (0.5 credit):

(HUMA17H3), (LGGA99H3), [LINA01H3](#), [PHIA10H3](#), [WSTA01H3](#).

(*) It is recommended that this requirement be satisfied by the end of the second year.

2. A-level courses (2.5 credits)

[CSCA67H3](#) Discrete Mathematics for Computer Scientists

[MATA23H3](#) Linear Algebra I

[MATA31H3](#) Calculus I for Mathematical Sciences

[MATA37H3](#) Calculus II for Mathematical Sciences

[CSCA08H3](#) Introduction to Computer Science

3. B-level courses (3.5 credits)

[MATB24H3](#) Linear Algebra II

[MATB41H3](#) Techniques of the Calculus of Several Variables I

[MATB42H3](#) Techniques of the Calculus of Several Variables II

[MATB43H3](#) Introductions to Analysis

[MATB44H3](#) Differential Equations I

[STAB52H3](#) Introduction to Probability (**)

[STAB57H3](#) Introduction to Statistics (**)

(**) This course may be taken after second year, except for the Statistics stream.

4. C-level courses (1 credit)

[MATC01H3](#) Groups and Symmetry

[MATC34H3](#) Complex Variables

A. Comprehensive Stream

This stream requires a total of 28 courses (14.0 credits)

In addition to the core requirements 1-4 common to all streams, 13 other distinct courses must be chosen satisfying all of the following requirements:

5. Elementary courses in closely related disciplines (1.5 credits): (***)

[CSCA48H3](#) Introduction to Computer Science

[PHYA10H3](#) Introduction to Physics IA

[PHYA21H3](#) Introduction to Physics IA

(***) It is recommended that these be taken in first year.

6. Additional courses in analysis and algebra (1.5 credits):

[MATC37H3](#) Introduction to Real Analysis

[MATC46H3](#) Differential Equations II

[MATD01H3](#) Fields and Groups

7. Courses in key areas of mathematics (1.5 credits):

Three of:

[MATC15H3](#) Introduction to Number Theory

[MATC27H3](#) Introduction to Topology

[MATD02H3](#) Classical Plane Geometries and their Transformations

[MATD34H3](#) Complex Variables II

8. Mathematics of computation (0.5 credit):

One of:

[MATC09H3](#) Introduction to Mathematical Logic

[MATC32H3](#) Graph Theory and Algorithms for its Applications

[MATC44H3](#) Introduction to Combinatorics

[CSOC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics

[CSOC63H3](#) Computability and Computational Complexity

9. Electives (1.5 credits):

Three of:

C- or D-level MAT courses, excluding [MATC82H3](#) and [MATC90H3](#).

B. Statistics Stream

This stream requires a total of 26 courses (13.0 credits).

In addition to the core requirements 1-4 common to all streams, 11 other distinct courses must be chosen, satisfying all of the following requirements (in choosing courses to satisfy requirements 7-9, students must select at least one D-level course).

5. Algebra and Analysis (1.5 credits):

[MATB61H3](#) Linear Programming and Optimization

[MATC46H3](#) Differential Equations II

[MATD01H3](#) Fields and Groups

6. Regression Analysis (0.5 credit):

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[.STAC67H3_Regression Analysis](#)

7. **Discrete mathematics and geometry** (0.5 credit):

One of:

- [.MATC32H3](#) Graph Theory and Algorithms for its Applications
- [.MATC44H3](#) Introduction to Combinatorics
- [.MATD02H3](#) Classical Plane Geometries and their Transformations

8. **Upper-level MAT electives** (1 credit):

Two of:

Any C- or D-level MAT courses (*)

(*) For students wishing to pursue graduate studies in Mathematics or Statistics it is recommended that [.MATC37H3](#) be chosen as one of these two courses.

9. **Upper-level STA electives** (2 credits):

Four of:

- (ACTB47H3) Introductory Life Contingencies
- Any C- or D-level STA course, excluding [.STAD29H3](#)

C. Teaching Stream

This stream requires a total of 26 courses (13.0 credits).

In addition to the core requirements 1-4 common to all streams, 11 other distinct courses must be chosen, satisfying all of the following requirements:

5. **Algebra, analysis, and geometry** (2 credits):

- [.MATC15H3](#) Introduction to Number Theory
- [.MATC82H3](#) Mathematics for Teachers
- [.MATD01H3](#) Fields and Groups
- [.MATD02H3](#) Classical Plane Geometries and their Transformations

6. **Discrete mathematics** (0.5 credit):

One of:

- [.MATC32H3](#) Graph Theory and Algorithms for its Applications
- [.MATC44H3](#) Introduction to Combinatorics

7. **MAT electives** (1.5 credits):

Three of:

C- or D-level MAT courses

8. **MAT/STA/CSC electives** (1.5 credits):

Three of:

C- or D-level MAT, STA, CSC courses, excluding [.STAD29H3](#)

D. Design-Your-Own-Stream

This stream requires a total of 26 courses (13.0 credits).

In addition to the core requirements 1-4 common to all streams, 11 other distinct courses must be chosen, satisfying the following requirement:

5. **Electives** (5.5 credits):

11 courses approved by the program supervisor. The core courses together with the approved electives must satisfy the degree requirement so that they include at least 12 courses (6 credits) at the C- or D-level, of which at least two (one credit) are at the D-level.

[.STAC67H3_Regression Analysis](#)

7. **Discrete mathematics and geometry** (0.5 credit):

One of:

- [.MATC32H3](#) Graph Theory and Algorithms for its Applications
- [.MATC44H3](#) Introduction to Combinatorics
- [.MATD02H3](#) Classical Plane Geometries and their Transformations

8. **Upper-level MAT electives** (1 credit):

Two of:

Any C- or D-level MAT courses (*)

(*) For students wishing to pursue graduate studies in Mathematics or Statistics it is recommended that [.MATC37H3](#) be chosen as one of these two courses.

9. **Upper-level STA electives** (2 credits):

Four of:

- (ACTB47H3) Introductory Life Contingencies
- Any C- or D-level STA course, excluding [.STAD29H3](#)

C. Teaching Stream

This stream requires a total of 26 courses (13.0 credits).

In addition to the core requirements 1-4 common to all streams, 11 other distinct courses must be chosen, satisfying all of the following requirements:

5. **Algebra, analysis, and geometry** (2 credits):

- [.MATC15H3](#) Introduction to Number Theory
- [.MATC82H3](#) Mathematics for Teachers
- [.MATD01H3](#) Fields and Groups
- [.MATD02H3](#) Classical Plane Geometries and their Transformations

6. **Discrete mathematics** (0.5 credit):

One of:

- [.MATC32H3](#) Graph Theory and Algorithms for its Applications
- [.MATC44H3](#) Introduction to Combinatorics

7. **MAT electives** (1.5 credits):

Three of:

C- or D-level MAT courses

8. **MAT/STA/CSC electives** (1.5 credits):

Three of:

C- or D-level MAT, STA, CSC courses, excluding [.STAD29H3](#)

D. Design-Your-Own-Stream

This stream requires a total of 26 courses (13.0 credits).

In addition to the core requirements 1-4 common to all streams, 11 other distinct courses must be chosen, satisfying the following requirement:

5. **Electives** (5.5 credits):

11 courses approved by the program supervisor. The core courses together with the approved electives must satisfy the degree requirement so that they include at least 12 courses (6 credits) at the C- or D-level, of which at least two (one credit) are at the D-level.

Program notes/tables

Program: SCSPE2289 - Compare

Code	SCSPE2289	SCSPE2289
Owning Organizations	MSCSC,STA	MSCSC,STA
Sections	Statistics	Statistics
Title	SPECIALIST PROGRAM IN STATISTICS (SCIENCE)	SPECIALIST PROGRAM IN STATISTICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor of Studies: S. Damouras Email: sdamouras@utsc.utoronto.ca (416-208-	Supervisor of Studies: S. Damouras Email: sdamouras@utsc.utoronto.ca (416-208-

4794)

Program Objectives

This program provides training in the discipline of Statistics. Students are given a thorough grounding in the theory underlying statistical reasoning and learn the methodologies associated with current applications. A full set of courses on the theory and methodology of the discipline represent the core of the program. In addition students select one of two streams, each of which provides immediately useful, job-related skills. The program also prepares students for further study in Statistics and related fields.

The Quantitative Finance Stream focuses on teaching the computational, mathematical and statistical techniques associated with modern day finance. Students acquire a thorough understanding of the mathematical models that underlie financial modeling and the ability to implement these models in practical settings. This stream prepares students to work as quantitative analysts in the financial industry, and for further study in Quantitative Finance

The Statistical Machine Learning and Data Mining Stream focuses on applications of statistical theory and concepts to the discovery (or ÖlearningÖ) of patterns in massive data sets. This field is a recent development in statistics with wide applications in science and technology including computer vision, image understanding, natural language processing, medical diagnosis, and stock market analysis. This stream prepares students for direct employment in industry and government, and further study in Statistical Machine Learning.

Program Requirements

To complete the program, a student must meet the course requirements described below. (One credit is equivalent to two courses.)

The first year requirements of the two streams are almost identical, except that the Quantitative Finance stream requires [MGFA02H3/ECMA04H3](#) while the Statistical Machine Learning and Data Mining stream requires [CSCA67H](#); these courses need not be taken in the first year. In the second year the two streams have considerable overlap. This structure makes it relatively easy for students to switch between the two streams as their interests in Statistics become better defined.

Note: There are courses on the St. George campus that can be taken to satisfy some of the requirements of the program [STAR52H3](#), [STAR57H3](#) and [STAO67H3](#), however, must be taken at the University of Toronto Scarborough; no substitutes are permitted without permission of the program supervisor.

Core (7.5 credits)

1. Writing Requirement (0.5 credit) (*)

One of [ANTA01H3](#), [ANTA02H3](#), (CLAA02H3), (CTLA19H3) [CTLA01H3](#), [ENGA10H3](#), [ENGA11H3](#), [ENGR06H3](#), [ENGR07H3](#), [ENGR08H3](#), [ENGR09H3](#), [ENGR17H3](#), [ENGR19H3](#), [ENGR50H3](#), [ENGR51H3](#), [GGRA02H3](#), [GGRA03H3](#), [GGPB05H3](#), (GGPB06H3), (HISA01H3), (HLTA01H3) [ACMA01H3](#), (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGA99H3) [LINA01H3](#), [PHIA10H3](#), [PHIA11H3](#), [WSTA01H3](#).

(*) It is recommended that this requirement be satisfied by the end of the second year.

2. A-level courses (2.5 credits)

[CSCA08H3](#) Introduction to Computer Programming

[CSCA48H3](#) Introduction to Computer Science

[MATA29H3](#) Linear Algebra I

One of

[MATA31H3](#)* Calculus I for Mathematical Sciences

[MATA30H3](#) Calculus I for Biological or Physical Sciences

One of

[MATA37H3](#)* Calculus II for Mathematical Sciences

[MATA36H3](#) Calculus II for Physical Sciences

(*) [MATA31H3](#) and [MATA37H3](#) are recommended; the latter requires the former.

3. B-level courses (2.5 credits)

[MATR24H3](#) Linear Algebra II

[MATR41H3](#) Techniques of the Calculus of Several Variables I

[MATR61H3](#) Linear Programming and Optimization

[STAR52H3](#) Introduction to Probability

[STAR57H3](#) Introduction to Statistics

4794)

Program Objectives

This program provides training in the discipline of Statistics. Students are given a thorough grounding in the theory underlying statistical reasoning and learn the methodologies associated with current applications. A full set of courses on the theory and methodology of the discipline represent the core of the program. In addition students select one of two streams, each of which provides immediately useful, job-related skills. The program also prepares students for further study in Statistics and related fields.

The Quantitative Finance Stream focuses on teaching the computational, mathematical and statistical techniques associated with modern day finance. Students acquire a thorough understanding of the mathematical models that underlie financial modeling and the ability to implement these models in practical settings. This stream prepares students to work as quantitative analysts in the financial industry, and for further study in Quantitative Finance

The Statistical Machine Learning and Data Mining Stream focuses on applications of statistical theory and concepts to the discovery (or ÖlearningÖ) of patterns in massive data sets. This field is a recent development in statistics with wide applications in science and technology including computer vision, image understanding, natural language processing, medical diagnosis, and stock market analysis. This stream prepares students for direct employment in industry and government, and further study in Statistical Machine Learning.

Program Requirements

To complete the program, a student must meet the course requirements described below. (One credit is equivalent to two courses.)

The first year requirements of the two streams are almost identical, except that the Quantitative Finance stream requires [MGFA02H3/ECMA04H3](#) while the Statistical Machine Learning and Data Mining stream requires [CSCA67H](#); these courses need not be taken in the first year. In the second year the two streams have considerable overlap. This structure makes it relatively easy for students to switch between the two streams as their interests in Statistics become better defined.

Note: There are courses on the St. George campus that can be taken to satisfy some of the requirements of the program [STAR52H3](#), [STAR57H3](#) and [STAO67H3](#), however, must be taken at the University of Toronto Scarborough; no substitutes are permitted without permission of the program supervisor.

Core (7.5 credits)

1. Writing Requirement (0.5 credit) (*)

One of [ANTA01H3](#), [ANTA02H3](#), (CLAA02H3), (CTLA19H3) [CTLA01H3](#), [ENGA10H3](#), [ENGA11H3](#), [ENGR06H3](#), [ENGR07H3](#), [ENGR08H3](#), [ENGR09H3](#), [ENGR17H3](#), [ENGR19H3](#), [ENGR50H3](#), [ENGR51H3](#), [GGRA02H3](#), [GGRA03H3](#), [GGPB05H3](#), (GGPB06H3), (HISA01H3), (HLTA01H3) [ACMA01H3](#), (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGA99H3) [LINA01H3](#), [PHIA10H3](#), [PHIA11H3](#), [WSTA01H3](#).

(*) It is recommended that this requirement be satisfied by the end of the second year.

2. A-level courses (2.5 credits)

[CSCA08H3](#) Introduction to Computer Science

[CSCA48H3](#) Introduction to Computer Science

[MATA29H3](#) Linear Algebra I

One of

[MATA31H3](#)* Calculus I for Mathematical Sciences

[MATA30H3](#) Calculus I for Biological or Physical Sciences

One of

[MATA37H3](#)* Calculus II for Mathematical Sciences

[MATA36H3](#) Calculus II for Physical Sciences

(*) [MATA31H3](#) and [MATA37H3](#) are recommended; the latter requires the former.

3. B-level courses (2.5 credits)

[MATR24H3](#) Linear Algebra II

[MATR41H3](#) Techniques of the Calculus of Several Variables I

[MATR61H3](#) Linear Programming and Optimization

[STAR52H3](#) Introduction to Probability

[STAR57H3](#) Introduction to Statistics

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

4. C-level courses (1.5 credits)

[CSCC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics

[STAC62H3](#) Stochastic Processes

[STAC67H3](#) Regression Analysis

5. D-level courses (0.5 credit)

[STAD37H3](#) Multivariate Analysis

A. Quantitative Finance Stream

This stream requires a total of 26 courses (13.0 credits). In addition to the core requirements, 11 other courses (5.5 credits) must be taken satisfying all of the following requirements:

6. Additional A-level courses (0.5 credit)

[MGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach

7. Additional B-level courses (2.0 credits)

[ACTB40H3](#) Fundamentals of Investment and Credit

[MATB42H3](#) Techniques of Calculus of Several Variables II

[MATB44H3](#) Differential Equations I

[STAB41H3](#) Financial Derivatives

8. Additional Upper Level courses (3.0 credits)

[MATC46H3](#) Differential Equations II

[STAC70H3](#) Statistics and Finance I

[STAD67H3](#) Time Series Analysis

[STAD70H3](#) Statistics and Finance II

Two of:

[APM462H1](#) Nonlinear Optimization

[CSCC11H3](#) Introduction to Machine Learning and Data Mining

[MATC37H3](#) Introduction to Real Analysis

[STAC51H3](#) Categorical Data Analysis

[STAC58H3](#) Statistical Inference

[STAC63H3](#) Probability Models

[STAD68H3](#) Advanced Machine Learning and Data Mining

[STAD94H3](#) Statistics Project

Note: Students enrolled in this stream should also consider taking complementary courses in economics and finance (e.g. [MGFA06H3/ECMA06H3](#)), [MGFB02H3/ECMB02H3](#), [MGFB06H3/ECMB06H3](#), [MGFC72H3/ECMC49H3](#)), or a Minor in Economics for Management Studies.

B. Statistical Machine Learning and Data Mining Stream

This stream requires a total of 26 courses (13.0 credits). In addition to the core requirements, 11 other courses (5.5 credits) must be taken satisfying all of the following requirements:

6. Additional A-level courses (0.5 credit)

[CSCA67H3](#) Discrete Mathematics for Computer Scientists

7. Additional B-level courses (1.0 credit)

Two of:

[CSCB07H3](#) Software Design

[CSCB20H3](#) Introduction to Databases and Web Applications

[CSCB36H3](#) Introduction to the Theory of Computation

[CSCB63H3](#) Design and Analysis of Data Structures

8. Additional Upper Level courses (4.0 credits)

[CSCC11H3](#) Introduction to Machine Learning and Data Mining

[STAC58H3](#) Statistical Inference

[STAD68H3](#) Advanced Machine Learning and Data Mining

Five of: *

Any C or D-level CSC, MAT or STA courses (excluding [STAD29H3](#)), three of which must be STA courses.

(*) Some of the courses on this list have prerequisites that are not included in this program; in choosing courses to satisfy this requirement, check the prerequisites carefully and plan accordingly.

4. C-level courses (1.5 credits)

[CSCC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics

[STAC62H3](#) Stochastic Processes

[STAC67H3](#) Regression Analysis

5. D-level courses (0.5 credit)

[STAD37H3](#) Multivariate Analysis

A. Quantitative Finance Stream

This stream requires a total of 26 courses (13.0 credits). In addition to the core requirements, 11 other courses (5.5 credits) must be taken satisfying all of the following requirements:

6. Additional A-level courses (0.5 credit)

[MGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach

7. Additional B-level courses (2.0 credits)

[ACTB40H3](#) Fundamentals of Investment and Credit

[MATB42H3](#) Techniques of Calculus of Several Variables II

[MATB44H3](#) Differential Equations I

[STAB41H3](#) Financial Derivatives

8. Additional Upper Level courses (3.0 credits)

[MATC46H3](#) Differential Equations II

[STAC70H3](#) Statistics and Finance I

[STAD67H3](#) Time Series Analysis

[STAD70H3](#) Statistics and Finance II

Two of:

[APM462H1](#) Nonlinear Optimization

[CSCC11H3](#) Introduction to Machine Learning and Data Mining

[MATC37H3](#) Introduction to Real Analysis

[STAC51H3](#) Categorical Data Analysis

[STAC58H3](#) Statistical Inference

[STAC63H3](#) Probability Models

[STAD68H3](#) Advanced Machine Learning and Data Mining

[STAD94H3](#) Statistics Project

Note: Students enrolled in this stream should also consider taking complementary courses in economics and finance (e.g. [MGFA06H3/ECMA06H3](#)), [MGFB02H3/ECMB02H3](#), [MGFB06H3/ECMB06H3](#), [MGFC72H3/ECMC49H3](#)), or a Minor in Economics for Management Studies.

B. Statistical Machine Learning and Data Mining Stream

This stream requires a total of 26 courses (13.0 credits). In addition to the core requirements, 11 other courses (5.5 credits) must be taken satisfying all of the following requirements:

6. Additional A-level courses (0.5 credit)

[CSCA67H3](#) Discrete Mathematics for Computer Scientists

7. Additional B-level courses (1.0 credit)

Two of:

[CSCB07H3](#) Software Design

[CSCB20H3](#) Introduction to Databases and Web Applications

[CSCB36H3](#) Introduction to the Theory of Computation

[CSCB63H3](#) Design and Analysis of Data Structures

8. Additional Upper Level courses (4.0 credits)

[CSCC11H3](#) Introduction to Machine Learning and Data Mining

[STAC58H3](#) Statistical Inference

[STAD68H3](#) Advanced Machine Learning and Data Mining

Five of: *

Any C or D-level CSC, MAT or STA courses (excluding [STAD29H3](#)), three of which must be STA courses.

(*) Some of the courses on this list have prerequisites that are not included in this program; in choosing courses to satisfy this requirement, check the prerequisites carefully and plan accordingly.

Program

notes/tables

Program: SCMIN2049 - Compare

Code	SCMIN2049	SCMIN2049
Owning Organizations	CLA,ACMSC	CLA,ACMSC
Sections	Classical Studies	Classical Studies
Title	MINOR PROGRAM IN CLASSICAL STUDIES (ARTS)	MINOR PROGRAM IN CLASSICAL STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Undergraduate Advisor: 416-287-7184 Email: classics-undergrad-advisor@utsc.utoronto.ca</i></p> <p>Program Requirements Students must complete four full credits, as follows:</p> <p>1. Introduction CLAA04H3The Ancient Mediterranean World</p> <p>2. History and Culture CLAB05H3History and Culture of the Greek World CLAB06H3History and Culture of the Roman World</p> <p>3. Mythology and Religion CLAA06H3Ancient Mythology II: Greece and Rome</p> <p>4. Literature (0.5 credit from the following courses) CLAC11H3Classical Literature I: Poetry CLAC12H3Classical Literature II: Prose</p> <p>5. Electives (1.5 full credits from the following courses, including at least 1.0 full credit at the C or D-level; before choosing their electives, students need to take at least 1.0 full credit at the A-level, 1.0 full credit at the B-level, and 0.5 credit at the C-level): <i>Classical Studies</i> CLAA05H3 Ancient Mythology I: Mesopotamia and Egypt (CLAB10H3) Greek and Latin for Scientists CLAB20H3The Classical World in Film CLAC01H3Selected Topics in Classical Literature CLAC02H3Selected Topics in Classical Civilization CLAC05H3Environment, Society and Economy in Ptolemaic and Roman Egypt CLAC11H3Classical Literature I: Poetry if not taken as a required course CLAC12H3Classical Literature II: Prose if not taken as a required course CLAC22H3Religions of the Ancient Mediterranean CLAC24H3Multiculturalism and Cultural Identities in the Greek and Roman Worlds CLAD05H3Water Management in the Ancient Mediterranean World</p> <p><i>Art History</i> VPHB41H3The Human Figure in Greek Art (8th-4th cent. B.C.) VPHB52H3Ancient Art and Architecture (ca 900 B.C.-300 A.D.) VPHB76H3Religion in the Arts: The Judeo-Christian Traditions VPHC46H3Topics in Art of the Ancient World VPHC53H3The Silk Routes</p> <p><i>English</i> ENGB30H3Classical Myth and Literature ENGC16H3The Bible and Literature I ENGC17H3The Bible and Literature II ENGC26H3Drama: Tragedy ENGC27H3Drama: Comedy</p> <p><i>Languages</i> LGA50H3Introductory Latin I LGA51H3Introductory Latin II LGA54H3Introductory Sanskrit I LGA55H3Introductory Sanskrit II LGB54H3Intermediate Sanskrit I LGB55H3Intermediate Sanskrit II</p>	<p><i>Undergraduate Advisor: 416-287-7184 Email: classics-undergrad-advisor@utsc.utoronto.ca</i></p> <p>Program Requirements Students must complete four full credits, as follows:</p> <p>1. Introduction CLAA04H3The Ancient Mediterranean World</p> <p>2. History and Culture CLAB05H3History and Culture of the Greek World CLAB06H3History and Culture of the Roman World</p> <p>3. Mythology and Religion CLAA06H3Ancient Mythology II: Greece and Rome</p> <p>4. Literature (0.5 credit from the following courses) CLAC11H3Classical Literature I: Poetry CLAC12H3Classical Literature II: Prose</p> <p>5. Electives (1.5 full credits from the following courses, including at least 1.0 full credit at the C or D-level; before choosing their electives, students need to take at least 1.0 full credit at the A-level, 1.0 full credit at the B-level, and 0.5 credit at the C-level): <i>Classical Studies</i> CLAA05H3 Ancient Mythology I: Mesopotamia and Egypt (CLAB10H3) Greek and Latin for Scientists CLAB20H3The Classical World in Film CLAC01H3Selected Topics in Classical Literature CLAC02H3Selected Topics in Classical Civilization CLAC05H3Environment, Society and Economy in Ptolemaic and Roman Egypt CLAC11H3Classical Literature I: Poetry if not taken as a required course CLAC12H3Classical Literature II: Prose if not taken as a required course CLAC22H3Religions of the Ancient Mediterranean CLAC24H3Multiculturalism and Cultural Identities in the Greek and Roman Worlds CLAD05H3Water Management in the Ancient Mediterranean World</p> <p><i>Art History</i> VPHB41H3The Human Figure in Greek Art (8th-4th cent. B.C.) VPHB52H3Ancient Art and Architecture (ca 900 B.C.-300 A.D.) VPHB76H3Religion in the Arts: The Judeo-Christian Traditions VPHC46H3Topics in Art of the Ancient World VPHC53H3The Silk Routes</p> <p><i>English</i> ENGB30H3Classical Myth and Literature ENGC16H3The Bible and Literature I ENGC17H3The Bible and Literature II ENGC26H3Drama: Tragedy ENGC27H3Drama: Comedy</p> <p><i>Languages</i> LGA50H3Introductory Latin I LGA51H3Introductory Latin II LGA54H3Introductory Sanskrit I LGA55H3Introductory Sanskrit II LGB54H3Intermediate Sanskrit I LGB55H3Intermediate Sanskrit II</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Music
[VPMC93H3](#) Orpheus

Philosophy
[PHIL16H3](#) Political Philosophy: Ancient Greece and the Middle Ages
[PHILB31H3](#) Introduction to Ancient Philosophy
[PHILC32H3](#) Topics in Ancient Philosophy

Religion
(RLGB01H3) The "Holy Book" in Judaism, Christianity and Islam
(RLGC01H3) The Five Books of Moses
(RLGC02H3) The Gospels
(RLGC03H3) Paul and the Invention of Christianity
(RLGC04H3) Hindu Epic
[RLGC05H3](#) The Qu'ran in Interpretive and Historical Context

Anthropology
(ANTB04H3) Artifacts and Prehistory
(ANTB12H3) Introduction to World Prehistory: The Rise of Civilization

Note Students who were enrolled at UTSC prior to the 2009 Summer Session may substitute one of (CLAA02H3) or (CLAA03H3) for [CLAA06H3](#) in Requirement 3. Students who have both (CLAA02H3) & (CLAA03H3) may substitute one of the courses for [CLAA04H3](#) in Requirement 1.

Music
[VPMC93H3](#) Orpheus

Philosophy
[PHIL16H3](#) Political Philosophy: Ancient Greece and the Middle Ages
[PHILB31H3](#) Introduction to Ancient Philosophy
[PHILC32H3](#) Ancient Philosophy

Religion
(RLGB01H3) The "Holy Book" in Judaism, Christianity and Islam
(RLGC01H3) The Five Books of Moses
(RLGC02H3) The Gospels
(RLGC03H3) Paul and the Invention of Christianity
(RLGC04H3) Hindu Epic
[RLGC05H3](#) The Qu'ran in Interpretive and Historical Context

Anthropology
(ANTB04H3) Artifacts and Prehistory
(ANTB12H3) Introduction to World Prehistory: The Rise of Civilization

Note Students who were enrolled at UTSC prior to the 2009 Summer Session may substitute one of (CLAA02H3) or (CLAA03H3) for [CLAA06H3](#) in Requirement 3. Students who have both (CLAA02H3) & (CLAA03H3) may substitute one of the courses for [CLAA04H3](#) in Requirement 1.

Program notes/tables

Program: SCMAJ1407 - Compare

Code	SCMAJ1407	SCMAJ1407
Owning Organizations	DTS	DTS
Sections	Diaspora and Transnational Studies	Diaspora and Transnational Studies
Title	MAJOR PROGRAM IN DIASPORA AND TRANSNATIONAL STUDIES (ARTS)	MAJOR PROGRAM IN DIASPORA AND TRANSNATIONAL STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Program Requirements Students must complete 7.0 full credits as follows:</p> <ol style="list-style-type: none"> DTSB01H3 Introduction to Diaspora and Transnational Studies I DTSB02H3 Introduction to Diaspora and Transnational Studies II 5.0 full credits from Group A and Group B courses (below) with at least 2.0 full credits from each group. Coverage must include at least two diasporic communities or regions, to be identified in consultation with the program advisor. At least 1.0 full credit must be at the C-level or above. Any two of: DTS401H Advanced Topics in Diaspora and Transnational Studies DTS402H Advanced Topics in Diaspora and Transnational Studies DTS403H Advanced Topics in Diaspora and Transnational Studies DTS404H Advanced Topics in Diaspora and Transnational Studies <p>*Students pursuing a DTS major should contact the Centre for Diaspora and Transnational Studies (CDTS@utoronto.ca) to be enrolled in these courses.</p> <p>Note In addition, while not required at this point in time, the Faculty of Arts & Science course JQR360H (The Canadian Census: Populations, Migrations and Demographics) is highly recommended.</p> <p>Group A (Humanities) courses CLAQ05H3 Environment, Society and Economy in Ptolemaic and Roman Egypt CLAQ24H3 Multiculturalism and Cultural Identities in the Greek and Roman Worlds ENGB17H3 Contemporary Literature from the Caribbean ENGB19H3 Contemporary Literature from South Asia ENGC13H3 Ethnic Traditions in American Literature ENGC70H3 The Immigrant Experience in Literature to 1980 ENGC71H3 The Immigrant Experience in Literature since 1980</p>	<p>Program Requirements Students must complete 7.0 full credits as follows:</p> <ol style="list-style-type: none"> DTSB01H3 Introduction to Diaspora and Transnational Studies I DTSB02H3 Introduction to Diaspora and Transnational Studies II 5.0 full credits from Group A and Group B courses (below) with at least 2.0 full credits from each group. Coverage must include at least two diasporic communities or regions, to be identified in consultation with the program advisor. At least 1.0 full credit must be at the C-level or above. Any two of: DTS401H Advanced Topics in Diaspora and Transnational Studies DTS402H Advanced Topics in Diaspora and Transnational Studies DTS403H Advanced Topics in Diaspora and Transnational Studies DTS404H Advanced Topics in Diaspora and Transnational Studies <p>*Students pursuing a DTS major should contact the Centre for Diaspora and Transnational Studies (CDTS@utoronto.ca) to be enrolled in these courses.</p> <p>Note In addition, while not required at this point in time, the Faculty of Arts & Science course JQR360H (The Canadian Census: Populations, Migrations and Demographics) is highly recommended.</p> <p>Group A (Humanities) courses CLAQ05H3 Environment, Society and Economy in Ptolemaic and Roman Egypt CLAQ24H3 Multiculturalism and Cultural Identities in the Greek and Roman Worlds ENGB17H3 Contemporary Literature from the Caribbean ENGB19H3 Contemporary Literature from South Asia ENGC13H3 Ethnic Traditions in American Literature ENGC70H3 The Immigrant Experience in Literature to 1980 ENGC71H3 The Immigrant Experience in Literature since 1980</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[ENGD62H3](#) Topics in Postcolonial Literature and Film
[ENGD68H3](#) Topics in Literature and Religion
[ENGD71H3](#) Studies in Arab North American Literature
[\(ENGD87H3\)](#) Between Traditions and Freedoms: Writing by Canadians of Asian Descent

[ENGD62H3](#) Topics in Postcolonial Literature and Film
[ENGD68H3](#) Topics in Literature and Religion
[ENGD71H3](#) Studies in Arab North American Literature
[\(ENGD87H3\)](#) Between Traditions and Freedoms: Writing by Canadians of Asian Descent

[FBFB28H3](#) The Francophone World
[FBFB35H3](#) Francophone Literature
[FBFB70H3](#) Cinema of the Francophone World
[FBFB84H3](#) Folktales, Myth and the Fantastic in the French-Speaking World
[FBFC47H3](#) Special Topics in Linguistics: Pidgin and Creole Languages
[FBFC83H3](#) Cultural Identities and Stereotypes in the French-Speaking World
[FBFD12H3](#) Advanced Topics in Literature: Haitian Migrant Literature in Qu'Zbec
[\(GASB01H3\)](#) Methodologies and Issues in Global Asia Studies
[\(GASB10H3\)](#) Introduction to South Asian Literatures
[\(GASB11H3\)](#) Introduction to Chinese Literature
[GASB20H3](#) Gender and Social Institutions in Asia
[GASB30H3](#) Asian Religions and Cultures
[\(GASB31H3\)](#) Chinese Thought and Culture in Historical Perspective
[GASC20H3](#) Gendering Global Asia
[\(GASC31H3\)](#) Self and Imagination in Pre-modern China
[\(GASC32H3\)](#) Art of Memory: China and the West
[GASC40H3](#) Chinese Media and Politics
[GASC41H3](#) Media and Popular Cultures in East and Southeast Asia
[GASC42H3](#) Film and Popular Culture in South Asia
[GASC50H3](#) Comparative Studies of East Asian Legal Cultures
[\(GASC51H3\)](#) Politics and Culture in Modern South Asia
[HSB02H3](#) The British Empire: A Short History
[\(HSB18H3\)](#) History on Film
[HSB50H3](#) Africa in the Era of the Slave Trade
[HSB51H3](#) Twentieth Century Africa
[HSB57H3](#) Sub-Continental Histories: South Asia in the World
[HSB62H3](#) The Early Modern Mediterranean, 1500-1800
[HSC03H3](#) History of Animals and People
[HSC14H3](#) Edible History: History of Global Foodways
[HSC36H3](#) People in Motion: Immigrants and Migrants in U.S. History
[HSC45H3](#) Immigrants and Race Relations in Canadian History
[HSC57H3](#) China and the World
[HSC58H3](#) Delhi and London: Imperial Cities, Mobile People
[HSC60H3](#) Old Worlds? Strangers and Foreigners in the Mediterranean, 1200-1700
[HSD04H3](#) Missionaries and Converts in the Early Modern World
[HSD05H3](#) Between Two Worlds? Translators and Interpreters in History
[HSD06H3](#) Global History of Crime and Punishment since 1750
[HSD31H3](#) Thinking of Diversity: Perspectives on American Pluralisms
[HSD35H3](#) The Politics of American Immigration, 1865-present
[HSD52H3](#) East African Societies in Transition
[HSD56H3](#) 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
[HSD60H3](#) Travelling and Travel Writing from the Middle Ages to the Early Modern Period
~~[IEEC01H3](#)~~ Theories and Methods in the Study of Society and Culture
~~[IEEC21H3](#)~~ Media and Popular Culture in East and Southeast Asia
~~[IEEC22H3](#)~~ Perspectives on the Globalized and the Transnational II
[IQUIB01H3](#) Covering Immigration and Transnational Issues
[LGG874H3](#) Intermediate Tamil
[MDSB05H3](#) Media and Globalization (formerly HUMB74H3)
[\(MDSB26H3\)](#) Covering Immigration
[RLGC10H3](#) Hinduism in South Asia and the Diaspora
[\(RLGC12H3\)](#) Contemporary Engaged Buddhist Movements in Asia
[\(VPAB09H3\)](#) Dialogues in the Diaspora
[VPHB50H3](#) Africa through the Photographic Lens
[VPHB65H3](#) Exhibiting Africa: Spectacle and the Politics of Representation
[VPHB67H3](#) Religion in the Arts: Buddhist Arts and Cultures
[\(VPHB70H3\)](#) Images of Women: East Asian Visual Culture
[VPHB75H3](#) Religion in the Arts: Hinduism and Jainism
[\(VPHC52H3\)](#) Issues in Contemporary Global Arts
[VPHC53H3](#) The Silk Routes
[\(VPHC58H3\)](#) Religion in the Arts: Seminar in Buddhism and Art
[VPHC68H3](#) Art in Global Cities
[\(VPHC70H3\)](#) Modern and Contemporary Arts and Visual Culture of the Middle East
[\(VPHC71H3\)](#) Brazilian Modernism: Art and Architecture
[VPHC73H3](#) Home, Away and In Between: Artists, Art, and Identity
[VPM499H3](#) Music of the World's Peoples
[VPMB75H3](#) Music in Islamic Cultures

[FBFB28H3](#) The Francophone World
[FBFB35H3](#) Francophone Literature
[FBFB70H3](#) Cinema of the Francophone World
[FBFB84H3](#) Folktales, Myth and the Fantastic in the French-Speaking World
[FBFC47H3](#) Special Topics in Linguistics: Pidgin and Creole Languages
[FBFC83H3](#) Cultural Identities and Stereotypes in the French-Speaking World
[FBFD12H3](#) Advanced Topics in Literature: Haitian Migrant Literature in Qu'Zbec
[\(GASB01H3\)](#) Methodologies and Issues in Global Asia Studies
[\(GASB10H3\)](#) Introduction to South Asian Literatures
[\(GASB11H3\)](#) Introduction to Chinese Literature
[GASB20H3](#) Gender and Social Institutions in Asia
[GASB30H3](#) Asian Religions and Cultures
[\(GASB31H3\)](#) Chinese Thought and Culture in Historical Perspective
[GASC20H3](#) Gendering Global Asia
[\(GASC31H3\)](#) Self and Imagination in Pre-modern China
[\(GASC32H3\)](#) Art of Memory: China and the West
[GASC40H3](#) Chinese Media and Politics
[GASC41H3](#) Media and Popular Cultures in East and Southeast Asia
[GASC42H3](#) Film and Popular Culture in South Asia
[GASC50H3](#) Comparative Studies of East Asian Legal Cultures
[\(GASC51H3\)](#) Politics and Culture in Modern South Asia
[HSB02H3](#) The British Empire: A Short History
[\(HSB18H3\)](#) History on Film
[HSB50H3](#) Africa in the Era of the Slave Trade
[HSB51H3](#) Twentieth Century Africa
[HSB57H3](#) Sub-Continental Histories: South Asia in the World
[HSB62H3](#) The Early Modern Mediterranean, 1500-1800
[HSC03H3](#) History of Animals and People
[HSC14H3](#) Edible History: History of Global Foodways
[HSC36H3](#) People in Motion: Immigrants and Migrants in U.S. History
[HSC45H3](#) Immigrants and Race Relations in Canadian History
[HSC57H3](#) China and the World
[HSC58H3](#) Delhi and London: Imperial Cities, Mobile People
[HSC60H3](#) Old Worlds? Strangers and Foreigners in the Mediterranean, 1200-1700
[HSD04H3](#) Missionaries and Converts in the Early Modern World
[HSD05H3](#) Between Two Worlds? Translators and Interpreters in History
[HSD06H3](#) Global History of Crime and Punishment since 1750
[HSD31H3](#) Thinking of Diversity: Perspectives on American Pluralisms
[HSD35H3](#) The Politics of American Immigration, 1865-present
[HSD52H3](#) East African Societies in Transition
[HSD56H3](#) 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
[HSD60H3](#) Travelling and Travel Writing from the Middle Ages to the Early Modern Period
~~[IEEC01H3](#)~~ Theories and Methods in the Study of Society and Culture
~~[IEEC21H3](#)~~ Media and Popular Culture in East and Southeast Asia
~~[IEEC22H3](#)~~ Perspectives on the Globalized and the Transnational II
[IQUIB01H3](#) Covering Immigration and Transnational Issues
[LGG874H3](#) Intermediate Tamil
[MDSB05H3](#) Media and Globalization (formerly HUMB74H3)
[\(MDSB26H3\)](#) Covering Immigration
[RLGC10H3](#) Hinduism in South Asia and the Diaspora
[\(RLGC12H3\)](#) Contemporary Engaged Buddhist Movements in Asia
[\(VPAB09H3\)](#) Dialogues in the Diaspora
[VPHB50H3](#) Africa through the Photographic Lens
[VPHB65H3](#) Exhibiting Africa: Spectacle and the Politics of Representation
[VPHB67H3](#) Religion in the Arts: Buddhist Arts and Cultures
[\(VPHB70H3\)](#) Images of Women: East Asian Visual Culture
[VPHB75H3](#) Religion in the Arts: Hinduism and Jainism
[\(VPHC52H3\)](#) Issues in Contemporary Global Arts
[VPHC53H3](#) The Silk Routes
[\(VPHC58H3\)](#) Religion in the Arts: Seminar in Buddhism and Art
[VPHC68H3](#) Art in Global Cities
[\(VPHC70H3\)](#) Modern and Contemporary Arts and Visual Culture of the Middle East
[\(VPHC71H3\)](#) Brazilian Modernism: Art and Architecture
[VPHC73H3](#) Home, Away and In Between: Artists, Art, and Identity
[VPM499H3](#) Music of the World's Peoples
~~[VPMB75H3](#)~~ Music in Islamic Cultures

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[VPMB79H3](#) Performing Arts of Asia
 (VPMB99H3) Popular Music in a Cross-Cultural Context
[VPMC95H3](#) Musical Diasporas in Canada and the USA
 (WSTB15H3) Women in the Cyberspace: Transnational Feminist Networks and Activism
[WSTD04H3](#) Senior Seminar in Gender, Equity and Human Rights
 Plus any course identified by the Faculty of Arts & Science or by the University of Toronto Mississauga as a Group A course.

Group B (Social Sciences) courses

[ANTR05H3](#) Culture and Society in Africa
 (ANTB08H3) The Chinese Diaspora
[ANTR16H3](#) Canadian Cultural Identities
[ANTR20H3](#) Culture, Politics and Globalization
 (ANTB54H3) Peoples of the Middle East: An Introduction
[ANTR64H3](#) The Anthropology of Foods
[ANTR65H3](#) An Introduction to Pacific Island Societies
 (ANTC06H3) African Cultures and Societies I: Case Studies
[ANTR09H3](#) Families: Kinship and Marriage from a Cross-Cultural Perspective
[ANTR19H3](#) Producing People and Things: Economics and Social Life
[ANTR34H3](#) The Anthropology of Transnationalism
 (ANTC55H3) Muslim Societies
[GGRC45H3](#) Local Geographies of Globalization
[GGFD10H3](#) Health and Sexuality
[GGFD19H3](#) Spaces of Multiraciality: Critical Mixed Race Theory
[IDSC08H3](#) Media and Development
[POLA81H3](#) Leaving Home: Politics and Emigration
[POLA83H3](#) Exploring Globalization
[POLA84H3](#) Globalization and Governance
[POLB90H3](#) Comparative Development in International Perspective
[POLC94H3](#) Globalization, Gender and Development
[POLC96H3](#) State Formation and Authoritarianism in the Middle East
[POLC97H3](#) Protest Politics in the Middle East
[SOCC52H3](#) International Migration and Immigrant Incorporation
[SOCC53H3](#) Race and Ethnicity
[SOCC25H3](#) Ethnicity, Race and Migration
[SOCC34H3](#) Migrations & Transnationalisms
 Plus any course identified by the Faculty of Arts & Science or by the University of Toronto Mississauga as a Group B course.

For Faculty of Arts & Science courses that may be applied to the program, see http://www.artsandscience.utoronto.ca/ofr/calendar/crs_dts.htm.

For UTM courses, see www.erin.utoronto.ca/regcal/WEBGROUP125.html.

[VPMB79H3](#) Performing Arts of Asia
 (VPMB99H3) Popular Music in a Cross-Cultural Context
[VPMC95H3](#) Musical Diasporas in Canada and the USA
 (WSTB15H3) Women in the Cyberspace: Transnational Feminist Networks and Activism
[WSTD04H3](#) Senior Seminar in Gender, Equity and Human Rights
 Plus any course identified by the Faculty of Arts & Science or by the University of Toronto Mississauga as a Group A course.

Group B (Social Sciences) courses

[ANTR05H3](#) Culture and Society in Africa
 (ANTB08H3) The Chinese Diaspora
[ANTR16H3](#) Canadian Cultural Identities
[ANTR20H3](#) Culture, Politics and Globalization
 (ANTB54H3) Peoples of the Middle East: An Introduction
[ANTR64H3](#) The Anthropology of Foods
[ANTR65H3](#) An Introduction to Pacific Island Societies
 (ANTC06H3) African Cultures and Societies II: Case Studies
[ANTR09H3](#) Families: Kinship and Marriage from a Cross-Cultural Perspective
[ANTR19H3](#) Producing People and Things: Economics and Social Life
[ANTR34H3](#) The Anthropology of Transnationalism
 (ANTC55H3) Muslim Societies
[GGRC45H3](#) Local Geographies of Globalization
[GGFD10H3](#) Health and Sexuality
[GGFD19H3](#) Spaces of Multiraciality: Critical Mixed Race Theory
[IDSC08H3](#) Media and Development
[POLA81H3](#) Leaving Home: Politics and Emigration
[POLA83H3](#) Exploring Globalization
[POLA84H3](#) Globalization and Governance
[POLB90H3](#) Comparative Development in International Perspective
[POLC94H3](#) Globalization, Gender and Development
[POLC96H3](#) State Formation and Authoritarianism in the Middle East
[POLC97H3](#) Protest Politics in the Middle East
[SOCC52H3](#) International Migration and Immigrant Incorporation
[SOCC53H3](#) Race and Ethnicity
[SOCC25H3](#) Ethnicity, Race and Migration
[SOCC34H3](#) Migrations & Transnationalisms
 Plus any course identified by the Faculty of Arts & Science or by the University of Toronto Mississauga as a Group B course.

For Faculty of Arts & Science courses that may be applied to the program, see http://www.artsandscience.utoronto.ca/ofr/calendar/crs_dts.htm.

For UTM courses, see www.erin.utoronto.ca/regcal/WEBGROUP125.html.

Program notes/tables

Program: SCSPE2345 - Compare

Code	SCSPE2345	SCSPE2345
Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	International Development Studies	International Development Studies
Title	SPECIALIST (CO-OPERATIVE) PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (SCIENCE)	SPECIALIST (CO-OPERATIVE) PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Co-op Contact:</i> askcoop@itsc.utoronto.ca</p> <p>The Co-operative Program in International Development Studies (B.Sc.) at the University of Toronto Scarborough, is a five year undergraduate Program which aims to provide students with a critical understanding of international development issues through exposure to a variety of academic disciplines and to another culture. The Program combines interdisciplinary academic study in the social and environmental sciences and humanities with a practical work experience in a developing country. IDS students graduate with an Honours B.Sc. with a Specialist certification in International Development Studies.</p>	<p><i>Co-op Contact:</i> askcoop@itsc.utoronto.ca</p> <p>The Co-operative Program in International Development Studies (B.Sc.) at the University of Toronto Scarborough, is a five year undergraduate Program which aims to provide students with a critical understanding of international development issues through exposure to a variety of academic disciplines and to another culture. The Program combines interdisciplinary academic study in the social and environmental sciences and humanities with a practical work experience in a developing country. IDS students graduate with an Honours B.Sc. with a Specialist certification in International Development Studies.</p>

Program Admission

Enrolment in the Program is limited. Interviews are normally held from March until May for students who pass the initial screening. Admissions are granted on the basis of the applicants' academic performance, background in relevant subjects, language skills, experience or interest in international development studies and work. For information on fees and status in the Program, please see the [Co-operative Programs](#) section of this Calendar.

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-secondary institution, see the [Co-operative Programs](#) section in this Calendar.

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website at: www.utscc.utoronto.ca/s/ibectnost. The minimum qualifications for entry are 4.0 credits and a cumulative GPA of at least 2.5. An interview is required.

Work Placement

This Program requires twenty courses (four years) of study and one work term of eight to twelve months in duration. The work term will normally begin between May and September of the third year. The IDS work term is an integral part of the co-op curriculum and is designed to provide students with practical hands on experience in a developing country. The majority of work terms are with Canadian NGOs, research institutes or private sector consulting firms. The location of placements will vary according to each student's disciplinary and regional preferences and abilities, the availability of positions, and the practicability and safety of the area. Placement employers are asked to cover the living allowance of the student. Those students who choose to carry out their placement with no funding will be asked to finance the living allowance themselves.

Students are required to submit progress reports every 2 months and begin work on a major research project. To be eligible for placement, students must have completed 14.5 full credits including 12.0 IDS credits. These 12 must include [IDS001H3](#), [IDS004H3](#) plus 9.5 other credits from Requirements 1 through 4. For information about status in the co-op program, fees, and regulations, please see the [Co-operative Programs](#) section of this Calendar.

Students who successfully complete all requirements associated with a work term are awarded credit, these credits being additional to the 20.0 normally required for the degree. Work terms are evaluated by program faculty, the co-op office, and the employer, and a grade of CR (credit)/NCR (no credit) is recorded on the transcript.

IDS Co-op Tutorial and Pre-Departure Orientation

Students participate in a non-credit co-op tutorial, commencing at the end of the year in which they complete 10 credits, and continuing through the following year (the pre-placement year). Presentations, group exercises and individual assignments prepare students for the placement experience. There are mandatory sessions on cross-cultural understanding, health and safety issues on placement, researching for the [IDS01Y3](#) thesis, and other key topics. A weekend retreat with the fifth years (who have returned from placement) provides the opportunity for sharing of first-hand experience.

Program Requirements:

This program requires 16.5 credits of which at least 4.0 must be at the C- or D- level including at least 1.0 at the D-level! *Note: 14.0 of the 16.5 credits are equivalent to the Specialist Program in International Studies (B.Sc.), and 2.5 credits are specific to the co-op requirements!*

1. **Introduction to International Development Studies** (2.0 credits)
 - [IDS01H3](#) Introduction to International Development Studies
 - [JMGFA01H3/ECMA01H3](#) Introduction to Microeconomics or
 - [JMGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach]
 - [JMGFA05H3/ECMA05H3](#) Introduction to Macroeconomics or
 - [JMGFA06H3/ECMA06H3](#) Introduction to Macroeconomics: A Mathematical Approach]
 - [EESA01H3](#) Introduction to Environmental Science
2. **Core courses in International Development** (3.5 credits)
 - [IDSB01H3](#) Political Economy of International Development
 - [IDSB02H3](#) Development and Environment
 - [IDSB04H3](#) International Health Policy Analysis
 - [IDSB06H3](#) Equity, Ethics and Justice in International Development
 - [POLB90H3](#) Comparative Development in International Perspective

Program Admission

Enrolment in the Program is limited. Interviews are normally held from March until May for students who pass the initial screening. Admissions are granted on the basis of the applicants' academic performance, background in relevant subjects, language skills, experience or interest in international development studies and work. For information on fees and status in the Program, please see the [Co-operative Programs](#) section of this Calendar.

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-secondary institution, see the [Co-operative Programs](#) section in this Calendar.

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website at: www.utscc.utoronto.ca/s/ibectnost. The minimum qualifications for entry are 4.0 credits and a cumulative GPA of at least 2.5. An interview is required.

Work Placement

This Program requires twenty courses (four years) of study and one work term of eight to twelve months in duration. The work term will normally begin between May and September of the third year. The IDS work term is an integral part of the co-op curriculum and is designed to provide students with practical hands on experience in a developing country. The majority of work terms are with Canadian NGOs, research institutes or private sector consulting firms. The location of placements will vary according to each student's disciplinary and regional preferences and abilities, the availability of positions, and the practicability and safety of the area. Placement employers are asked to cover the living allowance of the student. Those students who choose to carry out their placement with no funding will be asked to finance the living allowance themselves.

Students are required to submit progress reports every 2 months and begin work on a major research project. To be eligible for placement, students must have completed 14.5 full credits including 12.0 IDS credits. These 12 must include [IDS001H3](#), [IDS004H3](#) plus 9.5 other credits from Requirements 1 through 4. For information about status in the co-op program, fees, and regulations, please see the [Co-operative Programs](#) section of this Calendar.

Students who successfully complete all requirements associated with a work term are awarded credit, these credits being additional to the 20.0 normally required for the degree. Work terms are evaluated by program faculty, the co-op office, and the employer, and a grade of CR (credit)/NCR (no credit) is recorded on the transcript.

IDS Co-op Tutorial and Pre-Departure Orientation

Students participate in a non-credit co-op tutorial, commencing at the end of the year in which they complete 10 credits, and continuing through the following year (the pre-placement year). Presentations, group exercises and individual assignments prepare students for the placement experience. There are mandatory sessions on cross-cultural understanding, health and safety issues on placement, researching for the [IDS01Y3](#) thesis, and other key topics. A weekend retreat with the fifth years (who have returned from placement) provides the opportunity for sharing of first-hand experience.

Program Requirements:

This program requires 16.5 credits of which at least 4.0 must be at the C- or D- level including at least 1.0 at the D-level.

1. **Introduction to International Development Studies** (2.0 credits)
 - [IDS01H3](#) Introduction to International Development Studies
 - [JMGFA01H3/ECMA01H3](#) Introduction to Microeconomics or
 - [JMGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach]
 - [JMGFA05H3/ECMA05H3](#) Introduction to Macroeconomics or
 - [JMGFA06H3/ECMA06H3](#) Introduction to Macroeconomics: A Mathematical Approach]
 - [EESA01H3](#) Introduction to Environmental Science
2. **Core courses in International Development** (3.5 credits)
 - [IDSB01H3](#) Political Economy of International Development
 - [IDSB02H3](#) Development and Environment
 - [IDSB04H3](#) International Health Policy Analysis
 - [IDSB06H3](#) Equity, Ethics and Justice in International Development
 - [POLB90H3](#) Comparative Development in International Perspective
 - [POLB91H3](#) Comparative Development in Political Perspective

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

- [POLB91H3](#) Comparative Development in Political Perspective
~~[IDSD02H3](#) Supervised Research in International Development~~
3. **Methods for International Development Studies** (1.5 credits)
[IDSD04H3](#) Project Management I
 0.5 credit in Quantitative/statistical methods from the following:
~~[ANTC35H3](#) Quantitative Methods in Anthropology~~
~~[MGFR11H3/ECMB11H3](#) Quantitative Methods in Economics~~
~~[GGRA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning~~
~~[GGPR30H3](#) Fundamentals of GIS~~
~~[STAB22H3](#) Statistics I~~
 0.5 FCE in Qualitative Methods from the following:
~~[ANTR19H3](#) Ethnography and the Comparative Study of Human Societies~~
~~[GGRC31H3](#) Qualitative Geographical Methods: Place and Ethnography~~
~~[POLC78H3](#) Political Analysis~~
4. **Specialized Courses:** Core (3.0 credits)
[BIOA01H3](#) Life on Earth: Unifying Principles
[BIOA02H3](#) Life on Earth: Form, Function and Interactions
[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
[MATA30H3](#) Calculus I for Biological and Physical Sciences
[PHYA10H3](#) or [PHYA11H3](#) Introduction to Physics IA or IB
5. **1.0 credit from:**
[BIOB50H3](#) Ecology
[CHMB55H3](#) Environmental Chemistry
[EESB02H3](#) Principles of Geomorphology
[EESB03H3](#) Principles of Climatology
[EESB04H3](#) Principles of Hydrology
[EESB05H3](#) Principles of Soil Science
[EESB15H3](#) Earth History
[EESB16H3](#) Feeding Humans- The Cost to the Planet
[EESB17H3](#) Hydro Politics and Transboundary Water Resource Management
[GGRC22H3](#) Political Ecology Theory and Applications
[GGRC26H3](#) Geographies of Environmental Governance
[GGRC44H3](#) Environmental Conservation and Sustainable Development
[PSCB57H3](#) Introduction to Scientific Computing
6. **3.0 credits from** C- and D-level EES courses, with at least 0.5 credits at the D-level, from the following:
[EESC04H3](#) Biodiversity and Biogeography
[EESC07H3](#) Groundwater
[EESC13H3](#) Environmental Impact Assessment and Auditing
[EESC20H3](#) Geochemistry
[EESC21H3](#) Urban Environmental Problems of the Greater Toronto Area
[EESD02H3](#) Contaminant Hydrogeology
[EESD06H3](#) Climate Change Impact Assessment
[EESD11H3](#) Process Hydrology
[EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments
7. **Co-operative Requirements (2.5 credits)**
 1.0 full credits in a second language
[IDSD01H3](#) Research Design for Development Fieldwork* (*must be taken prior to co-op placement)
[IDSD01Y3](#) Post-placement Seminar and Thesis
3. **Methods for International Development Studies** (1.5 credits)
[IDSD04H3](#) Project Management I
 0.5 credit in Quantitative/statistical methods from the following:
~~[ANTC35H3](#) Quantitative Methods in Anthropology~~
~~[MGFR11H3/ECMB11H3](#) Quantitative Methods in Economics~~
~~[GGRA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning~~
~~[GGPR30H3](#) Fundamentals of GIS~~
~~[STAB22H3](#) Statistics I~~
 0.5 FCE in Qualitative Methods from the following:
~~[ANTR19H3](#) Ethnography and the Comparative Study of Human Societies~~
~~[GGRC31H3](#) Qualitative Geographical Methods: Place and Ethnography~~
~~[POLC78H3](#) Political Analysis~~
4. **Specialized Courses:** Core (3.0 credits)
[BIOA01H3](#) Life on Earth: Unifying Principles
[BIOA02H3](#) Life on Earth: Form, Function and Interactions
[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
[MATA30H3](#) Calculus I for Biological and Physical Sciences
[PHYA10H3](#) or [PHYA11H3](#) Introduction to Physics IA or IB
5. **1.0 credit from:**
[BIOB50H3](#) Ecology
[CHMB55H3](#) Environmental Chemistry
[EESB02H3](#) Principles of Geomorphology
[EESB03H3](#) Principles of Climatology
[EESB04H3](#) Principles of Hydrology
[EESB05H3](#) Principles of Soil Science
[EESB15H3](#) Earth History
[EESB16H3](#) Feeding Humans- The Cost to the Planet
[EESB17H3](#) Hydro Politics and Transboundary Water Resource Management
[GGRC22H3](#) Political Ecology Theory and Applications
[GGRC26H3](#) Geographies of Environmental Governance
[GGRC44H3](#) Environmental Conservation and Sustainable Development
[PSCB57H3](#) Introduction to Scientific Computing
6. **3.0 credits from** C- and D-level EES courses, with at least 0.5 credits at the D-level, from the following:
[EESC04H3](#) Biodiversity and Biogeography
[EESC07H3](#) Groundwater
[EESC13H3](#) Environmental Impact Assessment and Auditing
[EESC20H3](#) Geochemistry
[EESC21H3](#) Urban Environmental Problems of the Greater Toronto Area
[EESD02H3](#) Contaminant Hydrogeology
[EESD06H3](#) Climate Change Impact Assessment
[EESD11H3](#) Process Hydrology
[EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments
7. **Co-operative, Language and Thesis Requirements (2.5 credits):**
 1.0 full credits in a second language
[IDSD01H3](#) Research Design for Development Fieldwork* (*must be taken prior to co-op placement)
[IDSD01Y3](#) Post-placement Seminar and Thesis

Program notes/tables

Program: SCSPE2540A - Compare

Code	SCSPE2540A	SCSPE2540A
Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	International Development Studies	International Development Studies
Title	SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)	SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description		

Program Requirements

This program requires 13.0 full credits of which at least 3.0 must be at the C- or D-level including at least 1.0 at the D-level.

1. Introduction to International Development Studies (2.0 full credits as follows)

- [IDSA01H3](#) Introduction to International Development Studies
- [MGFA01H3/ECMA01H3](#) Introduction to Microeconomics
- or
- [MGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach]
- [MGFA05H3/ECMA05H3](#) Introduction to Macroeconomics
- or
- [MGFA06H3/ECMA06H3](#) Introduction to Macroeconomics: A Mathematical Approach]
- [EESA01H3](#) Introduction to Environmental Science

2. Core courses in International Development (3.5 full credits as follows)

- [IDSB01H3](#) Political Economy of International Development
- [IDSB02H3](#) Development and Environment
- [IDSB04H3](#) International Health Policy Analysis
- [IDSB06H3](#) Equity, Ethics and Justice in International Development
- [POLB90H3](#) Comparative Development in International Perspective
- [POLB91H3](#) Comparative Development in Political Perspective
- [IDSP02H3](#) Supervised Research in International Development

3. Methods for International Development Studies (1.5 full credits as follows)

- [IDSQ04H3](#) Project Management I
- 0.5 FCE in Statistics/Quantitative Methods from the following:
[ANTC35H3](#)
- [MGFB11H3/ECMB11H3](#), [GGRB30H3](#), [POLB11H3](#), [SSYB07H3](#), [STAB22H3](#)
- 0.5 FCE in Qualitative Methods from the following:
[ANTB19H3](#), [GGRB02H3](#), [SOCB05H3](#), [POLC78H3](#)

4. Specialized Courses: Approaches to International Development (6.0 full credits)

A minimum of 2.0 full credits must be chosen from two different clusters below for a total of 4.0 full credits. The other 2.0 full credits may be selected from any of the courses listed below, and [IDSC07H3](#), [IDSC10H3](#), [IDSD14H3](#) and [IDSD15H3](#) may also be counted towards the completion of this requirement.

Media and Development

- [ANTC53H3](#) Anthropology of Media and Publics
- [GASC40H3](#) Chinese Media and Politics
- [GASC41H3](#) Media and Popular Culture in East and Southeast Asia
- [IDSB10H3](#) Knowledge and Communication for Development
- [IDSC08H3](#) Media and Development
- [MDSB05H3](#) Media and Globalization
- [MDSB61H3](#) Critical Approaches to Digital Media
- [SOCC08H3](#) Gender and Information Technology
- [SOCC44H3](#) Media and Society

Culture and Society

- [ANTB19H3](#) Ethnography and the Comparative Study of Human Societies
- [ANTB20H3](#) Culture, Politics and Globalization
- [ANTB64H3](#) The Anthropology of Foods
- [ANTC10H3](#) Anthropological Perspectives on Development
- [ANTC34H3](#) The Anthropology of Transnationalism
- [ANTC66H3](#) Anthropology of Tourism
- [DTSB01H3](#) Diaspora and Transnationalism Studies I
- [DTSB02H3](#) Diaspora and Transnationalism Studies II
- [HISB51H3/AFSB51H3](#) Twentieth Century Africa
- [HISB57H3](#) Sub-Continental Histories: South Asia in the World
- [HISC55H3](#) War and Society in Modern Africa
- [IDSC08H3](#) Media and Development
- [SOCC27H3](#) Politics & Society: Global Transformations
- [SOCC25H3](#) Ethnicity, Race and Migration
- [SOCC29H3](#) Special Topics in Sociology of Family
- [SOCC34H3](#) Migrations & Transnationalisms

Economics of Development

- [ANTC19H3](#) Producing People and Things: Economics and Social Life
- [MGFB32H3/ECMB36H3](#) Economic Aspects of Public Policy
- [MGFB60H3/ECMB68H3](#) Comparative Economic Systems

Program Requirements

This program requires 13.0 full credits of which at least 4.0 must be at the C- or D-level including at least 1.0 at the D-level.

1. Introduction to International Development Studies (2.0 full credits as follows)

- [IDSA01H3](#) Introduction to International Development Studies
- [MGFA01H3/ECMA01H3](#) Introduction to Microeconomics
- or
- [MGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach]
- [MGFA05H3/ECMA05H3](#) Introduction to Macroeconomics
- or
- [MGFA06H3/ECMA06H3](#) Introduction to Macroeconomics: A Mathematical Approach]
- [EESA01H3](#) Introduction to Environmental Science

2. Core courses in International Development (3.0 full credits as follows)

- [IDSB01H3](#) Political Economy of International Development
- [IDSB02H3](#) Development and Environment
- [IDSB04H3](#) International Health Policy Analysis
- [IDSB06H3](#) Equity, Ethics and Justice in International Development
- [POLB90H3](#) Comparative Development in International Perspective
- [POLB91H3](#) Comparative Development in Political Perspective

3. Methods for International Development Studies (1.5 full credits as follows)

- [IDSQ04H3](#) Project Management I
- 0.5 credit in Quantitative/Statistical methods from the following:
[ANTC35H3](#) Quantitative Methods in Anthropology
- [MGFB11H3/ECMB11H3](#) Quantitative Methods in Economics
- [GGRB30H3](#) Geographical Information Systems (GIS) and Empirical Reasoning
- [GGRB30H3](#) Fundamentals of GIS
- [IDTA52H3](#) Statistics I
- 0.5 FCE in Qualitative methods from the following:
[ANTB19H3](#) Ethnography and the Comparative Study of Human Societies
- [GGRB02H3](#) Qualitative Geographical Methods: Place and Ethnography
- [POLC78H3](#) Political Analysis I

4. Research in International Development Requirement (0.5 credit):

- [IDSP02H3](#) Supervised Research in International Development

5. Specialized Courses: Approaches to International Development (6.0 full credits)

A minimum of 2.0 full credits must be chosen from two different clusters below for a total of 4.0 full credits. The other 2.0 full credits may be selected from any of the courses listed below, and [IDSA02H3](#), [AFSA03H3](#), [IDSC07H3](#), [IDSC10H3](#), [IDSD14H3](#) and [IDSD15H3](#) may also be counted towards the completion of this requirement.

Media and Development

- [ANTC53H3](#) Anthropology of Media and Publics
- [GASC40H3](#) Chinese Media and Politics
- [GASC41H3](#) Media and Popular Culture in East and Southeast Asia
- [IDSB10H3](#) Knowledge and Communication for Development
- [IDSC08H3](#) Media and Development
- [MDSB05H3](#) Media and Globalization
- [MDSB61H3](#) Mapping New Media
- [SOCC44H3](#) Media and Society

Culture and Society

- [ANTB20H3](#) Culture, Politics and Globalization
- [ANTB64H3](#) The Anthropology of Foods
- [ANTC10H3](#) Anthropological Perspectives on Development
- [ANTC34H3](#) The Anthropology of Transnationalism
- [ANTC66H3](#) Anthropology of Tourism
- [DTSB01H3](#) Diaspora and Transnationalism Studies I
- [DTSB02H3](#) Diaspora and Transnationalism Studies II
- [HISB51H3/AFSB51H3](#) Twentieth Century Africa
- [HISB57H3](#) Sub-Continental Histories: South Asia in the World
- [HISC55H3](#) War and Society in Modern Africa

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGEC81H3/ECMC66H3](#) Economic Development
[MGEC82H3/ECMC67H3](#) Development Policy
[IDSC12H3](#) Economics of Small Enterprise and Micro-Credit
[IDSC14H3](#) The Political Economy of Food

Environment and Land Use

[ANTB01H3](#) Political Ecology
[FEESB16H3](#) Feeding Humans - the Cost to the Planet
[FEESB17H3](#) Hydro Politics and Transboundary Water Resources Management
[EOP201H3](#) Conservation of Tropical and Subtropical Forests
[GGRC44H3](#) Environmental Conservation and Sustainable Development
[GGRC10H3](#) Urbanization and Development
[GGRC22H3](#) Political Ecology Theory and Application
[GGRC25H3](#) Land Reform and Development

Gender and Health

[ANTC14H3](#) Feminism and Anthropology
[ANTC15H3](#) Genders and Sexualities
[ANTC61H3](#) Medical Anthropology: Illness and Healing in Cultural Perspective
[GGPB28H3](#) Geographies of Disease
[GGPD10H3](#) Health and Sexuality
[HITC02H3](#) Women and Health: Past and Present
[HMB303H](#) Global Health and Human Rights
[IDSC11H3](#) Issues in International Health
[POLC94H3](#) Globalization, Gender and Development
[WSTC10H3](#) Women and Development
[WSTC11H3](#) Applied Study in Women and Development

Politics and Policy

[GGRC50H3](#) Geographies of Education
[IDSC17H3](#) Development, Citizen Action and Social Change in the Global South
[POLB80H3](#) Introduction to International Relations
[POLB81H3](#) Global Issues and Governance
[POLC37H3](#) Global Justice
[POLC80H3](#) International Relations of Africa
[POLC87H3](#) International Cooperation and Institutions
[POLC88H3](#) The New International Agenda
[POLC90H3](#) Development Studies: Political and Historical Perspectives
[POLC91H3](#) Latin America: Dictatorship and Democracy
[POLC96H3](#) State Formation and Authoritarianism in the Middle East
[POLC97H3](#) Protest Politics in the Middle East
[POLC99H3](#) Latin America: Politics of the Dispossessed
[POLD88H3](#) Exploring the New International Agenda
[POLD90H3](#) Public Policy and Human Development in the Global South
[POLD92H3](#) Survival and Demise of Dictatorships
[POLD94H3](#) Selected Topics on Developing Areas

[IDSC08H3](#) Media and Development
[SOCC25H3](#) Ethnicity, Race and Migration
[SOCC29H3](#) Special Topics in Sociology of Family
[SOCC34H3](#) Migrations & Transnationalisms
[SOCC58H3](#) Global Transformations: Politics, Economy & Society

Economics of Development

[ANTC19H3](#) Producing People and Things: Economics and Social Life
[MGFB32H3/ECMB36H3](#) Economic Aspects of Public Policy
[MGFB60H3/ECMB68H3](#) Comparative Economic Systems
[MGEC81H3/ECMC66H3](#) Economic Development
[MGEC82H3/ECMC67H3](#) Development Policy
[IDSC12H3](#) Economics of Small Enterprise and Micro-Credit
[IDSC14H3](#) The Political Economy of Food

Environment and Land Use

[ANTB01H3](#) Political Ecology
[FEESB16H3](#) Feeding Humans - the Cost to the Planet
[FEESB17H3](#) Hydro Politics and Transboundary Water Resources Management
[GGPB21H3](#) Environments and Environmentalisms
[GGRC10H3](#) Urbanization and Development
[GGRC22H3](#) Political Ecology Theory and Application
[GGRC25H3](#) Land Reform and Development
[GGRC44H3](#) Environmental Conservation and Sustainable Development

Gender, Health and Development

[ANTC14H3](#) Feminism and Anthropology
[ANTC15H3](#) Genders and Sexualities
[ANTC61H3](#) Medical Anthropology: Illness and Healing in Cultural Perspective
[GGPB28H3](#) Geographies of Disease
[GGPD10H3](#) Health and Sexuality
[HITC02H3](#) Women and Health: Past and Present
[IDSC11H3](#) Issues in International Health
[POLC94H3](#) Globalization, Gender and Development
[WSTC10H3](#) Women and Development
[WSTC11H3](#) Applied Study in Women and Development

Politics and Policy

[IDSC11H3](#) Issues in International Health
[IDSC17H3](#) Development, Citizen Action and Social Change in the Global South
[IDSC18H3](#) New Paradigms in Development: The Role of Emerging Powers
[IDSC19H3](#) The Role of Researcher-Practitioner in Development
[POLB80H3](#) Introduction to International Relations
[POLB81H3](#) Global Issues and Governance
[POLC37H3](#) Global Justice
[POLC80H3](#) International Relations of Africa
[POLC87H3](#) International Cooperation and Institutions
[POLC88H3](#) The New International Agenda
[POLC90H3](#) Development Studies: Political and Historical Perspectives
[POLC91H3](#) Latin America: Dictatorship and Democracy
[POLC96H3](#) State Formation and Authoritarianism in the Middle East
[POLC97H3](#) Protest Politics in the Middle East
[POLC99H3](#) Latin America: Politics of the Dispossessed
[POLD90H3](#) Public Policy and Human Development in the Global South
[POLD92H3](#) Survival and Demise of Dictatorships
[POLD94H3](#) Selected Topics on Developing Areas

Program notes/tables

Program: SCSPE2540 - Compare

Code	SCSPE2540	SCSPE2540
Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	International Development Studies	International Development Studies
Title	SPECIALIST (CO-OPERATIVE) PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)	SPECIALIST (CO-OPERATIVE) PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Description

Co-op Contact: askcoop@utsc.utoronto.ca

The Co-operative Program in International Development Studies (B.A.) at University of Toronto Scarborough, is a five year undergraduate Program which aims to provide students with a critical understanding of international development issues through exposure to a variety of academic disciplines and to another culture. The Program combines interdisciplinary academic study in the social and environmental sciences and humanities with a practical work experience in a developing country. IDS students graduate with an Honours B.A. with a Specialist certification in International Development Studies.

Program Admission

Enrolment in the Program is limited. Interviews are normally held from March until May for students who pass the initial screening. Admissions are granted on the basis of the applicants' academic performance, background in relevant subjects, language skills, experience or interest in international development studies and work. For information on fees and status in the Program, please see the [Co-operative Programs](#) section of this *Calendar*.

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-secondary institution, see the [Co-operative Programs](#) section in this *Calendar*.

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website at: www.utsc.utoronto.ca/subjectnost. The minimum qualifications for entry are 4.0 credits and a cumulative GPA of at least 2.5. An interview is required.

Work Placement

This Program requires twenty courses (four years) of study and one work term of eight to twelve months in duration. The work term will normally begin between April and September of the third year. The IDS work term is an integral part of the co-op curriculum and is designed to provide students with practical hands on experience in a developing country. The majority of work terms are with Canadian NGOs, research institutes or private sector consulting firms. The location of placements will vary according to each student's disciplinary and regional preferences and abilities, the availability of positions, and the practicability and safety of the area. Placement employers are asked to cover the living allowance of the student. Those students who choose to carry out their placement with no funding will be asked to finance the living allowance themselves.

Students are required to submit progress reports every 2 months and begin work on a major research project. To be eligible for placement, students must have completed 14.5 full credits including 12.0 IDS credits. These 12 must include [IDSC01H3](#), [IDSC04H3](#) plus 9.5 other credits from Requirements 1 through 4. For information about status in the co-op program, fees, and regulations, please see the [Co-operative Programs](#) section of this *Calendar*.

Students who successfully complete all requirements associated with a work term are awarded credit, these credits being additional to the 20.0 normally required for the degree. Work terms are evaluated by program faculty, the co-op office, and the employer, and a grade of CR (credit)/NCR (no credit) is recorded on the transcript.

IDS Co-op Tutorial and Pre-Departure Orientation

Students participate in a non-credit co-op tutorial, commencing at the end of the year in which they complete 10 credits, and continuing through the following year (the pre-placement year). Presentations, group exercises and individual assignments prepare students for the placement experience. There are mandatory sessions on cross-cultural understanding, health and safety issues on placement, researching for the [IDSD01Y3](#) thesis, and other key topics. A weekend retreat with the fifth years (who have returned from placement) provides the opportunity for sharing of first-hand experience.

Program Requirements

This program requires 15.0 full credits, of which at least **1.0** must be at the C- or D-level including at least 1.0 at the D-level.

Students must complete requirements 1-**4** of the requirements for the Specialist (Non-co-op B.A.) Program in International Development Studies **above**, except for [IDSD02H3](#), plus the following:

- 1.0 full credit in a second language

Co-op Contact: askcoop@utsc.utoronto.ca

The Co-operative Program in International Development Studies (B.A.) at University of Toronto Scarborough, is a five year undergraduate Program which aims to provide students with a critical understanding of international development issues through exposure to a variety of academic disciplines and to another culture. The Program combines interdisciplinary academic study in the social and environmental sciences and humanities with a practical work experience in a developing country. IDS students graduate with an Honours B.A. with a Specialist certification in International Development Studies.

Program Admission

Enrolment in the Program is limited. Interviews are normally held from March until May for students who pass the initial screening. Admissions are granted on the basis of the applicants' academic performance, background in relevant subjects, language skills, experience or interest in international development studies and work. For information on fees and status in the Program, please see the [Co-operative Programs](#) section of this *Calendar*.

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-secondary institution, see the [Co-operative Programs](#) section in this *Calendar*.

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website at: www.utsc.utoronto.ca/subjectnost. The minimum qualifications for entry are 4.0 credits and a cumulative GPA of at least 2.5. An interview is required.

Work Placement

This Program requires twenty courses (four years) of study and one work term of eight to twelve months in duration. The work term will normally begin between April and September of the third year. The IDS work term is an integral part of the co-op curriculum and is designed to provide students with practical hands on experience in a developing country. The majority of work terms are with Canadian NGOs, research institutes or private sector consulting firms. The location of placements will vary according to each student's disciplinary and regional preferences and abilities, the availability of positions, and the practicability and safety of the area. Placement employers are asked to cover the living allowance of the student. Those students who choose to carry out their placement with no funding will be asked to finance the living allowance themselves.

Students are required to submit progress reports every 2 months and begin work on a major research project. To be eligible for placement, students must have completed 14.5 full credits including 12.0 IDS credits. These 12 must include [IDSC01H3](#), [IDSC04H3](#) plus 9.5 other credits from Requirements 1 through 4. For information about status in the co-op program, fees, and regulations, please see the [Co-operative Programs](#) section of this *Calendar*.

Students who successfully complete all requirements associated with a work term are awarded credit, these credits being additional to the 20.0 normally required for the degree. Work terms are evaluated by program faculty, the co-op office, and the employer, and a grade of CR (credit)/NCR (no credit) is recorded on the transcript.

IDS Co-op Tutorial and Pre-Departure Orientation

Students participate in a non-credit co-op tutorial, commencing at the end of the year in which they complete 10 credits, and continuing through the following year (the pre-placement year). Presentations, group exercises and individual assignments prepare students for the placement experience. There are mandatory sessions on cross-cultural understanding, health and safety issues on placement, researching for the [IDSD01Y3](#) thesis, and other key topics. A weekend retreat with the fifth years (who have returned from placement) provides the opportunity for sharing of first-hand experience.

Program Requirements

This program requires 15.0 full credits, of which at least **1.0** must be at the C- or D-level including at least 1.0 at the D-level.

Students must complete requirements 1-**4** of the requirements for the Specialist (Non-co-op B.A.) Program in International Development Studies, except for [IDSD02H3](#), plus the following:

- 1.0 full credit in a second language

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

- [IDSQ01H3](#) Research Design for Development Fieldwork (must be taken prior to co-op placement)
- [IDSQ01Y3](#) Post-placement Seminar and Thesis

- [IDSQ01H3](#) Research Design for Development Fieldwork (must be taken prior to co-op placement)
- [IDSQ01Y3](#) Post-placement Seminar and Thesis

Program notes/tables

Program: SCMIN2295 - Compare

Code	SCMIN2295
Owning Organizations	MSCSC, STA
Sections	Statistics
Title	MINOR PROGRAM IN APPLIED STATISTICS (SCIENCE)
ROSI Title	Same as Calendar Title
Description	<i>Supervisor of Studies: K. Butler Email: butler@utsc.utoronto.ca</i>

Program Requirements

This program requires a total of 4.0 credits as follows:

One of (0.5 credit):

- [CSCA08H3](#) Introduction to Computer Programming
- [CSCA20H3](#) Computer Science for the Sciences

One of (0.5 credit):

- [STAB22H3](#) Statistics I
- [MGFB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I
- [PSYB07H3](#) Data Analysis in Psychology

One of (0.5 credit):

- [STAB27H3](#) Statistics II
- [MGFB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II
- [PSYC08H3](#) Advanced Data Analysis in Psychology

All of the following (1.5 credits)

- [STAC32H3](#) Applications of Statistical Methods
- [STAC50H3](#) Data Collection
- [STAD29H3](#) Statistics for Life and Social Scientists

Two (1.0 credit) of the following courses

- any ACT, CSC, MAT, STA course
- [MGFA02H3](#)/(ECMA04H3) [MGFA06H3](#)/(ECMA06H3) [MGFB02H3](#)/(ECMB02H3),
 - [MGFB06H3](#)/(ECMB06H3) [MGFC11H3](#)/(ECMC11H3) [MGFD11H3](#)/(ECMD10H3),
 - [MGFD70H3](#)/(ECMD70H3)]
 - [GGFB02H3](#)
 - [HJTB15H3](#)
 - [MGFB10H3](#)/(MGTB09H3) [MGFC30H3](#)/(MGTC71H3) [MGOC10H3](#)/(MGTC74H3),
 - [MGMC01H3](#)/(MGTD07H3) [MGMD01H3](#)/(MGTD30H3)]
 - [POLB11H3](#)

Code	SCMIN2295
Owning Organizations	MSCSC, STA
Sections	Statistics
Title	MINOR PROGRAM IN APPLIED STATISTICS (SCIENCE)
ROSI Title	Same as Calendar Title
Description	<i>Supervisor of Studies: K. Butler Email: butler@utsc.utoronto.ca</i>

Program Requirements

This program requires a total of 4.0 credits as follows:

One of (0.5 credit):

- [CSCA08H3](#) Introduction to Computer Science
- [CSCA20H3](#) Introduction to Programming

One of (0.5 credit):

- [STAB22H3](#) Statistics I
- [MGFB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I
- [PSYB07H3](#) Data Analysis in Psychology

One of (0.5 credit):

- [STAB27H3](#) Statistics II
- [MGFB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II
- [PSYC08H3](#) Advanced Data Analysis in Psychology

All of the following (1.5 credits)

- [STAC32H3](#) Applications of Statistical Methods
- [STAC50H3](#) Data Collection
- [STAD29H3](#) Statistics for Life and Social Scientists

Two (1.0 credit) of the following courses

- any ACT, CSC, MAT, STA course
- [MGFA02H3](#)/(ECMA04H3) [MGFA06H3](#)/(ECMA06H3) [MGFB02H3](#)/(ECMB02H3),
 - [MGFB06H3](#)/(ECMB06H3) [MGFC11H3](#)/(ECMC11H3) [MGFD11H3](#)/(ECMD10H3),
 - [MGFD70H3](#)/(ECMD70H3)]
 - [GGFB02H3](#)
 - [HJTB15H3](#)
 - [MGFB10H3](#)/(MGTB09H3) [MGFC30H3](#)/(MGTC71H3) [MGOC10H3](#)/(MGTC74H3),
 - [MGMC01H3](#)/(MGTD07H3) [MGMD01H3](#)/(MGTD30H3)]
 - [POLC11H3](#)

Program notes/tables

Program: SCSPE0506 - Compare

Code	SCSPE0506
Owning Organizations	LIN, FLSC
Sections	Linguistics
Title	SPECIALIST PROGRAM IN LINGUISTICS (ARTS)
ROSI Title	Same as Calendar Title
Description	For curriculum inquiries, contact the CFL Undergraduate Assistant: cfl-ua@utsc.utoronto.ca

Code	SCSPE0506
Owning Organizations	LIN, FLSC
Sections	Linguistics
Title	SPECIALIST PROGRAM IN LINGUISTICS (ARTS)
ROSI Title	Same as Calendar Title
Description	For curriculum inquiries, contact the CFL Undergraduate Assistant: cfl-ua@utsc.utoronto.ca

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Program Requirements

Students must complete 12.0 credits, including 4.0 credits at the C- and D-level of which 1.0 credit must be at the D-level as follows:

- All of the following:
 - [LINA01H3](#) Introduction to Linguistics
 - [LINA02H3](#) Applications of Linguistics
 - [LINB04H3](#) Phonology I
 - [LINB08H3](#) Syntax I
 - [LINB09H3](#) Phonetics: The Study of Speech Sounds
 - [LINC02H3](#) Phonology II
 - [LINC05H3](#) Morphology
 - [LINC11H3](#) Syntax II
 - [LINC12H3](#) Semantics: The Study of Meaning
- 4.5 credits from the following, including at least 1.5 credits from Group A and at least 1.5 credits from Group B:

Group A

- [LINB13H3](#) Language Diversity and Language Universals
- [LINB20H3](#) Sociolinguistics
- [LINB62H3](#) Structure of American Sign Language
- [LINC06H3](#) Language Change
- [LINC09H3](#) Phonetic Analysis
- [LINC27H3](#) Language and Ethnicity
- [LINC28H3](#) Language and Gender
- [LINC47H3](#) Special Topics in Linguistics: Pidgin and Creole Languages
- [LINC60H3](#) Special Topics: Structure of a Language
- [LIND29H3](#) Seminar in Sociolinguistic Methodologies

Group B

- [PLIC15H3](#) Speech Perception
 - [PLIC24H3](#) First Language Acquisition
 - [PLIC25H3](#) Second Language Acquisition
 - [PLIC55H3](#) Psycholinguistics
 - [PLIC65H3](#) Quantitative Methods in Linguistics
 - [PLID34H3](#) The Psycholinguistics of Reading
 - [PLID44H3](#) Acquisition of the Mental Lexicon
 - [PLID55H3](#) Disorders of Speech and Language
- 1.0 credit of language study in one or more languages, which may include [LINB62H3](#) or [LINC60H3](#), FRE or LGG courses or language courses at another campus.
 - A further 2.0 credits in any LIN, PLJ, JAL or JLP courses.

Program Requirements

Students must complete 12.0 credits, including 4.0 credits at the C- and D-level of which 1.0 credit must be at the D-level as follows:

- All of the following:
 - [LINA01H3](#) Introduction to Linguistics
 - [LINA02H3](#) Applications of Linguistics
 - [LINB04H3](#) Phonology I
 - [LINB08H3](#) Syntax I
 - [LINB09H3](#) Phonetics: The Study of Speech Sounds
 - [LINC02H3](#) Phonology II
 - [LINC05H3](#) Morphology
 - [LINC11H3](#) Syntax II
 - [LINC12H3](#) Semantics: The Study of Meaning
- 4.5 credits from the following, including at least 1.5 credits from Group A and at least 1.5 credits from Group B:

Group A

- [LINB13H3](#) Language Diversity and Language Universals
- [LINB20H3](#) Sociolinguistics
- [LINB60H3](#) Structure of Chinese
- [LINB62H3](#) Structure of American Sign Language
- [LINC06H3](#) Language Change
- [LINC09H3](#) Phonetic Analysis
- [LINC28H3](#) Language and Gender
- [LINC47H3](#) Special Topics in Linguistics: Pidgin and Creole Languages
- [LIND29H3](#) Seminar in Sociolinguistic Methodologies

Group B

- [PLIC15H3](#) Speech Perception
 - [PLIC24H3](#) First Language Acquisition
 - [PLIC25H3](#) Second Language Acquisition
 - [PLIC55H3](#) Psycholinguistics
 - [PLIC65H3](#) Quantitative Methods in Linguistics
 - [PLID34H3](#) The Psycholinguistics of Reading
 - [PLID44H3](#) Acquisition of the Mental Lexicon
 - [PLID55H3](#) Disorders of Speech and Language
- 1.0 credit of language study in one or more languages, which may include [LINB60H3](#) or [LINB62H3](#), FRE or LGG courses or language courses at another campus.
 - A further 2.0 credits in any LIN, PLJ, JAL or JLP courses.

Program notes/tables

Program: SCSPEPLINC - Compare

Code	SCSPEPLINC	SCSPEPLINC
Owning Organizations	LIN,FLSC	LIN,FLSC
Sections	Linguistics	Linguistics
Title	SPECIALIST PROGRAM IN PSYCHOLINGUISTICS (ARTS)	SPECIALIST PROGRAM IN PSYCHOLINGUISTICS (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	For curriculum inquiries, contact the CFL Undergraduate Assistant: cfl-ua@utsc.utoronto.ca	For curriculum inquiries, contact the CFL Undergraduate Assistant: cfl-ua@utsc.utoronto.ca

Program Requirements

Students must complete 12.5 credits, including 4.0 credits at the C- and D-levels of which 1.0 credit must be at the D-level as follows:

- [LINA01H3](#) Introduction to Linguistics
- [LINA02H3](#) Applications of Linguistics
 - [PSYA01H3](#) Introductory Psychology: Part I
 - [PSYA02H3](#) Introductory Psychology: Part II
- [LINB04H3](#) Phonology I
- [LINB06H3](#) Syntax I
- [LINB09H3](#) Phonetics: The Study of Speech Sounds
- [PLIC24H3](#) First Language Acquisition

Program Requirements

Students must complete 12.5 credits, including 4.0 credits at the C- and D-levels of which 1.0 credit must be at the D-level as follows:

- [LINA01H3](#) Introduction to Linguistics
- [LINA02H3](#) Applications of Linguistics
 - [PSYA01H3](#) Introductory Psychology: Part I
 - [PSYA02H3](#) Introductory Psychology: Part II
- [LINB04H3](#) Phonology I
- [LINB06H3](#) Syntax I
- [LINB09H3](#) Phonetics: The Study of Speech Sounds
- [PLIC24H3](#) First Language Acquisition

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

- [PLIC55H3](#) Psycholinguistics
- [PLIO65H3](#) Quantitative Methods in Linguistics
- 3. 1.5 credits from the following courses:
 - [LINB20H3](#) Sociolinguistics
 - [LINCO2H3](#) Phonology II
 - [LINCO5H3](#) Morphology
 - [LINC11H3](#) Syntax II
 - [LINC12H3](#) Semantics: The Study of Meaning
- 4. 2.5 credits from the following courses:
 - [LINB62H3](#) Structure of American Sign Language
 - [LINCO9H3](#) Phonetic Analysis
 - [PLIC15H3](#) Speech Perception
 - [PLIC25H3](#) Second Language Acquisition
 - [PLID34H3](#) Psycholinguistics of Reading
 - [PLID44H3](#) Acquisition of the Mental Lexicon
 - [PLID55H3](#) Disorders of Speech and Language
- 5. 1.5 credits from the following courses:
 - [PSYB20H3](#) Introduction to Developmental Psychology
 - [PSYB51H3](#) Perception and Cognition or [PSYB57H3](#) Memory and Cognition]
 - [PSYB65H3](#) Human Brain and Behaviour
 - [PSYC21H3](#) Advanced Developmental Psychology
- 6. 2.0 further credits in LIN and/or PLI

- [PLIC55H3](#) Psycholinguistics
- [PLIO65H3](#) Quantitative Methods in Linguistics
- 3. 1.5 credits from the following courses:
 - [LINB20H3](#) Sociolinguistics
 - [LINCO2H3](#) Phonology II
 - [LINCO5H3](#) Morphology
 - [LINC11H3](#) Syntax II
 - [LINC12H3](#) Semantics: The Study of Meaning
- 4. 2.5 credits from the following courses:
 - [LINB62H3](#) Structure of American Sign Language
 - [LINCO9H3](#) Phonetic Analysis
 - [PLIC15H3](#) Speech Perception
 - [PLIC25H3](#) Second Language Acquisition
 - [PLID34H3](#) Psycholinguistics of Reading
 - [PLID44H3](#) Acquisition of the Mental Lexicon
 - [PLID55H3](#) Disorders of Speech and Language
- 5. 1.5 credits from the following courses:
 - [PLIC54H3](#) Speech Pathology and Speech Disorders in Children and Adults
 - [PLID56H3](#) Special Topics in Language Disorders in Children
 - [PSYB20H3](#) Introduction to Developmental Psychology
 - [PSYB51H3](#) Perception and Cognition or [PSYB57H3](#) Memory and Cognition]
 - [PSYB65H3](#) Human Brain and Behaviour
 - [PSYC21H3](#) Advanced Developmental Psychology
- 6. 2.0 further credits in LIN and/or PLI

Program notes/tables

Program: SCMAJ0506 - Compare

Code	SCMAJ0506	SCMAJ0506
Owning Organizations	LIN,FLSC	LIN,FLSC
Sections	Linguistics	Linguistics
Title	MAJOR PROGRAM IN LINGUISTICS (ARTS)	MAJOR PROGRAM IN LINGUISTICS (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	For curriculum inquiries, contact the CFL Undergraduate Assistant; cfl-ua@utsc.utoronto.ca	For curriculum inquiries, contact the CFL Undergraduate Assistant; cfl-ua@utsc.utoronto.ca

Program Requirements

Students must complete 8.0 credits, as follows:

1. [LINA01H3](#) Introduction to Linguistics
[LINA02H3](#) Applications of Linguistics
[LINB04H3](#) Phonology I
[LINB06H3](#) Syntax I
[LINB09H3](#) Phonetics: The Study of Speech Sounds
2. One of the following:
[LINB20H3](#) Sociolinguistics
[LINCO5H3](#) Morphology
[LINC12H3](#) Semantics: The Study of Meaning
3. 4.0 further credits in LIN and/or PLI, of which at least two credits must be at the C- or D-level.
4. 1.0 credit of language study in one or more languages, which may include FRE or LGG courses; language courses at another campus; [LINB62H3](#) or [LINC60H3](#)

Program Requirements

Students must complete 8.0 credits, as follows:

1. [LINA01H3](#) Introduction to Linguistics
[LINA02H3](#) Applications of Linguistics
[LINB04H3](#) Phonology I
[LINB06H3](#) Syntax I
[LINB09H3](#) Phonetics: The Study of Speech Sounds
2. One of the following:
[LINB20H3](#) Sociolinguistics
[LINCO5H3](#) Morphology
[LINC12H3](#) Semantics: The Study of Meaning
3. 4.0 further credits in LIN and/or PLI, of which at least two credits must be at the C- or D-level.
4. 1.0 credit of language study in one or more languages, which may include FRE or LGG courses; language courses at another campus; [LINB60H3](#) or [LINB62H3](#)

Program notes/tables

Program: SCMINAFS - Compare

Code	SCMINAFS	SCMINAFS
Owning Organizations	AFS,HCSSC	AFS,HCSSC
Sections	African Studies	African Studies
Title	MINOR PROGRAM IN AFRICAN STUDIES (ARTS)	MINOR PROGRAM IN AFRICAN STUDIES (ARTS)

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title

Same as Calendar Title

Same as Calendar Title

Description

Undergraduate Advisor: 416-287-7184 Email: afs-undergrad-adv@utsc.utoronto.ca

Undergraduate Advisor: 416-287-7184 Email: afs-undergrad-adv@utsc.utoronto.ca

Program Requirements

Students must complete four full credits, as follows:

1. [AFSA01H3](#) Africa in the World: An Introduction
[AFSB01H3](#) African Worldviews
2. 1.0 credit from the following (students should check course descriptions for prerequisites):
[AFSA03H3](#) Experiencing Development in Africa
[ANTB05H3](#) Culture and Society in Africa
[AFSB60H3](#) Africa in the Era of the Slave Trade
[AFSB51H3](#) Twentieth Century Africa
[AFSC30H3](#) Language and Society in the Arab World
3. 2.0 credits from the list below; at least 1.0 credit must be at the C- or D-level (students should check course descriptions for prerequisites):
[AFSB60H3](#) Africa in the Era of the Slave Trade (if not used in Requirement 2)
[AFSB51H3](#) Twentieth Century Africa (if not used in Requirement 2)
[AFSC30H3](#) Language and Society in the Arab World (if not used in Requirement 2)
[ANTB05H3](#) Culture and Society in Africa (if not used in Requirement 2)
(ANTC06H3) African Cultures and Societies II: Case Studies
[QIAC05H3](#) Environment, Society and Economy in Ptolemaic and Roman Egypt
[ENGB17H3](#) Contemporary Literature from the Caribbean
[ENGC51H3](#) Contemporary Arab Women Writers
[ENGC72H3](#) Contemporary Literature from Africa
[ENGC73H3](#) Rap Poetics (formerly [ENGD63H3](#))
[ENGD08H3](#) Topics in African Literature
([ENGD61H3](#)) James Baldwin, the African American Experience, and the Liberal Imagination
[FREAO1H3](#) Language Practice I
[FREAO2H3](#) Language Practice II
[FREB01H3](#) Language Practice III
[FREB02H3](#) Language Practice IV
[FREB35H3](#) Francophone Literature
[FRECO47H3](#) Special Topics in Linguistics: Pidgin and Creole Languages
[FBED12H3](#) Advanced Topics in Literature: Haitian Migrant Literature in Qu'zbec
[GGRE28H3](#) Geographies of Disease
[GGBC25H3](#) Land Reform and Development
[HISC52H3](#) A History of Ethiopia
[HISC65H3](#) War and Society in Modern Africa
[HISD50H3](#) Southern Africa, 1652-1910
[HISD51H3](#) Southern Africa: Colonial Rule, Apartheid and Liberation
[HISD52H3](#) East African Societies in Transition
[LGA40H3](#) Introductory Modern Standard Arabic I
[LGA41H3](#) Introductory Modern Standard Arabic II
[LGB42H3](#) Intermediate Modern Standard Arabic I
[LGB43H3](#) Intermediate Modern Standard Arabic II
[LGB45H3](#) Modern Standard Arabic I for Students with Prior Background
[FOLC60H3](#) Politics, Corruption and Violence
[VPHR50H3](#) Africa through the Photographic Lens
[VPHR65H3](#) Exhibiting Africa: Spectacle and the Politics of Representation
[WSTC13H3](#) Women, Gender and Islam

Note Not all courses in Requirement #2 and #3 are offered every year.

Program Requirements

Students must complete four full credits, as follows:

1. [AFSA01H3](#) Africa in the World: An Introduction
[AFSB01H3](#) African Worldviews
2. 1.0 credit from the following (students should check course descriptions for prerequisites):
[AFSA03H3](#) Experiencing Development in Africa
[AFSB05H3](#) [ANTB05H3](#) Culture and Society in Africa
[AFSB60H3](#) Africa in the Era of the Slave Trade
[AFSB51H3](#) Twentieth Century Africa
[AFSC30H3](#) Language and Society in the Arab World
3. 2.0 credits from the list below; at least 1.0 credit must be at the C- or D-level (students should check course descriptions for prerequisites):
[AFSB60H3](#) Africa in the Era of the Slave Trade (if not used in Requirement 2)
[AFSB51H3](#) Twentieth Century Africa (if not used in Requirement 2)
[AFSC30H3](#) Language and Society in the Arab World (if not used in Requirement 2)
[AFSB05H3](#) [ANTB05H3](#) Culture and Society in Africa (if not used in Requirement 2)
(ANTC06H3) African Cultures and Societies II: Case Studies
[QIAC05H3](#) Environment, Society and Economy in Ptolemaic and Roman Egypt
[ENGB17H3](#) Contemporary Literature from the Caribbean
[ENGC51H3](#) Contemporary Arab Women Writers
[ENGC72H3](#) Contemporary Literature from Africa
[ENGD13H3](#) Rap Poetics
[ENGD08H3](#) Topics in African Literature
([ENGD61H3](#)) James Baldwin, the African American Experience, and the Liberal Imagination
[FREAO1H3](#) Language Practice I
[FREAO2H3](#) Language Practice II
[FREB01H3](#) Language Practice III
[FREB02H3](#) Language Practice IV
[FREB35H3](#) Francophone Literature
[FRECO47H3](#) Special Topics in Linguistics: Pidgin and Creole Languages
[FBED12H3](#) Advanced Topics in Literature: Haitian Migrant Literature in Qu'zbec
[GGRE28H3](#) Geographies of Disease
[GGBC25H3](#) Land Reform and Development
[HISC52H3](#) A History of Ethiopia
[HISC65H3](#) War and Society in Modern Africa
[HISD50H3](#) Southern Africa: Conquest and Resistance, 1652-1900
[HISD51H3](#) Southern Africa: Colonial Rule, Apartheid and Liberation
[HISD52H3](#) East African Societies in Transition
[LGA40H3](#) Introductory Modern Standard Arabic I
[LGA41H3](#) Introductory Modern Standard Arabic II
[LGB42H3](#) Intermediate Modern Standard Arabic I
[LGB43H3](#) Intermediate Modern Standard Arabic II
[LGB45H3](#) Modern Standard Arabic I for Students with Prior Background
[FOLC60H3](#) International Relations: Africa
[VPHR50H3](#) Africa through the Photographic Lens
[VPHR65H3](#) Exhibiting Africa: Spectacle and the Politics of Representation
[WSTC13H3](#) Women, Gender and Islam

Note Not all courses in Requirement #2 and #3 are offered every year.

Program notes/tables

Program: SCMAJ0571 - Compare

Code	SCMAJ0571
Owning Organizations	WST,HCSSC
Sections	Women's and Gender Studies
Title	MAJOR PROGRAM IN WOMEN'S AND GENDER STUDIES (ARTS)

Code	SCMAJ0571
Owning Organizations	WST,HCSSC
Sections	Women's and Gender Studies
Title	MAJOR PROGRAM IN WOMEN'S AND GENDER STUDIES (ARTS)

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title

Same as Calendar Title

Same as Calendar Title

Description

Undergraduate Advisor: 416-287-7184 Email: wst-undergrad-advisor@utsc.utoronto.ca

Undergraduate Advisor: 416-287-7184 Email: wst-undergrad-advisor@utsc.utoronto.ca

Program Requirements

Students must complete seven full credits as follows:

1. [WSTA01H3](#) Introduction to Women's and Gender Studies
and
[WSTA03H3](#) Introduction to Theories of Feminism
2. [WSTF05H3](#) Methods of Research and Inquiry in Women's and Gender Studies
3. [WSTB11H3](#) Intersections of Inequality
4. [WSTC02H3](#) Research in the Community: Field Experience
5. [WSTD01H3](#) Senior Project in Women's and Gender Studies
or [WSTD03H3](#) Senior Seminar in Sex, Gender and the Body
or [WSTD04H3](#) Senior Seminar in Gender, Equity and Human Rights
or One D-level elective cross-listed with WST, with the approval of the program supervisor
6. One further credit in WST
7. 3.0 credits from the list below of which at least 1.0 must be at the C- or D-level.
(Students should check course descriptions for prerequisites.):

Note Not all courses in #7 are offered every year. Check the website: <http://www.utsc.utoronto.ca/~hcs/programs/women-gender-studies.html>. Courses have been organized into three thematic clusters to assist students in planning - there is no program requirement related to the clusters.

Cluster #1: Health, Sexualities, and the Gendered Body

- [ANTC15H3](#) Genders and Sexualities
- [ANTD01H3](#) The Body in Culture and Society
- [ENGC76H3](#) (VPAC47H3) The Body in Modernity: Theories and Representations
- [ENGC77H3](#) (VPAC48H3) The Body in Contemporary Culture: Theories and Representations
- [GGPD10H3](#) Health and Sexuality
- [HLTC02H3](#) Women and Health: Past and Present
- [PSYD18H3](#) Psychology of Gender
- [PSYD22H3](#) Socialization Processes
- [WSTB12H3](#) Women, Violence and Resistance

Cluster #2: Representations and Constructions of Women and Gender

- [ENGB50H3](#) Women and Literature: Forging a Tradition
- [ENGB51H3](#) Gender and Genre
- [ENGC34H3](#) Early Modern Women and Literature: 1500-1700
- [ENGC51H3](#) Contemporary Arab Women Writers
- [ENGD80H3](#) Women and Canadian Writing
- [LINC28H3](#) Language and Gender
- [PHIL13H3](#) Philosophy and Feminism
- [PSYD18H3](#) Psychology of Gender
- [SOCC22H3](#) Sociology of Gender
- [SOCC08H3](#) Gender and Information Technology
- [VPHB57H3](#) Women in the Arts: Hot Mamas, Amazons, and Madonnas
- [VPHC83H3](#) Music and Gender
- [WSTB13H3](#) Gender, Media and Culture
- [WSTC12H3](#) Writing the Self: Global Women's Autobiographies
- [WSTC16H3](#) Criminal Women: Gender, Justice and the Media
- [WSTC22H3](#) Women and Film

Cluster #3: Gender, Equity, and Human Rights

- [GASB20H3](#) Gender and Social Institutions in Asia
- [MGHC23H3](#) (MGTC23H3) Diversity in the Workplace
- [POLC94H3](#) Globalization, Gender and Development
- [SOCC09H3](#) Sociology of Gender and Work
- [SOCC10H3](#) Gendered Selves, Gendered Lives and Inequalities
- [SOCC38H3](#) Gender and Education
- [WSTB10H3](#) Women, Power and Protest
- [WSTC14H3](#) Women, Community and Policy Change

Cluster #4: Gender, Local and Global Communities, and Diaspora

- [ANTC14H3](#) Feminism and Anthropology
- [GASC20H3](#) Gendering Global Asia
- [GASD20H3](#) Senior Seminar: Social Change and Gender Relations in Chinese

Program Requirements

Students must complete seven full credits as follows:

1. [WSTA01H3](#) Introduction to Women's and Gender Studies
and
[WSTA03H3](#) Introduction to Theories of Feminism
2. [WSTF05H3](#) Methods of Research and Inquiry in Women's and Gender Studies
3. [WSTB11H3](#) Intersections of Inequality
4. [WSTC02H3](#) Research in the Community: Field Experience
5. [WSTD01H3](#) Senior Project in Women's and Gender Studies
or [WSTD03H3](#) Senior Seminar in Sex, Gender and the Body
or [WSTD04H3](#) Senior Seminar in Gender, Equity and Human Rights
or One D-level elective cross-listed with WST, with the approval of the program supervisor
6. One further credit in WST
7. 3.0 credits from the list below of which at least 1.0 must be at the C- or D-level.
(Students should check course descriptions for prerequisites.):

Note Not all courses in #7 are offered every year. Check the website: <http://www.utsc.utoronto.ca/~hcs/programs/women-gender-studies.html>. Courses have been organized into three thematic clusters to assist students in planning - there is no program requirement related to the clusters.

Cluster #1: Health, Sexualities, and the Gendered Body

- [ANTC15H3](#) Genders and Sexualities
- [ANTD01H3](#) The Body in Culture and Society
- [ENGC76H3](#) (VPAC47H3) The Body in Modernity: Theories and Representations
- [ENGC77H3](#) (VPAC48H3) The Body in Contemporary Culture: Theories and Representations
- [GGPD10H3](#) Health and Sexuality
- [HLTC02H3](#) Women and Health: Past and Present
- [PSYD18H3](#) Psychology of Gender
- [WSTB12H3](#) Women, Violence and Resistance

Cluster #2: Representations and Constructions of Women and Gender

- [ENGB50H3](#) Women and Literature: Forging a Tradition
- [ENGB51H3](#) Gender and Genre
- [ENGC34H3](#) Early Modern Women and Literature: 1500-1700
- [ENGC51H3](#) Contemporary Arab Women Writers
- [ENGD80H3](#) Women and Canadian Writing
- [LINC28H3](#) Language and Gender
- [PHIL13H3](#) Philosophy and Feminism
- [PSYD18H3](#) Psychology of Gender
- [SOCC22H3](#) Sociology of Gender
- [VPHB57H3](#) Women in the Arts: Hot Mamas, Amazons, and Madonnas
- [WSTB13H3](#) Gender, Media and Culture
- [WSTC12H3](#) Writing the Self: Global Women's Autobiographies
- [WSTC16H3](#) Criminal Women: Gender, Justice and the Media
- [WSTC22H3](#) Women and Film

Cluster #3: Gender, Equity, and Human Rights

- [GASB20H3](#) Gender and Social Institutions in Asia
- [MGHC23H3](#) (MGTC23H3) Diversity in the Workplace
- [POLC94H3](#) Globalization, Gender and Development
- [SOCC09H3](#) Sociology of Gender and Work
- [SOCC38H3](#) Gender and Education
- [WSTB10H3](#) Women, Power and Protest
- [WSTC14H3](#) Women, Community and Policy Change

Cluster #4: Gender, Local and Global Communities, and Diaspora

- [ANTC14H3](#) Feminism and Anthropology
- [GASC20H3](#) Gendering Global Asia
- [GASD20H3](#) Senior Seminar: Social Change and Gender Relations in Chinese Societies
- [GGPD09H3](#) Feminist Geographies
- [HISC45H3](#) Immigrant and Race Relations in Canadian History
- [HISD30H3](#) Gendering America

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[Societies](#)
[GGFD09H3](#) Feminist Geographies
[HSC45H3](#) Immigrant and Race Relations in Canadian History
[HSD30H3](#) Gendering America
[HSD46H3](#) Selected Topics in Canadian Women's History
[HSD56H3](#) 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
[\(SOCB48H3\) Family and Society](#)
[SOCB49H3](#) Sociology of Family
[SOC24H3](#) Changing Family Life in Canada
[SOC29H3](#) Special Topics in Sociology of Family
[\(WSTB15H3\) Women in the Cyberspace: Transnational Feminist Networks and Activism](#)
[WSTC10H3](#) Women and Development
[WSTC11H3](#) Applied Studies in Women and Development
[WSTC13H3](#) Women, Gender and Islam
[WSTC19H3](#) Gender in East Asian Science and Technology
[WSTC20H3](#) Women and Environments
[WSTC21H3](#) Gender, Health, Science in Transnational Perspective

Note: Not all courses in Requirement #6 or #7 are offered every year.

[HSD46H3](#) Selected Topics in Canadian Women's History
[HSD56H3](#) 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
[SOCB49H3](#) Sociology of Family
[SOC24H3](#) Sociology of Gender and Families
[SOC29H3](#) Special Topics in Sociology of Family
[WSTC10H3](#) Women and Development
[WSTC11H3](#) Applied Studies in Women and Development
[WSTC13H3](#) Women, Gender and Islam
[WSTC19H3](#) Gender in East Asian Science and Technology
[WSTC20H3](#) Women and Environments
[WSTC21H3](#) Gender, Health, Science in Transnational Perspective

Note: Not all courses in Requirement #6 or #7 are offered every year.

Program notes/tables

Program: SCSPE0370 - Compare

Code	SCSPE0370	SCSPE0370
Owning Organizations	EES,PHSSC	EES,PHSSC
Sections	Environmental Science	Environmental Science
Title	SPECIALIST PROGRAM IN ENVIRONMENTAL BIOLOGY (SCIENCE)	SPECIALIST PROGRAM IN ENVIRONMENTAL BIOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisor of Studies: M. Isaac (416-287-7276) Email: mamey.issac@utoronto.ca</i></p> <p>Program Requirements Total requirements: 14.0 full credits First Year: EESA01H3 Introduction to Environmental Science EESA06H3 Introduction to Planet Earth BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms MATA30H3 Calculus I for Biological and Physical Sciences (MATA35H3 Calculus II for Biological Sciences <i>or</i> MATA36H3 Calculus II for Physical Sciences <i>or</i> MATA37H3 Calculus II for Mathematical Sciences] (PHYA10H3 Introduction to Physics IA <i>or</i> PHYA11H3 Introduction to Physics B]</p> <p>Second Year: BIOB50H3 Ecology BIOB51H3 Evolutionary Biology BIOB52H3 Ecology and Evolutionary Biology Laboratory EESB15H3 Earth History EESB16H3 Feeding Humans - The Cost to the Planet STAR22H3 Statistics I (PSCB57H3 Introduction to Scientific Computing <i>or</i> CSCA08H3 Introduction to Computer Programming] and 1.0 full credit from the following: EESB03H3 Principles of Climatology EESB04H3 Principles of Hydrology EESB05H3 Principles of Soil Science CHMB55H3 Environmental Chemistry</p> <p>Third and Fourth Years: 2.0 credits as follows: EES003H3 Geographic Information Systems and Remote Sensing</p>	<p><i>Supervisor of Studies: M. Isaac (416-287-7276) Email: mamey.issac@utoronto.ca</i></p> <p>Program Requirements Total requirements: 14.0 full credits First Year: EESA01H3 Introduction to Environmental Science EESA06H3 Introduction to Planet Earth BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms MATA30H3 Calculus I for Biological and Physical Sciences (MATA35H3 Calculus II for Biological Sciences <i>or</i> MATA36H3 Calculus II for Physical Sciences <i>or</i> MATA37H3 Calculus II for Mathematical Sciences] (PHYA10H3 Introduction to Physics IA <i>or</i> PHYA11H3 Introduction to Physics B]</p> <p>Second Year: BIOB50H3 Ecology BIOB51H3 Evolutionary Biology BIOB52H3 Ecology and Evolutionary Biology Laboratory EESB15H3 Earth History EESB16H3 Feeding Humans - The Cost to the Planet STAR22H3 Statistics I (PSCB57H3 Introduction to Scientific Computing <i>or</i> CSCA08H3 Introduction to Computer Science I] and 1.0 full credit from the following: EESB03H3 Principles of Climatology EESB04H3 Principles of Hydrology EESB05H3 Principles of Soil Science CHMB55H3 Environmental Chemistry</p> <p>Third and Fourth Years: 2.0 credits as follows: EES003H3 Geographic Information Systems and Remote Sensing</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[FEESC04H3](#) Biodiversity and Biogeography
[FEESC30H3](#) Microbial Biogeochemistry
[FEESC13H3](#) Environmental Impact Assessment and Auditing

2.0 credits from:

[BIOC51H3](#) Tropical Biodiversity Field Course
[BIOC52H3](#) Ecology Field Course
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC59H3](#) Advanced Population Ecology
[BIOC61H3](#) Community Ecology and Environmental Biology
[BIOC65H3](#) Environmental Toxicology
[BIOC62H3](#) The Role of Zoos in Conservation
[BIOC63H3](#) Conservation Biology
[BIOC67H3](#) Inter-University Biology Field Course

1.0 credit from:

[FEESD02H3](#) Contaminant Hydrogeology
[FEESD06H3](#) Climate Change Impact Assessment
[FEESD15H3](#) Cleaning Up our Mess: Remediation of Terrestrial and Aquatic Environments
[FEESC20H3](#) Geochemistry
[FEESD09H3](#) Research Project in Environmental Science
[FEESD10Y3](#) Research Project in Environmental Sciences
[BIOD52H3](#) Special Topics in Biodiversity and Systematics
[BIOD60H3](#) Spatial Ecology
[BIOD66H3](#) Causes and Consequences of Biodiversity
[BIOD95H3](#) Supervised Study in Biology
[BIOD98Y3](#) Research Project in Biology

[FEESC04H3](#) Biodiversity and Biogeography
[FEESC30H3](#) Microbial Biogeochemistry
[FEESC13H3](#) Environmental Impact Assessment and Auditing

2.0 credits from:

[BIOC51H3](#) Tropical Biodiversity Field Course
[BIOC52H3](#) Ecology Field Course
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC59H3](#) Advanced Population Ecology
[BIOC61H3](#) Community Ecology and Environmental Biology
[BIOC65H3](#) Environmental Toxicology
[BIOC62H3](#) The Role of Zoos in Conservation
[BIOC63H3](#) Conservation Biology
[BIOC67H3](#) Inter-University Biology Field Course

1.0 credit from:

[FEESD02H3](#) Contaminant Hydrogeology
[FEESD06H3](#) Climate Change Impact Assessment
[FEESD13H3](#) Environmental Law and Ethics
[FEESD15H3](#) Cleaning Up our Mess: Remediation of Terrestrial and Aquatic Environments
[FEESC20H3](#) Geochemistry
[FEESD09H3](#) Research Project in Environmental Science
[FEESD10Y3](#) Research Project in Environmental Sciences
[BIOD52H3](#) Special Topics in Biodiversity and Systematics
[BIOD60H3](#) Spatial Ecology
[BIOD66H3](#) Causes and Consequences of Biodiversity
[BIOD95H3](#) Supervised Study in Biology
[BIOD98Y3](#) Research Project in Biology

Program notes/tables

Program: SCSPE0360 - Compare

Code	SCSPE0360	SCSPE0360
Owning Organizations	EES,PHSSC	EES,PHSSC
Sections	Environmental Science	Environmental Science
Title	SPECIALIST PROGRAM IN ENVIRONMENTAL CHEMISTRY (SCIENCE)	SPECIALIST PROGRAM IN ENVIRONMENTAL CHEMISTRY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisor of Studies:</i> Myrna Simpson (416) 287-7234 <i>Email:</i> myrna.simpson@utoronto.ca <i>Advisor:</i> J. Donaldson (416-287-7213)</p> <p>Program Requirements Total requirements: 15.0 full credits</p> <p>First Year: FEESA01H3 Introduction to Environmental Science FEESA06H3 Introduction to Planet Earth BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms MATA30H3 Calculus I for Biological and Physical Sciences MATA36H3 Calculus II for Physical Sciences PHYA10H3 Introduction to Physics IA or PHYA11H3 Introduction to Physics B]</p> <p>Second Year: BIOB50H3 Ecology CHMB20H3 Chemical Thermodynamics and Elementary Kinetics CHMB21H3 Chemical Structure and Spectroscopy CHMB41H3 Organic Chemistry I CHMB42H3 Organic Chemistry II CHMB55H3 Environmental Chemistry STAR22H3 Statistics I</p>	<p><i>Supervisor of Studies:</i> Myrna Simpson (416) 287-7234 <i>Email:</i> myrna.simpson@utoronto.ca <i>Advisor:</i> J. Donaldson (416-287-7213)</p> <p>Program Requirements Total requirements: 15.0 full credits</p> <p>First Year: FEESA01H3 Introduction to Environmental Science FEESA06H3 Introduction to Planet Earth BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms MATA30H3 Calculus I for Biological and Physical Sciences MATA36H3 Calculus II for Physical Sciences PHYA10H3 Introduction to Physics IA or PHYA11H3 Introduction to Physics B]</p> <p>Second Year: BIOB50H3 Ecology CHMB20H3 Chemical Thermodynamics and Elementary Kinetics CHMB21H3 Chemical Structure and Spectroscopy CHMB41H3 Organic Chemistry I CHMB42H3 Organic Chemistry II CHMB55H3 Environmental Chemistry STAR22H3 Statistics I</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

and

1.0 full credit from the following:
[EESB03H3](#) Principles of Climatology
[EESB04H3](#) Principles of Hydrology
[EESB05H3](#) Principles of Soil Science
[EESB15H3](#) Earth History

Third Year:

[EES003H3](#) Geographic Information Systems and Remote Sensing
[EES007H3](#) Groundwater
[EESC13H3](#) Environmental Impact Assessment and Auditing
[EESC20H3](#) Geochemistry
[CHMB16H3](#) Techniques in Analytical Chemistry
[CHMB31H3](#) Introduction to Inorganic Chemistry
[PSCB57H3](#) Introduction to Scientific Computing

Fourth Year:

[EESD02H3](#) Contaminant Hydrogeology
[EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments
[CHMC11H3](#) Principles of Analytical Instrumentation

and

1.0 credit from the following:
[CHMC21H3](#) Topics in Biophysical Chemistry
[CHMC31Y3](#) Intermediate Inorganic Chemistry
[CHMC41H3](#) Organic Reaction Mechanisms
[CHMC42H3](#) Organic Synthesis
[CHMC47H3](#) Bio-Organic Chemistry
[CHMD59H3](#) Topics in Environmental Chemistry
[CHMD89H3](#) Introduction to Green Chemistry
[EESC35H3](#) Mineralogy

and

1.0 full credit from the following:
[EESB03H3](#) Principles of Climatology
[EESB04H3](#) Principles of Hydrology
[EESB05H3](#) Principles of Soil Science
[EESB15H3](#) Earth History
[EESB19H3](#) Mineralogy

Third Year:

[EES003H3](#) Geographic Information Systems and Remote Sensing
[EES007H3](#) Groundwater
[EESC13H3](#) Environmental Impact Assessment and Auditing
[EESC20H3](#) Geochemistry
[CHMB16H3](#) Techniques in Analytical Chemistry
[CHMB31H3](#) Introduction to Inorganic Chemistry
[PSCB57H3](#) Introduction to Scientific Computing

Fourth Year:

[EESD02H3](#) Contaminant Hydrogeology
[EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments
[CHMC11H3](#) Principles of Analytical Instrumentation

and

1.0 credit from the following:
[CHMC21H3](#) Topics in Biophysical Chemistry
[CHMC31Y3](#) Intermediate Inorganic Chemistry
[CHMC41H3](#) Organic Reaction Mechanisms
[CHMC42H3](#) Organic Synthesis
[CHMC47H3](#) Bio-Organic Chemistry
[CHMD59H3](#) Topics in Environmental Chemistry
[CHMD89H3](#) Introduction to Green Chemistry
[EESD13H3](#) Environmental Law and Ethics

Program notes/tables

Program: SCSPE1076B - Compare

Code	SCSPE1076B	SCSPE1076B
Owning Organizations	PHSSC,PHY	PHSSC,PHY
Sections	Physics and Astrophysics	Physics and Astrophysics
Title	SPECIALIST PROGRAM IN ENVIRONMENTAL PHYSICS (SCIENCE)	SPECIALIST PROGRAM IN ENVIRONMENTAL PHYSICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisors of Studies:</i> W.A. Gough (416-208-4873) Email: gough@utsc.utoronto.ca and C.C. Dyer (416-287-17206) Email: dyer@utsc.utoronto.ca</p> <p>Program Requirements Total Requirements: 15.5 full credits</p> <p>First Year (4.0 credits): PHYA10H3 Introduction to Physics IA PHYA21H3 Introduction to Physics IA MATA30H3 Calculus I for Biological and Physical Sciences MATA36H3 Calculus II for Physical Sciences CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms EESA06H3 Introduction to Planet Earth MATA23H3 Linear Algebra I</p> <p>Second Year (4.5 credits): PHYB10H3 Intermediate Physics Laboratory I PHYB21H3 Electricity and Magnetism PHYB52H3 Thermal Physics PHYB54H3 Mechanics: From Oscillations to Chaos MATP41H3 Techniques of Calculus of Several Variables I MATR42H3 Techniques of Calculus of Several Variables II</p>	<p><i>Supervisors of Studies:</i> W.A. Gough (416-208-4873) Email: gough@utsc.utoronto.ca and J. Lowman (416-208-4880) Email: lowman@utsc.utoronto.ca</p> <p>Program Requirements Total Requirements: 15.5 full credits</p> <p>First Year (4.0 credits): PHYA10H3 Introduction to Physics IA PHYA21H3 Introduction to Physics IA MATA30H3 Calculus I for Biological and Physical Sciences MATA36H3 Calculus II for Physical Sciences CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms EESA06H3 Introduction to Planet Earth MATA23H3 Linear Algebra I</p> <p>Second Year (4.5 credits):</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MATB44H3](#) Differential Equations I

Two of:

[FEESB02H3](#) Principles of Geomorphology

[FEESB03H3](#) Principles of Climatology

[FEESB04H3](#) Principles of Hydrology

[FEESB05H3](#) Principles of Soil Science

[FEESB15H3](#) Earth History

Third Year (4.0 credits):

[PHYB56H3](#) Introduction to Quantum Physics

[PHYC11H3](#) Intermediate Physics Laboratory II

[PSCB57H3](#) Introduction to Scientific Computing

[MATC46H3](#) Differential Equations II

[STAR22H3](#) Statistics I

One of:

[PHYC50H3](#) Electromagnetic Theory

[PHYC54H3](#) Classical Mechanics

Two of:

[CHMB55H3](#) Environmental Chemistry

[FEESC07H3](#) Groundwater

[FEESC18H3](#) The Great Lakes: An Introduction to Physical Limnology

[FEESC19H3](#) Marine Systems

[FEESC20H3](#) Geochemistry

[FEESC31H3](#) Principles of Glacial Sedimentology and Stratigraphy

Fourth Year (3.0 credits):

[PHYD37H3](#) Introduction to Fluid Mechanics

[PHYD38H3](#) Nonlinear Systems and Chaos

Four of:

[ASTC25H3](#) Astrophysics of Planetary Systems

[FEESC03H3](#) Geographic Information Systems and Remote Sensing

[FEESD02H3](#) Contaminant Hydrogeology

[FEESD06H3](#) Climate Change Impact Assessment

[FEESD09H3](#) Research Project in Environmental Science*

[PHYC50H3](#) Electromagnetic Theory

[PHYC54H3](#) Classical Mechanics

[PHYD01H3](#) Physics Research Project*

[PHYD11H3](#) Computational Physics Project*

[PHYD72H3](#) Supervised Reading in Physics*

*no more than two of [FEESD10Y3](#), [PHYD01H3](#), [PHYD11H3](#) and [PHYD72H3](#) may be counted as fulfilling the program requirements.

NOTE: Where any course appears on more than one option list, it may only be counted as fulfilling the requirements for one of those lists of options.

[PHYB10H3](#) Intermediate Physics Laboratory I

[PHYB21H3](#) Electricity and Magnetism

[PHYB52H3](#) Thermal Physics

[PHYB54H3](#) Mechanics: From Oscillations to Chaos

[MATB41H3](#) Techniques of Calculus of Several Variables I

[MATB42H3](#) Techniques of Calculus of Several Variables II

[MATB44H3](#) Differential Equations I

Two of:

[FEESB02H3](#) Principles of Geomorphology

[FEESB03H3](#) Principles of Climatology

[FEESB04H3](#) Principles of Hydrology

[FEESB05H3](#) Principles of Soil Science

[FEESB15H3](#) Earth History

Third Year (4.0 credits):

[PHYB56H3](#) Introduction to Quantum Physics

[PHYC11H3](#) Intermediate Physics Laboratory II

[PSCB57H3](#) Introduction to Scientific Computing

[MATC46H3](#) Differential Equations II

[STAR22H3](#) Statistics I

One of:

[PHYC50H3](#) Electromagnetic Theory

[PHYC54H3](#) Classical Mechanics

Two of:

[CHMB55H3](#) Environmental Chemistry

[FEESC07H3](#) Groundwater

[FEESC18H3](#) The Great Lakes: An Introduction to Physical Limnology

[FEESC19H3](#) Marine Systems

[FEESC20H3](#) Geochemistry

[FEESC31H3](#) Principles of Glacial Sedimentology and Stratigraphy

Fourth Year (3.0 credits):

[PHYD37H3](#) Introduction to Fluid Mechanics

[PHYD38H3](#) Nonlinear Systems and Chaos

Four of:

[ASTC25H3](#) Astrophysics of Planetary Systems

[FEESC03H3](#) Geographic Information Systems and Remote Sensing

[FEESD02H3](#) Contaminant Hydrogeology

[FEESD06H3](#) Climate Change Impact Assessment

[FEESD09H3](#) Research Project in Environmental Science*

[FEESD13H3](#) Environmental Law and Ethics

[PHYC50H3](#) Electromagnetic Theory

[PHYC54H3](#) Classical Mechanics

[PHYD01H3](#) Physics Research Project*

[PHYD11H3](#) Computational Physics Project*

[PHYD72H3](#) Supervised Reading in Physics*

*no more than two of [FEESD10Y3](#), [PHYD01H3](#), [PHYD11H3](#) and [PHYD72H3](#) may be counted as fulfilling the program requirements.

NOTE: Where any course appears on more than one option list, it may only be counted as fulfilling the requirements for one of those lists of options.

Program notes/tables

Program: SCMAJ1762 - Compare

Code	SCMAJ1762	SCMAJ1762
Owning Organizations	CHM,PHSSC	CHM,PHSSC
Sections	Chemistry	Chemistry
Title	MAJOR PROGRAM IN BIOCHEMISTRY (SCIENCE)	MAJOR PROGRAM IN BIOCHEMISTRY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: Alen Hadzovic (416-287-5602) Email: alen.hadzovic@utoronto.ca</p> <p>This Program places a greater emphasis on the biological aspects of chemistry than does the general Chemistry Major Program. It is offered for students who are primarily</p>	<p>Supervisor: Alen Hadzovic (416-287-5602) Email: alen.hadzovic@utoronto.ca</p> <p>This Program places a greater emphasis on the biological aspects of chemistry than does the general Chemistry Major Program. It is offered for students who are primarily</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

interested in chemistry but also want to study the chemistry of living systems.

Program Requirements

Students should complete the following 8.5 full credits:

First Year:

[BIOA01H3](#) Life on Earth: Unifying Principles
[BIOA02H3](#) Life on Earth: Form, Function and Interactions
[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
[MATA30H3](#) Calculus I for Biological and Physical Sciences
[MATA35H3](#) Calculus II for Biological Sciences or [MATA36H3](#) Calculus II for Physical Sciences]

Second and Later Years:

[BIOB10H3](#) Cell Biology
[BOB11H3](#) Molecular Aspect of Cellular and Genetic Processes
[BIOB12H3](#) Cell & Molecular Biology Laboratory
[BIOC12H3](#) Biochemistry I: Proteins & Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics & Metabolism
[BIOC23H3](#) Practical Approaches to Biochemistry
[CHMB16H3](#) Techniques in Analytical Chemistry
[CHMB41H3](#) Organic Chemistry I
[CHMB42H3](#) Organic Chemistry II
[CHMC47H3](#) Bio-Organic Chemistry

And 0.5 credit from the following:

[CHMB20H3](#)* Chemical Thermodynamics and Elementary Kinetics
[CHMB31H3](#) Introduction to Inorganic Chemistry
[CHMB55H3](#) Environmental Chemistry
[CHMC11H3](#) Principles of Analytical Instrumentation
[CHMC41H3](#) Organic Reaction Mechanisms
[CHMC42H3](#) Organic Synthesis

* If [CHMB20H3](#) is selected, [PHYA10H3](#) is required.

interested in chemistry but also want to study the chemistry of living systems.

Program Requirements

Students should complete the following 8.5 full credits:

First Year:

[BIOA01H3](#) Life on Earth: Unifying Principles
[BIOA02H3](#) Life on Earth: Form, Function and Interactions
[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
[MATA30H3](#) Calculus I for Biological and Physical Sciences
[MATA35H3](#) Calculus II for Biological Sciences or [MATA36H3](#) Calculus II for Physical Sciences]

Second and Later Years:

[BIOB10H3](#) Cell Biology
[BOB11H3](#) Molecular Aspect of Cellular and Genetic Processes
[BIOB12H3](#) Cell & Molecular Biology Laboratory
[BIOC12H3](#) Biochemistry I: Proteins & Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics & Metabolism
[BIOC23H3](#) Practical Approaches to Biochemistry
[CHMB16H3](#) Techniques in Analytical Chemistry
[CHMB41H3](#) Organic Chemistry I
[CHMB42H3](#) Organic Chemistry II
[CHMC47H3](#) Bio-Organic Chemistry

And 0.5 credit from the following:

[CHMB20H3](#)* Chemical Thermodynamics and Elementary Kinetics
[CHMB23H3](#)* Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice
[CHMB31H3](#) Introduction to Inorganic Chemistry
[CHMB55H3](#) Environmental Chemistry
[CHMC11H3](#) Principles of Analytical Instrumentation
[CHMC41H3](#) Organic Reaction Mechanisms
[CHMC42H3](#) Organic Synthesis

* If [CHMB20H3](#) or [CHMB23H3](#) is selected, [PHYA10H3](#) is required.

Program notes/tables

Program: SCMAJMDS - Compare

Code SCMAJMDS
Owning Organizations MDS,ACMSC
Sections Media Studies
Title MAJOR PROGRAM IN MEDIA STUDIES (ARTS)
ROSI Title Same as Calendar Title
Description

Undergraduate Advisor: Email: mds-undergrad-advvisor@utsc.utoronto.ca

Program Requirements

Students must complete 8.0 full credits as follows:

1. 1.5 credits:

[ACMA01H3](#) Exploring Key Questions in the Humanities
[MDSA01H3](#) Introduction to Media Studies
[MDSA02H3](#) History of Media and Technology

2. 0.5 credit from the following:

[MDSB05H3](#) Media and Globalization
[MDSB25H3](#) Political Economy of Media

3. 0.5 credit from the following:

[MDSB61H3](#) Critical Approaches to New Media
[MDSB62H3](#) Understanding Visual Culture

Code SCMAJMDS
Owning Organizations MDS,ACMSC
Sections Media Studies
Title MAJOR PROGRAM IN MEDIA STUDIES (ARTS)
ROSI Title Same as Calendar Title
Description

Undergraduate Advisor: Email: mds-undergrad-advvisor@utsc.utoronto.ca

Program Requirements

Students must complete 8.0 full credits including 2.0 credits at the C- or D-level:

1. 1.5 credits:

[ACMA01H3](#) Exploring Key Questions in the Humanities
[MDSA01H3](#) Introduction to Media Studies
[MDSA02H3](#) History of Media and Technology

2. 0.5 credit from the following:

[MDSB05H3](#) Media and Globalization
[MDSB25H3](#) Political Economy of Media

3. 0.5 credit from the following:

[MDSB61H3](#) Mapping New Media
[MDSB62H3](#) Visual Culture

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

4. 1.0 credit:

[MDSO01H3](#) Theories and Methods in Media Studies
[MDSO02H3](#) Topics in Media, Identities and Politics

5. 0.5 credit from the following:

[MDSO01H3](#) Senior Seminar: Topics in Media and Arts
[MDSO02H3](#) Senior Seminar: Topics in Media and Society

6. 3.5 credits from the following:

[MDSB01H3](#) Human, Inhuman, and Non-Human
[MDSB02H3](#) Language and Media
[MDSB03H3](#) Advertising and Consumer Culture
[MDSB06H3](#) Media and Globalization (if not used above)
[MDSB25H3](#) Political Economy of Media (if not used above)
[MDSB61H3](#) Critical Approaches to Digital Media (if not used above)
[MDSB62H3](#) Understanding Visual Culture (if not used above)
[MDSO40H3](#) Chinese Media and Politics
[MDSO41H3](#) Media and Popular Culture in East and Southeast Asia
[MDSO62H3](#) Media and the World of Work
[MDSO63H3](#) Media Ethics
[MDSO01H3](#) Senior Seminar: Topics in Media and Arts (if not used above)
[MDSO02H3](#) Senior Seminar: Topics in Media and Society (if not used above)

7. 0.5 credit from the following:

[ENGB70H3](#) Introduction to Cinema
[VPHB68H3](#) Art and the Everyday: Mass Culture and the Visual Arts
[VPHB70H3](#) Images of Women: East Asian Visual Culture
[VPMC97H3](#) Music, Technologies, Media
[WSTB13H3](#) Gender, Media and Culture
[WSTC16H3](#) Criminal Women: Gender, Justice and the Media

[MDSB63](#) Sound and Visual Media

4. 1.0 credit:

[MDSO01H3](#) Theories and Methods in Media Studies
[MDSO02H3](#) Topics in Media, Identities and Politics

5. 0.5 credit from the following:

[MDSO01H3](#) Senior Seminar: Topics in Media and Arts
[MDSO02H3](#) Senior Seminar: Topics in Media and Society

6. 3.5 credits from the following:

[MDSB01H3](#) Human, Animal, Machine
[MDSB02H3](#) Anthropology of Language and Media: An Introduction
[MDSB03H3](#) Advertising and Consumer Culture
[MDSB06H3](#) Media and Globalization (if not used above)
[MDSB25H3](#) Political Economy of Media (if not used above)
[MDSB61H3](#) Mapping New Media (if not used above)
[MDSB62H3](#) Visual Culture (if not used above)
[MDSO40H3](#) Chinese Media and Politics
[MDSO41H3](#) Media and Popular Culture in East and Southeast Asia
[MDSO53H3](#) Anthropology of Media and Publics
[MDSO62H3](#) Media and the World of Work
[MDSO63H3](#) Media Ethics
[MDSO64H3](#) Old Media, New Media: Film and Technology
[MDSO65H3](#) Online Gaming and Virtual Worlds
[MDSO01H3](#) Senior Seminar: Topics in Media and Arts (if not used above)
[MDSO02H3](#) Senior Seminar: Topics in Media and Society (if not used above)

7. 0.5 credit from the following:

[ENGB70H3](#) Introduction to Cinema
[ENGB75H3](#) Cinema and Modernity
[ENGB76H3](#) Cinema and Modernity II
[ENGC56H3](#) Literature and Media: From Page to Screen
[HISA12H3](#) The Classical World in Film
[HISC08H3](#) Colonialism on Film
[PSOA01H3](#) Communicating Science: Film, Media, Journalism, and Society
[SOSC44H3](#) Media and Society
[VPHB68H3](#) Art and the Everyday: Mass Culture and the Visual Arts
[VPHB97H3](#) Film Music
[VPMC97H3](#) Music, Technologies, Media
[WSTB13H3](#) Gender, Media and Culture
[WSTC16H3](#) Criminal Women: Gender, Justice and the Media
[WSTC22H3](#) Women and Film

Program notes/tables

Program: SCMAJNME - Compare

Code	SCMAJNME	SCMAJNME
Owning Organizations	NME,ACMSC	NME,ACMSC
Sections	New Media Studies	New Media Studies
Title	MAJOR (JOINT) PROGRAM IN NEW MEDIA STUDIES (ARTS)	MAJOR (JOINT) PROGRAM IN NEW MEDIA STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Undergraduate Advisor: 416-287-7184 Email: nme-undergrad-advisor@utsc.utoronto.ca	

Program Requirements

Students must complete 9.0 full credits of which at least 2.0 must be at the C- or D-level, including:
 1. 2.0 full credits:
[MDSA01H3](#) Introduction to Media Studies
[MDSA02H3](#) History of Media and Technology
[MDSB61H3](#) Critical Approaches to New Media
[MDSB62H3](#) Understanding Visual Culture

Program Requirements

Students must complete 9.0 full credits of which at least 2.0 must be at the C- or D-level, including:
 1. 2.0 full credits:
[MDSA01H3](#) Introduction to Media Studies
[MDSA02H3](#) History of Media and Technology
[MDSB61H3](#) Mapping New Media
[MDSB62H3](#) Visual Culture

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

2. 1.0 additional full credit from the following:
- [MDSB02H3](#) Language and the Media
 - [MDSB03H3](#) Advertising and Consumer Culture
 - [MDSB05H3](#) Media and Globalization
 - [MDSB25H3](#) Political Economy of Media
 - [MDSB01H3](#) Theories and Methods in Media Studies
 - [MDSB02H3](#) Topics in Media, Identities and Politics
 - [MDSB02H3](#) Media and the World of Work
 - [MDSB63H3](#) Media Ethics
 - [MDSB40H3](#) Chinese Media and Politics
 - [MDSB41H3](#) Media and Popular Culture in East and Southeast Asia
 - [MDSB64H3](#) Old Media, New: Film and New Technology
 - [MDSB01H3](#) Senior Seminar: Topics in Media and Arts
 - [MDSB02H3](#) Senior Seminar: Topics in Media and Society

3. 0.5 credit from the following:
- [CSCA08H3](#) Introduction to Computer Programming
 - [CSCA04H3](#) Introduction to Computer Science
 - [MGFC20H3](#) (EOMC20H3) Economics of the Media
 - [ENGB70H3](#) Introduction to Cinema
 - [ENGC56H3](#) Literature and Media: From Page to Screen
 - [SOCC44H3](#) Media and Society
 - [VPA06H3](#) Visual and Performing Arts Management in the Digital Age
 - [VPAB05H3](#) Introduction to Contemporary Cultural Theory
 - [VPMC97H3](#) Music, Technologies, Media
 - [VPSA62H3](#) Foundation Studies in Studio
 - [VPSA73H3](#) Video I
 - [VPSA74H3](#) Foundations in Digital Studio Practice
 - [VPSB67H3](#) Photo I
 - [VPSB75H3](#) Photo II
 - [VPSB76H3](#) Video II
 - [VPSB80H3](#) Digital Studio Projects
 - [VPSB88H3](#) Introduction to Sound Art
 - [VPSB89H3](#) Introduction to Digital Animation
 - [VPSB70H3](#) Theory and Practice: New Media in Studio
 - [WSTB13H3](#) Gender, Media and Culture

4. 4.5 full credits from Centennial College:
- New Media Group 1.**
- Students will be eligible to enrol in New Media Group 1 courses after completing any 10 full credits including 2 full credits from category 1 and 0.5 credits from category 1 or 2.
- [NMEA01H3](#) Digital Fundamentals
 - [NMEA02H3](#) Introduction to New Media Communications
 - [NMEA03H3](#) The Language of Design
 - [NMEA04H3](#) Interface Design, Navigation and Interaction I

- New Media Group 2.**
- Students will be eligible to enrol in these courses after successfully completing all courses in New Media Group 1.
- [NMEB05H3](#) Interface Design, Navigation and Interaction II
 - [NMEB06H3](#) Project Development and Presentation
 - [NMEB08H3](#) Application Software for Interactive Media
 - [NMEB09H3](#) Sound Design
 - [NMEB10H3](#) Design for New Media

5. 1.0 full credit:
- [NMED01H3](#) New Media Senior Project
 - [NMED20H3](#) Theory and Practice of New Media

Note: The following NME courses are taught at UTSC: [NMED01H3](#) and [NMED20H3](#). All other NME courses are taught at Centennial College.

2. 1.0 additional full credit from the following:
- [MDSB01H3](#) Human, Animal, Machine
 - [MDSB02H3](#) Anthropology of Language and Media: An Introduction
 - [MDSB03H3](#) Advertising and Consumer Culture
 - [MDSB05H3](#) Media and Globalization
 - [MDSB25H3](#) Political Economy of Media
 - [MDSB63H3](#) Sound and Visual Media
 - [MDSB01H3](#) Theories and Methods in Media Studies
 - [MDSB02H3](#) Topics in Media, Identities and Politics
 - [MDSB40H3](#) Chinese Media and Politics
 - [MDSB41H3](#) Media and Popular Culture in East and Southeast Asia
 - [MDSB53H3](#) Anthropology of Media and Publics
 - [MDSB02H3](#) Media and the World of Work
 - [MDSB63H3](#) Media Ethics
 - [MDSB64H3](#) Old Media, New: Media, Film and Technology
 - [MDSB65H3](#) Online Gaming and Virtual Worlds
 - [MDSB01H3](#) Senior Seminar: Topics in Media and Arts
 - [MDSB02H3](#) Senior Seminar: Topics in Media and Society

3. 0.5 credit from the following:
- [CSCA08H3](#) Introduction to Computer Science
 - [CSCA20H3](#) Computer Science for the Sciences
 - [ENGB70H3](#) Introduction to Cinema
 - [ENGC56H3](#) Literature and Media: From Page to Screen
 - [SOCC44H3](#) Media and Society
 - [VPA06H3](#) Visual and Performing Arts Management in the Digital Age
 - [VPMC97H3](#) Music, Technologies, Media
 - [VPSA62H3](#) Foundation Studies in Studio
 - [VPSA73H3](#) Video I
 - [VPSA74H3](#) Foundations in Digital Studio Practice
 - [VPSB67H3](#) Photo I
 - [VPSB72H3](#) Digital Publishing
 - [VPSB75H3](#) Photo II
 - [VPSB76H3](#) Video II
 - [VPSB80H3](#) Digital Studio Projects
 - [VPSB88H3](#) Introduction to Sound Art
 - [VPSB89H3](#) Introduction to Digital Animation
 - [VPSB52H3](#) Documentary Video
 - [VPSB89H3](#) Digital Animation 2
 - [VPSB70H3](#) Theory and Practice: New Media in Studio
 - [WSTB13H3](#) Gender, Media and Culture

4. 4.5 full credits from Centennial College:
- New Media Group 1.**
- Students will be eligible to enrol in New Media Group 1 courses after completing any 10 full credits including 2 full credits from category 1 and 0.5 credits from category 1 or 2.
- [NMEA01H3](#) Digital Fundamentals
 - [NMEA02H3](#) Introduction to New Media Communications
 - [NMEA03H3](#) The Language of Design
 - [NMEA04H3](#) Interface Design, Navigation and Interaction I

- New Media Group 2.**
- Students will be eligible to enrol in these courses after successfully completing all courses in New Media Group 1.
- [NMEB05H3](#) Interface Design, Navigation and Interaction II
 - [NMEB06H3](#) Project Development and Presentation
 - [NMEB08H3](#) Application Software for Interactive Media
 - [NMEB09H3](#) Sound Design
 - [NMEB10H3](#) Design for New Media

5. 1.0 full credit:
- [NMED01H3](#) New Media Senior Project
 - [NMED20H3](#) Theory and Practice of New Media

Note: [NMED01H3](#) and [NMED20H3](#) are taught at UTSC. All other NME courses are taught at Centennial College.

Program notes/tables

Program: SCSPE2540B - Compare

Code	SCSPE2540B	SCSPE2540B
Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	International Development Studies	International Development Studies
Title	SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (SCIENCE)	SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Program Requirements:</p> <p>This program requires 14.0 credits of which at least 4.0 must be at the C-or D- level including at least 1.0 at the D-level.</p> <ol style="list-style-type: none"> 1. Introduction to International Development Studies (2.0 credits) <ul style="list-style-type: none"> IDS A01H3 Introduction to International Development Studies MGFA01H3/ECMA01H3 Introduction to Microeconomics or MGFA02H3/ECMA04H3 Introduction to Microeconomics: A Mathematical Approach] MGFA05H3/ECMA05H3 Introduction to Macroeconomics or MGFA06H3/ECMA06H3 Introduction to Macroeconomics: A Mathematical Approach] EESA01H3 Introduction to Environmental Science 2. Core courses in International Development (3.5 credits) <ul style="list-style-type: none"> IDSB01H3 Political Economy of International Development IDSB02H3 Development and Environment IDSB04H3 International Health Policy Analysis IDSB06H3 Equity, Ethics and Justice in International Development POLB90H3 Comparative Development in International Perspective POLB91H3 Comparative Development in Political Perspective IDSD02H3 Supervised Research in International Development 3. Methods for International Development Studies (1.5 credits) <ul style="list-style-type: none"> IDSO04H3 Project Management I 0.5 credit in Quantitative/statistical methods (one of ANTC35H3, MGFB11H3/ECMB11H3, GGRA30H3, POLB11H3, ESYB07H3, STAR22H3) and 0.5 FCE in Qualitative Methods (one of ANTR19H3, GGFB02H3, SOCR05H3, POLC78H3) 4. Specialized Courses: Core (3.0 credits) <ul style="list-style-type: none"> BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms MATA30H3 Calculus I for Biological and Physical Sciences PHYA10H3 or PHYA11H3 Introduction to Physics IA or IB] 5. 1.0 credits from: <ul style="list-style-type: none"> BIOR50H3 Ecology CHMB55H3 Environmental Chemistry EESB02H3 Principles of Geomorphology EESB03H3 Principles of Climatology EESB04H3 Principles of Hydrology EESB06H3 Principles of Soil Science EESB16H3 Earth History EESB16H3 Feeding Humans- The Cost to the Planet EESB17H3 Hydro Politics and Transboundary Water Resource Management GGRC22H3 Political Ecology Theory and Applications GGRC26H3 Geographies of Environmental Governance GGRC44H3 Environmental Conservation and Sustainable Development PSCB57H3 Introduction to Scientific Computing 6. 3.0 credits from C- and D-level EES courses, with at least 0.5 credits at the D-level, from the following: <ul style="list-style-type: none"> EESC04H3 Biodiversity and Biogeography EESC07H3 Groundwater EESC19H3 Environmental Impact Assessment and Auditing EESC20H3 Geochemistry 	<p>Program Requirements:</p> <p>This program requires 14.0 credits of which at least 4.0 must be at the C-or D- level including at least 1.0 at the D-level.</p> <ol style="list-style-type: none"> 1. Introduction to International Development Studies (2.0 credits) <ul style="list-style-type: none"> IDS A01H3 Introduction to International Development Studies MGFA01H3/ECMA01H3 Introduction to Microeconomics or MGFA02H3/ECMA04H3 Introduction to Microeconomics: A Mathematical Approach] MGFA05H3/ECMA05H3 Introduction to Macroeconomics or MGFA06H3/ECMA06H3 Introduction to Macroeconomics: A Mathematical Approach] EESA01H3 Introduction to Environmental Science 2. Core courses in International Development (3.5 credits) <ul style="list-style-type: none"> IDSB01H3 Political Economy of International Development IDSB02H3 Development and Environment IDSB04H3 International Health Policy Analysis IDSB06H3 Equity, Ethics and Justice in International Development POLB90H3 Comparative Development in International Perspective POLB91H3 Comparative Development in Political Perspective 3. Methods for International Development Studies (1.5 credits) <ul style="list-style-type: none"> IDSO04H3 Project Management I 0.5 credit in Quantitative/statistical methods from the following: <ul style="list-style-type: none"> ANTC35H3 Quantitative Methods in Anthropology/ MGFB11H3/ECMB11H3 Quantitative Methods in Economics] GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning] GGBR30H3 Fundamentals of GIS STAR22H3 Statistics] 0.5 FCE in Qualitative Methods from the following: <ul style="list-style-type: none"> ANTR19H3 Ethnography and the Comparative Study of Human Societies] GGRC31H3 Qualitative Geographical Methods: Place and Ethnography] POLC78H3 Political Analysis] 4. Specialized Core Courses (3.0 credits) <ul style="list-style-type: none"> BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms MATA30H3 Calculus I for Biological and Physical Sciences PHYA10H3 or PHYA11H3 Introduction to Physics IA or IB] 5. 1.0 credits from: <ul style="list-style-type: none"> BIOR50H3 Ecology CHMB55H3 Environmental Chemistry EESB02H3 Principles of Geomorphology EESB03H3 Principles of Climatology EESB04H3 Principles of Hydrology EESB06H3 Principles of Soil Science EESB16H3 Earth History EESB16H3 Feeding Humans- The Cost to the Planet EESB17H3 Hydro Politics and Transboundary Water Resource Management GGRC22H3 Political Ecology Theory and Applications GGRC26H3 Geographies of Environmental Governance GGRC44H3 Environmental Conservation and Sustainable Development PSCB57H3 Introduction to Scientific Computing 6. 3.0 credits from C- and D-level EES courses, with at least 0.5 credits at the D-level, from the following: <ul style="list-style-type: none"> EESC04H3 Biodiversity and Biogeography EESC07H3 Groundwater EESC19H3 Environmental Impact Assessment and Auditing EESC20H3 Geochemistry

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[EESC21H3](#) Urban Environmental Problems of the Greater Toronto Area
[EESD02H3](#) Contaminant Hydrogeology
[EESD06H3](#) Climate Change Impact Assessment
[EESD11H3](#) Process Hydrology
[EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments

[EESC04H3](#) Biodiversity and Biogeography
[EESC07H3](#) Groundwater
[EESC13H3](#) Environmental Impact Assessment and Auditing
[EESC20H3](#) Geochemistry
[EESC21H3](#) Urban Environmental Problems of the Greater Toronto Area
[EESD02H3](#) Contaminant Hydrogeology
[EESD06H3](#) Climate Change Impact Assessment
[EESD11H3](#) Process Hydrology
[EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments

[7](#) **Research in International Development Requirement** (0.5 credit)
[EESD02H3](#) Supervised Research in International Development

Program notes/tables

Program: SCMAJ2540 - Compare

Code	SCMAJ2540	SCMAJ2540
Owning Organizations	IDS, CDSSC	IDS, CDSSC
Sections	International Development Studies	International Development Studies
Title	MAJOR PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)	MAJOR PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description		

Program Requirements

This program requires 8.0 full credits of which at least 2.0 must be at the C- or D-level.

- Introduction to International Development Studies (0.5 full credits)**
[IDSA01H3](#) Introduction to International Development Studies
- Core courses in International Development (1.5 full credits)**
 1.5 full credits from the following:
[IDSB01H3](#) Political Economy of International Development
[IDSB02H3](#) Development and Environment
[IDSB04H3](#) International Health Policy Analysis
[IDSB06H3](#) Equity, Ethics and Justice in International Development
[POLB90H3](#) Comparative Development in International Perspective
 (Students wishing to take [IDSB01H3](#) and [IDSB02H3](#) should be aware that there are A-level prerequisites for these courses.)
- Methods for International Development Studies (1.5 full credits)**
[IDSC04H3](#) Project Management I
 0.5 credits in quantitative/statistical methods (one of: [ANTC35H3](#), [MGFR11H3/ECMB11H3](#), [GGRB30H3](#), [POLB11H3](#), [EESYB02H3](#), [STAR22H3](#))
 0.5 credits in qualitative methods (one of: [ANTB19H3](#), [GGRB02H3](#), [GGRB05H3](#), [POLC78H3](#))
- Specialized Courses (4.5 full credits)**
 4.5 credits from the courses listed in Requirement 4 of the B.A. version of the Specialist Program in DS with at least 1.0 credit from each of TWO of the clusters.

Program Requirements

This program requires 8.0 full credits of which at least 2.0 must be at the C- or D-level.

- Introduction to International Development Studies (0.5 credits)**
[IDSA01H3](#) Introduction to International Development Studies
- Core courses in International Development (1.5 credits)**
 1.5 full credits from the following:
[IDSB01H3](#) Political Economy of International Development
[IDSB02H3](#) Development and Environment
[IDSB04H3](#) International Health Policy Analysis
[IDSB06H3](#) Equity, Ethics and Justice in International Development
[POLB90H3](#) Comparative Development in International Perspective
 (Students wishing to take [IDSB01H3](#) should be aware that there are A-level prerequisites for this course.)
- Methods for International Development Studies (1.5 credits)**
[IDSC04H3](#) Project Management I
 0.5 credits in quantitative/statistical methods from the following:
[ANTC35H3](#) Quantitative Methods in Anthropology
[MGFR11H3/ECMB11H3](#) Quantitative Methods in Economics
[GGRB30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning
[GGRB30H3](#) Fundamentals of GIS
 0.5 credits in qualitative methods from the following:
[ANTB19H3](#) Ethnography and the Comparative Study of Human Societies
[GGRB31H3](#) Qualitative Geographical Methods: Place and Ethnography
[POLC78H3](#) Political Analysis I
- Specialized Courses (4.5 credits)**
 4.5 credits from the courses listed in Requirement 4 of the B.A. version of the Specialist Program in DS with at least 1.0 credit from each of TWO of the clusters.
[POLB91H3](#) may be counted toward this requirement.

Program notes/tables

Program: SCMAJ1666P - Compare

Code	SCMAJ1666P	SCMAJ1666P
Owning Organizations	GGR, GGRSC	GGR, GGRSC
Sections	Geography	Geography
Title	MAJOR PROGRAM IN PHYSICAL AND HUMAN GEOGRAPHY (ARTS)	MAJOR PROGRAM IN PHYSICAL AND HUMAN GEOGRAPHY (ARTS)

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title

Same as Calendar Title

Same as Calendar Title

Description

This is an interdepartmental program leading to a B.A. degree in which students combine courses in human geography (GGR prefix) with courses in physical geography (EES prefix).

This is an interdepartmental program leading to a B.A. degree in which students combine courses in human geography (GGR prefix) with courses in physical geography (EES prefix).

Guidelines for 1st year course selection

EES courses presume a background in physical sciences and mathematics. It is recommended that first year students take EESA01H3, FESA06H3, GGRA02H3 and GGRA03H3 and at least 1.0 full credit from among [BIOA01H3 & BIOA02H3], [CHMA10H3 & CHMA11H3], [PHYA10H3 or PHYA11H3], [MATA30H3 & MATA35H3/A36H3/A37H3].

Guidelines for 1st year course selection

EES courses presume a background in physical sciences and mathematics. It is recommended that first year students take EESA01H3, FESA06H3, GGRA02H3 and GGRA03H3 and at least 1.0 full credit from among [BIOA01H3 & BIOA02H3], [CHMA10H3 & CHMA11H3], [PHYA10H3 or PHYA11H3], [MATA30H3 & MATA35H3/A36H3/A37H3].

Program Requirements

The Major Program in Physical and Human Geography requires the completion of a total of 8.0 full credits of which 4.0 credits are to be EES courses, and 4.0 credits are to be GGR courses. Among these 8.0 credits, the student must include:

Program Requirements

The Major Program in Physical and Human Geography requires the completion of a total of 8.0 full credits of which 4.0 credits are to be EES courses, and 4.0 credits are to be GGR or CIT courses. Among these 8.0 credits, the student must include:

1. EESA01H3, FESA06H3, GGRA02H3 & GGRA03H3
2. At least 1.5 credits from among EESB02H3, EESB03H3, EESB04H3, EESB05H3, & EESB15H3
3. At least 1.5 credits from among [CITB01H3 or [GGRB06H3]], [GGRB05H3], [CITC03H3], [GGRB13H3], [GGRB28H3] & [GGRB44H3]
4. At least 1.0 credit at the C- or D-level from among EES courses
5. At least 1.0 credit at the C- or D-level from among GGR courses
6. At least one additional 0.5 credit with a GGR prefix
7. At least one additional 0.5 credit with an EES prefix

1. 2.0 credits: EESA01H3, FESA06H3, GGRA02H3 & GGRA03H3
2. At least 1.5 credits from among EESB02H3, EESB03H3, EESB04H3, EESB05H3, & EESB15H3
3. At least 1.5 credits from among [CITB01H3], [GGRB02H3], [GGRB05H3], [GGRB13H3], [GGRB21H3], [GGRB28H3] and [GGRB55H3]
4. At least 1.0 credit at the C- or D-level from among EES courses
5. At least 1.0 credit at the C- or D-level from among GGR or CIT courses
6. At least one additional 0.5 credit with a GGR or CIT prefix
7. At least one additional 0.5 credit with an EES prefix

Program notes/tables

Program: SCMIN2015 - Compare

Code SCMIN2015
Owning Organizations POL, POLSC
Sections Political Science
Title MINOR PROGRAM IN POLITICAL SCIENCE (ARTS)
ROSI Title Same as Calendar Title
Description

SCMIN2015
 POL, POLSC
 Political Science
 MINOR PROGRAM IN POLITICAL SCIENCE (ARTS)
 Same as Calendar Title

Program Requirements

The Program requires the completion of at least four full credits above the A-level in Political Science. At least two of these must be at the C- or D-level. There are two options: either the four full credits must be taken from any one of the fields listed below (e.g. Canadian Government); or two credits must be taken from each of any two of these fields (e.g. two credits in International Relations, two credits in Comparative Politics).

Program Requirements

The Program requires the completion of at least 4.0 credits including at least 2.0 credits at the C- or D-level. The program may be completed in one of two ways:

- a. Canadian Government and Politics: POLB50Y3, POLC37H3, POLC53H3, POLC54H3, POLC55H3, POLC57H3, POLC66H3, POLC67H3, POLC68H3, POLD50H3, POLD51H3, POLD52H3
- b. Political Theory: POLB70H3, POLB71H3, POLC37H3, POLC79H3, POLC74H3, POLC75H3, POLD45H3, POLD76H3
- c. International Relations: POLB80H3, POLB81H3, POLC09H3, POLC80H3, POLC82H3, POLC83H3, POLC87H3, POLC88H3, POLC89H3, POLC98H3, POLD02Y3, POLD87H3, POLD88H3, POLD89H3
- d. Comparative Politics: POLB90H3, POLB91H3, POLB92H3, POLB93H3, POLC16H3, POLC19H3, POLC40H3, POLC41H3, POLC42H3, POLC89H3, POLC90H3, POLC91H3, POLC92H3, POLC93H3, POLC94H3, POLC95H3, POLC97H3, POLC98H3, POLD51H3, (POLD62H3), POLD64H3, POLD90H3, POLD94H3
- e. Public Policy: POLC53H3, POLC57H3, POLC65H3, POLC66H3, POLC67H3, POLC82H3, POLC83H3, POLC93H3, POLD50H3, POLD52H3, POLD64H3, POLD90H3

1. At least 4.0 credits above the A-level in any single Area of Focus, OR
2. 2.0 credits each from a combination of any two Area(s) of Focus

NOTE: Regarding the Area(s) of Focus, Please refer to the tables above for courses in each Area. The Area(s) of Focus are:

- Canadian Government and Politics
- Political Theory
- International Relations
- Comparative Politics
- Public Policy

Program notes/tables

Program: SCSPE1995 - Compare

Code	SCSPE1995	SCSPE1995
Owning Organizations	CHM,PHSSC	CHM,PHSSC
Sections	Chemistry	Chemistry
Title	SPECIALIST PROGRAM IN BIOLOGICAL CHEMISTRY (SCIENCE)	SPECIALIST PROGRAM IN BIOLOGICAL CHEMISTRY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: W. Restivo (416-287-7222) Email: restivo@utsc.utoronto.ca</p> <p>This program is intended for students who want to specialize in Chemistry, but who are also interested in the chemistry of living systems.</p> <p>Admission to Biological Chemistry Specialist</p> <p>Students may apply to this program after completing at least 4.0 FCE including: BIOA01H3, BIOA02H3, CHMA10H3, CHMA11H3, MATA30H3 and PHYA10H3 with a cumulative grade point average (CGPA) of at least 2.0. Application for admission to the program is made to the registrar through ROSI in April/May and July/August. See the UTSC Registrar's website for information on program (Subject POST) selection at www.utsc.utoronto.ca/subjectpost.</p> <p>Program Requirements</p> <p>The program requires the completion of the following 15.0 full credits:</p> <p>First Year:</p> <p>BIOA01H3 Life On Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms MATA30H3 Calculus I for Biological and Physical Sciences MATA35H3 Calculus II for Biological Sciences or MATA36H3 Calculus II for Physical Sciences] PHYA10H3 Introduction to Physics IA PHYA21H3 Introduction to Physics IIA</p> <p>Note: PSCB57H3 requires either MATA36H3 or MATA37H3 as a prerequisite. MATA36H3 is strongly recommended over MATA35H3 in order that future course selection is not compromised.</p> <p>Second Year:</p> <p>BIOB10H3 Cell Biology BIOB11H3 Molecular Aspect of Cellular and Genetic Processes BIOB12H3 Laboratory for Cell and Molecular Biology CHMB31H3 Introduction to Inorganic Chemistry CHMB41H3 Organic Chemistry I CHMB42H3 Organic Chemistry II</p> <p>Second or Third Year:</p> <p>CHMB16H3 Techniques in Analytical Chemistry CHMB20H3 Chemical Thermodynamics and Elementary Kinetics CHMB21H3 Chemical Structure and Spectroscopy and 0.5 full credit from the following: MATA23H3 Linear Algebra I PSCB57H3 Introduction to Scientific Computing STAR22H3 Statistics I</p> <p>Third Year:</p> <p>BIOC12H3 Biochemistry I: Proteins and Enzymes BIOC13H3 Biochemistry II: Bioenergetics and Metabolism BIOC23H3 Practical Approaches to Biochemistry CHMC47H3 Bio-Organic Chemistry</p> <p>Third or Fourth Year:</p> <p>CHMC11H3 Principles of Analytical Instrumentation CHMC31Y3 Intermediate Inorganic Chemistry CHMC41H3 Organic Reaction Mechanisms or CHMC42H3 Organic Synthesis]</p> <p>Fourth Year:</p>	<p>Supervisor: W. Restivo (416-287-7222) Email: restivo@utsc.utoronto.ca</p> <p>This program is intended for students who want to specialize in Chemistry, but who are also interested in the chemistry of living systems.</p> <p>Admission to Biological Chemistry Specialist</p> <p>Students may apply to this program after completing at least 4.0 FCE including: BIOA01H3, BIOA02H3, CHMA10H3, CHMA11H3, MATA30H3 and PHYA10H3 with a cumulative grade point average (CGPA) of at least 2.0. Application for admission to the program is made to the registrar through ROSI in April/May and July/August. See the UTSC Registrar's website for information on program (Subject POST) selection at www.utsc.utoronto.ca/subjectpost.</p> <p>Program Requirements</p> <p>The program requires the completion of the following 15.0 full credits:</p> <p>First Year:</p> <p>BIOA01H3 Life On Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms MATA30H3 Calculus I for Biological and Physical Sciences MATA35H3 Calculus II for Biological Sciences or MATA36H3 Calculus II for Physical Sciences] PHYA10H3 Introduction to Physics IA PHYA21H3 Introduction to Physics IIA</p> <p>Note: PSCB57H3 requires either MATA36H3 or MATA37H3 as a prerequisite. MATA36H3 is strongly recommended over MATA35H3 in order that future course selection is not compromised.</p> <p>Second Year:</p> <p>BIOB10H3 Cell Biology BIOB11H3 Molecular Aspect of Cellular and Genetic Processes BIOB12H3 Laboratory for Cell and Molecular Biology CHMB31H3 Introduction to Inorganic Chemistry CHMB41H3 Organic Chemistry I CHMB42H3 Organic Chemistry II</p> <p>Second or Third Year:</p> <p>CHMB16H3 Techniques in Analytical Chemistry CHMB21H3 Chemical Structure and Spectroscopy CHMB23H3 Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice and 0.5 full credit from the following: MATA23H3 Linear Algebra I PSCB57H3 Introduction to Scientific Computing STAR22H3 Statistics I</p> <p>Third Year:</p> <p>BIOC12H3 Biochemistry I: Proteins and Enzymes BIOC13H3 Biochemistry II: Bioenergetics and Metabolism BIOC23H3 Practical Approaches to Biochemistry CHMC47H3 Bio-Organic Chemistry</p> <p>Third or Fourth Year:</p> <p>CHMC11H3 Principles of Analytical Instrumentation CHMC31Y3 Intermediate Inorganic Chemistry CHMC41H3 Organic Reaction Mechanisms or CHMC42H3 Organic Synthesis]</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[CHMD79H3](#), Topics in Biological Chemistry
1.5 full credits in D-level or 400-level CHM courses including one of the following courses:
[CHMD90Y3](#), Directed Research
[CHMD91H3](#), Directed Research
[CHMD92H3](#), Advanced Organic Chemistry Lab Course
and at least 0.5 full credit from the following:
[CHMD69H3](#), Bioinorganic Chemistry
[CHMD71H3](#), Pharmaceutical Chemistry

Fourth Year:
[CHMD79H3](#), Topics in Biological Chemistry
1.5 full credits in D-level or 400-level CHM courses including one of the following courses:
[CHMD90Y3](#), Directed Research
[CHMD91H3](#), Directed Research
[CHMD92H3](#), Advanced Organic Chemistry Lab Course
and at least 0.5 full credit from the following:
[CHMD69H3](#), Bioinorganic Chemistry
[CHMD71H3](#), Pharmaceutical Chemistry

Program notes/tables

Program: SCMAJ1376 - Compare

Code	SCMAJ1376	SCMAJ1376
Owning Organizations	CHM,PHSSC	CHM,PHSSC
Sections	Chemistry	Chemistry
Title	MAJOR PROGRAM IN CHEMISTRY (SCIENCE)	MAJOR PROGRAM IN CHEMISTRY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: S. Mikhaylichenko (416-287-7207) Email: mikhay@utsc.utoronto.ca This Program offers the possibility of obtaining an introduction to all of the sub-disciplines of Chemistry.</p> <p>Program Requirements Students should complete the following 8.5 full credits:</p> <p>First Year: CHMA10H3, Introductory Chemistry I: Structure and Bonding CHMA11H3, Introductory Chemistry II: Reactions and Mechanisms MATA30H3, Calculus I for Biological and Physical Sciences MATA36H3, Calculus II for Physical Sciences PHYA10H3, Introduction to Physics IA PHYA21H3, Introduction to Physics IA</p> <p>Second and Later Years: CHMB16H3, Techniques in Analytical Chemistry CHMB20H3, Chemical Thermodynamics and Elementary Kinetics CHMB31H3, Introduction to Inorganic Chemistry CHMB41H3, Organic Chemistry I CHMB42H3, Organic Chemistry II CHMB62H3, Introduction to Biochemistry and 2.5 full course credits in CHM of which at least 2.0 must be at the C- or D-level and 0.5 of which must be at the D-level. One of these C- or D-level half credits must include a laboratory component.**</p> <p>** Students should note that if they are going to select CHMC20H3/CHMC21H3, MATA23H3 and MATB41H3 will need to be taken in addition to their other program requirements.</p>	<p>Supervisor: S. Mikhaylichenko (416-287-7207) Email: mikhay@utsc.utoronto.ca This Program offers the possibility of obtaining an introduction to all of the sub-disciplines of Chemistry.</p> <p>Program Requirements Students should complete the following 8.5 full credits:</p> <p>First Year: CHMA10H3, Introductory Chemistry I: Structure and Bonding CHMA11H3, Introductory Chemistry II: Reactions and Mechanisms MATA30H3, Calculus I for Biological and Physical Sciences MATA36H3, Calculus II for Physical Sciences PHYA10H3, Introduction to Physics IA PHYA21H3, Introduction to Physics IA</p> <p>Second and Later Years: CHMB16H3, Techniques in Analytical Chemistry CHMB23H3, Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice CHMB31H3, Introduction to Inorganic Chemistry CHMB41H3, Organic Chemistry I CHMB42H3, Organic Chemistry II CHMB62H3, Introduction to Biochemistry and 2.5 full course credits in CHM of which at least 2.0 must be at the C- or D-level and 0.5 of which must be at the D-level. One of these C- or D-level half credits must include a laboratory component.**</p> <p>** Students should note that if they are going to select CHMC20H3/CHMC21H3, MATA23H3 and MATB41H3 will need to be taken in addition to their other program requirements.</p>

Program notes/tables

Program: SCMIN1688 - Compare

Code	SCMIN1688	SCMIN1688
Owning Organizations	CSC, MSCSC	CSC, MSCSC
Sections	Computer Science	Computer Science
Title	MINOR PROGRAM IN COMPUTER SCIENCE (SCIENCE)	MINOR PROGRAM IN COMPUTER SCIENCE (SCIENCE)

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

ROSI Title

Same as Calendar Title

Same as Calendar Title

Description

Supervisor of Studies: R. Pancer (416-287-7679) Email: pancer@utsc.utoronto.ca

Supervisor of Studies: R. Pancer (416-287-7679) Email: pancer@utsc.utoronto.ca

Program Objectives

This program provides a basic introduction to the tools and methodologies of computer science and equips students with the knowledge necessary to use the tools and methodologies as they relate to other subjects. The program is intended to complement programs in other disciplines.

Program Objectives

This program provides a basic introduction to the tools and methodologies of computer science and equips students with the knowledge necessary to use the tools and methodologies as they relate to other subjects. The program is intended to complement programs in other disciplines.

Program Requirements

This program may not be combined with any Major or Specialist Program in Computer Science, Mathematics or Statistics. It requires 4.0 credits as follows:

Program Requirements

This program may not be combined with any Major or Specialist Program in Computer Science, Mathematics or Statistics. It requires 4.0 credits as follows:

1. Introductory programming courses (1.0 credit)

[CSCA20H3](#) Computer Science for the Sciences (*)

[CSCA48H3](#) Introduction to Computer Science

(*) [CSCA08H3](#) may be substituted for [CSCA20H3](#) with permission of the Supervisor of Studies.

1. Introductory programming courses (1.0 credit)

[CSCA08H3](#) Introduction to Computer Science (*)

[CSCA48H3](#) Introduction to Computer Science

(*) [CSCA20H3](#) may be substituted for [CSCA08H3](#) with permission of the Supervisor of Studies.

2. Basic mathematics courses (0.5 credit)

One of:

[CSCA67H3](#) Discrete Mathematics for Computer Scientists

[MATA23H3](#) Linear Algebra I

[MATA30H3](#) Calculus I for Biological and Physical Sciences

[MATA31H3](#) Calculus I for Mathematical Sciences

[MATA32H3](#) Calculus for Management I

[PHIL50H3](#) Symbolic Logic I

2. Basic mathematics courses (0.5 credit)

One of:

[CSCA67H3](#) Discrete Mathematics for Computer Scientists

[MATA23H3](#) Linear Algebra I

[MATA30H3](#) Calculus I for Biological and Physical Sciences

[MATA31H3](#) Calculus I for Mathematical Sciences

[MATA32H3](#) Calculus for Management I

[PHIL50H3](#) Symbolic Logic I

3. Intermediate programming, systems, and theory courses (1.5 credits)

Three of:

[CSCB07H3](#) Software Design

[CSCB09H3](#) Software Tools and Systems Programming

[CSCB20H3](#) Introduction to Databases and Web Applications

[CSCB36H3](#) Introduction to the Theory of Computation (**)

[CSCB58H3](#) Computer Organization

[CSCB63H3](#) Design and Analysis of Data Structures (***)

(**) [CSCB36H3](#) requires [CSCA67H3](#)

(***) [CSCB63H3](#) requires [CSCB36H3](#)

3. Intermediate programming, systems, and theory courses (1.5 credits)

Three of:

[CSCB07H3](#) Software Design

[CSCB09H3](#) Software Tools and Systems Programming

[CSCB20H3](#) Introduction to Databases and Web Applications

[CSCB36H3](#) Introduction to the Theory of Computation (**)

[CSCB58H3](#) Computer Organization

[CSCB63H3](#) Design and Analysis of Data Structures (***)

(**) [CSCB36H3](#) requires [CSCA67H3](#)

(***) [CSCB63H3](#) requires [CSCB36H3](#)

4. CSC electives (1.0 credit)

Two of:

Any C- or D-level CSC courses (*)

(*) Some C- or D-level courses have prerequisites that would have to be taken *in addition* to the 4 credits required for this program. Check the prerequisites carefully before selecting courses to satisfy this requirement.

4. CSC electives (1.0 credit)

Two of:

Any C- or D-level CSC courses (*)

(*) Some C- or D-level courses have prerequisites that would have to be taken *in addition* to the 4 credits required for this program. Check the prerequisites carefully before selecting courses to satisfy this requirement.

Program notes/tables

Program: SCSPE1165C - Compare

Code	SCSPE1165C	SCSPE1165C
Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	Mathematics	Mathematics
Title	SPECIALIST (CO-OPERATIVE) PROGRAM IN MATHEMATICS (SCIENCE)	SPECIALIST (CO-OPERATIVE) PROGRAM IN MATHEMATICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<i>Supervisor of Studies:</i> E. Moore (416-287-7267) Email: emoore@utsc.utoronto.ca <i>Co-op Contact:</i> askcoop@utsc.utoronto.ca	<i>Supervisor of Studies:</i> E. Moore (416-287-7267) Email: emoore@utsc.utoronto.ca <i>Co-op Contact:</i> askcoop@utsc.utoronto.ca
Program Objectives	This program combines the coursework of the Specialist Program in Mathematics described above with paid work terms in public and private enterprises. It shares the goals and structure of the Specialist Program in Mathematics, including its four streams (Comprehensive, Statistics, Teaching, and Design-Your-Own), but complements study	This program combines the coursework of the Specialist Program in Mathematics described above with paid work terms in public and private enterprises. It shares the goals and structure of the Specialist Program in Mathematics, including its four streams (Comprehensive, Statistics, Teaching, and Design-Your-Own), but complements study of

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

of the subject with considerable work experience.

Admission Requirements

Refer to the Program Admission requirements for the Specialist Program in Mathematics described above and the [Co-operative Programs](#) section in this *Calendar*. Students entering this program must have a CGPA of at least 2.5.

Program Requirements

To remain in the program, a student must maintain a CGPA of 2.5 or higher throughout the program. To complete the program, a student must meet the work term and course requirements described below.

Work Term Requirements

Students must successfully complete three work terms, at most one of which can be during the summer. In addition, prior to their first work term, students must successfully complete the Arts & Science Co-op Work Term Preparation Activities. These include networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.

Course Requirements

The Co-operative Program can be taken in conjunction with any of the streams in the Specialist Program in Mathematics. The course requirements of the Co-operative Specialist Program in Mathematics are identical to those of the Specialist Program in Mathematics described above.

the subject with considerable work experience.

Admission Requirements

Refer to the Program Admission requirements for the Specialist Program in Mathematics described above and the [Co-operative Programs](#) section in this *Calendar*. Students entering this program [after first year](#) must have a CGPA of at least 2.75.

Program Requirements

To remain in the program, a student must maintain a CGPA of 2.5 or higher throughout the program. To complete the program, a student must meet the work term and course requirements described below.

Work Term Requirements

Students must successfully complete three work terms, at most one of which can be during the summer. In addition, prior to their first work term, students must successfully complete the Arts & Science Co-op Work Term Preparation Activities. These include networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.

Course Requirements

The Co-operative Program can be taken in conjunction with any of the streams in the Specialist Program in Mathematics. The course requirements of the Co-operative Specialist Program in Mathematics are identical to those of the Specialist Program in Mathematics described above.

Program notes/tables

Program: SCMAJ1165C - Compare

Code	SCMAJ1165C	SCMAJ1165C
Owning Organizations	MAT, MSCSC	MAT, MSCSC
Sections	Mathematics	Mathematics
Title	MAJOR (CO-OPERATIVE) PROGRAM IN MATHEMATICS (SCIENCE)	MAJOR (CO-OPERATIVE) PROGRAM IN MATHEMATICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisor of Studies:</i> N. Cherednik (416-287-7226) <i>Email:</i> ncherednik@utsc.utoronto.ca</p> <p><i>Co-op Contact:</i> askcoop@utsc.utoronto.ca</p>	<p><i>Supervisor of Studies:</i> S. Chrysostomou (416-287-7264) <i>Email:</i> schrysostomou@utsc.utoronto.ca</p> <p><i>Co-op Contact:</i> askcoop@utsc.utoronto.ca</p>
Program Objectives	This program combines the coursework of the Major Program in Mathematics described above with paid work terms in public and private enterprises. It shares the goals and structure of the Major Program in Mathematics, but complements study of the subject with considerable work experience.	This program combines the coursework of the Major Program in Mathematics described above with paid work terms in public and private enterprises. It shares the goals and structure of the Major Program in Mathematics, but complements study of the subject with considerable work experience.
Admission Requirements	Refer to the Program Admission requirements for the Major Program in Mathematics described above and the Co-operative Programs section in this <i>Calendar</i> . Students entering this program must have a CGPA of at least 2.5.	Refer to the Program Admission requirements for the Major Program in Mathematics described above and the Co-operative Programs section in this <i>Calendar</i> . Students entering this program after first year must have a CGPA of at least 2.75.
Program Requirements	To remain in the program, a student must maintain a CGPA of 2.5 or higher throughout the program. To complete the program, a student must meet the work term and course requirements described below.	To remain in the program, a student must maintain a CGPA of 2.5 or higher throughout the program. To complete the program, a student must meet the work term and course requirements described below.
Work Term Requirements	Students must successfully complete three work terms, at most one of which can be during the summer. In addition, prior to their first work term, students must successfully complete the Arts & Science Co-op Work Term Preparation Activities. These include networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.	Students must successfully complete three work terms, at most one of which can be during the summer. In addition, prior to their first work term, students must successfully complete the Arts & Science Co-op Work Term Preparation Activities. These include networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.
Course Requirements	The course requirements of the Co-operative Major Program in Mathematics are identical to those of the Major Program in Mathematics described above.	The course requirements of the Co-operative Major Program in Mathematics are identical to those of the Major Program in Mathematics described above.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

**Program
notes/tables**

Program: SCSPE2288 - Compare

Code	SCSPE2288	SCSPE2288
Owning Organizations	MSCSC,STA	MSCSC,STA
Sections	Statistics	Statistics
Title	SPECIALIST (CO-OPERATIVE) PROGRAM IN STATISTICS (SCIENCE)	SPECIALIST (CO-OPERATIVE) PROGRAM IN STATISTICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisor of Studies: S. Damouras (416-208-4794) Email: sdamouras@utsc.utoronto.ca</i> <i>Co-op Contact: askcoop@utsc.utoronto.ca</i></p> <p>Program Objectives This program combines the coursework of the Specialist Program in Statistics described above with paid work terms in public and private enterprises. It shares the goals and structure of the Specialist Program in Statistics, but complements study of the subject with considerable work experience.</p> <p>Admission Requirements Refer to the Program Admission requirements for the Specialist Program in Statistics described above and the Co-operative Programs section in this <i>Calendar</i>. Students entering this program must have a CGPA of at least 2.5.</p> <p>Program Requirements To remain in the program, a student must maintain a CGPA of 2.5 or higher throughout the program. To complete the program, a student must meet the work term and course requirements described below.</p> <p>Work Term Requirements Students must successfully complete three work terms, at most one of which can be during the summer. In addition, prior to their first work term, students must successfully complete the Arts & Science Co-op Work Term Preparation Activities. These include networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.</p> <p>Course Requirements The course requirements of the Co-operative Specialist Program in Statistics are identical to those of the Specialist Program in Statistics described above.</p>	<p><i>Supervisor of Studies: S. Damouras (416-208-4794) Email: sdamouras@utsc.utoronto.ca</i> <i>Co-op Contact: askcoop@utsc.utoronto.ca</i></p> <p>Program Objectives This program combines the coursework of the Specialist Program in Statistics described above with paid work terms in public and private enterprises. It shares the goals and structure of the Specialist Program in Statistics, but complements study of the subject with considerable work experience.</p> <p>Admission Requirements Refer to the Program Admission requirements for the Specialist Program in Statistics described above and the Co-operative Programs section in this <i>Calendar</i>. Students entering this program after first year must have a CGPA of at least 2.75.</p> <p>Program Requirements To remain in the program, a student must maintain a CGPA of 2.5 or higher throughout the program. To complete the program, a student must meet the work term and course requirements described below.</p> <p>Work Term Requirements Students must successfully complete three work terms, at most one of which can be during the summer. In addition, prior to their first work term, students must successfully complete the Arts & Science Co-op Work Term Preparation Activities. These include networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.</p> <p>Course Requirements The course requirements of the Co-operative Specialist Program in Statistics are identical to those of the Specialist Program in Statistics described above.</p>

**Program
notes/tables**

Program: SCMAJ2289C - Compare

Code	SCMAJ2289C	SCMAJ2289C
Owning Organizations	MSCSC,STA	MSCSC,STA
Sections	Statistics	Statistics
Title	MAJOR (CO-OPERATIVE) PROGRAM IN STATISTICS (SCIENCE)	MAJOR (CO-OPERATIVE) PROGRAM IN STATISTICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisor of Studies: M. Samarakoon (416-208-4748) Email: mahinda@utsc.utoronto.ca</i> <i>Co-op Contact: askcoop@utsc.utoronto.ca</i></p> <p>Program Objectives This program combines the coursework of the Major Program in Statistics described above with paid work terms in public and private enterprises. It shares the goals and structure of the Major Program in Statistics, but complements study of the subject with considerable work experience.</p>	<p><i>Supervisor of Studies: M. Samarakoon (416-208-4748) Email: mahinda@utsc.utoronto.ca</i> <i>Co-op Contact: askcoop@utsc.utoronto.ca</i></p> <p>Program Objectives This program combines the coursework of the Major Program in Statistics described above with paid work terms in public and private enterprises. It shares the goals and structure of the Major Program in Statistics, but complements study of the subject with considerable work experience.</p>

Admission Requirements

Refer to the Program Admission requirements for the Major Program in Statistics described above and the [Co-operative Programs](#) section in this *Calendar*. Students entering this program must have a CGPA of at least 2.75.

Program Requirements

To remain in the program, a student must maintain a CGPA of 2.5 or higher throughout the program. To complete the program, a student must meet the work term and course requirements described below.

Work Term Requirements

Students must successfully complete three work terms, at most one of which can be during the summer. In addition, prior to their first work term, students must successfully complete the Arts & Science Co-op Work Term Preparation Activities. These include networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.

Course Requirements

The course requirements of the Co-operative Major Program in Statistics are identical to those of the Major Program in Statistics described above.

Admission Requirements

Refer to the Program Admission requirements for the Major Program in Statistics described above and the [Co-operative Programs](#) section in this *Calendar*. Students entering this program after first year must have a CGPA of at least 2.75.

Program Requirements

To remain in the program, a student must maintain a CGPA of 2.5 or higher throughout the program. To complete the program, a student must meet the work term and course requirements described below.

Work Term Requirements

Students must successfully complete three work terms, at most one of which can be during the summer. In addition, prior to their first work term, students must successfully complete the Arts & Science Co-op Work Term Preparation Activities. These include networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.

Course Requirements

The course requirements of the Co-operative Major Program in Statistics are identical to those of the Major Program in Statistics described above.

Program notes/tables

Program: SCMAJ2289 - Compare

Code	SCMAJ2289	SCMAJ2289
Owning Organizations	MSCSC,STA	MSCSC,STA
Sections	Statistics	Statistics
Title	MAJOR PROGRAM IN STATISTICS (SCIENCE)	MAJOR PROGRAM IN STATISTICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisor of Studies: M. Samarakoon Email: mahinda@utsc.utoronto.ca</i></p> <p><i>Recommended Writing Course:</i> Students are urged to take a course from the following list of courses by the end of their second year. ANTA01H3, ANTA02H3, (CLAA02H3), (CTLA19H3) CTLA01H3, ENGA10H3, ENGA11H3, ENGB06H3, ENGB07H3, ENGB08H3, ENGB09H3, ENGB17H3, ENGB19H3, ENGB50H3, ENGB51H3, GGPA02H3, GGPA03H3, GGPB05H3, GGPB06H3, (HISA01H3), (HLTA01H3) ACMA01H3, (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGA99H3) LINA01H3, PHLA10H3, PHLA11H3, WSTA01H3.</p>	<p><i>Supervisor of Studies: M. Samarakoon Email: mahinda@utsc.utoronto.ca</i></p> <p><i>Recommended Writing Course:</i> Students are urged to take a course from the following list of courses by the end of their second year. ANTA01H3, ANTA02H3, (CLAA02H3), (CTLA19H3) CTLA01H3, ENGA10H3, ENGA11H3, ENGB06H3, ENGB07H3, ENGB08H3, ENGB09H3, ENGB17H3, ENGB19H3, ENGB50H3, ENGB51H3, GGPA02H3, GGPA03H3, GGPB05H3, GGPB06H3, (HISA01H3), (HLTA01H3) ACMA01H3, (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGA99H3) LINA01H3, PHLA10H3, PHLA11H3, WSTA01H3.</p>
Program Requirements	This program requires 8.0 full credits.	This program requires 8.0 full credits.
1. A-level courses	<p>CSCA08H3 Introduction to Computer Programming</p> <p>MATA23H3 Linear Algebra I</p> <p>One of: MATA30H3 Calculus I for Biological and Physical Sciences MATA31H3 Calculus I for Mathematical Sciences*</p> <p>One of: MATA36H3 Calculus II for Physical Sciences MATA37H3 Calculus II for Mathematical Sciences*</p> <p>*The sequence MATA31H3 and MATA37H3 is recommended, MATA31H3 is the pre-requisite for MATA37H3.</p>	<p>One of: CSCA08H3 Introduction to Computer Science I CSCA20H3 Computer Science for the Sciences</p> <p>MATA23H3 Linear Algebra I</p> <p>One of: MATA30H3 Calculus I for Biological and Physical Sciences MATA31H3 Calculus I for Mathematical Sciences*</p> <p>One of: MATA36H3 Calculus II for Physical Sciences MATA37H3 Calculus II for Mathematical Sciences*</p> <p>*The sequence MATA31H3 and MATA37H3 is recommended, MATA31H3 is the pre-requisite for MATA37H3.</p>
2. B-level courses	<p>MATB24H3 Linear Algebra II</p> <p>MATB41H3 Techniques of the Calculus of Several Variables I</p> <p>MATB42H3 Techniques of the Calculus of Several Variables II</p> <p>STAR52H3 An Introduction to Probability*</p> <p>STAR57H3 An Introduction to Statistics*</p>	<p>MATB24H3 Linear Algebra II</p> <p>MATB41H3 Techniques of the Calculus of Several Variables I</p> <p>MATB42H3 Techniques of the Calculus of Several Variables II</p> <p>STAR52H3 An Introduction to Probability*</p> <p>STAR57H3 An Introduction to Statistics*</p>
Upper-level courses	STA067H3 Regression Analysis*	

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Four of:
 any C- or D-level (or 300-400 on St. George) STA courses, except [STAD29H3](#)
 Two of:
[ACTB40H3](#), or any C- or D-level (or 300-400 on St. George) CSC, MAT or STA courses
 * [STAB52H3](#), [STAB57H3](#), [STAC67H3](#) - These courses must be taken at UTSC. No substitutes are permitted without permission of the program supervisor.

Upper-level courses
[STAC67H3](#) Regression Analysis*
 Four of:
 any C- or D-level (or 300-400 on St. George) STA courses, except [STAD29H3](#)
 Two of:
[ACTB40H3](#), or any C- or D-level (or 300-400 on St. George) CSC, MAT or STA courses
 * [STAB52H3](#), [STAB57H3](#), [STAC67H3](#) - These courses must be taken at UTSC. No substitutes are permitted without permission of the program supervisor.

Program notes/tables

Program: SCMIN2289 - Compare

Code	SCMIN2289	SCMIN2289
Owning Organizations	MSCSC,STA	MSCSC,STA
Sections	Statistics	Statistics
Title	MINOR PROGRAM IN STATISTICS (SCIENCE)	MINOR PROGRAM IN STATISTICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<i>Supervisor of Studies: M. Samarakoon Email: mahinda@utsc.utoronto.ca</i>	<i>Supervisor of Studies: M. Samarakoon Email: mahinda@utsc.utoronto.ca</i>
Program Requirements	This program requires 4.0 full credits.	This program requires 4.0 full credits.
First Year (2.0 credits)	CSCA08H3 Introduction to Computer Programming MATA23H3 Linear Algebra I MATA30H3 Calculus I for Biological and Physical Sciences or MATA31H3 Calculus I for Mathematical Sciences] and MATA36H3 Calculus II for Physical Sciences or MATA37H3 Calculus II for Mathematical Sciences.] Notes: 1. The sequence MATA31H3 and MATA37H3 is recommended. 2. MATA31H3 is the pre-requisite for MATA37H3 .	First Year (2.0 credits) One of: CSCA08H3 Introduction to Computer Science I CSCA20H3 Computer Science for the Sciences MATA23H3 Linear Algebra I MATA30H3 Calculus I for Biological and Physical Sciences or MATA31H3 Calculus I for Mathematical Sciences] and MATA36H3 Calculus II for Physical Sciences or MATA37H3 Calculus II for Mathematical Sciences.] Notes: 1. The sequence MATA31H3 and MATA37H3 is recommended. 2. MATA31H3 is the pre-requisite for MATA37H3 .
Second Year (1.0 credit)	STAB52H3 An Introduction to Probability STAB57H3 An Introduction to Statistics	Second Year (1.0 credit) STAB52H3 An Introduction to Probability STAB57H3 An Introduction to Statistics
Third and Fourth Year (1.0 credit)	STAC67H3 Regression Analysis In addition 0.5 credits must be chosen from any C- or D-level STA course but not STAD29H3 .	Third and Fourth Year (1.0 credit) STAC67H3 Regression Analysis In addition 0.5 credits must be chosen from any C- or D-level STA course but not STAD29H3 .

Program notes/tables

Program: SCMAJ1645 - Compare

Code	SCMAJ1645	SCMAJ1645
Owning Organizations	ENG,ENGSC	ENG,ENGSC
Sections	English	English
Title	MAJOR PROGRAM IN ENGLISH (ARTS)	MAJOR PROGRAM IN ENGLISH (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<i>Program Supervisor: Until June 30th, 2013: K. Larson (416-287-7169). After July 1,</i>	<i>Program Supervisor: Until June 30, 2014: Maria Assif (416-208-2725). After July 1,</i>

2013: TBA Email: english-program-supervisor@utsc.utoronto.ca

Program Requirements

7.5 credits in English are required of which at least 2.0 must be at the C- or D-level. They should be selected as follows:

1. [ENGB03H3](#) Critical Thinking About Narrative
2. [ENGB04H3](#) Critical Thinking About Poetry
3. [ENGB05H3](#) Critical Writing about Literature
4. [ENGB27H3](#) Charting Literary History I
5. [ENGB28H3](#) Charting Literary History II
6. 1.0 credit from courses whose content is pre-1900
7. [1.0](#) additional credits in English

Notes:

1. Students may count no more than one of the following courses towards the Major requirements: [ENGB35H3](#) Children's Literature, (ENGB36H3) Detective Fiction, (ENGB41H3) Science Fiction.
2. Students may count no more than one full credit of D-level independent study [ENGD26Y3](#), [ENGD27Y3](#), [ENGD28Y3](#), (ENGD97H3) [ENGD98Y3](#), (ENGD99H3)] towards an English program.
3. The following courses do not count towards any English programs: ENG100H, ENG185Y.

2014: TBA

Email: english-program-supervisor@utsc.utoronto.ca

Program Requirements

7.5 credits in English are required of which at least 2.0 must be at the C- or D-level. They should be selected as follows:

1. [ENGB03H3](#) Critical Thinking About Narrative
2. [ENGB04H3](#) Critical Thinking About Poetry
3. [ENGB05H3](#) Critical Writing about Literature
4. [ENGB27H3](#) Charting Literary History I
5. [ENGB28H3](#) Charting Literary History II
6. 1.0 credit from courses whose content is pre-1900
7. [1.0](#) credit at the D-level in ENG courses
8. [3.5](#) additional credits in English

Notes:

1. Students may count no more than one of the following courses towards the Major requirements: [ENGB35H3](#) Children's Literature, (ENGB36H3) Detective Fiction, (ENGB41H3) Science Fiction.
2. Students may count no more than one full credit of D-level independent study [ENGD26Y3](#), [ENGD27Y3](#), [ENGD28Y3](#), (ENGD97H3) [ENGD98Y3](#), (ENGD99H3)] towards an English program.
3. The following courses do not count towards any English programs: ENG100H, ENG185Y.

Program notes/tables

Program: SCSPE1013 - Compare

Code	SCSPE1013	SCSPE1013
Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	Sociology	Sociology
Title	SPECIALIST PROGRAM IN SOCIOLOGY (ARTS)	SPECIALIST PROGRAM IN SOCIOLOGY (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description		

Program Admission

Enrolment in the Specialist Program is limited. Students must normally apply to enter the Program after completing 4 or 5 full credits including [SOCA01H3](#) and [SOCA02H3](#). Decisions are made on Program admissions only twice a year, in May and in August, and are based on student requests submitted to the Registrar through ROSI. Admission is determined on the basis of a student's overall GPA and grades in [SOCA01H3](#) and [SOCA02H3](#). For students applying after 8-10 credits, admission will be on the basis of overall GPA and grades in SOC courses taken. Specialist students will be entitled to priority access to [SOCB42H3](#), [SOCB43H3](#), [SOCC23H3](#) & [SOCC31H3](#), for fall-winter sessions, during the summer early registration period.

Program Requirements

The Program requires completion of 12.0 full credits as described below. No more than 14.0 full credits in Sociology may be included in a four-year degree.

1. [SOCA01H3](#) Introduction to Sociology I
2. [SOCA02H3](#) Introduction to Sociology II
3. [SOCC05H3](#) Logic of Social Inquiry
4. [STAB22H3](#) Statistics I
5. [SOCC42H3](#) Classical Sociological Theory I
6. [SOCC43H3](#) Classical Sociological Theory II
7. [SOCC40H3](#) Contemporary Sociological Theory Part I
8. [SOCC41H3](#) Contemporary Sociological Theory Part II
9. [SOCC23H3](#) Practicum in Qualitative Research Methods
- or
10. [SOCC31H3](#) Practicum in Quantitative Research Methods
10. [SOCC50H3](#) Capstone Course: Realizing the Sociological Imagination

Program Admission

Enrolment in the Specialist Program is limited. Students must normally apply to enter the Program after completing 4 or 5 full credits including [SOCA01H3](#) and [SOCA02H3](#). Decisions are made on Program admissions only twice a year, in May and in August, and are based on student requests submitted to the Registrar through ROSI. Admission is determined on the basis of a student's overall GPA and grades in [SOCA01H3](#) and [SOCA02H3](#). For students applying after 8-10 credits, admission will be on the basis of overall GPA and grades in SOC courses taken. Specialist students will be entitled to priority access to [SOCB42H3](#), [SOCB43H3](#), [SOCC23H3](#) & [SOCC31H3](#), for fall-winter sessions, during the summer early registration period.

Program Requirements

The Program requires completion of 12.0 full credits as described below. No more than 14.0 full credits in Sociology may be included in a four-year degree.

1. [SOCA01H3](#) Introduction to Sociology I
2. [SOCA02H3](#) Introduction to Sociology II
3. [SOCC05H3](#) Logic of Social Inquiry
4. [STAB22H3](#) Statistics I
5. [SOCC42H3](#) Classical Sociological Theory I
6. [SOCC43H3](#) Classical Sociological Theory II
7. [SOCC40H3](#) Contemporary Sociological Theory
8. [SOCC23H3](#) Practicum in Qualitative Research Methods
- or
9. [SOCC31H3](#) Practicum in Quantitative Research Methods
9. [3.0](#) full credits in Sociology at C- or D- level of which at least [1.0](#) credit must be at the D-level.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

11. 4.0 full credits in Sociology at C- or D- level of which at least 0.5 must be at the D-level.

Note: Students may substitute courses from cognate disciplines with the prior approval of the program supervisor.

12. 1.0 other full credit in Sociology.

Note: Students may substitute courses from cognate disciplines with the prior approval of the program supervisor.

Program notes/tables

Program: SCMIN1013 - Compare

Code	SCMIN1013	SCMIN1013
Owning Organizations	SOC,SOCSC	SOC,SOCSC
Sections	Sociology	Sociology
Title	MINOR PROGRAM IN SOCIOLOGY (ARTS)	MINOR PROGRAM IN SOCIOLOGY (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description		

Program Admission

Admission to the Minor Program in Sociology is not limited. All students who apply for this Program will be admitted. However, students are warned that they are not guaranteed admission to B-level and C-level courses during fall and winter session, and thus will be accommodated only after other Program students have been admitted to these courses. Thus some courses may be unavailable, or available only in the summer.

Program Admission

Admission to the Minor Program in Sociology is not limited. All students who apply for this Program will be admitted. However, students are warned that they are not guaranteed admission to B-level and C-level courses during fall and winter session, and thus will be accommodated only after other Program students have been admitted to these courses. Thus some courses may be unavailable, or available only in the summer.

Program Requirements

The Program requires completion of 4.0 full credits in Sociology including:

1. [_SOCA01H3](#) Introduction to Sociology I
[_SOCA02H3](#) Introduction to Sociology II
2. [_SOCP05H3](#) Logic of Social Inquiry
3. [_SOCP42H3](#) Classical Sociological Theory I
4. [_SOCP43H3](#) Classical Sociological Theory II
5. 1.5 additional full credits in Sociology including 1.0 at the C-level

Program Requirements

The Program requires completion of 4.0 full credits in Sociology as follows:

1. [_SOCA01H3](#) Introduction to Sociology I
[_SOCA02H3](#) Introduction to Sociology II
2. [_SOCP05H3](#) Logic of Social Inquiry
3. 1.0 credit from the following:
 - [_SOCP27H3](#) Political Sociology
 - [_SOCP42H3](#) Classical Sociological Theory I
 - [_SOCP43H3](#) Classical Sociological Theory II
 - [_SOCP47H3](#) Social Inequality
4. 0.5 additional credit at the B-level in Sociology
5. 1.0 additional credit at the C-level in Sociology

Program notes/tables

Program: SCMAJ15902 - Compare

Code	SCMAJ15902	SCMAJ15902
Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	Music and Culture	Music and Culture
Title	MAJOR PROGRAM IN MUSIC AND CULTURE (ARTS)	MAJOR PROGRAM IN MUSIC AND CULTURE (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description		

Undergraduate Advisor: Email: music-program-supervisor@utsc.utoronto.ca

Undergraduate Advisor: Email: music-program-supervisor@utsc.utoronto.ca

Program Requirements

Students are required to complete eight (8.0) credits as follows:

1. [_ACMA01H3](#) Exploring Key Questions in Humanities
[_VPM A90H3](#) Materials of Music I
[_VPM A93H3](#) Listening to Music
[_VPM A99H3](#) Music of the World's Peoples
[_VPM B90H3](#) Materials of Music II
2. One and one-half (1.5) credits from the sequence [_VPM B80H3](#) to [_VPM B82H3](#)
3. One-half (0.5) credit chosen from the following courses:
 - [_VPM B65H3](#) Music and Healing
 - [_VPM B75H3](#) Music in Islamic Cultures
 - [_VPM B77H3](#) Music in Religion and Ritual

Program Requirements

Students are required to complete eight (8.0) credits as follows:

1. [_ACMA01H3](#) Exploring Key Questions in Humanities
[_VPM A90H3](#) Materials of Music I
[_VPM A93H3](#) Listening to Music
[_VPM A99H3](#) Music of the World's Peoples
2. [_VPM B82H3](#) Art Music in the Modern and Contemporary Eras
[_VPM B88H3](#) Popular Music in the Modern and Contemporary Eras
[_VPM B90H3](#) Materials of Music II
3. 0.5 credit chosen from the following courses:
 - [_VPM B65H3](#) Music and Healing
 - [_VPM B77H3](#) Music in Religion and Ritual

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

- [_VPMB78H3](#) Balinese Gamelan: Performance and Context
[_VPMB79H3](#) Performing Arts of Asia
- Two (2.0) credits chosen from [_VPAC89H3](#) and the sequence [_VPMC80H3](#) to [_VPMC97H3](#). Qualified students may substitute one half credit from [_VPMDB9H3](#) or [_VPMDB1H3](#). Depending on the topic, [_FFC071H3](#) or [_FFC081H3](#) may also be substituted with the permission of the program supervisor.
 - One and one-half (1.5) credits in Performance. Students must choose the graded option for this credit.

- [_VPMB78H3](#) Balinese Gamelan: Performance and Context
[_VPMB79H3](#) Performing Arts of Asia
[_VPM075H3](#) Music in the World of Islam: Philosophy, Power and Politics
- 2.0 credits chosen from the sequence [_VPMC80H3](#) to [_VPMC97H3](#). In exceptional circumstances, qualified students may substitute one half credit from [_VPMDB9H3](#) or [_VPMDB1H3](#).
 - [_VPMDB9H3](#) Critical Issues in Music and Culture
 - 2.0 credits in Performance. Students must choose the graded option for this credit.

Program notes/tables

Program: SCMIN15902 - Compare

Code	SCMIN15902	SCMIN15902
Owning Organizations	VPM,ACMSC	VPM,ACMSC
Sections	Music and Culture	Music and Culture
Title	MINOR PROGRAM IN MUSIC AND CULTURE (ARTS)	MINOR PROGRAM IN MUSIC AND CULTURE (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Undergraduate Advisor: Email: _music-program-supervisor@utsc.utoronto.ca	Undergraduate Advisor: Email: _music-program-supervisor@utsc.utoronto.ca

Program Requirements

Students are required to complete 4.0 full credits as follows:

- [_VPM090H3](#) Materials of Music I
[_VPM093H3](#) Listening to Music
[_VPM099H3](#) Music of the World's Peoples
- 1.0 credit from the sequence [_VPM090H3](#) to [_VPM099H3](#)
- 1.0 credit chosen from [_VPAC89H3](#) and the sequence [_VPMC80H3](#) to [_VPMC97H3](#). Depending on topic, [_FFC071H3](#) or [_FFC081H3](#) may also be substituted with the permission of the program supervisor.
- 0.5 credit in Performance. Students must choose the graded option for this credit.

Program Requirements

Students are required to complete 4.0 full credits as follows:

- [_VPM090H3](#) Materials of Music I
[_VPM093H3](#) Listening to Music
[_VPM099H3](#) Music of the World's Peoples
- 0.5 credit in Performance. Students must choose the graded option for this credit.
- 2.0 additional credits in Music, of which at least 1.0 credit must be at the C- and/or D-level. Students must consult with the Program Director regarding the selection of the courses to fulfill this program requirement.

Program notes/tables

Program: SCMAJ2085 - Compare

Code	SCMAJ2085	SCMAJ2085
Owning Organizations	HLT,ANTSC	HLT,ANTSC
Sections	Health Studies	Health Studies
Title	MAJOR PROGRAM IN HEALTH STUDIES - Health Policy (ARTS)	MAJOR PROGRAM IN HEALTH STUDIES - Health Policy (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	This program requires the completion of 8.0 credits, as described below.	This program requires the completion of 8.0 credits, as described below.

1.0 credit at A-level:

- [_H1TA02H3](#) Foundations of Health Studies I
[_H1TA03H3](#) Foundations of Health Studies II

3.5 credits at B-level:

- [_H1TB15H3](#) Introduction to Health Research Methodology
[_H1TB16H3](#) Introduction to Public Health
[_H1TB17H3](#) Conceptual Models of Health
[_H1TB40H3](#) Health Policy and Health Systems
[_MGTA06H3](#) Introduction to Health Management*
[_PHLB09H3](#) Biomedical Ethics
[_STAR22H3](#) Statistics I

*NOTE: [_MGTA06H3](#) has prerequisites that are not part of this program.

2.0 credits at C-level:

- [_H1TQ05H3](#) Social Determinants of Health

1.0 credit at A-level:

- [_H1TA02H3](#) Foundations of Health Studies I
[_H1TA03H3](#) Foundations of Health Studies II

3.5 credits at B-level, as follows:

- [_STAR22H3](#) Statistics I
 3.0 credits from the following:
[_H1TB05H3](#) Introduction to Sport Management, Health and Environment
[_H1TB15H3](#) Introduction to Health Research Methodology
[_H1TB16H3](#) Introduction to Public Health
[_H1TB17H3](#) Conceptual Models of Health
[_H1TB40H3](#) Health Policy and Health Systems
[_H1TB50H3](#) Introduction to Health Humanities
[_MGTA06H3](#) Introduction to Health Management*
[_PHLB09H3](#) Biomedical Ethics

*NOTE: [_MGTA06H3](#) has prerequisites that are not part of this program.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[HLT.C40H3](#) Introduction to Health Economics or [MGEC34H3/ECMC34H3](#) Economics of Health Care]
[H.TC42H3](#) Emerging Health Issues and Policy Needs
[H.TC43H3](#) Politics of Canadian Health Policy

1.0 credit from:

[H.TC04H3](#) Survey Methods
[H.TC22H3](#) Health, Aging and the Life Cycle
[H.TC24H3](#) Health and the Urban Environment
[H.TC44H3](#) Comparative Health Policy Systems

0.5 credit from:

[H.TD01H3](#) Directed Readings in Health Studies
[H.TD02H3](#) Health Research Seminar
[H.TD04H3](#) Special Topics in Health
[H.TD05H3](#) Directed Research on Health Services and Institutions

2.0 credits at C-level from the following:

[H.TC05H3](#) Social Determinants of Health
[H.TC40H3](#) Introduction to Health Economics or [MGEC34H3/ECMC34H3](#) Economics of Health Care]
[H.TC42H3](#) Emerging Health Issues and Policy Needs
[H.TC43H3](#) Politics of Canadian Health Policy
[H.TC50H3](#) The Human-Animal Interface

1.0 credit from:

[H.TC04H3](#) Methods
[H.TC22H3](#) Health, Aging and the Life Cycle
[H.TC24H3](#) Environment and Health
[H.TC44H3](#) Comparative Health Policy Systems

0.5 credit from:

[H.TD01H3](#) Directed Readings in Health Studies
[H.TD02H3](#) Health Research Seminar
[H.TD04H3](#) Special Topics in Health
[H.TD05H3](#) Directed Research on Health Services and Institutions
[H.TD50H3](#) Special Topics in Health Humanities

Program notes/tables

Program: SCMAJ2085B - Compare

Code	SCMAJ2085B	SCMAJ2085B
Owning Organizations	HLT,ANTSC	HLT,ANTSC
Sections	Health Studies	Health Studies
Title	MAJOR PROGRAM IN HEALTH STUDIES - Population Health (SCIENCE)	MAJOR PROGRAM IN HEALTH STUDIES - Population Health (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>This program requires the completion of 8.0 credits, as described below.</p> <p>1.0 credit at A-level: H.TA02H3 Foundations of Health Studies I H.TA03H3 Foundations of Health Studies II</p> <p>3.5 credits at B-level: H.TB17H3 Conceptual Models of Health H.TB20H3 Contemporary Human Evolution and Variation H.TB21H3 Infectious Diseases H.TB22H3 Biological Determinants of Health PHI.B09H3 Biomedical Ethics STAB22H3 Statistics I STAB27H3 Statistics II</p> <p>2.0 credits at C-level from: ANTC40H3 Methods and Analysis in Anthropological Demography ANTC67H3 Foundations in Epidemiology ANTC68H3 Deconstructing Epidemics H.TC21H3 Patterns of Health, Disease, and Injuries STAC32H3 Applications of Statistical Methods STAC50H3 Data Collection</p> <p>1.0 credit from: GGFB28H3 Geographies of Disease H.TB16H3 Introduction to Public Health H.TC04H3 Survey Methods H.TC22H3 Health, Aging and the Life Cycle H.TC23H3 Issues in Child Health and Development H.TC24H3 Health and the Urban Environment</p> <p>0.5 credit from: H.TD01H3 Directed Readings in Health Studies</p>	<p>This program requires the completion of 8.0 credits, as described below.</p> <p>1.0 credit at A-level: H.TA02H3 Foundations of Health Studies I H.TA03H3 Foundations of Health Studies II</p> <p>3.5 credits at B-level as follows: STAB22H3 Statistics I 3.0 credits from the following: H.TB15H3 Introduction to Health Research Methodology H.TB17H3 Conceptual Models of Health H.TB20H3 Contemporary Human Evolution and Variation H.TB21H3 Infectious Diseases H.TB22H3 Biological Determinants of Health PHI.B09H3 Biomedical Ethics STAB27H3 Statistics II</p> <p>2.0 credits at C-level from: ANTC40H3 Methods and Analysis in Anthropological Demography ANTC67H3 Foundations in Epidemiology ANTC68H3 Deconstructing Epidemics H.TC21H3 Patterns of Health, Disease, and Injuries STAC32H3 Applications of Statistical Methods STAC50H3 Data Collection</p> <p>1.0 credit from: GGFB28H3 Geographies of Disease H.TB16H3 Introduction to Public Health H.TC04H3 Methods H.TC22H3 Health, Aging and the Life Cycle H.TC23H3 Issues in Child Health and Development H.TC24H3 Environment and Health</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[HLTD02H3](#) Health Research Seminar
[HLTD04H3](#) Special Topics in Health
[HLTD05H3](#) Directed Research on Health Services and Institutions

0.5 credit from:
~~[ANTD16H3](#) Biomedical Anthropology~~
[HLTD01H3](#) Directed Readings in Health Studies
[HLTD02H3](#) Health Research Seminar
[HLTD04H3](#) Special Topics in Health
[HLTD05H3](#) Directed Research on Health Services and Institutions

Program notes/tables

Program: SCMAJCIT - Compare

Code	SCMAJCIT	SCMAJCIT
Owning Organizations	CIT,GGRSC	CIT,GGRSC
Sections	City Studies	City Studies
Title	MAJOR PROGRAM IN CITY STUDIES (ARTS)	MAJOR PROGRAM IN CITY STUDIES (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description		

Guidelines for Major Program Completion

The City Studies curriculum has three areas of concentration: (1) City-Building, (2) Community Development and (3) City Governance.

Major students are welcome to take courses in more than one area of concentration and are encouraged to take at least three of the **City Studies core courses, [CITB02H3](#) Foundations of City Studies (required for all Major students in City Studies), [CITB01H3](#) Canadian Cities and Planning, [CITB03H3](#) Social Planning and Community Development, [CITB04H3](#) City Politics, or [CITB08H3](#) Economy of Cities.** These core courses cover foundational concepts of the program and are considered essential preparation for upper level courses:

Guidelines for Major Program Completion

The City Studies curriculum has three areas of concentration: (1) City-Building, (2) Community Development and (3) City Governance.

Major students are welcome to take courses in more than one area of concentration and are encouraged to take at least three of the **City Studies core courses, [CITB02H3](#) Foundations of City Studies (required for all Major students in City Studies), [CITB01H3](#) Canadian Cities and Planning, [CITB03H3](#) Social Planning and Community Development, [CITB04H3](#) City Politics, or [CITB08H3](#) Economy of Cities.** These core courses cover foundational concepts of the program and are considered essential preparation for upper level courses:

City Building	Community Development	City Governance
CITC03H3 Real Estate and the City	CITC01H3 Urban Communities and Neighbourhoods Case Study	CITC12H3 City Structures and City Choices: Local Government, Management, and Policymaking
CITC04H3 Municipal and Planning Law in Ontario	CITC02H3 Learning in Community Service	CITC15H3 Taxing and Spending: Public Finance in Canadian Cities
CITC14H3 Environmental Planning	CITC07H3 Urban Social Policy	CITC16H3 Planning and Governing the Metropolis
CITC18H3 Transportation Policy Analysis	CITC08H3 Cities and Community Development	CITC17H3 Civic Engagement in Urban Politics

City Building	Community Development	City Governance
CITC03H3 Real Estate and the City	CITC01H3 Urban Communities and Neighbourhoods Case Study	CITC12H3 City Structures and City Choices: Local Government, Management, and Policymaking
CITC04H3 Municipal and Planning Law in Ontario	CITC02H3 Learning in Community Service	CITC15H3 Taxing and Spending: Public Finance in Canadian Cities
CITC14H3 Environmental Planning	CITC07H3 Urban Social Policy	CITC16H3 Planning and Governing the Metropolis
CITC18H3 Transportation Policy Analysis	CITC08H3 Cities and Community Development	CITC17H3 Civic Engagement in Urban Politics

Note: It is Department policy that students without the prerequisite will be removed from the course. Students should carefully check the prerequisites required for particular B- and C-level courses.

Note: That some upper-level courses (e.g. SOC and ECM) are part of limited enrolment programs, with first preference in these courses going to students enrolled in those programs.

Program Requirements

Note: It is Department policy that students without the prerequisite will be removed from the course. Students should carefully check the prerequisites required for particular B- and C-level courses.

Note: That some upper-level courses (e.g. SOC and ECM) are part of limited enrolment programs, with first preference in these courses going to students enrolled in those programs.

Program Requirements

Academic Affairs Committee Meeting - Undergraduate Program Revisions

This program requires a total of 7.0 full credits.

1. Introduction to Social Science Thought (1.0 full credit from among the following)

- [ANTA01H3](#) Introduction to Anthropology: Becoming Human
- [ANTA02H3](#) Introduction to Anthropology: Culture, Society and Language
- [POLA51H3](#) Critical Issues in Canadian Democracy
- [POLA83H3](#) Exploring Globalization
- [POLA84H3](#) Globalization and Governance
- [SOCA01H3](#) Introduction to Sociology I
- [SOCA02H3](#) Introduction to Sociology II
- [GGRA02H3](#) The Geography of Global Processes
- [GGRA03H3](#) Cities and Environments
- [MGFA01H3/ECMA01H3](#) Introduction to Microeconomics
or [MGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach]
- [MGFA05H3/ECMA05H3](#) Introduction to Macroeconomics
or [MGFA06H3/ECMA06H3](#) Introduction to Macroeconomics: A Mathematical Approach]

2. Core courses (1.5 full credits including)

- [CTRB02H3](#) Foundations of City Studies
and
1.0 credits from among the following:
- [CTRB01H3](#) Canadian Cities and Planning
- [CTRB03H3](#) Social Planning and Community Development
- [CTRB04H3](#) City Politics
- [CTRB08H3](#) Economy of Cities

3. City Studies: Fundamentals of (at least 1.5 full credits from among the following):

- [DTSB01H3](#) Introduction to Diaspora and Transnational Studies I
- [DTSB02H3](#) Introduction to Diaspora and Transnational Studies II
- [EESA05H3](#) Environmental Hazards or [EESA06H3](#) Introduction to Planet Earth]
- [GGRB05H3](#) Urban Geography
- [GGRB13H3](#) Social Geography
- [GGRB28H3](#) Geographies of Disease
- [POLB50Y3](#) Canadian Government and Politics
- [SOCB44H3](#) Sociology of Cities and Urban Life
- [WSTR12H3](#) Women, Violence and Resistance

4. Methods (1 full credit from among the following):

- [STAB22H3](#) Statistics I
- [GGBA30H3](#) GIS and Empirical Reasoning or
- [EESC03H3](#) Geographic Information Systems and Remote Sensing]

5. Applications (at least 2.0 full credits from among the following):

- [ANIC40H3](#) Methods and Analysis in Anthropological Demography]
- [CITC01H3](#) Urban Communities and Neighbourhoods Case Study: East Scarborough
- [CITC02H3](#) Learning in Community Service
- [CITC03H3](#) Real Estate and the City
- [CITC04H3](#) Municipal and Planning Law in Ontario
- [CITC07H3](#) Urban Social Policy
- [CITC08H3](#) Cities and Community Development
- [CITC10H3](#) Selected Issues in City Studies
- [CITC12H3](#) City Structures and City Choices: Local Government, Management, and Policy Making
- [CITC14H3](#) Environmental Planning
- [CITC15H3](#) Taxing and Spending: Public Finance in Canadian Cities
- [CITC16H3](#) Planning and Governing the Metropolis
- [CITC17H3](#) Civic Engagement in Municipal Politics
- [CITC18H3](#) Urban Transportation Policy Analysis
- [CITC40H3](#) Megacities and Global Urbanization
- [CITD01H3](#) City Issues and Strategies
- [EESC21H3](#) Urban Environmental Problems of the Greater Toronto Area
- [GGRC02H3](#) Population Geography
- [GGRC04H3](#) Urban Residential Geography]
- [GGRC13H3](#) Urban Political Geography
- [GGRC27H3](#) Location and Spatial Development
- [GGRC33H3](#) The Toronto Region

This program requires a total of 7.0 full credits.

1. Introduction to Social Science Thought (1.0 full credit from among the following)

- [ANTA01H3](#) Introduction to Anthropology: Becoming Human
- [ANTA02H3](#) Introduction to Anthropology: Culture, Society and Language
- [POLA01H3](#) Critical Issues in Politics]
- [POLA02H3](#) Critical Issues in Politics]
- [SOCA01H3](#) Introduction to Sociology I
- [SOCA02H3](#) Introduction to Sociology II
- [GGRA02H3](#) The Geography of Global Processes
- [GGRA03H3](#) Cities and Environments
- [MGFA01H3/ECMA01H3](#) Introduction to Microeconomics
or [MGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach]
- [MGFA05H3/ECMA05H3](#) Introduction to Macroeconomics
or [MGFA06H3/ECMA06H3](#) Introduction to Macroeconomics: A Mathematical Approach]

2. Core courses (1.5 full credits including)

- [CTRB02H3](#) Foundations of City Studies
and
1.0 credits from among the following:
- [CTRB01H3](#) Canadian Cities and Planning
- [CTRB03H3](#) Social Planning and Community Development
- [CTRB04H3](#) City Politics
- [CTRB08H3](#) Economy of Cities

3. Fundamentals of City Studies (at least 1.5 full credits from among the following):

- [DTSB01H3](#) Introduction to Diaspora and Transnational Studies I
- [DTSB02H3](#) Introduction to Diaspora and Transnational Studies II
- [EESA05H3](#) Environmental Hazards or [EESA06H3](#) Introduction to Planet Earth]
- [GGRB02H3](#) The Logic of Geographic Thought]
- [GGRB05H3](#) Urban Geography
- [GGRB13H3](#) Social Geography
- [GGRB28H3](#) Geographies of Disease
- [POLB50Y3](#) Canadian Government and Politics
- [SOCB44H3](#) Sociology of Cities and Urban Life
- [WSTR12H3](#) Women, Violence and Resistance

4. Methods (1.0 full credit):

- [STAB22H3](#) Statistics I or equivalent]
- 0.5 credit from the following:
- [GGBA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning
- [GGRC03H3](#) Fundamentals of GIS]
- [GGRC31H3](#) Qualitative Geographical Methods: Place and Ethnography]

5. Applications (at least 2.0 full credits from among the following):

- [CITC01H3](#) Urban Communities and Neighbourhoods Case Study: East Scarborough
- [CITC02H3](#) Learning in Community Service
- [CITC03H3](#) Real Estate and the City
- [CITC04H3](#) Municipal and Planning Law in Ontario
- [CITC07H3](#) Urban Social Policy
- [CITC08H3](#) Cities and Community Development
- [CITC10H3](#) Selected Issues in City Studies
- [CITC12H3](#) City Structures and City Choices: Local Government, Management, and Policy Making
- [CITC14H3](#) Environmental Planning
- [CITC15H3](#) Taxing and Spending: Public Finance in Canadian Cities
- [CITC16H3](#) Planning and Governing the Metropolis
- [CITC17H3](#) Civic Engagement in Municipal Politics
- [CITC18H3](#) Urban Transportation Policy Analysis
- [CITC40H3](#) Megacities and Global Urbanization
- [CITD01H3](#) City Issues and Strategies
- [CITD10H3](#) Seminar in Selected Issues in City Studies]
- [CITD60H3](#) Supervised Research Project]
- [EESC21H3](#) Urban Environmental Problems of the Greater Toronto Area
- [GGRC02H3](#) Population Geography
- [GGRC10H3](#) Urbanization and Development]

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[GGBD09H3](#) Feminist Geographies
[POLC53H3](#) Canadian Environmental Politics
[POLC66H3](#) Public Policy Making
[POLC67H3](#) Public Policy in Canada
[SOCI09H3](#) Collective Behaviour
[SOCI04H3](#) Social Movements
[SOCI26H3](#) Sociology of Urban Growth
[WSTC14H3](#) Women, Community, and Policy Change
[WSTC20H3](#) Women and Environments

[GGBC11H3](#) Current Topics in Urban Geography
[GGBC13H3](#) Urban Political Geography
[GGBC27H3](#) Location and Spatial Development
[GGBC33H3](#) The Toronto Region
[GGBC49H3](#) Geographies of Urban Poverty
[GGBD09H3](#) Feminist Geographies
[GIS558H3](#) Delhi and London: Imperial Cities, Mobile People
[POLC53H3](#) Canadian Environmental Policy
[POLC66H3](#) Public Policy Making
[POLC67H3](#) Public Policy in Canada
[SOCI26H3](#) Sociology of Urban Cultural Policies
[SOCI27H3](#) Sociology of Suburbs and Suburbanization
[WSTC14H3](#) Women, Community, and Policy Change
[WSTC20H3](#) Women and Environments

Program notes/tables

Program: SCMIN1666H - Compare

Code	SCMIN1666H	SCMIN1666H
Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	Geography	Geography
Title	MINOR PROGRAM IN HUMAN GEOGRAPHY (ARTS)	MINOR PROGRAM IN HUMAN GEOGRAPHY (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Program Requirements 4.0 full credits in Geography which must include 1.0 full credit at the C- or D-level</p>	<p>Program Requirements This program requires the completion of 4.0 full credits in Geography including: 1. GGFA02H3 and GGFA03H3 2. 1.0 credit at the C- or D-level</p>

Program notes/tables

Program: SCSPE0133 - Compare

Code	SCSPE0133	SCSPE0133
Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	Management	Management
Title	SPECIALIST PROGRAM IN ECONOMICS FOR MANAGEMENT STUDIES (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN ECONOMICS FOR MANAGEMENT STUDIES (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: Iris Au Email: economics.supervisor.studies@utoronto.ca</p> <p>This program will provide a specialization for those wishing for a substantial component of Economics in a Management degree leading to a B.B.A. The program which has a co-op option combines academic studies in economics and management with work experience in public and private enterprises. It is designed to allow students to learn practical skills of data analysis and to combine them with the interpretive skills given by knowledge of economic theory. For information on work terms please see the Co-operative Programs section of this <i>Calendar</i>.</p> <p>NOTE: Students who are considering graduate work in Economics should be aware that they should accumulate considerably more mathematics than the minimum required, and they should consult the Supervisor of Studies in Economics for details.</p>	<p>Academic Director: Iris Au Email: icons@utsc.utoronto.ca</p> <p>This program will provide a specialization for those wishing for a substantial component of Economics in a Management degree leading to a B.B.A. The program which has a co-op option combines academic studies in economics and management with work experience in public and private enterprises. It is designed to allow students to learn practical skills of data analysis and to combine them with the interpretive skills given by knowledge of economic theory. For information on work terms please see the Co-operative Programs section of this <i>Calendar</i>.</p>
Program Requirements	The Specialist Program in Economics for Management Studies requires the completion of 17.0 to 18.0 credits as part of a twenty-credit B.B.A. degree.	<p>Program Requirements The Specialist Program in Economics for Management Studies requires the completion of 17.0 to 18.0 credits as part of a twenty-credit B.B.A. degree.</p> <p>Note A single course may only be used once to fulfill one of the following requirements:</p>

- 1. 8.5 full credits in Economics for Management Studies:**
- [MGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach
 - [MGFA06H3/ECMA06H3](#) Introduction to Macroeconomics: A Mathematical Approach
 - [MGFB02H3/ECMB02H3](#) Price Theory: A Mathematical Approach

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Note: A single course may only be used once to fulfill one of the following requirements:

1. 8.5 full credits in Economics for Management Studies:

[MGFA02H3/ECMA04H3](#) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3/ECMA06H3](#) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3/ECMB02H3](#) Price Theory: A Mathematical Approach
[MGFB06H3/ECMB06H3](#) Macroeconomic Theory and Policy: A Mathematical Approach
[MGFB11H3/ECMB11H3](#) Quantitative Methods in Economics I
[MGFB12H3/ECMB12H3](#) Quantitative Methods in Economics II
[MGFC02H3/ECMC02H3](#) Topics in Price Theory
[MGFC06H3/ECMC06H3](#) Topics in Macroeconomics Theory
[MGFC11H3/ECMC11H3](#) Introduction to Regression Analysis
[MGFD02H3/ECMD13H3](#) Advanced Microeconomic Theory
[MGFD06H3/ECMD14H3](#) Advanced Macroeconomic Theory
[MGFD11H3/ECMD10H3](#) Theory and Practice of Regression Analysis
[MGFD50H3/ECMD50H3](#) Workshop in Economic Research, and two additional full credits in Economics for Management Studies including at least one at the C-level [excluding [MGFC91H3/ECMC91H3](#), [MGFC92H3/ECMC92H3](#), [MGFC93H3/ECMC93H3](#)].

2. (1.0 credit):

[IMATA32H3](#) and [MATA33H3](#) strongly recommended, or [IMATA30H3/A31H3](#) and [MATA35H3/A36H3/A37H3](#).

3. (7.0 to 8.0 credits):

[MGMA01H3/MGTB04H3](#) Principles of Marketing
[MGTA05H3](#) Foundations of Business Management or [MGTA01H3/MGTA03H3](#) and [MGTA02H3/MGTA04H3](#)
[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or (MGTC36H3)
[MGAB01H3/MGTB05H3](#) Introductory Financial Accounting I
[MGAB02H3/MGTB06H3](#) Introductory Financial Accounting II
[MGAB03H3/MGTB03H3](#) Introductory Management Accounting
[MGFB10H3/MGTB09H3](#) Principles of Finance
[MGHB02H3](#) Managing People and Groups in Organizations or [MGTB23H3](#) and [MGTB29H3](#) or [MGTB27Y3](#)
[MGHB12H3/MGTC22H3](#) Human Resource Management
[MGMB01H3/MGTC05H3](#) Marketing Management
[MGFC10H3/MGTC09H3](#) Intermediate Finance
[MGHC02H3/MGTC90H3](#) Leadership Skills
[MGQC10H3/MGTC74H3](#) Analysis for Decision Making
[MGQC20H3/MGTC75H3](#) Operations Management: A Mathematical Approach

4. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3/MGTC41H3](#) Corporate Strategy
[MGSC03H3/MGTC42H3](#) Public Management
[MGSC05H3/MGTC45H3](#) The Changing World of Business-Government Relations
[MGSC12H3/MGTC35H3](#) Narratives on Management and Organization
[MGSC14H3/MGTC59H3](#) Management Ethics
[MGSC20H3/MGTC19H3](#) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3/MGTC38H3](#) Entrepreneurship
[MGSC24H3/MGTC39H3](#) New Venture Creation and Planning
[MGSC30H3/MGTC31H3](#) The Legal Environment of Business I
[MGMC30H3/MGTC33H3](#) Event and Sponsorship Management
[MGSC32H3/MGTC32H3](#) The Legal Environment of Business II
[MGEC43H3/ECMC43H3](#) Organization Strategies
[MGSD10H3/MGTD40H3](#) Knowledge Management
[MGAD40H3/MGTD54H3](#) Management Control Systems

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

NOTE: Students should be aware that the mathematics requirement implies that Grade 12 Calculus is a prerequisite for entry to this Program. Also, students who are considering graduate work in Economics should be aware that they should accumulate considerably more mathematics than the minimum required. Please consult the Supervisor of Studies in Economics for details.

[MGFB06H3/ECMB06H3](#) Macroeconomic Theory and Policy: A Mathematical Approach
[MGFB11H3/ECMB11H3](#) Quantitative Methods in Economics I
[MGFB12H3/ECMB12H3](#) Quantitative Methods in Economics II
[MGFC02H3/ECMC02H3](#) Topics in Price Theory
[MGFC06H3/ECMC06H3](#) Topics in Macroeconomics Theory
[MGFC11H3/ECMC11H3](#) Introduction to Regression Analysis
[MGFD02H3/ECMD13H3](#) Advanced Microeconomic Theory
[MGFD06H3/ECMD14H3](#) Advanced Macroeconomic Theory
[MGFD11H3/ECMD10H3](#) Theory and Practice of Regression Analysis
[MGFD50H3/ECMD50H3](#) Workshop in Economic Research, and two additional full credits in Economics for Management Studies including at least one at the C-level [excluding [MGFC91H3/ECMC91H3](#), [MGFC92H3/ECMC92H3](#), [MGFC93H3/ECMC93H3](#)].

2. (1.0 credit):

[IMATA32H3](#) and [MATA33H3](#) strongly recommended, or [IMATA30H3/A31H3](#) and [MATA35H3/A36H3/A37H3](#).

3. (7.0 to 8.0 credits):

[MGMA01H3/MGTB04H3](#) Principles of Marketing
[MGTA05H3](#) Foundations of Business Management or [MGTA01H3/MGTA03H3](#) and [MGTA02H3/MGTA04H3](#)
[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or (MGTC36H3)
[MGAB01H3/MGTB05H3](#) Introductory Financial Accounting I
[MGAB02H3/MGTB06H3](#) Introductory Financial Accounting II
[MGAB03H3/MGTB03H3](#) Introductory Management Accounting
[MGFB10H3/MGTB09H3](#) Principles of Finance
[MGHB02H3](#) Managing People and Groups in Organizations or [MGTB23H3](#) and [MGTB29H3](#) or [MGTB27Y3](#)
[MGHB12H3/MGTC22H3](#) Human Resource Management
[MGMB01H3/MGTC05H3](#) Marketing Management
[MGFC10H3/MGTC09H3](#) Intermediate Finance
[MGHC02H3/MGTC90H3](#) Leadership Skills
[MGQC10H3/MGTC74H3](#) Analysis for Decision Making
[MGQC20H3/MGTC75H3](#) Operations Management: A Mathematical Approach

4. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3/MGTC41H3](#) Corporate Strategy
[MGSC03H3/MGTC42H3](#) Public Management
[MGSC05H3/MGTC45H3](#) The Changing World of Business-Government Relations
[MGSC12H3/MGTC35H3](#) Narratives and Management
[MGSC14H3/MGTC59H3](#) Management Ethics
[MGSC20H3/MGTC19H3](#) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3/MGTC38H3](#) Entrepreneurship
[MGSC24H3/MGTC39H3](#) New Venture Creation and Planning
[MGSC30H3/MGTC31H3](#) The Legal Environment of Business I
[MGMC30H3/MGTC33H3](#) Event and Sponsorship Management
[MGSC32H3/MGTC32H3](#) The Legal Environment of Business II
[MGEC43H3/ECMC43H3](#) Organization Strategies
[MGSD10H3/MGTD40H3](#) Knowledge Management
[MGAD40H3/MGTD54H3](#) Management Control Systems

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Program

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

notes/tables

Program: SCSPE1180 - Compare

Code	SCSPE1180	SCSPE1180
Owning Organizations	VPH,ACMSC	VPH,ACMSC
Sections	Arts Management	Arts Management
Title	SPECIALIST PROGRAM IN ARTS MANAGEMENT (ARTS)	SPECIALIST PROGRAM IN ARTS MANAGEMENT (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Program Director:</i> S.L. Helwig (416-287-7160) <i>Email:</i> arts-management-program-director@utsc.utoronto.ca</p>	<p><i>Program Director:</i> S.L. Helwig (416-287-7160) <i>Email:</i> arts-management-program-director@utsc.utoronto.ca</p>

Arts Management is designed for students with an interest both in the arts and in the business of the arts, primarily from a not-for-profit perspective. It provides students with a solid grounding in the knowledge and skills necessary for fulfilling professional careers in producing, presenting and exhibiting organizations (theatres, opera companies, orchestras, dance companies, galleries, museums), arts councils, arts service organizations, government, and many other related areas, or for graduate studies in disciplines such as Arts Management, Cultural and Public Policy, and Museum or Curatorial Studies. For further information, see www.utsc.utoronto.ca/artsmanagement/.

Program Admission: Enrollment in the program is limited and entry is competitive. Admissions are granted on the basis of applicants' academic performance, background in one or more of the arts, and demonstrated interest and potential ability in Arts Management.

Program Requirements: Students complete seven full credits in the arts management core program, two full credits in the management field, and six to eight full credits from one or two related field(s), and must maintain a minimum 2.0 cumulative grade point average. Continuous consultation with the Program Director is strongly encouraged for all students in each year of their program.

1. Arts Management Core Courses

Students must complete seven full credits as follows:

- a. The following five full credits:
 - [VPAA10H3](#) Introduction to Arts Management
 - [VPAA12H3](#) Audience and Resource Development
 - [VPAA06H3](#) Visual and Performing Arts Management in the Digital Age
 - [VPAB05H3](#) Introduction to Contemporary Cultural Theory
 - [VPAB07H3](#) Equity & Diversity in Arts Organizations
 - [VPAB13H3](#) Financial Management for Arts Managers
 - [VPAB16H3](#) Managing and Leading in Cultural Organizations
 - [VPAC13H3](#) Planning and Project Management in the Arts and Cultural Sector
 - [VPAC15H3](#) Cultural Policy
 - [VPAD12H3](#) Senior Seminar in Arts Management
- b. One half credit from the following list:
 - [VPAC17H3](#) Arts Marketing
 - [VPAC18H3](#) Fundraising and Development in the Arts
- c. One half credit from the following list:
 - [VPAC19H3](#) Performing Arts Management: Principles and Practices
 - [VPAC20H3](#) Visual Arts Management: Principles and Practices
- d. One full credit from the following list:
 - [VPAB15H3](#) Arts Education and Outreach
 - [VPAC16H3](#) Legal and Human Resource Issues in Arts Management
 - [VPAC21H3](#) Special Topics in Arts Management I
 - [VPAC22H3](#) Special Topics in Arts Management II
 - [VPAD07H3](#) Agency & Pluralism in Social & Cultural Transformations
 - [VPAD14H3](#) Independent Studies in Arts Management

2. Management Field of Study

The following two full credits are required:

- a. [MGTA01H3](#) (MGTA03H3) Introduction to Management
- b. [MGTA02H3](#) (MGTA04H3) Introduction to Management II
- c. Plus one additional full credit from Management or Economics (normally at the C level, unless an alternative is approved in advance by the Arts Management Program Director).

Arts Management is designed for students with an interest both in the arts and in the business of the arts. It provides students with a solid grounding in the knowledge and skills necessary for fulfilling professional careers in producing, presenting and exhibiting organizations (theatres, opera companies, orchestras, dance companies, galleries, museums), arts councils, arts service organizations, government, and many other related areas, or for graduate studies in disciplines such as Arts Management, Cultural and Public Policy, Arts Education and Museum or Curatorial Studies.

While a majority of the academic work in the program is based on the not-for-profit arts model, the skills that UTSC's arts management students develop are transferable skills: critical thinking, organizational development, marketing, fundraising, public relations and public policy can be applied to many fields, and graduates may eventually opt to work in for-profit cultural industries such as commercial music, film and television, or even non-arts sectors that require similar abilities. For further information, see www.utsc.utoronto.ca/artsmanagement/.

The **Standard Stream** of the program is designed to give students a broad and deep understanding of Arts Management at the undergraduate level through academic courses but without full field placements. This stream is well suited to students who have past or alternate practical experience in arts management.

The **Field Placement Stream** of the program is designed to enhance the students' understanding of Arts Management through substantial exposure to its practice in a minimum of two 300-hour not-for-credit placements.

Program Admission

Enrollment in the program is limited and entry is competitive. Admissions are granted on the basis of applicants' academic performance, background in one or more of the arts, and demonstrated interest and potential ability in Arts Management as discerned through an interview. For the Standard Stream, students must have a minimum cumulative GPA of 2.5, both overall and in Arts Management-specific courses. For the Field Placement Stream, students must have a minimum cumulative GPA of 3.0, both overall and in Arts Management-specific courses.

Program Requirements

This program requires the completion of a total of 15.0 credits. Students complete a core of 6.0 credits in Arts Management courses, 1.5 credits in Management courses, 6.0 credits in one or more arts discipline(s), and 1.5 credits specific to either the Standard Stream or the Field Placement Stream.

Students must maintain a minimum cumulative grade point average (CGPA), both overall and in Arts Management-specific courses: 2.5 for the Standard Stream and 3.0 for the Field Placement Stream. Continuous consultation with the Program Director is strongly encouraged for all students in each year of their program.

Core (13.5 credits)

1. Arts Management Courses (6.0 credits)

- [VPAA06H3](#) Visual and Performing Arts Management in the Digital Age
- [VPAA10H3](#) Introduction to Arts Management
- [VPAA12H3](#) Audience and Resource Development
- [VPAB07H3](#) Equity & Diversity in Arts Organizations
- [VPAB13H3](#) Financial Management for Arts Managers
- [VPAB16H3](#) Managing and Leading in Cultural Organizations

Note: Arts Management students have access to the following Management courses via ROSI: [MGTR02H3](#), [MGTR29H3](#), [MGVC30H3](#), [MGSC44H3](#), and [MGSS01H3](#). Arts Management students interested in either Management courses must approach the Arts Management Program Director before or very early in the enrolment period to discuss suitability and to request access. Prerequisite knowledge is required for these courses.

3. Related Field(s) of Study:

Six to eight full credits, including at least one half credit at the C- or D-level, from one or two related fields of study. These courses must:

- a. Consist of six full credits of those credits required within the Major program in one of the artistic disciplines within the Arts, Culture and Media Department (Art History, Music and Culture, Studio and Theatre, Performance Studies). Students choosing this option may wish to take the one-two additional credits necessary to complete the Major program in their artistic discipline of choice rather than unrelated elective courses;
- or;
- b. Consist of the eight full credits required of two Minor programs, at least one of which must be in a Visual and Performing Arts artistic discipline.

The completion of a Major program in a chosen artistic field is particularly valuable for students contemplating graduate studies; additional areas of studies (offered by the double Minor option) may be valuable in certain fields of work and further studies.

Depending on the option chosen in 3 above (Related Field(s) of Study) students require a further three to five full credits in order to meet the Honours B.A. requirement of twenty credits. Arts Management students are encouraged to use these credits to take courses outside their area(s) of concentration in order to broaden their understanding of contemporary issues and their historical context, to enhance their communication skills and to fulfill the breadth requirements. Arts Management courses that are not chosen to fulfill requirements in 1b, 1c and 1d above may be taken as electives.

Courses in the first two years of the program

The first year of study would normally consist of 5.0 full credits (10 courses - five in each of two sessions) including [VPAA10H3](#), [VPAA12H3](#), [MGTA01H3](#), [MGTA02H3](#), at least three courses from the related field(s) of study (including [ACMA01H3](#)), and electives (preferably including [ACMA02H3](#)). The second year of study would normally consist of five full credits that include [VPAR05H3](#), [VPAB16H3](#), possibly [VPAR07H3](#) & [VPAB13H3](#), and courses in the related field(s) of study.

[VPAB17H3](#), From Principles to Practices in Arts Management
[VPAC13H3](#), Planning and Project Management in the Arts and Cultural Sector
[VPAC15H3](#), Cultural Policy
[VPAC16H3](#), Legal and Human Resource Issues in Arts Management
[VPAC17H3](#), Arts Marketing OR [VPAC18H3](#), Fundraising and Development in the Arts
[VPAD12H3](#), Senior Seminar in Arts Management

2. Management Courses (1.5 credits)

[MGTA01H3](#) (MGTA03H3) Introduction to Management
[MGTA02H3](#) (MGTA04H3) Introduction to Management
 0.5 credit from Management or Economics at the C- or D- level (unless an alternative is formally approved in advance by the Arts Management Program Director)

Note: Arts Management students have access to the following Management courses via ROSI: [MGTR02H3](#), [MGTR29H3](#), [MGVC30H3](#), [MGSC44H3](#) and [MGTD46H3](#). Arts Management students interested in other Management courses must approach the Arts Management Program Director early in the enrolment period to discuss suitability and to request access. Appropriate prerequisite knowledge is required for all Management courses.

3. Arts Courses (6.0 credits)

Six full credits from within the Major program in one of the artistic disciplines within the Department of Arts, Culture and Media (Art History, Music and Culture, Studio and Theatre, Performance Studies). At least one full credit of these must be at the C- or D-level. OR

With the prior written approval of the Arts Management Program Director, students may tailor a coherent group of courses to accommodate their special interests and particular career goals. At least one full credit must be at the C- or D-level.

Note: Because the completion of a Major program in a chosen artistic field is particularly valuable for students contemplating graduate studies and certain careers related to that subject, students may wish to add the Major Subject POST and take additional arts courses to fulfil the Major requirement. Alternatively, one or more Minor program(s) may be valuable in certain fields of work and further studies.

A. Standard Stream

In addition to the Core requirements above, students must complete an additional 1.5 credits:

4. (1.5 credits)

[VPAR05H3](#), Introduction to Contemporary Cultural Theory
 Two courses (1.0 credit) from the following:
[VPAB15H3](#), Arts Education and Outreach
[VPAC17H3](#), Arts Marketing OR [VPAC18H3](#), Fundraising and Development in the Arts (whichever one is not fulfilling the requirements in the Core Courses)
[VPAC21H3](#), Special Topics in Arts Management
[VPAC22H3](#), Special Topics in Arts Management
[VPAD07H3](#), Agency & Pluralism in Social & Cultural Transformations
[VPAD14H3](#), Independent Studies in Arts Management

Note: one of the D-level choices is required if a D-level course is not taken as a part of section 2 (Management Courses) or section 3 (Arts Courses).

B. Field Placement Stream

4. Work Term Placements

In addition to the Core requirements above, students must complete a minimum of two 300-hour not-for-credit work term placements:
 Field Placement
 Field Placement

5. (1.5 credits)

[ACM001H3](#), ACMEE Applied Practice I (to be taken concurrently with, or after, Field Placement)
[ACM001H3](#), ACMEE Applied Practice II (to be taken concurrently with, or after Field Placement)
 0.5 credit from the following:
[VPAR05H3](#), Introduction to Contemporary Cultural Theory
[VPAB15H3](#), Arts Education and Outreach
[VPAC17H3](#), Arts Marketing OR [VPAC18H3](#), Fundraising and Development in the Arts (whichever one is not fulfilling the requirements in the Core Courses)

- [PAC21H3](#) Special Topics in Arts Management I
- [PAC22H3](#) Special Topics in Arts Management II
- [PAD07H3](#) Agency & Pluralism in Social & Cultural Transformations
- [PAD14H3](#) Independent Studies in Arts Management
- [PAQ02H3](#) [ACQVEE](#) Applied Practices III (to be taken in connection with an optional Field Placement III)

Courses in the first two years of the program

The first year of study would normally consist of 5.0 full credits (10 courses - five in each of the Fall and Winter semesters) including [VPAA10H3](#), [VPAA12H3](#), [MGTA01H3](#), [MGTA02H3](#), at least three courses from the [Arts Courses](#) section (including [ACMA01H3](#)), and electives (preferably including [ACMA02H3](#)). The second year of study would normally consist of five full credits (10 courses) including [VPAB06H3](#) for students in the [Standard Stream](#), [VPAB13H3](#), [VPAB16H3](#), [VPAB17H3](#), possibly [VPAB07H3](#), and B-level courses from the [Arts Courses](#) requirement (described above).

Program notes/tables

Program: SCSPE1150 - Compare

Code	SCSPE1150	SCSPE1150
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	SPECIALIST PROGRAM IN BIODIVERSITY, ECOLOGY, AND EVOLUTION (SCIENCE)	SPECIALIST PROGRAM IN CONSERVATION AND BIODIVERSITY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: I. Stehlik Email: biodiversity@utsc.utoronto.ca</p> <p>This program presents a foundation for understanding how ecology and evolution shape organismal features (from morphology and physiology to behaviour) and the structure and function of communities and ecosystems. Ultimately these processes determine the broad patterns of organization of life on earth and biodiversity. The challenges to biodiversity are daunting. Habitat destruction, biological invasions and climate change are causing loss of species and disruption of ecosystems worldwide. BEES graduates are trained to understand and actively seek solutions to these problems. This program will show how ecological and evolutionary perspectives can be used to understand and predict the outcome of dynamic interactions among organisms, populations, species, and communities. Students will be well trained to take positions in government agencies, consulting firms or NGOs; able to continue with graduate studies in science for academic careers, or able to pursue careers in business or law related to environmental issues, stewardship and sustainable development.</p> <p>Program Requirements</p> <p>This program consists of 14.5 required credits. In selecting options and electives, students should refer to the University of Toronto guidelines for program breadth and depth (see Degree Requirements). It is advised that, including electives, students should plan to take 5 credits in each year of their four year degree.</p> <p>A. Required Courses</p> <p><i>First Year</i></p> <p>1.0 Credit of Introductory Biology Courses</p> <p>BQA01H3 Life on Earth: Unifying Principles BQA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit of Introductory Chemistry Courses</p> <p>CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms</p> <p>1.0 Credit in Mathematics</p> <p>MATA30H3 & MATA35H3 Calculus I for Biological and Physical Sciences & Calculus II for Biological Sciences</p> <p>0.5 Credit in Physics</p> <p>Choose from: PHYA10H3 Introduction to Physics IA PHYA11H3 Introduction to Physics IB</p>	<p>Supervisor: I. Stehlik Email: biodiversity@utsc.utoronto.ca</p> <p>This program presents a foundation for understanding how ecology and evolution shape organismal features (from morphology and physiology to behaviour) and the structure and function of communities and ecosystems. Ultimately these processes determine the broad patterns of organization of life on earth and biodiversity. The challenges to biodiversity are daunting. Habitat destruction, biological invasions and climate change are causing loss of species and disruption of ecosystems worldwide. Graduates are trained to understand and actively seek solutions to these problems. This program will show how ecological and evolutionary perspectives can be used to understand and predict the outcome of dynamic interactions among organisms, populations, species, and communities. Students will be well trained to take positions in government agencies, consulting firms or NGOs; able to continue with graduate studies in science for academic careers; or able to pursue careers in business or law related to environmental issues, stewardship and sustainable development.</p> <p>Program Requirements</p> <p>This program consists of 14.5 required credits.</p> <p>A. Required Courses</p> <p><i>First Year</i></p> <p>1.0 Credit of Introductory Biology Courses</p> <p>BQA01H3 Life on Earth: Unifying Principles BQA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit of Introductory Chemistry Courses</p> <p>CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms</p> <p>1.0 Credit in Mathematics</p> <p>MATA30H3 Calculus I for Biological and Physical Sciences MATA35H3 Calculus II for Biological Sciences</p> <p>0.5 Credit in Physics</p> <p>Choose from: PHYA10H3 Introduction to Physics IA PHYA11H3 Introduction to Physics IB</p> <p>0.5 Credit in Computer Science</p>

[PHYA11H3](#) Introduction to Physics IB

0.5 Credit in Computer Science

Choose from:

[CSCA08H3](#) Introduction to Computer Programming

[CSCA20H3](#) Computer Science for the Sciences

[PSCB57H3](#) Introduction to Scientific Computing (this course could also be taken in second year)

Second Year

3.0 Credits of Biology Core Courses

[BOB10H3](#) Cell Biology

[BOB11H3](#) Molecular Aspects of Cellular and Genetic Processes

([BOB30H3](#)) Mammalian Physiology I or [BOB34H3](#) Animal Physiology

[BOB31H3](#) Plant Physiology

[BOB50H3](#) Ecology

[BOB51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

[BOB52H3](#) Ecology and Evolutionary Biology Laboratory

0.5 Credit in Statistics

Choose from:

[STAB22H3](#) Statistics I

[PSYB07H3](#) Data Analysis in Psychology

Third Year

2.0 Credits of C-level Ecology and Evolution Foundation Courses

[BOC16H3](#) Evolutionary Genetics and Genomics

[BOC50H3](#) Macroevolution

[BOC59H3](#) Advanced Population Ecology

[BOC61H3](#) Community Ecology and Environmental Biology

Third/Fourth Year

4.5 credits of C- & D-level courses from Bins 1 and 2 below. This must include at least one credit from each bin and at least one credit total at the D-level.

Bin 1: C- & D-level Ecology and Evolution Courses

Choose from:

[BOC51H3](#) Tropical Biodiversity Field Course

[BOC52H3](#) Ecology Field Course

[BOC58H3](#) Biological Consequences of Global Change

[BOC63H3](#) Conservation Biology

[BOC65H3](#) Environmental Toxicology

[BOC67H3](#) Inter-University Biology Field Course

[BOD25H3](#) Genomics

[BOD52H3](#) Special Topics in Biodiversity and Systematics

[BOD60H3](#) Spatial Ecology

[BOD62H3](#) Species and Speciation

[BOD66H3](#) Causes and Consequences of Biodiversity

[FEEO4H3](#) Biodiversity and Biogeography

Bin 2: C- & D-level Organismal Biology Courses

Choose from:

[BOC37H3](#) Plants: Life on the Edge

[BOC38H3](#) Plants and Society

[BOC54H3](#) Animal Behaviour

[BOD62H3](#) Role of Zoos in Conservation

[BOD26H3](#) Fungal Biology & Pathogenesis

[BOD33H3](#) Comparative Animal Physiology

[BOD37H3](#) Biology of Plant Stress

[BOD43H3](#) Animal Movement and Exercise

[BOD45H3](#) Animal Communication

[BOD48H3](#) Ornithology and Herpetology

[BOD53H3](#) Special Topics in Behavioural Ecology

[FEEO4H3](#) Microbial Biogeochemistry

B. Senior Research Courses (optional)

Students interested in graduate research are encouraged to take one or more of the independent research courses offered in Biological Sciences as part of their degree.

[BOB95H3](#) Supervised Study in Biology

Choose from:

[CSCA08H3](#) Introduction to Computer Science I (most appropriate course for computer science students)

[CSCA20H3](#) Introduction to Programming (most appropriate course for non-computer science students)

[PSCB57H3](#) Introduction to Scientific Computing (this course could also be taken in second year)

Second Year

3.0 Credits of Biology Core Courses

[BOB10H3](#) Cell Biology

[BOB11H3](#) Molecular Aspects of Cellular and Genetic Processes

([BOB30H3](#)) Mammalian Physiology I or [BOB34H3](#) Animal Physiology

([BOB31H3](#)) Plant Physiology, or [BOB38H3](#) Plants and Society

[BOB50H3](#) Ecology

[BOB51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

[BOB52H3](#) Ecology and Evolutionary Biology Laboratory

0.5 Credit in Statistics

Choose from:

[STAB22H3](#) Statistics I

[PSYB07H3](#) Data Analysis in Psychology

Third Year

2.0 Credits of C-level Ecology and Evolution Foundation Courses

[BOC16H3](#) Evolutionary Genetics and Genomics

[BOC50H3](#) Macroevolution

[BOC59H3](#) Advanced Population Ecology

[BOC61H3](#) Community Ecology and Environmental Biology

Third/Fourth Year

4.5 credits of C- & D-level courses from Bins 1 and 2 below. This must include at least one credit from each bin and at least one credit total at the D-level.

Bin 1: C- & D-level Ecology and Evolution Courses

Choose from:

[BOC51H3](#) Tropical Biodiversity Field Course

[BOC52H3](#) Ecology Field Course

[BOC58H3](#) Biological Consequences of Global Change

[BOC63H3](#) Winter Ecology

[BOC63H3](#) Conservation Biology

[BOC65H3](#) Environmental Toxicology

[BOC67H3](#) Inter-University Biology Field Course

[BOD25H3](#) Genomics

[BOD52H3](#) Special Topics in Biodiversity and Systematics

[BOD54H3](#) Applied Conservation Biology

[BOD60H3](#) Spatial Ecology

[BOD62H3](#) Species and Speciation

[BOD66H3](#) Causes and Consequences of Biodiversity

[FEEO4H3](#) Biodiversity and Biogeography

Bin 2: C- & D-level Organismal Biology Courses

Choose from:

[BOC37H3](#) Plants: Life on the Edge

[BOC38H3](#) Plants and Society

[BOC40H3](#) Plant Physiology

[BOC54H3](#) Animal Behaviour

[BOD62H3](#) Role of Zoos in Conservation

[BOD26H3](#) Fungal Biology & Pathogenesis

[BOD33H3](#) Comparative Animal Physiology

[BOD37H3](#) Biology of Plant Stress

[BOD43H3](#) Animal Movement and Exercise

[BOD45H3](#) Animal Communication

[BOD48H3](#) Ornithology and Herpetology

[BOD53H3](#) Special Topics in Behavioural Ecology

[FEEO4H3](#) Microbial Biogeochemistry

B. Senior Research Courses (optional)

Students interested in graduate research are encouraged to take one or more of the

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[BIOD99Y3](#) Directed Research in Biology

[BIOD99Y3](#) Directed Research in Biology

||

C. Complementary Elective Courses (optional)

This list of courses from other departments complements a degree in Biodiversity, Ecology and Evolution and hence students may want to consider these courses as potential electives. Please note that some of these courses require prerequisites not included in this program. Students are not required to take any of these courses; they are provided for guidance only.

[EESA02H3](#) Introduction to Planet Earth

[EESA10H3](#) Human Health and the Environment

[EESA16H3](#) Feeding Humans - The Cost to the Planet

[EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments

[GGBA02H3](#) The Geography of Global Processes

[GGBA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning

[GGBA44H3](#) Environmental Conservation and Sustainable Development

[NPOB60H3](#) Neuroanatomy Laboratory

[NPOC34H3](#) Neuroethology

[NPOC61H3](#) Learning and Motivation

[NPOC64H3](#) Sensory and Motor Systems

[PSYA01H3](#) Introductory Psychology: Part I

[PSYA02H3](#) Introductory Psychology: Part II

[PSYB45H3](#) Behaviour Modification: Origins and Applications

[PSYB64H3](#) An Introduction to Physiological Psychology

independent research courses offered in Biological Sciences as part of their degree.

[BIOD95H3](#) Supervised Study in Biology

[BIOD98Y3](#) Directed Research in Biology

[BIOD99Y3](#) Directed Research in Biology

Program notes/tables

Program: SCSPE0215 - Compare

Code	SCSPE0215	SCSPE0215
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	SPECIALIST PROGRAM IN HUMAN BIOLOGY (SCIENCE)	SPECIALIST PROGRAM IN HUMAN BIOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: A. Ashok Email: human-biology@utsc.utoronto.ca</p> <p>The Human Biology specialist program provides a solid foundation of introductory science courses and core biology courses while emphasizing, in the upper years, issues related to human health, the nature of humans and their culture as well as the interaction of the human species with the environment. The first year of the program emphasizes introductory courses in biology, chemistry, calculus, physics and psychology. The second year of the program emphasizes core courses in cell biology, molecular biology, physiology, ecology, evolution and anatomy that provide the basis for continued specialization in the third and fourth years. The upper years of the program emphasize specialized courses in anatomy, histology, anthropology, biochemistry, endocrinology, immunology, microbiology, physiology, psychology, pathology and pathobiology. This program is suited for those students who wish to go onto health-related fields such as medicine, dentistry, nursing, pharmacy, physiotherapy and health policy/management or graduate studies in these, and other, areas such as physiology, medicine and endocrinology.</p>	<p>Supervisor: A. Ashok Email: human-biology@utsc.utoronto.ca</p> <p>The Human Biology specialist program provides a solid foundation of introductory science courses and core biology courses while emphasizing, in the upper years, issues related to human health, the nature of humans and their culture as well as the interaction of the human species with the environment. The first year of the program emphasizes introductory courses in biology, chemistry, calculus, physics and psychology. The second year of the program emphasizes core courses in cell biology, molecular biology, physiology, ecology, evolution and anatomy that provide the basis for continued specialization in the third and fourth years. The upper years of the program emphasize specialized courses in anatomy, histology, anthropology, biochemistry, endocrinology, immunology, microbiology, physiology, psychology, pathology and pathobiology. This program is suited for those students who wish to go onto health-related fields such as medicine, dentistry, nursing, pharmacy, physiotherapy and health policy/management or graduate studies in these, and other, areas such as physiology, medicine and endocrinology.</p>
Program Requirements	<p>This Program consists of 15.5 credits. In selecting options and electives, students should refer to the University of Toronto guidelines for program breadth and depth (see Degree Requirements).</p>	<p>This Program consists of 15.5 credits.</p>
Required Courses and Suggested Course Sequence	<p><i>First Year</i></p> <p>1.0 Credit of Introductory Biology Courses</p> <p>BIOA01H3 Life on Earth: Unifying Principles</p> <p>BIOA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit of Introductory Chemistry Courses</p> <p>CHMA10H3 Introductory Chemistry I: Structure and Bonding</p>	<p>Required Courses and Suggested Course Sequence</p> <p><i>First Year</i></p> <p>1.0 Credit of Introductory Biology Courses</p> <p>BIOA01H3 Life on Earth: Unifying Principles</p> <p>BIOA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit of Introductory Chemistry Courses</p> <p>CHMA10H3 Introductory Chemistry I: Structure and Bonding</p> <p>CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms</p>

[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit of Mathematics

[MATA30H3](#) or [MATA35H3](#) Calculus I for Biological and Physical Sciences & Calculus II for Biological Sciences

1.0 Credit of Introductory Physics Courses

[PHYA11H3](#) Introduction to Physics IB
[PHYA22H3](#) Introduction to Physics IIB

1.0 Credit of Introductory Psychology Courses

[PSYA01H3](#) Introductory Psychology: Part I
[PSYA02H3](#) Introductory Psychology: Part II

Second Year

3.0 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 (BIOB30H3) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology
[BIOB31H3](#) Plant Physiology
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

1.0 Credit of Biology Core Labs

[BIOB32H3](#) Animal Physiology Laboratory
[BIOB33H3](#) Human Development and Anatomy Laboratory

1.0 Credit of Organic Chemistry Courses

[CHMB41H3](#) Organic Chemistry I
[CHMB42H3](#) Organic Chemistry II

Third/Fourth Years

2.0 Credits of C-level Biology Core Courses

[BIOC15H3](#) Genetics
[BIOC17H3](#) Microbiology: [The Bacterial Cell](#)
[BIOC32H3](#) Human Physiology I
[BIOC39H3](#) Immunology

1.5 Credits of Additional C-level Biology Courses

Choose From:
[BIOC10H3](#) Cell Biology: [Intracellular Compartments and Protein Sorting](#)
[BIOC12H3](#) Biochemistry I: Proteins and Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics and Metabolism
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC16H3](#) Evolutionary Genetics and Genomics
[BIOC19H3](#) Animal Developmental Biology
[BIOC21H3](#) Vertebrate Histology: Cells and Tissues
[BIOC33H3](#) Human Physiology II: Lecture and Laboratory or [BIOC34H3](#) Human Physiology II: Lecture]
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC65H3](#) Environmental Toxicology

1.0 Credit of D-level Biology Courses

Choose From:
[BIOD17H3](#) Seminars in Cellular Microbiology
[BIOD19H3](#) Epigenetics in Health and Disease
[BIOD26H3](#) Fungal Biology and Pathogenesis
[BIOD27H3](#) Molecular Endocrinology
[BIOD29H3](#) Pathobiology of Human Disease
[BIOD33H3](#) Comparative Animal Physiology
[BIOD43H3](#) Animal Movement and Exercise
[BIOD65H3](#) Pathologies of the Nervous System

0.5 Credit in Statistics

Choose From:
[STAB22H3](#) Statistics I
[PSYB07H3](#) Data Analysis in Psychology

0.5 Credit in Psychology or Health Studies

Choose From any B-, C- or D-level Psychology course, or from the Health Studies courses listed below:
[HLTB15H3](#) Introduction to Health Research Methodology

1.0 Credit of Mathematics

[MATA30H3](#) Calculus I for Biological and Physical Sciences
[MATA35H3](#) Calculus II for Biological Sciences

1.0 Credit of Introductory Physics Courses

[PHYA11H3](#) Introduction to Physics IB
[PHYA22H3](#) Introduction to Physics IIB

1.0 Credit of Introductory Psychology Courses

[PSYA01H3](#) Introductory Psychology: Part I
[PSYA02H3](#) Introductory Psychology: Part II

Second Year

3.0 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 (BIOB30H3) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology]
[BIOB31H3](#) Plant Physiology] or [BIOB38H3](#) Plants and Society]
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

1.0 Credit of Biology Core Labs

[BIOB32H3](#) Animal Physiology Laboratory
[BIOB33H3](#) Human Development and Anatomy Laboratory

1.0 Credit of Organic Chemistry Courses

[CHMB41H3](#) Organic Chemistry I
[CHMB42H3](#) Organic Chemistry II

Third/Fourth Years

2.0 Credits of C-level Biology Core Courses

[BIOC15H3](#) Genetics
[BIOC17H3](#) Microbiology
[BIOC32H3](#) Human Physiology I
[BIOC39H3](#) Immunology

1.5 Credits of Additional C-level Biology Courses

Choose From:
[BIOC10H3](#) Cell Biology: [Proteins from Life to Death](#)
[BIOC12H3](#) Biochemistry I: Proteins and Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics and Metabolism
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC16H3](#) Evolutionary Genetics and Genomics
[BIOC19H3](#) Animal Developmental Biology
[BIOC21H3](#) Vertebrate Histology: Cells and Tissues
[BIOC33H3](#) Human Physiology II: Lecture and Laboratory or [BIOC34H3](#) Human Physiology II: Lecture]
[BIOC40H3](#) Plant Physiology]
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC65H3](#) Environmental Toxicology

1.0 Credit of D-level Biology Courses

Choose From:
[BIOD17H3](#) Seminars in Cellular Microbiology
[BIOD19H3](#) Epigenetics in Health and Disease
[BIOD26H3](#) Fungal Biology and Pathogenesis
[BIOD27H3](#) Molecular Endocrinology
[BIOD29H3](#) Pathobiology of Human Disease
[BIOD33H3](#) Comparative Animal Physiology
[BIOD43H3](#) Animal Movement and Exercise
[BIOD65H3](#) Pathologies of the Nervous System

0.5 Credit in Statistics

Choose From:
[STAB22H3](#) Statistics I
[PSYB07H3](#) Data Analysis in Psychology

0.5 Credit in Psychology or Health Studies

Choose From any B-, C- or D-level Psychology course, or from the Health Studies courses listed below:
[HLTB15H3](#) Introduction to Health Research Methodology
[HLTB16H3](#) Introduction to Public Health

- [H1TB16H3](#) Introduction to Public Health
- [H1TB17H3](#) Conceptual Models of Health
- [H1TB20H3](#) Contemporary Human Evolution and Variation
- [H1TB21H3](#) Infectious Diseases
- [H1TB22H3](#) Biological Determinants of Health
- [H1TB40H3](#) Health Policy and Health Systems

- [H1TB17H3](#) Conceptual Models of Health
- [H1TB20H3](#) Contemporary Human Evolution and Variation
- [H1TB21H3](#) Infectious Diseases
- [H1TB22H3](#) Biological Determinants of Health
- [H1TB40H3](#) Health Policy and Health Systems

Program notes/tables

Program: SCSPE1203C - Compare

Code	SCSPE1203C	SCSPE1203C
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	SPECIALIST (CO-OPERATIVE) PROGRAM IN CELL AND MOLECULAR BIOLOGY (SCIENCE)	SPECIALIST (CO-OPERATIVE) PROGRAM IN MOLECULAR BIOLOGY AND BIOTECHNOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: J. Nash Email: cell-and-molecular-biology@utsc.utoronto.ca Co-op Contact: askcoop@utsc.utoronto.ca</p>	<p>Supervisor: J. Nash Email: cell-and-molecular-biology@utsc.utoronto.ca Co-op Contact: askcoop@utsc.utoronto.ca</p>

The ~~Cell and~~ Molecular Biology program strives to help students construct a broad foundation of knowledge across the major disciplines of biology in the first two years of study, and combine this knowledge with an increasingly analytical and reflective approach to learning. Upon this base students deepen their knowledge of biological processes that occur at the cellular and molecular level through course work of their third and fourth years. This is a laboratory-rich program that integrates an understanding of chemical and physical processes with our complex biological systems. Because of broad training in biology and rigorous cross training in cognate disciplines graduates are well positioned to apply to professional and graduate schools or work in a broad range of government regulatory agencies, clinical or research-focused industries and other careers that require the union of strong analytical and technical skills. The co-op option of the Cell and Molecular Biology program complements and punctuates academic course work with full-time work terms in research laboratories, government, health care, or in public or private industry. These placements help students define and refine their career and/or professional school goals. For information on admissions, fees, work terms and standing in the Program, please see the [Co-operative Programs](#) section of this *Calendar*.

Program Admission

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-secondary institution, see the [Co-operative Programs](#) section in this *Calendar*.
Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website: www.utsc.utoronto.ca/registrar. The minimum qualifications for entry are 5.0 credits including [BIOA01H3](#), [BIOA02H3](#), [CHMA10H3](#), [CHMA11H3](#), [\[\(MATA20H3\) & \(MATA21H3\)\]](#) or [\[MATA30H3 & \[MATA35H3 or MATA36H3\]\]](#), [\[PHYA10H3 or PHYA11H3\]](#), plus a cumulative GPA of at least 2.75.

Program Requirements

This program consists of 14.0 required credits plus two work-terms. In selecting options and electives, students should refer to the University of Toronto guidelines for program breadth and depth (see Degree Requirements).

A. Course Requirements

First Year

1.0 Credit of Introductory Biology Courses

- [BIOA01H3](#) Life on Earth: Unifying Principles
- [BIOA02H3](#) Life on Earth: Form, Function and Interactions

1.0 Credit of Introductory Chemistry Courses

- [CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
- [CHMA11H3](#) Introductory Chemistry I: Reactions and Mechanisms

1.0 Credit in Mathematics

Choose from:

- [MATA30H3](#) Calculus I for Biological and Physical Sciences
- [MATA35H3](#) Calculus II for Biological Sciences

The Molecular Biology ~~and Biotechnology~~ program strives to help students construct a broad foundation of knowledge across the major disciplines of biology in the first two years of study, and combine this knowledge with an increasingly analytical and reflective approach to learning. Upon this base, students deepen their knowledge of biological processes that occur at the cellular and molecular level through course work of their third and fourth years. This is a laboratory-rich program that integrates an understanding of chemical and physical processes with our complex biological systems. Because of broad training in biology and rigorous cross training in cognate disciplines, graduates are well positioned to apply to professional and graduate schools or work in a broad range of government regulatory agencies, clinical or research-focused industries and other careers that require the union of strong analytical and technical skills. The co-op option of the Cell and Molecular Biology program complements and punctuates academic course work with full-time work terms in research laboratories, government, health care, or in public or private industry. These placements help students define and refine their career and/or professional school goals. For information on admissions, fees, work terms and standing in the Program, please see the [Co-operative Programs](#) section of this *Calendar*.

Program Admission

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-secondary institution, see the [Co-operative Programs](#) section in this *Calendar*.
Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website: www.utsc.utoronto.ca/registrar. The minimum qualifications for entry are 5.0 credits including [BIOA01H3](#), [BIOA02H3](#), [CHMA10H3](#), [CHMA11H3](#), [\[\(MATA20H3\) & \(MATA21H3\)\]](#) or [\[MATA30H3 & \[MATA35H3 or MATA36H3\]\]](#), [\[PHYA10H3 or PHYA11H3\]](#), plus a cumulative GPA of at least 2.75.

Program Requirements

This program consists of 14.0 required credits plus two work-terms.

A. Course Requirements

First Year

1.0 Credit of Introductory Biology Courses

- [BIOA01H3](#) Life on Earth: Unifying Principles
- [BIOA02H3](#) Life on Earth: Form, Function and Interactions

1.0 Credit of Introductory Chemistry Courses

- [CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
- [CHMA11H3](#) Introductory Chemistry I: Reactions and Mechanisms

1.0 Credit in Mathematics

Choose from:

- [MATA30H3](#) Calculus I for Biological and Physical Sciences
- [MATA35H3](#) Calculus II for Biological Sciences

~~MATA30H3 & MATA35H3~~ Calculus I for Biological and Physical Sciences & Calculus II for Biological Sciences
~~MATA30H3 & MATA36H3~~ Calculus I for Biological and Physical Sciences & Calculus II for Physical Sciences

1.0 Credit in Physics

Choose 0.5 credit from:

~~PHYA10H3~~ Introduction to Physics IA
~~PHYA11H3~~ Introduction to Physics IB

Choose 0.5 credit from:

~~PHYA21H3~~ Introduction to Physics IA
~~PHYA22H3~~ Introduction to Physics IB

0.5 Credit in Statistics

Choose from:

~~STAB22H3~~ Statistics I (this course could also be taken in second year)
~~PSYB07H3~~ Data Analysis in Psychology (this course could also be taken in second year)

Second Year

3.0 Credits of Biology Core Courses

~~BIOB10H3~~ Cell Biology
~~BIOB11H3~~ Molecular Aspects of Cellular and Genetic Processes
 (BIOB30H3) Mammalian Physiology I or ~~BIOB34H3~~ Animal Physiology
~~BIOB31H3~~ Plant Physiology
~~BIOB50H3~~ Ecology
~~BIOB51H3~~ Evolutionary Biology

0.5 Credit of Biology Core Labs

~~BIOB12H3~~ Cell and Molecular Biology Laboratory

1.0 Credit of Organic Chemistry Courses

~~CHMB41H3~~ Organic Chemistry I
~~CHMB42H3~~ Organic Chemistry II

Computer Science might be taken in this year and will enhance Co-op placement options.

Third Year

3.0 Credits of Biology C-level Courses

~~BIOC12H3~~ Biochemistry I: Proteins and Enzymes
~~BIOC13H3~~ Biochemistry II: Bioenergetics and Metabolism
~~BIOC15H3~~ Genetics
~~BIOC17H3~~ Microbiology: The Bacterial Cell
~~BIOC23H3~~ Practical Approaches to Biochemistry
~~BIOC39H3~~ Immunology (can be completed in third or fourth year)

0.5 Credit in Computer Science

Choose from:

~~CSCA08H3~~ Introduction to Computer Programming
~~CSCA20H3~~ Computer Science for the Sciences
~~PSCB57H3~~ Introduction to Scientific Computing

Third/Fourth Year

0.5 Credit of Cognate Biology Courses

Choose from:

~~BIOC10H3~~ Cell Biology: Intracellular Compartments and Protein Sorting
~~BIOC14H3~~ Genes, Environment and Behaviour
~~BIOC19H3~~ Animal Developmental Biology
~~BIOC21H3~~ Vertebrate Histology: Cells and Tissues
 (BGYC22H3) Vertebrate Histology: Organs
~~BIOC31H3~~ Molecular Aspects of Plant Development
~~BIOB37H3~~ Biology of Plant Stress

Fourth Year

0.5 Credit in Advanced Molecular Techniques

~~BIOB21H3~~ Advanced Molecular Biology Laboratory

0.5 Credit of D-level Research-Oriented "Cell & Molecular" Course Work

Choose from:

~~BIOB17H3~~ Seminars in Cellular Microbiology
~~BIOB19H3~~ Epigenetics in Health and Disease

~~MATA30H3~~ Calculus I for Biological and Physical Sciences & ~~MATA36H3~~ Calculus II for Physical Sciences

1.0 Credit in Physics

Choose 0.5 credit from:

~~PHYA10H3~~ Introduction to Physics IA
~~PHYA11H3~~ Introduction to Physics IB

Choose 0.5 credit from:

~~PHYA21H3~~ Introduction to Physics IA
~~PHYA22H3~~ Introduction to Physics IB

0.5 Credit in Statistics

Choose from:

~~STAB22H3~~ Statistics I (this course could also be taken in second year)
~~PSYB07H3~~ Data Analysis in Psychology (this course could also be taken in second year)

Second Year

3.0 Credits of Biology Core Courses

~~BIOB10H3~~ Cell Biology
~~BIOB11H3~~ Molecular Aspects of Cellular and Genetic Processes
 (BIOB30H3) Mammalian Physiology I or ~~BIOB34H3~~ Animal Physiology
~~BIOB31H3~~ Plant Physiology or ~~BIOB38H3~~ Plants and Society
~~BIOB50H3~~ Ecology
~~BIOB51H3~~ Evolutionary Biology

0.5 Credit of Biology Core Labs

~~BIOB12H3~~ Cell and Molecular Biology Laboratory

1.0 Credit of Organic Chemistry Courses

~~CHMB41H3~~ Organic Chemistry I
~~CHMB42H3~~ Organic Chemistry II

Computer Science might be taken in this year and will enhance Co-op placement options.

Third Year

3.0 Credits of Biology C-level Courses

~~BIOC12H3~~ Biochemistry I: Proteins and Enzymes
~~BIOC13H3~~ Biochemistry II: Bioenergetics and Metabolism
~~BIOC15H3~~ Genetics
~~BIOC17H3~~ Microbiology
~~BIOC23H3~~ Practical Approaches to Biochemistry
~~BIOC39H3~~ Immunology (can be completed in third or fourth year)

0.5 Credit in Computer Science

Choose from:

~~CSCA08H3~~ Introduction to Computer Science I (most appropriate course for computer science students)
~~CSCA20H3~~ Introduction to Programming (most appropriate course for non-computer science students)
~~PSCB57H3~~ Introduction to Scientific Computing

Third/Fourth Year

0.5 Credit of Cognate Biology Courses

Choose from:

~~BIOC10H3~~ Cell Biology: Proteins from Life to Death
~~BIOC14H3~~ Genes, Environment and Behaviour
~~BIOC19H3~~ Animal Developmental Biology
~~BIOC21H3~~ Vertebrate Histology: Cells and Tissues
 (BGYC22H3) Vertebrate Histology: Organs
~~BIOC31H3~~ Plant Development and Biotechnology
~~BIOC40H3~~ Plant Physiology
~~BIOB37H3~~ Biology of Plant Stress

Fourth Year

0.5 Credit in Advanced Molecular Techniques

~~BIOB21H3~~ Advanced Molecular Biology Laboratory

0.5 Credit of D-level Research-Oriented "Cell & Molecular" Course Work

Choose from:

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[BIOD22H3](#) Molecular Biology of the Stress Response
[BIOD23H3](#) Special Topics in Cell Biology
[BIOD25H3](#) Genomics
[BIOD26H3](#) Fungal Biology and Pathogenesis
[BIOD27H3](#) Molecular Endocrinology
[BIOD95H3](#) Supervised Study in Biology
[BIOD98Y3](#) Directed Research in Biology

Note: Any of these courses not used to satisfy this requirement can be used to fulfill the '0.5 Credit of Cognate Biology Courses.'

B. Work Term Requirements

The program requires eight four-month terms of study and two four-month work terms. Practical work experience in the fields of cell biology, genetics, molecular biology and biotechnology are alternated with study terms to enhance academic studies and develop professional and personal skills. Students must submit both an oral and written report on each work term for evaluation, and will also complete a standardized form assessing the quality of their co-op work term. Students are expected to do at least one of their work placements in the fall or winter term.

To be eligible for their first work term, students must be in good standing in the program and have completed at least 10.0 credits, including [BIOA01H3](#), [BIOA02H3](#), [CHMA10H3](#), [CHMA11H3](#), [([MATA20H3](#)) & ([MATA21H3](#))] or [([MATA30H3](#)) & ([MATA35H3](#) or [MATA36H3](#))], [([PHYA10H3](#) or [PHYA11H3](#)), [BIOR10H3](#), [BIOR11H3](#), [BIOR12H3](#), [CHMB41H3](#), [CHMB42H3](#)]. Students must also successfully complete Arts & Science Co-op Work Term Preparation Activities, which include multiple networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations, prior to their first work term.

To be eligible for their second work term placement, students must have completed at least 12.5 credits which must include [[BIOC12H3](#) & [BIOC15H3](#)] or [[BIOC13H3](#) & [BIOC17H3](#)] and have received a satisfactory evaluation for their performance and for their reports on their first work term. Completion of Statistics and Computer Science course work, before the second placement, is highly recommended.

[BIOD17H3](#) Seminars in Cellular Microbiology
[BIOD19H3](#) Epigenetics in Health and Disease
[BIOD22H3](#) Molecular Biology of the Stress Response
[BIOD23H3](#) Special Topics in Cell Biology
[BIOD25H3](#) Genomics
[BIOD26H3](#) Fungal Biology and Pathogenesis
[BIOD27H3](#) Molecular Endocrinology
[BIOD29H3](#) Pathobiology of Human Disease
[BIOD95H3](#) Supervised Study in Biology
[BIOD98Y3](#) Directed Research in Biology

Note: Any of these courses not used to satisfy this requirement can be used to fulfill the '0.5 Credit of Cognate Biology Courses.'

B. Work Term Requirements

The program requires eight four-month terms of study and two four-month work terms. Practical work experience in the fields of cell biology, genetics, molecular biology and biotechnology are alternated with study terms to enhance academic studies and develop professional and personal skills. Students must submit both an oral and written report on each work term for evaluation, and will also complete a standardized form assessing the quality of their co-op work term. Students are expected to do at least one of their work placements in the fall or winter term.

To be eligible for their first work term, students must be in good standing in the program and have completed at least 10.0 credits, including [BIOA01H3](#), [BIOA02H3](#), [CHMA10H3](#), [CHMA11H3](#), [([MATA20H3](#)) & ([MATA21H3](#))] or [([MATA30H3](#)) & ([MATA35H3](#) or [MATA36H3](#))], [([PHYA10H3](#) or [PHYA11H3](#)), [BIOR10H3](#), [BIOR11H3](#), [BIOR12H3](#), [CHMB41H3](#), [CHMB42H3](#)]. Students must also successfully complete Arts & Science Co-op Work Term Preparation Activities, which include multiple networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations, prior to their first work term.

To be eligible for their second work term placement, students must have completed at least 12.5 credits which must include [[BIOC12H3](#) & [BIOC15H3](#)] or [[BIOC13H3](#) & [BIOC17H3](#)] and have received a satisfactory evaluation for their performance and for their reports on their first work term. Completion of Statistics and Computer Science course work, before the second placement, is highly recommended.

Program notes/tables

Program: SCSPE1203 - Compare

Code	SCSPE1203	SCSPE1203
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	SPECIALIST PROGRAM IN CELL AND MOLECULAR BIOLOGY (SCIENCE)	SPECIALIST PROGRAM IN MOLECULAR BIOLOGY AND BIOTECHNOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor: J. Nash Email: cell-and-molecular-biology@utsc.utoronto.ca	Supervisor: J. Nash Email: cell-and-molecular-biology@utsc.utoronto.ca

The ~~Cell and~~ Molecular Biology program strives to help students construct a broad foundation of knowledge across the major disciplines of biology in the first two years of study, and combine this knowledge with an increasingly analytical and reflective approach to learning. Upon this base students deepen their knowledge of biological processes that occur at the cellular and molecular level through the course work of their third and fourth years. This is a laboratory-rich program that integrates an understanding of chemical and physical processes with our complex biological systems. Because of broad training in biology and rigorous cross training in cognate disciplines graduates are well positioned to apply to professional and graduate schools or work in a broad range of government regulatory agencies, clinical or research-focused industries and other careers that require the union of strong analytical and technical skills.

Program Requirements

This program consists of 14.0 required credits. ~~In selecting options and electives,~~ students should refer to the University of Toronto guidelines for program breadth and

The Molecular Biology ~~and Biotechnology~~ program strives to help students construct a broad foundation of knowledge across the major disciplines of biology in the first two years of study, and combine this knowledge with an increasingly analytical and reflective approach to learning. Upon this base, students deepen their knowledge of biological processes that occur at the cellular and molecular level through the course work of their third and fourth years. This is a laboratory-rich program that integrates an understanding of chemical and physical processes with our complex biological systems. Because of broad training in biology and rigorous cross training in cognate disciplines, graduates are well positioned to apply to professional and graduate schools or work in a broad range of government regulatory agencies, clinical or research-focused industries and other careers that require the union of strong analytical and technical skills.

Program Requirements

This program consists of 14.0 required credits.

depth (see Degree Requirements).

First Year

1.0 Credit of Introductory Biology Courses

[BIOA01H3](#) Life on Earth: Unifying Principles
[BIOA02H3](#) Life on Earth: Form, Function and Interactions

1.0 Credit of Introductory Chemistry Courses

[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit in Mathematics

Choose from:
[MATA30H3](#) & [MATA35H3](#) Calculus I for Biological and Physical Sciences & Calculus II for Biological Sciences] or
[MATA30H3](#) & [MATA36H3](#) Calculus I for Biological and Physical Sciences & Calculus II for Physical Sciences]

1.0 Credit in Physics

Choose 0.5 credit from:
[PHYA10H3](#) Introduction to Physics IA
[PHYA11H3](#) Introduction to Physics IB

Choose 0.5 credit from:

[PHYA21H3](#) Introduction to Physics IA
[PHYA22H3](#) Introduction to Physics IB

0.5 Credit in Statistics

Choose from:
[STAB22H3](#) Statistics I (this course could also be taken in second year)
[PSYB07H3](#) Data Analysis in Psychology (this course could also be taken in second year)

Second Year

3.0 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 [([BIOB30H3](#)) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology]
[BIOB31H3](#) Plant Physiology
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

[BIOB12H3](#) Cell and Molecular Biology Laboratory

1.0 Credit of Organic Chemistry Courses

[CHMB41H3](#) Organic Chemistry I
[CHMB42H3](#) Organic Chemistry II

Third Year

3.0 Credits of Biology C-level Courses

[BIOC12H3](#) Biochemistry I: Proteins & Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics and Metabolism
[BIOC15H3](#) Genetics
[BIOC17H3](#) Microbiology: The Bacterial Cell
[BIOC23H3](#) Practical Approaches to Biochemistry
[BIOC39H3](#) Immunology (can be completed in third or fourth year)

0.5 Credit in Computer Science

Choose from:
[CSCA08H3](#) Introduction to Computer Programming
[CSCA20H3](#) Computer Science for the Sciences
[PSCB57H3](#) Introduction to Scientific Computing
 Computer science might be taken in an earlier year

Third/Fourth Year

0.5 Credit of Cognate Biology Courses

Choose from:
[BIOC10H3](#) Cell Biology: Intracellular Compartments and Protein Sorting
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC19H3](#) Animal Developmental Biology

First Year

1.0 Credit of Introductory Biology Courses

[BIOA01H3](#) Life on Earth: Unifying Principles
[BIOA02H3](#) Life on Earth: Form, Function and Interactions

1.0 Credit of Introductory Chemistry Courses

[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit in Mathematics

Choose from:
[MATA30H3](#) Calculus I for Biological and Physical Sciences & [MATA35H3](#) Calculus II for Biological Sciences] or
[MATA30H3](#) Calculus I for Biological and Physical Sciences & [MATA36H3](#) Calculus II for Physical Sciences]

1.0 Credit in Physics

Choose 0.5 credit from:
[PHYA10H3](#) Introduction to Physics IA
[PHYA11H3](#) Introduction to Physics IB

Choose 0.5 credit from:

[PHYA21H3](#) Introduction to Physics IA
[PHYA22H3](#) Introduction to Physics IB

0.5 Credit in Statistics

Choose from:
[STAB22H3](#) Statistics I (this course could also be taken in second year)
[PSYB07H3](#) Data Analysis in Psychology (this course could also be taken in second year)

Second Year

3.0 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 [([BIOB30H3](#)) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology]
 [([BIOB31H3](#)) Plant Physiology; or [BIOB38H3](#) Plants and Society]
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

[BIOB12H3](#) Cell and Molecular Biology Laboratory

1.0 Credit of Organic Chemistry Courses

[CHMB41H3](#) Organic Chemistry I
[CHMB42H3](#) Organic Chemistry II

Third Year

3.0 Credits of Biology C-level Courses

[BIOC12H3](#) Biochemistry I: Proteins & Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics and Metabolism
[BIOC15H3](#) Genetics
[BIOC17H3](#) Microbiology
[BIOC23H3](#) Practical Approaches to Biochemistry
[BIOC39H3](#) Immunology (can be completed in third or fourth year)

0.5 Credit in Computer Science

Choose from:
[CSCA08H3](#) Introduction to Computer Science I (most appropriate course for computer science students)
[CSCA20H3](#) Introduction to Programming (most appropriate course for non-computer science students)
[PSCB57H3](#) Introduction to Scientific Computing
 Computer science could also be taken in an earlier year

Third/Fourth Year

0.5 Credit of Cognate Biology Courses

Choose from:
[BIOC10H3](#) Cell Biology: Proteins from Life to Death
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC19H3](#) Animal Developmental Biology
[BIOC21H3](#) Vertebrate Histology: Cells and Tissues

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[BIOC21H3](#) Vertebrate Histology: Cells and Tissues
 (BGYC22H3) Vertebrate Histology: Organs
[BIOC31H3](#) Molecular Aspects of Plant Development
[BOD37H3](#) Biology of Plant Stress

(BGYC22H3) Vertebrate Histology: Organs
[BIOC31H3](#) Plant Development and Biotechnology
[BIOC40H3](#) Plant Physiology
[BOD37H3](#) Biology of Plant Stress

Fourth Year

0.5 Credit in Advanced Molecular Techniques

[BOD21H3](#) Advanced Molecular Biology Laboratory

Fourth Year

0.5 Credit in Advanced Molecular Techniques

[BOD21H3](#) Advanced Molecular Biology Laboratory

0.5 credit of D-level Research-oriented "Cell & Molecular" Course Work

Choose from:

[BOD17H3](#) Seminars in Cellular Microbiology
[BOD19H3](#) Epigenetics in Health and Disease
[BOD22H3](#) Molecular Biology of the Stress Response
[BOD23H3](#) Special Topics in Cell Biology
[BOD25H3](#) Genomics
[BOD26H3](#) Fungal Biology and Pathogenesis
[BOD27H3](#) Molecular Endocrinology
[BOD95H3](#) Supervised Study in Biology
[BOD98Y3](#) Directed Research in Biology

Note Any of these courses not used to satisfy this requirement may be used to fulfill the '0.5 Credit of Cognate Biology Courses'.

0.5 credit of D-level Research-oriented "Cell & Molecular" Course Work

Choose from:

[BOD17H3](#) Seminars in Cellular Microbiology
[BOD19H3](#) Epigenetics in Health and Disease
[BOD22H3](#) Molecular Biology of the Stress Response
[BOD23H3](#) Special Topics in Cell Biology
[BOD25H3](#) Genomics
[BOD26H3](#) Fungal Biology and Pathogenesis
[BOD27H3](#) Molecular Endocrinology
[BOD29H3](#) Pathobiology of Human Disease
[BOD95H3](#) Supervised Study in Biology
[BOD98Y3](#) Directed Research in Biology

Note Any of these courses not used to satisfy this requirement may be used to fulfill the '0.5 Credit of Cognate Biology Courses'.

Program notes/tables

Program: SCMAJ1030A - Compare

Code	SCMAJ1030A	SCMAJ1030A
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	MAJOR PROGRAM IN BIOLOGY (SCIENCE)	MAJOR PROGRAM IN BIOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: Stehlik Email: biology-major@utsc.utoronto.ca</p> <p>Biology is the study of life and this major program in Biology is meant to provide students with a solid basic knowledge of this vast discipline, while also allowing the student to tailor their program in the upper years toward one or more of biology's many sub-disciplines. Many of the world's most important and timely issues (medical science and disease, conservation and biodiversity, food and energy supplies) are issues that require citizens to have a firm understanding of biological principles and practices.</p> <p>Program Requirements This program consists of 8.0 required credits. To complete their degree, students should combine this major program with another major program, or two minor programs, from disciplines outside of biology. When selecting their course of studies, students should refer to the University of Toronto guidelines for program breadth and depth (see Degree Requirements).</p> <p>First Year</p> <p>1.0 Credit of Introductory Biology Courses</p> <p>BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit in Chemistry</p> <p>CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms</p> <p>0.5 Credit in Mathematics or Statistics</p> <p>Choose from:</p> <p>MATA30H3 Calculus I for Biological and Physical Sciences STAR22H3 Statistics I (this course could also be taken in second year) PSYB07H3 Data Analysis in Psychology (this course could also be taken in second year)</p> <p>Second Year</p>	<p>Supervisor: Persaud Email: biology-major@utsc.utoronto.ca</p> <p>Biology is the study of life and this major program in Biology is meant to provide students with a solid basic knowledge of this vast discipline, while also allowing the student to tailor their program in the upper years toward one or more biological sub-disciplines. Many of the world's most important and timely issues (medical science and disease, conservation and biodiversity, food and energy supplies) are issues that require citizens to have a firm understanding of biological principles and practices.</p> <p>Program Requirements This program consists of 8.0 required credits.</p> <p>First Year</p> <p>1.0 Credit of Introductory Biology Courses</p> <p>BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit of Introductory Chemistry Courses</p> <p>CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms</p> <p>0.5 Credit in Mathematics or Statistics</p> <p>Choose from:</p> <p>MATA30H3 Calculus I for Biological and Physical Sciences STAR22H3 Statistics I (this course could also be taken in second year) PSYB07H3 Data Analysis in Psychology (this course could also be taken in second year)</p> <p>Second Year</p> <p>3.0 Credits of Biology Core Courses</p> <p>BIOB10H3 Cell Biology BIOB11H3 Molecular Aspects of Cellular and Genetic Processes ((BIOB30H3) Mammalian Physiology I or BIOC34H3 Animal Physiology)</p>

3.0 Credits of Biology Core Courses

- [BIOR10H3](#) Cell Biology
- [BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
([BIOB30H3](#) Mammalian Physiology I or [BIOR34H3](#) Animal Physiology)
- [BIOB31H3](#) Plant Physiology
- [BIOR50H3](#) Ecology
- [BIOR51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

- Choose from:
- [BIOB12H3](#) Cell and Molecular Biology Laboratory
 - [BIOR32H3](#) Animal Physiology Laboratory
 - [BIOR33H3](#) Human Development and Anatomy Laboratory
 - [BIOR52H3](#) Ecology and Evolutionary Biology Laboratory

Third Year

1.5 Credits of Additional C-level Biology Courses

Choose from: Any BIO C-level courses offered by the department.
Note: that [NBIOC34H3](#) (Neuroethology), [EFSC04H3](#) (Biodiversity and Biogeography) and [EFSC30H3](#) (Microbial Biogeochemistry) may also be used toward fulfilling this requirement.

Fourth Year

0.5 Credit of Additional D-Level Biology Courses

Choose from: Any BIO D-level courses offered by the department. **Note:** that this includes the Biology Supervised Studies and Directed Research courses ([BIOD95H3](#), [BIOD98Y3](#) & [BIOD99Y3](#)).

- [BIOB31H3](#) Plant Physiology; or [BIOB38H3](#) Plants and Society;
- [BIOR50H3](#) Ecology
- [BIOR51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

- Choose from:
- [BIOB12H3](#) Cell and Molecular Biology Laboratory
 - [BIOR32H3](#) Animal Physiology Laboratory
 - [BIOR33H3](#) Human Development and Anatomy Laboratory
 - [BIOR52H3](#) Ecology and Evolutionary Biology Laboratory

Third Year

1.5 Credits of Additional C-level Biology Courses

Choose from: Any BIO C-level courses offered by the department.
Note: that [NBIOC34H3](#) (Neuroethology), [EFSC04H3](#) (Biodiversity and Biogeography) and [EFSC30H3](#) (Microbial Biogeochemistry) may also be used toward fulfilling this requirement.

Fourth Year

0.5 Credit of Additional D-Level Biology Courses

Choose from: Any BIO D-level courses offered by the department. **Note:** that this includes the Biology Supervised Studies and Directed Research courses ([BIOD95H3](#), [BIOD98Y3](#) & [BIOD99Y3](#)).

Program notes/tables

Program: SCMAJ1150 - Compare

Code	SCMAJ1150	SCMAJ1150
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	MAJOR PROGRAM IN BIODIVERSITY, ECOLOGY, AND EVOLUTION (SCIENCE)	MAJOR PROGRAM IN CONSERVATION AND BIODIVERSITY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: I. Stehlik E-mail: biodiversity@utsc.utoronto.ca</p> <p>This program provides background and training in modern biological approaches to the study of biodiversity, ecology, and evolution. The links between these fields are emphasized, and topics covered range from the structure and function of ecosystems to the evolution of behaviour, morphology, and physiology.</p> <p>Program Requirements This program consists of 8.5 required credits. To complete their degree, students should combine this major program with another major program, or two minor programs, from disciplines outside of biology. Note however that this program cannot be combined with the major program in Human Biology, the major program in Biology or the minor program in Biology. When selecting their course of studies, students should refer to the University of Toronto guidelines for program breadth and depth (see Degree Requirements).</p> <p><i>First Year</i></p> <p>1.0 Credit of Introductory Biology Courses</p> <ul style="list-style-type: none"> BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions <p>1.0 Credit in Chemistry</p> <ul style="list-style-type: none"> CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms <p>0.5 Credit in Mathematics or Statistics</p> <p>Choose from:</p>	<p>Supervisor: I. Stehlik E-mail: biodiversity@utsc.utoronto.ca</p> <p>This program provides background and training in modern biological approaches to the study of biodiversity, ecology, and evolution. The links between these fields are emphasized, and topics covered range from the structure and function of ecosystems to the evolution of behaviour, morphology, and physiology.</p> <p>Program Requirements This program consists of 8.5 required credits.</p> <p><i>First Year</i></p> <p>1.0 Credit of Introductory Biology Courses</p> <ul style="list-style-type: none"> BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions <p>1.0 Credit of Introductory Chemistry Courses</p> <ul style="list-style-type: none"> CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms <p>0.5 Credit in Mathematics or Statistics</p> <p>Choose from:</p> <ul style="list-style-type: none"> MATA30H3 Calculus I for Biological and Physical Sciences STAR22H3 Statistics I PSYF07H3 Data Analysis in Psychology <p><i>Second Year</i></p> <p>3.0 Credits of Biology Core Courses</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MATA30H3](#) Calculus I for Biological and Physical Sciences
[STAB22H3](#) Statistics I
[PSYB07H3](#) Data Analysis in Psychology

Second Year

3.0 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 [([BIOB30H3](#)) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology]
[BIOB31H3](#) Plant Physiology
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

0.5 Credit of the Ecology & Evolution Core Lab

[BIOB52H3](#) Ecology and Evolutionary Biology Laboratory

Third Year

1.0 Credit of Ecology & Evolution Foundation Courses

Choose from:
[BIOC16H3](#) Evolutionary Genetics and Genomics
[BIOC50H3](#) Macroevolution
[BIOC59H3](#) Advanced Population Ecology
[BIOC61H3](#) Community Ecology and Environmental Biology

1.0 Credit of Other C-level Courses

Choose from:
[BIOC37H3](#) Plants: Life on the Edge
[BIOC38H3](#) Plants and Society
[BIOC51H3](#) Tropical Biodiversity Field Course
[BIOC52H3](#) Ecology Field Course
[BIOC54H3](#) Animal Behaviour
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC62H3](#) Role of Zoos in Conservation
[BIOC63H3](#) Conservation Biology
[BIOC65H3](#) Environmental Toxicology
[BIOC67H3](#) Inter-University Biology Field Course
[FEESC30H3](#) Microbial Biogeochemistry

Fourth Year

0.5 Credit of D-level Courses

Choose from:
[BIOD25H3](#) Genomics
[BIOD26H3](#) Fungal Biology & Pathogenesis
[BIOD33H3](#) Comparative Animal Physiology
[BIOD43H3](#) Animal Movement and Exercise
[BIOD45H3](#) Animal Communication
[BIOD48H3](#) Ornithology and Herpetology
[BIOD52H3](#) Special Topics in Biodiversity and Systematics
[BIOD53H3](#) Special Topics in Behavioural Ecology
[BIOD60H3](#) Spatial Ecology
[BIOD62H3](#) Species and Speciation
[BIOD66H3](#) Causes & Consequences of Biodiversity
[FEESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 [([BIOB30H3](#)) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology]
 [([BIOB31H3](#)) Plant Physiology] or [([BIOB38H3](#)) Plants and Society]
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

[BIOB52H3](#) Ecology and Evolutionary Biology Laboratory

Third Year

1.0 Credit of Ecology & Evolution Foundation Courses

Choose from:
[BIOC16H3](#) Evolutionary Genetics and Genomics
[BIOC50H3](#) Macroevolution
[BIOC59H3](#) Advanced Population Ecology
[BIOC61H3](#) Community Ecology and Environmental Biology

1.0 Credit of Other C-level Courses

Choose from:
[BIOC37H3](#) Plants: Life on the Edge
[BIOC38H3](#) Plants and Society
[BIOC40H3](#) Plant Physiology
[BIOC51H3](#) Tropical Biodiversity Field Course
[BIOC52H3](#) Ecology Field Course
[BIOC54H3](#) Animal Behaviour
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC60H3](#) Winter Ecology
[BIOC62H3](#) Role of Zoos in Conservation
[BIOC63H3](#) Conservation Biology
[BIOC65H3](#) Environmental Toxicology
[BIOC67H3](#) Inter-University Biology Field Course
[FEESC30H3](#) Microbial Biogeochemistry

Fourth Year

0.5 Credit of D-level Courses

Choose from:
[BIOD25H3](#) Genomics
[BIOD26H3](#) Fungal Biology & Pathogenesis
[BIOD33H3](#) Comparative Animal Physiology
[BIOD43H3](#) Animal Movement and Exercise
[BIOD45H3](#) Animal Communication
[BIOD48H3](#) Ornithology and Herpetology
[BIOD52H3](#) Special Topics in Biodiversity and Systematics
[BIOD53H3](#) Special Topics in Behavioural Ecology
[BIOD54H3](#) Applied Conservation Biology
[BIOD60H3](#) Spatial Ecology
[BIOD62H3](#) Species and Speciation
[BIOD66H3](#) Causes & Consequences of Biodiversity
[FEESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments

Program notes/tables

Program: SCSPEPMD - Compare

Code	SCSPEPMD	SCSPEPMD
Owning Organizations	BGYSC,PMD	BGYSC,PMD
Sections	Paramedicine	Paramedicine
Title	SPECIALIST (JOINT) PROGRAM IN PARAMEDICINE (SCIENCE)	SPECIALIST (JOINT) PROGRAM IN PARAMEDICINE (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor of Studies: Shelley Brunt Email: paramedicine@itsc.utoronto.ca	Supervisor of Studies: Shelley Brunt Email: paramedicine@itsc.utoronto.ca

This program consists of **18.0** required credits and may be taken in fulfillment of the requirements of a four-year (20-credit) Honours Degree. Students taking this program must take an additional **2.0** credits of electives. When choosing electives keep in mind the minimum breadth requirements that must be met to complete a degree. It is advisable that, including electives, students plan to take 2.5 credits in each semester of their four year degree. Note that three of the PMD courses are 1 credit (Y courses) rather than 0.5 credit (H courses). Students who complete the requirements of the program will also qualify for the Paramedic Diploma from Centennial College. Students who have completed the requirements for Centennial's diploma are eligible to take the Ministry of Health exams required to qualify as a Primary Care Paramedic.

Program Admission

Limited enrolment. Applicants must fill out a **Joint Program Supplementary Application** form. Prior to taking courses at Centennial College, students must also fill out a medical certificate and have current qualifications in CPR and standard first aid. Other non-academic requirements such as a vulnerable sector police check, fitness standards and face mask fit certification will also ultimately be required. Additional details regarding these requirements may be found at Centennial's website or by contacting Walter Tavares at Centennial College (WTavares@centennialcollege.ca). Applicants may arrange to complete some of these requirements during their first year of study at the University of Toronto Scarborough.

For more information on admission and deadlines, see the [Joint Programs with Centennial College](#) section of this *Calendar*.

Program Requirements

Notes:

1. In order to remain in the program, students must typically maintain a cumulative grade point average of at least 2.0. Students whose cumulative GPA falls below 2.0 should consult the program supervisor to discuss their options. Please note, space in some Centennial College courses is limited. Students who must repeat one of these courses and whose CGPA has fallen below 2.0 will be allowed to register in these courses only if space permits.
2. Suggested course sequences follow below.

1.0 Credit of Introductory Biology Courses

- [BIOA01H3](#) Life on Earth: Unifying Principles
- [BIOA02H3](#) Life on Earth: Form, Function and Interactions

2.0 Credits of Core Biology Courses

- [BIOB10H3](#) Cell Biology
- [BIOB11H3](#) Molecular Aspects of Genetic Processes
- ([BIOB30H3](#) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology)
- [BIOB33H3](#) Human Development and Anatomy

2.0 Credits of Foundational Biology Courses

- [BIOC15H3](#) Genetics
- [BIOC17H3](#) Microbiology: The Bacterial Cell
- [BIOC21H3](#) Vertebrate Histology: Cells and Tissues or [BIOC32H3](#) Human Physiology I
- [BIOC34H3](#) Human Physiology II: Lecture

1.0 Credit of Advanced Biology Courses

- Choose From:
- [BIOD17H3](#) Seminars in Cellular Microbiology
 - [BIOD26H3](#) Fungal Biology and Pathogenesis
 - [BIOD29H3](#) Pathobiology of Human Disease
 - [BIOD33H3](#) Comparative Animal Physiology
 - [BIOD43H3](#) Animal Movement and Exercise
 - [BIOD65H3](#) Pathologies of the Nervous System
 - [BIOD96Y3](#) Directed Research in Paramedicine

1.0 Credit of Introductory Chemistry Courses

- [CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
- [CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit of Introductory Psychology Courses

- [PSYA01H3](#) Introductory Psychology: Part I
- [PSYA02H3](#) Introductory Psychology: Part II

This program consists of **17.0** required credits and may be taken in fulfillment of the requirements of a four-year (20-credit) Honours Degree. Students taking this program must take an additional **3.0** credits of electives. When choosing electives keep in mind the minimum breadth requirements that must be met to complete a degree. It is advisable that, including electives, students plan to take 2.5 credits in each semester of their four year degree. Note that three of the PMD courses are 1 credit (Y courses) rather than 0.5 credit (H courses). Students who complete the requirements of the program will also qualify for the Paramedic Diploma from Centennial College. Students who have completed the requirements for Centennial's diploma are eligible to take the Ministry of Health exams required to qualify as a Primary Care Paramedic.

Program Admission

Limited enrolment. Applicants must fill out a **Paramedicine Declaration** form. Prior to taking courses at Centennial College, students must also fill out a medical certificate and have current qualifications in CPR and standard first aid. Other non-academic requirements such as a vulnerable sector police check, fitness standards and face mask fit certification will also ultimately be required. Additional details regarding these requirements may be found at Centennial's website or by contacting Walter Tavares at Centennial College (WTavares@centennialcollege.ca). Applicants may arrange to complete some of these requirements during their first year of study at the University of Toronto Scarborough.

For more information on admission and deadlines, see the [Joint Programs with Centennial College](#) section of this *Calendar*.

Program Requirements

Notes:

1. In order to remain in the program, students must typically maintain a cumulative grade point average of at least 2.0. Students whose cumulative GPA falls below 2.0 should consult the program supervisor to discuss their options. Please note, space in some Centennial College courses is limited. Students who must repeat one of these courses and whose CGPA has fallen below 2.0 will be allowed to register in these courses only if space permits.
2. Suggested course sequences follow below.

1.0 Credit of Introductory Biology Courses

- [BIOA01H3](#) Life on Earth: Unifying Principles
- [BIOA02H3](#) Life on Earth: Form, Function and Interactions

1.5 Credits of Core Biology Courses

- [BIOB10H3](#) Cell Biology
- [BIOB11H3](#) Molecular Aspects of Genetic Processes
- ([BIOB30H3](#) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology)

2.0 Credits of Foundational Biology Courses

- [BIOC15H3](#) Genetics
- [BIOC17H3](#) Microbiology
- [BIOC21H3](#) Vertebrate Histology: Cells and Tissues or [BIOC32H3](#) Human Physiology I
- [BIOC34H3](#) Human Physiology II: Lecture

1.0 Credit of Advanced Biology Courses

- Choose From:
- [BIOD17H3](#) Seminars in Cellular Microbiology
 - [BIOD26H3](#) Fungal Biology and Pathogenesis
 - [BIOD29H3](#) Pathobiology of Human Disease
 - [BIOD33H3](#) Comparative Animal Physiology
 - [BIOD43H3](#) Animal Movement and Exercise
 - [BIOD65H3](#) Pathologies of the Nervous System
 - [BIOD96Y3](#) Directed Research in Paramedicine

1.0 Credit of Introductory Chemistry Courses

- [CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
- [CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit of Introductory Psychology Courses

- [PSYA01H3](#) Introductory Psychology: Part I
- [PSYA02H3](#) Introductory Psychology: Part II

1.0 Credit of B-Level Psychology Courses

- [PSYB20H3](#) Introduction to Developmental Psychology

1.0 Credit of B-Level Psychology Courses

- [PSYB20H3](#) Introduction to Developmental Psychology
- [PSYB32H3](#) Abnormal Psychology

1.0 Credit of Statistics/Data Analysis Courses

- [JSTAR22H3](#) Statistics I or [PSYB07H3](#) Data Analysis in Psychology]
- [PSYC08H3](#) Advanced Data Analysis in Psychology

7.5 Credits of Paramedicine Courses

- *[PMDR22H3](#) Pre-Hospital Care 1: Theory and Lab
- *[PMDR25H3](#) Therapeutic Approaches to Behaviour in Crisis
- *[PMDR30H3](#) Alterations of Human Body Function I
- *[PMDR32Y3](#) Pre-Hospital Care 2: Theory, Lab and Clinical
- *[PMDR36H3](#) Pharmacology for Allied Health Pre-requisite
- *[PMDR41H3](#) Professional Issues, Research and Leadership
- *[PMDC40H3](#) Alterations in Human Body Function II
- *[PMDC42Y3](#) Pre-Hospital Care 3: Theory, Lab and Field
- *[PMDC43H3](#) Medical Directed Therapeutics and Paramedic Responsibilities
- *[PMDC54Y3](#) Pre-Hospital Care 4: Theory, Lab and Field
- *[PMDC56H3](#) Primary Care Practice Integration and Decision Making

*A grade of 60% is required in these courses both to pass the course and to maintain standing in the program. All PMD courses are taught at Centennial College. Note, some PMD courses require that 60% be achieved in all components of the course (i.e., lecture component, practical component, and clinical-placement component).

1.0 Credit of C-Level Anthropology Courses

- [ANTC67H3](#) Foundations in Epidemiology
- [ANTC68H3](#) Deconstructing Epidemics

Suggested Program Sequence

Note: Students may also take courses in the summer, when offered. [BIOR10Y3](#) may be taken in the summer in place of [BIOR10H3](#) and [BIOR11H3](#).

Year 1: Fall Session

- a. [BIOA01H3](#) Life on Earth: Unifying Principles
 - b. [CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
 - c. [PSYA01H3](#) Introductory Psychology: Part I
 - d. [PSYB07H3](#) Data Analysis in Psychology (fall) & 0.5 credits of elective courses
- or
- 1.0 credits of elective courses

Year 1: Winter Session

- a. [BIOA02H3](#) Life on Earth: Form, Function and Interactions
 - b. [CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
 - c. [PSYA02H3](#) Introductory Psychology: Part II
 - d. [STAR22H3](#) Statistics I & 0.5 credits of elective courses
- or
- 1.0 credits of elective courses

Year 2: Fall Session

- a. [BIOR10H3](#) Cell Biology
- b. [BIOR33H3](#) Human Development and Anatomy
- c. [PMDR22H3](#) Pre-Hospital Care 1: Theory and Lab
- d. [PMDR25H3](#) Therapeutic Approaches to Behaviour in Crisis
- e. [PMDR41H3](#) Professional Issues, Research and Leadership

Year 2: Winter Session

- a. [BIOB11H3](#) Molecular Aspects of Genetic Processes
- b. [PMDR30H3](#) Alterations of Human Body Function I
- c. [PMDR32Y3](#) Pre-Hospital Care 2: Theory, Lab and Clinical
- d. [PMDR36H3](#) Pharmacology for Allied Health Pre-requisite

Year 3: Fall Session

- a. (BIOB30H3) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology
- b. [PMDC40H3](#) Alterations in Human Body Function II

[PSYB32H3](#) Abnormal Psychology

1.0 Credit of Statistics/Data Analysis Courses

- [JSTAR22H3](#) Statistics I or [PSYB07H3](#) Data Analysis in Psychology]
- [PSYC08H3](#) Advanced Data Analysis in Psychology

7.5 Credits of Paramedicine Courses

- *[PMDR22H3](#) Pre-Hospital Care 1: Theory and Lab
- *[PMDR25H3](#) Therapeutic Approaches to Behaviour in Crisis
- *[PMDR30H3](#) Alterations of Human Body Function I
- *[PMDR32Y3](#) Pre-Hospital Care 2: Theory, Lab and Clinical
- *[PMDR36H3](#) Anatomy
- *[PMDR36H3](#) Pharmacology for Allied Health Pre-requisite
- *[PMDR41H3](#) Professional Issues, Research and Leadership
- *[PMDC40H3](#) Alterations in Human Body Function II
- *[PMDC42Y3](#) Pre-Hospital Care 3: Theory, Lab and Field
- *[PMDC43H3](#) Medical Directed Therapeutics and Paramedic Responsibilities
- *[PMDC54Y3](#) Pre-Hospital Care 4: Theory, Lab and Field
- *[PMDC56H3](#) Primary Care Practice Integration and Decision Making

*A grade of 60% is required in these courses both to pass the course and to maintain standing in the program. All PMD courses are taught at Centennial College. Note, some PMD courses require that 60% be achieved in all components of the course (i.e., lecture component, practical component, and clinical-placement component).

Suggested Program Sequence

Note: Students may also take courses in the summer, when offered. [BIOR10Y3](#) may be taken in the summer in place of [BIOR10H3](#) and [BIOR11H3](#).

Year 1: Fall Session

- a. [BIOA01H3](#) Life on Earth: Unifying Principles
 - b. [CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
 - c. [PSYA01H3](#) Introductory Psychology: Part I
 - d. [PSYB07H3](#) Data Analysis in Psychology (fall) & 0.5 credits of elective courses
- or
- 1.0 credits of elective courses

Year 1: Winter Session

- a. [BIOA02H3](#) Life on Earth: Form, Function and Interactions
 - b. [CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
 - c. [PSYA02H3](#) Introductory Psychology: Part II
 - d. [STAR22H3](#) Statistics I & 0.5 credits of elective courses
- or
- 1.0 credits of elective courses

Year 2: Fall Session

- a. [BIOR10H3](#) Cell Biology
- b. [BIOR33H3](#) Anatomy
- c. [PMDR22H3](#) Pre-Hospital Care 1: Theory and Lab
- d. [PMDR25H3](#) Therapeutic Approaches to Behaviour in Crisis
- e. [PMDR41H3](#) Professional Issues, Research and Leadership

Year 2: Winter Session

- a. [BIOB11H3](#) Molecular Aspects of Genetic Processes
- b. [PMDR30H3](#) Alterations of Human Body Function I
- c. [PMDR32Y3](#) Pre-Hospital Care 2: Theory, Lab and Clinical
- d. [PMDR36H3](#) Pharmacology for Allied Health Pre-requisite

Year 3: Fall Session

- a. (BIOB30H3) Mammalian Physiology I or [BIOB34H3](#) Animal Physiology
- b. [PMDC40H3](#) Alterations in Human Body Function II
- c. [PMDC42Y3](#) Pre-Hospital Care 3: Theory, Lab and Field
- d. [PMDC43H3](#) Medical Directed Therapeutics and Paramedic Responsibilities

Year 3: Winter Session

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

- c. [_PMDC42Y3](#) Pre-Hospital Care 3: Theory, Lab and Field
- d. [_PMDC43H3](#) Medical Directed Therapeutics and Paramedic Responsibilities

Year 3: Winter Session

- a. [_BIOC17H3](#) Microbiology: The Bacterial Cell
- b. [_BIOC34H3](#) Human Physiology II: Lecture
- c. [_PMDC54Y3](#) Pre-Hospital Care 4: Theory, Lab and Field
- d. [_PMDC56H3](#) Primary Care Practice Integration and Decision Making

Year 4: Fall Session*

- a. [_BIOC15H3](#) Genetics
- b. [_BIOC21H3](#) Vertebrate Histology: Cells and Tissues or [_BIOC32H3](#) Human Physiology I
- c. [_PSYB20H3](#) Introduction to Developmental Psychology
- d. [_PSYB32H3](#) Abnormal Psychology
- e. [_BIOD33H3](#) Comparative Animal Physiology or [_BIOD65H3](#) Pathologies of the Nervous System or [_BIOD26H3](#) Fungal Biology and Pathogenesis or [_BIOD96Y3](#) Directed Research in Paramedicine*

Year 4: Winter Session*

- a. [_PSYC08H3](#) Advanced Data Analysis in Psychology
- b. [_ANTC67H3](#) Foundations in Epidemiology
- c. [_ANTC68H3](#) Deconstructing Epidemics
- d. [_BIOD17H3](#) Seminars in Cellular Microbiology or [_BIOD43H3](#) Animal Movement and Exercise or [_BIOD29H3](#) Pathobiology of Human Disease
- e. 0.5 credits of elective courses

*Note: Students may take any 2 of these D-level courses to meet program requirements. The sequence here merely reflects current scheduling of courses in the various sessions.

- a. [_BIOC17H3](#) Microbiology
- b. [_BIOC34H3](#) Human Physiology II: Lecture
- c. [_PMDC54Y3](#) Pre-Hospital Care 4: Theory, Lab and Field
- d. [_PMDC56H3](#) Primary Care Practice Integration and Decision Making

Year 4: Fall Session*

- a. [_BIOC15H3](#) Genetics
- b. [_BIOC21H3](#) Vertebrate Histology: Cells and Tissues or [_BIOC32H3](#) Human Physiology I
- c. [_PSYB20H3](#) Introduction to Developmental Psychology
- d. [_PSYB32H3](#) Abnormal Psychology
- e. [_BIOD33H3](#) Comparative Animal Physiology or [_BIOD65H3](#) Pathologies of the Nervous System or [_BIOD26H3](#) Fungal Biology and Pathogenesis or [_BIOD96Y3](#) Directed Research in Paramedicine*

Year 4: Winter Session*

- a. [_PSYC08H3](#) Advanced Data Analysis in Psychology
- b. [_BIOD17H3](#) Seminars in Cellular Microbiology or [_BIOD43H3](#) Animal Movement and Exercise or [_BIOD29H3](#) Pathobiology of Human Disease
- c. 0.5 credits of elective courses

*Note: Students may take any 2 of these D-level courses to meet program requirements. The sequence here merely reflects current scheduling of courses in the various sessions.

Program notes/tables

Program: SCSPE24312 - Compare

Code	SCSPE24312	SCSPE24312
Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	Management	Management
Title	SPECIALIST PROGRAM IN MANAGEMENT (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN MANAGEMENT (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: S. Ahmed E-mail: management-supervisor-studies@utsc.utoronto.ca</p> <p>This program has two streams: the General stream which is designed to give students a broad exposure to all functional areas of Management as well as a solid grounding in Economics; and the Health Management stream which is designed to focus specifically on Management in the Health Sector. The program also includes a Co-operative option. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.</p> <p>General Stream:</p> <p>Program Requirements This stream requires the completion of 13.5 to 14.5 credits as part of a twenty-credit B.B.A. degree. Note: A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits): _MGMA01H3/(MGTB04H3) Principles of Marketing _MGTA05H3 Foundations of Business Management or _MGTA01H3/(MGTA03H3) and _MGTA02H3/(MGTA04H3) _MGTA02H3/(MGTA04H3)</p>	<p>Academic Director: S. Ahmed E-mail: mgntss@utsc.utoronto.ca</p> <p>This program has two streams: the General stream which is designed to give students a broad exposure to all functional areas of Management as well as a solid grounding in Economics; and the Health Management stream which is designed to focus specifically on Management in the Health Sector. The program also includes a Co-operative option. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.</p> <p>General Stream:</p> <p>Program Requirements This stream requires the completion of 13.5 to 14.5 credits as part of a twenty-credit B.B.A. degree. Note: A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits): _MGMA01H3/(MGTB04H3) Principles of Marketing _MGTA05H3 Foundations of Business Management or _MGTA01H3/(MGTA03H3) and _MGTA02H3/(MGTA04H3) _MGTA35H3 Management Communications for non Co-op or _MGTA36H3 Management</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or (MGTC36H3)
[MGAB01H3](#)/(MGTB05H3) Introductory Financial Accounting I
[MGAB02H3](#)/(MGTB06H3) Introductory Financial Accounting II
[MGAB03H3](#)/(MGTB03H3) Introductory Management Accounting
[MGFB10H3](#)/(MGTB09H3) Principles of Finance
[MGHB02H3](#) Managing People and Groups in Organizations or [MGTB23H3](#) and [MGTB29H3](#) or [MGTB27Y3](#)
[MGHB12H3](#)/(MGTC22H3) Human Resource Management
[MGMB01H3](#)/(MGTC05H3) Marketing Management
[MGFC10H3](#)/(MGTC09H3) Intermediate Finance
[MGHC02H3](#)/(MGTC90H3) Leadership Skills
[MGOC10H3](#)/(MGTC74H3) Analysis for Decision Making
[MGOC20H3](#)/(MGTC75H3) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or [MATA30H3](#)/A31H3 and [MATA35H3](#)/A36H3/A37H3

3. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3](#)/(MGTC41H3) Corporate Strategy
[MGSC03H3](#)/(MGTC42H3) Public Management
[MGSC05H3](#)/(MGTC45H3) The Changing World of Business-Government Relations
[MGSC12H3](#)/(MGTC35H3) [Narratives on Management and Organization](#)
[MGSC14H3](#)/(MGTC59H3) Management Ethics
[MGSC20H3](#)/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3](#)/(MGTC38H3) Entrepreneurship
[MGSC24H3](#)/(MGTC39H3) New Venture Creation and Planning
[MGSC30H3](#)/(MGTC31H3) The Legal Environment of Business I
[MGMC30H3](#)/(MGTC33H3) Event and Sponsorship Management
[MGSC32H3](#)/(MGTC32H3) The Legal Environment of Business II
[MGFC43H3](#)/(ECMC43H3) Organization Strategies
[MGSD10H3](#)/(MGTD40H3) Knowledge Management
[MGAD40H3](#)/(MGTD54H3) Management Control Systems

4. (4.0 credits):

[MGFA02H3](#)/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3](#)/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3](#)/(ECMB02H3) Price Theory: A Mathematical Approach
[MGFB06H3](#)/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach
[MGFB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I
[MGFB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II
1 full credit of C-level Economics for Management Studies courses [excluding [MGFC09H3](#)/(ECMC91H3), [MGFC09H3](#)/(ECMC92H3), [MGFC09H3](#)/(ECMC93H3)]

5. 1.0 credit of D-level Management or Economic courses.

Health Management Stream:

Program Requirements

This stream requires the completion of 17.0 to 18.0 credits as part of a twenty-credit B.B.A. degree.

Note A single course may only be used once to fulfill one of the following requirements:

1. (8.0 to 9.0 credits):

[MGMA01H3](#)/(MGTB04H3) Principles of Marketing
[MGTA05H3](#) Foundations of Business Management or [MGTA01H3](#)/(MGTA03H3) and [MGTA02H3](#)/(MGTA04H3)
[MGTA06H3](#) Introduction to Health Management
[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or (MGTC36H3)
[MGAB01H3](#)/(MGTB05H3) Introductory Financial Accounting I
[MGAB03H3](#)/(MGTB03H3) Introductory Management Accounting
[MGAC03H3](#)/(MGTC06H3) Intermediate Management Accounting
[MGAC70H3](#)/(MGTC11H3) Management Information Systems
[MGFB10H3](#)/(MGTB09H3) Principles of Finance
[MGHB02H3](#) Managing People and Groups in Organizations or [MGTB23H3](#) and [MGTB29H3](#) or [MGTB27Y3](#)
[MGHB12H3](#)/(MGTC22H3) Human Resource Management

[MGTC36H3](#))
[MGAB01H3](#)/(MGTB05H3) Introductory Financial Accounting I
[MGAB02H3](#)/(MGTB06H3) Introductory Financial Accounting II
[MGAB03H3](#)/(MGTB03H3) Introductory Management Accounting
[MGFB10H3](#)/(MGTB09H3) Principles of Finance
[MGHB02H3](#) Managing People and Groups in Organizations or [MGTB23H3](#) and [MGTB29H3](#) or [MGTB27Y3](#)
[MGHB12H3](#)/(MGTC22H3) Human Resource Management
[MGMB01H3](#)/(MGTC05H3) Marketing Management
[MGFC10H3](#)/(MGTC09H3) Intermediate Finance
[MGHC02H3](#)/(MGTC90H3) Leadership Skills
[MGOC10H3](#)/(MGTC74H3) Analysis for Decision Making
[MGOC20H3](#)/(MGTC75H3) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or [MATA30H3](#)/A31H3 and [MATA35H3](#)/A36H3/A37H3

3. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3](#)/(MGTC41H3) Corporate Strategy
[MGSC03H3](#)/(MGTC42H3) Public Management
[MGSC05H3](#)/(MGTC45H3) The Changing World of Business-Government Relations
[MGSC12H3](#)/(MGTC35H3) [Narratives on Management and Organization](#)
[MGSC14H3](#)/(MGTC59H3) Management Ethics
[MGSC20H3](#)/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3](#)/(MGTC38H3) Entrepreneurship
[MGSD24H3](#)/(MGTC24H3) New Venture Creation and Planning
[MGSC30H3](#)/(MGTC31H3) The Legal Environment of Business I
[MGMC30H3](#)/(MGTC33H3) Event and Sponsorship Management
[MGSC32H3](#)/(MGTC32H3) The Legal Environment of Business II
[MGFC43H3](#)/(ECMC43H3) Organization Strategies
[MGSD10H3](#)/(MGTD40H3) Knowledge Management
[MGAD40H3](#)/(MGTD54H3) Management Control Systems

4. (4.0 credits):

[MGFA02H3](#)/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3](#)/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3](#)/(ECMB02H3) Price Theory: A Mathematical Approach
[MGFB06H3](#)/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach
[MGFB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I
[MGFB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II
1 full credit of C-level Economics for Management Studies courses [excluding [MGFC09H3](#)/(ECMC91H3), [MGFC09H3](#)/(ECMC92H3), [MGFC09H3](#)/(ECMC93H3)]

5. 1.0 credit of D-level Management or Economic courses.

Health Management Stream:

Program Requirements

This stream requires the completion of 17.0 to 18.0 credits as part of a twenty-credit B.B.A. degree.

Note A single course may only be used once to fulfill one of the following requirements:

1. (8.0 to 9.0 credits):

[MGMA01H3](#)/(MGTB04H3) Principles of Marketing
[MGTA05H3](#) Foundations of Business Management or [MGTA01H3](#)/(MGTA03H3) and [MGTA02H3](#)/(MGTA04H3)
[MGTA06H3](#) Introduction to Health Management
[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or (MGTC36H3)
[MGAB01H3](#)/(MGTB05H3) Introductory Financial Accounting I
[MGAB03H3](#)/(MGTB03H3) Introductory Management Accounting
[MGAC03H3](#)/(MGTC06H3) Intermediate Management Accounting
[MGAC70H3](#)/(MGTC11H3) Management Information Systems
[MGFB10H3](#)/(MGTB09H3) Principles of Finance
[MGHB02H3](#) Managing People and Groups in Organizations or [MGTB23H3](#) and [MGTB29H3](#) or [MGTB27Y3](#)
[MGHB12H3](#)/(MGTC22H3) Human Resource Management
[MGMB01H3](#)/(MGTC05H3) Marketing Management

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGMB01H3/\(MGTC05H3\)](#) Marketing Management
[MGFC10H3/\(MGTC09H3\)](#) Intermediate Finance
[MGHC02H3/\(MGTC90H3\)](#) Leadership Skills
[MGOC10H3/\(MGTC74H3\)](#) Analysis for Decision Making
[MGOC20H3/\(MGTC75H3\)](#) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or
[MATA30H3/A31H3](#) and [MATA35H3/A36H3/A37H3](#)

3. (2.5 credits):

[MGSC01H3/\(MGTC41H3\)](#) Corporate Strategy or [MGSC03H3/\(MGTC42H3\)](#) Public Management]
 MGSC05H / (MGTC45H3) The Changing World of Business-Government Relations
[MGSC15H3](#) Health Management Ethics
[MGSC30H3/\(MGTC31H3\)](#) The Legal Environment of Business I
[MGSC33H3](#) Health Sector Law

4. (3.5 credits):

[MGFA02H3/\(ECMA04H3\)](#) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3/\(ECMA06H3\)](#) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3/\(ECMB02H3\)](#) Price Theory: A Mathematical Approach
[MGFB06H3/\(ECMB06H3\)](#) Macroeconomic Theory and Policy: A Mathematical Approach
[MGFB11H3/\(ECMB11H3\)](#) Quantitative Methods in Economics I
[MGFB12H3/\(ECMB12H3\)](#) Quantitative Methods in Economics II
[MGFC34H3/\(ECMC34H3\)](#) Economics of Health Care

5. (2.0 credits):

[H1TB16H3](#) Introduction to Public Health
[H1TB40H3](#) Health Policy and Health Systems
[H1TC43H3](#) Politics of Canadian Health Policy
[MGSD02H3](#) Strategic Management for High Performance Health Organizations: Capstone Course

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

[MGFC10H3/\(MGTC09H3\)](#) Intermediate Finance
[MGHC02H3/\(MGTC90H3\)](#) Leadership Skills
[MGOC10H3/\(MGTC74H3\)](#) Analysis for Decision Making
[MGOC20H3/\(MGTC75H3\)](#) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or
[MATA30H3/A31H3](#) and [MATA35H3/A36H3/A37H3](#)

3. (2.5 credits):

[MGSC01H3/\(MGTC41H3\)](#) Corporate Strategy or [MGSC03H3/\(MGTC42H3\)](#) Public Management]
 MGSC05H / (MGTC45H3) The Changing World of Business-Government Relations
[MGSC15H3](#) Health Management Ethics
[MGSC30H3/\(MGTC31H3\)](#) The Legal Environment of Business I
[MGSC33H3](#) Health Sector Law

4. (3.5 credits):

[MGFA02H3/\(ECMA04H3\)](#) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3/\(ECMA06H3\)](#) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3/\(ECMB02H3\)](#) Price Theory: A Mathematical Approach
[MGFB06H3/\(ECMB06H3\)](#) Macroeconomic Theory and Policy: A Mathematical Approach
[MGFB11H3/\(ECMB11H3\)](#) Quantitative Methods in Economics I
[MGFB12H3/\(ECMB12H3\)](#) Quantitative Methods in Economics II
[MGFC34H3/\(ECMC34H3\)](#) Economics of Health Care

5. (2.0 credits):

[H1TB16H3](#) Introduction to Public Health
[H1TB40H3](#) Health Policy and Health Systems
[H1TC43H3](#) Politics of Canadian Health Policy
[MGSD02H3](#) Strategic Management for High Performance Health Organizations: Capstone Course

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Program notes/tables

Program: SCSPE2432A - Compare

Code	SCSPE2432A	SCSPE2432A
Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	Management	Management
Title	SPECIALIST PROGRAM IN MANAGEMENT AND ACCOUNTING (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN MANAGEMENT AND ACCOUNTING (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: S. Ahmed Email: management-supervisor-studies@utscc.utoronto.ca</p> <p>The Accounting Specialist program which has a Co-op option is designed for the individual who is interested in acquiring a concentrated core of accounting and related knowledge required to become a professional accountant. It provides a solid foundation to prepare students to become Chartered Accountants, Certified Management Accountants and Certified General Accountants after graduation. In addition, the Specialist program provides students with the personal and professional attributes necessary to build a successful career in senior management.</p> <p>The Accounting Specialist program encompasses topics such as introductory to advanced financial and managerial accounting, assurance, taxation, economics, and finance along with a range of more advanced electives which covers topics and competencies that incorporate critical thinking and ethical decision making.</p>	<p>Academic Director: S. Ahmed Email: reports@utscc.utoronto.ca</p> <p>The Accounting Specialist program is designed for the student who is interested in acquiring a concentrated core of accounting and related knowledge that is required to become a professional accountant. It provides a solid foundation to prepare students to become Chartered Professional Accountants and Certified General Accountants after graduation. In addition, the Specialist program provides students with the personal and professional attributes necessary to build a successful career in senior management. This program also includes a Co-operative option.</p> <p>The Accounting Specialist program encompasses topics such as introductory to advanced financial and managerial accounting, assurance, taxation, economics, and finance. There is also a range of more advanced electives which cover topics and competencies that incorporate critical thinking and ethical decision making.</p>
Program Requirements	<p>Program Requirements</p> <p>The Program requires the completion of 16.0 to 17.0 credits as part of a twenty-credit</p>	<p>Program Requirements</p> <p>The Program requires the completion of 16.0 to 17.0 credits as part of a twenty-credit</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

The Program requires the completion 16.0 to 17.0 credits as part of a twenty-credit B.B.A. degree.

Note A single course may only be used once to fulfill one of the following requirements:

1. (7.0 to 8.0 credits):

[MGMA01H3](#)/([MGTB04H3](#)) Principles of Marketing
[MGTA05H3](#) Foundations of Business Management or ([MGTA01H3](#)/[MGTA03H3](#)) and [MGTA02H3](#)/[MGTA04H3](#))
[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or ([MGTC36H3](#))
[MGAB01H3](#)/([MGTB05H3](#)) Introductory Financial Accounting I
[MGAB02H3](#)/([MGTB06H3](#)) Introductory Financial Accounting II
[MGAB03H3](#)/([MGTB03H3](#)) Introductory Management Accounting
[MGFB10H3](#)/([MGTB09H3](#)) Principles of Finance
[MGHB02H3](#) Managing People and Groups in Organizations or ([MGTB23H3](#) and [MGTB29H3](#)) or [MGTB27Y3](#)
[MGHB12H3](#)/([MGTC22H3](#)) Human Resource Management
[MGMB01H3](#)/([MGTC05H3](#)) Marketing Management
[MGFC10H3](#)/([MGTC09H3](#)) Intermediate Finance
[MGHC02H3](#)/([MGTC90H3](#)) Leadership Skills
[MGOC10H3](#)/([MGTC74H3](#)) Analysis for Decision Making
[MGOC20H3](#)/([MGTC75H3](#)) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or [MATA30H3](#)/[A31H3](#) and [MATA35H3](#)/[A36H3](#)/[A37H3](#)

3. (4.0 credits):

[MGFA02H3](#)/([ECMA04H3](#)) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3](#)/([ECMA06H3](#)) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3](#)/([ECMB02H3](#)) Price Theory: A Mathematical Approach
[MGFB06H3](#)/([ECMB06H3](#)) Macroeconomic Theory and Policy: A Mathematical Approach
[MGEB11H3](#)/([ECMB11H3](#)) Quantitative Methods in Economics I
[MGEB12H3](#)/([ECMB12H3](#)) Quantitative Methods in Economics II and 1 full credit of C-level Economics for Management Studies courses [excluding [MGEC091H3](#)/([ECMC91H3](#)), [MGEC092H3](#)/([ECMC92H3](#)), [MGEC093H3](#)/([ECMC93H3](#))]

4. (3.5 credits):

[MGAC01H3](#)/([MGTC07H3](#)) Intermediate Financial Accounting I
[MGAC02H3](#)/([MGTC08H3](#)) Intermediate Financial Accounting II
[MGAC03H3](#)/([MGTC06H3](#)) Intermediate Management Accounting
[MGSC30H3](#)/([MGTC31H3](#)) The Legal Environment of Business I
[MGAC50H3](#)/([MGTC16H3](#)) Canadian Income Taxation I
[MGAC70H3](#)/([MGTC11H3](#)) Management Information Systems
[MGAD10H3](#)/([MGTD60H3](#)) Auditing

5. At least one D-level course (0.5 credit) from:

[MGAD20H3](#)/([MGTD61H3](#)) Advanced Auditing
[MGAD30H3](#)/([MGTD62H3](#)) Auditing in a Computer Environment
[MGAD40H3](#)/([MGTD54H3](#)) Management Control Systems
[MGAD50H3](#)/([MGTD50H3](#)) Advanced Financial Accounting
[MGAD60H3](#)/([MGTD55H3](#)) Controversial Issues in Accounting
[MGAD70H3](#)/([MGTD56H3](#)) Advanced Accounting Case Analysis

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

NOTE:

- **Chartered Accountancy (CA) requirements:** Students interested in CA designation must also complete [MGAC60H3](#)/([MGTC17H3](#)) Canadian Income Taxation II, [MGAD50H3](#)/([MGTD50H3](#)) Advanced Financial Accounting, [MGAD20H3](#)/([MGTD61H3](#)) Advanced Auditing, [MGAD30H3](#)/([MGTD62H3](#)) Auditing in a Computer Environment & one of [MGAD40H3](#)/([MGTD54H3](#)) Management Control Systems, [MGAD60H3](#)/([MGTD55H3](#)) Controversial Issues in Accounting, or [MGAD70H3](#)/([MGTD56H3](#)) Advanced Accounting Case Analysis
- **Certified Management Accountancy (CMA) requirements:** Students interested in CMA designation must also complete: [MGSC01H3](#)/([MGTC41H3](#)) Corporate Strategy, [MGAD40H3](#)/([MGTD54H3](#))

B.B.A. degree.

Note A single course may only be used once to fulfill one of the following requirements:

1. (7.0 to 8.0 credits):

[MGMA01H3](#)/([MGTB04H3](#)) Principles of Marketing
[MGTA05H3](#) Foundations of Business Management or ([MGTA01H3](#)/[MGTA03H3](#)) and [MGTA02H3](#)/[MGTA04H3](#))
[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or ([MGTC36H3](#))
[MGAB01H3](#)/([MGTB05H3](#)) Introductory Financial Accounting I
[MGAB02H3](#)/([MGTB06H3](#)) Introductory Financial Accounting II
[MGAB03H3](#)/([MGTB03H3](#)) Introductory Management Accounting
[MGFB10H3](#)/([MGTB09H3](#)) Principles of Finance
[MGHB02H3](#) Managing People and Groups in Organizations or ([MGTB23H3](#)) and ([MGTB29H3](#)) or [MGTB27Y3](#)
[MGHB12H3](#)/([MGTC22H3](#)) Human Resource Management
[MGMB01H3](#)/([MGTC05H3](#)) Marketing Management
[MGFC10H3](#)/([MGTC09H3](#)) Intermediate Finance
[MGHC02H3](#)/([MGTC90H3](#)) Leadership Skills
[MGOC10H3](#)/([MGTC74H3](#)) Analysis for Decision Making
[MGOC20H3](#)/([MGTC75H3](#)) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or [MATA30H3](#)/[A31H3](#) and [MATA35H3](#)/[A36H3](#)/[A37H3](#)

3. (4.0 credits):

[MGFA02H3](#)/([ECMA04H3](#)) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3](#)/([ECMA06H3](#)) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3](#)/([ECMB02H3](#)) Price Theory: A Mathematical Approach
[MGFB06H3](#)/([ECMB06H3](#)) Macroeconomic Theory and Policy: A Mathematical Approach
[MGEB11H3](#)/([ECMB11H3](#)) Quantitative Methods in Economics I
[MGEB12H3](#)/([ECMB12H3](#)) Quantitative Methods in Economics II and 1 full credit of C-level Economics for Management Studies courses [excluding [MGEC091H3](#)/([ECMC91H3](#)), [MGEC092H3](#)/([ECMC92H3](#)), [MGEC093H3](#)/([ECMC93H3](#))]

4. (3.5 credits):

[MGAC01H3](#)/([MGTC07H3](#)) Intermediate Financial Accounting I
[MGAC02H3](#)/([MGTC08H3](#)) Intermediate Financial Accounting II
[MGAC03H3](#)/([MGTC06H3](#)) Intermediate Management Accounting
[MGSC30H3](#)/([MGTC31H3](#)) The Legal Environment of Business I
[MGAC50H3](#)/([MGTC16H3](#)) Canadian Income Taxation I
[MGAC70H3](#)/([MGTC11H3](#)) Management Information Systems
[MGAD10H3](#)/([MGTD60H3](#)) Auditing

5. At least one D-level course (0.5 credit) from:

[MGAD20H3](#)/([MGTD61H3](#)) Advanced Auditing
[MGAD30H3](#)/([MGTD62H3](#)) Auditing in a Computer Environment
[MGAD40H3](#)/([MGTD54H3](#)) Management Control Systems
[MGAD50H3](#)/([MGTD50H3](#)) Advanced Financial Accounting
[MGAD60H3](#)/([MGTD55H3](#)) Controversial Issues in Accounting
[MGAD70H3](#)/([MGTD56H3](#)) Advanced Accounting Case Analysis

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

NOTE: Students who are interested in a professional accounting designation can either pursue a Chartered Professional Accountancy or Certified General Accountancy post-graduation. Chartered Professional Accountancy (CPA) requirements are currently in transition and students can follow either the Legacy Chartered Accountancy requirements or the Chartered Professional Accountancy.

Requirements:

- **Legacy Chartered Accountancy (CA) requirements:** Students interested in CPA, CA designation must also complete: [MGAC60H3](#)/([MGTC17H3](#)) Canadian Income Taxation II, [MGAD50H3](#)/([MGTD50H3](#)) Advanced Financial Accounting, [MGAD20H3](#)/([MGTD61H3](#)) Advanced Auditing, [MGAD30H3](#)/([MGTD62H3](#)) Auditing in a Computer Environment & one of [MGAD40H3](#)/([MGTD54H3](#))

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Management Control Systems, & [MGAD50H3](#) (MGTD50H3) Advanced Financial Accounting, or [MGAD60H3](#) (MGTD55H3) Controversial Issues in Accounting.

- **Certified General Accountants (CGA) requirements:** Students who wish to be eligible for a "block transfer" of credits into CGA PACE studies must also complete: [MGAC60H3](#) (MGTC17H3) Canadian Income Taxation II, [MGAD40H3](#) (MGTD54H3) Management Control Systems, [MGAD50H3](#) (MGTD50H3) Advanced Financial Accounting & [MGAD60H3](#) (MGTD55H3) Controversial Issues in Accounting.
- The advanced auditing courses - [MGAD20H3](#) (MGTD61H3) Advanced Auditing & [MGAD30H3](#) (MGTD62H3) Auditing in a Computer Environment - are part of post graduate CGA professional studies and students who take these courses as part of their degree studies should be aware that they will still be required to write CGA challenge exams.
- **Other:** Regardless of which professional accounting path students are interested in pursuing, they are strongly advised to refer to the web-sites of the [three](#) professional accounting organizations to be aware of their specified minimum grade requirements and any changes that may occur between updates of the description of this program in the UTSC Calendar.

Management Control Systems, [MGAD60H3](#) (MGTD55H3) Controversial Issues in Accounting, or [MGAD70H3](#) (MGTD56H3) Advanced Accounting Case Analysis.

- **Chartered Professional Accountancy (CPA) requirements:** Students interested in CPA designation must also complete: [MGSC01H3](#) (MGTC41H3) Corporate Strategy, [MGAD40H3](#) (MGTD54H3) Management Control Systems, & [MGAD50H3](#) (MGTD50H3) Advanced Financial Accounting.
- **Certified General Accountants (CGA) requirements:** Students who wish to be eligible for a "block transfer" of credits into CGA PACE studies must also complete: [MGAC60H3](#) (MGTC17H3) Canadian Income Taxation II, [MGAD40H3](#) (MGTD54H3) Management Control Systems, [MGAD50H3](#) (MGTD50H3) Advanced Financial Accounting & [MGAD60H3](#) (MGTD55H3) Controversial Issues in Accounting.
- The advanced auditing courses - [MGAD20H3](#) (MGTD61H3) Advanced Auditing & [MGAD30H3](#) (MGTD62H3) Auditing in a Computer Environment - are part of post graduate CGA professional studies and students who take these courses as part of their degree studies should be aware that they will still be required to write CGA challenge exams.
- **Other:** Regardless of which professional accounting path students are interested in pursuing, they are strongly advised to refer to the web-sites of the [two](#) professional accounting organizations to be aware of their specified minimum grade requirements, and any changes that may occur between updates of the description of this program in the UTSC Calendar.

Program notes/tables

Program: SCSPE2432F - Compare

Code	SCSPE2432F	SCSPE2432F
Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	Management	Management
Title	SPECIALIST PROGRAM IN MANAGEMENT AND FINANCE (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN MANAGEMENT AND FINANCE (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: S. Ahmed Email: management.supervisor.studies@utsc.utoronto.ca</p> <p>This Program which has a co-op option builds on the core of the Specialist in Management Program and offers a deeper and wider coverage of Finance topics. The Program courses will equip students with a comprehensive understanding of financial issues and concepts, and with a firm mastery of methodologies and problem solving skills required in modern-day finance.</p> <p>Program Requirements The Program requires the completion of 15.5 to 16.5 credits as part of a twenty-credit B.B.A. degree. Note A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits): MGMA01H3 (MGTB04H3) Principles of Marketing MGTA05H3 Foundations of Business Management or (MGTA01H3/MGTA03H3) and MGTA02H3/MGTA04H3) MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3) MGAB01H3 (MGTB05H3) Introductory Financial Accounting I MGAB02H3 (MGTB06H3) Introductory Financial Accounting II MGAB03H3 (MGTB03H3) Introductory Management Accounting MGFB10H3 (MGTB09H3) Principles of Finance MGHR02H3 Managing People and Groups in Organizations or MGTR23H3 and MGTR29H3 or MGTR27Y3 MGHR12H3 (MGTC22H3) Human Resource Management MGMB01H3 (MGTC05H3) Marketing Management MGFC10H3 (MGTC09H3) Intermediate Finance MGHC02H3 (MGTC90H3) Leadership Skills MGOC10H3 (MGTC74H3) Analysis for Decision Making</p>	<p>Academic Director: S. Ahmed Email: rosi3@utsc.utoronto.ca</p> <p>This Program which has a co-op option builds on the core of the Specialist in Management Program and offers a deeper and wider coverage of Finance topics. The Program courses will equip students with a comprehensive understanding of financial issues and concepts, and with a firm mastery of methodologies and problem solving skills required in modern-day finance.</p> <p>Program Requirements The Program requires the completion of 15.5 to 16.5 credits as part of a twenty-credit B.B.A. degree. Note A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits): MGMA01H3 (MGTB04H3) Principles of Marketing MGTA05H3 Foundations of Business Management or (MGTA01H3/MGTA03H3) and MGTA02H3/MGTA04H3) MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3) MGAB01H3 (MGTB05H3) Introductory Financial Accounting I MGAB02H3 (MGTB06H3) Introductory Financial Accounting II MGAB03H3 (MGTB03H3) Introductory Management Accounting MGFB10H3 (MGTB09H3) Principles of Finance MGHR02H3 Managing People and Groups in Organizations or MGTR23H3 and MGTR29H3 or MGTR27Y3 MGHR12H3 (MGTC22H3) Human Resource Management MGMB01H3 (MGTC05H3) Marketing Management MGFC10H3 (MGTC09H3) Intermediate Finance MGHC02H3 (MGTC90H3) Leadership Skills MGOC10H3 (MGTC74H3) Analysis for Decision Making</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGQC20H3/\(MGTC75H3\)](#) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or
[MATA30H3/A31H3](#) and [MATA35H3/A36H/A37H3](#)

3. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3/\(MGTC41H3\)](#) Corporate Strategy
[MGSC03H3/\(MGTC42H3\)](#) Public Management
[MGSC05H3/\(MGTC45H3\)](#) The Changing World of Business-Government Relations
[MGSC12H3/\(MGTC35H3\)](#) Narratives on Management and Organization
[MGSC14H3/\(MGTC59H3\)](#) Management Ethics
[MGSC20H3/\(MGTC19H3\)](#) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3/\(MGTC38H3\)](#) Entrepreneurship
[MGSC24H3/\(MGTC39H3\)](#) New Venture Creation and Planning
[MGSC30H3/\(MGTC31H3\)](#) The Legal Environment of Business I
[MGSC30H3/\(MGTC33H3\)](#) Event and Sponsorship Management
[MGSC32H3/\(MGTC32H3\)](#) The Legal Environment of Business II
[MGFC43H3/\(ECMC43H3\)](#) Organization Strategies
[MGSD10H3/\(MGTD40H3\)](#) Knowledge Management
[MGAD40H3/\(MGTD54H3\)](#) Management Control Systems

4. (4.0 credits):

[MGFA02H3/\(ECMA04H3\)](#) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3/\(ECMA06H3\)](#) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3/\(ECMB02H3\)](#) Price Theory: A Mathematical Approach
[MGFB06H3/\(ECMB06H3\)](#) Macroeconomic Theory and Policy: A Mathematical Approach
[MGEB11H3/\(ECMB11H3\)](#) Quantitative Methods in Economics I
[MGEB12H3/\(ECMB12H3\)](#) Quantitative Methods in Economics II and
1 full credit of C-level Economics for Management Studies courses [excluding
[MGEC91H3/\(ECMC91H3\)](#), [MGEC92H3/\(ECMC92H3\)](#), [MGEC93H3/\(ECMC93H3\)](#)]

5. (1.0 credit):

[MGFC30H3/\(MGTC71H3\)](#) Introduction to Derivative Markets
[MGFD10H3/\(MGTD75H3\)](#) Investments

6. At least 2.0 full credits from:

[MGFC71H3/\(ECMC48H3\)](#) Money and Banking
[MGFC20H3/\(MGTC70H3\)](#) Personal Financial Management
[MGFC50H3/\(MGTC76H3\)](#) International Financial Management
[MGFC60H3/\(MGTC77H3\)](#) Financial Statement Analysis & Security Valuation
[MGFD30H3/\(MGTD78H3\)](#) Risk Management
[MGFD40H3/\(MGTD73H3\)](#) Investor Psychology & Behavioural Finance
[MGFD50H3/\(MGTD72H3\)](#) Mergers & Acquisitions: Theory & Practice
[MGFD60H3/\(MGTD77H3\)](#) Financial Modelling & Trading Strategies
[MGFD70H3/\(MGTD71H3\)](#) Advanced Financial Management

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

[MGQC20H3/\(MGTC75H3\)](#) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or
[MATA30H3/A31H3](#) and [MATA35H3/A36H/A37H3](#)

3. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3/\(MGTC41H3\)](#) Corporate Strategy
[MGSC03H3/\(MGTC42H3\)](#) Public Management
[MGSC05H3/\(MGTC45H3\)](#) The Changing World of Business-Government Relations
[MGSC12H3/\(MGTC35H3\)](#) Narrative and Management
[MGSC14H3/\(MGTC59H3\)](#) Management Ethics
[MGSC20H3/\(MGTC19H3\)](#) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3/\(MGTC38H3\)](#) Entrepreneurship
[MGSC24H3/\(MGTC39H3\)](#) New Venture Creation and Planning
[MGSC30H3/\(MGTC31H3\)](#) The Legal Environment of Business I
[MGSC30H3/\(MGTC33H3\)](#) Event and Sponsorship Management
[MGSC32H3/\(MGTC32H3\)](#) The Legal Environment of Business II
[MGFC43H3/\(ECMC43H3\)](#) Organization Strategies
[MGSD10H3/\(MGTD40H3\)](#) Knowledge Management
[MGAD40H3/\(MGTD54H3\)](#) Management Control Systems

4. (4.0 credits):

[MGFA02H3/\(ECMA04H3\)](#) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3/\(ECMA06H3\)](#) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3/\(ECMB02H3\)](#) Price Theory: A Mathematical Approach
[MGFB06H3/\(ECMB06H3\)](#) Macroeconomic Theory and Policy: A Mathematical Approach
[MGEB11H3/\(ECMB11H3\)](#) Quantitative Methods in Economics I
[MGEB12H3/\(ECMB12H3\)](#) Quantitative Methods in Economics II and
1 full credit of C-level Economics for Management Studies courses [excluding
[MGEC91H3/\(ECMC91H3\)](#), [MGEC92H3/\(ECMC92H3\)](#), [MGEC93H3/\(ECMC93H3\)](#)]

5. (1.0 credit):

[MGFC30H3/\(MGTC71H3\)](#) Introduction to Derivative Markets
[MGFD10H3/\(MGTD75H3\)](#) Investments

6. At least 2.0 full credits from:

[MGFC71H3/\(ECMC48H3\)](#) Money and Banking
[MGFC20H3/\(MGTC70H3\)](#) Personal Financial Management
[MGFC50H3/\(MGTC76H3\)](#) International Financial Management
[MGFC60H3/\(MGTC77H3\)](#) Financial Statement Analysis & Security Valuation
[MGFD30H3/\(MGTD78H3\)](#) Risk Management
[MGFD40H3/\(MGTD73H3\)](#) Investor Psychology & Behavioural Finance
[MGFD50H3/\(MGTD72H3\)](#) Mergers & Acquisitions: Theory & Practice
[MGFD60H3/\(MGTD77H3\)](#) Financial Modelling & Trading Strategies
[MGFD70H3/\(MGTD71H3\)](#) Advanced Financial Management

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Program notes/tables

Program: SCSPE2432H - Compare

Code	SCSPE2432H	SCSPE2432H
Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	Management	Management
Title	SPECIALIST PROGRAM IN MANAGEMENT AND HUMAN RESOURCES (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN MANAGEMENT AND HUMAN RESOURCES (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><u>Supervisor: S. Ahmed Email: management-supervisor-studies@utsc.utoronto.ca</u></p> <p>This Program which has a co-op option is designed to give students a broad exposure to</p>	<p><u>Academic Director: S. Ahmed Email: mnmts1@utsc.utoronto.ca</u></p> <p>This Program which has a co-op option is designed to give students a broad exposure to all functional areas of Management as well as specialization in the area of Human</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

all functional areas of Management as well as specialization in the area of Human Resource Management (HRM). HRM is an area that encompasses topics such as recruitment and selection, performance management, compensation, and industrial relations. By taking a B.B.A. with a specialist in HRM, you will be qualified to work in any area of Human Resource Management, to take a graduate degree in HRM (potentially with advance standing), and you will be well prepared for the CHRP certification exam required by many organizations for upper-level HR positions. In order to qualify for CHRP certification, you must maintain an average of at least 70% across the 9 courses required by CHRP and at least 65% in each of those 9 courses.

By completing this Specialist Program in Management and Human Resources, you will cover the nine required CHRP courses.

Program Requirements

The Program requires the completion of 15.5 to 16.5 credits as part of a twenty-credit B.B.A. degree.

Note A single course may only be used once to fulfill one of the following requirements:

1. (7.0 to 8.0 credits):

[MGMA01H3/\(MGTB04H3\)](#) Principles of Marketing
[MGTA05H3](#) Foundations of Business Management or [\(MGTA01H3/MGTA03H3\)](#) and [\(MGTA02H3/MGTA04H3\)](#)
[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or [\(MGTC36H3\)](#)
[MGAB01H3/\(MGTB05H3\)](#) Introductory Financial Accounting I
[MGAB02H3/\(MGTB06H3\)](#) Introductory Financial Accounting II
[MGAB03H3/\(MGTB03H3\)](#) Introductory Management Accounting
[MGFB10H3/\(MGTB09H3\)](#) Principles of Finance
[\(MGHB02H3\)](#) Managing People and Groups in Organizations or [\(MGTR23H3\)](#) and [\(MGTR29H3\)](#) or [\(MGTR27Y3\)](#)
[\(MGHB12H3/\(MGTC22H3\)](#) Human Resource Management
[\(MGMB01H3/\(MGTC05H3\)](#) Marketing Management
[MGFC10H3/\(MGTC09H3\)](#) Intermediate Finance
[MGHC02H3/\(MGTC90H3\)](#) Leadership Skills
[MGOC10H3/\(MGTC74H3\)](#) Analysis for Decision Making
[MGOC20H3/\(MGTC75H3\)](#) Operations Management: A Mathematical Approach

2. (1.0 credit):

[\(MATA32H3\)](#) and [\(MATA33H3\)](#) strongly recommended, or [\(MATA30H3/A31H3\)](#) and [\(MATA35H3/A36H3/A37H3\)](#)

3. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3/\(MGTC41H3\)](#) Corporate Strategy
[MGSC03H3/\(MGTC42H3\)](#) Public Management
[MGSC05H3/\(MGTC45H3\)](#) The Changing World of Business-Government Relations
[MGSC12H3/\(MGTC35H3\)](#) Narratives on Management and Organization
[MGSC14H3/\(MGTC59H3\)](#) Management Ethics
[MGSC20H3/\(MGTC19H3\)](#) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3/\(MGTC38H3\)](#) Entrepreneurship
[MGSC24H3/\(MGTC39H3\)](#) New Venture Creation and Planning
[MGSC30H3/\(MGTC31H3\)](#) The Legal Environment of Business I
[MGMC30H3/\(MGTC33H3\)](#) Event and Sponsorship Management
[MGSC32H3/\(MGTC32H3\)](#) The Legal Environment of Business II
[MGFC43H3/\(ECMC43H3\)](#) Organization Strategies
[MGSD10H3/\(MGTD40H3\)](#) Knowledge Management
[MGAD40H3/\(MGTD54H3\)](#) Management Control Systems

4. (4.0 credits):

[MGFA02H3/\(ECMA04H3\)](#) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3/\(ECMA06H3\)](#) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3/\(ECMB02H3\)](#) Price Theory: A Mathematical Approach
[MGFB06H3/\(ECMB06H3\)](#) Macroeconomic Theory and Policy: A Mathematical Approach
[MGEB11H3/\(ECMB11H3\)](#) Quantitative Methods in Economics I
[MGEB12H3/\(ECMB12H3\)](#) Quantitative Methods in Economics II and
1 full credit of C-level Economics for Management Studies courses [excluding
[MGFC09H3/\(ECMC91H3\)](#), [MGFC092H3/\(ECMC92H3\)](#), [MGFC093H3/\(ECMC93H3\)](#)]

5. (3.0 credits):

[MGHC53H3/\(MGTC53H3\)](#) Introduction to Industrial Relations

Resource Management (HRM). HRM is an area that encompasses topics such as recruitment and selection, performance management, compensation, and industrial relations. By taking a B.B.A. with a specialist in HRM, you will be qualified to work in any area of Human Resource Management, to take a graduate degree in HRM (potentially with advance standing), and you will be well prepared for the CHRP certification exam required by many organizations for upper-level HR positions. In order to qualify for CHRP certification, you must maintain an average of at least 70% across the 9 courses required by CHRP and at least 65% in each of those 9 courses.

By completing this Specialist Program in Management and Human Resources, you will cover the nine required CHRP courses.

Program Requirements

The Program requires the completion of 15.5 to 16.5 credits as part of a twenty-credit B.B.A. degree.

Note A single course may only be used once to fulfill one of the following requirements:

1. (7.0 to 8.0 credits):

[MGMA01H3/\(MGTB04H3\)](#) Principles of Marketing
[MGTA05H3](#) Foundations of Business Management or [\(MGTA01H3/MGTA03H3\)](#) and [\(MGTA02H3/MGTA04H3\)](#)
[MGTA35H3](#) Management Communications for non Co-op or [MGTA36H3](#) Management Communications for Co-op or [\(MGTC36H3\)](#)
[MGAB01H3/\(MGTB05H3\)](#) Introductory Financial Accounting I
[MGAB02H3/\(MGTB06H3\)](#) Introductory Financial Accounting II
[MGAB03H3/\(MGTB03H3\)](#) Introductory Management Accounting
[MGFB10H3/\(MGTB09H3\)](#) Principles of Finance
[\(MGHB02H3\)](#) Managing People and Groups in Organizations or [\(MGTR23H3\)](#) and [\(MGTR29H3\)](#) or [\(MGTR27Y3\)](#)
[\(MGHB12H3/\(MGTC22H3\)](#) Human Resource Management
[\(MGMB01H3/\(MGTC05H3\)](#) Marketing Management
[MGFC10H3/\(MGTC09H3\)](#) Intermediate Finance
[MGHC02H3/\(MGTC90H3\)](#) Leadership Skills
[MGOC10H3/\(MGTC74H3\)](#) Analysis for Decision Making
[MGOC20H3/\(MGTC75H3\)](#) Operations Management: A Mathematical Approach

2. (1.0 credit):

[\(MATA32H3\)](#) and [\(MATA33H3\)](#) strongly recommended, or [\(MATA30H3/A31H3\)](#) and [\(MATA35H3/A36H3/A37H3\)](#)

3. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3/\(MGTC41H3\)](#) Corporate Strategy
[MGSC03H3/\(MGTC42H3\)](#) Public Management
[MGSC05H3/\(MGTC45H3\)](#) The Changing World of Business-Government Relations
[MGSC12H3/\(MGTC35H3\)](#) Narratives and Management
[MGSC14H3/\(MGTC59H3\)](#) Management Ethics
[MGSC20H3/\(MGTC19H3\)](#) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3/\(MGTC38H3\)](#) Entrepreneurship
[MGSC24H3/\(MGTC39H3\)](#) New Venture Creation and Planning
[MGSC30H3/\(MGTC31H3\)](#) The Legal Environment of Business I
[MGMC30H3/\(MGTC33H3\)](#) Event and Sponsorship Management
[MGSC32H3/\(MGTC32H3\)](#) The Legal Environment of Business II
[MGFC43H3/\(ECMC43H3\)](#) Organization Strategies
[MGSD10H3/\(MGTD40H3\)](#) Knowledge Management
[MGAD40H3/\(MGTD54H3\)](#) Management Control Systems

4. (4.0 credits):

[MGFA02H3/\(ECMA04H3\)](#) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3/\(ECMA06H3\)](#) Introduction to Macroeconomics: A Mathematical Approach
[MGFB02H3/\(ECMB02H3\)](#) Price Theory: A Mathematical Approach
[MGFB06H3/\(ECMB06H3\)](#) Macroeconomic Theory and Policy: A Mathematical Approach
[MGEB11H3/\(ECMB11H3\)](#) Quantitative Methods in Economics I
[MGEB12H3/\(ECMB12H3\)](#) Quantitative Methods in Economics II and
1 full credit of C-level Economics for Management Studies courses [excluding
[MGFC09H3/\(ECMC91H3\)](#), [MGFC092H3/\(ECMC92H3\)](#), [MGFC093H3/\(ECMC93H3\)](#)]

5. (3.0 credits):

[MGHC53H3/\(MGTC53H3\)](#) Introduction to Industrial Relations
[MGHD24H3/\(MGTD24H3\)](#) Occupational Health and Safety Management

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGHD24H3/\(MGTD24H3\)](#) Occupational Health and Safety Management
[MGHD25H3/\(MGTD25H3\)](#) Human Resources Recruitment & Selection
[MGHD26H3/\(MGTD26H3\)](#) Training and Development
[MGHD27H3/\(MGTD27H3\)](#) Human Resources Planning and Strategy
[MGHD28H3/\(MGTD28H3\)](#) Compensation

[MGHD25H3/\(MGTD25H3\)](#) Human Resources Recruitment & Selection
[MGHD26H3/\(MGTD26H3\)](#) Training and Development
[MGHD27H3/\(MGTD27H3\)](#) Human Resources Planning and Strategy
[MGHD28H3/\(MGTD28H3\)](#) Compensation

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Program notes/tables

Program: SCMAJ0220 - Compare

Code	SCMAJ0220	SCMAJ0220
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	MAJOR PROGRAM IN MOLECULAR BIOLOGY, IMMUNOLOGY AND DISEASE	MAJOR PROGRAM IN MOLECULAR BIOLOGY, IMMUNOLOGY AND DISEASE
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: TBA; Email: TBA</p> <p>This program provides training and background in general biology with the opportunity to concentrate on courses in upper years that are related to immunology, infection and disease. Upper year courses are available in microbiology, immunology, biochemistry and pathobiology of disease. This program is suitable for students with an interest in molecular biology and disease.</p> <p>Program Requirements This program consists of 8.0 credits. To complete their degree, students shall combine this Major program with another Major program, or two Minor programs (see section entitled Combining Majors in Biology in the preamble to the description of Biological Sciences programs). When selecting their course of studies, students should refer to the University of Toronto guidelines for program breadth and depth (see the Degrees section of this <i>Calendar</i>).</p> <p>Required Courses and Suggested Sequence:</p> <p><i>First Year</i></p> <p>1.0 Credit of Introductory Biology Courses BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit of Introductory Chemistry Courses CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms</p> <p>0.5 Credit in Calculus or Statistics Choose from: MATA30H3 Calculus I for Biological and Physical Sciences STAT22H3 Statistics I PSYB07H3 Data Analysis in Psychology</p> <p><i>Second Year</i></p> <p>2.5 Credits of Biology Core Courses BOB10H3 Cell Biology BOB11H3 Molecular Aspects of Cellular and Genetic Processes BOB34H3 Animal Physiology BOB50H3 Ecology BOB51H3 Evolutionary Biology</p> <p>0.5 Credit in a Biology Core Lab Choose From: BOB12H3 Cell and Molecular Biology Laboratory BOB32H3 Animal Physiology Laboratory BOB33H3 Human Development and Anatomy</p>	<p>Supervisor: S. Brunt; Email: molecular-biology-immunology@utsc.utoronto.ca</p> <p>This program provides training and background in general biology with the opportunity to concentrate on courses in upper years that are related to immunology, infection and disease. Upper year courses are available in microbiology, immunology, biochemistry and pathobiology of disease. This program is suitable for students with an interest in molecular biology and disease.</p> <p>Program Requirements This program consists of 8.0 credits. To complete their degree, students shall combine this Major program with another Major program, or two Minor programs (see section entitled Combining Majors in Biology in the preamble to the description of Biological Sciences programs). When selecting their course of studies, students should refer to the University of Toronto guidelines for program breadth and depth (see the Degrees section of this <i>Calendar</i>).</p> <p>Required Courses and Suggested Sequence:</p> <p><i>First Year</i></p> <p>1.0 Credit of Introductory Biology Courses BIOA01H3 Life on Earth: Unifying Principles BIOA02H3 Life on Earth: Form, Function and Interactions</p> <p>1.0 Credit of Introductory Chemistry Courses CHMA10H3 Introductory Chemistry I: Structure and Bonding CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms</p> <p>0.5 Credit in Calculus or Statistics Choose from: MATA30H3 Calculus I for Biological and Physical Sciences STAT22H3 Statistics I PSYB07H3 Data Analysis in Psychology</p> <p><i>Second Year</i></p> <p>2.5 Credits of Biology Core Courses BOB10H3 Cell Biology BOB11H3 Molecular Aspects of Cellular and Genetic Processes BOB34H3 Animal Physiology BOB50H3 Ecology BOB51H3 Evolutionary Biology</p> <p>0.5 Credit in a Biology Core Lab Choose From: BOB12H3 Cell and Molecular Biology Laboratory BOB32H3 Animal Physiology Laboratory BOB33H3 Human Development and Anatomy</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Third/Fourth Years

1.0 Credit of Required C-level Courses

[BIOC17H3](#) Microbiology
[BIOC39H3](#) Immunology

1.0 Credit of Additional C-level Courses

Choose from:

[BIOC10H3](#) Cell Biology: Proteins from Life to Death
[BIOC12H3](#) Biochemistry I: Proteins & Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics and Metabolism
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC15H3](#) Genetics
[BIOC19H3](#) Animal Developmental Biology
[BIOC31H3](#) Plant Development and Biotechnology

0.5 credit of Additional D-level Biology Courses

Choose from:

[BOD17H3](#) Seminars in Cellular Microbiology
[BOD19H3](#) Epigenetics in Health and Disease
[BOD23H3](#) Special Topics in Cell Biology
[BOD25H3](#) Genomics
[BOD26H3](#) Fungal Biology and Pathogenesis
[BOD27H3](#) Molecular Endocrinology
[BOD29H3](#) Pathobiology of Human Disease

Third/Fourth Years

1.0 Credit of Required C-level Courses

[BIOC17H3](#) Microbiology
[BIOC39H3](#) Immunology

1.0 Credit of Additional C-level Courses

Choose from:

[BIOC10H3](#) Cell Biology: Proteins from Life to Death
[BIOC12H3](#) Biochemistry I: Proteins & Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics and Metabolism
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC15H3](#) Genetics
[BIOC19H3](#) Animal Developmental Biology
[BIOC31H3](#) Plant Development and Biotechnology

0.5 credit of Additional D-level Biology Courses

Choose from:

[BOD17H3](#) Seminars in Cellular Microbiology
[BOD19H3](#) Epigenetics in Health and Disease
[BOD23H3](#) Special Topics in Cell Biology
[BOD25H3](#) Genomics
[BOD26H3](#) Fungal Biology and Pathogenesis
[BOD27H3](#) Molecular Endocrinology
[BOD29H3](#) Pathobiology of Human Disease

Program notes/tables

Program: SCSPE2432I - Compare

Code	SCSPE2432I	SCSPE2432I
Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	Management	Management
Title	SPECIALIST PROGRAM IN MANAGEMENT AND INFORMATION TECHNOLOGY (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN MANAGEMENT AND INFORMATION TECHNOLOGY (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: S. Ahmed E-mail: management.supervisor.studies@utsc.utoronto.ca</p> <p>This program which has a co-op option is designed to give students a broad exposure to all functional areas of Management as well as a solid grounding in Computer Science. Please see the section regarding work term requirements for specific details on courses required before each work term.</p> <p>Program Requirements The Program requires the completion of 18.5 to 19.5 credits as part of a twenty-credit B.B.A. degree.</p> <p>Note: A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits): MGMA01H3/(MGTB04H3) Principles of Marketing MGTA05H3 Foundations of Business Management or (MGTA01H3/MGTA03H3) and MGTA02H3/MGTA04H3]) MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3]) MGAR01H3/(MGTB05H3) Introductory Financial Accounting I MGAR02H3/(MGTB06H3) Introductory Financial Accounting II MGAR03H3/(MGTB03H3) Introductory Management Accounting MGFB10H3/(MGTB09H3) Principles of Finance MGHR02H3 Managing People and Groups in Organizations or (MGTR23H3 and MGTR29H3) or MGTR2Y3]) MGHR12H3/(MGTC22H3) Human Resource Management MGMB01H3/(MGTC05H3) Marketing Management MGFC10H3/(MGTC09H3) Intermediate Finance MGHC02H3/(MGTC90H3) Leadership Skills</p>	<p>Academic Director: S. Ahmed E-mail: inquiries@utsc.utoronto.ca</p> <p>This program which has a co-op option is designed to give students a broad exposure to all functional areas of Management as well as a solid grounding in Computer Science. Please see the section regarding work term requirements for specific details on courses required before each work term.</p> <p>Program Requirements The Program requires the completion of 18.5 to 19.5 credits as part of a twenty-credit B.B.A. degree.</p> <p>Note: A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits): MGMA01H3/(MGTB04H3) Principles of Marketing MGTA05H3 Foundations of Business Management or (MGTA01H3/MGTA03H3) and MGTA02H3/MGTA04H3]) MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3]) MGAR01H3/(MGTB05H3) Introductory Financial Accounting I MGAR02H3/(MGTB06H3) Introductory Financial Accounting II MGAR03H3/(MGTB03H3) Introductory Management Accounting MGFB10H3/(MGTB09H3) Principles of Finance MGHR02H3 Managing People and Groups in Organizations or (MGTR23H3) and (MGTR29H3) or MGTR2Y3]) MGHR12H3/(MGTC22H3) Human Resource Management MGMB01H3/(MGTC05H3) Marketing Management MGFC10H3/(MGTC09H3) Intermediate Finance MGHC02H3/(MGTC90H3) Leadership Skills</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGQC10H3](#)/(MGTC74H3) Analysis for Decision Making
[MGQC20H3](#)/(MGTC75H3) Operations Management: A Mathematical Approach

2. (1.0 credit):
[MATA32H3](#) and [MATA33H3](#), strongly recommended or
[MATA30H3](#)/A31H3 and [MATA35H3](#)/A36H/A37H3]

3. (5.0 credits):
[CSCA08H3](#) Introduction to Computer Programming
[CSCA48H3](#) Introduction to Computer Science
[CSCA67H3](#) Discrete Mathematics for Computer Scientists
[CSCB07H3](#) Software Design
[CSCB09H3](#) Software Tools and Systems Software
[CSCB20H3](#) Introduction to Databases and Web Applications
[CSCB36H3](#) Introduction to the Theory of Computation
[CSCC01H3](#) Introduction to Software Engineering
[MATA23H3](#) Linear Algebra I
[MATB24H3](#) Linear Algebra II

4. (4.0 credits):
[MGFA02H3](#)/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3](#)/(ECMA06H3) Introduction to Microeconomics: A Mathematical Approach
[MGFB02H3](#)/(ECMB02H3) Price Theory: A Mathematical Approach
[MGFB06H3](#)/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach
[MGFB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I
[MGFB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II and
 1 full credit of C-level Economics for Management Studies courses [excluding
[MGEC91H3](#)/(ECMC91H3), [MGEC92H3](#)/(ECMC92H3), [MGEC93H3](#)/(ECMC93H3)]

5. (0.5 credit):
[ICSDN03H3](#) Social Impact of Information Technology or [MGSC14H3](#)/(MGTC59H3)
 Management Ethics]

6. 1.0 credits at the D-level in Management, Economics or CSC courses.

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

[MGQC10H3](#)/(MGTC74H3) Analysis for Decision Making
[MGQC20H3](#)/(MGTC75H3) Operations Management: A Mathematical Approach

2. (1.0 credit):
[MATA32H3](#) and [MATA33H3](#), strongly recommended or
[MATA30H3](#)/A31H3 and [MATA35H3](#)/A36H/A37H3]

3. (5.0 credits):
[CSCA08H3](#) Introduction to Computer Science
[CSCA48H3](#) Introduction to Computer Science
[CSCA67H3](#) Discrete Mathematics for Computer Scientists
[CSCB07H3](#) Software Design
[CSCB09H3](#) Software Tools and Systems Software
[CSCB20H3](#) Introduction to Databases and Web Applications
[CSCB36H3](#) Introduction to the Theory of Computation
[CSCC01H3](#) Introduction to Software Engineering
[MATA23H3](#) Linear Algebra I
[MATB24H3](#) Linear Algebra II

4. (4.0 credits):
[MGFA02H3](#)/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3](#)/(ECMA06H3) Introduction to Microeconomics: A Mathematical Approach
[MGFB02H3](#)/(ECMB02H3) Price Theory: A Mathematical Approach
[MGFB06H3](#)/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach
[MGFB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I
[MGFB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II and
 1 full credit of C-level Economics for Management Studies courses [excluding
[MGEC91H3](#)/(ECMC91H3), [MGEC92H3](#)/(ECMC92H3), [MGEC93H3](#)/(ECMC93H3)]

5. (0.5 credit):
[ICSDN03H3](#) Social Impact of Information Technology or [MGSC14H3](#)/(MGTC59H3)
 Management Ethics]

6. 1.0 credits at the D-level in Management, Economics or CSC courses.

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Program notes/tables

Program: SCSPE1030A - Compare

Code	SCSPE1030A	SCSPE1030A
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	SPECIALIST PROGRAM IN INTEGRATIVE BIOLOGY (SCIENCE)	SPECIALIST PROGRAM IN INTEGRATIVE BIOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: I Stehlik Email: integrative-biology@utsc.utoronto.ca</p> <p>In today's rapidly changing world, the development of solutions to combat some of the most pressing global challenges such as climate change, emerging diseases, hunger and species extinction, requires an integrative approach in which expertise is drawn from disparate biological and other disciplines. The specialist program in Integrative Biology provides the student with a solid knowledge base in key core and foundational areas of biology while also providing a breadth of knowledge to support more specialized studies and focused training in a range of disciplines (for examples, see below under "Routes to Specialization"). Students who complete this program will be well positioned for a career in many aspects of the biological sciences or to undertake further studies at the professional or graduate level.</p>	<p>Supervisor: I Stehlik Email: integrative-biology@utsc.utoronto.ca</p> <p>In today's rapidly changing world, the development of solutions to combat some of the most pressing global challenges such as climate change, emerging diseases, hunger and species extinction, requires an integrative approach in which expertise is drawn from disparate biological and other disciplines. The specialist program in Integrative Biology provides the student with a solid knowledge base in key core and foundational areas of biology while also providing a breadth of knowledge to support more specialized studies and focused training in a range of disciplines (for examples, see below under "Routes to Specialization"). Students who complete this program will be well positioned for a career in many aspects of the biological sciences or to undertake further studies at the professional or graduate level.</p>
Program Requirements	<p>This program consists of 14.5 required credits including at least 4.0 credits at the C- or D-level of which at least 1.0 must be at the D-level. In selecting options and electives students should refer to the University of Toronto guidelines for program breadth and depth (see Degree Requirements). It is advised that, including electives, students</p>	<p>This program consists of 14.5 required credits including at least 4.0 credits at the C- or D-level of which at least 1.0 must be at the D-level.</p>
A. Required Courses		

should plan to take 5 credits in each year of their four year degree.

A. Required Courses

First Year

1.0 Credit of Introductory Biology Courses

[BIOA01H3](#) Life on Earth: Unifying Principles
[BIOA02H3](#) Life on Earth: Form, Function and Interactions

1.0 Credit in Chemistry

[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit in Mathematics

[MATA30H3](#) Calculus I for Biological and Physical Sciences & Calculus II for Biological Sciences

0.5 Credit in Physics

Choose from:
[PHYA10H3](#) Introduction to Physics IA
[PHYA11H3](#) Introduction to Physics IB

0.5 Credit in Computer Science

Choose from:
[CSCA08H3](#) Introduction to Computer Programming
[CSCA20H3](#) Computer Science for the Sciences
[PSCB57H3](#) Introduction to Scientific Computing (this course could also be taken in second year)

Second Year

3.0 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 [([BIOB30H3](#)) Mammalian Physiology I or ([BIOB34H3](#)) Animal Physiology]
[BIOB31H3](#) Plant Physiology
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

Choose from:
[BIOB12H3](#) Cell and Molecular Biology Laboratory
[BIOB32H3](#) Animal Physiology Laboratory
[BIOB33H3](#) Human Development and Anatomy Laboratory
[BIOB52H3](#) Ecology and Evolutionary Biology Laboratory

0.5 Credit in Statistics

Choose from:
[STAR22H3](#) Statistics I
[PSYB07H3](#) Data Analysis in Psychology

Third Year

1.5 Credits of Biology Foundation Courses

[BIOC15H3](#) Genetics
[BIOC17H3](#) Microbiology: The Bacterial Cell
[BIOC54H3](#) Animal Behaviour

Third/Fourth Year

0.5 Credit of Advanced Courses in Physiology, Biochemistry and Neurobiology

Choose from:
[BIOC12H3](#) Biochemistry I: Proteins and Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics and Metabolism
[BIOC23H3](#) Practical Approaches to Biochemistry
[BIOC32H3](#) Human Physiology I
[BIOC33H3](#) Human Physiology II: Lecture and Laboratory
[BIOC34H3](#) Human Physiology II: Lecture
[BIOC39H3](#) Immunology
[BIOC65H3](#) Environmental Toxicology
[ANTO67H3](#) Foundations in Epidemiology
[NBQC34H3](#) Neuroethology
[NBQC61H3](#) Learning and Motivation
[NBQC64H3](#) Sensory and Motor Systems

First Year

1.0 Credit of Introductory Biology Courses

[BIOA01H3](#) Life on Earth: Unifying Principles
[BIOA02H3](#) Life on Earth: Form, Function and Interactions

1.0 Credit of Introductory Chemistry Courses

[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms

1.0 Credit in Mathematics

[MATA30H3](#) Calculus I for Biological and Physical Sciences
[MATA35H3](#) Calculus II for Biological Sciences

0.5 Credit in Physics

Choose from:
[PHYA10H3](#) Introduction to Physics IA
[PHYA11H3](#) Introduction to Physics IB

0.5 Credit in Computer Science

Choose from:
[CSCA08H3](#) Introduction to Computer Science I (most appropriate course for computer science students)
[CSCA20H3](#) Introduction to Programming (most appropriate course for non-computer science students)
[PSCB57H3](#) Introduction to Scientific Computing (this course could also be taken in second year)

Second Year

3.0 Credits of Biology Core Courses

[BIOB10H3](#) Cell Biology
[BIOB11H3](#) Molecular Aspects of Cellular and Genetic Processes
 [([BIOB30H3](#)) Mammalian Physiology I or ([BIOB34H3](#)) Animal Physiology]
[BIOB31H3](#) Plant Physiology, or ([BIOB38H3](#)) Plants and Society
[BIOB50H3](#) Ecology
[BIOB51H3](#) Evolutionary Biology

0.5 Credit of Biology Core Labs

Choose from:
[BIOB12H3](#) Cell and Molecular Biology Laboratory
[BIOB32H3](#) Animal Physiology Laboratory
[BIOB33H3](#) Human Development and Anatomy Laboratory
[BIOB52H3](#) Ecology and Evolutionary Biology Laboratory

0.5 Credit in Statistics

Choose from:
[STAR22H3](#) Statistics I
[PSYB07H3](#) Data Analysis in Psychology

Third Year

1.5 Credits of Biology Foundation Courses

[BIOC15H3](#) Genetics
[BIOC17H3](#) Microbiology
[BIOC54H3](#) Animal Behaviour

Third/Fourth Year

0.5 Credit of Advanced Courses in Physiology, Biochemistry and Neurobiology

Choose from:
[BIOC12H3](#) Biochemistry I: Proteins and Enzymes
[BIOC13H3](#) Biochemistry II: Bioenergetics and Metabolism
[BIOC23H3](#) Practical Approaches to Biochemistry
[BIOC32H3](#) Human Physiology I
[BIOC33H3](#) Human Physiology II: Lecture and Laboratory
[BIOC34H3](#) Human Physiology II: Lecture
[BIOC39H3](#) Immunology
[BIOC65H3](#) Environmental Toxicology
[ANTO67H3](#) Foundations in Epidemiology
[NBQC34H3](#) Neuroethology
[NBQC61H3](#) Learning and Motivation
[NBQC64H3](#) Sensory and Motor Systems

[PSYC31H3](#) Clinical Neuropsychology
[BIOD27H3](#) Molecular Endocrinology
[BIOD29H3](#) Pathobiology of Human Disease
[BIOD43H3](#) Animal Movement and Exercise
[BIOD65H3](#) Pathologies of the Nervous System
[NR067H3](#) Psychobiology of Aging

[PSYC31H3](#) Clinical Neuropsychology
[BIOD27H3](#) Molecular Endocrinology
[BIOD29H3](#) Pathobiology of Human Disease
[BIOD43H3](#) Animal Movement and Exercise
[BIOD65H3](#) Pathologies of the Nervous System
[NR067H3](#) Psychobiology of Aging

0.5 Credit of Advanced Courses in Ecology and Conservation

Choose from:

[BIOC50H3](#) Macroevolution
[BIOC51H3](#) Tropical Biodiversity Field Course
[BIOC52H3](#) Ecology Field Course
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC59H3](#) Advanced Population Ecology
[BIOC61H3](#) Community Ecology and Environmental Biology
[BIOC62H3](#) Role of Zoos in Conservation
[BIOC63H3](#) Conservation Biology
[BIOC67H3](#) Inter-University Biology Field Course
[FEESC04H3](#) Biodiversity and Biogeography
[BIOD52H3](#) Special Topics in Biodiversity and Systematics
[BIOD60H3](#) Spatial Ecology
[BIOD62H3](#) Species and Speciation
[BIOD66H3](#) Causes and Consequences of Diversity

0.5 Credit of Advanced Courses in Ecology and Conservation

Choose from:

[BIOC50H3](#) Macroevolution
[BIOC51H3](#) Tropical Biodiversity Field Course
[BIOC52H3](#) Ecology Field Course
[BIOC58H3](#) Biological Consequences of Global Change
[BIOC59H3](#) Advanced Population Ecology
[BIOC61H3](#) Community Ecology and Environmental Biology
[BIOC62H3](#) Role of Zoos in Conservation
[BIOC63H3](#) Conservation Biology
[BIOC67H3](#) Inter-University Biology Field Course
[FEESC04H3](#) Biodiversity and Biogeography
[BIOD52H3](#) Special Topics in Biodiversity and Systematics
[BIOD54H3](#) Applied Conservation Biology
[BIOD60H3](#) Spatial Ecology
[BIOD62H3](#) Species and Speciation
[BIOD66H3](#) Causes and Consequences of Diversity

0.5 Credit of Advanced Courses in Genes and Development

Choose from:

[BIOC10H3](#) Cell Biology: Intracellular Compartments and Protein Sorting
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC16H3](#) Evolutionary Genetics and Genomics
[BIOC19H3](#) Animal Developmental Biology
[BIOC31H3](#) Plant Development
[BIOD19H3](#) Epigenetics in Health and Disease
[BIOD21H3](#) Advanced Molecular Biology Laboratory
[BIOD22H3](#) Molecular Biology of the Stress Response
[BIOD23H3](#) Special Topics in Cell Biology
[BIOD25H3](#) Genomics

0.5 Credit of Advanced Courses in Genes and Development

Choose from:

[BIOC10H3](#) Cell Biology: Proteins from Life to Death
[BIOC14H3](#) Genes, Environment and Behaviour
[BIOC16H3](#) Evolutionary Genetics and Genomics
[BIOC19H3](#) Animal Developmental Biology
[BIOC31H3](#) Plant Development and Biotechnology
[BIOD19H3](#) Epigenetics in Health and Disease
[BIOD21H3](#) Advanced Molecular Biology Laboratory
[BIOD22H3](#) Molecular Biology of the Stress Response
[BIOD23H3](#) Special Topics in Cell Biology
[BIOD25H3](#) Genomics

0.5 Credit of Advanced Courses in Organismal Biology

Choose from:

[BIOC21H3](#) Vertebrate Histology: Cells and Tissues
 (BGYC22H3) Vertebrate Histology: Organs
[ANTD22H3](#) Theory and Methodology of Primatology
[ANTC68H3](#) Deconstructing Epidemics
[FEESC30H3](#) Microbial Biogeochemistry
[BIOC37H3](#) Plants: Life on the Edge
[BIOC38H3](#) Plants and Society
[BIOD17H3](#) Seminars in Cellular Microbiology
[BIOD26H3](#) Fungal Biology and Pathogenesis
[BIOD33H3](#) Comparative Animal Physiology
[BIOD37H3](#) Biology of Plant Stress
[BIOD45H3](#) Animal Communication
[BIOD48H3](#) Ornithology and Herpetology
[BIOD53H3](#) Special Topics in Behavioural Ecology

0.5 Credit of Advanced Courses in Organismal Biology

Choose from:

[BIOC21H3](#) Vertebrate Histology: Cells and Tissues
 (BGYC22H3) Vertebrate Histology: Organs
[ANTD22H3](#) Theory and Methodology of Primatology
[ANTC68H3](#) Deconstructing Epidemics
[FEESC30H3](#) Microbial Biogeochemistry
[BIOC37H3](#) Plants: Life on the Edge
[BIOC38H3](#) Plants and Society
[BIOD20H3](#) Winter Ecology
[BIOD17H3](#) Seminars in Cellular Microbiology
[BIOD26H3](#) Fungal Biology and Pathogenesis
[BIOD29H3](#) Pathobiology of Human Disease
[BIOD33H3](#) Comparative Animal Physiology
[BIOD37H3](#) Biology of Plant Stress
[BIOD45H3](#) Animal Communication
[BIOD48H3](#) Ornithology and Herpetology
[BIOD53H3](#) Special Topics in Behavioural Ecology

3.0 Credits of Additional C- or D-Level Biology Courses

Choose from:

Any BIO (or formerly BGY) C- or D-level courses offered by the department.

Note this includes the Biology Team Research, Supervised Studies and Directed Research courses ([BIOC99H3](#), [BIOD95H3](#), [BIOD98Y3](#) and [BIOD99Y3](#)).

Note [NR0034H3](#) (Neuroethology), [FEESC04H3](#) (Biodiversity and Biogeography) and [FEESC30H3](#) (Microbial Biogeochemistry) may also be used toward fulfilling this requirement, if not already used toward fulfilling one of the other requirements above.

B. Routes to Specialization (optional)

A key advantage of the specialist program in Integrative Biology is the ability for students to readily specialize in areas of particular interest. Please note that students are not required to follow any of these suggested routes. They are provided for guidance only.

- For students with a particular interest in "The Impact of Environment and Climate Change on the Biology of Ecosystems", you should consider including some or all of the following courses in your program: [BIOC52H3](#).

3.0 Credits of Additional C- or D-Level Biology Courses

Choose from:

Any BIO (or formerly BGY) C- or D-level courses offered by the department.

Note this includes the Biology Team Research, Supervised Studies and Directed Research courses ([BIOC99H3](#), [BIOD95H3](#), [BIOD98Y3](#) and [BIOD99Y3](#)).

Note [NR0034H3](#) (Neuroethology), [FEESC04H3](#) (Biodiversity and Biogeography) and [FEESC30H3](#) (Microbial Biogeochemistry) may also be used toward fulfilling this requirement, if not already used toward fulfilling one of the other requirements above.

B. Routes to Specialization (optional)

A key advantage of the specialist program in Integrative Biology is the ability for students to readily specialize in areas of particular interest. Please note that students are not required to follow any of these suggested routes. They are provided for guidance only.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

(Ecology and Evolutionary Biology Lab) [_BIOC52H3](#) (Ecology Field Course), [_BIOC58H3](#) (Biological Consequences of Global Change) [_BIOC59H3](#) (Advanced Population Ecology), [_BIOC61H3](#) (Community Ecology and Environmental Biology) and [BIOC67H3](#) (Inter-University Biology Field Course).

- For students with a particular interest in "The Conservation and Biodiversity of Organisms", you should consider including some or all of the following courses in your program: [_BIOC51H3](#) (Tropical Biodiversity Field Course), [_BIOC62H3](#) (Role of Zoos in Conservation) [_BIOC63H3](#) (Conservation Biology) [_BIOD48H3](#) (Ornithology and Herpetology), [_BIOD52H3](#) (Special Topics in Biodiversity and Systematics) [_BIOD60H3](#) (Spatial Ecology) & [_BIOD66H3](#) (Causes and Consequences of Biodiversity).
 - For students with a particular interest in "Animal Physiology", you should consider including some or all of the following courses in your program: [_BIOB32H3](#) (Animal Physiology Laboratory) [_BIOC32H3](#) (Human Physiology I), [_BIOC33H3](#) or [_BIOC34H3](#) (Human Physiology II), [_BIOD29H3](#) (Pathobiology of Human Disease) [_BIOD33H3](#) (Comparative Animal Physiology), & [_BIOD43H3](#) (Animal Movement and Exercise).
 - For students with a particular interest in "Ecophysiology", you should consider including some or all of the following courses in your program: [_BIOC65H3](#) (Environmental Toxicology) [_FESC30H3](#) (Microbial Biogeochemistry), [_BIOD33H3](#) (Comparative Animal Physiology) & [_BIOD37H3](#) (Biology of Plant Stress).
 - For students with a particular interest in "Infection and Disease" or "clinically-oriented topics", you should consider including some or all of the following courses in your program: [_ANTC67H3](#) (Foundations in Epidemiology) or [_ANTC68H3](#) (Deconstructing Epidemics) [_BIOR33H3](#) (Human Development and Anatomy) [_BIOC21H3](#) (Vertebrate Histology: Cells and Tissues), [_BIOC33H3](#) or [_BIOC34H3](#) (Human Physiology II) [_BIOC39H3](#) (Immunology), [_BIOD17H3](#) (Seminars in Cellular Microbiology) [_BIOD25H3](#) (Genomics), [_BIOD26H3](#) (Fungal Biology and Pathogenesis) [_BIOD29H3](#) (Pathobiology of Human Disease) & [_BIOD65H3](#) (Pathologies of the Nervous System).
 - For students with a particular interest in "Plant and Microbial Biology", you should consider including some or all of the following courses in your program: [_BIOC31H3](#) (Molecular Aspects of Plant Development), [_FESC30H3](#) (Microbial Biogeochemistry) [_BIOD17H3](#) (Seminars in Cellular Microbiology) and [_BIOD37H3](#) (Biology of Plant Stress).
 - For students with a particular interest in "Behavioural Biology" you should consider including some or all of the following courses in your program: [_NBQC34H3](#) (Neuroethology) [_BIOD45H3](#) (Animal Communication), [_BIOD53H3](#) (Special Topics in Behavioural Ecology) & [_NBQC61H3](#) (Learning and Motivation).
 - For students with a particular interest in "Behavioural Genetics", you should consider including some or all of the following courses in your program: [_BIOC16H3](#) (Evolutionary Genetics and Genomics) [_NBQC34H3](#) (Neuroethology) [_BIOD21H3](#) (Advanced Molecular Biology Laboratory), [_BIOD22H3](#) (Molecular Biology of the Stress Response) [_BIOD23H3](#) (Special Topics in Cell Biology) [_BIOD25H3](#) (Genomics) [_BIOD45H3](#) (Animal Communication), and [_BIOD53H3](#) (Special Topics in Behavioural Ecology).
 - For students with a particular interest in "The Evolution of Development" (a.k.a. "evo/devo"), you should consider including some or all of the following courses in your program: [_BIOC12H3](#) (Biochemistry I: Proteins and Enzymes) [_BIOC13H3](#) (Biochemistry II: Bioenergetics and Metabolism), [_BIOC16H3](#) (Evolutionary Genetics and Genomics) [_BIOC19H3](#) (Animal Developmental Biology) [_BIOC23H3](#) (Practical Approaches to Biochemistry), [_BIOC31H3](#) (Molecular Aspects of Plant Development) [_BIOC33H3](#) (Human Physiology II: Lecture and Laboratory) or [_BIOC34H3](#) (Human Physiology II: Lecture) [_BIOD21H3](#) (Advanced Molecular Biology Laboratory) [_BIOD22H3](#) (Molecular Biology of the Stress Response) [_BIOD23H3](#) (Special Topics in Cell Biology), & [_BIOD25H3](#) (Genomics).
- For students with a particular interest in "The Impact of Environment and Climate Change on the Biology of Ecosystems", you should consider including some or all of the following courses in your program: [_BIOC52H3](#) (Ecology and Evolutionary Biology Lab) [_BIOC52H3](#) (Ecology Field Course), [_BIOC58H3](#) (Biological Consequences of Global Change) [_BIOC59H3](#) (Advanced Population Ecology) [_BIOC61H3](#) (Community Ecology and Environmental Biology) and [_BIOC67H3](#) (Inter-University Biology Field Course).
 - For students with a particular interest in "The Conservation and Biodiversity of Organisms", you should consider including some or all of the following courses in your program: [_BIOC51H3](#) (Tropical Biodiversity Field Course), [_BIOC62H3](#) (Role of Zoos in Conservation) [_BIOC63H3](#) (Conservation Biology) [_BIOD48H3](#) (Ornithology and Herpetology), [_BIOD52H3](#) (Special Topics in Biodiversity and Systematics) [_BIOD60H3](#) (Spatial Ecology) & [_BIOD66H3](#) (Causes and Consequences of Biodiversity).
 - For students with a particular interest in "Animal Physiology", you should consider including some or all of the following courses in your program: [_BIOR32H3](#) (Animal Physiology Laboratory) [_BIOC32H3](#) (Human Physiology I), [_BIOC33H3](#) or [_BIOC34H3](#) (Human Physiology II), [_BIOD29H3](#) (Pathobiology of Human Disease) [_BIOD33H3](#) (Comparative Animal Physiology), & [_BIOD43H3](#) (Animal Movement and Exercise).
 - For students with a particular interest in "Ecophysiology", you should consider including some or all of the following courses in your program: [_BIOC65H3](#) (Environmental Toxicology) [_FESC30H3](#) (Microbial Biogeochemistry), [_BIOD33H3](#) (Comparative Animal Physiology) & [_BIOD37H3](#) (Biology of Plant Stress).
 - For students with a particular interest in "Infection and Disease" or "clinically-oriented topics", you should consider including some or all of the following courses in your program: [_ANTC67H3](#) (Foundations in Epidemiology) or [_ANTC68H3](#) (Deconstructing Epidemics) [_BIOR33H3](#) (Human Development and Anatomy) [_BIOC21H3](#) (Vertebrate Histology: Cells and Tissues), [_BIOC33H3](#) or [_BIOC34H3](#) (Human Physiology II) [_BIOC39H3](#) (Immunology), [_BIOD17H3](#) (Seminars in Cellular Microbiology) [_BIOD25H3](#) (Genomics), [_BIOD26H3](#) (Fungal Biology and Pathogenesis) [_BIOD29H3](#) (Pathobiology of Human Disease) & [_BIOD65H3](#) (Pathologies of the Nervous System).
 - For students with a particular interest in "Plant and Microbial Biology", you should consider including some or all of the following courses in your program: [_BIOC31H3](#) (Plant Development and Biotechnology) [_FESC30H3](#) (Microbial Biogeochemistry) [_BIOD17H3](#) (Seminars in Cellular Microbiology) and [_BIOD37H3](#) (Biology of Plant Stress).
 - For students with a particular interest in "Behavioural Biology" you should consider including some or all of the following courses in your program: [_NBQC34H3](#) (Neuroethology) [_BIOD45H3](#) (Animal Communication), [_BIOD53H3](#) (Special Topics in Behavioural Ecology) & [_NBQC61H3](#) (Learning and Motivation).
 - For students with a particular interest in "Behavioural Genetics", you should consider including some or all of the following courses in your program: [_BIOC16H3](#) (Evolutionary Genetics and Genomics) [_NBQC34H3](#) (Neuroethology) [_BIOD21H3](#) (Advanced Molecular Biology Laboratory), [_BIOD22H3](#) (Molecular Biology of the Stress Response) [_BIOD23H3](#) (Special Topics in Cell Biology) [_BIOD25H3](#) (Genomics) [_BIOD45H3](#) (Animal Communication), and [_BIOD53H3](#) (Special Topics in Behavioural Ecology).
 - For students with a particular interest in "The Evolution of Development" (a.k.a. "evo/devo"), you should consider including some or all of the following courses in your program: [_BIOC12H3](#) (Biochemistry I: Proteins and Enzymes), [_BIOC13H3](#) (Biochemistry II: Bioenergetics and Metabolism) [_BIOC16H3](#) (Evolutionary Genetics and Genomics) [_BIOC19H3](#) (Animal Developmental Biology) [_BIOC23H3](#) (Practical Approaches to Biochemistry) [_BIOC31H3](#) (Plant Development and Biotechnology) [_BIOC33H3](#) (Human Physiology II: Lecture and Laboratory) or [_BIOC34H3](#) (Human Physiology II: Lecture) [_BIOD21H3](#) (Advanced Molecular Biology Laboratory) [_BIOD22H3](#) (Molecular Biology of the Stress Response) [_BIOD23H3](#) (Special Topics in Cell Biology), & [_BIOD25H3](#) (Genomics).

C. Complementary Elective Courses (optional)

When selecting electives, students may wish to consider the following courses that may be complementary to their program. However, keep in mind that minimum breadth

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

requirements must be met to complete a degree.

~~ANTC11H3: Culture, Science and Biotechnology: Redefining the "Natural" Order of Things!~~

~~ANTC17H3: Human Origins: New Discoveries!~~

~~ANTC29H3: Primate Sexuality!~~

~~ANTC41H3: Environmental Stress, Culture and Human Adaptability!~~

~~ANTC47H3: Human and Primate Comparative Osteology!~~

~~ANTC48H3: Advanced Topics in Human Osteology!~~

~~ANTC61H3: Medical Anthropology: Illness and Healing in Cultural Perspective!~~

~~ANTC62H3: Medical Anthropology: Biological and Demographic Perspectives!~~

~~ANTD16H3: Biomedical Anthropology!~~

~~ANTD17H3: Medical Osteology, Public Health Perspectives on Human Skeletal Health!~~

~~ANTD25H3: Medical Primatology: Public Health Perspectives on Zoonotic Diseases!~~

~~CHMC47H3: Bio-Organic Chemistry!~~

~~FRSH16H3: Feeding Humans - The Cost to the Planet!~~

~~HISC03H3: History of Animals and People!~~

~~HLTC03H3: Politics of Canadian Health Studies!~~

~~HECO3H3: History of Animals and People!~~

~~HECO4H3: Defining the Human II!~~

~~NBQC61H3: Learning and Motivation!~~

~~NBQC63H3: Neuroscience Laboratory!~~

~~NBQC64H3: Sensory and Motor Systems!~~

~~NBQC69H3: Synaptic Organization and Physiology of the Brain!~~

~~NBQC63H3: Advanced Neuroscience Laboratory!~~

~~PHL B09H3: Biomedical Ethics!~~

~~POLC53H3: Canadian Environmental Politics!~~

~~PSYD22H3: Drugs and the Brain!~~

~~PSYD26H3: Genes, Brain and the Development of Mind!~~

~~STAC62H3: Experimental Design!~~

Program notes/tables

Program: SCSPE2432M - Compare

Code	SCSPE2432M	SCSPE2432M
Owning Organizations	MGT, MGTEC	MGT, MGTEC
Sections	Management	Management
Title	SPECIALIST PROGRAM IN MANAGEMENT AND MARKETING (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN MANAGEMENT AND MARKETING (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: S. Ahmed E-mail: management-supervisor-studies@utsc.utoronto.ca</p> <p>The Specialist Program in Management and Marketing which has a Co-op option gives students the perspective of the overall organization and beyond. In addition to the company focus, Marketing also ensures that students take an external orientation by having an in-depth understanding of the competition and the consumer. While developing a good understanding of all the issues involved in developing marketing strategy, the student will learn to implement the tools of marketing tactics.</p> <p>Program Requirements</p> <p>The Program requires the completion of 15.5 to 16.5 credits as part of a twenty-credit B.B.A. degree.</p> <p>Note: A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits):</p> <p>MGMA01H3/(MGTB04H3) Principles of Marketing</p> <p>MGTA05H3 Foundations of Business Management or ((MGTA01H3/MGTA03H3) and (MGTA02H3/MGTA04H3))</p> <p>(MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3))</p> <p>MGAB01H3/(MGTB05H3) Introductory Financial Accounting I</p> <p>MGAB02H3/(MGTB06H3) Introductory Financial Accounting II</p> <p>MGAB03H3/(MGTB03H3) Introductory Management Accounting</p> <p>MGFB10H3/(MGTB09H3) Principles of Finance</p>	<p>Academic Director: S. Ahmed E-mail: mgmtss@utsc.utoronto.ca</p> <p>The Specialist Program in Management and Marketing which has a Co-op option gives students the perspective of the overall organization and beyond. In addition to the company focus, Marketing also ensures that students take an external orientation by having an in-depth understanding of the competition and the consumer. While developing a good understanding of all the issues involved in developing marketing strategy, the student will learn to implement the tools of marketing tactics.</p> <p>Program Requirements</p> <p>The Program requires the completion of 15.5 to 16.5 credits as part of a twenty-credit B.B.A. degree.</p> <p>Note: A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits):</p> <p>MGMA01H3/(MGTB04H3) Principles of Marketing</p> <p>MGTA05H3 Foundations of Business Management or ((MGTA01H3/MGTA03H3) and (MGTA02H3/MGTA04H3))</p> <p>(MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3))</p> <p>MGAB01H3/(MGTB05H3) Introductory Financial Accounting I</p> <p>MGAB02H3/(MGTB06H3) Introductory Financial Accounting II</p> <p>MGAB03H3/(MGTB03H3) Introductory Management Accounting</p> <p>MGFB10H3/(MGTB09H3) Principles of Finance</p> <p>(MGFB02H3 Managing People and Groups in Organizations or (MGTB23H3) and</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGHB02H3](#) Managing People and Groups in Organizations or [MGTB23H3](#) and [MGTB29H3](#) or [MGTB27Y3](#)
[MGHB12H3](#)/(MGTC22H3) Human Resource Management
[MGMB01H3](#)/(MGTC05H3) Marketing Management
[MGFC10H3](#)/(MGTC09H3) Intermediate Finance
[MGHC02H3](#)/(MGTC90H3) Leadership Skills
[MGOC10H3](#)/(MGTC74H3) Analysis for Decision Making
[MGOC20H3](#)/(MGTC75H3) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or
[MATA30H3](#)/A31H3 and [MATA35H3](#)/A36H3/A37H3]

3. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3](#)/(MGTC41H3) Corporate Strategy
[MGSC03H3](#)/(MGTC42H3) Public Management
[MGSC05H3](#)/(MGTC45H3) The Changing World of Business-Government Relations
[MGSC12H3](#)/(MGTC35H3) [Narratives on Management](#) and [Organization](#)
[MGSC14H3](#)/(MGTC59H3) Management Ethics
[MGSC20H3](#)/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3](#)/(MGTC38H3) Entrepreneurship
[MGSC24H3](#)/(MGTC39H3) New Venture Creation and Planning
[MGSC30H3](#)/(MGTC31H3) The Legal Environment of Business I
[MGMC30H3](#)/(MGTC33H3) Event and Sponsorship Management
[MGSC32H3](#)/(MGTC32H3) The Legal Environment of Business II
[MGFC43H3](#)/(ECMC43H3) Organization Strategies
[MGSD10H3](#)/(MGTD40H3) Knowledge Management
[MGAD40H3](#)/(MGTD54H3) Management Control Systems

4. (4.0 credits):

[MGFA02H3](#)/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3](#)/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach
[MGEB02H3](#)/(ECMB02H3) Price Theory: A Mathematical Approach
[MGEB06H3](#)/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach
[MGEB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I
[MGEB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II and
 1 full credit of C-level Economics for Management Studies courses [excluding [MGFC09H3](#)/(ECMC91H3), [MGFC02H3](#)/(ECMC92H3), [MGFC03H3](#)/(ECMC93H3)].

5. 6 of the following courses (3.0 credits):

[MGMC01H3](#)/(MGTD07H3) Market Research
[MGMC02H3](#)/(MGTD13H3) Consumer Behaviour
[MGMC11H3](#)/(MGTC21H3) Product Management and Branding
[MGMC12H3](#)/(MGTC12H3) Advertising: From Theory to Practice
[MGMC13H3](#)/(MGTC13H3) Pricing Strategy
[MGMC14H3](#)/(MGTC14H3) Sales and Distribution Management
[MGMD01H3](#)/(MGTD30H3) Applied Marketing Models
[MGMD02H3](#)/(MGTC20H3) Judgement and Decision Making

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

~~[MGTB29H3](#)~~ or ~~[MGTB27Y3](#)~~

[MGHB12H3](#)/(MGTC22H3) Human Resource Management
[MGMB01H3](#)/(MGTC05H3) Marketing Management
[MGFC10H3](#)/(MGTC09H3) Intermediate Finance
[MGHC02H3](#)/(MGTC90H3) Leadership Skills
[MGOC10H3](#)/(MGTC74H3) Analysis for Decision Making
[MGOC20H3](#)/(MGTC75H3) Operations Management: A Mathematical Approach

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or
[MATA30H3](#)/A31H3 and [MATA35H3](#)/A36H3/A37H3]

3. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC01H3](#)/(MGTC41H3) Corporate Strategy
[MGSC03H3](#)/(MGTC42H3) Public Management
[MGSC05H3](#)/(MGTC45H3) The Changing World of Business-Government Relations
[MGSC12H3](#)/(MGTC35H3) [Narrative](#) and [Management](#)
[MGSC14H3](#)/(MGTC59H3) Management Ethics
[MGSC20H3](#)/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC22H3](#)/(MGTC38H3) Entrepreneurship
[MGSC24H3](#)/(MGTC39H3) New Venture Creation and Planning
[MGSC30H3](#)/(MGTC31H3) The Legal Environment of Business I
[MGMC30H3](#)/(MGTC33H3) Event and Sponsorship Management
[MGSC32H3](#)/(MGTC32H3) The Legal Environment of Business II
[MGFC43H3](#)/(ECMC43H3) Organization Strategies
[MGSD10H3](#)/(MGTD40H3) Knowledge Management
[MGAD40H3](#)/(MGTD54H3) Management Control Systems

4. (4.0 credits):

[MGFA02H3](#)/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach
[MGFA06H3](#)/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach
[MGEB02H3](#)/(ECMB02H3) Price Theory: A Mathematical Approach
[MGEB06H3](#)/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach
[MGEB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I
[MGEB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II and
 1 full credit of C-level Economics for Management Studies courses [excluding [MGFC09H3](#)/(ECMC91H3), [MGFC02H3](#)/(ECMC92H3), [MGFC03H3](#)/(ECMC93H3)].

5. 6 of the following courses (3.0 credits):

[MGMC01H3](#)/(MGTD07H3) Market Research
[MGMC02H3](#)/(MGTD13H3) Consumer Behaviour
[MGMC11H3](#)/(MGTC21H3) Product Management and Branding
[MGMC12H3](#)/(MGTC12H3) Advertising: From Theory to Practice
[MGMC13H3](#)/(MGTC13H3) Pricing Strategy
[MGMC14H3](#)/(MGTC14H3) Sales and Distribution Management
[MGMD01H3](#)/(MGTD30H3) Applied Marketing Models
[MGMD02H3](#)/(MGTC20H3) Judgement and Decision Making

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Program notes/tables

Program: SCSPE1376 - Compare

Code	SCSPE1376	SCSPE1376
Owning Organizations	CHM,PHSSC	CHM,PHSSC
Sections	Chemistry	Chemistry
Title	SPECIALIST PROGRAM IN CHEMISTRY (SCIENCE)	SPECIALIST PROGRAM IN CHEMISTRY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor: Andre Simpson (416-287-7547) Email: andre.simpson@utoronto.ca This Program is meant for students who are interested in obtaining a strong background	Supervisor: Andre Simpson (416-287-7547) Email: andre.simpson@utoronto.ca This Program is meant for students who are interested in obtaining a strong background

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

in all aspects of modern chemistry.

Admission to Chemistry Specialist

Students may apply to this program after completing at least 4.0 FCE, including [CHMA10H3](#), [CHMA11H3](#), [PHYA10H3](#), [PHYA21H3](#), and 1.0 FCE in either [MATA23H3](#), [MATA30H3](#) or [MATA36H3](#) with a cumulative grade point average (CGPA) of at least 2.0. Application for admission to the program is made to the registrar through ROSI in April/May and July/August. See the UTSC Registrar's website for information on program (Subject POST) selection at www.utsoc.utoronto.ca/subjectpost.

Program Requirements

The Program requires completion of 14.0 full credits as follows:

First Year:

[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
[MATA23H3](#) Linear Algebra I
[MATA30H3](#) Calculus I for Biological and Physical Sciences
[MATA36H3](#) Calculus II for Physical Sciences
[PHYA10H3](#) Introduction to Physics IA
[PHYA21H3](#) Introduction to Physics IIA

and

0.5 full credit chosen from:

[ASTA01H3](#) Introduction to Astronomy and Astrophysics I: The Sun and Planets
[BIOA01H3](#) Life on Earth: Unifying Principles
[EESA05H3](#) Environmental Hazards
[EESA06H3](#) Introduction to Planet Earth
[PSCB57H3](#) Introduction to Scientific Computing
[STAB22H3](#) Statistics I

Second Year:

[CHMB16H3](#) Techniques in Analytical Chemistry
[CHMB20H3](#) Chemical Thermodynamics and Elementary Kinetics
[CHMB21H3](#) Chemical Structure and Spectroscopy
[CHMB31H3](#) Introduction to Inorganic Chemistry
[CHMB41H3](#) Organic Chemistry I
[CHMB42H3](#) Organic Chemistry II
[CHMB62H3](#) Introduction to Biochemistry
[MATB41H3](#) Techniques of Calculus of Several Variables I

Third Year:

[CHMC11H3](#) Principles of Analytical Instrumentation
[CHMC16H3](#) Analytical Instrumentation
[CHMC20H3](#) Intermediate Physical Chemistry or [CHMC21H3](#) Topics in Biophysical Chemistry
[CHMC31Y3](#) Intermediate Inorganic Chemistry
[CHMC41H3](#) Organic Reaction Mechanisms or [CHMC42H3](#) Organic Synthesis

Fourth Year:

[PSCD02H3](#) Current Questions in Mathematics and Science
and
0.5 full credit in any C-level or 300-level CHM course not already taken
and
2.0 full credits in any D-level or 400-level CHM course including one of the following courses:
[CHMD90Y3](#) Directed Research
[CHMD91H3](#) Directed Research
[CHMD92H3](#) Advanced Organic Chemistry Lab Course

in all aspects of modern chemistry.

Admission to Chemistry Specialist

Students may apply to this program after completing at least 4.0 FCE, including [CHMA10H3](#), [CHMA11H3](#), [PHYA10H3](#), [PHYA21H3](#), and 1.0 FCE in either [MATA23H3](#), [MATA30H3](#) or [MATA36H3](#) with a cumulative grade point average (CGPA) of at least 2.0. Application for admission to the program is made to the registrar through ROSI in April/May and July/August. See the UTSC Registrar's website for information on program (Subject POST) selection at www.utsoc.utoronto.ca/subjectpost.

Program Requirements

The Program requires completion of 14.0 full credits as follows:

First Year:

[CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
[CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
[MATA23H3](#) Linear Algebra I
[MATA30H3](#) Calculus I for Biological and Physical Sciences
[MATA36H3](#) Calculus II for Physical Sciences
[PHYA10H3](#) Introduction to Physics IA
[PHYA21H3](#) Introduction to Physics IIA

and

0.5 full credit chosen from:

[ASTA01H3](#) Introduction to Astronomy and Astrophysics I: The Sun and Planets
[ASTA02H3](#) Introduction to Astronomy and Astrophysics II: Beyond the Sun and Planets
[BIOA01H3](#) Life on Earth: Unifying Principles
[EESA06H3](#) Introduction to Planet Earth
[EESA18H3](#) Natural Hazards
[PSCB57H3](#) Introduction to Scientific Computing
[STAB22H3](#) Statistics I

Second Year:

[CHMB16H3](#) Techniques in Analytical Chemistry
[CHMB21H3](#) Chemical Structure and Spectroscopy
[CHMB23H3](#) Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice
[CHMB31H3](#) Introduction to Inorganic Chemistry
[CHMB41H3](#) Organic Chemistry I
[CHMB42H3](#) Organic Chemistry II
[CHMB62H3](#) Introduction to Biochemistry
[MATB41H3](#) Techniques of Calculus of Several Variables I

Third Year:

[CHMC11H3](#) Principles of Analytical Instrumentation
[CHMC16H3](#) Analytical Instrumentation
[CHMC20H3](#) Intermediate Physical Chemistry or [CHMC21H3](#) Topics in Biophysical Chemistry
[CHMC31Y3](#) Intermediate Inorganic Chemistry
[CHMC41H3](#) Organic Reaction Mechanisms or [CHMC42H3](#) Organic Synthesis

Fourth Year:

[PSCD02H3](#) Current Questions in Mathematics and Science
and
0.5 full credit in any C-level or 300-level CHM course not already taken
and
2.0 full credits in any D-level or 400-level CHM course including one of the following courses:
[CHMD90Y3](#) Directed Research
[CHMD91H3](#) Directed Research
[CHMD92H3](#) Advanced Organic Chemistry Lab Course

Program
notes/tables

Program: SCSPE0350A - Compare

Code	SCSPE0350A	SCSPE0350A
Owning	EES,PHSSC	EES,PHSSC

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Organizations

Sections

Title

ROSI Title

Description

Environmental Science
 SPECIALIST PROGRAM IN ENVIRONMENTAL GEOSCIENCE (SCIENCE)
 Same as Calendar Title
 Supervisor of Studies: M. Dittrich (416-208-2786) Email: mdittrich@utsc.utoronto.ca

Program Requirements

Total requirements: 15.0 full credits of which 1.0 must be at the D-level as follows:

First Year:

- [EESA01H3](#) Introduction to Environmental Science
- [EESA06H3](#) Introduction to Planet Earth
- [BIOA01H3](#) Life on Earth: Unifying Principles
- [BIOA02H3](#) Life on Earth: Form, Function and Interactions
- [CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
- [CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
- [MATA30H3](#) Calculus I for Biological and Physical Sciences
- [MATA35H3](#) Calculus II for Biological Sciences or [MATA36H3](#) Calculus II for Physical Sciences or [MATA37H3](#) Calculus II for Mathematical Sciences]
- [PHYA10H3](#) Introduction to Physics IA or [PHYA11H3](#) Introduction to Physics B]

Second Year:

- [EOR50H3](#) Ecology
- [CHMR55H3](#) Environmental Chemistry
- [EESB02H3](#) Principles of Geomorphology
- [EESB03H3](#) Principles of Climatology
- [EESB04H3](#) Principles of Hydrology
- [EESB05H3](#) Principles of Soil Science
- [EESB15H3](#) Earth History
- [PSCB57H3](#) Introduction to Scientific Computing
- [STAR22H3](#) Statistics I

Third Year:

- [EESC03H3](#) Geographic Information Systems and Remote Sensing
 - [EESC04H3](#) Biodiversity and Biogeography
 - [EESC07H3](#) Groundwater
 - [EESC13H3](#) Environmental Impact Assessment and Auditing
 - [EESC20H3](#) Geochemistry
 - [EESC31H3](#) Principles of Glacial Sedimentology and Stratigraphy
 - [EESC35H3](#) Mineralogy
 - [EESC36H3](#) Petrology
- and
- 0.5 credit from the following:
- [EESC18H3](#) The Great Lakes: An Introduction to Physical Limnology
 - [EESC19H3](#) Marine Systems

Fourth Year:

- 1.0 full credit from the following:
- [EESC21H3](#) Urban Environmental Problems of the Greater Toronto Area
 - [EESD02H3](#) Contaminant Hydrogeology
 - [EESD06H3](#) Climate Change Impact Assessment
 - [EESD09H3](#) Research Project in Environmental Science
 - [EESD10Y3](#) Research Project in Environmental Science
 - [EESD11H3](#) Process Hydrology
 - [EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments
 - [EESD19H3](#) Professional Development Seminars in Geoscience
- and
- 1.0 full credit from any other EES courses
- Strongly recommended: [EESC16H3](#) Field Camp I or [EESD07H3](#) Field Camp II

Environmental Science
 SPECIALIST PROGRAM IN ENVIRONMENTAL GEOSCIENCE (SCIENCE)
 Same as Calendar Title
 Supervisor of Studies: M. Dittrich (416-208-2786) Email: mdittrich@utsc.utoronto.ca

This program has been designed to meet the expectations of the Association of Professional Geoscientists of Ontario (APGO) - the licensing and regulatory body responsible for ensuring that geoscientists have the appropriate qualifications to practice. Students are encouraged to make careful choice of optional/elective courses to meet APGO requirements.

Please visit the [APGO website](#) for further information on requirements to become a Professional Geoscientist (P. Geo) in Ontario.

Program Requirements

Total requirements: 16.0 full credits of which 1.0 must be at the D-level as follows:

First Year:

- [EESA01H3](#) Introduction to Environmental Science
- [EESA06H3](#) Introduction to Planet Earth
- [BIOA01H3](#) Life on Earth: Unifying Principles
- [BIOA02H3](#) Life on Earth: Form, Function and Interactions
- [CHMA10H3](#) Introductory Chemistry I: Structure and Bonding
- [CHMA11H3](#) Introductory Chemistry II: Reactions and Mechanisms
- [MATA30H3](#) Calculus I for Biological and Physical Sciences
- [MATA35H3](#) Calculus II for Biological Sciences or [MATA36H3](#) Calculus II for Physical Sciences or [MATA37H3](#) Calculus II for Mathematical Sciences]
- [PHYA10H3](#) Introduction to Physics IA or [PHYA11H3](#) Introduction to Physics B]

Second Year:

- [CHMR55H3](#) Environmental Chemistry
- [EESB02H3](#) Principles of Geomorphology
- [EESB03H3](#) Principles of Climatology
- [EESB04H3](#) Principles of Hydrology
- [EESB05H3](#) Principles of Soil Science
- [EESB15H3](#) Earth History
- [EESB18H3](#) Natural Hazards
- [EESB19H3](#) Mineralogy
- [PSCB57H3](#) Introduction to Scientific Computing
- [STAR22H3](#) Statistics I

Third Year:

- [EOR50H3](#) Ecology
 - [EESC03H3](#) Geographic Information Systems and Remote Sensing
 - [EESC07H3](#) Groundwater
 - [EESC13H3](#) Environmental Impact Assessment and Auditing
 - [EESC20H3](#) Geochemistry
 - [EESC31H3](#) Principles of Glacial Sedimentology and Stratigraphy
 - [EESC36H3](#) Petrology
 - [EESC37H3](#) Structural Geology
- and
- 0.5 credit from the following:
- [EESC18H3](#) The Great Lakes: An Introduction to Physical Limnology
 - [EESC19H3](#) Marine Systems

Fourth Year:

- 1.0 full credit from the following:
- [EESC21H3](#) Urban Environmental Problems of the Greater Toronto Area
 - [EESD02H3](#) Contaminant Hydrogeology
 - [EESD06H3](#) Climate Change Impact Assessment
 - [EESD09H3](#) Research Project in Environmental Science
 - [EESD10Y3](#) Research Project in Environmental Science
 - [EESD11H3](#) Process Hydrology
 - [EESD13H3](#) Environmental Law and Ethics
 - [EESD15H3](#) Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[EESD19H3](#) Professional Development Seminars in Geoscience

and

1.0 full credit from any other EES courses

Strongly recommended: [EESC16H3](#) Field Camp I or [EESD07H3](#) Field Camp II

Program notes/tables

Program: SCSPE2432 - Compare

Code	SCSPE2432	SCSPE2432
Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	Management	Management
Title	SPECIALIST PROGRAM IN STRATEGIC MANAGEMENT (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST PROGRAM IN STRATEGIC MANAGEMENT (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: S. Ahmed Email: management-supervisor-studies@utsc.utoronto.ca</p> <p>This Program which has a co-op option is designed to give students a broad exposure to all functional areas of Management as well as a solid grounding in Strategic Management. It covers the direction and coordination of private sector, public sector, or non-profit sector organizations. The program requires a grounding in strategic management, while providing a variety of elective courses to appeal to students interested in any one of the three sectors.</p> <p>Program Requirements The Program requires the completion of 15.0 to 16.0 credits as part of a twenty-credit degree B.B.A.</p> <p>Note A single course may only be used once to fulfill one of the following requirements:</p> <p>1. (7.0 to 8.0 credits): MGMA01H3/(MGTB04H3) Principles of Marketing MGTA05H3 Foundations of Business Management or (MGTA01H3/MGTA03H3) and (MGTA02H3/MGTA04H3) MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3) MGAB01H3/(MGTB05H3) Introductory Financial Accounting I MGAB02H3/(MGTB06H3) Introductory Financial Accounting II MGAB03H3/(MGTB03H3) Introductory Management Accounting MGFB10H3/(MGTB09H3) Principles of Finance MGHR02H3 Managing People and Groups in Organizations or (MGTR23H3 and MGTR29H3) or MGTR27Y3 MGHR12H3/(MGTC22H3) Human Resource Management MGMB01H3/(MGTC05H3) Marketing Management MGFC10H3/(MGTC09H3) Intermediate Finance MGHC02H3/(MGTC90H3) Leadership Skills MGOC10H3/(MGTC74H3) Analysis for Decision Making MGOC20H3/(MGTC75H3) Operations Management: A Mathematical Approach</p> <p>2. (1.0 credit): MATA32H3 and MATA33H3 strongly recommended, or MATA30H3/A31H3 and MATA35H3/A36H3/A37H3</p> <p>3. At least 0.5 credit of courses emphasizing strategic management, chosen from: MGSC12H3/(MGTC35H3) Narratives on Management and Organization MGSC14H3/(MGTC59H3) Management Ethics MGSC20H3/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing MGSC22H3/(MGTC38H3) Entrepreneurship MGSC24H3/(MGTC39H3) New Venture Creation and Planning MGSC30H3/(MGTC31H3) The Legal Environment of Business I MGMC39H3/(MGTC33H3) Event and Sponsorship Management MGSC32H3/(MGTC32H3) The Legal Environment of Business II MGEC43H3/(ECMC43H3) Organization Strategies MGAD40H3/(MGTD54H3) Management Control Systems</p>	<p>Academic Director: S. Ahmed Email: mgmtss@utsc.utoronto.ca</p> <p>This Program has two streams:</p> <p>The Management Strategy stream is designed to give students a broad exposure to all functional areas of Management, as well as a solid grounding in Strategic Management, while providing a variety of elective courses to appeal to students interested in any one of the three sectors. It covers the direction and coordination of private sector, public sector, or non-profit sector organizations.</p> <p>The Entrepreneurship stream is designed to provide students with the tools to work in a variety of self-employment or entrepreneur career paths, which include working in family businesses, start-ups, or as consultants. The program will allow for significant training of entrepreneurial skills and non-entrepreneurial skills.</p> <p>Both streams have a non-co-op and a co-op component. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.</p> <p>Program Requirements To complete the program, a student must meet the course requirements described below. The program requirements comprise a core of 12.5 to 13.5 credits common to both streams, and additional requirements which depend on the stream for a total of 15.0 to 16.0 credits for the Management Strategy stream and 16.0 to 17.0 credits for the Entrepreneurship stream.</p> <p>Note A single course may only be used once to fulfill one of the following requirements:</p> <p>Core (12.5 to 13.5 credits):</p> <p>1. (7.5 to 8.5 credits): MGMA01H3/(MGTB04H3) Principles of Marketing MGTA05H3 Foundations of Business Management or (MGTA01H3/MGTA03H3) and (MGTA02H3/MGTA04H3) MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3) MGAB01H3/(MGTB05H3) Introductory Financial Accounting I MGAB02H3/(MGTB06H3) Introductory Financial Accounting II MGAB03H3/(MGTB03H3) Introductory Management Accounting MGFB10H3/(MGTB09H3) Principles of Finance MGHR02H3 Managing People and Groups in Organizations or (MGTR23H3) and (MGTR29H3) or MGTR27Y3 MGHR12H3/(MGTC22H3) Human Resource Management MGMB01H3/(MGTC05H3) Marketing Management MGFC10H3/(MGTC09H3) Intermediate Finance MGHC02H3/(MGTC90H3) Leadership Skills MGOC10H3/(MGTC74H3) Analysis for Decision Making MGOC20H3/(MGTC75H3) Operations Management: A Mathematical Approach One additional half-credit (0.5) at the D-level in either Management or Economics for</p>

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGSD10H3/\(MGTD40H3\) Knowledge Management](#)

4. (4.0 credits):

[MGFA02H3/\(ECMA04H3\) Introduction to Microeconomics: A Mathematical Approach](#);
[MGFA06H3/\(ECMA06H3\) Introduction to Macroeconomics: A Mathematical Approach](#);
[MGFB02H3/\(ECVB02H3\) Price Theory: A Mathematical Approach](#);
[MGFB06H3/\(ECVB06H3\) Macroeconomic Theory and Policy: A Mathematical Approach](#);
[MGFB11H3/\(ECMB11H3\) Quantitative Methods in Economics I](#);
[MGFB12H3/\(ECMB12H3\) Quantitative Methods in Economics II](#); and
 1 full credit of C-level Economics for Management Studies courses [excluding:
[MGFC09H3/\(ECMC09H3\)](#), [MGFC92H3/\(ECMC92H3\)](#), [MGFC93H3/\(ECMC93H3\)](#)];

5. 1.0 credit from:

[MGSC01H3/\(MGTC41H3\) Corporate Strategy](#)
[MGSC03H3/\(MGTC42H3\) Public Management](#), or
[MGSC05H3/\(MGTC45H3\) The Changing World of Business-Government Relations](#)

6. 0.5 credit from:

[MGFB32H3/\(ECMB36H3\) Economics Aspects of Public Policy](#)
[MGEC31H3/\(ECMC31H3\) Economics of the Public Sector: Taxation](#)
[MGEC32H3/\(ECMC32H3\) Economics of the Public Sector: Expenditures](#)
[MGEC43H3/\(ECMC43H3\) Organization Strategies](#)
[MGMC30H3/\(MGTC33H3\) Event and Sponsorship Management](#)
[MGSC01H3/\(MGTC41H3\) Corporate Strategy](#)
[MGSC03H3/\(MGTC42H3\) Public Management](#)
[MGSC05H3/\(MGTC45H3\) The Changing World of Business-Government Relations](#)
[MGSC12H3/\(MGTC35H3\) Narratives on Management and Organization](#)
[MGSC14H3/\(MGTC59H3\) Management Ethics](#)
[MGSC20H3/\(MGTC19H3\) New Ways of Work: Consulting, Contracting & Freelancing](#)
[MGSC22H3/\(MGTC38H3\) Entrepreneurship](#)
[MGSC24H3/\(MGTC39H3\) New Venture Creation and Planning](#)
[MGSC30H3/\(MGTC31H3\) The Legal Environment of Business I](#)
[MGSC32H3/\(MGTC32H3\) The Legal Environment of Business II](#)
[MGTC55H3 Planning and Budgeting for Public Institutions](#)
[MGTC56H3 Educational Finance & Economics](#)
[MGAD40H3/\(MGTD54H3\) Management Control Systems](#)
[MGSD10H3/\(MGTD40H3\) Knowledge Management](#)
[MGSD30H3/\(MGTD45H3\) Intellectual Property Law](#)
[POLC66H3 Public Policy Making](#)

7. (1.0 credit):

[MGSD01H3/\(MGTD47H3\) Senior Seminar in Strategic Management](#); and
 one additional half-credit at the D-level in either Management or Economics.

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

[Management Studies courses](#):

2. (1.0 credit):

[MATA32H3](#) and [MATA33H3](#), strongly recommended, or
[MATA30H3/A31H3](#) and [MATA35H3/A36H3/A37H3](#)

3. (4.0 credits):

[MGFA02H3/\(ECMA04H3\) Introduction to Microeconomics: A Mathematical Approach](#);
[MGFA06H3/\(ECMA06H3\) Introduction to Macroeconomics: A Mathematical Approach](#);
[MGFB02H3/\(ECVB02H3\) Price Theory: A Mathematical Approach](#);
[MGFB06H3/\(ECVB06H3\) Macroeconomic Theory and Policy: A Mathematical Approach](#);
[MGFB11H3/\(ECMB11H3\) Quantitative Methods in Economics I](#);
[MGFB12H3/\(ECMB12H3\) Quantitative Methods in Economics II](#); and
 1 full credit of C-level Economics for Management Studies courses [excluding:
[MGFC09H3/\(ECMC09H3\)](#), [MGFC92H3/\(ECMC92H3\)](#), [MGFC93H3/\(ECMC93H3\)](#)];

Management Strategy Stream (2.5 credits):

4. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC22H3/\(MGTC38H3\) Entrepreneurship](#);
[MGSC12H3/\(MGTC35H3\) Narratives and Management](#);
[MGSC14H3/\(MGTC59H3\) Management Ethics](#)
[MGSC20H3/\(MGTC19H3\) New Ways of Work: Consulting, Contracting & Freelancing](#)
[MGSC30H3/\(MGTC31H3\) The Legal Environment of Business I](#)
[MGSC24H3/\(MGTC39H3\) New Venture Creation and Planning](#)
[MGMC30H3/\(MGTC33H3\) Event and Sponsorship Management](#)
[MGSC32H3/\(MGTC32H3\) The Legal Environment of Business II](#)
[MGEC43H3/\(ECMC43H3\) Organization Strategies](#)
[MGAD40H3/\(MGTD54H3\) Management Control Systems](#)
[MGSD10H3/\(MGTD40H3\) Knowledge Management](#)

5. 1.0 credit from:

[MGSC01H3/\(MGTC41H3\) Corporate Strategy](#)
[MGSC03H3/\(MGTC42H3\) Public Management](#), or
[MGSC05H3/\(MGTC45H3\) The Changing World of Business-Government Relations](#)

6. 0.5 credit from:

[MGFB32H3/\(ECMB36H3\) Economics Aspects of Public Policy](#)
[MGEC31H3/\(ECMC31H3\) Economics of the Public Sector: Taxation](#)
[MGEC32H3/\(ECMC32H3\) Economics of the Public Sector: Expenditures](#)
[MGEC43H3/\(ECMC43H3\) Organization Strategies](#)
[MGMC30H3/\(MGTC33H3\) Event and Sponsorship Management](#)
[MGSC22H3/\(MGTC38H3\) Entrepreneurship](#)
[MGSC01H3/\(MGTC41H3\) Corporate Strategy](#)
[MGSC03H3/\(MGTC42H3\) Public Management](#)
[MGSC05H3/\(MGTC45H3\) The Changing World of Business-Government Relations](#)
[MGSC12H3/\(MGTC35H3\) Narratives and Management](#)
[MGSC14H3/\(MGTC59H3\) Management Ethics](#)
[MGSC20H3/\(MGTC19H3\) New Ways of Work: Consulting, Contracting & Freelancing](#)
[MGSC30H3/\(MGTC31H3\) The Legal Environment of Business I](#)
[MGSC32H3/\(MGTC32H3\) The Legal Environment of Business II](#)
[MGSD24H3/\(MGTC39H3\) New Venture Creation and Planning](#)
[MGTC55H3 Planning and Budgeting for Public Institutions](#)
[MGTC56H3 Educational Finance & Economics](#)
[MGAD40H3/\(MGTD54H3\) Management Control Systems](#)
[MGSD10H3/\(MGTD40H3\) Knowledge Management](#)
[MGSD30H3/\(MGTD45H3\) Intellectual Property Law](#)
[POLC66H3 Public Policy Making](#)

7. (0.5 credit):

[MGSD01H3/\(MGTD47H3\) Senior Seminar in Strategic Management](#)

Entrepreneurship Stream (3.5 credits):

4. At least 0.5 credit of courses emphasizing strategic management, chosen from:

[MGSC12H3/\(MGTC35H3\) Narratives on Management and Organization](#);
[MGSC14H3/\(MGTC59H3\) Management Ethics](#);
[MGSC30H3/\(MGTC31H3\) The Legal Environment of Business I](#);

[MGMC30H3](#) (MGTC33H3) Event and Sponsorship Management
[MGSC32H3](#) (MGTC32H3) The Legal Environment of Business I
[MGFC43H3](#) (EOMC43H3) Organization Strategies
[MGAD40H3](#) (MGTD54H3) Management Control Systems
[MGSD10H3](#) (MGTD40H3) Knowledge Management

5. (3.0 credits):
[MGFC20H3](#) (MGTC70H3) Personal Financial Management
[MGHC52H3](#) (MGTC52H3) Business Negotiation
[MGSC20H3](#) (MGTC33H3) Entrepreneurship
[MGSC20H3](#) (MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
[MGSC28H3](#) Venture Capital
[MGSD24H3](#) (MGTC39H3) New Venture Creation and Planning

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Program notes/tables

Program: SCSPE2431J - Compare

Code	SCSPE2431J	SCSPE2431J
Owning Organizations	MGT,MGTEC	MGT,MGTEC
Sections	Management	Management
Title	SPECIALIST CO-OPERATIVE PROGRAM IN MANAGEMENT AND INTERNATIONAL BUSINESS (BACHELOR OF BUSINESS ADMINISTRATION)	SPECIALIST CO-OPERATIVE PROGRAM IN MANAGEMENT AND INTERNATIONAL BUSINESS (BACHELOR OF BUSINESS ADMINISTRATION)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: Joanna Heathcote; Email: mibss@utsc.utoronto.ca</p>	<p>Academic Director: Hugh Laurence; Email: mibss@utsc.utoronto.ca</p>

The MIB is an exclusive co-op program that is designed to give students a broad exposure to all functional areas of Management while providing a unique understanding of the business world in a global context. Academically, the program requires a language development component and a number of specially designed courses emphasizing international business. Through the high-level curricular programming as well as the practical experiences abroad, students will experience an emphasis on cross-cultural communications and leadership while simultaneously maintaining a quantitative and analytical focus. Students will also have the opportunity to maintain a more general academic approach, or use their electives to focus in on a specific discipline within the Management Program.

Program Admission:

Enrolment in the program is limited, and students may only apply directly from secondary school. Under normal circumstances, transfer students and international students will not be considered for admission into the MIB program. The MIB is only offered as a Co-op program, and admissions will be based on the applicant's academic performance as well as a supplementary application and interview process. Interviews will be held in February, March and April for students who pass the initial screening. Successful students will demonstrate strength in academics, extra-curricular and volunteer activities, as well as an interest and focus on developing global competencies. For further information please see the [Co-operative Programs](#) section in this *Calendar* at www.utoronto.ca/~registrar and the MIB section of the Management website: <http://www.utoronto.ca/~mgmt/ManagementInternationalBusinessProgram.html>

MIB Prep Course and Study Term:

Students will complete a non-credit international co-op prep course in their first year prior to the first approved work term. Students are also required to complete one study term outside of Canada, typically in their second or third year with an approved partner University, and will be required to complete some of the program requirements during this time. Although scholarships may be available, students are expected to budget for the additional costs of studying abroad.

Work Term:

This program requires four years of study along with three approved academically related

The [Specialist in Management and International Business \(MIB\)](#) is an exclusive co-op program that is designed to give students a broad exposure to all functional areas of Management while providing a unique understanding of the business world in a global context. Academically, the program requires a language development component and a number of specially designed courses emphasizing international business. Through the high-level curricular programming as well as the practical experiences abroad, students will experience an emphasis on cross-cultural communications and leadership while simultaneously maintaining a quantitative and analytical focus. Students will also have the opportunity to maintain a more general academic approach, or use their electives to focus in on a specific discipline within the Management Program.

Program Admission:

Enrolment in the program is limited, and students may only apply directly from secondary school. Under normal circumstances, transfer students and international students will not be considered for admission into the MIB program. The MIB is only offered as a Co-op program, and admissions will be based on the applicant's academic performance as well as a supplementary application and interview process. Interviews will be held in February, March and April for students who pass the initial screening. Successful students will demonstrate strength in academics, extra-curricular and volunteer activities, as well as an interest and focus on developing global competencies. For further information please see the [Co-operative Programs](#) section in this *Calendar* at www.utoronto.ca/~registrar and the MIB section of the Management website: <http://www.utoronto.ca/~mgmt/ManagementInternationalBusinessProgram.html>

MIB Prep Course and Study Term:

Students will complete a non-credit international co-op prep course [COPD08YS](#) in their first year prior to the first approved work term. Students are also required to complete one study term outside of Canada, typically in their second or third year with an approved partner University, and will be required to complete some of the program requirements during this time. Although scholarships may be available, students are expected to budget for the additional costs of studying abroad.

Work Term:

This program requires four years of study along with three approved academically related

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

work terms. At least one of the work terms must be outside of Canada. Students must complete 7.0 credits prior to the commencement of their first work term, which will likely be in Canada. The location of the international placements will vary according to student interest, availability of positions, practicability and safety of an area, as well as established international relationships. For further information about status in the co-op program, fees, and regulations, please see the [Co-operative Programs](#) section in this *Calendar*.

Program Requirements:

The Program requires the completion 17.0 to 17.5 credits as part of a twenty-credit B.B.A. degree.

Note: A single course may only be used once to fulfill one of the following requirements:

1. 10.5 to 11.0 credits in Management as follows:

[MGA01H3](#)/(MGTB07H3) Principles of International Marketing
[MGTA05H3](#) Foundations of Business Management or ([MGTA01H3](#)/(MGTA03H3) and [MGTA02H3](#)/(MGTA04H3))

[MGTA36H3](#) Management Communications for Co-op or (MGTC36H3)]

[MGAB01H3](#)/(MGTB05H3) Introductory Financial Accounting I

[MGB01H3](#)/(MGTD19H3) Global Marketing

[MGAB02H3](#)/(MGTB06H3) Introductory Financial Accounting II

[MGB02H3](#)/(MGTB25H3) International Organizational Behaviour

[MGAB03H3](#)/(MGTB03H3) Introductory Management Accounting

[MGFB10H3](#)/(MGTB09H3) Principles of Finance

[MGB12H3](#)/(MGTB22H3) International Human Resources

[MGCO1H3](#)/(MGTD48H3) International Corporate Strategy

[MGCO2H3](#)/(MGTC91H3) International Leadership Skills

[MGOC10H3](#)/(MGTC74H3) Analysis for Decision-Making

[MGFC10H3](#)/(MGTC09H3) Intermediate Finance

[MGC14H3](#)/(MGTD01H3) International Business Ethics

[MGOC20H3](#)/(MGTC75H3) Operations Management: A Mathematical Approach

[MGSC30H3](#)/(MGTC31H3) The Legal Environment of Business I

[MGFC50H3](#)/(MGTC76H3) International Financial Management

[MGD40H3](#)/(MGTD21H3) Introduction to International Business Law

[MGD79H3](#)/(MGTD79H3) International Capstone Case Analysis

[MGAD80H3](#)/(MGTC34H3) Accounting Issues in International Business

2. 1.0 credit in Calculus from:

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or
[MATA30H3](#)/A31H3 and [MATA35H3](#)/A36H3/A37H3]

3. 3.0 credits in Economics for Management Studies as follows:

[MGFA02H3](#)/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach

[MGFA06H3](#)/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach

[MGFB02H3](#)/(ECMB02H3) Price Theory: A Mathematical Approach

[MGFB06H3](#)/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach

[MGFB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I

[MGFB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II

4. 0.5 additional credit in Economics for Management Studies from:

[MGEO61H3](#)/(ECMC61H3) International Economics: Finance or

[MGEO62H3](#)/(ECMC62H3) International Economics: Trade Theory

5. 2.0 credits (four H-courses) of Languages (LGG) or French (FRE) courses

At least three courses must be in the same language (either LGG or FRE); the fourth course may follow that same language or may be a different language. Please note that your language skill will be assessed by the FRENCH and LANGUAGES areas before being formally placed in a given section.

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Complementary Elective Courses (optional)

The following are some courses from other departments that can be used to complement the Specialist Program in Management and International Business. Students may want to consider these courses as potential electives. Please note that some of these courses require prerequisites which are not included in this program:

work terms. At least one of the work terms must be outside of Canada. Students must complete 7.0 credits prior to the commencement of their first work term, which will likely be in Canada. The location of the international placements will vary according to student interest, availability of positions, practicability and safety of an area, as well as established international relationships. For further information about status in the co-op program, fees, and regulations, please see the [Co-operative Programs](#) section in this *Calendar*.

Program Requirements:

The Program requires the completion of 17.0 to 17.5 credits as part of a twenty-credit B.B.A. degree.

Note: A single course may only be used once to fulfill one of the following requirements:

1. 10.5 to 11.0 credits in Management as follows:

[MGA01H3](#)/(MGTB07H3) Principles of International Marketing

[MGTA05H3](#) Foundations of Business Management or ([MGTA01H3](#)/(MGTA03H3) and [MGTA02H3](#)/(MGTA04H3))

[MGTA36H3](#) Management Communications for Co-op or (MGTC36H3)]

[MGAB01H3](#)/(MGTB05H3) Introductory Financial Accounting I

[MGB01H3](#)/(MGTD19H3) Global Marketing

[MGAB02H3](#)/(MGTB06H3) Introductory Financial Accounting II

[MGB02H3](#)/(MGTB25H3) International Organizational Behaviour

[MGAB03H3](#)/(MGTB03H3) Introductory Management Accounting

[MGFB10H3](#)/(MGTB09H3) Principles of Finance

[MGB12H3](#)/(MGTB22H3) International Human Resources

[MGCO1H3](#)/(MGTD48H3) International Corporate Strategy

[MGCO2H3](#)/(MGTC91H3) International Leadership Skills

[MGOC10H3](#)/(MGTC74H3) Analysis for Decision-Making

[MGFC10H3](#)/(MGTC09H3) Intermediate Finance

[MGC14H3](#)/(MGTD01H3) International Business Ethics

[MGOC20H3](#)/(MGTC75H3) Operations Management: A Mathematical Approach

[MGSC30H3](#)/(MGTC31H3) The Legal Environment of Business I

[MGFC50H3](#)/(MGTC76H3) International Financial Management

[MGD40H3](#)/(MGTD21H3) Introduction to International Business Law

[MGD79H3](#)/(MGTD79H3) International Capstone Case Analysis

[MGAD80H3](#)/(MGTC34H3) Accounting Issues in International Business

2. 1.0 credit in Calculus from:

[MATA32H3](#) and [MATA33H3](#) strongly recommended, or
[MATA30H3](#)/A31H3 and [MATA35H3](#)/A36H3/A37H3]

3. 3.0 credits in Economics for Management Studies as follows:

[MGFA02H3](#)/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach

[MGFA06H3](#)/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach

[MGFB02H3](#)/(ECMB02H3) Price Theory: A Mathematical Approach

[MGFB06H3](#)/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach

[MGFB11H3](#)/(ECMB11H3) Quantitative Methods in Economics I

[MGFB12H3](#)/(ECMB12H3) Quantitative Methods in Economics II

4. 0.5 additional credit in Economics for Management Studies from:

[MGEO61H3](#)/(ECMC61H3) International Economics: Finance or

[MGEO62H3](#)/(ECMC62H3) International Economics: Trade Theory

5. 2.0 credits (four H-courses) of Languages (LGG) or French (FRE) courses

At least three courses must be in the same language (either LGG or FRE); the fourth course may follow that same language or may be a different language. Please note that your language skill will be assessed by the FRENCH and LANGUAGES areas before being formally placed in a given section.

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the [Degree Requirements](#) section of this *Calendar*.

Complementary Elective Courses (optional)

The following are some courses from other departments that can be used to complement the Specialist Program in Management and International Business. Students may want to consider these courses as potential electives. Please note that some of these courses require prerequisites which are not included in this program:

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

- | | |
|---|--|
| <ul style="list-style-type: none"> • GASB30H3 Asian Religions and Culture • PHI108H3 Ethics and International Development • ANTA02H3 Introduction to Anthropology: Society, Culture and Language • ANTR20H3 Culture, Politics and Globalization • GGRA02H3 The Geography of Global Processes • DSB01H3 Political Economy of International Development • DSC12H3 Economics of Small Enterprise and Microcredit • POLA83H3 Exploring Globalization • POLA84H3 Globalization and Governance • POLB80H3 Introduction to International Relations | <ul style="list-style-type: none"> • GASB30H3 Asian Religions and Culture • ANTA02H3 Introduction to Anthropology: Society, Culture and Language • ANTR20H3 Culture, Politics and Globalization • GGRA02H3 The Geography of Global Processes • DSB01H3 Political Economy of International Development • DSC12H3 Economics of Small Enterprise and Microcredit • POLA83H3 Exploring Globalization • POLA84H3 Globalization and Governance • POLB80H3 Introduction to International Relations |
|---|--|

Program notes/tables

Program: SCSPE2156 - Compare

Code	SCSPE2156	SCSPE2156
Owning Organizations	FRE,FLSC	FRE,FLSC
Sections	French	French
Title	SPECIALIST PROGRAM IN FRENCH (ARTS)	SPECIALIST PROGRAM IN FRENCH (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>For curriculum inquiries, contact the CFL Undergraduate Assistant: cfl-ua@utsc.utoronto.ca</p> <p>This program is designed to provide students with a fundamental knowledge and grasp of principles and practices in core areas of French: language, grammar, linguistics, literature and culture. It can be completed either as a Specialist Program in its own right or as part of the Concurrent Teacher Education Program (CTEP) in French. For more information on CTEP, see the Concurrent Teacher Education section of this Calendar.</p>	<p>For curriculum inquiries, contact the CFL Undergraduate Assistant: cfl-ua@utsc.utoronto.ca</p> <p>This program is designed to provide students with a fundamental knowledge and grasp of principles and practices in core areas of French: language, grammar, linguistics, literature and culture.</p> <p>The CTEP program in French has been suspended indefinitely. Students who enrolled at UTSC prior to the 2014 Summer Session should refer to the 2013/14 UTSC Calendar.</p>

Program Requirements

This program requires 12.0 credits as follows including at least 4.0 credits at the C- or D-level of which at least 1.0 must be at the D-level:

1. 4.0 credits consisting of:
 - [FBFA01H3](#) Language Practice I
 - [FBFA02H3](#) Language Practice II
 - [FBFB01H3](#) Language Practice III
 - [FBFB02H3](#) Language Practice IV
 - [FBFC01H3](#) Language Practice V
 - [FBFC02H3](#) Language Practice VI
 - [FBFD01H3](#) Language Practice VII: Written French
 - [FBFD06H3](#) Language Practice VIII: Oral French

(Except where substitution of other French credits is permitted for students with special proficiency in the French language)
2. 2.5 credits selected from:
 - [FBFB43H3](#) Understanding French Grammar
 - [FBFB44H3](#) Introduction to Linguistics: French Phonetics and Phonology
 - [FBFB45H3](#) Introduction to Linguistics: French Morphology and Syntax
 - [FBFC12H3](#) Semantics: The Study of Meaning
 - [FBFC45H3](#) Morphology
 - [FBFC46H3](#) Syntax II
 - [FBFC47H3](#) Special Topics in Linguistics: Pidgin and Creole Languages
 - [FBFC48H3](#) Sociolinguistics of French
 - [FBFD46H3](#) Field Methods in Linguistics
 - (FBFD49H3) French Semantics
3. 1.5 credits selected from:
 - [FBFB22H3](#) The Society and Culture of Qu'bec
 - [FBFB27H3](#) Modern France
 - [FBFB28H3](#) The Francophone World
 - [FBFB70H3](#) Cinema and the Francophone World
 - [FBFB84H3](#) Folktales, Myth and the Fantastic in the French-Speaking World
 - [FBFC83H3](#) Cultural Identities and Stereotypes in the French-Speaking World
4. 3.0 credits in literature which must include: one full credit in French Canadian literature; one full credit in French literature ([FBFB50H3](#), [FBFB51H3](#) and [FBFB55H3](#))

Program Requirements

This program requires 12.0 credits as follows including at least 4.0 credits at the C- or D-level of which at least 1.0 must be at the D-level:

1. 4.0 credits consisting of:
 - [FBFA01H3](#) Language Practice I
 - [FBFA02H3](#) Language Practice II
 - [FBFB01H3](#) Language Practice III
 - [FBFB02H3](#) Language Practice IV
 - [FBFC01H3](#) Language Practice V
 - [FBFC02H3](#) Language Practice VI
 - [FBFD01H3](#) Language Practice VII: Written French
 - [FBFD06H3](#) Language Practice VIII: Oral French

(Except where substitution of other French credits is permitted for students with special proficiency in the French language)
2. 2.5 credits selected from:
 - [FBFB44H3](#) Introduction to Linguistics: French Phonetics and Phonology
 - [FBFB45H3](#) Introduction to Linguistics: French Morphology and Syntax
 - [FBFC12H3](#) Semantics: The Study of Meaning
 - [FBFC45H3](#) Morphology
 - [FBFC46H3](#) Syntax II
 - [FBFC47H3](#) Special Topics in Linguistics: Pidgin and Creole Languages
 - [FBFC48H3](#) Sociolinguistics of French
 - [FBFD46H3](#) Field Methods in Linguistics
 - (FBFD49H3) French Semantics
3. 1.5 credits selected from:
 - [FBFB22H3](#) The Society and Culture of Qu'bec
 - [FBFB27H3](#) Modern France
 - [FBFB28H3](#) The Francophone World
 - [FBFB70H3](#) Cinema and the Francophone World
 - [FBFB84H3](#) Folktales, Myth and the Fantastic in the French-Speaking World
 - [FBFC83H3](#) Cultural Identities and Stereotypes in the French-Speaking World
4. 3.0 credits in literature which must include: one full credit in French Canadian literature; one full credit in French literature ([FBFB50H3](#), [FBFB51H3](#) and [FBFB55H3](#))

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

can fulfill this requirement); one-half credit in literature from other parts of the French-speaking world excluding France and Canada, one-half credit of your choice.

5. 1.0 additional credit in French.

Note: CTEP students should choose two subject-specific half credit courses focusing on teaching French.

Note: Specialist students (including CTEP) cannot obtain more than 0.5 credits (out of 12.0) by taking a course in English. This does not include CTEP courses taught in English through OISE.

can fulfill this requirement); one-half credit in literature from other parts of the French-speaking world excluding France and Canada, one-half credit of your choice.

5. 1.0 additional credit in French.

Note: Specialist students (including CTEP) cannot obtain more than 0.5 credit (out of 12.0) by taking a course in English. This does not include CTEP courses taught in English through OISE.

Program notes/tables

Program: SCMAJ2156 - Compare

Code	SCMAJ2156	SCMAJ2156
Owning Organizations	FRE,FLSC	FRE,FLSC
Sections	French	French
Title	MAJOR PROGRAM IN FRENCH (ARTS)	MAJOR PROGRAM IN FRENCH (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	For curriculum inquiries, contact the CFL Undergraduate Assistant, cfl-ua@utsc.utoronto.ca	For curriculum inquiries, contact the CFL Undergraduate Assistant, cfl-ua@utsc.utoronto.ca

Program Requirements

Students must complete 17.0 credits in French, of which at least 2.0 credits must be at the C- or D-level, including:

- 3.5 credits as follows:
 FREA01H3, FREA02H3, FEB01H3, and FEB02H3 (except where the Program Supervisor permits substitution of other FRE courses for students with special proficiency in the French language).
- One further full credit in language.
 Language courses are: FEB08H3, (FEB09H3), FEB17H3, FEB18H3, FEB43H3, FEB44H3, FEB45H3, FEB46H3, FEB01H3, FEB02H3, FEB03H3, FEB12H3, FEB18H3, FEB45H3, FEB46H3, FEB47H3, FEB48H3, FEB01H3, FEB09H3, FEB46H3, (FEB49H3), FEB01H3, FEB09H3, FEB01H3, FEB09H3.
- One full credit in literature and/or culture.
 Literature courses are: FEB20H3, FEB35H3, FEB36H3, FEB37H3, FEB50H3, FEB51H3, FEB55H3, (FEB60H3), FEB38H3, FEB39H3, FEB61H3, FEB63H3, FEB12H3.
 Culture courses are: FEB22H3, FEB27H3, FEB28H3, FEB70H3, FEB84H3, FEB83H3.
- Three additional full credits in French.

Note: At the A-level, only [FREA01H3](#) and [FREA02H3](#) may be counted towards a French Program.

Note: For Co-op opportunities related to the Major Program in French please see the [Humanities and Social Sciences Co-operative](#) section in this Calendar.

Note: Major students cannot obtain more than 0.5 credits (out of 17.0) by taking a course taught in English.

Program Requirements

Students must complete 18.0 credits in French, of which at least 2.0 credits must be at the C- or D-level, including:

- 3.5 credits as follows:
 FREA01H3, Language Practice I, FREA02H3, Language Practice II, FEB01H3, Language Practice III, FEB02H3, Language Practice IV, FEB03H3, Language Practice V, FEB02H3, Language Practice VI (one of (FEB08H3, (FEB09H3), FEB17H3, FEB09H3, FEB18H3, FEB01H3, FEB09H3)).
 *(Students with special proficiency in the French language may substitute other FRE courses with the permission of the Program Supervisor.)
- 1.0 credit in Linguistics.
 Linguistics courses taught in French are: FEB44H3, FEB45H3, and FEB46H3. Linguistics courses taught in English are: FEB12H3, FEB45H3, FEB46H3, FEB47H3, and FEB48H3.
- 1.0 credit in Culture.
 Culture courses are: FEB22H3, FEB27H3, FEB28H3, FEB70H3, FEB84H3, FEB83H3.
- 2.5 additional credits in French as follows:
 FEB50H3, Introduction to Literature in French.
 1.0 credit in French Literature taken from FEB35H3, FEB36H3, FEB37H3, FEB51H3, FEB55H3, FEB84H3, FEB38H3, FEB58H3, FEB61H3, FEB63H3, and FEB12H3.
- 1.0 credit in French courses not already taken.

Note: At the A-level, only [FREA01H3](#) and [FREA02H3](#) may be counted towards a French Program.

Note: For Co-op opportunities related to the Major Program in French please see the [Humanities and Social Sciences Co-operative](#) section in this Calendar.

Note: Major students cannot obtain more than 0.5 credit (out of 18.0) by taking a course taught in English.

Program notes/tables

Program: SCMINMDS - Compare

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Code	SCMINMDS
Owning Organizations	MDS,ACMSC
Sections	Media Studies
Title	MINOR PROGRAM IN MEDIA STUDIES (ARTS)
ROSI Title	Same as Calendar Title
Description	<i>Undergraduate Advisor: Email: mhs-undergrad-advisor@utsc.utoronto.ca</i>

Program Requirements

Students must complete 4.0 full credits from the courses below as follows:

1. 1.0 credit from the following:

[ACMA01H3](#) Exploring Key Questions in the Humanities
[MDSA01H3](#) Introduction to Media Studies

2. 0.5 credit from the following:

[MDSA02H3](#) History of Media and Technology
[MDSB05H3](#) Media and Globalization

3. 1.0 credit from the following:

[MDSB01H3](#) Human, Inhuman, and Non-human
[MDSB02H3](#) Language and the Media
[MDSB03H3](#) Advertising and Consumer Culture
[MDSB25H3](#) Political Economy of Media
[MDSB61H3](#) Critical Approaches to New Media
[MDSB62H3](#) Understanding Visual Culture

4. 1.0 credit from the following:

[MDSO01H3](#) Theories and Methods in Media Studies
[MDSO02H3](#) Topics in Media, Identities and Politics
[MDSO40H3](#) Chinese Media and Politics
[MDSO41H3](#) Media and Popular Culture in East and Southeast Asia
[MDSO53H3](#) Anthropology of Media and Publics
[MDSO64H3](#) Old Media, New: Film and New Technology
[MDSO01H3](#) Senior Seminar: Topics in Media and Arts
[MDSO02H3](#) Senior Seminar: Topics in Media and Society

5. 0.5 credit from the following:

[VPA06H3](#) Visual and Performing Arts Management in the Digital Age
[ENGB70H3](#) Introduction to Cinema
[VPAB05H3](#) Introduction to Contemporary Cultural Theory
[VPH668H3](#) Art and the Everyday: Mass Culture and the Visual Arts
[VPMB97H3](#) Film Music
[WSTR13H3](#) Gender, Media and Culture
[ENGC56H3](#) Literature and Media: From Page to Screen
[SASC45H3](#) Film and Popular Cultures in East Asia
[ISOC08H3](#) Media and Development
[MGEO20H3](#) / (ECMC20H3) Economics of the Media
[SOOC44H3](#) Media and Society
[VPMC97H3](#) Music, Technologies, Media

Program notes/tables

Program: SCMAJ2735 - Compare

Code	SCMAJ2735	SCMAJ2735
Owning Organizations	PHSSC,EST	PHSSC,EST

Code	SCMINMDS
Owning Organizations	MDS,ACMSC
Sections	Media Studies
Title	MINOR PROGRAM IN MEDIA STUDIES (ARTS)
ROSI Title	Same as Calendar Title
Description	<i>Undergraduate Advisor: Email: mhs-undergrad-advisor@utsc.utoronto.ca</i>

Program Requirements

Students must complete 4.0 credits including 1.0 credit at the C-+ or D-level:

1. 1.0 credit from the following:

[ACMA01H3](#) Exploring Key Questions in the Humanities
[MDSA01H3](#) Introduction to Media Studies

2. 0.5 credit from the following:

[MDSA02H3](#) History of Media and Technology
[MDSB05H3](#) Media and Globalization

3. 1.0 credit from the following:

[MDSB01H3](#) Human, Animal, Machine
[MDSB02H3](#) Anthropology of Language and the Media: An Introduction
[MDSB03H3](#) Advertising and Consumer Culture
[MDSB25H3](#) Political Economy of Media
[MDSB61H3](#) Mapping New Media
[MDSB62H3](#) Visual Culture
[MDSB63H3](#) Sound and Visual Media

4. 1.0 credit from the following:

[MDSO01H3](#) Theories and Methods in Media Studies
[MDSO02H3](#) Topics in Media, Identities and Politics
[MDSO40H3](#) Chinese Media and Politics
[MDSO41H3](#) Media and Popular Culture in East and Southeast Asia
[MDSO53H3](#) Anthropology of Media and Publics
[MDSO62H3](#) Media and the World of Work
[MDSO63H3](#) Media Ethics
[MDSO64H3](#) Old Media, New Media: Film and Technology
[MDSO65H3](#) Online Gaming and Virtual Worlds
[MDSO01H3](#) Senior Seminar: Topics in Media and Arts
[MDSO02H3](#) Senior Seminar: Topics in Media and Society

5. 0.5 credit from the following:

[ESCA01H3](#) Communicating Science: Film, Media, Journalism, and Society
[ENGB70H3](#) Introduction to Cinema
[ENGB75H3](#) Cinema and Modernity I
[ENGB76H3](#) Cinema and Modernity II
[HISB12H3](#) The Classical World in Film
[VPH668H3](#) Art and the Everyday: Mass Culture and the Visual Arts
[VPMB97H3](#) Film Music
[WSTR13H3](#) Gender, Media and Culture
[ENGC56H3](#) Literature and Media: From Page to Screen
[HSC08H3](#) Colonialism on Film
[SOOC44H3](#) Media and Society
[VPMC97H3](#) Music, Technologies, Media
[WSTC16H3](#) Criminal Women: Gender, Justice and the Media
[WSTC22H3](#) Women and Film

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections

Environmental Studies

Environmental Studies

Title

MAJOR PROGRAM IN ENVIRONMENTAL STUDIES (ARTS)

MAJOR PROGRAM IN ENVIRONMENTAL STUDIES (ARTS)

ROSI Title

Same as Calendar Title

Same as Calendar Title

Description

[Supervisor of Studies: M. Mohsin](#) (416-287-7245) [Email: mohsin@utoronto.ca](mailto:mohsin@utoronto.ca)

[Program Director: N. Klenk](#) (416-208-5088) [Email: nicole.klenk@utoronto.ca](mailto:nicole.klenk@utoronto.ca)

Companion majors include: Anthropology, Human Geography, Political Science, Public Policy, Sociology, Biology, Biodiversity, Ecology and Evolution, Chemistry, Biochemistry, and Environmental Science, Physics and Astrophysics, and Physical Sciences. Other majors are possible with permission of the Supervisor of Study.

Companion majors include: Anthropology, Human Geography, Political Science, Public Policy, Sociology, Biology, Biodiversity, Ecology and Evolution, Chemistry, Biochemistry, and Environmental Science, Physics and Astrophysics, and Physical Sciences. Other majors are possible with permission of the Supervisor of Study.

Program Requirements

Completion of 8.5 credits as follows:

Program Requirements

Completion of 8.5 credits as follows:

1. Core Courses (2.5 credits)

- [EESA01H3](#) Introduction to Environmental Science
- [MGFA01H3/ECMA01H3](#) Introduction to Microeconomics or
- [MGFA05H3/ECMA05H3](#) Introduction to Macroeconomics]
- [ESTB01H3](#) Introduction to Environmental Studies

0.5 full credit chosen from:

- [ANTB01H3](#) Political Ecology
- [GGBA03H3](#) Cities and Environments
- [POLA51H3](#) Critical Issues of Canadian Democracy
- [POLAR3H3](#) Exploring Globalization
- (POLB50H3) Canada's Political Institutions
- [POLB80H3](#) Introduction to International Relations

0.5 full credit chosen from:

- [EESA05H3](#) Environmental Hazards
- [EESA06H3](#) Introduction to Planet Earth
- [EESA07H3](#) Water
- [EESA09H3](#) Wind
- [EESA10H3](#) Human Health and the Environment
- [EESA11H3](#) Environmental Pollution

1. Core Courses (2.5 credits)

- [EESA01H3](#) Introduction to Environmental Science
- [MGFA01H3/ECMA01H3](#) Introduction to Microeconomics or
- [MGFA05H3/ECMA05H3](#) Introduction to Macroeconomics]
- [ESTB01H3](#) Introduction to Environmental Studies

0.5 full credit chosen from:

- [ANTB01H3](#) Political Ecology
- [GGBA03H3](#) Cities and Environments
- [POLA51H3](#) Critical Issues of Canadian Democracy
- [POLAR3H3](#) Exploring Globalization
- (POLB50H3) Canada's Political Institutions
- [POLB80H3](#) Introduction to International Relations

0.5 full credit chosen from:

- [EESA06H3](#) Introduction to Planet Earth
- [EESA07H3](#) Water
- [EESA09H3](#) Wind
- [EESA10H3](#) Human Health and the Environment
- [EESA11H3](#) Environmental Pollution
- [EESB18H3](#) Natural Hazards

2. Foundations & Skills (3.5 credits)

- [GGPB21H3](#) Environments and Environmentalisms
- [IDSB02H3](#) Development and Environment
- [STAB22H3](#) Statistics I

2.0 full credits chosen from:

- [EESB03H3](#) Principles of Climatology
- [EESB04H3](#) Principles of Hydrology
- [EESB05H3](#) Principles of Soil Science
- [EESB17H3](#) Hydro Politics and Transboundary Water Resources Management
- [EESC13H3](#) Environmental Impact Assessment and Auditing
- [GGRA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning
- [GGEC22H3](#) Political Ecology Theory and Applications
- [GGRC26H3](#) Geographies of Environmental Governance
- [GGRC44H3](#) Environmental Conservation and Sustainable Development
- (HLTA01H3) Plagues and People
- [POLC53H3](#) Canadian Environmental Politics
- [POLD89H3](#) Global Environmental Politics

2. Foundations & Skills (3.5 credits)

- [GGPB21H3](#) Environments and Environmentalisms
- [IDSB02H3](#) Development and Environment
- [STAB22H3](#) Statistics I

2.0 full credits chosen from:

- [EESB03H3](#) Principles of Climatology
- [EESB04H3](#) Principles of Hydrology
- [EESB05H3](#) Principles of Soil Science
- [EESB17H3](#) Hydro Politics and Transboundary Water Resources Management
- [EESC13H3](#) Environmental Impact Assessment and Auditing
- [GGRA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning
- [GGEC22H3](#) Political Ecology Theory and Applications
- [GGRC26H3](#) Geographies of Environmental Governance
- [GGRC44H3](#) Environmental Conservation and Sustainable Development
- (HLTA01H3) Plagues and People
- [POLC53H3](#) Canadian Environmental Policy
- [POLD89H3](#) Global Environmental Politics

3. Capstone & Applications (2.5 credits)

- [ESTC34H3](#) Sustainability in Practice
- [ESTD16H3](#) Project Management in Environmental Studies
- [ESTD17Y3](#) Cohort Capstone Course in Environmental Studies
- [ESTD18H3](#) Environmental Studies Seminar Series

3. Capstone & Applications (2.5 credits)

- [ESTC34H3](#) Sustainability in Practice
- [ESTD16H3](#) Project Management in Environmental Studies
- [ESTD17Y3](#) Cohort Capstone Course in Environmental Studies
- [ESTD18H3](#) Environmental Studies Seminar Series

Program notes/tables

Program: SCSPE1234A - Compare

Code SCSPE1234A
Owning Organizations PHSSC,PHY
Sections Physics and Astrophysics

SCSPE1234A
 PHSSC,PHY
 Physics and Astrophysics

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Title	SPECIALIST PROGRAM IN PHYSICS AND ASTROPHYSICS (SCIENCE)	SPECIALIST PROGRAM IN PHYSICS AND ASTROPHYSICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Supervisor: J. Lowman (416-298-4880) Email: jowmar1@utsc.utoronto.ca</p> <p>Program Requirements: The Program requires 13.0 full credits as follows:</p> <p>First Year</p> <p>PHYA10H3 Introduction to Physics IA PHYA21H3 Introduction to Physics IIA MATA30H3 Calculus I for Biological and Physical Sciences MATA23H3 Linear Algebra I MATA36H3 Calculus II for Physical Sciences or MATA37H3 Calculus II for Mathematical Sciences]</p> <p>Second Year</p> <p>ASTB23H3 Astrophysics of Stars, Galaxies and the Universe PHYB10H3 Intermediate Physics Laboratory I PHYB56H3 Introduction to Quantum Physics PHYB21H3 Electricity and Magnetism PHYB52H3 Thermal Physics PHYB54H3 Mechanics: From Oscillations to Chaos MATB41H3 Techniques of the Calculus of Several Variables I MATB42H3 Techniques of the Calculus of Several Variables II MATB44H3 Differential Equations I</p> <p>Third Year</p> <p>PHYC50H3 Electromagnetic Theory PHYC56H3 Quantum Mechanics I PHYC11H3 Intermediate Physics Laboratory II PHYC54H3 Classical Mechanics PSCB57H3 Introduction to Scientific Computing MATC34H3 Complex Variables MATC46H3 Differential Equations II</p> <p>Fourth Year</p> <p>Three of: ASTC25H3 Astrophysics of Planetary Systems PHYD37H3 Introduction to Fluid Mechanics PHYD38H3 Introduction to Nonlinear Systems and Chaos PHY452H3 Basic Statistical Mechanics PHY456H3 Quantum Mechanics II PHY483H Relativity Theory I PHY484H Relativity Theory II PHY487H Condensed Matter Physics PHY489H Introduction to High Energy Physics PHY491H Current Interpretations of Quantum Mechanics PHY492H Advanced Atmospheric Physics PHY493H Geophysical Imaging I PHY494H Geophysical Imaging II PHY495H Experimental Global Geophysics PHY496H Experimental Applied Geophysics</p> <p>One of: PHYD01H3 Physics Research Project PHYD11H3 Computational Physics Project PHYD72H3 Supervised Reading in Physics ASTD01H3 Astrophysics Research Project ASTD02H3 Supervised Reading in Astrophysics PSCD10H3 Physical Sciences Project</p> <p>One additional 0.5 credit from a course in AST or PHY at the C-, D-, 300-, or 400-level, or PSCD02H3 Current Questions in Mathematics and Science</p>	<p>Supervisor: M. Menco (416-287-5060) Email: amano1@utsc.utoronto.ca</p> <p>Program Requirements: The Program requires 13.0 full credits as follows:</p> <p>First Year</p> <p>PHYA10H3 Introduction to Physics IA PHYA21H3 Introduction to Physics IIA MATA30H3 Calculus I for Biological and Physical Sciences MATA23H3 Linear Algebra I MATA36H3 Calculus II for Physical Sciences or MATA37H3 Calculus II for Mathematical Sciences]</p> <p>Second Year</p> <p>ASTB23H3 Astrophysics of Stars, Galaxies and the Universe PHYB10H3 Intermediate Physics Laboratory I PHYB56H3 Introduction to Quantum Physics PHYB21H3 Electricity and Magnetism PHYB52H3 Thermal Physics PHYB54H3 Mechanics: From Oscillations to Chaos MATB41H3 Techniques of the Calculus of Several Variables I MATB42H3 Techniques of the Calculus of Several Variables II MATB44H3 Differential Equations I</p> <p>Third Year</p> <p>PHYC50H3 Electromagnetic Theory PHYC56H3 Quantum Mechanics I PHYC11H3 Intermediate Physics Laboratory II PHYC54H3 Classical Mechanics PSCB57H3 Introduction to Scientific Computing MATC34H3 Complex Variables MATC46H3 Differential Equations II</p> <p>Fourth Year</p> <p>Three of: ASTC25H3 Astrophysics of Planetary Systems PHYD37H3 Introduction to Fluid Mechanics PHYD38H3 Introduction to Nonlinear Systems and Chaos PHY452H3 Basic Statistical Mechanics PHY456H3 Quantum Mechanics II PHY483H Relativity Theory I PHY484H Relativity Theory II PHY487H Condensed Matter Physics PHY489H Introduction to High Energy Physics PHY491H Current Interpretations of Quantum Mechanics PHY492H Advanced Atmospheric Physics PHY493H Geophysical Imaging I PHY494H Geophysical Imaging II PHY495H Experimental Global Geophysics PHY496H Experimental Applied Geophysics</p> <p>One of: PHYD01H3 Physics Research Project PHYD11H3 Computational Physics Project PHYD72H3 Supervised Reading in Physics ASTD01H3 Astrophysics Research Project ASTD02H3 Supervised Reading in Astrophysics PSCD10H3 Physical Sciences Project</p> <p>One additional 0.5 credit from a course in AST or PHY at the C-, D-, 300-, or 400-level, or PSCD02H3 Current Questions in Mathematics and Science</p>
Program notes/tables		

Program: SCMAJ0275A - Compare

Code	SCMAJ0275A	SCMAJ0275A
Owning Organizations	PHSSC,PHY	PHSSC,PHY
Sections	Physics and Astrophysics	Physics and Astrophysics

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Title MAJOR PROGRAM IN PHYSICS AND ASTROPHYSICS (SCIENCE)
ROSI Title Same as Calendar Title
Description Supervisor: [G. Lorincz](mailto:G.Lorincz@utoronto.ca) (416-287-17248) Email: lorincz@utoronto.ca

Program Requirements

This program requires 8.5 credits as follows:

First Year

- [PHYA10H3](#) Introduction to Physics IA
- [PHYA21H3](#) Introduction to Physics IIA
- [MATA30H3](#) Calculus I for Biological and Physical Sciences
- [MATA23H3](#) Linear Algebra I
- [[MATA36H3](#) Calculus II for Physical Sciences or [MATA37H3](#) Calculus II for Mathematical Sciences]

Second and Later Years

- [ASTB23H3](#) Astrophysics of Stars, Galaxies and the Universe
- [MATB41H3](#) Techniques of the Calculus of Several Variables I
- [MATB42H3](#) Techniques of the Calculus of Several Variables II
- [MATB44H3](#) Differential Equations I
- [PHYB10H3](#) Intermediate Physics Laboratory I

Three of:

- [PHYB56H3](#) Introduction to Quantum Physics
- [PHYB21H3](#) Electricity and Magnetism
- [PHYB52H3](#) Thermal Physics
- [PHYB54H3](#) Mechanics: From Oscillations to Chaos

A total of 2.0 credits from:

- [ASTC25H3](#) Astrophysics of Planetary Systems
- [MATC34H3](#) Complex Variables
- [MATC46H3](#) Differential Equations II
- [PHYC50H3](#) Electromagnetic Theory
- [PHYC56H3](#) Quantum Mechanics I
- [PHYC11H3](#) Intermediate Physics Laboratory II
- [PHYC54H3](#) Classical Mechanics
- [PHYD37H3](#) Introduction to Fluid Mechanics
- [PHYD38H3](#) Nonlinear Systems and Chaos
- [PSCB57H3](#) Introduction to Scientific Computing
- [PSCD02H3](#) Current Questions in Mathematics and Science
- [[PHYD01H3](#) Physics Research Project or [PHYD11H3](#) Computational Physics Project or [PHYD72H3](#) Supervised Reading in Physics or [ASTD01H3](#) Astrophysics Research Project or [ASTD02H3](#) Supervised Reading in Astrophysics or [PSCD10H3](#) Physical Sciences Project]

Program notes/tables

Program: SCSPE2015 - Compare

Code SCSPE2015
Owning Organizations POL, POLSC
Sections Political Science
Title SPECIALIST PROGRAM IN POLITICAL SCIENCE (ARTS)
ROSI Title Same as Calendar Title
Description

Program Requirements

Students must complete at least 12.0 full credits in Political Science including:

1. 1.0 full credit from among the A-level political science courses (no more than 1.0 full credit at the A-level may be counted towards the program requirements)
2. [POLB70H3](#) Classic Texts in Political Theory I and [POLB71H3](#) Classic Texts in Political Theory II

Title MAJOR PROGRAM IN PHYSICS AND ASTROPHYSICS (SCIENCE)
ROSI Title Same as Calendar Title
Description Supervisor: [D. Valencia](mailto:D.Valencia@utoronto.ca) (416-208-2986) Email: diana.valencia@utoronto.ca

Program Requirements

This program requires 8.5 credits as follows:

First Year

- [PHYA10H3](#) Introduction to Physics IA
- [PHYA21H3](#) Introduction to Physics IIA
- [MATA30H3](#) Calculus I for Biological and Physical Sciences
- [MATA23H3](#) Linear Algebra I
- [[MATA36H3](#) Calculus II for Physical Sciences or [MATA37H3](#) Calculus II for Mathematical Sciences]

Second and Later Years

- [ASTB23H3](#) Astrophysics of Stars, Galaxies and the Universe
- [MATB41H3](#) Techniques of the Calculus of Several Variables I
- [MATB42H3](#) Techniques of the Calculus of Several Variables II
- [MATB44H3](#) Differential Equations I
- [PHYB10H3](#) Intermediate Physics Laboratory I

Three of:

- [PHYB56H3](#) Introduction to Quantum Physics
- [PHYB21H3](#) Electricity and Magnetism
- [PHYB52H3](#) Thermal Physics
- [PHYB54H3](#) Mechanics: From Oscillations to Chaos

A total of 2.0 credits from:

- [ASTC25H3](#) Astrophysics of Planetary Systems
- [MATC34H3](#) Complex Variables
- [MATC46H3](#) Differential Equations II
- [PHYC50H3](#) Electromagnetic Theory
- [PHYC56H3](#) Quantum Mechanics I
- [PHYC11H3](#) Intermediate Physics Laboratory II
- [PHYC54H3](#) Classical Mechanics
- [PHYD37H3](#) Introduction to Fluid Mechanics
- [PHYD38H3](#) Nonlinear Systems and Chaos
- [PSCB57H3](#) Introduction to Scientific Computing
- [PSCD02H3](#) Current Questions in Mathematics and Science
- [[PHYD01H3](#) Physics Research Project or [PHYD11H3](#) Computational Physics Project or [PHYD72H3](#) Supervised Reading in Physics or [ASTD01H3](#) Astrophysics Research Project or [ASTD02H3](#) Supervised Reading in Astrophysics or [PSCD10H3](#) Physical Sciences Project]

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

3. [POLB50Y3](#) Canadian Government and Politics
4. At least four of the following (2.0 full credits):
 - [POLB80H3](#) Introduction to International Relations
 - [POLB81H3](#) Global Issues and Governance
 - [POLB90H3](#) Comparative Development in International Perspective
 - [POLB91H3](#) Comparative Development in Political Perspective
 - [POLB92H3](#) Comparative Politics: Revolution, Democracy and Authoritarianism in Modern Europe
 - [POLB93H3](#) Comparative Politics: Ethnic Conflict and Democratization in Europe After the Cold War
5. [POLC78H3](#) Political Analysis ; or [POLB11H3](#) Statistics for Political Science and Public Policy
6. 6 full credits in political science at the C- and/or D-level, of which at least 1.0 must be at the D-level

3. [POLB71H3](#) Classic Texts in Political Theory II
3. **Canadian Politics (1.0 credit):**
[POLB50Y3](#) Canadian Government and Politics
4. **At least four of the following (2.0 credits):**
 - [POLB80H3](#) Introduction to International Relations
 - [POLB81H3](#) Global Issues and Governance
 - [POLB90H3](#) Comparative Development in International Perspective
 - [POLB91H3](#) Comparative Development in Political Perspective
 - [POLB92H3](#) Comparative Politics: Revolution, Democracy and Authoritarianism in Modern Europe
 - [POLB93H3](#) Comparative Politics: Ethnic Conflict and Democratization in Europe After the Cold War
5. **Methods (1.0 credit):**
[STAB22H3](#) Statistics 1 or equivalent;
[POLC78H3](#) Political Analysis
6. **Applications (6.0 credits):**
6.0 credits in political science at the C- and/or D-level, of which at least 1.0 must be at the D-level

Program notes/tables

Program: SCMAJ2015 - Compare

Code	SCMAJ2015	SCMAJ2015
Owning Organizations	POL_POLSC	POL_POLSC
Sections	Political Science	Political Science
Title	MAJOR PROGRAM IN POLITICAL SCIENCE (ARTS)	MAJOR PROGRAM IN POLITICAL SCIENCE (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description		

Program Requirements

Students must complete at least seven full credits in Political Science as follows:

1. One full credit from among the A-level political sciences offerings (no more than one full credit at the A-level may be counted towards the program requirements);
2. [POLB70H3](#) Classic Texts in Political Theory I and [POLB71H3](#) Classic Texts in Political Theory II
3. [POLB50Y3](#) Canadian Government and Politics
4. At least four of the following (two full credits):
 - [POLB80H3](#) Introduction to International Relations
 - [POLB81H3](#) Global Issues and Governance
 - [POLB90H3](#) Comparative Development in International Perspective
 - [POLB91H3](#) Comparative Development in Political Perspective
 - [POLB92H3](#) Comparative Politics: Revolution, Democracy and Authoritarianism in Modern Europe
 - [POLB93H3](#) Comparative Politics: Ethnic Conflict and Democratization in Europe After the Cold War
5. Two full credits in political science at the C- and/or D-level.

Program Requirements

Students must complete at least 8.0 credits in Political Science as follows:

1. **Introduction to Political Science (1.0 credit):**
[POLA01H3](#) Critical Issues in Politics
[POLA02H3](#) Critical Issues in Politics
2. **Political Theory (1.0 credit):**
[POLB70H3](#) Classic Texts in Political Theory I
[POLB71H3](#) Classic Texts in Political Theory II
3. **Canadian Politics (1.0 credit):**
[POLB50Y3](#) Canadian Government and Politics
4. **At least four of the following (2.0 credits):**
 - [POLB80H3](#) Introduction to International Relations
 - [POLB81H3](#) Global Issues and Governance
 - [POLB90H3](#) Comparative Development in International Perspective
 - [POLB91H3](#) Comparative Development in Political Perspective
 - [POLB92H3](#) Comparative Politics: Revolution, Democracy and Authoritarianism in Modern Europe
 - [POLB93H3](#) Comparative Politics: Ethnic Conflict and Democratization in Europe After the Cold War
5. **Methods (1.0 credit):**
[STAB22H3](#) Statistics 1 or equivalent;
[POLC78H3](#) Political Analysis
6. **Applications (2.0 credits):**
2.0 credits in political science at the C- and/or D-level, of which at least 1.5 credit must be at the D-level

Program notes/tables

Program: SCMAJPUBP - Compare

Code	SCMAJPUBP	SCMAJPUBP
Owning Organizations	POL_POLSC	POL_POLSC
Sections	Political Science	Political Science

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Title	MAJOR PROGRAM IN PUBLIC POLICY (ARTS)	MAJOR PROGRAM IN PUBLIC POLICY (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>The Major Program in Public Policy equips students with the analytical and methodological skills to secure employment as policy analysts in government, business, and non-governmental sectors, or to continue to graduate training in public policy.</p> <p>The Program is cross-disciplinary; public policy analysis is the exercise of applying the theoretical frameworks and positivist and interpretive methodologies of the social sciences and humanities to understand the development, implementation, and evaluation of public policy. It requires the ability to think clearly and critically, to design and execute research projects, to analyze both quantitative and qualitative data, and to write clearly. It also requires an understanding of the context, institutions, and processes of policy-making and implementation, as well as concepts and criteria for policy evaluation.</p>	<p>The Major Program in Public Policy equips students with the analytical and methodological skills to secure employment as policy analysts in government, business, and non-governmental sectors, or to continue to graduate training in public policy.</p> <p>The Program is cross-disciplinary; public policy analysis is the exercise of applying the theoretical frameworks and positivist and interpretive methodologies of the social sciences and humanities to understand the development, implementation, and evaluation of public policy. It requires the ability to think clearly and critically, to design and execute research projects, to analyze both quantitative and qualitative data, and to write clearly. It also requires an understanding of the context, institutions, and processes of policy-making and implementation, as well as concepts and criteria for policy evaluation.</p>
Program Requirements	Students must pay careful attention to the prerequisites for higher level courses.	Students must pay careful attention to the prerequisites for higher level courses.
Course requirements:	Students must complete 8.0 full credits as follows:	Students must complete 8.0 full credits as follows:
<p>1. 1.0 credit at the A- or B-level in Anthropology, City Studies, Geography, IDS, or Sociology. At least 0.5 credits in A-level Political Science are recommended.</p> <p>We also recommend interested students take introductory courses in departments like City Studies, Economics, Environmental Science, and IDS that may reflect their particular substantive interests.</p> <p>2. Canadian Politics (1.5 credits) a. POL B50Y2; Canadian Government and Politics b. One C- or D-level course in Canadian Politics (choose from: POL C37H1, POL C53H1, POL C54H1, POL C57H1, POL C66H1, POL C67H1, POL C68H1, POL D50H1, POL D51H1, POL D52H1)</p> <p>3. Fundamentals of Public Policy (1.0 credits) a. POL C66H3; Public Policy Making b. POL C67H3; Public Policy in Canada</p> <p>4. Economics for Public Policy (1.0 credit) [MGFA01H3/ECMA01H3] and [MGFA05H3/ECMA05H3] OR [MGFA02H3/ECMA04H3] and [MGFA06H3/ECMA06H3]</p> <p>5. Research Methods (1.0 credits) with at least 0.5 credits in quantitative methods) Quantitative Methods courses include: [ANTC35H3 Quantitative Methods in Anthropology [MGEB11H3/ECMB11H3] Quantitative Methods in Economics I [GGRA30H3] Geographic Information Systems [POLB11H3] Statistics for Public Policy [STAR22H3] Statistics I Qualitative Methods courses include: [ANTR19H3] Ethnography and the Comparative Study of Human Societies [GGEB02H3] The Logic of Geographic Thought [SOCP05H3] Logic of Social Inquiry [SOOC29H3] Practicum in Qualitative Research Methods [POLC78H3] Political Analysis I</p> <p>6. Applications of Public Policy (2.5 credits) from the following list* of Public Policy courses, or other courses with the approval of the supervisor of studies. Of these, 1.0 credits must be from C- or D-level courses in Political Science. [CITC04H3] Municipal Planning Law in Ontario [CITC07H3] Urban Social Policy [CITC12H3] City Structures and City Choices: Local Government, Management, and Policymaking [CITC15H3] Taxing and Spending: Public Finances in Canadian Cities [CITC16H3] Planning and Governing the Metropolis [CITC18H3] Urban Transportation Policy Analysis [MGEB31H3/ECMB35H3] Public Decision Making [MGEB32H3/ECMB36H3] Economic Aspects of Public Policy [MGEC31H3/ECMC31H3] Economics of the Public Sector: Taxation</p>	<p>1. 1.0 credit at the A- or B-level in Anthropology, City Studies, Geography, International Development Studies, Political Science, or Sociology. At least 0.5 credits in A-level Political Science are recommended.</p> <p>We also recommend interested students take introductory courses in departments like City Studies, Economics for Management Studies, Environmental Science, International Development Studies, and Sociology that may reflect their particular substantive interests.</p> <p>2. Economics for Public Policy (1.0 credit) [MGFA01H3/ECMA01H3] and [MGFA05H3/ECMA05H3] OR [MGFA02H3/ECMA04H3] and [MGFA06H3/ECMA06H3]</p> <p>3. Canadian Politics (1.0 credit) [POL B50Y2; Canadian Government and Politics</p> <p>4. Fundamentals of Public Policy (1.0 credit) [POL C66H3] Public Policy Making [POL C67H3] Public Policy in Canada</p> <p>5. Research Methods (1.0 credit) with at least 0.5 credit in quantitative methods) Quantitative Methods courses include: [ANTC35H3] Quantitative Methods in Anthropology [MGEB11H3/ECMB11H3] Quantitative Methods in Economics I [GGRA30H3] Geographic Information Systems [STAR22H3] Statistics I Qualitative Methods courses include: [ANTR19H3] Ethnography and the Comparative Study of Human Societies [GGRC31H3] Qualitative Geographical Methods: Place and Ethnography [POLC78H3] Political Analysis I</p> <p>6. Applications of Public Policy (3.1 credits) from the following list* of Public Policy courses, or other courses with the approval of the supervisor of studies. Of these, 1.0 credit must be from C- or D-level courses in Political Science. [CITC04H3] Municipal Planning Law in Ontario [CITC07H3] Urban Social Policy [CITC12H3] City Structures and City Choices: Local Government, Management, and Policymaking [CITC15H3] Taxing and Spending: Public Finances in Canadian Cities [CITC16H3] Planning and Governing the Metropolis [CITC18H3] Urban Transportation Policy Analysis [MGEB31H3/ECMB35H3] Public Decision Making [MGEB32H3/ECMB36H3] Economic Aspects of Public Policy [MGEC31H3/ECMC31H3] Economics of the Public Sector: Taxation [MGEC32H3/ECMC32H3] Economics of the Public Sector: Expenditures [MGEC34H3/ECMC34H3] Economics of Health Care [MGEC38H3/ECMC38H3] The Economics of Canadian Public Policy [MGEC09H3/ECMC09H3] Economics and Government</p>	

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

[MGEC32H3/ECMC32H3](#) Economics of the Public Sector: Expenditures
[MGEC34H3/ECMC34H3](#) Economics of Health Care
[MGEC38H3/ECMC38H3](#) The Economics of Canadian Public Policy
[MGEC91H3/ECMC91H3](#) Economics and Government
[GGRC13H3](#) Urban Political Geography
[IDSB01H3](#) Political Economy of International Development
[IDSB04H3](#) International Health Policy Analysis
[MGSC03H3/MGTC42H3](#) Public Management
[MGSC05H3/MGTC45H3](#) The Changing World of Business & Government Relations
[POLC53H3](#) Canadian Environmental Politics
[POLC54H3](#) Intergovernmental Relations in Canada
[POLC57H3](#) Intergovernmental Relations and Public Policy
[POLC65H3](#) Political Strategy
[POLC82H3](#) The Formulation of American Foreign Policy
[POLC83H3](#) The Application of American Foreign Policy
[POLC93H3](#) Public Policies in the United States
[POLD50H3](#) Political Interests, Political Identity, and Public Policy
[POLD52H3](#) Immigration and Canadian Political Development
[POLD64H3](#) Comparative Public Policy
[POLD89H3](#) Global Environmental Politics
[POLD90H3](#) Public Policy and Human Development in the Global South
[SOCP47H3](#) Social Inequality
[SOCC37H3](#) Environment and Society

* Many of these courses have prerequisites, please plan accordingly. In addition, we recommend taking methods courses from within your disciplinary major program.

[GGRC13H3](#) Urban Political Geography
[HUTB40H3](#) Health Policy and Health Systems
[ILTC43H3](#) Politics of Canadian Health Policy
[IDSB01H3](#) Political Economy of International Development
[IDSB04H3](#) International Health Policy Analysis
[MGSC03H3/MGTC42H3](#) Public Management
[MGSC05H3/MGTC45H3](#) The Changing World of Business & Government Relations
[POLC36H3](#) Law and Public Policy
[POLC53H3](#) Canadian Environmental Policy
[POLC54H3](#) Intergovernmental Relations in Canada
[POLC57H3](#) Intergovernmental Relations and Public Policy
[POLC65H3](#) Political Strategy
[POLC82H3](#) The Formulation of American Foreign Policy
[POLC83H3](#) The Application of American Foreign Policy
[POLC93H3](#) Public Policies in the United States
[POLD50H3](#) Political Interests, Political Identity, and Public Policy
[POLD52H3](#) Immigration and Canadian Political Development
[POLD64H3](#) Comparative Public Policy
[POLD87H3](#) The Limits of Rationality
[POLD89H3](#) Global Environmental Politics
[POLD90H3](#) Public Policy and Human Development in the Global South
[SOCP47H3](#) Social Inequality
[SOCC37H3](#) Environment and Society

* Many of these courses have prerequisites, please plan accordingly. In addition, we recommend taking methods courses from within your disciplinary major program.

Program notes/tables

Program: SCMAJPUBPC - Compare

Code	SCMAJPUBPC	SCMAJPUBPC
Owning Organizations	POL,POLSC	POL,POLSC
Sections	Political Science	Political Science
Title	MAJOR (CO-OPERATIVE) PROGRAM IN PUBLIC POLICY (ARTS)	MAJOR (CO-OPERATIVE) PROGRAM IN PUBLIC POLICY (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p>Co-op Contact: askcoop@utsc.utoronto.ca</p> <p>The Co-operative Program in Public Policy is a work-study program which combines academic studies in various disciplines with work terms in public enterprises, the private sector, and non-governmental organizations. Two work terms, each of four months duration, must be completed along with the academic program. An optional, third work term may be completed with the permission of the Co-op Coordinator.</p> <p>The program equips students with the analytical and methodological skills to secure employment as policy analysts in government, business, and the non-governmental sectors, or to continue to graduate training in public policy. The Program is cross-disciplinary; public policy analysis is the exercise of applying the theoretical frameworks and the positivist and interpretive methodologies of the social sciences and humanities to understand the development, implementation, and evaluation of public policy. It requires the ability to think clearly and critically, to design and execute research projects, to analyze both quantitative and qualitative data, and to write clearly. It also requires an understanding of the context, institutions, and processes of policy-making and implementation, as well as concepts and criteria for policy evaluation.</p> <p>The Co-operative Program in Public Policy is designed to be completed in conjunction with a Major or Specialist Program in another discipline and may only be taken as part of a twenty course honours degree. For information on fees, work terms and standing in the Program, please see the Social Sciences and Humanities Co-operative section of this <i>Calendar</i>.</p>	<p>Co-op Contact: askcoop@utsc.utoronto.ca</p> <p>The Co-operative Program in Public Policy is a work-study program which combines academic studies in various disciplines with work terms in public enterprises, the private sector, and non-governmental organizations. Two work terms, each of four months duration, must be completed along with the academic program. An optional, third work term may be completed with the permission of the Co-op Coordinator.</p> <p>The program equips students with the analytical and methodological skills to secure employment as policy analysts in government, business, and the non-governmental sectors, or to continue to graduate training in public policy. The Program is cross-disciplinary; public policy analysis is the exercise of applying the theoretical frameworks and the positivist and interpretive methodologies of the social sciences and humanities to understand the development, implementation, and evaluation of public policy. It requires the ability to think clearly and critically, to design and execute research projects, to analyze both quantitative and qualitative data, and to write clearly. It also requires an understanding of the context, institutions, and processes of policy-making and implementation, as well as concepts and criteria for policy evaluation.</p> <p>The Co-operative Program in Public Policy is designed to be completed in conjunction with a Major or Specialist Program in another discipline and may only be taken as part of a twenty course honours degree. For information on fees, work terms and standing in the Program, please see the Social Sciences and Humanities Co-operative section of this <i>Calendar</i>.</p>

Program Admission

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-

Program Admission

Prospective Applicants: For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

secondary institution, see the [Co-operative Programs](#) section in this *Calendar*.

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website at: www.utsc.utoronto.ca/subjectpost. The minimum qualifications for entry are 4.0 credits plus a cumulative GPA of at least 2.5.

Program Requirements

Work Placement

To be eligible for the first work term, students must have completed at least 10 credits, including 5.0 credits as a University of Toronto Scarborough student including [POLB50Y3](#) (Canadian Government and Politics), and 0.5 credit of Research Methods. Prior to their first work term, students must also successfully complete Arts & Science Co-op Work Term Preparation Activities, which include multiple networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.

secondary institution, see the [Co-operative Programs](#) section in this *Calendar*.

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website at: www.utsc.utoronto.ca/subjectpost. The minimum qualifications for entry are 4.0 credits plus a cumulative GPA of at least 2.5.

Program Requirements

Work Placement

To be eligible for the first work term, students must have completed at least 10 credits, including 5.0 credits as a University of Toronto Scarborough student including [POLB50Y3](#) (Canadian Government and Politics), and 0.5 credit of Research Methods. Prior to their first work term, students must also successfully complete Arts & Science Co-op Work Term Preparation Activities, which include multiple networking sessions, speaker panels and industry tours along with seminars covering resumes, cover letters, job interviews and work term expectations.

Program notes/tables

Program: SCSPEIMC - Compare

Code	SCSPEIMC	SCSPEIMC
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	SPECIALIST(JOINT) PROGRAM IN APPLIED MICROBIOLOGY (SCIENCE)	SPECIALIST(JOINT) PROGRAM IN APPLIED MICROBIOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	See the Applied Microbiology section of this <i>Calendar</i> for program requirements .	See the Applied Microbiology section of this <i>Calendar</i> for program description .

Program notes/tables

Program: SCSPEPMD - Compare

Code	SCSPEPMD	SCSPEPMD
Owning Organizations	BGYSC,BIO	BGYSC,BIO
Sections	Biological Sciences	Biological Sciences
Title	SPECIALIST(JOINT) PROGRAM IN PARAMEDICINE (SCIENCE)	SPECIALIST(JOINT) PROGRAM IN PARAMEDICINE (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	See the Paramedicine section of this <i>Calendar</i> for program requirements .	See the Paramedicine section of this <i>Calendar</i> for program description .

Program notes/tables

Program: SCSPE1688 - Compare

Code	SCSPE1688	SCSPE1688
Owning Organizations	CSC,MSCSC	CSC,MSCSC
Sections	Computer Science	Computer Science
Title	SPECIALIST PROGRAM IN COMPUTER SCIENCE (SCIENCE)	SPECIALIST PROGRAM IN COMPUTER SCIENCE (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor of Studies: R. Pancer (416-287-7679) Email: pancer@utsc.utoronto.ca	Supervisor of Studies: R. Pancer (416-287-7679) Email: pancer@utsc.utoronto.ca

Program Objectives

Program Objectives

This program provides a working knowledge of the foundations of computer science: modern computer software and hardware, theoretical aspects of computer science, and relevant areas of mathematics and statistics. It also imparts an appreciation of the discipline's transformative impact on science and society. The program prepares students for further study and for careers in the computing industry. It comprises four streams with different emphases:

The Comprehensive Stream provides a broad and balanced exposure to the discipline. It is the stream best-suited for students planning to pursue graduate study in computer science, but it is also suitable for other career paths.

The Software Engineering Stream places a greater emphasis on the engineering side of the discipline, including computer systems and core applications.

The Information Systems Stream has a similar focus as the Software Engineering Stream, but it provides additional exposure to certain aspects of business management. It is of special interest to students wishing to pursue careers in technical management but who have a deep interest in the technology.

The Health Informatics Stream provides a broad perspective of the discipline and exposure to additional subjects, including statistics and social sciences, that are useful for a career as a computer scientist in the health sector.

The structure of the program requirements allows one to easily switch streams until relatively late in the program. Consequently, these streams should not be viewed as rigidly separated channels feeding students to different career paths, but as a flexible structure that provides computer science students guidance in their course selection based on their broad (but possibly fluid) interests.

Program Admission

Each year up to 150 students are admitted directly from high school to the Comprehensive Streams of this program and the Co-operative Specialist Program in Computer Science (see below) on the basis of academic performance. Applicants must have completed Grade 12 Calculus & Vectors and Advanced Functions.

After first year, students may transfer from Comprehensive to other streams. Due to enrolment restrictions in required Management courses, entry to the Information Systems Stream is limited. Selection is based on grades in the program's A-level courses, including the two A-level MGT courses in requirement 6 of the Information Systems Stream below.

An additional number of students may transfer to the program after first year. To be eligible for late entry to a stream of the program, a student must have completed all A-level courses required in that stream. Admission is based on CGPA and grades in computer science, mathematics, and statistics courses that the student has taken. The minimum CGPA for admission is calculated annually.

Program Requirements

To remain in the program, a student must maintain a CGPA of 2.0 or higher throughout the program. To complete the program, a student must meet the course requirements described below. (One credit is equivalent to two courses). The program requirements comprise a core of 18 courses (9.0 credits), common to all three streams and additional requirements which depend on the stream, for a total of 27 courses (13.5 credits) for the Comprehensive and Software Engineering Streams, and 30 courses (15.0 credits) for the Information Systems and Health Informatics Streams.

Note: Many Computer Science courses are offered both at U of T Scarborough and at the St. George campus. When a course is offered at both campuses in a given session, U of T Scarborough students are expected to take that course at U of T Scarborough. The Department of Computer Science at the St. George campus cannot guarantee space for U of T Scarborough students in their courses, especially those offered at both campuses.

Core (9.0 credits)

1. Writing Requirement (0.5 credit) (*)

One of [ANTA01H3](#), [ANTA02H3](#), (CLAA02H3), (CTLA19H3), [CTLA01H3](#), [ENGA10H3](#), [ENGA11H3](#), [ENGB06H3](#), [ENGB07H3](#), [ENGB08H3](#), [ENGB09H3](#), [ENGB17H3](#), [ENGB19H3](#), [ENGB50H3](#), [ENBR51H3](#), [GGRA02H3](#), [GGRA03H3](#), [GGPR05H3](#), (GGPB06H3), (HISA01H3), (HLTA01H3), [ACMA01H3](#), (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGA99H3), [LINA01H3](#), [PHLA10H3](#), [PHLA11H3](#), [WSTA01H3](#).

This program provides a working knowledge of the foundations of computer science: modern computer software and hardware, theoretical aspects of computer science, and relevant areas of mathematics and statistics. It also imparts an appreciation of the discipline's transformative impact on science and society. The program prepares students for further study and for careers in the computing industry. It comprises four streams with different emphases:

The Comprehensive Stream provides a broad and balanced exposure to the discipline. It is the stream best-suited for students planning to pursue graduate study in computer science, but it is also suitable for other career paths.

The Software Engineering Stream places a greater emphasis on the engineering side of the discipline, including computer systems and core applications.

The Information Systems Stream has a similar focus as the Software Engineering Stream, but it provides additional exposure to certain aspects of business management. It is of special interest to students wishing to pursue careers in technical management but who have a deep interest in the technology.

The Health Informatics Stream provides a broad perspective of the discipline and exposure to additional subjects, including statistics and social sciences, that are useful for a career as a computer scientist in the health sector.

The structure of the program requirements allows one to easily switch streams until relatively late in the program. Consequently, these streams should not be viewed as rigidly separated channels feeding students to different career paths, but as a flexible structure that provides computer science students guidance in their course selection based on their broad (but possibly fluid) interests.

Program Admission

Students may apply to a Computer Science Specialist stream after completing first year. An applicant must have passed all of the first-year computer science and mathematics courses required for their program. A CGPA of 2.5 or greater guarantees admission. Admission for students with a CGPA less than 2.5 will depend on their CGPA and the available space in the program.

Program Requirements

To remain in the program, a student must maintain a CGPA of 2.0 or higher throughout the program. To complete the program, a student must meet the course requirements described below. (One credit is equivalent to two courses). The program requirements comprise a core of 18 courses (9.0 credits), common to all three streams and additional requirements which depend on the stream, for a total of 27 courses (13.5 credits) for the Comprehensive and Software Engineering Streams, 29 courses (14.5 credits) for the Information Systems Stream, and 30 courses (15.0 credits) for the Health Informatics Stream.

Note: Many Computer Science courses are offered both at U of T Scarborough and at the St. George campus. When a course is offered at both campuses in a given session, U of T Scarborough students are expected to take that course at U of T Scarborough. The Department of Computer Science at the St. George campus cannot guarantee space for U of T Scarborough students in their courses, especially those offered at both campuses.

Core (9.0 credits)

1. Writing Requirement (0.5 credit) (*)

One of [ANTA01H3](#), [ANTA02H3](#), (CLAA02H3), (CTLA19H3), [CTLA01H3](#), [ENGA10H3](#), [ENGA11H3](#), [ENGB06H3](#), [ENGB07H3](#), [ENGB08H3](#), [ENGB09H3](#), [ENGB17H3](#), [ENGB19H3](#), [ENGB50H3](#), [ENBR51H3](#), [GGRA02H3](#), [GGRA03H3](#), [GGPR05H3](#), (GGPB06H3), (HISA01H3), (HLTA01H3), [ACMA01H3](#), (HUMA01H3), (HUMA11H3), (HUMA17H3), (LGA99H3), [LINA01H3](#), [PHLA10H3](#), [PHLA11H3](#), [WSTA01H3](#). (*) It is recommended that this requirement be satisfied by the end of the second year.

2. A-level courses (3.0 credits)

[CSCA08H3](#) Introduction to Computer Science
[CSCA48H3](#) Introduction to Computer Science
[CSCA67H3](#) Discrete Mathematics for Computer Scientists
[MATA23H3](#) Linear Algebra I
[MATA31H3](#) Calculus I for Mathematical Sciences
[MATA37H3](#) Calculus II for Mathematical Sciences

(*) It is recommended that this requirement be satisfied by the end of the second year.

2. A-level courses (3.0 credits)

- [CSCA08H3](#) Introduction to Computer Programming
- [CSCA48H3](#) Introduction to Computer Science
- [CSCA67H3](#) Discrete Mathematics for Computer Scientists
- [MATA23H3](#) Linear Algebra I
- [MATA31H3](#) Calculus I for Mathematical Sciences
- [MATA37H3](#) Calculus II for Mathematical Sciences

3. B-level courses (3.5 credits)

- [CSCB07H3](#) Software Design
- [CSCB09H3](#) Software Tools and Systems Programming
- [CSCB36H3](#) Introduction to the Theory of Computation
- [CSCB58H3](#) Computer Organization
- [CSCB63H3](#) Design and Analysis of Data Structures
- [MATB24H3](#) Linear Algebra II
- [STAB52H3](#) Introduction to Probability

4. C-level courses (1.5 credits)

- [CSCC43H3](#) Introduction to Databases
- [CSCC69H3](#) Operating Systems
- [CSCC73H3](#) Algorithm Design and Analysis

5. D-level courses (0.5 credit)

- [CSCD03H3](#) Social Impact of Information Technology

A. Comprehensive Stream

This stream requires a total of 27 courses (13.5 credits). In addition to the core requirements 1-5 common to all streams, 9 other distinct courses (4.5 credits) must be chosen satisfying all of the following requirements:

6. Additional required courses (2.5 credits)

- [MATB41H3](#) Techniques of the Calculus of Several Variables I
- [CSCC24H3](#) Principles of Programming Languages
- [CSCC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics
- [CSCC63H3](#) Computability and Computational Complexity
- [CSCD37H3](#) Analysis of Numerical Algorithms for Computational Mathematics

7. Electives from courses on computers systems and applications (1.0 credit)

Two of:

- [CSCC01H3](#) Introduction to Software Engineering
- [CSCC09H3](#) Programming on the Web
- [CSCC11H3](#) Introduction to Machine Learning and Data Mining
- [CSCC85H3](#) Introduction to Embedded Systems
- [CSCD01H3](#) Engineering Large Software Systems
- [CSCD18H3](#) Computer Graphics
- [CSCD27H3](#) Computer and Network Security
- [CSCD43H3](#) Database System Technology
- [CSCD58H3](#) Computer Networks
- [CSCD84H3](#) Artificial Intelligence
- CSC318H Design of Interactive Computational Media
- CSC320H Visual Computing
- CSC321H Introduction to Neural Networks and Machine Learning
- CSC401H Natural Language Computing
- CSC469H Operating Systems Design and Implementation
- CSC485H Computational Linguistics
- CSC488H Compilers and Interpreters

8. Electives from courses related to the theory of computing (0.5 credit)

One of:

- [MATC09H3](#) Introduction to Mathematical Logic
- [MATC16H3](#) Coding Theory and Cryptography
- [MATC32H3](#) Graph Theory and Algorithms for its Applications
- [MATC44H3](#) Introduction to Combinatorics
- CSC438H Computability and Logic
- CSC448H Formal Languages and Automata
- CSC465H Formal Methods in Software Design

9. CSC, MAT, or STA elective (0.5 credit)

3. B-level courses (3.5 credits)

- [CSCB07H3](#) Software Design
- [CSCB09H3](#) Software Tools and Systems Programming
- [CSCB36H3](#) Introduction to the Theory of Computation
- [CSCB58H3](#) Computer Organization
- [CSCB63H3](#) Design and Analysis of Data Structures
- [MATB24H3](#) Linear Algebra II
- [STAB52H3](#) Introduction to Probability

4. C-level courses (1.5 credits)

- [CSCC43H3](#) Introduction to Databases
- [CSCC69H3](#) Operating Systems
- [CSCC73H3](#) Algorithm Design and Analysis

5. D-level courses (0.5 credit)

- [CSCD03H3](#) Social Impact of Information Technology

A. Comprehensive Stream

This stream requires a total of 27 courses (13.5 credits). In addition to the core requirements 1-5 common to all streams, 9 other distinct courses (4.5 credits) must be chosen satisfying all of the following requirements:

6. Additional required courses (2.5 credits)

- [MATB41H3](#) Techniques of the Calculus of Several Variables I
- [CSCC24H3](#) Principles of Programming Languages
- [CSCC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics
- [CSCC63H3](#) Computability and Computational Complexity
- [CSCD37H3](#) Analysis of Numerical Algorithms for Computational Mathematics

7. Electives from courses on computers systems and applications (1.0 credit)

Two of:

- [CSCC01H3](#) Introduction to Software Engineering
- [CSCC09H3](#) Programming on the Web
- [CSCC11H3](#) Introduction to Machine Learning and Data Mining
- [CSCC85H3](#) Introduction to Embedded Systems
- [CSCD01H3](#) Engineering Large Software Systems
- [CSCD18H3](#) Computer Graphics
- [CSCD27H3](#) Computer and Network Security
- [CSCD43H3](#) Database System Technology
- [CSCD58H3](#) Computer Networks
- [CSCD84H3](#) Artificial Intelligence
- CSC318H Design of Interactive Computational Media
- CSC320H Visual Computing
- CSC321H Introduction to Neural Networks and Machine Learning
- CSC401H Natural Language Computing
- CSC469H Operating Systems Design and Implementation
- CSC485H Computational Linguistics
- CSC488H Compilers and Interpreters

8. Electives from courses related to the theory of computing (0.5 credit)

One of:

- [MATC09H3](#) Introduction to Mathematical Logic
- [MATC16H3](#) Coding Theory and Cryptography
- [MATC32H3](#) Graph Theory and Algorithms for its Applications
- [MATC44H3](#) Introduction to Combinatorics
- CSC438H Computability and Logic
- CSC448H Formal Languages and Automata
- CSC465H Formal Methods in Software Design

9. CSC, MAT, or STA elective (0.5 credit)

One of:

- Any C- or D-level CSC, MAT, or STA course, excluding [MATC82H3](#), [MATC90H3](#), and [STAD29H3](#).

B. Software Engineering Stream

This stream requires a total of 27 courses (13.5 credits). In addition to the core requirements 1-5 common to all streams, 9 other distinct courses (4.5 credits) must be chosen satisfying all of the following requirements:

6. Additional required courses (3.0 credits)

One of:

Any C- or D-level CSC, MAT, or STA course, excluding [MATC82H3](#), [MATC90H3](#), and [STAD29H3](#).

B. Software Engineering Stream

This stream requires a total of 27 courses (13.5 credits). In addition to the core requirements 1-5 common to all streams, 9 other distinct courses (4.5 credits) must be chosen satisfying all of the following requirements:

6. Additional required courses (3.0 credits)

[MATB41H3](#) Techniques of the Calculus of Several Variables I
[CSOC01H3](#) Introduction to Software Engineering
[CSOC24H3](#) Principles of Programming Languages
[CSOC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics
[CSOC63H3](#) Computability and Computational Complexity
[CSCD01H3](#) Engineering Large Software Systems

7. Electives from courses on computer systems and applications (1.5 credits)

Three of:

[CSOC09H3](#) Programming on the Web
[CSOC11H3](#) Introduction to Machine Learning and Data Mining
[CSOC85H3](#) Introduction to Embedded Systems
[CSCD18H3](#) Computer Graphics
[CSCD27H3](#) Computer and Network Security
[CSCD43H3](#) Database System Technology
[CSCD58H3](#) Computer Networks
[CSCD84H3](#) Artificial Intelligence
 CSC318H Design of Interactive Computational Media
 CSC320H Visual Computing
 CSC321H Introduction to Neural Networks and Machine Learning
 CSC401H Natural Language Computing
 CSC469H Operating Systems Design and Implementation
 CSC485H Computational Linguistics
 CSC488H Compilers and Interpreters

C. Information Systems Stream

This stream requires a total of ~~30~~ courses (~~15~~ credits). In addition to the core requirements 1-5 common to all streams, ~~12~~ other distinct courses (~~6.0~~ credits) must be chosen satisfying all of the following requirements:

6. Required management courses (2.0 credits)

[MGTA01H3](#)/(MGTA03H3) Introduction to Management I
[MGTA02H3](#)/(MGTA04H3) Introduction to Management II
[MGTB23H3](#) Managing People in Organizations
[MGTB29H3](#) Managing Groups and Organizations

7. Additional required mathematics and computer science courses (3.0 credits)

[MATB41H3](#) Techniques of the Calculus of Several Variables I
[CSOC01H3](#) Introduction to Software Engineering
[CSOC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics
[CSOC63H3](#) Computability and Computational Complexity
[CSCD01H3](#) Engineering Large Software Systems
[CSCD43H3](#) Database System Technology

8. Electives from courses on computer systems and applications (1.0 credit)

Two of

[CSOC09H3](#) Programming on the Web
[CSOC11H3](#) Introduction to Machine Learning and Data Mining
[CSOC85H3](#) Introduction to Embedded Systems
[CSCD18H3](#) Computer Graphics
[CSCD27H3](#) Computer and Network Security
[CSCD58H3](#) Computer Networks
[CSCD84H3](#) Artificial Intelligence
 CSC318H Design of Interactive Computational Media
 CSC320H Visual Computing
 CSC321H Introduction to Neural Networks and Machine Learning
 CSC401H Natural Language Computing
 CSC469H Operating Systems Design and Implementation

[MATB41H3](#) Techniques of the Calculus of Several Variables I
[CSOC01H3](#) Introduction to Software Engineering
[CSOC24H3](#) Principles of Programming Languages
[CSOC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics
[CSOC63H3](#) Computability and Computational Complexity
[CSCD01H3](#) Engineering Large Software Systems

7. Electives from courses on computer systems and applications (1.5 credits)

Three of:

[CSOC09H3](#) Programming on the Web
[CSOC11H3](#) Introduction to Machine Learning and Data Mining
[CSOC85H3](#) Introduction to Embedded Systems
[CSCD18H3](#) Computer Graphics
[CSCD27H3](#) Computer and Network Security
[CSCD43H3](#) Database System Technology
[CSCD58H3](#) Computer Networks
[CSCD84H3](#) Artificial Intelligence
 CSC318H Design of Interactive Computational Media
 CSC320H Visual Computing
 CSC321H Introduction to Neural Networks and Machine Learning
 CSC401H Natural Language Computing
 CSC469H Operating Systems Design and Implementation
 CSC485H Computational Linguistics
 CSC488H Compilers and Interpreters

C. Information Systems Stream

This stream requires a total of ~~29~~ courses (~~14.5~~ credits). In addition to the core requirements 1-5 common to all streams, ~~11~~ other distinct courses (~~5.5~~ credits) must be chosen satisfying all of the following requirements:

6. Required management courses (1.5 credits)

[MGTA01H3](#)/(MGTA03H3) Introduction to Management I
[MGTA02H3](#)/(MGTA04H3) Introduction to Management II
[MGHB02H3](#) Managing People and Groups in Organizations

7. Additional required mathematics and computer science courses (3.0 credits)

[MATB41H3](#) Techniques of the Calculus of Several Variables I
[CSOC01H3](#) Introduction to Software Engineering
[CSOC37H3](#) Introduction to Numerical Algorithms for Computational Mathematics
[CSOC63H3](#) Computability and Computational Complexity
[CSCD01H3](#) Engineering Large Software Systems
[CSCD43H3](#) Database System Technology

8. Electives from courses on computer systems and applications (1.0 credit)

Two of

[CSOC09H3](#) Programming on the Web
[CSOC11H3](#) Introduction to Machine Learning and Data Mining
[CSOC85H3](#) Introduction to Embedded Systems
[CSCD18H3](#) Computer Graphics
[CSCD27H3](#) Computer and Network Security
[CSCD58H3](#) Computer Networks
[CSCD84H3](#) Artificial Intelligence
 CSC318H Design of Interactive Computational Media
 CSC320H Visual Computing
 CSC321H Introduction to Neural Networks and Machine Learning
 CSC401H Natural Language Computing
 CSC469H Operating Systems Design and Implementation
 CSC485H Computational Linguistics
 CSC488H Compilers and Interpreters

D. Health Informatics Stream

This stream requires a total of 30 courses (15.0 credits). In addition to the core requirements 1-5 common to all streams, 12 other distinct courses (6.0 credits) must be chosen satisfying all of the following requirements:

6. Additional courses related to health studies (2 credits)

[PHLB09H3](#) Biomedical Ethics
[MGTA06H3](#) Introduction to Health Management*

One of: (courses on health policy and politics)

CSC485H Computational Linguistics
 CSC488H Compilers and Interpreters

D. Health Informatics Stream

This stream requires a total of 30 courses (15.0 credits). In addition to the core requirements 1-5 common to all streams, 12 other distinct courses (6.0 credits) must be chosen satisfying all of the following requirements:

6. Additional courses related to health studies (2 credits)

[PHLB09H3](#) Biomedical Ethics
[MGTA06H3](#) Introduction to Health Management*
One of: (courses on health policy and politics)
[HLTB16H3](#) Introduction to Public Health
[HLTB17H3](#) Conceptual Models of Health
[HLTB40H3](#) Health Policy and Health Systems
[HLTC40H3](#) Introduction to Health Economics

One of: (other courses on health studies)
[HLTB22H3](#) Biological Determinants of Health
[HLTC05H3](#) Social Determinants of Health*

(* These courses have prerequisites not included in this program's requirements.

7. Additional required computer science and statistics courses (1.5 credits)

[CSC001H3](#) Introduction to Software Engineering
[STAB57H3](#) Introduction to Statistics
[STAC50H3](#) Data Collection

8. Additional CSC, MAT and STA courses (2.5 credits)

[MATR41H3](#) Techniques of the Calculus of Several Variables I

Four of:

any other C- or D-level CSC or STA courses, excluding [STAD29H3](#) **

NOTE: Of the five courses taken to satisfy this requirement, at least one must be a D-level course, and at least three must be CSC courses.

** Some C- and D-level CSC and STA courses have prerequisites that are not included among the required courses for this stream. Review the prerequisites carefully before selecting courses for this requirement. One or more courses taken to satisfy this requirement can be prerequisites for other courses also taken to satisfy this requirement.

Among the CSC courses that can be used to satisfy this requirement there are two categories of courses that are particularly well aligned with the goals of the Health Informatics stream: software engineering and systems, and computer science applications. Courses in the category of software engineering and systems include: [CSC009H3](#), [CSC085H3](#), [CSC001H3](#), [CSCD43H3](#), and [CSCD58H3](#). Courses in the category of computer science applications include: [CSC011H3](#), [CSCD18H3](#), and [CSCD84H3](#).

[HLTB16H3](#) Introduction to Public Health
[HLTB17H3](#) Conceptual Models of Health
[HLTB40H3](#) Health Policy and Health Systems
[HLTC40H3](#) Introduction to Health Economics

One of: (other courses on health studies)
[HLTB22H3](#) Biological Determinants of Health
[HLTC05H3](#) Social Determinants of Health*

(* These courses have prerequisites not included in this program's requirements.

7. Additional required computer science and statistics courses (1.5 credits)

[CSC001H3](#) Introduction to Software Engineering
[STAB57H3](#) Introduction to Statistics
[STAC50H3](#) Data Collection

8. Additional CSC, MAT and STA courses (2.5 credits)

[MATR41H3](#) Techniques of the Calculus of Several Variables I

Four of:

any other C- or D-level CSC or STA courses, excluding [STAD29H3](#) **

NOTE: Of the five courses taken to satisfy this requirement, at least one must be a D-level course, and at least three must be CSC courses.

** Some C- and D-level CSC and STA courses have prerequisites that are not included among the required courses for this stream. Review the prerequisites carefully before selecting courses for this requirement. One or more courses taken to satisfy this requirement can be prerequisites for other courses also taken to satisfy this requirement.

Among the CSC courses that can be used to satisfy this requirement there are two categories of courses that are particularly well aligned with the goals of the Health Informatics stream: software engineering and systems, and computer science applications. Courses in the category of software engineering and systems include: [CSC009H3](#), [CSC085H3](#), [CSC001H3](#), [CSCD43H3](#), and [CSCD58H3](#). Courses in the category of computer science applications include: [CSC011H3](#), [CSCD18H3](#), and [CSCD84H3](#).

Program notes/tables

Program: SCSPE1076B - Compare

Code	SCSPE1076B	SCSPE1076B
Owning Organizations	EES,PHSSC	EES,PHSSC
Sections	Environmental Science	Environmental Science
Title	SPECIALIST PROGRAM IN ENVIRONMENTAL PHYSICS (SCIENCE)	SPECIALIST PROGRAM IN ENVIRONMENTAL PHYSICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	See the Physics and Astrophysics section of this <i>Calendar</i> for program requirements .	See the Physics and Astrophysics section of this <i>Calendar</i> for program description .

Program notes/tables

Program: SCSPESTE - Compare

Code	SCSPESTE	SCSPESTE
Owning	EES,PHSSC	EES,PHSSC

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Organizations

Sections	Environmental Science	Environmental Science
Title	SPECIALIST(JOINT) PROGRAM IN ENVIRONMENTAL SCIENCE AND TECHNOLOGY (SCIENCE)	SPECIALIST(JOINT) PROGRAM IN ENVIRONMENTAL SCIENCE AND TECHNOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	See the Environmental Science and Technology section of this <i>Calendar</i> for program requirements	See the Environmental Science and Technology section of this <i>Calendar</i> for program description
Program notes/tables		

Program: SCMIN1076 - Compare

Code	SCMIN1076	SCMIN1076
Owning Organizations	EES,PHSSC	EES,PHSSC
Sections	Environmental Science	Environmental Science
Title	MINOR PROGRAM IN ENVIRONMENTAL SCIENCE (SCIENCE)	MINOR PROGRAM IN ENVIRONMENTAL SCIENCE (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	<p><i>Supervisor of Studies/Advisor: G. Arhonditsis (416-208-4858) Email: georgea@utsc.utoronto.ca</i></p> <p>The Minor Program is designed to provide insights into the basic principles of Environmental Science and its application to current environmental issues. It is intended for students with an interest in environmental issues but who do not have the necessary background for specialization in the field. In addition to science students, it is appropriate for students pursuing a degree in the social sciences or in management and economics.</p> <p>Program Requirements Total requirements: 4.0 full credits</p> <p>First Year: EESA01H3 Introduction to Environmental Science EESA06H3 Introduction to Planet Earth</p> <p>Second Year: Any 1.5 full credits from the following: EESB02H3 Principles of Geomorphology EESB03H3 Principles of Climatology EESB04H3 Principles of Hydrology EESB05H3 Principles of Soil Science EESB15H3 Earth History</p> <p>Third Year: 1.5 full credits of any other EES courses of which 1.0 full credit must be at the C- or D-level.</p>	<p><i>Supervisor of Studies/Advisor: G. Arhonditsis (416-208-4858) Email: georgea@utsc.utoronto.ca</i></p> <p>The Minor Program is designed to provide insights into the basic principles of Environmental Science and its application to current environmental issues. It is intended for students with an interest in environmental issues but who do not have the necessary background for specialization in the field. In addition to science students, it is appropriate for students pursuing a degree in the social sciences or in management and economics.</p> <p>Program Requirements Total requirements: 4.0 full credits</p> <p>First Year: EESA01H3 Introduction to Environmental Science EESA06H3 Introduction to Planet Earth</p> <p>Second Year: 1.5 full credits from the following: EESB02H3 Principles of Geomorphology EESB03H3 Principles of Climatology EESB04H3 Principles of Hydrology EESB05H3 Principles of Soil Science EESB15H3 Earth History</p> <p>Third Year: 1.5 full credits of any other EES courses of which 1.0 full credit must be at the C- or D-level.</p>
Program notes/tables		

Program: SCMAJ1666H - Compare

Code	SCMAJ1666H	SCMAJ1666H
Owning Organizations	GGR,GGRSC	GGR,GGRSC
Sections	Geography	Geography
Title	MAJOR PROGRAM IN HUMAN GEOGRAPHY (ARTS)	MAJOR PROGRAM IN HUMAN GEOGRAPHY (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	A Major Program for students interested in Human Geography as an academic discipline. This Program equips students with the knowledge and skills needed to understand contemporary social science thought in the context of the communities, societies, and	A Major Program for students interested in Human Geography as an academic discipline. This Program equips students with the knowledge and skills needed to understand contemporary social science thought in the context of the communities, societies, and

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

economies formed by human populations, and the ways in which location, landscape, and spatial context shape (and are shaped by) social structures, functioning, and behaviour.

Guidelines for 1st year course selection

Students intending to complete the Major Program in Human Geography are required to take [GGRA02H3](#), and are advised to take one of [GGRA03H3](#) and [GGRA30H3](#) in their first year.

Guidelines for Major Program completion:

Courses in the Major Program in Human Geography are divided into three main interdisciplinary concentrations: Urban Geography, Social/Cultural Geography and Environmental Geography. Major students are welcome to take courses in more than one area of concentration and are advised to take all three of the related Theory and Concepts courses [GGRB05H3](#) Urban Geography, [GGPR13H3](#) Social Geography, and [GGPB21H3](#) Environments and Environmentalisms.

(Courses marked with an asterisk () are foundational courses. Courses described as foundational cover core concepts in the discipline and are considered essential prerequisites for upper level courses. You should take these in your first or second year of study.)*

Human Geography Major students are advised to focus after second year, in one of the three following concentrations: Urban, Social/Cultural, and Environmental.

URBAN Geography Concentration

[GGRA03H3](#) Cities and Environments
[GGRA35H3](#) The Great Scarborough Mashup
[GGRB05H3](#) Urban Geography
[GGRC04H3](#) Urban Residential Geography
[GGRC10H3](#) Urbanization and Development
[GGRC11H3](#) Current Topics in Urban Geography
[GGRC13H3](#) Urban Political Geography
[GGRC27H3](#) Location and Spatial Development
[GGRC33H3](#) The Toronto Region
[GGRC40H3](#) Megacities and Global Urbanization
[GGRC45H3](#) Local Geographies of Globalization
[GGRC48H3](#) Geographies of Urban Poverty
[GGRC50H3](#) Geographies of Education
[GGRD25H3](#) Research Seminar in Urban Spaces

SOCIAL/CULTURAL Geography Concentration

[GGRA02H3](#) The Geography of Global Processes
[GGRA35H3](#) The Great Scarborough Mashup
[GGRB13H3](#) Social Geography
[GGRB28H3](#) Geographies of Disease
[GGRB55H3](#) Geographies of Religion and Secularism
[GGRC02H3](#) Population Geography
[GGRC04H3](#) Urban Residential Geography
[GGRC09H3](#) Current Topics in Social Geography
[GGRC24H3](#) Socio-Natures and the Cultural Politics of 'The Environment'
[GGRC31H3](#) Qualitative Geographical Methods: Place and Ethnography
[GGRC45H3](#) Local Geographies of Globalization
[GGRC50H3](#) Geographies of Education
[GGRC56H3](#) Spaces of Travel: Unsettling Migration, Tourism, and Everyday Mobilities
[GGRD09H3](#) Feminist Geographies
[GGRD10H3](#) Health and Sexuality
[GGRD19H3](#) Spaces of Multiraciality: Critical Mixed Race Theory

ENVIRONMENTAL Geography Concentration

[GGRA02H3](#) The Geography of Global Processes
[GGRA03H3](#) Cities and Environments
[GGRB21H3](#) Environments and Environmentalisms
[GGRC21H3](#) Current Topics in Environmental Geography
[GGRC22H3](#) Political Ecology Theory and Applications
[GGRC24H3](#) Socio-Natures and the Cultural Politics of 'The Environment'
[GGRC25H3](#) Land Reform and Development
[GGRC26H3](#) Geographies of Environmental Governance
[GGRC28H3](#) Indigenous Environmental Knowledges
[GGRC29H3](#) Agriculture, Environment, and Development
[GGRC44H3](#) Environmental Conservation and Sustainable Development
[GGRD08H3](#) Research Seminar in Environmental Geography

economies formed by human populations, and the ways in which location, landscape, and spatial context shape (and are shaped by) social structures, functioning, and behaviour.

Guidelines for 1st year course selection

Students intending to complete the Major Program in Human Geography are required to take [GGRA02H3](#), and are advised to take one of [GGRA03H3](#) and [GGRA30H3](#) in their first year.

Guidelines for Major Program completion:

Courses in the Major Program in Human Geography are divided into three main interdisciplinary concentrations: Urban Geography, Social/Cultural Geography and Environmental Geography. Major students are welcome to take courses in more than one area of concentration and are advised to take all three of the related Theory and Concepts courses [GGRB05H3](#) Urban Geography, [GGPR13H3](#) Social Geography, and [GGPB21H3](#) Environments and Environmentalisms.

Human Geography Major students are advised to focus after second year, in one of the three following concentrations: Urban, Social/Cultural, and Environmental.

URBAN Geography Concentration

[GGRA03H3](#) Cities and Environments
[GGRA35H3](#) The Great Scarborough Mashup
[GGRB05H3](#) Urban Geography
[GGRC10H3](#) Urbanization and Development
[GGRC11H3](#) Current Topics in Urban Geography
[GGRC13H3](#) Urban Political Geography
[GGRC27H3](#) Location and Spatial Development
[GGRC33H3](#) The Toronto Region
[GGRC40H3](#) Megacities and Global Urbanization
[GGRC45H3](#) Local Geographies of Globalization
[GGRC48H3](#) Geographies of Urban Poverty
[GGRC50H3](#) Geographies of Education
[GGRD25H3](#) Research Seminar in Urban Spaces

SOCIAL/CULTURAL Geography Concentration

[GGRA02H3](#) The Geography of Global Processes
[GGRA35H3](#) The Great Scarborough Mashup
[GGRB13H3](#) Social Geography
[GGRB28H3](#) Geographies of Disease
[GGRB55H3](#) Cultural Geography
[GGRC02H3](#) Population Geography
[GGRC09H3](#) Current Topics in Social Geography
[GGRC24H3](#) Socio-Natures and the Cultural Politics of 'The Environment'
[GGRC31H3](#) Qualitative Geographical Methods: Place and Ethnography
[GGRC45H3](#) Local Geographies of Globalization
[GGRC50H3](#) Geographies of Education
[GGRC56H3](#) Spaces of Travel: Unsettling Migration, Tourism, and Everyday Mobilities
[GGRD09H3](#) Feminist Geographies
[GGRD10H3](#) Health and Sexuality
[GGRD19H3](#) Spaces of Multiraciality: Critical Mixed Race Theory

ENVIRONMENTAL Geography Concentration

[GGRA02H3](#) The Geography of Global Processes
[GGRA03H3](#) Cities and Environments
[GGRB21H3](#) Environments and Environmentalisms
[GGRC21H3](#) Current Topics in Environmental Geography
[GGRC22H3](#) Political Ecology Theory and Applications
[GGRC24H3](#) Socio-Natures and the Cultural Politics of 'The Environment'
[GGRC25H3](#) Land Reform and Development
[GGRC26H3](#) Geographies of Environmental Governance
[GGRC44H3](#) Environmental Conservation and Sustainable Development
[GGRD08H3](#) Research Seminar in Environmental Geography

Program Requirements

The Major Program in Human Geography requires a total of 7.0 full credits as follows:

1. Theory and Concepts in Human Geography

[GGRA02H3](#) The Geography of Global Processes
[GGRB02H3](#) The Logic of Geographical Thought
and

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Program Requirements

The Major Program in Human Geography requires a total of 7.0 full credits as follows:

1. Theory and Concepts in Human Geography

[GGBA02H3](#) The Geography of Global Processes

[GGBB02H3](#) The Logic of Geographical Thought

and

1.5 credits from:

[GGBB05H3](#) Urban Geography

[GGBB13H3](#) Social Geography

[GGBB21H3](#) Environments and Environmentalisms

[GGBR28H3](#) Geographies of Disease

[GGBR55H3](#) Geographies of Religion and Secularism

2. Methods (1.0 credit)

[GGRA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning

and one of:

[GGRB30H3](#) Socio-Spatial Analysis (Intermediate GIS)

[GGRC31H3](#) Qualitative Geographical Methods: Place and Ethnography

[GGRC54H3](#) Human Geography Field Trip

[ANTD25H3](#) Quantitative Methods in Anthropology

[MGFB11H3](#) (EOMB11H3) Quantitative Methods in Economics

[GGR270H](#) Introductory Analytical Methods

[GGR271H](#) Social Research Methods

[PSYB07H3](#) Data Analysis in Psychology

[STAR22H3](#) Statistics I

3. Applications (at least 2.0 credits from among the following):

[GGRC01H3](#) Supervised Readings in Human Geography

[GGRC02H3](#) Population Geography

[GGRC04H3](#) Urban Residential Geography

[GGRC09H3](#) Current Topics in Social Geography

[GGRC10H3](#) Urbanization and Development

[GGRC11H3](#) Current Topics in Urban Geography

[GGRC19H3](#) Urban Political Geography

[GGRC21H3](#) Current Topics in Environmental Geography

[GGRC22H3](#) Political Ecology Theory and Applications

[GGRC24H3](#) Socio-Natures and the Cultural Politics of 'The Environment'

[GGRC25H3](#) Land Reform and Development

[GGRC26H3](#) Geographies of Environmental Governance

[GGRC27H3](#) Location and Spatial Development

[GGRC28H3](#) Indigenous Environmental Knowledges

[GGRC29H3](#) Agriculture, Environment, and Development

[GGRC33H3](#) The Toronto Region

[GGRC40H3](#) Megacities and Global Urbanization

[GGRC41H3](#) Current Topics in Human Geography

[GGRC44H3](#) Environmental Conservation and Sustainable Development

[GGRC45H3](#) Local Geographies of Globalization

[GGRC48H3](#) Geographies of Urban Poverty

[GGRC56H3](#) Spaces of Travel: Unsettling Migration, Tourism, and Everyday Mobilities

[GGRD01H3](#) Supervised Research Project

[GGRD08H3](#) Research Seminar in Environmental Geography

[GGRD09H3](#) Feminist Geographies

[GGRD10H3](#) Health and Sexuality

[GGRD11H3](#) Advanced Geographical Theory and Methods

[GGRD19H3](#) Spaces of Multiraciality: Critical Mixed Race Theory

[GGRD25H3](#) Research Seminar in Urban Spaces

4. 1.5 additional credits to be selected from [GGBA03H3](#) or the courses listed in

Requirements 1 and 3 above.

1.5 credits from:

[GGBR05H3](#) Urban Geography

[GGBR13H3](#) Social Geography

[GGBR21H3](#) Environments and Environmentalisms

[GGBR28H3](#) Geographies of Disease

[GGBR55H3](#) Cultural Geography

2. Methods (1.0 credit)

[GGRA30H3](#) Geographic Information Systems (GIS) and Empirical Reasoning

and one of:

[GGRB30H3](#) Fundamentals of GIS

[GGRC31H3](#) Qualitative Geographical Methods: Place and Ethnography

[GGR270H](#) Introductory Analytical Methods

[GGR271H](#) Social Research Methods

[STAR22H3](#) Statistics I or equivalent

3. Applications (at least 2.0 credits from among the following):

[GGRC01H3](#) Supervised Readings in Human Geography

[GGRC02H3](#) Population Geography

[GGRC09H3](#) Current Topics in Social Geography

[GGRC10H3](#) Urbanization and Development

[GGRC11H3](#) Current Topics in Urban Geography

[GGRC19H3](#) Urban Political Geography

[GGRC21H3](#) Current Topics in Environmental Geography

[GGRC22H3](#) Political Ecology Theory and Applications

[GGRC24H3](#) Socio-Natures and the Cultural Politics of 'The Environment'

[GGRC25H3](#) Land Reform and Development

[GGRC26H3](#) Geographies of Environmental Governance

[GGRC27H3](#) Location and Spatial Development

[GGRC33H3](#) The Toronto Region

[GGRC40H3](#) Megacities and Global Urbanization

[GGRC41H3](#) Current Topics in Human Geography

[GGRC44H3](#) Environmental Conservation and Sustainable Development

[GGRC45H3](#) Local Geographies of Globalization

[GGRC48H3](#) Geographies of Urban Poverty

[GGRC50H3](#) Geographies of Education

[GGRC54H3](#) Human Geography Field Trip

[GGRC56H3](#) Spaces of Travel: Unsettling Migration, Tourism, and Everyday Mobilities

[GGRD01H3](#) Supervised Research Project

[GGRD08H3](#) Research Seminar in Environmental Geography

[GGRD09H3](#) Feminist Geographies

[GGRD10H3](#) Health and Sexuality

[GGRD11H3](#) Advanced Geographical Theory and Methods

[GGRD19H3](#) Spaces of Multiraciality: Critical Mixed Race Theory

[GGRD25H3](#) Research Seminar in Urban Spaces

4. 1.5 additional credits to be selected from [GGBA03H3](#) or the courses listed in Requirements 1, 2 and 3 above.

Program notes/tables

Program: SCMAJ0652 - Compare

Code	SCMAJ0652	SCMAJ0652
Owning Organizations	HIS,HCSSC	HIS,HCSSC

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections

History

History

Title

MAJOR PROGRAM IN HISTORY (ARTS)

MAJOR PROGRAM IN HISTORY (ARTS)

ROSI Title

Same as Calendar Title

Same as Calendar Title

Description

Undergraduate Advisor: 416-287-7184 *Email:* history-undergrad-advisor@utsc.utoronto.ca

Undergraduate Advisor: 416-287-7184 *Email:* history-undergrad-advisor@utsc.utoronto.ca

Program Requirements

Students must complete at least 7.0 credits in History, including:

Program Requirements

Students must complete at least 7.0 credits in History, including:

1. Two of the following (1.0 credit):

- [HISA04H3](#) Themes in World History I
- [HISA05H3](#) Themes in World History II
- [HISA06H3/GASA01H3](#) Introducing Global Asia and its Histories
- [HISA07H3/CLAA04H3](#) The Ancient Mediterranean World

1. Two of the following (1.0 credit):

- [HISA04H3](#) Themes in World History I
- [HISA05H3](#) Themes in World History II
- [HISA06H3/GASA01H3](#) Introducing Global Asia and its Histories
- [HISA07H3/CLAA04H3](#) The Ancient Mediterranean World

2. 0.5 credit as follows:

- [HSB03H3](#) Critical Writing and Research for Historians

2. 0.5 credit as follows:

- [HSB03H3](#) Critical Writing and Research for Historians

3. 3.0 credits at the C- or D-level.

3. 3.0 credits at the C- or D-level.

4. Pre-1800 credits:

1.5 credits must deal with the period prior to 1800.

4. Pre-1800 credits:

1.5 credits must deal with the period prior to 1800.

5. Areas of Study:

Students must take 1.0 credit in Canadian history and at least 0.5 credit in two of the following areas of history:

5. Areas of Study:

Students must take 1.0 credit in Canadian history and at least 0.5 credit in two of the following areas of history:

1. United States and Latin America
2. Medieval
3. European
4. Africa and Asia
5. Transnational
6. Ancient World

1. United States and Latin America
2. Medieval
3. European
4. Africa and Asia
5. Transnational
6. Ancient World

Program notes/tables

Program: SCSPEJOU - Compare

Code SCSPEJOU
Owning Organizations JOU,ACMSC
Sections Journalism
Title SPECIALIST (JOINT) PROGRAM IN JOURNALISM (ARTS)
ROSI Title Same as Calendar Title
Description

SCSPEJOU
 JOU,ACMSC
 Journalism
 SPECIALIST (JOINT) PROGRAM IN JOURNALISM (ARTS)
 Same as Calendar Title

Program Supervisor: J. Dvorkin (416-287-7163) *Email:* journalism@utsc.utoronto.ca

Program Director: J. Dvorkin (416-287-7163) *Email:* journalism@utsc.utoronto.ca

This program may be taken in fulfillment of the requirements of a four-year (20.0 credit) Honours B.A. Degree and requires four to five years to complete. In addition to completing the requirements for the degree, students who intend to qualify for the Advanced College Diploma from Centennial College must complete a short non-credit course on journalism career management at Centennial. Courses are taught at both U of T Scarborough and at Centennial College (The Centre for Creative Communications in East York). Centennial courses are taken during three consecutive college semesters starting in the third year of the program. Students must be registered on a full-time basis while at Centennial College. The course work may include evenings and weekends.

This program may be taken in fulfillment of the requirements of a four-year (20.0 credit) Honours B.A. Degree and requires four to five years to complete. In addition to completing the requirements for the degree, students who intend to qualify for the Advanced College Diploma from Centennial College must complete a short non-credit course on journalism career management at Centennial. Courses are taught at both U of T Scarborough and at Centennial College (The Centre for Creative Communications in East York). Centennial courses are taken during three consecutive college semesters starting in the third year of the program. Students must be registered on a full-time basis while at Centennial College. The course work may include evenings and weekends.

Students must maintain a Cumulative Grade Point Average (CGPA) of 2.0 or higher to remain in the program.

Students must maintain a Cumulative Grade Point Average (CGPA) of 2.0 or higher to remain in the program.

Guidelines for 1st year course selection

Students intending to complete the program should include the following in their first year course selection:
[MDSA02H3](#) and [JOUA01H3](#), [JOUA02H3](#) and [ACMA01H3](#), & other courses of interest.

Guidelines for 1st year course selection

Students intending to complete the program should include the following in their first year course selection:
[MDSA02H3](#) and [JOUA01H3](#), [JOUA02H3](#) and [ACMA01H3](#), & other courses of interest.

Academic Affairs Committee Meeting - Undergraduate Program Revisions

The Journalism Study Guide is available at: www.utscc.utoronto.ca/~humdiv/org_io.html

Note: Many of the new media courses codes have changed from MDS to JOU. See course descriptions.

Program Admission

Limited enrolment. Applicants must fill out a joint program application form, which is available online at www.utscc.utoronto.ca/tprogs.

Program Requirements

- a. [MDSA02H3](#) History of Media and Technology
[JOJA01H3](#) & [JOJA02H3](#) Introduction to Journalism
[ACMA01H3](#) Exploring Key Questions in Humanities
- b. [JOJB24H3](#) Journalism in the Age of New Media
[JOJB01H3](#) Covering Immigration and Transnational Issues
[JOJB02H3](#) Critical Journalism
[JOJB39H3](#) Fundamentals of Journalistic Writing
[ACMA02H3](#) Inquiry and Reasoning in the Humanities
- c. Two full credits at the C or D-level, of which at least one credit is at the D-level.
- d. Courses that satisfy the requirements of one Minor Program. **Note:** Courses used to meet this requirement may also be applied to Requirements 1) through 3).
- e. Journalism Group I students will be eligible to enrol in these courses after successfully completing at least 10 full credits at the University of Toronto Scarborough (or permission of the Program Supervisor), including [MDSA02H3](#), [JOJA01H3](#), [JOJA02H3](#), [JOJB24H3](#), [JOJB01H3](#), [JOJB02H3](#), [JOJB39H3](#), [ACMA01H3](#), [ACMA02H3](#),
[JOJA06H3](#) Journalism Law and Ethics
[JOJB11H3](#) News Reporting
[JOJB14H3](#) Journalism Design
[JOJB18H3](#) Imaging: Photography for Journalists
- f. Journalism Group I students will be eligible to enrol in these courses after successfully completing Group I above.
[JOJB03H3](#) Magazine/Freelance Journalism
[JOJB05H3](#) Advanced Interviewing Techniques
[JOJB10H3](#) News Laboratory I
[JOJB17H3](#) Radio News
[JOJB20H3](#) Multiplatform Journalism
- g. Journalism Group II students will be eligible to enrol in these courses after successfully completing Group II above.
[JOJC13H3](#) Beat Reporting
[JOJC16Y3](#) News Laboratory II
[JOJC17H3](#) Television News
- h. Journalism Group IV students will be eligible to enrol in this course after successfully completing Group III above.
[JOJC25H3](#) Field Placement

* A minimum grade of C- is required in these particular courses to pass and maintain standing in the program.

Completion of a three-week Career Management course is required to qualify for the Advanced College Diploma from Centennial College.

Guidelines for computer and software selection

Students accepted in the Joint Program in Journalism are advised to purchase an industry standard laptop and obtain designated software and hardware:

Computer: 13-inch Apple MacBook Pro or laptop with Windows 7 or higher operating system which is capable of running the current version of Adobe software.

Software: Microsoft Office Suite (Word, Excel, Powerpoint), 2010 or more recent version, and Adobe Photoshop (most recent version).

For questions regarding camera equipment, please contact the Centennial College Program Coordinator.

The Journalism Study Guide is available at:

www.utscc.utoronto.ca/~humdiv/org_io.html

Note: Many of the new media courses codes have changed from MDS to JOU. See course descriptions.

Program Admission

Limited enrolment. Applicants must fill out a joint program application form, which is available online at www.utscc.utoronto.ca/tprogs.

Program Requirements

This program requires the completion of at least 13.5 credits, as indicated below:

1. 2.0 credits as follows:

- [MDSA02H3](#) History of Media and Technology
- [JOJA01H3](#) Introduction to Journalism I
- [JOJA02H3](#) Introduction to Journalism II
- [ACMA01H3](#) Exploring Key Questions in Humanities

2. 2.5 credits as follows:

- [JOJB24H3](#) Journalism in the Age of New Media
- [JOJB01H3](#) Covering Immigration and Transnational Issues
- [JOJB02H3](#) Critical Journalism
- [JOJB39H3](#) Fundamentals of Journalistic Writing
- [ACMA02H3](#) Inquiry and Reasoning in the Humanities

3. 11.5 credits at the C or D-level, of which at least one credit must be at the D-level. Selection of these courses may be made only after prior consultation with the Program Director.

4. Courses that satisfy the requirements of one Minor Program. **Note:** Courses used to meet this requirement may also be applied to Requirements 1) through 3).

5. 2.0 credits as follows (Journalism Group I):

Note: students will be eligible to enrol in these courses after successfully completing at least 10 full credits at the University of Toronto Scarborough (or obtaining permission of the Program Director), including [MDSA02H3](#), [JOJA01H3](#), [JOJA02H3](#), [JOJB24H3](#), [JOJB01H3](#), [JOJB02H3](#), [JOJB39H3](#), [ACMA01H3](#), [ACMA02H3](#).

- [JOJA06H3](#) Journalism Law and Ethics
- [JOJB11H3](#) News Reporting
- [JOJB14H3](#) Journalism Design
- [JOJB18H3](#) Imaging: Photography for Journalists

6. 2.5 credits as follows (Journalism Group II):

Note: students will be eligible to enrol in these courses after successfully completing the courses from Journalism Group I above.

- [JOJB03H3](#) Magazine/Freelance Journalism
- [JOJB05H3](#) Advanced Interviewing Techniques
- [JOJB10H3](#) News Laboratory I
- [JOJB17H3](#) Radio News
- [JOJB20H3](#) Multiplatform Journalism

7. 2.0 credits as follows (Journalism Group II):

Note: students will be eligible to enrol in these courses after successfully completing the courses from Journalism Group II above.

- [JOJC13H3](#) Beat Reporting

[*JOU16Y3](#) News Laboratory II

[*JOU17H3](#) Television News

[*JOU25H3](#) Field Placement

Note: students will be eligible to enrol in this course after successfully completing Journalism Group II above.

[*JOU10H3](#) Senior Seminar in Journalism

* A minimum grade of C- is required in these particular courses to pass and maintain standing in the program.

Completion of a three-week Career Management course is required to qualify for the Advanced College Diploma from Centennial College.

Program notes/tables

Program: SCMIN1423 - Compare

Code	SCMIN1423	SCMIN1423
Owning Organizations	PHSSC,PHY	PHSSC,PHY
Sections	Physics and Astrophysics	Physics and Astrophysics
Title	MINOR PROGRAM IN ASTRONOMY AND ASTROPHYSICS (SCIENCE)	MINOR PROGRAM IN ASTRONOMY AND ASTROPHYSICS (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	Supervisor: J. Bayer Carpintero (416-287-7327) Email: jbayer@utsc.utoronto.ca See the Astronomy section of this Calendar.	Supervisor: J. Bayer Carpintero (416-287-7327) Email: jbayer@utsc.utoronto.ca See the Astronomy section of this Calendar for program description.

Program notes/tables

Program: SCSPE1780 - Compare

Code	SCSPE1780	SCSPE1780
Owning Organizations	ANT,ANTSC	ANT,ANTSC
Sections	Anthropology	Anthropology
Title	SPECIALIST PROGRAM IN ANTHROPOLOGY (ARTS/SCIENCE)	SPECIALIST PROGRAM IN SOCIO-CULTURAL ANTHROPOLOGY (ARTS)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	The Specialist Program in Anthropology is intended to provide the professionally oriented student with background preparation of sufficient breadth and depth to pursue specialized training at the graduate level. It is also designed to offer interested students a course structure as background for a wide range of occupations and professions. Students are encouraged to consult with the Undergraduate Counsellor regarding the selection of a course sequence appropriate to their interests and objectives. In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTC03H3 , ANTC04H3 , ANTD31H3 , ANTD32H3). These courses require special arrangements prior to registration. Read the descriptions for these courses carefully as restrictions apply.	The Specialist Program in Socio-Cultural Anthropology is intended to provide the professionally oriented student with background preparation of sufficient breadth and depth to pursue specialized training at the graduate level. It is also designed to offer interested students a course structure as background for a wide range of occupations and professions. Students are encouraged to consult with the Undergraduate Counsellor regarding the selection of a course sequence appropriate to their interests and objectives. In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTC03H3 , ANTD31H3). These courses require special arrangements prior to registration. Read the descriptions for these courses carefully as restrictions apply.

Program Requirements

The Program requires completion of 12.0 full credits, as indicated below.

- [ANTA01H3](#) Introduction to Anthropology: Becoming Human
- [ANTA02H3](#) Introduction to Anthropology: Society, Culture and Language
- At least 1.0 credits from among the following:
 - [ANTR14H3](#) Biological Anthropology: Beginnings
 - [ANTR15H3](#) Contemporary Human Evolution and Variation
 - [ANTR19H3](#) Ethnography and the Comparative Study of Human Societies
 - [ANTR20H3](#) Culture, Politics and Globalization

Program Requirements

The Program requires completion of 12.0 full credits, as indicated below.

- [ANTA01H3](#) Introduction to Anthropology: Becoming Human
- [ANTA02H3](#) Introduction to Anthropology: Society, Culture and Language
- [ANTR19H3](#) Ethnography and the Comparative Study of Human Societies
- [ANTR20H3](#) Culture, Politics and Globalization
- 10.0 credits at the B-level or above, of which at least 5.0 credits must be at the C- or D-level, including at least 1.0 credit at the D-level. Students must ensure that as part of Requirement 5, they complete:

Students intending to specialize in Evolutionary Anthropology must take ANTB14H3 and ANTB15H3. Students intending to specialize in Socio-Cultural Anthropology must take ANTB19H3 and ANTB20H3. These are prerequisites for upper level courses.

- 10.0 credits at the B-level or above, of which 5.0 credits should be at the C- or D-level, including at least 1.0 credit at the D-level.

Note: Students pursuing the Socio-Cultural stream must ensure that as part of Requirement 3, they complete:

- At least 1.0 credit in area studies courses: ANTR06H3, ANTR16H3, ANTB18H3, ANTB65H3, ANTC89H3, ANTD07H3.
- At least 0.5 credit in Ethnographic methods: ANTC60H3 or ANTD05H3.
- At least 1.0 credit from among ANTD05H3, ANTD06H3, ANTD15H3 and ANTD24H3.
- Courses in Anthropological Linguistics (i.e. LINC27H3) may be counted towards fulfilling Requirement 3.

Note: For a B.Sc. at least 7.5 of the credits required for the program must be science credits.

- At least 1.0 credit in area studies courses: ANTR06H3, ANTR16H3, ANTB18H3, ANTB65H3, ANTC89H3, ANTD07H3.
- At least 0.5 credit in Ethnographic methods: ANTC60H3 or ANTD05H3.
- At least 1.0 credit from among ANTD05H3, ANTD06H3, ANTD15H3 and ANTD24H3.
- Courses in Anthropological Linguistics may be counted towards fulfilling Requirement 4.

Note: ANTB19H3 and ANTB20H3 are prerequisites for C- and D-level courses in the Socio-Cultural Anthropology program.

Program notes/tables

Program: SCSPE17806 - Compare

Code	SCSPE17806	SCSPE17806
Owning Organizations	ANT,ANTSC	ANT,ANTSC
Sections	Anthropology	Anthropology
Title	SPECIALIST PROGRAM IN EVOLUTIONARY ANTHROPOLOGY (SCIENCE)	SPECIALIST PROGRAM IN EVOLUTIONARY ANTHROPOLOGY (SCIENCE)
ROSI Title	Same as Calendar Title	Same as Calendar Title
Description	The Specialist Program in Evolutionary Anthropology is intended to provide the professionally oriented student with background preparation of sufficient breadth and depth to pursue specialized training at the graduate level. It is also designed to offer interested students a course structure as background for a wide range of occupations and professions. Students are encouraged to consult with the Undergraduate Counselor regarding the selection of a course sequence appropriate to their interests and objectives. In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTO04H3, ANTD32H3). These courses require special arrangements prior to registration. Read the descriptions for these courses carefully as restrictions apply.	The Specialist Program in Evolutionary Anthropology is intended to provide the professionally oriented student with background preparation of sufficient breadth and depth to pursue specialized training at the graduate level. It is also designed to offer interested students a course structure as background for a wide range of occupations and professions. Students are encouraged to consult with the Undergraduate Counselor regarding the selection of a course sequence appropriate to their interests and objectives. In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTO04H3, ANTD32H3). These courses require special arrangements prior to registration. Read the descriptions for these courses carefully as restrictions apply.

Program Requirements

The Program requires completion of 12.0 full credits, as indicated below.

1. ANTA01H3 Introduction to Anthropology: Becoming Human
2. ANTA02H3 Introduction to Anthropology: Society, Culture and Language
3. ANTB14H3 Biological Anthropology: Beginnings
4. ANTB15H3 Contemporary Human Evolution and Variation
- 10.0 credits at the B-level or above, of which at least 5.0 credits must be at the C- or D-level, including at least 1.0 credit at the D-level. At least 7.5 credits must be composed of ANT courses identified as "Science credit" in the UTSC Academic Calendar.

Note: ANTB14H3 and ANTB15H3 are prerequisites for C- and D-level courses in the B.Sc. program.

Program Requirements

The Program requires completion of 12.0 full credits, as indicated below.

1. ANTA01H3 Introduction to Anthropology: Becoming Human
2. ANTA02H3 Introduction to Anthropology: Society, Culture and Language
3. ANTB14H3 Biological Anthropology: Beginnings
4. ANTB15H3 Contemporary Human Evolution and Variation
- 10.0 credits at the B-level or above, of which at least 5.0 credits must be at the C- or D-level, including at least 1.0 credit at the D-level. At least 7.5 credits must be composed of ANT courses identified as "Science credit" in the UTSC Academic Calendar.

Note: ANTB14H3 and ANTB15H3 are prerequisites for C- and D-level courses in the Evolutionary Anthropology program.

Program notes/tables

Program: SCMAJ1780 - Compare

Code	SCMAJ1780	SCMAJ1780
Owning Organizations	ANT,ANTSC	ANT,ANTSC

Academic Affairs Committee Meeting - Undergraduate Program Revisions

Online Calendar

Sections

Anthropology

Anthropology

Title

MAJOR PROGRAM IN ANTHROPOLOGY (ARTS/SCIENCE)

MAJOR PROGRAM IN SOCIO-CULTURAL ANTHROPOLOGY (ARTS)

ROSI Title

Same as Calendar Title

Same as Calendar Title

Description

The major program in Anthropology provides a course structure for those students desiring to expand upon or supplement other areas of academic interest by taking advantage of Anthropology's unique global, chronological, and biological perspective on the human condition.

The major program in Socio-Cultural Anthropology provides a course structure for those students desiring to expand upon or supplement other areas of academic interest by taking advantage of Anthropology's unique global, chronological, and biological perspective on the human condition.

Program Requirements

The Program requires completion of 8.0 full credits in Anthropology including:

1. [ANTA01H3](#) Introduction to Anthropology: Becoming Human
[ANTA02H3](#) Introduction to Anthropology: Society, Culture and Language
2. At least 1.0 credit from among the following:
 - [ANTB14H3](#) Biological Anthropology: Beginnings
 - [ANTB15H3](#) Contemporary Human Evolution and Variation
 - [ANTB19H3](#) Ethnography and the Comparative Study of Human Societies
 - [ANTB20H3](#) Culture, Politics and Globalization

Students intending to specialize in Evolutionary Anthropology must take [ANTB14H3](#) and [ANTB15H3](#). Students intending to specialize in Socio-Cultural Anthropology must take [ANTB19H3](#) and [ANTB20H3](#). These are prerequisites for upper level courses.

3. 6.0 credits at the B-level or above, of which at least 3.0 credits must be at the C- or D-level. **Note:** Students pursuing the Socio-Cultural stream must ensure that as part of Requirement 3, they complete:
 - a. At least 1 credit in area studies courses [ANTR05H3](#), [ANTR16H3](#), [ANTR18H3](#), [ANTR65H3](#), [ANTR89H3](#), [ANTD07H3](#)
 - b. [ANTC80H3](#)
 - c. At least 0.5 credit from among [ANTD05H3](#), [ANTD06H3](#), [ANTD15H3](#), [ANTD24H3](#)
 - d. Courses in Anthropological Linguistics (i.e. [LINC27H3](#)) may be counted towards fulfilling Requirement 3.

Note: For a B.Sc., at least 5.5 of the credits required for the program must be science credits.

Program Requirements

The Program requires completion of 8.0 full credits in Anthropology including:

1. [ANTA01H3](#) Introduction to Anthropology: Becoming Human
[ANTA02H3](#) Introduction to Anthropology: Society, Culture and Language
2. [ANTB19H3](#) Ethnography and the Comparative Study of Human Societies
3. [ANTB20H3](#) Culture, Politics and Globalization
4. 6.0 credits at the B-level or above, of which at least 3.0 credits must be at the C- or D-level. Students must ensure that as part of Requirement 4, they complete:
 - a. At least 1 credit in area studies courses [ANTR05H3](#), [ANTR16H3](#), [ANTR18H3](#), [ANTR65H3](#), [ANTR89H3](#), [ANTD07H3](#)
 - b. [ANTC80H3](#)
 - c. At least 0.5 credit from among [ANTD05H3](#), [ANTD06H3](#), [ANTD15H3](#), and [ANTD24H3](#)
 - d. Courses in Anthropological Linguistics may be counted towards fulfilling Requirement 4.

Note: [ANTB19H3](#) and [ANTB20H3](#) are prerequisites for C- and D-level courses in the Socio-Cultural Anthropology program.

Program notes/tables

© 2014 University of Toronto

www.utoronto.ca | [Contacts](#) | University Switchboard: (416) 978-2011

University of Toronto, 27 King's College Circle, Toronto, Ontario, Canada M5S 1A1

SUMMARY OF CHANGES for the 2014-2015 CALENDAR**Academic Unit: Department of Arts, Culture and Media**

List new and newly-created programs (and include separate New Program Form for each one):	
List closed programs (and include separate Program Closure Form for each one):	
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.	
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)	
No changed programs	
List new course numbers and titles (and enclose separate New Course Form for each one)	
New Course Number (e.g., SWE 209Y1)	Title (e.g., Swedish Novellas)
ACMC01H3	ACMEE Applied Practice I
ACMD01H3	ACMEE Applied Practice II
ACMD02H3	ACMEE Applied Practice III
JOUD10H3	Senior Seminar in Journalism
MDSB63H3	Sound and Visual Media
MDSC65H3	Online Games and Virtual Worlds
VPAB17H3	From Principles to Practices in Arts Management
VPMA68H3	Small Ensemble Ia
VPMB68H3	Small Ensemble IIa
VPMB83H3	Popular Music in the Modern and Contemporary Eras
VPMC68H3	Small Ensemble IIIa
VPMD90H3	Critical Issues in Music and Society
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.	
Deleted Course Number (e.g., SWE 209Y1)	Title (e.g., Swedish Novellas)
VPAA05H3	Collaborations in the Visual and Performing Arts
VPAC19H3	Performing Arts Management: Principles and Practices
VPAC20H3	Visual Arts Management: Principles and Practices
VPAC89H3	Sound and Spectacle: Intersections and Exchanges in Music and the Visual Arts
VPDB14H3	Introduction to Asian Theatrical Traditions
VPDC05H3	American Musical Theatre
VPMA89H3	The Language of Music
VPMB80H3	Music in the Baroque and Classical Eras
VPMB81H3	Music in the Romantic Era
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)	
Old number/weight	Proposed number/weight
VPMB75H3	VPMC75H3
Title Changes	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
MDSB01H3	Human, Inhuman, and Non-Human	Human, Animal, Machine	
MDSB02H3	Language and Media	Anthropology of Language and Media: An Introduction	
MDSB61H3	Critical Approaches to New Media	Mapping New Media	
MDSB62H3	Understanding Visual Culture	Visual Culture	
MDSC64H3	Old Media, New: Film and New Technology	Old Media, New Media: Film and Technology	
VPMA69H3	Small Ensemble I	Small Ensemble Ib	
VPMB69H3	Small Ensemble II	Small Ensemble IIb	
VPMB82H3	Music in the Modern and Contemporary Eras	Art Music in the Modern and Contemporary Eras	
VPMC69H3	Small Ensemble III	Small Ensemble IIIb	
VPMC75H3	Music in Islamic Cultures	Music in the World of Islam: Philosophy, Power and Politics	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: African Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
AFSB05H3	Culture and Society in Africa		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Anthropology

List new and newly-created programs (and include separate New Program Form for each one):			
<ul style="list-style-type: none"> • MAJOR PROGRAM IN EVOLUTIONARY ANTHROPOLOGY (SCIENCE) • SPECIALIST PROGRAM IN EVOLUTIONARY ANTHROPOLOGY (SCIENCE) 			
List closed programs (and include separate Program Closure Form for each one):			
<p>If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.</p> <p>Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)</p>			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
ANTB36H3		Anthropology of the End of the World	
ANTC24H3		Culture, Mental Illness, and Psychiatry	
ANTC52H3		Global Politics of Language	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
ANTB21H3	Introduction to Linguistic Anthropology	Anthropology of Language and Media: An Introduction	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Astronomy

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight Proposed number/weight			
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Department of Biological Sciences

List new and newly-created programs (and include separate New Program Form for each one):			
• MAJOR PROGRAM IN MOLECULAR BIOLOGY, IMMUNOLOGY AND DISEASE			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
BIOC60H3		Winter Ecology	
BIOD54H3		Applied Conservation Biology	
PMDB33H3		Anatomy	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
BIOC38H3		BIOB38H3	
BIOB31H3		BIOC40H3	
BIOC67H3		BIOD67H3	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
BIOC10H3	Cell Biology: Intracellular Compartments and Protein Sorting	Cell Biology: Proteins from Life to Death	
BIOC17H3	Microbiology: The Bacterial Cell	Microbiology	
BIOC31H3	Molecular Aspects of Plant Development	Plant Development and Biotechnology	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Chemistry

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
CHMB23H3	Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: City Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
CITD10H3		Seminar in Selected Issues in City Studies	
CITD30H3		Supervised Research Project	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Classical Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight Proposed number/weight			
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Cognitive Science

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Computer Science

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
<ul style="list-style-type: none"> • SPECIALIST PROGRAM IN MANAGEMENT AND INFORMATION TECHNOLOGY (SCIENCE) - As discussed with Annette 10-16-2013. Agreed by Betty Walters, Richard Pancer, David Fleet. 			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
CSCA08H3	Introduction to Computer Programming	Introduction to Computer Science I	
CSCA20H3	Computer Science for the Sciences	Introduction to Programming	
CSCA48H3	Introduction to Computer Science	Introduction to Computer Science II	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Concurrent Teacher Education

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight Proposed number/weight			
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Diaspora and Transnational Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Economics for Management Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Environmental Science

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
EESC37H3		Structural Geology	
EESD13H3		Environmental Law and Ethics	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
EESA05H3		EESB18H3	
EESC35H3		EESB19H3	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
EESB18H3	Environmental Hazards	Natural Hazards	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: English

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
ENGB52H3	Literature and Science		
ENGB63H3	Creative Non-Fiction I		
ENGC43H3	Nineteenth-Century Literature and Contemporary Culture		
ENGD29H3	Chaucer at Work		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
ENGA18H3	ENGC11H3		
ENGC73H3	ENGD13H3		
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
ENGB45H3	Victorian Poetry and Prose	Victorian Literature	
ENGC88H3	Creative Non-Fiction	Creative Non-Fiction II	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: French

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
<ul style="list-style-type: none"> • MINOR PROGRAM IN FRENCH FOR FRANCOPHONES (ARTS) - Approved by UTSC Academic Affairs Committee - November 12, 2013. Approved by AP&P - January 14, 2014. 			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
FREB46H3		History of the French Language	
FREC58H3		Literature of the Ancien Régime	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
FREB43H3		Understanding French Grammar	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Global Asia Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
GASD06H3	Global History of Crime and Punishment since 1750		
GASD71H3	Cuisine and Culture in Bengal & South Asia		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
GASB54H3	GASC59H3		
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
GASB53H3	Asia in the Time of European Expansion	Mughals and the World, 1500-1858 AD	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Geography

List new and newly-created programs (and include separate New Program Form for each one):			
• MINOR PROGRAM IN GEOGRAPHIC INFORMATION SCIENCE (GIS) (ARTS)			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
GGRB32H3		Fundamentals of GIS II	
GGRC30H3		Advanced GIS	
GGRC34H3		Crowd-sourced Urban Geographies	
GGRD30H3		GIS Research Project	
GGRD31H3		Independent Research Project	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
GGRC04H3		Urban Residential Geography	
GGRC28H3		Indigenous Environmental Knowledges	
GGRC29H3		Agriculture, Environment and Development	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
GGRA35H3	The Great Scarborough Mashup	The Great Scarborough Mashup: People, Place, Community, Experience	
GGRB30H3	Fundamentals of GIS	Fundamentals of GIS I	
GGRB55H3	Geographies of Religion and Secularism	Cultural Geography	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR**Academic Unit: Department of Historical and Cultural Studies**

List new and newly-created programs (and include separate New Program Form for each one):

List closed programs (and include separate Program Closure Form for each one):

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

No changed programs

List new course numbers and titles (and enclose separate New Course Form for each one)

New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)

AFSB05H3	Culture and Society in Africa
----------	-------------------------------

GASD06H3	Global History of Crime and Punishment since 1750
----------	---

GASD71H3	Cuisine and Culture in Bengal & South Asia
----------	--

HISC28H3	Oral History and Urban Change
----------	-------------------------------

HISC29H3	Global Commodities: Nature, Culture, History
----------	--

HISD14H3	Selected Topics in Modern European History
----------	--

HISD18H3	Digital History
----------	-----------------

HISD48H3	The World Through Canadian Eyes
----------	---------------------------------

HISD70H3	History of Empire and Foods
----------	-----------------------------

WSTC40H3	Gender and Disability
----------	-----------------------

List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.

Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)

IEEB01H3	Human, Inhuman, and Non-Human
----------	-------------------------------

IEEB02H3	Senses, Sensibility, Sensuality
----------	---------------------------------

IEEB03H3	Time, Story, Perspective
----------	--------------------------

IEEC01H3	Theories and Methods in the Study of Society and Culture
----------	--

IEEC03H3	History of Animals and People
----------	-------------------------------

IEEC11H3	Perspectives on Languages and Culture I
----------	---

IEEC12H3	Perspectives on Languages and Culture II
----------	--

IEEC21H3	Media and Popular Culture in East and Southeast Asia
----------	--

IEEC22H3	Perspectives on the Globalized and the Transnational II
----------	---

IEEC31H3	Gender, Health, Science in Transnational Perspective
----------	--

IEEC32H3	Gender in East Asian Science and Technology
----------	---

IEEC41H3	Themes in Translation and Cultural Mediation I
----------	--

IEEC51H3	Old Worlds? Strangers and Foreigners in the Mediterranean, 1200-1700
----------	--

IEEC52H3	Environment, Society and Economy in Ptolemaic and Roman Egypt
----------	---

IEEC71H3	Exchanges in Performance and the Arts I
----------	---

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

IIEEC81H3	Issues, Approaches, and Exchanges in Popular Music		
IIED01H3	Capstone Seminar in Intersections, Exchanges, Encounters in the Humanities		
IIED02H3	Experiential Learning Seminar in Intersections, Exchanges, Encounters in the Humanities		
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight	Proposed number/weight		
GASB54H3	GASC59H3		
HISB54H3	HISC59H3		
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
GASB53H3	Asia in the Time of European Expansion	Mughals and the World, 1500-1858 AD	
HISB53H3	Asia in the Time of European Expansion	Mughals and the World, 1500-1858 AD	
HISD50H3	Southern Africa, 1652-1910	Southern Africa: Conquest and Resistance, 1652-1900	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: History

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
HISC28H3		Oral History and Urban Change	
HISC29H3		Global Commodities: Nature, Culture, History	
HISD14H3		Selected Topics in Modern European History	
HISD18H3		Digital History	
HISD48H3		The World Through Canadian Eyes	
HISD70H3		History of Empire and Foods	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
HISB54H3		HISC59H3	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
HISB53H3	Asia in the Time of European Expansion	Mughals and the World, 1500-1858 AD	
HISD50H3	Southern Africa, 1652-1910	Southern Africa: Conquest and Resistance, 1652-1900	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Health Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
HLTB50H3	Introduction to Health Humanities		
HLTC18H3	Determinants of Health, and Health Disparities		
HLTC50H3	The Human-Animal Interface		
HLTD50H3	Special Topics in Health Humanities		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
HLTC04H3	Survey Methods	Methods	
HLTC24H3	Health and the Urban Environment	Environment and Health	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: International Development Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Intersections, Exchanges, Encounters in the Humanities

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
IEEB01H3		Human, Inhuman, and Non-Human	
IEEB02H3		Senses, Sensibility, Sensuality	
IEEB03H3		Time, Story, Perspective	
IEEC01H3		Theories and Methods in the Study of Society and Culture	
IEEC03H3		History of Animals and People	
IEEC11H3		Perspectives on Languages and Culture I	
IEEC12H3		Perspectives on Languages and Culture II	
IEEC21H3		Media and Popular Culture in East and Southeast Asia	
IEEC22H3		Perspectives on the Globalized and the Transnational II	
IEEC31H3		Gender, Health, Science in Transnational Perspective	
IEEC32H3		Gender in East Asian Science and Technology	
IEEC41H3		Themes in Translation and Cultural Mediation I	
IEEC51H3		Old Worlds? Strangers and Foreigners in the Mediterranean, 1200-1700	
IEEC52H3		Environment, Society and Economy in Ptolemaic and Roman Egypt	
IEEC71H3		Exchanges in Performance and the Arts I	
IEEC81H3		Issues, Approaches, and Exchanges in Popular Music	
IEED01H3		Capstone Seminar in Intersections, Exchanges, Encounters in the Humanities	
IEED02H3		Experiential Learning Seminar in Intersections, Exchanges, Encounters in the Humanities	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: International Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Journalism

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
JOUD10H3	Senior Seminar in Journalism		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR**Academic Unit: Languages**

List new and newly-created programs (and include separate New Program Form for each one):	
• MINOR PROGRAM IN ENGLISH/CHINESE TRANSLATION (ARTS)	
List closed programs (and include separate Program Closure Form for each one):	
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.	
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)	
No changed programs	
List new course numbers and titles (and enclose separate New Course Form for each one)	
New Course Number (e.g., SWE 209Y1)	Title (e.g., Swedish Novellas)
ECTB61H3	English to Chinese Translation: Theory and Practice
ECTD68H3	Translation for Business and Media
ECTD69H3	Translation for Government and Public Administration
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.	
Deleted Course Number (e.g., SWE 209Y1)	Title (e.g., Swedish Novellas)
LGGA30H3	Introductory Spanish I
LGGA31H3	Introductory Spanish II
LGGA40H3	Introductory Modern Standard Arabic I
LGGA41H3	Introductory Modern Standard Arabic II
LGGA50H3	Introductory Latin I
LGGA51H3	Introductory Latin II
LGGA54H3	Introductory Sanskrit I
LGGA55H3	Introductory Sanskrit II
LGGB32H3	Intermediate Spanish I
LGGB33H3	Intermediate Spanish II
LGGB42H3	Intermediate Modern Standard Arabic I
LGGB43H3	Intermediate Modern Standard Arabic II
LGGB45H3	Modern Standard Arabic I for Students with Prior Background
LGGB54H3	Intermediate Sanskrit I
LGGB55H3	Intermediate Sanskrit II
LGGC30H3	Advanced Spanish: Language, Culture and Literature
LGGC32H3	Business Spanish
LGGC33H3	Introduction to Spanish Translation and Interpretation
LGGC34H3	Advanced Spanish: Spain
LGGC35H3	Advanced Spanish: The Americas
LGGC39H3	NON-CREDIT: Spanish Across the Disciplines

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

LGGD97H3	Experiential Learning in a Language Community		
LGGD98H3	Experiential Learning in a Language Community		
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
LGGC66H3	Classical Chinese I	Classical Chinese	
LGGC67H3	Classical Chinese II	Literary Chinese	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Linguistics

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
LINC27H3	Language and Ethnicity		
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
LINC60H3	LINB60H3		
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
LINB60H3	Special Topics: Structure of a Language	Structure of Chinese	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Mathematics

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Media Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
MDSB63H3	Sound and Visual Media		
MDSC65H3	Online Games and Virtual Worlds		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
MDSB01H3	Human, Inhuman, and Non-Human	Human, Animal, Machine	
MDSB02H3	Language and Media	Anthropology of Language and Media: An Introduction	
MDSB61H3	Critical Approaches to New Media	Mapping New Media	
MDSB62H3	Understanding Visual Culture	Visual Culture	
MDSC64H3	Old Media, New: Film and New Technology	Old Media, New Media: Film and Technology	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Management

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
MGSC26H3		Venture Capital	
MGSC40H3		Corporate Governance	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
MGTB23H3		Managing People in Organizations	
MGTB27Y3		Managing in Organizations	
MGTB29H3		Managing Groups and Organizations	
MGTB90H3		Business Communication Skills	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
MGSC22H3		MGSB22H3	
MGSC24H3		MGSD24H3	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
MGSC12H3	Narratives on Management and Organization	Narrative and Management	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Department of Computer and Mathematical Sciences

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
<ul style="list-style-type: none"> SPECIALIST PROGRAM IN MANAGEMENT AND INFORMATION TECHNOLOGY (SCIENCE) - As discussed with Annette 10-16-2013. Agreed by Betty Walters, Richard Pancer, David Fleet. 			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
CSCA08H3	Introduction to Computer Programming	Introduction to Computer Science I	
CSCA20H3	Computer Science for the Sciences	Introduction to Programming	
CSCA48H3	Introduction to Computer Science	Introduction to Computer Science II	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: New Media Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Neuroscience

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Philosophy

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
PHLC22H3		Topics in Theory of Knowledge	
PHLD20H3		Advanced Seminar in Theory of Knowledge	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
PHLB08H3		Ethics and International Development	
PHLB15H3		Philosophy of Education	
PHLB16H3		Political Philosophy: Ancient Greece and the Middle Ages	
PHLB72H3		Metaphysics of Science: Emergence and Reduction in the Sciences	
PHLB86H3		Foundations of Cognitive Science	
PHLC55H3		Philosophy of Mathematics	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
PHLB17H3	Political Philosophy	Introduction to Political Philosophy	
PHLB60H3	Metaphysics	Introduction to Metaphysics	
PHLC20H3	Topics in the Theory of Knowledge	Theory of Knowledge	
PHLC32H3	Topics in Ancient Philosophy	Ancient Philosophy	
PHLC60H3	Topics in Metaphysics	Metaphysics	
PHLC92H3	Topics in Contemporary Political Philosophy	Political Philosophy	
PHLD79H3	Advanced Seminar in Metaphysics of Mind	Advanced Seminar in Metaphysics	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Department of Physical and Environmental Science

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
CHMB23H3	Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice		
EESC37H3	Structural Geology		
EESD13H3	Environmental Law and Ethics		
PSCA01H3	Communicating Science: Film, Media, Journalism, and Society		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
PSCD10H3	Physical Sciences Project		
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
EESA05H3	EESB18H3		
EESC35H3	EESB19H3		
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
EESB18H3	Environmental Hazards	Natural Hazards	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR**Academic Unit: Political Science**

List new and newly-created programs (and include separate New Program Form for each one):	
• MINOR PROGRAM IN PUBLIC LAW (ARTS)	
List closed programs (and include separate Program Closure Form for each one):	
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.	
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)	
No changed programs	
List new course numbers and titles (and enclose separate New Course Form for each one)	
New Course Number (e.g., SWE 209Y1)	Title (e.g., Swedish Novellas)
POLA01H3	Critical Issues in Politics I
POLA02H3	Critical Issues in Politics II
POLB30H3	Law, Justice and Rights
POLC21H3	Voting and Elections
POLC32H3	The Canadian Judicial System
POLC36H3	Law and Public Policy
POLC38H3	International Law
POLC39H3	Comparative Legal Systems
POLD67H3	The Limits of Rationality
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.	
Deleted Course Number (e.g., SWE 209Y1)	Title (e.g., Swedish Novellas)
POLA11H3	Labels, Attachments and Identities: From Apple to 'Zed'
POLA51H3	Critical Issues of Canadian Democracy
POLA70H3	Politics in Literature
POLA80H3	Cultures of Conflict: Politics, Society and War Since 1812
POLA81H3	Leaving Home: Politics and Emigration
POLA83H3	Exploring Globalization
POLA84H3	Globalization and Governance
POLA90H3	Politics, Corruption and Violence
POLC19H3	Politics of the 'Malay' World
POLC89H3	Politics and Government in Post-Communist Russia
POLD80H3	The End of the Cold War and Its Aftermath
POLD88H3	Exploring the New International Agenda
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)	
Old number/weight	Proposed number/weight
POLB11H3	POLC11H3

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
POLC11H3	Statistics for Politics and Public Policy	Applied Statistics for Politics and Public Policy	
POLC53H3	Canadian Environmental Politics	Canadian Environmental Policy	
POLD78H3	Political Analysis II	Advanced Political Analysis	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Psychology

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
PSYB03H3		Introduction to Computers in Psychological Research	
PSYC03H3		Computers in Psychological Research: Advanced Topics	
PSYC09H3		Applied Multiple Regression in Psychology	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Religion

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Sociology

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
SOCB30H3		Political Sociology	
SOCC15H3		Work, Employment and Society	
SOCC45H3		Youth and Society	
SOCC58H3		Global Transformations: Politics, Economy and Society	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
SOCB27H3		Politics & Society: Global Transformations	
SOCB55H3		Sociology of Work and Industry II	
SOCC08H3		Gender and Information Technology	
SOCC10H3		Gendered Selves, Gendered Lives and Inequalities	
SOCC16H3		Sociology of Conflict and Co-operation	
SOCC21H3		Sociology of Religion	
SOCC33H3		Comparative Social Structure	
SOCC35H3		Social Change	
SOCC39H3		Political Sociology	
SOCC41H3		Contemporary Sociological Theory Part II	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
SOCB54H3	Sociology of Work and Industry I	Sociology of Work	
SOCC24H3	Changing Family Life in Canada	Sociology of Gender and Families	
SOCC26H3	Sociology of Urban Growth	Sociology of Urban Cultural Policies	
SOCC40H3	Contemporary Sociological Theory Part I	Contemporary Sociological Theory	
SOCD50H3	Capstone Course: Realizing the Sociological Imagination	Honours Research Seminar: Realizing the Sociological Imagination	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Society and Environment

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight Proposed number/weight			
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Teaching and Learning

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight Proposed number/weight			
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Visual and Performing Arts

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
VPAA05H3	Collaborations in the Visual and Performing Arts		
VPAC89H3	Sound and Spectacle: Intersections and Exchanges in Music and the Visual Arts		
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Arts Management

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
VPAB17H3	From Principles to Practices in Arts Management		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Theatre and Performance Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
VPDB14H3	Introduction to Asian Theatrical Traditions		
VPDC05H3	American Musical Theatre		
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Art History

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
VPAC19H3		Performing Arts Management: Principles and Practices	
VPAC20H3		Visual Arts Management: Principles and Practices	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Music

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
VPMA68H3		Small Ensemble Ia	
VPMB68H3		Small Ensemble IIa	
VPMB83H3		Popular Music in the Modern and Contemporary Eras	
VPMC68H3		Small Ensemble IIIa	
VPMD90H3		Critical Issues in Music and Society	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1)		Title (e.g., Swedish Novellas)	
VPMA89H3		The Language of Music	
VPMB80H3		Music in the Baroque and Classical Eras	
VPMB81H3		Music in the Romantic Era	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
VPMB75H3		VPMC75H3	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)
VPMA69H3	Small Ensemble I	Small Ensemble Ib	
VPMB69H3	Small Ensemble II	Small Ensemble IIb	
VPMB82H3	Music in the Modern and Contemporary Eras	Art Music in the Modern and Contemporary Eras	
VPMC69H3	Small Ensemble III	Small Ensemble IIIb	
VPMC75H3	Music in Islamic Cultures	Music in the World of Islam: Philosophy, Power and Politics	

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Studio

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight Proposed number/weight			
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

SUMMARY OF CHANGES for the 2014-2015 CALENDAR

Academic Unit: Women's and Gender Studies

List new and newly-created programs (and include separate New Program Form for each one):			
List closed programs (and include separate Program Closure Form for each one):			
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.			
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)			
No changed programs			
List new course numbers and titles (and enclose separate New Course Form for each one)			
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
WSTC40H3	Gender and Disability		
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.			
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)			
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)			
Old number/weight		Proposed number/weight	
Title Changes			
Course Code	Old Title	New Title	New ROSI Title (max. 20 characters including spaces)

UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

REPORT NUMBER 4 OF THE ACADEMIC AFFAIRS COMMITTEE

February 11, 2014

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

Your Committee reports that it met on Tuesday, February 11, 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 Rick Halpern, Dean and
Vice- Principal (Academic)
Professor Julie McCarthy, Interim
Vice- Principal, Research
Dr. Johann Bayer
Professor William R. Bowen
Professor Nick Cheng
Dr. Curtis Cole
Mr. Adrian De Leon
Professor Kelin Emmett
Ms Ariane Ganji
Professor William Gough
Professor John Hannigan
Professor Rena Helms-Park
Professor Sherri Helwig
Mr. John Kapageridis
Professor Heinz-Bernhard Kraatz
Professor Michael J. Lambek
Professor Patricia Landolt
Mr. Andrew Leung
Professor Nathan R. Lovejoy
Professor Andrew C. Mason
Professor Karen Lyda McCrindle

Ms Victoria Owen
Professor Stephen Rockel
Ms Paulina Rousseau
Professor Larry A. Sawchuk
Professor Mark A. Schmuckler
Professor Grace Skogstad
Professor Andre Sorensen
Ms Tisha Tan
Dr. Sisi Tran
Professor David Zweig

Non-Voting Assessor:

Ms Annette Knott
Ms Lesley Lewis

Secretariat:

Mr. Jim Delaney
Ms Amorell Saunders N'Daw
Ms Rena Parsan

REPORT NUMBER 4 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- February 11, 2014

Page 2 of 9

Regrets:

Mr. Syed W. Ahmed
Professor Daniel Bender
Professor George S. Cree
Mr. Luki Danukarjanto
Ms Hanan Domloge
Professor David J. Fleet
Dr. Brian Harrington
Professor Paula Hastings
Professor Matthew Hoffmann
Mr. Jerry Jien

Dr. Nancy Johnston
Dr. Sarah D. King
Professor Garry Martin Leonard
Professor Alice Maurice
Professor John Robert Miron
Dr. Christopher Ollson
Ms Charmaine Ramirez
Ms Lindsay Raoufi
Professor Bill Seager
Ms Georgette Zinaty

In attendance:

Dr. Shelly Brunt, Lecturer, Department of Biological Sciences
Professor Leslie Chan, Senior Lecturer, Centre for Critical Development Studies
Professor Connie Guberman, Senior Lecturer, Department of Historical and Cultural Studies
Dr. Mandy Meriano, Department of Physical and Environmental Sciences

1. Chair's Remarks

The Chair welcomed members to the meeting, and welcomed Professor Kelin Emmett and Mr. John Kapageridis who participated in the meeting via teleconference. She congratulated Professor Rick Halpern on his reappointment as Dean and Vice-Principal (Academic) of UTSC for the next five years.

2. Assessor Reports

There were no reports from the Assessors.

3. Undergraduate Program Revisions

The Chair reported that there were twelve proposed revisions for approval, and noted that the detailed proposal for each change were provided with the meeting documentation.

a. Minor modifications to curriculum submitted by the Department of Anthropology

Professor Halpern introduced the item and congratulated the Department of Anthropology on an exceptional review they received from the external reviewers who were most interested in their work on program renewal. Professor Schmuckler highlighted that the Department of Anthropology proposed minor modifications to the requirements of four programs and seven new courses. He reported that consultation had taken place within the department and that the proposal was reviewed by the Dean's Office.

On motion duly made, seconded and carried,

REPORT NUMBER 4 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- February 11, 2014

Page 3 of 9

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Anthropology, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 23, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

b. Minor modifications to curriculum submitted by the Department of Arts, Culture and Media

Professor Halpern introduced the item and expressed how pleased he was with the work done by the Department. Professor Schmuckler reported that the Department proposed minor modifications to the requirements of three programs, adding eight new courses, and changing the level of one existing course. He advised Committee members that consultation had taken place within the department and that the proposal had been reviewed by the Dean's Office. On motion duly made, seconded, and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Arts, Culture and Media, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 23, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

c. Introducing two streams to the currently undifferentiated Specialist program in Arts Management (B.A.)

Professor Halpern applauded colleagues in the Specialist program in Arts Management who embraced experiential learning, for which the campus takes pride. Professor Schmuckler explained that the Department was proposing two streams to the Arts Management program. One was designed to give students an understanding of Arts Management through academic courses and the other was designed to enhance the student's understanding through substantial exposure to its practice through work term placements. He also indicated that a minor modification to the program was necessary with the addition of four new courses. He indicated that consultation had taken place within the department and that the proposal was reviewed by the Dean's Office. On motion duly made, seconded, and carried,

YOUR COMMITTEE APPROVED,

THAT "Standard" and "Field Placement" streams being introduced to the existing undifferentiated Specialist program in Arts Management (B.A.), recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 15, 2014, be approved effective April 1, 2014 for the academic year 2014-15;and

REPORT NUMBER 4 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- February 11, 2014

Page 4 of 9

THAT four associated new courses: VPAB17H3, ACMC01H3, ACMD01H3 and ACMD02H3, aforementioned in the proposal dated January 15, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

d. Introducing a new Major in Molecular Biology, Immunology, and Disease (B.Sc.) where there is an existing Specialist program (Molecular Biology and Biotechnology- formerly called the Specialist in Cell and Molecular Biology)

Following Professor Halpern's brief introduction, explained that the proposal was consistent with the department's academic planning and priorities, and would involve current faculty within the department. He highlighted that no new courses were associated with the new Major program, that consultation had taken place within the department, and that the proposal was reviewed by the Dean's Office.

On motion duly made, seconded, and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Major in Molecular Biology, Immunology, and Disease (B.Sc.), as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated October 22, 2013, be approved effective April 1, 2014 for the academic year 2014-15.

e. Minor modifications to curriculum submitted by the Centre for Critical Development Studies

Professor Halpern introduced the item and congratulated the Centre for Critical Development on a positive review they received from the external reviewers who were pleased with the Centre's progress. Professor Schmuckler indicated that the Centre proposed minor modifications to three programs, that consultation had taken place within the department, and that the proposal was reviewed by the Dean's Office.

On motion duly made, seconded, and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Centre for Critical Development Studies, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 23, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

f. Introducing a new freestanding Minor in English/Chinese Translation (B.A.)

Professor Halpern introduced the item and commented that there was a strong belief that the program had great potential, being the only program of its kind at the University of Toronto. He also reported that instructors from a partner university, North West University in Xian province, China, would be assisting with teaching some of the courses. Professor Schmuckler explained that the program required students to complete 4.0 credits in Translation theory and practice,

REPORT NUMBER 4 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- February 11, 2014

Page 5 of 9

Linguistics, and Chinese Language and that the proposal included three new associated courses with the program, and that any new financial obligations would be met by the Centre for French Linguistics and the Office of the Dean. A member raised a question regarding admissions to the program and whether the Test of English as a Foreign Language (TOEFL) score was sufficient to screen non-English speakers. Professor Rena Helms-Park, Associate Professor, from the Centre for French and Linguistics, replied by explaining that an interview with prospective students would also take place to confirm eligibility for admissions into the program.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Minor in English/Chinese Translation (B.A.), as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 16, 2014, be approved effective April 1, 2014 for the academic year 2014-15; and;

THAT three associated new courses: ECTB61H3, ECTD68H3 and ECTD69H3, aforementioned in the proposal dated January 16, 2014, be approved to be effective April 1, 2014 for the academic year 2014-15.

g. Minor modifications to curriculum submitted by the Department of Human Geography

Professor Halpern introduced the item and congratulated the Department on the positive review they received from the external reviewers. Professor Schmuckler indicated that the Department of Geography proposed minor modifications to the requirements of three programs and proposed three new courses. He reported that consultation had taken place within the department and with the Office of the Dean.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Human Geography, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 23, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

h. Introducing a new freestanding Minor in Geographic Information Science (GIS) (B.A.)

Professor Halpern introduced the item and commented that the external reviewers were particularly impressed with the introduction of the minor program in Geographic Information Science (GIS). He also added that a new GIS lab was being added to the library to enhance the learning experience. Professor Schmuckler added that the program was likely to be of interest to Human Geography and City Studies students. He reported that there were four new associated

REPORT NUMBER 4 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- February 11, 2014

Page 6 of 9

courses proposed for the program, and that any new financial obligations would be met by the Department of Geography and the Office of the Dean. In response to a question, Professor Andre Sorensen, Chair of the Department of Geography, clarified that Geographic Information Science was the study of geographic information while Geographic Information Systems was the technology used to interpret the geographic findings.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Minor in Geographic Information Science (GIS) (B.A.), as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated December 10, 2013, be approved effective April 1, 2014 for the academic year 2014-15; and

THAT four associated new courses: GGRB32H3, GGRC30H3, GGRC34H3 and GGRD30H3, aforementioned in the proposal dated December 10, 2013, be approved effective April 1, 2014 for the academic year 2014-15.

i. Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences¹

Professor Halpern briefly introduced the matter and requested that the Chair recognize Professor Mark Schmuckler, Vice-Dean, Undergraduate to present the item. Professor Schmuckler indicated that the Department of Physical and Environmental Sciences was proposing minor modifications to the requirements for four programs, adding three new courses and changing the level of two courses. He reported that consultation had taken place within the department and that the proposal was reviewed by the Dean's Office.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Physical and Environmental Sciences, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 23, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

¹ Secretary's Note: Upon request, and with the approval of the Chair, this item was considered at the beginning of Item 3.

REPORT NUMBER 4 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- February 11, 2014

Page 7 of 9

j. Minor modifications to curriculum submitted by the Department of Political Science

After Professor Halpern's introduction of the item, Professor Schmuckler, explained that the Department proposed minor modifications to the requirements of four programs, the addition of three new courses, and the level of one existing course. He reported that consultation had taken place within the Department and with the Office of the Dean.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Political Science, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 23, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

k. Minor modifications to curriculum submitted by the Department of Sociology

Professor Halpern introduced the item and congratulated the Department on the exceptional review they received Professor Schmuckler indicated that the Department proposed minor modifications to the requirements of two programs and four new courses. He reported that consultation had taken place within the department and with the Office of the Dean
On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Sociology, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 23, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

4. Graduate Program Revisions *(for approval)*

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

Professor Halpern introduced the item and requested that the Chair recognize Professor William Gough, Vice-Dean, Graduate, to present the proposal. Professor Gough indicated that the minor modifications proposed for the Graduate Department of Psychological Clinical Science were to meet the requirements of the Canadian Psychological Association, and to better align with the partners at the Ontario Institute for Studies in Education (OISE). He indicated that the proposed modifications included new courses, changes to field requirements, and changes in course level. Professor Gough reported that the changes were already reviewed by the School of Graduate Studies and the Decanal Graduate Curriculum Committee.

REPORT NUMBER 4 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- February 11, 2014

Page 8 of 9

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Graduate Department of Psychological Clinical Science, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposals dated December 19, 2013, be approved effective April 1, 2014 for the academic year 2014-15.

CONSENT AGENDA

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the consent agenda be adopted and the items requiring approval be approved.

5. Undergraduate Program Revisions* (for approval)

a. Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies

On motion duly, made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Historical and Cultural Studies, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated January 23, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

6. Report of the Previous Meeting: Report 3 – January 8, 2014* (for approval)

7. Business Arising from the Report of the Previous Meeting

8. Date of the Next Meeting – Tuesday, March 25, 2014, 4:00 p.m. - 6:00 p.m.

The Chair reminded members that the next scheduled meeting of the committee was on Tuesday, March 25, 2014 at 4:00 p.m.

9. Other Business

There were no other items of business

REPORT NUMBER 4 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- February 11, 2014

Page 9 of 9

The meeting adjourned at 5:15 p.m.

Secretary

Chair