



University of Toronto Scarborough Campus Council

**ACADEMIC AFFAIRS COMMITTEE**

**Tuesday, February 11, 2014**

**4:00 p.m.**

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

**1265 Military Trail**

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- 1. Chair's Remarks**
  - 2. Assessors Reports**
  - 3. Undergraduate Program Revisions\* (for approval)**
    - a. Minor modifications to curriculum submitted by the Department of Anthropology**

Be It Resolved,

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**

Be It Resolved,

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.

\* Documentation Attached

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

\*\*\* Documentation is to follow

UTSC Academic Affairs Committee- Tuesday, February 11, 2014

**c. Introducing two streams to the currently undifferentiated Specialist program in Arts Management (B.A.)**

Be It Resolved

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

THAT four associated new courses: VPAB17H3, ACMA01H3, 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)**

Be It Resolved,

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**

Be It Resolved,

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.

\* Documentation Attached

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UTSC Academic Affairs Committee- Tuesday, February 11, 2014

**f. Introducing a new freestanding Minor in English/Chinese Translation (B.A.)**

Be It Resolved,

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**

Be It Resolved,

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.)**

Be It Resolved,

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.

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UTSC Academic Affairs Committee- Tuesday, February 11, 2014

**i. Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences**

Be It Resolved,

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.

**j. Minor modifications to curriculum submitted by the Department of Political Science**

Be It Resolved,

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**

Be It Resolved,

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**

Be It Resolved,

THAT all minor modifications to curriculum in the Graduate Department of Psychological Clinical Science, as recommended by the Dean and Vice-Principal

\* Documentation Attached

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UTSC Academic Affairs Committee- Tuesday, February 11, 2014

(Academic), Professor Rick Halpern, in the proposals dated December 19, 2013, be approved effective April 1, 2014 for the academic year 2014-15.

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**CONSENT AGENDA\*\***

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

**a. Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies**

Be It Resolved,

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.**

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**9. Other Business**

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\*\*\* Documentation is to follow



OFFICE OF THE CAMPUS COUNCIL

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3a

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Department of Anthropology

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Department of Anthropology for the 2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

*Minor modifications to curriculum submitted by the Department of Anthropology.*

The Department of Anthropology is making minor modifications to the requirements of 4 programs, and adding 7 new courses – 2 at the B-level, 4 at the C-level and 1 at the D-level.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Department of Anthropology.

*Minor modifications to curriculum submitted by the Department of Anthropology.*

**Department of Anthropology  
January 23, 2014**

**1. Program Change**

**Program: Major in Health Studies – Health Policy (B.A.) and Major Co-operative in Health Studies – Health Policy (B.A.)**

*Overview of Changes:*

- Add 3 new courses (HLTB50H3, HLTC50H3, and HLTD50H3) and one existing course (HLTB05H3) to the program(s) as options.

*Calendar Copy Showing Changes:*

MAJOR PROGRAM IN HEALTH STUDIES - Health Policy (ARTS)

This program requires the completion of 8.0 credits, as described below.

1.0 credit at A-level:

HLTA02H3 Foundations of Health Studies I  
HLTA03H3 Foundations of Health Studies II

3.5 credits at B-level **as follows:**

**STAB22H3 Statistics I**

**3.0 credits from the following:**

**HLTB05H3 Introduction to Sport Management, Health and Environment**

HLTB15H3 Introduction to Health Research Methodology

HLTB16H3 Introduction to Public Health

HLTB17H3 Conceptual Models of Health

HLTB40H3 Health Policy and Health Systems

**HLTB50H3 Introduction to Health Humanities**

MGTA06H3 Introduction to Health Management\*

PHLB09H3 Biomedical Ethics

~~STAB22H3 Statistics I~~

\*NOTE: MGTA06H3 has prerequisites that are not part of this program.

2.0 credits at C-level **from the following:**

HLTC05H3 Social Determinants of Health

[HLTC40H3 Introduction to Health Economics or MGEC34H3/(ECMC34H3)  
Economics of Health Care]

HLTC42H3 Emerging Health Issues and Policy Needs

HLTC43H3 Politics of Canadian Health Policy

**HLTC50H3 The Human-Animal Interface**

1.0 credit from:

*Minor modifications to curriculum submitted by the Department of Anthropology.*

HLTC04H3 Survey Methods  
HLTC22H3 Health, Aging and the Life Cycle  
HLTC24H3 Health and the Urban Environment  
HLTC44H3 Comparative Health Policy Systems

0.5 credit from:

HLTD01H3 Directed Readings in Health Studies  
HLTD02H3 Health Research Seminar  
HLTD04H3 Special Topics in Health  
HLTD05H3 Directed Research on Health Services and Institutions  
**HLTD50H3 Special Topics in Health Humanities**

MAJOR (CO-OPERATIVE) PROGRAM IN HEALTH STUDIES - Health Policy  
(ARTS)

*Co-op Contact:* [askcoop@utsc.utoronto.ca](mailto:askcoop@utsc.utoronto.ca)

Program Admission

This is a limited enrolment program, which must be completed in conjunction with another Major as part of a 4-year degree. For information on admissions, fees, work terms, and standing in the program, please see the [Social Sciences and Humanities Co-operative Programs](#) section of this *Calendar*.

Minimum qualifications for entry following first year: 4.0 credits, registration in the Major program in Health Studies – Health Policy, and a cumulative GPA of at least 2.5.

Program Requirements

Work terms will be in the health and health-related sectors, and may be in public institutions, in research institutions, and in the private sector. There are two work terms, each of 4 months. In order to be eligible for the first work term, students must complete at least 9 full credits, including the first 4.5 credits listed in one of the two streams in the Health Studies program. 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.

Course Requirements

**See requirements for Major Program in Health Studies – Health Policy (BA).**

*Rationale:*

The addition of four course options provides flexibility for students in their course selection to complete their program. On pedagogical grounds, the addition of these courses will add breadth to the health study program particularly in the area of the Health Policy Stream. STAB22H3 remains a requirement of the program and is located so as to make this clear to students.

*Consultation:*

*Minor modifications to curriculum submitted by the Department of Anthropology.*

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

## 2. Program Change

**Program: Major in Health Studies – Population Health (B.Sc.) and Major Co-operative in Health Studies – Population Health (B.Sc.)**

*Overview of Changes:*

- Add HLTB15H3 and ANTD16H3 as options to the program.

*Calendar Copy Showing Changes:*

MAJOR PROGRAM IN HEALTH STUDIES - Population Health (SCIENCE)

This program requires the completion of 8.0 credits, as described below.

1.0 credit at A-level:

[HLTA02H3](#) Foundations of Health Studies I

[HLTA03H3](#) Foundations of Health Studies II

3.5 credits at B-level as follows:

[STAB22H3](#) Statistics I

3.0 credits from the following:

[HLTB15H3](#) Introduction to Health Research Methodology

[HLTB17H3](#) Conceptual Models of Health

[HLTB20H3](#) Contemporary Human Evolution and Variation

[HLTB21H3](#) Infectious Diseases

[HLTB22H3](#) Biological Determinants of Health

[PHLB09H3](#) Biomedical Ethics

[STAB22H3](#) Statistics I

[STAB27H3](#) Statistics II

2.0 credits at C-level from:

[ANTC40H3](#) Methods and Analysis in Anthropological Demography

[ANTC67H3](#) Foundations in Epidemiology

[ANTC68H3](#) Deconstructing Epidemics

[HLTC21H3](#) Patterns of Health, Disease, and Injuries

[STAC32H3](#) Applications of Statistical Methods

[STAC50H3](#) Data Collection

1.0 credit from:

[GGRB28H3](#) Geographies of Disease

[HLTB16H3](#) Introduction to Public Health

[HLTC04H3](#) Survey Methods

[HLTC22H3](#) Health, Aging and the Life Cycle

*Minor modifications to curriculum submitted by the Department of Anthropology.*

[HLTC23H3](#) Issues in Child Health and Development

[HLTC24H3](#) Health and the Urban Environment

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

MAJOR (CO-OPERATIVE) PROGRAM IN HEALTH STUDIES - Population Health (SCIENCE)

*Co-op Contact:* [askcoop@utsc.utoronto.ca](mailto:askcoop@utsc.utoronto.ca)

Program Admission

This is a limited enrolment program, which must be completed in conjunction with another Major as part of a 4-year degree. For information on admissions, fees, work terms, and standing in the program, please see the [Social Sciences and Humanities Co-operative Programs](#) section of this *Calendar*.

Minimum qualifications for entry following first year: 4.0 credits, registration in the Major program in Health Studies – Population Health, and a cumulative GPA of at least 2.5.

Program Requirements

Work terms will be in the health and health-related sectors, and may be in public institutions, in research institutions, and in the private sector. There are two work terms, each of 4 months. In order to be eligible for the first work term, students must complete at least 9 full credits, including the first 4.5 credits listed in one of the two streams in the Health Studies program. 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.

Course Requirements

**See requirements for Major Program in Health Studies – Population Health (BSc).**

*Rationale:*

Provides breadth of increased opportunity. STAB22H3 remains a requirement of the program and is located to make this clear to students.

*Consultation:*

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

*Minor modifications to curriculum submitted by the Department of Anthropology.*

### **3. New Course**

*Calendar Copy:*

#### **ANTB36H3 Anthropology of the End of the World**

A cultural and comparative study of apocalyptic thought, practice, and representation around the world. It explores the conditions that inspire end times thinking and the uses it serves. Cases may include: millenarian movements, Revelation, colonialism, epidemics, infertility, deindustrialization, dystopian science fiction, nuclear war, climate change, and zombies.

Prerequisite: ANTA02H3

Enrolment Limits: None

Breadth Requirement: Social & Behavioral Sciences

*Rationale:*

This course will enhance the department's ability to effectively transition students from general A-level Introduction to Social-Cultural Anthropology and the specialized courses offered at our C and D levels. It does this by encouraging thinking across the sub-fields of social-cultural anthropology (such as religion, politics, economics, media, violence, and popular culture), which students will study holistically at the A-level and then select from in pursuing specialized studies as they advance into the upper years of the program. This course acts as a bridge between holistic and specialized forms of inquiry. It stresses uncovering the connections between what are often thought to be separate spheres of social life (and distinct fields of inquiry) at different historical junctures as well as how different understandings can be gleaned about a social phenomenon by bringing questions normally posed about one sphere (say, the political) to bear on another (say, the religious). Apocalypticism is well suited to highlighting this mode of anthropological thinking in an easily graspable way.

Current B-level courses in our department introduce students to the concrete practice of doing anthropology (ANTB19H3) and the global scope of its mission (ANTB20H3 and all area studies courses). This course makes a different contribution to our curriculum. It provides an engaging and innovative example of how anthropology might respond to and wrestle with a contemporary topic that often elicits scholarly inquiry in the social sciences. It also allows students to see the contemporary relevance of anthropology in today's world and the new perspectives to be gained by advanced training in our discipline.

*Learning Outcomes:*

Students will become familiar with the diversity of end times narratives that have been developed around the world and at different times, learning to situate such prediction of the world's end in the conditions of its production. Students will also come to appreciate

*Minor modifications to curriculum submitted by the Department of Anthropology.*

the ways that such imaginaries do much more than simply forecast world demise, seeing them as interventions into political and moral debate, efforts at boundary maintenance, and rhetorics of utopian desire, often muddling simple ideas of linear, progressive time. Students will also learn to appreciate the varied interconnections between distinct realms of social life (such as politics, religion, and economy) and develop the capacity to use anthropological critique in their daily lives.

*Topics Covered:*

- Anthropology and its problem with endings
- The Book of Revelation—its gender and its sex
- Apocalyptic thinking in early colonial crusades—the victors and the vanquished
- Cargo cults—deconstructing development’s promise
- The Sexual Politics of Epidemics: AIDS in the 1980s
- Left Behind—evangelical apocalypticism in the neoliberal U.S.
- The End of Kinship? Declining fertility rates in Europe, the problem of bio-nationalism
- The End of Economy? Deindustrialization Anxieties and Cyborg Desire
- Megabombs and Fallout: Nuclear War and the Day After
- Zombies
- Neocolonial Guilt: Maya 2012
- The Earth’s Revenge: Eco-Apocalypticism

*Consultation:*

Within the Department of Anthropology. Reviewed by the Dean’s Office.

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

*Calendar Copy:*

#### **ANTC24H3 Culture, Mental Illness, and Psychiatry**

Does schizophrenia exist all over the world? Does depression look different in China than it does in Canada? By examining how local understandings of mental illness come into contact with Western psychiatric models, this course considers the role of culture in the experience, expression, definition, and treatment of mental illness and questions the universality of Western psychiatric categories.

Prerequisites: ANTB19H3 and ANTB20H3

Recommended Preparation: ANTC61H3

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

What happens when local understandings of mental illness come into contact with Western psychiatric models? At the very heart of this course are questions related to the relevance of Western psychiatric models in non-Western places, and also amongst

*Minor modifications to curriculum submitted by the Department of Anthropology.*

Canada's diverse immigrant and First Nations communities. How have Western psychiatric categories "gone global" and to what effect? Similarly, what are the limits of their reach? Though firmly rooted within anthropology, this course engages with the field of psychology in order to challenge the assumed universality of the psychiatric categories that have come to be listed within the Diagnostic and Statistical Manual of Mental Disorders (DSM) (and also the International Classification of Diseases (ICD)). Therein lies its innovation and distinctiveness.

This course has been designed for the Anthropology program. As an upper-level offering in socio-cultural Anthropology, it will be attractive to Specialists, Majors, and Minors in the program.

*Learning Outcomes:*

- Students will be able to describe at least three different explanatory models for madness/mental illness (including the origin of madness/mental illness posited by each model, as well as the appropriate treatments and therapies appropriate to the logic of each). Students will likewise be able to describe the ideas of agency, personhood, ethical action, and responsibility that underwrite each of these models. Finally, students will interrogate, locate, and articulate their own assumptions regarding the nature of madness/mental illness.
- Students will become intimately familiar with the DSM, and will likewise develop a critical historical perspective on the production and evolution of the DSM-as-text. By the end of the term, students will be able to assess the strengths and weaknesses of the DSM classification system. Students will also be able to describe and locate the "ideal personality" that emerges from the manual.
- By examining case studies (both within Canada and abroad) in which local understandings of mental illness are seen to come into contact with Western psychiatric models, students will gain insight into the role of culture (both local culture and the culture of the psychiatric medicine) in the experience, expression, definition, and treatment of mental illness and critically assess the universality of Western psychiatric categories. Students will also recognize the diagnosis and treatment of mental illness as a social (and interpretive) process.
- Students will be able to describe variations in the course and outcome of schizophrenia throughout the world, and give culturally salient reasons why this variation exists. Likewise, students will consider how the other major mental disorders are manifested differently (or manifested at all) throughout the world.
- Students will gain insight into social and cultural forces influence the appearance (as with PTSD, MPD/DID, and Hoarding Disorder) of certain disorders and the disappearance (as with hysteria and 'mad traveling') of others.
- Students will gain experience working collaboratively and sharing their ideas, as well as presenting and defending their opinions.

*Topics Covered:*

- How "Madness" Became "Mental Illness"
- Explanatory Models for Madness: The Mind (Freud/Psychoanalytic Theory, Brains and Genes,

*Minor modifications to curriculum submitted by the Department of Anthropology.*

- Spirits and Spirit Possession, Sloth, Civilization, Society, etc.)
- Psychiatry in Contemporary North American (An Anthropologist's Perspective)
  - Do Psychiatric Disorders Differ in Different Cultures?
  - The Rise of the DSM
  - Culture-Bound Syndromes in the DSM
  - Rethinking Culture-Bound Syndromes
  - The Birth of PTSD
  - Depression Across Cultures (Case Studies: Japan, China, US, Argentina, West Africa)
  - Schizophrenia Around the World
  - Transient Mental Illnesses
  - The DSM Goes Global
  - Doctors and Diagnoses // Discourse and Power
  - Pharmaceutical Reason (The Evolution and Use of Psychiatric Medication)
  - Institutions and Lives: Two Case Studies

*Consultation:*

Within the Department of Anthropology. And also with the Department of Psychology and Graduate Department of Psychological Clinical Science. Reviewed by the Dean's Office.

## **5. New Course**

*Calendar Copy:*

### **ANTC52H3 Global Politics of Language**

Language and ways of speaking are foundational to political cultures. This course covers the politics of language in the age of globalization, including multiculturalism and immigration, citizenship, race and ethnicity, post-colonialism, and indigeneity. Ethnographic examples are drawn from a variety of contexts, including Canadian official bilingualism and First Nations.

Prerequisite: ANTB19H3 and ANTB20H3

Recommended Preparation: ANTB21H3

Enrolment Limits: 60

Breadth Requirement: Arts, Literature & Language

*Rationale:*

This course provides a C-level course in Linguistic Anthropology, one of the major subdisciplines in Anthropology. It covers a topic that is close to students' own intuitions about language, that there is constant political debate about what is the correct, standard, or culturally distinct way of speaking. These debates have had an enormous impact on organizing political culture around the world, and are a constant handmaiden to the questions of transnational migration, diaspora, citizenship, democracy, indigeneity, and globalization. In addition, this course will cover official bilingualism, multiculturalism,

*Minor modifications to curriculum submitted by the Department of Anthropology.*

and First Nations language policy as major sites for contemporary Canadian politics of recognition.

This is designed for Anthropology, and will provide another course beyond ANTB21 for students interested in Linguistic Anthropology. It will complement other courses that deal with transnationalism and globalization. This will be the first time a Linguistic Anthropological course will be offered at the C-level.

*Learning Outcomes:*

- Students will learn advanced issues in Linguistic Anthropological approaches to the politics of language: language ideologies; language standardization, citizenship and nationalism; modernization and language obsolescence (esp. among indigenous groups); science, technology and universal or global languages;
- Students will learn how cultural context and ideas of what a standard language is, and where it comes from, has impacted national politics worldwide; and
- Students will have the opportunity to either write a final paper based on comparative analysis of the readings, or else to do their own research on the topic of their choice.

*Topics Covered:*

- Multiculturalist notions of heritage language
- Indigeneity and problem of language obsolescence
- Language ideologies of nation, race and ethnicity
- Post-colonial problems of language
- Ideas of citizenship as participation in public sphere interaction

*Consultation:*

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

## **6. New Course**

*Calendar Copy:*

### **HLTB50H3 Introduction to the Health Humanities**

An introduction to human health through literature, narrative, and the visual arts. Students will develop strong critical skills in text-centered methods of analysis (i.e., the written word, visual images) through topics including representations of health, illness narratives, death and dying, patient-professional relationships, technoscience and the human body.

Recommended Preparation: Prior experience in humanities courses at the secondary or post-secondary level.

Breadth Requirement: Arts, Literature & Language

*Rationale:*

The purpose of this undergraduate-level course is to introduce students to the new subfield known as the "medical" or "health humanities," which explores the related

*Minor modifications to curriculum submitted by the Department of Anthropology.*

concepts of human health and illness through the distinct perspectives of literature, narrative, and the arts more broadly conceived. Health humanities is a growing subfield internationally and is often housed within medical schools (e.g., Columbia University, Emory, and Vanderbilt); however, the interdisciplinary foundations of the UTSC Health Studies program, in combination with newly hired faculty with background in the humanistic study of health, provide a unique and timely opportunity to expand course offerings in this direction.

The goal of this innovative and interdisciplinary course is twofold. First, this course aims to teach students different humanistic elements of health as they are revealed through text-centered methods of analysis (i.e., the written word in fictional and non-fictional forms, as well as visual texts such as photography and film). Second, this course encourages intellectual depth and breadth in students' understanding of how the methods and materials of the humanities uniquely reveal 1) the ethical, cultural, and social contexts of health and the impact of policy; 2) the representation of health research, care, and policy in larger communities and cultures through textual forms and images; and 3) how these complex phenomena are contingent upon cultural and historical contexts that change over time—as do their forms and methods of representation. Using a tailored range of interdisciplinary materials drawn primarily from the humanities disciplines, this course will provide students with the intellectual tools to critically explore artistic and cultural representations of human health, illness, and the effects of policy. As a result, students will be uniquely prepared to confront the complexities of health in the public sphere—as rigorous, articulate, and, perhaps above all, critically empathetic evaluators.

*Learning Outcomes:*

By completing this course, students will have been provided with multiple opportunities to:

- Develop and deepen ability to recognize, understand, and address ethical and humanistic issues in healthcare and policy-related contexts as they are highlighted through texts and narratives;
- Demonstrate rigorous understanding of the artistic, cultural, and historical contexts of theories and practices related to health and illness;
- Critically analyze, speak persuasively, and write engagingly about historical and contemporary connections among health, policy, and society (skills that will be partially developed through the practice of constructively critiquing work done by their peers);
- Articulate the value of applying the methods and materials common to the humanities as a means of understanding the multi-dimensional, interdisciplinary nature of human health and wellbeing.

Course objectives and pedagogical outcomes would have application in clinical settings, health policy, and the liberal arts environment.

*Topics Covered:*

This course will ask students to consider critically, and in-depth, the function of artistic representations of and engagements with the following health-related topics:

- Narratives of Disease and Illness

*Minor modifications to curriculum submitted by the Department of Anthropology.*

- Personhood and Embodied Experience
- Representing Disability and Mental Illness
- Aging and Older Age
- Death and Dying
- Technoscience and the Human Body
- Patient-Professional Relationships

Throughout these topic clusters, subthemes such as gender, sexuality, race, class, pain, suffering, and the figure of the sick health professional will provide common threads that weave together these topic clusters. Furthermore, this course is designed to draw connections with other disciplinary understandings of similar topics students will, or will have already, studied in other Health Studies and related courses.

*Consultation:*

Within the Department of Anthropology. And also with the Department of English. Reviewed by the Dean's Office.

## **7. New Course**

*Calendar Copy:*

### **HLTC18H3 Determinants of Health, and Health Disparities**

This course will introduce students to the population health approach (including health policy) that takes action on the factors, and the interrelationships between factors, that contribute to health and health disparities. Key determinants of health as described by the Public Health Agency of Canada will be examined using case studies.

Prerequisite: HLTA02H3 and HLTA03H3

Recommended Preparation: Prior experience in the biological sciences at the post-secondary level.

Enrolment Limits: 60; 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).

Breadth Requirement: Natural Sciences

*Rationale:*

This is a synthesis course where the interrelationships between the determinants of health will be examined, in the context of health disparities. It builds upon and complements the health studies courses “Biological Determinants of Health” and “Social Determinants of Health”. Biological and social determinants of health are only part of the story. This course is unique due to its interdisciplinary perspective.

*Learning Outcomes:*

- By the end of the course the student will be able to do the following:
- Describe the population health approach and the importance of confounders;

*Minor modifications to curriculum submitted by the Department of Anthropology.*

- Understand how the determinants of health influence health, interact, and lead to health disparities;
- Critically evaluate health issues from an interdisciplinary perspective that takes into account the determinants of health.

*Topics Covered:*

Key determinants of health as described by the Public Health Agency of Canada will be covered (i.e., [Income and Social Status](#); [Social Support Networks](#); [Education and Literacy](#); [Employment/Working Conditions](#); [Social Environments](#); [Physical Environments](#); [Personal Health Practices and Coping Skills](#); [Healthy Child Development](#); [Biology and Genetic Endowment](#); [Health Services](#); [Gender](#); and [Culture](#)) with the interrelationships between the determinants presented and related to health, and health disparities.

*Consultation:*

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

## **8. New Course**

*Calendar Copy:*

### **HLTC50H3 The Human-Animal Interface**

An intensive, interdisciplinary study of the human-animal relationship as represented through a range of literature, film, and other critical writings. Students will explore the theoretical underpinnings of “animality” as a critical lens through which human identity, health, and policy are conceptualized. Key topics include: animals in the human imagination, particularly in relation to health; animal-human mythologies; health, ethics, and the animal.

Prerequisite: HLTB50H3

Recommended Preparation: Prior experience in humanities courses at the secondary or post-secondary level.

Breadth Requirement: Arts, Literature & Language

*Rationale:*

The purpose of this undergraduate-level course is to introduce students to the humanistic study of the human-animal interface, a relationship that is critically embedded within the field of human health and health studies. Taking an interdisciplinary but strongly humanistic perspective, this course will examine how human relations with non-human animals both reflect and shape the historical, political, and cultural contexts in which they are situated, with particular emphasis on how this interface is at stake within the specific domain of human health, policy, and health practices.

The primary goal of this course is to examine the various ways in which human identity is inextricably linked to the positioning of non-human animals, as represented through a

*Minor modifications to curriculum submitted by the Department of Anthropology.*

range of literature, film, and textual sources. The secondary goal of this course is to encourage intellectual depth and breadth in students' understanding of how attending to the methods and materials of the humanities uniquely reveal 1) how human lives, identities, and histories are inseparably tied to other beings in ways that human animals (in Western cultures especially) have systematically denied; 2) how the human-nonhuman-animal interface is contingent upon cultural and historical contexts that are powerfully revealed through the materials of art, literature, and film; and 3) the ethical, cultural, and social contexts of human-nonhuman relationships in the specific context of health policy and practices. Using a tailored range of interdisciplinary materials drawn primarily from the humanities disciplines, this course will provide students with the intellectual tools to critically explore and theorize the human-animal interface, especially as these issues pertain to broader questions of health, illness, and medicine (e.g., how do trans-species diseases like bird flu, or the sourcing of chimeric embryos for transplantable organs, trouble the boundaries that traditionally separate human and non-human animals?). As a result, students will be uniquely prepared to confront the complexities of health in the public sphere—as rigorous, articulate, and, perhaps above all, critically empathetic evaluators.

*Learning Outcomes:*

By completing this course, students will have been provided with multiple opportunities to:

- Employ humanistic perspectives and reading materials to analyze both the theoretical and applied dimensions of animal-human relationship, and articulate the value of such perspectives to a comprehensive vision of human health;
- Demonstrate understanding of the artistic, cultural, and historical contexts of theories and practices related to animal-human relationships;
- Critically analyze, speak persuasively, and write engagingly about historical and contemporary aspects of animal studies as it pertains to health studies (skills that will be partially developed through the practice of constructively critiquing work done by their peers);
- Articulate the value of applying the methods and materials common to the humanities as a means of understanding the multi-dimensional, interdisciplinary nature of human health and wellbeing.

Course objectives and pedagogical outcomes would have application in clinical settings, academic medicine and research, health policy, and the liberal arts environment.

*Topics Covered:*

This course will ask students to consider critically, and in-depth, the function of artistic representations of and engagements with the following health-related topics:

- The role of animals in the human imagination, particularly as it relates to health and health practices
- The birth and evolution of the “rational animal”
- Human identity, anthropocentrism, and speciesism
- The cultural history of vivisection in health research;
- The representation of animals in literature and film, including animal narratives, perspectives, and the “animal standpoint”;

*Minor modifications to curriculum submitted by the Department of Anthropology.*

- Ethics, activism, and the politicization of the animal-human relationship. Throughout these topic clusters, subthemes directly pertinent to health studies (e.g. health care systems, public policy, patterns of health and disease, etc.) will provide common threads that weave together these topic clusters. Furthermore, this course is designed to draw connections with other disciplinary understandings of similar topics students will, or will have already, studied in other Health Studies and related courses.

*Consultation:*

Within the Department of Anthropology. Also with the Department of English. Reviewed by the Dean's Office.

## 9. New Course

*Calendar Copy:*

### **HLTD50H3 Special Topics in Health Humanities**

This advanced seminar will provide intensive study of a selected topic in and/or theoretical questions about the health humanities. Topics will vary by instructor and term but may include narrative medicine, stories of illness and healing, representations of older age and aging in literature and film, AIDS and/or cancer writing, representations of death and dying in literature and film, the role of creative arts in health.

Prerequisite: HLTB50H3

Recommended Preparation: Completion of at least 3 C-level HLT courses.

Enrolment Limits: 30

Breadth Requirement: Arts, Literature & Language

*Rationale:*

The purpose of this advanced undergraduate seminar is to offer students an in-depth examination of a selected topic in the health humanities, a subfield that explores the related concepts of human health and illness through the distinct perspectives of literature, narrative, and the arts more broadly conceived. Topics will vary by instructor and term but may include narrative medicine, stories of illness and healing, representations of older age and aging in literature and film, AIDS and/or cancer writing, representations of death and dying in literature and film, the role of creative arts and health.

The primary aim of this seminar, regardless of topic, is to provide the intellectual framework for each student's research and composition of a substantial final project (i.e., research essay) that contributes an original insight into the humanistic study of health. The interdisciplinary foundations of the UTSC Health Studies program, in combination with newly hired faculty with background in the humanistic study of health, provide a unique and timely opportunity to expand D-level course offerings in this direction.

*Minor modifications to curriculum submitted by the Department of Anthropology.*

*Learning Outcomes:*

Specific course learning outcomes will vary according to seminar topic and instructor; however, the following outcomes will apply to all offerings under this course code:

- To offer students an in-depth examination of a selected topic in the health humanities;
- To provide the intellectual framework for each student's research and composition of a substantial final project (i.e., research essay) that contributes an original insight into the humanistic study of health.

Course objectives and pedagogical outcomes would (depending on topic and instructor) have application in clinical settings, academic medicine and research, health policy, and the liberal arts environment.

*Topics Covered:*

Specific course learning outcomes will vary according to seminar topic and instructor; however, topics may include narrative medicine, stories of illness and healing, representations of older age and aging in literature and film, AIDS and/or cancer writing, representations of death and dying in literature and film, the role of creative arts and health.

*Consultation:*

Within the Department of Anthropology. Also with the Department of English. Reviewed by the Dean's Office.



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3b

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Department of Arts, Culture and Media

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Department of Arts, Culture and Media for the 2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

The Department of Arts, Culture and Media is making minor modifications to the requirements of 3 programs, adding 8 new courses – 1 at the A-level, 3 at the B-level, 2 at the C-level and 2 at the D-level, and changing the level of 1 existing course.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

**Department of Arts, Culture and Media  
January 23, 2014**

**1. Program Change**

*Program: Specialist (Joint) in Journalism (B.A.)*

*Overview of Changes:*

- Reduce the total credits required in Requirement 3 from 2.0 to 1.5; reduce the number of D-level credits from 1.0 to 0.5; and add a requirement to consult with the Program Director.
- Add JOUD10H3 (new) to the program as a required course.

*Calendar Copy Showing Changes:*

SPECIALIST (JOINT) PROGRAM IN JOURNALISM (ARTS)

*Program ~~Supervisor~~ Director:* J. Dvorkin (416-287-7163) *Email:*  
[journalism@utsc.utoronto.ca](mailto:journalism@utsc.utoronto.ca)

This program may be taken in fulfillment of the requirements of a four-year (20-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.**

**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.

The Journalism Study Guide is available at: [www.utsc.utoronto.ca/~humdiv/prg\\_jo.html](http://www.utsc.utoronto.ca/~humdiv/prg_jo.html)

**Note:** Many of the new media courses codes have changed from MDS to JOU. See course descriptions.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

### **Program Admission**

Limited enrolment. Applicants must fill out a joint program application form, which is available online at [www.utoronto.ca/jtprogs](http://www.utoronto.ca/jtprogs)

### **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  
[JOUA01H3](#) Introduction to Journalism I &  
[JOUA02H3](#) Introduction to Journalism II  
[ACMA01H3](#) Exploring Key Questions in Humanities

2. 2.5 credits as follows:

[JOUB24H3](#) Journalism in the Age of New Media  
[JOUB01H3](#) Covering Immigration and Transnational Issues  
[JOUB02H3](#) Critical Journalism  
[JOUB39H3](#) Fundamentals of Journalistic Writing  
[ACMA02H3](#) Inquiry and Reasoning in the Humanities

3. ~~Two full~~ 1.5 credits at the C or D-level, of which at least ~~1.0~~ 0.5 credit is **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 a)1 through e3).

5. 2.0 credits as follows (Journalism Group I)

[**Note:** students will be eligible to enrol in these courses after successfully completing at least 10.0 full credits at the University of Toronto Scarborough (or **obtaining** permission of the Program Supervisor **Director**), including [MDSA02H3](#), [JOUA01H3](#), [JOUA02H3](#), [JOUB24H3](#), [JOUB01H3](#), [JOUB02H3](#), [JOUB39H3](#), [ACMA01H3](#), [ACMA02H3](#)]

\*[JOUA06H3](#) Journalism Law and Ethics  
\*[JOUB11H3](#) News Reporting  
\*[JOUB14H3](#) Journalism Design  
\*[JOUB18H3](#) 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]

\*[JOUB03H3](#) Magazine/Freelance Journalism  
\*[JOUB05H3](#) Advanced Interviewing Techniques  
\*[JOUB10H3](#) News Laboratory I  
\*[JOUB17H3](#) Radio News  
\*[JOUB20H3](#) Multiplatform Journalism

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

**7. 2.0 credits as follows (Journalism Group III)**

[**Note:** students will be eligible to enrol in these courses after successfully completing **the courses from Journalism Group II** above]

\*[JOUC13H3](#) Beat Reporting

\*[JOUC16Y3](#) News Laboratory II

\*[JOUC17H3](#) Television News

**8. \*[JOUC25H3](#) Field Placement**

[~~Journalism Group IV~~ **Note:** students will be eligible to enrol in this course after successfully completing **Journalism Group III** above]

**9. JOUD10H3 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.

*Rationale:*

- Reduce the number of credits in Requirement 3 from 2.0 to 1.5: The existing requirement of 2.0 credits at the C or D-level was in place to ensure students completed the Degree Requirements; with the addition of a D-level Journalism course (proposed in this cycle), this can be reduced to 1.5 credits at the C- or D-level, with the number of credits at the D-level being reduced from 1.0 to 0.5.
- Add a requirement to consult with the Program Director to Requirement C/3: Deepening the experience of 2<sup>nd</sup> year student in the Journalism program, as presently constituted, requires a stronger focus on courses relevant to journalism and media. Directing the students toward more precise course offerings will provide an opportunity for 2<sup>nd</sup> year students to extend their knowledge of journalism and media and will prepare them more fully for their Centennial experience. This would also give the UTSC journalism program a stronger presence.
- Add JOUD10 as a required course: The addition of a culminating capstone course adds a rigorous synthesis of the earlier joint program experience and provides for an appropriate, Journalism-specific D-level course to help students complete their Degree Requirements.

*Consultation:*

Within the Department of Arts, Culture and Media. Also with Centennial College. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

## 2. Program Change

### *Program: Major in Music and Culture (B.A.)*

#### *Overview of Changes:*

- Increase the total number of credits to complete the program from 8.0 to 8.5;
- Move VPMB90H3 from requirement 1 to requirement 2 of the program;
- Delete VPMB80H3 and VPMB81H3 from requirement 2 of the program;
- Add VPMB83H3 (new) to requirement 2 of the program;
- Revise VPMB75H3 Music in Islamic Cultures as VPMC75H3 Music in the World of Islam: Philosophy, Power and Politics in requirement 3 to coincide with the course change for that course;
- Delete VPAC89H3 from requirement 4 of the program;
- Delete option to use IIEEC71H3 or IIEEC81H3 as substitutes from requirement 4 of the program;
- Add the new course VPMD90H3 as a requirement to the program (requirement 5); and
- Increase requirement 6 (formerly requirement 5) from 1.5 to 2.0 credits.

#### *Calendar Copy Showing Changes:*

### MAJOR PROGRAM IN MUSIC AND CULTURE (ARTS)

*Undergraduate Advisor: Email: [music-program-supervisor@utsc.utoronto.ca](mailto:music-program-supervisor@utsc.utoronto.ca)*

### **Program Requirements**

Students are required to complete ~~eight (8.5)~~ credits as follows:

1. ACMA01H3 Exploring Key Questions in Humanities  
VPMA90H3 Materials of Music I  
VPMA93H3 Listening to Music  
VPMA99H3 Music of the World's Peoples  
~~VPMB90H3 Materials of Music II [move to #2 below]~~
2. ~~One and one half (1.5) credits from the sequence VPMB80H3 to~~  
VPMB82H3 **Art** Music in the Modern and Contemporary Eras  
**VPMB83H3 Popular Music in the Modern and Contemporary Eras**  
**VPMB90H3 Materials of Music II**
3. ~~One half (0.5) credit chosen from the following courses:~~  
VPMB65H3 Music and Healing  
VPMB77H3 Music in Religion and Ritual  
VPMB78H3 Balinese Gamelan: Performance and Context  
VPMB79H3 Performing Arts of Asia  
~~VPMB75H3~~ **VPMC75H3 Music in Islamic Cultures the World of Islam: Philosophy, Power and Politics**
4. ~~Two (2.0) credits chosen from VPAC89H3 and the sequence VPMC80H3 to~~  
VPMC97H3. **In exceptional circumstances**, qualified students may substitute one half

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

credit from VPMD80H3—~~or VPMD81H3. Depending on the topic, IEBC71H3 or IEBC81H3~~ may also be substituted with the permission of the program supervisor.

5. **VPMD90H3 Critical Issues in Music and Culture**

6. ~~2.0 One and one half (1.5)~~ credits in Performance. Students must choose the graded option for this credit.

*Rationale:*

The proposed changes modestly re-balance the course offerings with regard to the four areas of study (history and culture, performance, theory/composition, world music) and use our current resources more effectively.

In the past curriculum cycle, we positioned VPMA93H3F as a gateway course wherein students are introduced to the theory and practice of active listening, therein beginning to acquire basic aural skills in identifying the elements or materials of music, to assess compositions and performances, and to appreciate the historical and cultural dimensions of music. The practical skills aligned with making music are developed in the A- to C-level courses on performance and theory/composition, all of which is propaedeutic and complementary to the historical study of music and western culture that begins with dedicated courses at the B-level.

The changes proposed for this cycle include increasing the performance requirement from 1.5 credits to 2.0 credits in order to ensure that students have two full years of performance studies, which inform and balance with the other components of the program. Further, the sequence of dedicated historical courses will now begin with two courses (rather than three) at the B-level and will extend to a newly created D-level seminar, which is our first D-level course outside of independent studies. As a consequence of these changes, which is based on a thoughtful balancing of the four intrinsically related areas, the program requirements increase to 8.5 FCEs

These changes are a measured response to the most recent external review of Music and Culture (when it was part of the Department of Humanities).

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

### 3. Program Change

*Program: Minor in Music and Culture (B.A.)*

*Overview of Changes:*

- Simplification of the B and C-level requirements.
- Delete references to VPAC89H3 and IEE courses, which are being discontinued

*Calendar Copy Showing Changes:*

MINOR PROGRAM IN MUSIC AND CULTURE (ARTS)

*Undergraduate Advisor: Email: [music-program-supervisor@utsc.utoronto.ca](mailto:music-program-supervisor@utsc.utoronto.ca)*

**Program Requirements** Students are required to complete 4.0 full credits as follows:

1. [VPMA90H3](#) Materials of Music I  
[VPMA93H3](#) Listening to Music  
[VPMA99H3](#) Music of the World's Peoples
2. 0.5 credit in Performance. Students must choose the graded option for this credit.
3. 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.
2. ~~1.0 credit from the sequence [VPMB80H3](#) to [VPMB82H3](#).~~
3. ~~1.0 credit chosen from [VPAC89H3](#) and the sequence [VPMC80H3](#) to [VPMC97H3](#). Depending on topic, [IEEC71H3](#) or [IEEC81H3](#) may also be substituted with the permission of the program supervisor.~~
4. ~~0.5 credit in Performance. Students must choose the graded option for this credit.~~

*Rationale:*

The proposed changes leave the foundation or introductory courses intact and remove the limitations on which B- and C-level courses are selected to complete the program. This “opening up” of the program allows the student to weight their choices toward the different areas within music, that is, music history, performance, theory and composition, and world music. This approach is entirely consistent with the program goals for a Minor wherein breadth is achieved through the introductory A-level courses and a measure of depth is found in one or two areas that are pursued thereafter.

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean’s Office.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

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

*Calendar Copy:*

##### **JOUD10H3 Senior Seminar in Journalism**

A project-oriented capstone course requiring students to demonstrate the skills and knowledge necessary for contemporary journalism. Students will create a project that will serve as part of a portfolio or as a scholarly exploration of the state of the mass media. This course is open only to students in the Journalism Joint Program.

Prerequisite: JOUC13H3 and JOUC16Y3 and JOUC17H3

Breadth Requirement: Arts, Literature & Language

*Rationale:*

This capstone course will be a rigorous synthesis of the earlier joint program experience. Students will be required to create a project that will demonstrate the intellectual accomplishments of the program. The project might also serve as a useful portfolio that students can present to prospective employers.

*Learning Outcomes:*

- Strong understanding of media influences and future directions;
- Demonstrated ability to recognize ethical issues and approaches to resolution;
- Familiarity with guidelines and principles for ethically informed professional behavior;
- Ability to exercise independent judgment about news events;
- Understanding the nature of information processing and production through multiple platforms; and
- Anticipation of news media challenges.

*Topics Covered:*

- State of Canadian and international news media;
- Technological and economic challenges to media organizations;
- Case studies of successful media;
- Role of citizen journalism and disintermediation;
- New journalism forms in international news coverage;
- News safety for journalists;
- The future of public broadcasting;
- Long-form journalism;
- The role of journalism in creating community;
- Partnerships between traditional and new media forms;
- Conscience and objectivity in digital media;
- The future of identity, citizenship and journalism;

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

*Consultation:*

Within the Department of Arts, Culture and Media. Also with Centennial College.  
Reviewed by the Dean's Office.

**5. New Course**

*Calendar Copy:*

**MDSB63H3 Sound and Visual Media**

This course explores the importance of sound and sound technology to visual media practices by considering how visuality in cinema, video, television, gaming, and new media art is organized and supported by aural techniques such as music, voice, architecture, and sound effects.

Prerequisite: MDSA01H3 and MDSA02H3

Recommended Preparation: ACMA01H3

Enrolment Limit: 20

Breadth Requirement: Arts, Literature & Language

Note: Priority will be given to students enrolled in programs offered by the Department of Arts, Culture and Media. Additional students may be admitted as space permits with permission from the Media Studies Program Director.

*Rationale:*

The academic study of sound is an increasingly important area of research and scholarship in media studies and communication studies, and the proposed course helps fill a gap in current MDS offerings and is designed for students in the Major and Minor programs in Media Studies. The course explores the central role of sound and sound technology with respect to many of the forms of media traditionally analyzed by media studies scholars, including cinema, video, television, gaming, and new media art. These forms are typically analysed from perspectives that stress their visuality. Rather than assume their visual primacy, however, the course engages these forms through the analysis of sound and sonic practices and considers how visuality is organized and supported by aural techniques such as music, voice, architecture, and sound effects. Situated within a historical context, the course shows how developments in sound technologies have influenced the overall development of various media forms.

*Learning Outcomes:*

Students will be able to:

- Identify, understand and elaborate upon media theories on the relationships among sound, sonic practices, and various visual media forms;
- Understand how sound works in visual media and contributes to understanding its content;
- Understand the significance of technological developments in sound media and how they relate to and inform technological and aesthetic developments in visual media forms;

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

- Apply insights and critical thinking skills gained from the study of media theories to new and emerging media forms and technologies, and in particular those that rely on the sensory;
- Develop the skills of effective presentation in both oral and written forms; and
- Develop strategies for using sound as a component of media production.

*Topics Covered:*

The first part of this course introduces students to the study of sound within the broader field of media studies. It takes as its starting point the nascent field of sound studies and the idea of intermediality—the interconnectedness and convergence of contemporary media forms—to rationalize the focus on questions of sound and to contextualize the discussions that follow on the relationships between sound and the visual. Of key importance are persistent questions in the study of sound such as distinctions between noise and music and the social, cultural and political stakes at the heart of this debate. The latter question is examined in a concrete way through considering the role of sound in twentieth-century art practices.

Key questions for the first part of the course:

- Why study sound?
- What is the relationship between the aural and the visual?
- What is the difference between listening and hearing?
- What is the difference between noise and music?
- What is the difference between studying sound and studying music?
- What are the cultural distinctions between music and sound art?

Having established theoretical foundations and rationales in the first part, the second part of the course allows students to apply this foundation by examining sound and the sonic through the discussion of examples drawn from cinema, video, television, gaming, and new media art. These cultural forms are primarily studied as visual forms, yet sound is fundamental to their complete experience.

Key questions for the second part of the course

- How are sound technologies implicated in visual media?
- Was silent film really silent?
- Is film sound utilized differently in different cultural contexts?
- How does sound affect our experience of the filmic image and of virtual spaces in games?
- What aspects of television sound inform our experience of the medium?
- How does sound inform new media art?

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

## 6. New Course

*Calendar Copy:*

### **MDSB65H3 Online Games and Virtual Worlds**

This course introduces students to the academic study of online games and virtual worlds. Students develop critical awareness and understanding of immersive virtual technologies and their implications for social, cultural, political and economic life. Classes will be conducted in the UTSC Innovation Media Lab, a virtual world and learning environment.

Prerequisite: 5.0 credits, including MDSB61H3

Enrolment Limits: 20

Breadth Requirement: Arts, Literature & Language

*Rationale:*

This course provides an historical and theoretically grounded study of a media form with which many of our students are already intimately familiar: computer games. Game developer Jane McGonigal notes that the average young person spends up to 10,000 hours of gaming by the age of 21—or 24 hours less than they spend in a classroom for all of middle and high school *if* they have perfect attendance. Because of the important role of online gaming in the lives of today’s undergraduate students, it is important for them to develop a critical awareness and understanding of immersive virtual technologies and their many implications in the social, cultural, political and economic realms. The proposed course will serve as an important mediator in helping students develop critical tools to understand the importance of virtual worlds that, for them, have become naturalized as “just entertainment”.

*Learning Outcomes:*

Students will:

- Develop a theoretical toolkit that will help them understand the role of online games and virtual worlds in contemporary society;
- Understand academic theorization of avatars and their implications for how we understand the human body and the self;
- Understand the gamification of contemporary culture and the role of interactivity in reproducing economic structures of power in virtual worlds based on people’s competitive instincts to earn virtual rewards;
- Understand how and why geographic and metaphoric understandings of space are translated and mapped onto the virtual space of 2-dimensional screens;
- Develop a sharpened awareness of the role of images and media in cultural and social practices, particularly how such media are used in the formation of social identity, community, and society;
- Develop improved writing skills, communication skills, and public presentation skills; and
- Develop practice-based digital skills to operate in the virtual world of the UTSC Innovation Media Lab.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

*Topics Covered:*

Topics will include but are not limited to: the role of games in society, social gaming and trends in gamification, identity formation and the use of media as symbolism, online community and its formation, narrative and visual media and its use in cultural formation, games and imagination, and social interaction via online gaming media.

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.

## **7. New Course**

*Calendar Copy:*

### **VPMA68H3 Small Ensemble Ia**

The practical study of small ensemble performance, including public presentations and group recitals. 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.

Enrolment Limits: 40

Breadth Requirement: Arts, Literature & Language

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.

*Rationale:*

VPMA68H3 is one of three proposed new courses (i.e., VPMA68H3, VPMB68H3 and VPMC68H3) that will contribute to the creation of a full sequence of six Small Ensemble courses from the A- to the C-level. This sequence addresses important structural and pedagogical needs within the Music programs.

As the first course in the sequence, VPMA68H3 introduces students to foundational aspects of music study and performance through the lens of small ensembles, wherein there is only one player per part. While the course takes performance as its starting point, there is a concerted effort to place small ensemble performance within the context of the university study of music. Accordingly, the course is unique in its integration of the development of critical thinking, musicianship, technical skills, and musical and cultural awareness.

*Learning Outcomes:*

Small Ensemble Ia complements the overall learning outcomes of the Music and Culture program. Program learning outcomes at the A-level, focusing on foundational knowledge, include:

- Foundations in academic critical thinking and writing;
- Principles of excellence in musicianship including critical listening, theoretical language, and both individual and group performance standards; and

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

- Broad examination of multiple music traditions.

Through the overarching course objectives of Small Ensemble Ia, students will develop:

- Technical and musical small ensemble skills;
- Technical and musical instrumental/vocal skills;
- A practical grounding in a wide range of repertoire of varying time periods and traditions; and
- A sense of personal responsibility in and through the creative life of small chamber ensembles.

*Topics Covered:*

- Technical and musical skills necessary in small ensemble performance
- Examination and research of wide range of small ensemble repertoire
- Writing about music
- Communication in ensemble in performance and rehearsal
- Critical listening skills
- Score analysis
- Phrase analysis
- Brief overview of theoretical and historical foundations

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.

## **8. New Course**

*Calendar Copy:*

### **VPMB68H3 Small Ensemble IIa**

The practical study of small ensemble performance, including public presentations and group recitals. 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.

Prerequisite: VPAA69H3

Enrolment Limits: 40

Breadth Requirement: Arts, Literature & Language

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.

*Rationale:*

VPMB68H3 is one of three proposed new courses (i.e., VPMA68H3, VPMB68H3 and VPMC68H3) that will contribute to the creation of a full sequence of six Small Ensemble courses from the A- to the C-level. This sequence addresses important structural and pedagogical needs within the Music programs.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

VPMB68H3 introduces students to intermediate-level aspects of music study and performance through the lens of small ensembles, wherein there is only one player per part. While the course takes performance as its starting point, there is a concerted effort to place small ensemble performance within the context of the university study of music. Accordingly, the course is unique in its integration of the development of critical thinking, musicianship, technical skills, and musical and cultural awareness.

*Learning Outcomes:*

Small Ensemble IIa complements the overall learning outcomes of the Music and Culture program. Program learning outcomes at the B-level focuses on maintaining breadth and increasing depth foundational knowledge by building upon principles studied at the A-level. These include:

- Thorough engagement in reflective practice through academic critical thinking and writing;
- Strong understanding of connections between classroom study and engagement and student music practice and scholarship; and
- Deeper understanding of various facets of musical knowing.

Through the overarching course objectives of Small Ensemble IIa, students will develop:

- More advanced technical and musical small ensemble skills;
- A wider range of technical and musical instrumental/vocal skills;
- A practical grounding in a wide range of repertoire of varying time periods and traditions; and
- A deep sense of personal and musical responsibility in and through the creative life of small chamber ensembles.

*Topics Covered:*

- Technical and musical skills necessary in small ensemble performance
- Examination and research of wide range of small ensemble repertoire
- Writing about music
- Communication in ensemble in performance and rehearsal
- Critical listening skills
- Score analysis
- Phrase analysis
- Brief overview of theoretical and historical foundations

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

## **9. New Course**

*Calendar Copy:*

### **VPMB83H3 Popular Music in the Modern and Contemporary Eras**

A survey of Western popular music from Tin Pan Ally to the present. Through deep listening and score study we investigate the development of significant stylistic approaches, artists, technological and commercial influences, and the place of popular music in contemporary society, including constructions and contestations of race, class and gender.

Prerequisite: VPMA90H3 and VPMA93H3

Exclusion: VPMB96H3

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

Along with the existing course – VPMB82H3, this course will serve as one of two required B-level history courses in the Major in Music and Culture. These courses will replace the former B-level sequence VPMB80H3 – VPMB82H3.

It will provide a focused and consequential survey of Western Popular music from Tin Pan Ally to the present. Through deep listening and, when appropriate and available, score study it will investigate the evolution of significant stylistic approaches and artists, technological and commercial influences and the evolving place of popular music in contemporary culture and society (including constructions and contestations of race, class and gender identities) and in relation to world and art music. Our program students currently have little scholarly exposure to popular music and this course will correct that and contribute to the program's move towards its unique strengths in contemporary and global music.

*Learning Outcomes:*

This course will provide participants with a detailed and structured knowledge of the stylistic evolution and significance of Western popular music and its influence on contemporary society. In addition to facilitating notions of an informed performance and informed consumption of popular music, students will develop skills in structural listening, score analysis, critical thinking, research and communication. In addition to regular listening tests and exams students will be expected to produce a consequential research essay and associated presentation.

*Topics Covered:*

- History of popular music genres and styles (Tin Pan Alley, Blues, R n' B, Country Western, Rock n' Roll, Hard Rock and Heavy Metal, Disco - Techno, Hip Hop etc.);
- The commercial influences on popular music (from sheet music sales to social media outlets and popular music and advertising);
- The role and relationship of technology in popular music (from microphones to personal digital recording and playback devices);

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

- The role of popular music in constructing, reflecting and contesting identity (race, class, gender, sexuality, age);
- The relationship of Western popular music to classical and/or art music; and
- The relationship of popular music to violence, protest and censorship.

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.

## 10. New Course

*Calendar Copy:*

### **VPMC68H3 Small Ensemble IIIa**

The practical study of small ensemble performance, including public presentations and group recitals. 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.

Prerequisite: VPMB69H3

Enrolment Limits: 40

Breadth Requirement: Arts, Literature & Language

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.

*Rationale:*

VPMC68H3 is one of three proposed new courses (i.e., VPMA68H3, VPMB68H3 and VPMC68H3) that will contribute to the creation of a full sequence of six Small Ensemble courses from the A- to the C-level. This sequence addresses important structural and pedagogical needs within the Music programs.

VPMC68H3 introduces students to more advanced aspects of music study and performance through the lens of small ensembles, wherein there is only one player per part. While the course takes performance as its starting point, there is a concerted effort to place small ensemble performance within the context of the university study of music. Accordingly, the course is unique in its integration of the development of critical thinking, musicianship, technical skills, and musical and cultural awareness.

*Learning Outcomes:*

Small Ensemble IIIa complements the overall learning outcomes of the Music and Culture program. Program learning outcomes at the C-level focuses on maintaining breadth and increasing depth foundational knowledge by building upon principles studied at the B-level. These include:

- Clearly articulated musical ideas and depth of musical knowledge demonstrated through reflective thinking and critical academic writing;

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- Comprehension of complex connections between classroom study, musical practice, and scholarship;
- High degree of understanding of various facets of musical knowledge; and
- Fluent transfer of musical/theoretical knowledge between courses of study.

Through the overarching course objectives of Small Ensemble IIIa, students will develop:

- Sophisticated technical and musical small ensemble skills;
- Advanced technical and musical instrumental/vocal skills;
- A practical grounding in a wide range of repertoire of varying time periods and traditions; and
- A deep sense of personal and musical responsibility in and through the creative life of small chamber ensembles resulting in a high degree of independence and self-reliance.

*Topics Covered:*

- Technical and musical skills necessary in small ensemble performance
- Examination and research of wide range of small ensemble repertoire
- Writing about music
- Communication in ensemble in performance and rehearsal
- Critical listening skills
- Score analysis
- Phrase analysis
- Brief overview of theoretical and historical foundations

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.

## **11. New Course**

*Calendar Copy:*

### **VPMD90H3 Critical Issues in Music and Society**

An investigation into significant issues in music and society. Topics will vary but may encompass art, popular and world music. Issues may include music's relationship to technology, commerce and industry, identity, visual culture, and performativity. Through readings and case studies we consider music's importance to and place in society and culture.

Prerequisite: 1.5 credits at the C-level in VPM courses

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This course will act as the new D-level capstone requirement in the Major in Music and Culture, and represents the only academic D-level option. The course is designed to

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

provide a culmination of a student's academic musical skill sets –involving a rigorous writing/communication component, critical thinking, and the ability to demonstrate a consequential knowledge and understanding of music as it exists as a cultural practice.

It will provide an advanced culminating synthesis of knowledge acquired in previous program courses, and aims to address many of the most cogent and significant issues of music's place in and relationship to the contemporary world. Through readings, case studies, and discussion it will investigate topics such as the role of the musician in today's world, the influence of technology and commercialism, music's role in constructing identity and in facilitating health and healing. Our program students currently lack a common D-level seminar experience and this course will correct that and contribute to the program's move towards its unique strengths in contemporary and global music.

*Learning Outcomes:*

This course will provide participants with a consequential investigation into some of the most cogent social issues in music and its influence on contemporary culture. In addition to facilitating notions of an informed performance and informed consumption of music, students will develop skills in structural listening, score analysis, critical thinking, research and communication. The course will provide a synthesis and expansion of knowledge gained in their A, B and C level experiences. In addition to regular critical thinking exercises, students will be expected to produce a research portfolio, a consequential research essay and an associated presentation.

*Topics Covered:*

- The role of the musician and of music in contemporary culture;
- The commercial influences on music (from sheet music sales to social media outlets and advertising);
- The role and relationship of technology in music (from pianos to personal digital recording and playback devices);
- The role of music in constructing, reflecting and contesting identity (race, class, gender, sexuality, age);
- The relationship between Western popular, classical and/or art, and world musics;
- The relationship of music to violence, protest, and censorship;
- The role of music in health and healing; and
- The relationship of music to visual culture, including film and television.

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Arts, Culture and Media.*

## 12. Course Level Change

*Existing Course Level and Code:* VPMB75H3 Music in Islamic Cultures  
*New Course Level and Code:* to C-level; VPMC75H3

*Calendar Copy Showing Changes:*

### **VPMB75 C75H3 Music in Islamic Cultures - the World of Islam: Philosophy, Power and Politics**

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.

~~Recommended Preparation~~ **Prerequisite:** VPMA99H3 and an additional 1.0 credit at the B-level in VPM courses

**Exclusion:** (VPMB75H3)

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

Moving this course from the B-level to the C-level is part of an effort to tidy up the courses in world music to create a reasonable sequence that extends from A to C-levels, with an appropriate number of courses at each level. The study of this field begins with VPMA99H3 Music of the World's People and, with the proposed change, leads to 3 B-level courses that in turn lead to 2 C-level courses. This course was chosen because of the sophistication of the issues and the need for greater academic maturity of the students. The learning outcomes, topics covered, and methods of assessment will not change – the course as it was designed is more appropriately offered at the C-level.

*Consultation:*

Within the Department of Arts, Culture and Media. Reviewed by the Dean's Office.



OFFICE OF THE CAMPUS COUNCIL

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3c

**ITEM IDENTIFICATION:**

Introducing two streams to the currently undifferentiated Specialist program in Arts Management (B.A.)

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This is a proposal to introduce two streams to the existing undifferentiated program in Arts Management (B.A.). The program is housed in the Department of Arts, Culture and Media (ACM).

*Proposal to add two streams to the undifferentiated Specialist in Arts Management*

ACM currently offers an undifferentiated Specialist program in Arts Management (B.A.). With the approval of this proposal, the program will be restructured so as to have a common core and two streams:

- The common core will consist of 13.5 credits in Arts Management, Management, and in courses related to the visual or performing arts.
- A first stream – called the “Standard Stream” – will require an additional 1.5 credits of Arts Management courses, and reflects the course requirements and learning outcomes of the original undifferentiated program.
- A second stream – called the “Field Placement Stream” – will require an additional 1.5 credits and a minimum of two 300-hour non-credit work term placements. Of the additional 1.5 credits, 1.0 credit will come from two required courses (0.5 credit each) designed specifically to support the 2 required work term placements. Students will have the opportunity to apply their classroom learning to real-world situations, and reflect on this in a highly focused, collaborative and facilitated way through a series of assignments and discussions. The remaining 0.5 credit will come from a small bin of Arts Management courses, including a course designed to support a third optional work term placement.

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 work term placements.

In addition to establishing the two streams, we are proposing to raise the CGPA for admission to the program from 2.0 to 2.5 for the Standard Stream. The CGPA for the Field Placement Stream will be set at 3.0. Experience has shown that, in this demanding program, students with lower GPAs struggle with the subject matter. The revised admission requirements are intended to ensure this unique program admits students who are prepared to succeed, thus allowing it to retain its reputation as a high-quality, rigorous program.

A CGPA of 2.5 is an appropriate minimum level for the Standard Stream, and is in keeping with the expectations of the discipline and the field. Requiring a minimum CGPA of 3.0 for the Field Placement Stream is in keeping with a standard 0.5 interval between Non-Co-op and Co-op programs, and reinforces that we have higher expectations for students going out on placement. This eligibility requirement ensures that our best students will be representing us in the community and that we will be able to meet the demand for high-quality placements.

The minimum CGPA requirement will relate not only to the overall average, but also to the average earned in Arts Management courses specifically. This is a way to address an ongoing concern about students remaining in the program – despite marginal or poor grades in Arts Management courses – due to high grades in their other coursework. This

*Proposal to add two streams to the undifferentiated Specialist in Arts Management*

will ensure that students remaining in the program have manifested the capacity to be successful as arts managers whereas others who are struggling with Arts Management courses are identified for counseling about other programs of study, which may be a better fit.

Finally, minor modifications to the program have been included in this proposal so as to provide a complete picture of the changes being made.

There are four new courses associated with this program – VPAB17H3, ACMC01H3, ACMD01H3 and ACMD02H3.

Any new/additional financial obligations resulting from this proposal will be met by the Department of Arts, Culture and Media.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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

THAT four associated new courses: VPAB17H3, ACMA01H3, ACMD01H3 and ACMD02H3, aforementioned in the proposal dated January 15, 2014, be approved effective April 1, 2014 for the academic year 2014-15.

**DOCUMENTATION PROVIDED:**

Major Modification proposal Type A to establish the current undifferentiated Specialist program in Arts Management (B.A.) as a program with two streams, dated January 15, 2014.



## University of Toronto Major Modification Proposal – Type A: Significant Modifications to Existing Graduate and Undergraduate Programs

<b>Program being modified:</b>	<b>Specialist in Arts Management (B.A.)</b>
<b>Nature of the Major Modification (with reference to the UTQAP characterize the change being made):</b>	Major Modification to establish the current, undifferentiated Specialist in Arts Management (B.A.) as a program with two streams: the proposal establishes a common core and two streams: the first – called the “Standard Stream” – reflects the requirements and learning outcomes of the original program – and the second – called the “Field Placement Stream” – is an addition to the common core.
<b>Department / Unit where the program resides:</b>	Arts, Culture and Media
<b>Faculty / Academic Division:</b>	University of Toronto Scarborough
<b>Faculty / Academic Division contact:</b>	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
<b>Department / Unit contact:</b>	Milene Neves, neves@utsc.utoronto.ca
<b>Effective date:</b>	May 2014
<b>Date of this version of the proposal:</b>	15 January 2014

## 1 Executive Summary

The Department of Arts, Culture and Media at the University of Toronto Scarborough offers an undifferentiated Specialist program in Arts Management (B.A.). With the approval of this proposal, the program will be restructured so as to have a common core and two streams (see Appendix A).

- The common core will consist of 13.5 credits in Arts Management, Management, and in courses related to the visual or performing arts.
- A first stream – called the “Standard Stream” – will require an additional 1.5 credits of Arts Management courses, and reflects the course requirements and learning outcomes of the original undifferentiated program.
- A second stream – called the “Field Placement Stream” – will require an additional 1.5 credits and a minimum of two 300-hour non-credit work term placements. Of the additional 1.5 credits, 1.0 credit will come from two required courses (0.5 credit each) designed specifically to support the 2 required work term placements. Students will have the opportunity to apply their classroom learning to real-world situations, and reflect on this in a highly focused, collaborative and facilitated way through a series of assignments and discussions. The remaining 0.5 credit will come from a small bin of Arts Management courses, including a course designed to support a third optional work term placement.

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 work term placements.

In addition to establishing the two streams, we are proposing to raise the CGPA for admission to the program from 2.0 to 2.5 for the Standard Stream. The CGPA for the Field Placement Stream will be set at 3.0. Experience has shown that, in this demanding program, students with lower GPAs struggle with the subject matter. The revised admission requirements are intended to ensure this unique program admits students who are prepared to succeed, thus allowing it to retain its reputation as a high-quality, rigorous program.

A CGPA of 2.5 is an appropriate minimum level for the Standard Stream, and is in keeping with the expectations of the discipline and the field. Requiring a minimum CGPA of 3.0 for the Field Placement Stream is in keeping with a standard 0.5 interval between Non-Co-op and Co-op programs, and reinforces that we have higher expectations for students going out on placement. This eligibility requirement ensures that our best students will be representing us in the community and that we will be able to meet the demand for high-quality placements.

The minimum CGPA requirement will relate not only to the overall average, but also to the

average earned in Arts Management courses specifically. This is a way to address an ongoing concern about students remaining in the program – despite marginal or poor grades in Arts Management courses – due to high grades in their other coursework. This will ensure that students remaining in the program have manifested the capacity to be successful as arts managers whereas others who are struggling with Arts Management courses are identified for counselling about other programs of study, which may be a better fit.

Finally, minor modifications to the program have been included in this proposal so as to provide a complete picture of the changes being made. They are described in Section 3 below.

## 2 Academic Rationale

The Department of Arts, Culture and Media at the University of Toronto Scarborough currently offers an undifferentiated Specialist program in Arts Management (B.A.). This program has a co-operative analog, which was suspended to new enrolment effective 2013-14. With the approval of this proposal, we will move forward with closing the Specialist (Co-operative) in Arts Management (B.A.) in the next curriculum cycle.

In place of the co-operative analog, we are proposing to change the non co-op Specialist in Arts Management (B.A.) – currently an undifferentiated program – into a program with two streams. The “Standard” stream represents the requirements of the original, undifferentiated program. The “Field Placement” stream requires students to participate in two 300-hour work-term placements. The Field Placement stream offers a necessary close correlation between fieldwork and each students’ chosen areas in the arts sector. It ensures a much higher degree of integration of the fieldwork with required courses than is possible within UTSC’s Arts and Science Co-op model.

The field placements proposed here are a direct result of in-depth research into discipline-specific experiential education and extensive input from students and industry. The proposed field placement stream is preferable to the Co-op analog program for the following reasons:

- Placement planning and preparation is developed by department-embedded staff in close, regular contact with program faculty. This allows experiential education to be integrated within ongoing program, curriculum and departmental planning, and ensures that placements are truly appropriate to students’ studies. Co-op, in contrast, has been very much supplementary to, and separate from, students’ academic work.
- Placements are found / developed by staff with directly relevant arts industry experience and -connections. Finding high-quality placements in the arts and maintaining essential relationships with our partners requires specialized knowledge of and respectful attention to the unique needs and challenges in this sector.
- Placement preparation offerings are explicitly targeted to the needs of our students and the particular realities of the arts sector. This ensures that our students are well prepared for working in the arts sector specifically, rather than receiving broad-based, generic advice and skill development.
- Placement opportunities are directly aligned with program curriculum and relevant to students’ individual strengths and chosen artistic area of study and therefore their specific educational and career goals, rather than the alignment found in many Co-op postings which was based loosely on general humanities-type skill sets (such as writing).
- Placement requirements in ACMEE are more appropriate to and reflect the working realities within the arts.
- Bursary support is available for Arts Management placements through ACMEE.
- ACMEE students have the opportunity to apply their classroom learning in an extended way under the direct, sustained guidance and support of faculty and with real-time collaboration with other students in similar educational and professional circumstances. This allows our students (and their learning) to be supported throughout the placement, affords students the opportunity to learn from many experiences rather than just one, and thus can result in a much deeper, richer understanding of the discipline and the field.

1. Changing the currently undifferentiated program into a program with two streams:

We propose to change the existing Specialist in Arts Management (B.A.) from an undifferentiated program to a program with two streams. Both streams will share a common core in arts management, management, and visual or performing arts, but differ thereafter.

- The Standard stream will require a further 1.5 credits in Arts Management courses in cultural theory and a choice of electives in specialized areas at the C and D-levels (representing the outstanding course requirements of the original program), and include revised admission requirements.
- The Field Placement stream will require a minimum of two 300-hour work term placements, a further 1.5 credits composed of 1.0 credit from two required courses (0.5 credit each) designed specifically to support the 2 required work term placements and 0.5 credit from a small bin of Arts Management courses, including a course designed to support a third optional work term placement, and will include revised admission requirements.

The creation of the two streams is driven by two complementary goals. It allows the program to pursue the deep integration of experiential education into the curriculum. At the same time, it accommodates students with different backgrounds or career paths. For example, students who come to the program with significant arts experience will likely find the Standard Stream most attractive. Others will find the integration of theory and practice in the Field Placement Stream to be exactly what they need to pursue their goals, be they in further academic study or in professional careers as arts managers. It is understood that some qualified students may choose their stream for non-academic reasons, such as the burden on mature students with young families and/or their existing arts management practices. Accordingly, through the creation of the two streams, the program will be able to achieve its academic goals, especially with respect to integrated experiential education, while continuing to be attractive to a broad range of students.

The model for the work term preparation and placements within the Field Placement Stream has been well tested in so far as it follows a successful two-year pilot project, which began with a move away from the Arts & Science Co-op model in order to integrate field placements and other aspects of experiential education much more fully within our academic programs. This higher level of integration is exemplified in making field placements specific to the students' chosen artistic area and by relating the field placements to credit courses wherein close contact with the instructor and other students is maintained in order to enable critical reflection and greater synthesis of classroom and fieldwork experiences. Such a high level of integration is not possible with Arts & Science Co-op. Arts Management is playing a leading role within the department on this front, following the recommendations of the Department of Humanities Experiential Learning Report of 2011. Several other ACM programs (and their students) are keen to fulfill their experiential education aspirations following Arts Management's lead.

## 2. Changes to the CGPA requirement:

The change related to the CGPA minimum (moving from 2.0 to 2.5 for the Standard Stream and to 3.0 for the Field Placement Stream) is important to support student success and ensure this

unique program has strong students and graduates, retaining its reputation as a high-quality, rigorous program. We have set a CPGA of 2.5 as an appropriate minimum level for the Standard Stream as it is in keeping with the expectations of the discipline and the field. Requiring a 3.0 for the Field Placement Stream is in keeping with a standard 0.5 interval between Co-op and Non-Co-op differentiated programs, and establishes that we have higher expectations for students going out on placement and that this component increases the expectations of students. This eligibility requirement ensures that our best students will be representing us in the community and that we will be able to meet the demand for high-quality placements.

The minimum CGPA will relate not only to the overall average, but also to the average earned in Arts Management courses specifically. This is a way to address an ongoing concern about students remaining in the program – despite exceedingly poor grades in Arts Management courses – due to high grades in their other coursework. If students are not achieving the learning outcomes of the Arts Management program at a reasonable level, it is problematic to them, to their chances at graduate school, and to the field to allow them to continue in and to graduate from the program.

### 3. Minor changes to the course requirements:

Other changes to the program are minor, and include:

- a change in the total number of credits required to complete the program – from [15.0 to 17.0] to 15.0
- moving VPAC16H3 Legal and Human Resource Issues in Arts Management from a list of options to a requirement
- reducing the required number of Management courses from 2.0 to 1.5
- clarifying the additional arts courses requirement and reducing it from [6.0 to 8.0] to 6.0. This shift brings a degree of flexibility in academic studies that will be very helpful to our students, particularly those who have undertaken previous studies in the arts or who wish to explore more than one art form.

## 3 Description of the Proposed Major Modification(s)

### 1. Changing the currently undifferentiated program into a program with two streams:

This program will require the completion of a total of 15.0 credits. The program will be restructured to show a common core which consists of:

- 6.0 credits in Arts Management courses
- 1.5 credits in Management courses
- 6.0 credits in other Arts courses

These requirements are aligned with the course requirements of the original undifferentiated program.

The Standard Stream completes the requirements of the original undifferentiated program:

- 1.5 additional credits in Arts Management courses

Admission requirements for the Standard stream will be revised from the current minimum

CGPA of 2.0 to 2.5, and this CGPA will be calculated overall AND within Arts Management-specific courses.

The Field Placement Stream will require:

- A minimum of two non-credit work term placements
- 1.0 additional credits in courses designed to be taken concurrently with, or immediately following, the non-credit work term placements – ACMC01H3 and ACMD01H3
- 0.5 additional half-credit course in Arts Management courses (including the option of a course that accompanies an optional third field placement – ACMD02H3)

Admission requirements for the Field Placement stream will be revised from the current minimum CGPA of 2.0 to 3.0, and that this CGPA will be calculated overall AND within Arts Management-specific courses.

In order for students to be eligible for the first field placement, in addition to identified for-credit courses, they must successfully complete a series of preparatory workshops and other activities (not for academic credit) called “Field Placement Preparation Activities”:

#### *Field Placement Preparation Activities*

Placement preparation offerings are explicitly targeted to the specific needs of our students and the particular realities of the arts sector. The following are either already being offering as a part of the Pilot Project, or will be offered beginning September 2014. These activities are required as work term placement preparation for students in the Field Placement stream to be taken in their second year prior to their first full field placement); these will be paid for through Category 6.4 ancillary fees applied to the Field Placement Stream students.

#### **RESUMES AND COVER LETTERS FOR ARTS ORGANIZATIONS**

What are arts organizations looking for in their employees? How can you match your qualifications to the job requirements? What makes a cover letter stand out to an arts organization? What is the general knowledge and perception in the field about Arts Management grads, and specifically UTSC Arts Management grads?

#### **ONE-ON-ONE and SALON STYLE RESUME AND COVER LETTER REVIEW**

[Note: “Salon-style” means a small gathering of people, engaged in rewarding conversation, guided by a knowledgeable host.]

#### **INTERVIEW SKILLS / MOCK INTERVIEWS**

This session explores methods of preparing for an interview, learning about organizational culture, what questions to ask, ensuring your answers are authentic, how to prepare for different interview scenarios (multiple interviewers, phone interviews, interviews over a meal) etc. Arts Management professionals are brought in to conduct mock interviews with students and provide formative and summative feedback.

**MBTI (Myers-Briggs Type Indicator) ASSESSMENT FOR LEADERSHIP AND TEAM BUILDING**

Adapted specifically to Arts Management students.

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Other programming, not required as part of an academic course, or required as preparation for the field placements will be available to students, in either stream, for a fee. The following is a list of examples of programming we are either already offering as a part of our Pilot Project, or intend to offer beginning September 2014. These will be paid for through Category 5 ancillary fees.

**NETWORKING NIGHTS**

Thus far offered in collaboration with Academic Advising & Career Centre, these sessions bring students together with working professionals in the arts, culture and heritage sectors. Students learn about and practice their networking skills, gain important insight and advice, and learn about career options and different paths professionals have taken in their own transitions from school to the workplace.

**SOCIAL MEDIA 101**

The basics of social media and arts sector-specific tips on how this may be useful for students, particularly for obtaining and being successful within the field.

**ARTS MANAGEMENT LIFEHACKS**

A survey of great apps, online resources, and shortcuts for the field of Arts Management, including, for example, grant databases; good blogs to stay on top of what is current such as ArtsJournal and Hill Strategies, and arts-specific job boards such as workinculture.ca.

**DECISIONS DECISIONS! Non-profit / For-profit**

Exploring the various benefits and constraints of working in either sector and examining their fluidity and how, in fact, most arts managers move between both. What will ultimately help guide approaches to thinking about placements in either sector, common misunderstandings between the two, and finding where individual values fit.

**HOW TO BE AN ARTS ENTREPRENEUR**

A session dedicated to arts entrepreneurship issues including arts council project funding, personal branding, networking, pricing and invoicing, taxes, etc.

**A BRIDGE TO THE FIELD**

This session is offered to all Arts Management students, normally in their final year of the program, as a bridge to the professional world. It will explore ways to make use of knowledge and contacts developed in VPAB17 and/or on field placements and creating a well-researched individual plan for reaching out, creating a strong network, developing collaborative projects, and following up.

2. Changes to learning outcomes for the Field Placement Stream:

Arts Management students are called upon to apply their understanding through experiential means in most program courses – case studies, negotiation simulations, field trips and in-class service learning, for example, have long been a part of Arts Management education. This kind of application, however, necessarily remains one step removed from the real world of professional arts management practice. The Field Placement Stream removes this barrier, and allows students to apply their understanding in a more robust and direct way within the field. Because these courses situate the students within the practice rather than outside of it looking in from the distance afforded by the classroom, they allow students to have a richer and deeper understanding of the discipline and the field and the intersections between them. Students on field placements are required to synthesize and integrate the learning that is happening both inside and outside of the classroom in such a way that the placement can be fully understood and appreciated as a learning opportunity within their studies.

Learning outcomes specific to the Field Placement Stream are described below. Students will be expected to:

- Articulate and evaluate alignments between personal, academic, professional, and organizational goals;
- Apply and test knowledge and skills developed in the classroom to new, real-world projects and situations;
- Integrate theory and practice in a way that is both individually, academically meaningful and valuable to the field;
- Synthesize and evaluate connections between conceptual understanding of the discipline with an experiential understanding of the field.

### 3. Other minor changes:

In addition, the following minor modifications are being made.

1. VPAB05H3 is deleted as a requirement in the Arts Management core courses; it is added as a requirement in the Standard stream, and one option in the list of courses in the Field Placement stream.
2. VPAC16H3 is changed from an optional course to a requirement and added to the common core because it includes important content for all Arts Management students (e.g., copyright, contract negotiations). It has been added as an option to both the Standard stream and the Field Placement stream.
3. VPAC19H3 and VPAC20H3 are being deleted from the Arts Management core courses and replaced by VPAB17H3, which becomes part of the common core. The separation of arts disciplines, that is, theatre and music for VPAC19H3 and visual art for VPAC20H3, implies a rigid distinction of arts management principals and practices that is untenable. By combining the two courses and lowering it to the B-level, the new course provides an appropriate intermediary between our A-level foundation courses and more specialized courses at the upper levels.
4. The number of required Management courses has been decreased by 0.5 credit from 2.0 to 1.5
5. The other Arts courses credit has been revised to clarify that students must complete 6.0 credits, rather than 6.0 to 8.0

## 4 Impact of the Change on Students

These proposed experiential education-related changes have been under discussion for some years and have been tested through a two-year pilot project. Accordingly, it is expected that few accommodations will be necessary for continuing students. That said, current students will need to join, follow the requirements of, and pay the fees – prorated as appropriate – related to the Field Placement Stream if they wish to go out on work terms.

Some accommodations related to field placements may be necessary for students in the final year of the program in the 2014-15 academic year who are eligible and fully prepared for a placement, but who could not take two required placements and still graduate on time. In this rare case, and only for the 2014-15 academic year, one placement rather than two could be approved, and a substitute course taken in place of ACMD01H3 with the approval of the Program Director. Note: this accommodation will be allowed only in the 2014-15 academic year; students in later years will be required to complete two work terms.

VPAB17H3 can be accepted in place of VPAC19H3 or C20H3, which will no longer be offered. In some cases, in the first year or two, we may need to approve students taking VPAB17 as a co-requisite rather than a prerequisite to ACMC01.

Most of the other changes are small and will result mainly in greater clarity rather than requiring any kind of accommodation.

Continuing students who have CGPAs below the new 2.5 minimum will be able to follow an earlier calendar and graduate with a 2.0. They will not be eligible for field placements.

## 5 Consultation

Consultation has taken place within the Arts Management Program (faculty and students) over several years, other ACM faculty at a departmental meeting, the ACM Curriculum Committee, the Management Department (via Syed Ahmed), Bill Bowen (Chair, Department of Arts, Culture and Media), John Scherk (previous Vice Dean, Undergraduate), Mark Schmuckler (now Vice Dean, Undergraduate), and Annette Knott.

## 6 Resources

The proposed Major Modification to the Arts Management program does not assume faculty resources beyond what is currently available. However, ACM has for some years identified Arts Management as a priority area for a growth position. This priority continues.

There may be a small amount of TA support required (roughly 30 hours) for tutorials related to the new VPAB17 course that has been proposed.

The proposed changes do have resource implications related to a necessary administrative staff

support position to support the work term placements of the Field Placement stream. Financial models for ancillary fees demonstrate that the program can support an ongoing part-time hire effective immediately.

The proposed changes do not have any resource implications related to space, libraries, or enrolment/admissions.

## 7 Governance Process

Levels of Approval Required	Date
Department/Unit Curriculum Committee	Initial draft approved by Curriculum Committee Fall 2012, and ACM Executive 18 Dec 2012
Decanal Sign-Off	January 13, 2013
UTSC Academic Affairs Committee	
Submission to Provost's Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

## Appendix A: Current Calendar Copy – showing changes

### **SPECIALIST PROGRAM IN ARTS MANAGEMENT (ARTS)**

*Program Director:* S.L. Helwig (416-287-7160) *Email:* arts-management-program-director@utsc.utoronto.ca

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, **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/](http://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:** Enrolment 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 2.5 cumulative GPA both overall and in Arts Management-specific courses. For the Field Placement Stream, students must have a minimum 3.0 cumulative GPA 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 ~~2.0~~ 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 ~~Core~~ Courses (6.0 credits)

~~Students must complete seven full credits as follows:~~

~~1. 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~~

**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~~

~~□□□ One half credit from the following list:~~

~~VPAC17H3 Arts Marketing~~

~~VPAC18H3 Fundraising and Development in the Arts~~

~~3) One half credit from the following list:~~

~~VPAC19H3 Performing Arts Management: Principles and Practices~~

~~VPAC20H3 Visual Arts Management: Principles and Practices~~

~~4) One full credit (1.0) 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~~ Courses (1.5 credits)

~~The following two full credits are required:~~

~~1. MGTA01H3/(MGTA03H3) Introduction to Management I~~

~~2. MGTA02H3/(MGTA04H3) Introduction to Management II~~

3. ~~Plus One additional full-half (0.5) credit from Management or Economics (normally 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: ~~MGTB23H3, MGTB29H3, MGHC23H3, MGMC30H3, MGTC33H3, MGTC44H3 &and~~ MGTD45H3. Arts Management students interested in other Management courses must approach the Arts Management Program Director ~~before or very early~~ in the enrolment period to discuss suitability and to request access. **Appropriate Prerequisite knowledge is required for these all Management courses.**

### 3. **Related Field(s) of Study Arts Courses (6.0 credits)**

~~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:~~

1. ~~Consist of s~~ **[Six full credits from of those credits required within the Major program in one of the artistic disciplines within the Department of Arts, Culture and Media Visual and Performing Arts (Art History, Music and Culture, Studio and Theatre & Performance Studies). Students choosing this option may wish to take one two additional credits necessary to complete the Major program in place of unrelated elective courses. At least one full credit of these must be at the C- or D-level.]**

*or*

2. ~~Consist of the eight full credits required of two Minor programs, at least one of which must be in Visual and Performing Arts artistic discipline.~~

**[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) 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 will 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.~~

#### **A. Standard Stream (1.5 credits)**

**In addition to the Core requirements above, students must complete an additional 1.5 credits:**

4. VPAB05H3 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 I
- VPAC22H3 Special Topics in Arts Management II
- 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 (1.5 credits, plus non-credit Field Placements)**

4. In addition to the Core requirements above, students must complete a minimum of two 300-hour not-for-credit work term placements:

Field Placement I

Field Placement II

5. 1.5 credits as follows:

ACMC01H3 ACMEE Applied Practice I (to be taken concurrently with, or after, Field Placement I)

ACMD01H3 ACMEE Applied Practice II (to be taken concurrently with, or after Field Placement II)

One course (0.5 credit) from the following:

- VPAB05H3 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*).
- 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
- ACMD02H3 ACMEE Applied Practice 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 ~~two sessions~~ **the Fall and Winter semesters**) including VPAA10H3, VPAA12H3, MGTA01H3, MGTA02H3, at least three courses from the “**Arts related field(s) of study Courses**” section (including ACMA01H3), and electives (preferably including ACMA02H3). The second year of study would normally consist of five full credits (10 courses) ~~to include~~ **including** VPAB05H3 (for students in the “Standard Stream”), VPAB13H3, VPAB16H3, VPAB17H3, possibly VPAB07H3 & VPAB13H3, and B-level courses from the “**Arts Courses**” requirement described above. ~~related field(s) of study.~~

## Appendix B: Final Calendar Copy

### **SPECIALIST PROGRAM IN ARTS MANAGEMENT (ARTS)**

*Program Director:* S.L. Helwig (416-287-7160) *Email:* arts-management-program-director@utsc.utoronto.ca

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/](http://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:** Enrolment 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 2.5 cumulative GPA both overall and in Arts Management-specific courses. For the Field Placement Stream, students must have a minimum 3.0 cumulative GPA 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)**

VPAA10H3 Introduction to Arts Management

VPAA12H3 Audience and Resource Development

VPAA06H3 Visual and Performing Arts Management in the Digital Age

VPAB07H3 Equity & Diversity in Arts Organizations

VPAB13H3 Financial Management for Arts Managers

VPAB16H3 Managing and Leading in Cultural Organizations

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 I

MGTA02H3/(MGTA04H3) Introduction to Management II

One half (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: MGHC23H3, MGMC30H3, MGTC33H3, MGTC44H3 and MGTD45H3. 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 (1.5 credits)**

In addition to the Core requirements above, students must complete an additional 1.5 credits:

4. VPAB05H3 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 I
  - VPAC22H3 Special Topics in Arts Management II
  - 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 (1.5 credits, plus non-credit Field Placement)**

4. In addition to the Core requirements above, students must complete a minimum of two 300-hour not-for-credit work term placements:

Field Placement I

Field Placement II

5. 1.5 credits as follows:

ACMC01H3 ACMEE Applied Practice I (to be taken concurrently with, or after, Field Placement I)

ACMD01H3 ACMEE Applied Practice II (to be taken concurrently with, or after Field Placement II)

One course (0.5 credit) from the following:

VPAB05H3 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*).

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

ACMD02H3 ACMEE Applied Practice 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 VPAB05H3 (for students in the “Standard Stream”), VPAB13H3,

VPAB16H3, VPAB17H3, possibly VPAB07H3, and B-level courses from the “Arts Courses” requirement described above.

## Appendix C: Current Learning Outcomes, and Degree Level Expectations

*Address how the design, structure, requirements and delivery of the program support the program learning outcomes and degree level expectations*

Degree Level Expectations	Program Learning Outcomes – e.g. what students will know or be able to do at the completion of the program. Program Learning Outcomes should support the Degree Level Expectations.	How the program design / structure supports the degree level expectations
<p><i>Note: Responses are informed by, and in some cases are taken directly from, the Program Director’s work over the last several years on international curriculum standards for the Association of Arts Administration Educators (AAAE) and the 2011 Arts Management Program Review.</i></p>		
<p><b>1. Depth and Breadth of Knowledge</b></p> <p>Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.</p> <p>Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p>	<p><u>Breadth:</u> Students will be expected to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of all major aspects of Arts Management</li> <li>• Demonstrate success across a wide range of topic areas</li> <li>• Demonstrate an advanced and nuanced understanding of:                             <ul style="list-style-type: none"> <li>○ The scope of current arts and cultural activity in Canada</li> <li>○ The range of issues facing the arts and cultural community</li> <li>○ The variety of theories and perspectives related to the field and discipline</li> <li>○ The major principles of business management and their interrelationships as they relate to cultural sector</li> </ul> </li> </ul> <p><u>Depth:</u> Students will be expected to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of the distinctions between Arts Management and other areas of study and practice;</li> <li>• Demonstrate success within a specific arts discipline focus;</li> <li>• Demonstrate an advanced and nuanced understanding of:</li> </ul>	<p>Arts Management affords students the opportunity to experience a broad, interdisciplinary range of perspectives (VPAA10, VPAC15, VPAD12, management courses, arts discipline courses, etc.) while at the same time offering discipline- and skill-specific management courses (VPAB16, VPAC16, VPAC17, VPAC18, VPAD14, etc.) for valuable in-depth concentration in essential areas.</p> <p>Arts Management students take two first-year Arts Management-specific courses: VPAA10 introduces them to the major issues in the discipline and the artistic and administrative issues facing arts organizations, and VPAA12 builds upon two of the central issues in a way that allows for analysis of the two issues (depth) as well as a strong understanding of the integral role they play relative to all other issues within the ecology of the arts and culture in Canada and beyond (breadth). Also in their first year these students take the introductory courses in the Management Department (MGTA01 and A02) and in the student’s choice of arts discipline(s). By the end of their first year, students have developed a foundational understanding of the ecology of the arts sector and roles that managers play within it; at the same time they are beginning to develop an appreciation for art and culture</p>

	<ul style="list-style-type: none"> <li>○ The unique qualities of not-for-profit arts organizations</li> <li>○ The nature of arts management principles as they relate specifically to the student’s choice of artistic discipline</li> <li>○ The changing role(s) that various stakeholders play in relation to the Canadian and international arts and culture communities</li> <li>○ The relationship between the artistic ambition of arts organizations and the resources available to achieve it, and the detailed ways in which arts organizations manage this relationship.</li> </ul>	<p>and an understanding of the differences between the worlds of not-for-profit Arts Management and for-profit Management study and practice.</p> <p>In their second year, students continue to build upon their broad understanding through a balance of theory and skills-based courses in such areas as governance and finance (which they have dealt with in preliminary ways in first year), and are introduced to new but interrelated ideas including arts education, cultural theory and – distinctive and important to our program – cultural pluralism. In these B-level courses students are expected to apply what they are learning, explain the theory and purpose behind each practice, and discover how each new piece fits into the greater whole through appropriate assignments, critical analyses, research and case studies. While the attention remains on the broad strokes, some depth in certain areas begins to emerge: differentiation based on subsector / artistic discipline, for example, begins to become more evident here in the chosen focus of assignment subjects.</p> <p>The C-level courses are more specialized still; these courses allow students to deepen their understanding across a number of areas of scholarship and practice. New, more complex and more specialized issues (including cultural policy and legal concepts) are introduced now that students have a strong understanding of the sector and are ready to delve into more sophisticated subjects. The third year is the time for students to deepen their understanding across a number of areas of scholarship and practice, while also allowing for some degree of choice – they choose a focus for more advanced studies of certain central practice issues (marketing in VPAC17 or fundraising in VPAC18), for example. These areas share many central issues but diverge on others, and it is important for our students to understand not only the commonalities but the differences, and to develop an appropriate depth of knowledge in certain areas. The third year is also the time when students in the Field Placement stream will engage with their first work placement. This flexibility and choice (in practice courses and in the choice of streams) allows students to more easily adapt and shape</p>
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		<p>their degree to their interests and future needs without compromising learning outcomes, and better prepares them for the specifics of their chosen direction (whether it be immediate work in the field or graduate studies). Students also continue their studies in Management and in their chosen artistic discipline, and they can now articulate the points of convergence and divergence between the disciplines and explain the importance of this understanding to the principles and practices of Arts Management.</p> <p>The fourth year finds Arts Management students resolving various areas of inquiry. Students who wish to study a particular topic in greater depth can investigate it within a supervised independent study course (VPAD14). The graduating class participates in a capstone project-based course (VPAD12) which requires students to demonstrate a broad and deep understanding of the subject through the command, analysis, synthesis, and application of knowledge and skills across the entire curriculum.</p>
<p><b>2. Knowledge of Methodologies</b></p> <p>Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.</p>	<p>There are many different methodologies and approaches evident in the field of Arts Management. The reason for undertaking the research (its justification), the overall purpose of the research (its goals), for whom the research is intended (the target audience), and the expectations of the use of the research are all important. Usually the research question will indicate how the research is approached from a methodological perspective. The approach to the research will also be influenced by its purpose. Is the research being undertaken for a minor part of a course work degree, as a method for teaching particular research methodologies or as an opportunity for an extended research project (such as a research degree or research paper or study)?</p> <p>The research undertaken may be confined to one methodology or it may incorporate different approaches to adequately address the question. In empirical based</p>	<p>Students will be introduced to academic and field-based methodologies in the key areas of Arts Management early in and throughout the program; assignments and exercises are often based on professional practice and allow students to not only demonstrate their understanding of the subject matter for evaluation purposes but also learn through writing and developing materials similar to those they would be called upon to create in the industry.</p> <p>While humanities-based methodologies and approaches are primary within the program, students take courses that focus on different aspects of the discipline and thus employ a full range of methodologies. In fact, the importance of having a robust understanding of the various approaches relevant to this area of study are evident throughout the program.</p> <p>Introductions to other disciplines' methodologies, in addition to those based in the humanities, begin at the B level (sociological / historical in VPAB06 and</p>

	<p>research, for instance, it is normal to establish a hypothesis which the student researcher then sets out to prove. However in exploratory research and in critical discourse analysis, the student researcher is trying to understand a phenomenon, develop a theory, or critique an issue. In market-based or fund-raising work, research may be based on information gathering and description of current realities such as environmental trends.</p> <p>Arts Management students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between and appropriately select methodologies and questions in both applied and academic research.</li> <li>• Demonstrate a commitment to ethical action and social responsibility in all Arts Management research.</li> <li>• Solve research problems by applying logical, critical and creative thinking.</li> <li>• Communicate research results clearly and effectively.</li> </ul>	<p>VPAB07, economic [empirical / quantitative] in VPAB13, psycho-sociological in VPAB16), and continue and deepen in C-level courses (political science-related / sociological in VPAC15, political science-related / economic / sociological / historical in VPAC16). In the Field Placement courses (ACMC01, D01 and D02) and the program’s capstone course, VPAD12, students are expected to employ and connect in sophisticated ways a variety of approaches and methodologies.</p> <p>Through this progression of courses, students are able to evaluate, compare, and build upon approaches across courses and develop a range of cross- and interdisciplinary skills appropriate to the field.</p> <p>It should be noted that the learning outcome related to “ethical action and social responsibility” is dealt with in content-specific ways in each course: instead of having a separate course in Ethics, for example, in part because ethical practice is an explicit foundation of all of our practice-based courses. Ethical fundraising is an integral part of the Fundraising-related courses.</p>
<p><b>3. Application of Knowledge</b></p> <p>Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.</p>	<p>A central purpose of the program is to have students apply the theories, practices, methodologies, skills and knowledge to learning opportunities that offer real-world relevance. Students are called upon to demonstrate problem-solving, decision-making, and other essential discipline-based skills through assignments that require them to interpret, defend, analyze, support, evaluate and otherwise use their evolving judgment to ask insightful questions and propose reasonable solutions to new problems and situations.</p> <p>Learning outcomes related to the application of knowledge are best understood in the following categories:</p>	<p><i>See information below (under section names that correspond to those in the column to the left).</i></p>

	<p><u>General:</u></p> <ul style="list-style-type: none"> <li>• Apply logical, critical and creative thinking to a range of management, research and sectoral problems.</li> <li>• Understand and evaluate the tools needed to acquire, process, and apply the knowledge resources of the organization.</li> </ul>	<p><u>General:</u></p> <p>These more overarching learning outcomes are realized throughout the program, beginning with a broad view of the sector and its challenges in VPAA10 and continuing to the capstone course, VPAD12, in which students are expected to utilize the full range of their arts management-related knowledge and skills, and apply the principles and theories discussed throughout the program within the framework of a class project.</p>
	<p><u>Mission-Focused Arts Management:</u></p> <p>The successful arts manager (and therefore, the successful Arts Management student) must be able to:</p> <ul style="list-style-type: none"> <li>• Apply management principles in, and adapt them to, an arts environment.</li> <li>• Explain the various ways in which the mission-focused character of both for-profit and not-for-profit arts organizations alters the dynamics of market-focused business principles, as when artistic considerations outweigh potential for market growth.</li> <li>• Combine and apply knowledge of the arts, the arts sector and management principles to those management issues wholly or largely unknown in traditional business studies, e.g., fundraising, volunteer management, and fund accounting.</li> <li>• Use internal and external analysis to form decisions and present ideas and alternatives matched to resources and mission.</li> </ul>	<p><u>Mission-Focused Arts Management:</u></p> <p>Because of the issues and challenges unique to mission-focused arts organizations, it is important that a significant portion of courses in an arts management curriculum be designed to address management principles specific to the field. This is certainly true of UTSC's Arts Management program, with 7.5 credits dedicated to Arts Management-specific courses.</p>
	<p><u>Grounding in the Arts:</u></p> <p>To be credible in an arts environment, a manager (and therefore an Arts Management student) must:</p>	<p><u>Grounding in the Arts:</u></p> <p>UTSC's Arts Management program ensures that students have familiarity with the history and practice of the arts discipline(s) for which</p>

	<ul style="list-style-type: none"> <li>• Demonstrate a sophisticated understanding of the nature and needs of the arts genre(s) that his or her organization presents.</li> </ul> <p>To be successful, the arts manager / Arts Management student must be able to:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of artistic creation and arts production to management decision-making processes.</li> <li>• Understand, articulate and indeed influence the relationship between the artistic ambition of an arts organization and the resources available to achieve it.</li> </ul>	<p>they hope to provide administrative services through the “Arts Courses” requirement.</p>
	<p><u>Experiential Education:</u></p> <p>Arts Management is both a practical and a theoretical discipline. Theory is vital as a basis for sound management decisions. Well-designed and well-implemented experiential work (as a part of classroom courses or as external field placements, for example) provides an important method for applying knowledge and skills, and an essential crucible for testing the efficacy of content learned in the classroom. The learning that takes place in field settings is recognized by professional associations in the field as a vital component of Arts Management education.</p> <p>As previously stated in section 3.2 of this proposal: Arts Management students are called upon to apply their understanding through experiential means in most program courses – case studies, negotiation simulations, field trips and in-class service learning, for example, have long been a part of Arts Management education. This kind of application necessarily remains one step removed from the real world of professional arts management practice. The addition of the Field Placement Stream to the program removes that barrier, and allows</p>	<p><u>Experiential Education:</u></p> <p>Classroom-based experiential education is an important part of UTSC’s Arts Management curriculum: case studies are used in courses such as VPAB07, VPAB13, VPAB16, VPAC13, and VPAC15; simulations have been used in VPAB16, VPAC13, and VPAC16, and examples of field research and/or small-scale in-class service learning have been used in courses at every level (including VPAA10, VPAA12, and VPAD12).</p> <p>Field-based experiential education has always been a part of the Arts Management curriculum at UTSC as well; the program began as one of the first two Co-op programs (called “Arts Administration” at that time) in 1984, and placements have been available for students in one form or another since then; Arts Management has offered field placements for more than 20 years as a Co-op program, and has continued to offer them through a two-year pilot project since separating itself from Co-op. The changes reflected in this proposal are simply a formal re-introduction of something that has always been an important component of the program.</p> <p>One core course, VPAB17, has within it a field placement component. The distinctions between this and the Field Placement Stream</p>

	<p>students to apply that understanding in a more robust and direct way within the field. Because these courses situate the students within the practice rather than outside of it looking in from the distance afforded by the classroom, they allow students to have a richer and deeper understanding of the discipline and the field and the intersections between them. Students on field placements in both the Core (in VPAB17) and the Field Placement Stream are required to:</p> <ul style="list-style-type: none"> <li>• Synthesize and integrate the learning that is happening both inside and outside of the classroom in a way that the placement can be fully understood and appreciated as a learning opportunity within their studies.</li> </ul> <p>Beyond a simple difference of extent and degree in overall learning outcomes, there are also learning outcomes that are specific to the Field Placement Stream. For example, these students will be expected to:</p> <ul style="list-style-type: none"> <li>• Articulate and evaluate alignments between personal, academic, professional, and organizational goals;</li> <li>• Apply and test knowledge and skills developed in the classroom to new, real-world projects and situations;</li> <li>• Integrate theory and practice in a way that is both individually, academically meaningful and valuable to the field;</li> <li>• Synthesize and evaluate connections between conceptual understanding of the discipline with an experiential understanding of the field.</li> </ul>	<p>are small but fundamental: the short-term, contained placements within a highly facilitated structure in VPAB17 allow students to develop necessary experience in <u>working with their classmates to apply arts management principles in an arts organization with the learning taking place primarily in the classroom</u>, whereas the longer-term placements in the proposed ACMC01, D01, and D02 courses allow students to develop experience in <u>the independent application of arts management principles in an arts organization, with the learning taking place primarily in the field</u> and shared / disseminated, compared and evaluated in the classroom.</p>
<p><b>4. Awareness of Limits of Knowledge</b></p>	<p>Arts Management is a relatively young field of study, with foundations in the mid 20th century and research and understanding of practice coming from</p>	<p>Students in Arts Management not only develop an understanding of personal and disciplinary limits, but the expectation – indeed, a necessary goal – is to develop a level of</p>

<p>Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations.</p>	<p>contemporary sources. As such, there are many limits to this emerging field's collective knowledge.</p> <p>Students in UTSC's Arts Management program are expected to:</p> <ul style="list-style-type: none"> <li>• Situate their positions and findings within a shifting disciplinary context.</li> <li>• Demonstrate an understanding of evolving nature of the various systems that inform and influence the expressive lives of artists, audiences, and communities.</li> </ul>	<p>comfort with the uncertainty and ambiguity inherent in working in the cultural sector. This is achieved in a focused way in each course (fundraising-related courses encourage an understanding of fundraising- and funding-related uncertainties, for example), as well as through the structure of the program; as students' understanding becomes more sophisticated, the courses tend to focus much more on the "why" than the "how" – on the underlying theories and complexities inherent to the field – which fills in any knowledge gaps that the earlier courses may have left while at the same time bringing to light all that is still unknown and unexplored about this area of study.</p>
<p><b>5. Communication Skills</b></p> <p>Students are able to communicate information, arguments, and analyses accurately and reliably, both orally and in writing. They learn to read and to listen critically.</p>	<p>Arts leaders (and therefore Arts Management students) must be able to:</p> <ul style="list-style-type: none"> <li>• Employ principles of effective oral and written communications.</li> <li>• Communicate issues about the field and to substantiate their thinking about those issues through comparison to the findings of others in the field.</li> <li>• Engage with the challenges that emerging communications and production technologies are presenting to established systems and assumptions, and advocate within these challenges for the fundamental value of artistic creation and experience.</li> <li>• Articulate the role and importance of the arts in society.</li> <li>• Communicate the importance of sound management principles and practice to multiple constituents and stakeholders.</li> <li>• Communicate the purpose and function of an organization's mission and vision, as stated in its guiding documents and expressed in its actions (and recognize that mission and the creative process are the base from which planning flows).</li> </ul>	<p>As a humanities-related discipline, Arts Management calls upon its students to be skilful and authentic communicators. Students develop and refine essential communication skills (critical thinking, reading, writing, listening, and speaking) not only through courses that explicitly investigate communications concepts (such as VPAA12 and VPAC17) but also throughout the program with regular discussion, presentations and writing assignments.</p> <p>At UTSC, Arts Management students consider the field in communications-related terms from the very beginning (with marketing, outreach and externally-facing initiatives foregrounded in A- and B-level courses).</p> <p>At the B level there is a continuation of an emphasis on communication, this time with a focus on interpersonal (VPAB16), intercultural (VPAB07) and quantitative (VPAB13) communications.</p> <p>At the C level, students consider communications in a much more advanced way: for example, an understanding of Arts Marketing in VPAC17 goes beyond the idea of "earned revenue" and focuses much more on stakeholder relationships, audience development, and the ways in which the value arts and cultural enterprise brings to community, to individuals, and to civic goals is integrated into marketing-related initiatives. In</p>

		<p>VPAC13, students are asked to combine everything they have learned and put various communications-related pieces to work in service of strategic and project plans.</p> <p>At the C and D level, students are expected to create new knowledge within the discipline and communicate that knowledge to their peers. In VPAD12 and in some cases in VPAD14, the expectation is that the dissemination occurs more widely, into the field.</p>
<p><b>6. Autonomy and Professional Capacity</b></p> <p>The education students receive achieves the following broad goals:</p> <ul style="list-style-type: none"> <li>• It gives students the skills and knowledge they need to become informed, independent and creative thinkers</li> <li>• It instills the awareness that knowledge and its applications are influenced by, and contribute to, society</li> <li>• It lays the foundation for learning as a life-long endeavour</li> </ul>	<p>The program provides strong skill and contextual knowledge preparation for employment in cultural management and/or graduate work in a wide range of related fields: a rigorous engagement with the theoretical issues that inform the fields of arts management and cultural policy, coupled with a wide range of the ostensibly more ‘practical’ skills that students gain as part of the program allows students to engage confidently in their chosen profession.</p> <p>As a professional program, Arts Management has as an <u>overarching</u> goal of building professional capacity. Each course has its own skill and knowledge-based learning outcomes specific to the subject area.</p>	<p>The Arts Management curriculum introduces young scholars to this relatively young field of study in a way that allows them to develop the knowledge and skills they need to become professionals within the arts and work in galleries, museums, performing arts companies, and many other related areas. The most appropriate methods for developing this kind of knowledge is what some term “spherical” – pushing out in all directions at once – and is therefore served best through a series of courses that are designed to broaden and deepen rather than just build understanding in a step progression. The transformation in our students comes from introductions to the important ideas of the discipline which are often woven through courses just as they are woven through the practice and the study of Arts Management. For example (as mentioned earlier), the program does not have a separate course in ethics in part because ethical practice is an explicit foundation of all of the practice-based courses; likewise, basic governance issues are central to one course (VPAB16) but students experience the implications of more complex governance issues as they learn about a variety of other subjects for which governance plays a key role.</p> <p>At the D level there is extended, full-class collaboration in a class project in the capstone course (VPAD12), and fully independent work for students who have demonstrated a particularly high level of academic maturity and competence in VPAD14. In both of these courses, students have the opportunity to investigate areas of interest in traditional or</p>

		emerging Arts Management-related subjects that goes beyond what they have investigated in class; students often use these as springboards to their first post-university professional experience or as initial forays into research they continue in graduate school.
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## Appendix D: Associated New Courses

<b>Proposed Course Code:</b>	<b>VPAB17H3</b>
<b>Proposed Course Title:</b>	<b>From Principles to Practices in Arts Management</b>
<b>Anticipated Course start date:</b>	<b>April 1, 2014</b>
<b>Unit where the course will be housed:</b>	<b>Arts, Culture and Media</b>
<b>Discipline:</b>	<b>Arts Management</b>

### *Rationale:*

This course is a “collapsing” of the some of the content of VPAC19 and VPAC20 (which are being deleted). Each of these courses had a different focus, but because they were cycled, the reality was that we needed to stretch each to include content of the other each year to ensure that students could graduate on time.

This course includes experiential education components, including a short-term (32-hour) field placement necessarily conducted outside of the scheduled class meeting time, which allow students the opportunity to get a “taste” of what it is like to work in a chosen sector to inform their preferences for a full field placement and apply their learning in highly facilitated classroom discussions before having somewhat more independent experiences in their field placement course(s). For this reason, we decided this course would be better positioned as a B-level entry course to the full placement courses (the proposed suite beginning with ACMC01H3).

This course has been designed to serve as a requirement for the Arts Management Specialist program, and an introduction to the externally-focused experiential education opportunities available within the Department of Arts, Culture and Media. This course is a prerequisite for ACMC01.

Support provided to students: The faculty member leading this course, with the help of support staff (the ACM Placement Coordinator), will ensure that students have access to high-quality placements relevant to their program(s) of study (as has been the case for the past few years in VPAC19 and C20). Students will not be required to find their own placements; they do provide detailed information to guide the process, and may choose to be involved in the search if they wish.

Monitoring of placements: The faculty member leading this course, with the help of support staff (the ACM Placement Coordinator), will regularly monitor the placement experience. As has been the case in VPAC19 and C20, the students report on their experiences and progress regularly in class, submit a draft presentation for grading mid-term, and conduct a final presentation at the end of term to the class and representatives of the host organizations. The faculty/staff member also touches base at least twice with the host representative (the student’s supervisor) for formative and summative feedback, and, if necessary, ensures that appropriate intervention and follow up occur when student- or employer/partner expectations are not being met.

Assessment of the placement experience: Evaluation of the students’ learning will be regular and

throughout the term of the internship, to allow for both formative and summative evaluation and to provide a supportive learning environment that is integrally linked with the academic program.

As is the case with other placement-type experiences at the university, there are three main categories of assessment in this course:

1. the evaluation of the student's learning, which is conducted by the faculty member according to the methods of assessment listed in section 3c of this form;
2. the evaluation of the student's progress as a professional-in-training within a specific environment, which is conducted by the student's supervisor based in the host organization, according to verbal and written questions provided by the faculty member at mid-term and end-of-term;
3. the evaluation of the placement experience, which is conducted by the student throughout the course (in discussions and assignments) and on a form provided by the faculty member at the end of the term.

*Calendar Copy:*

**VPAB17H3 From Principles to Practices in Arts Management**

An introduction to the real-world application of knowledge and skills in arts and arts-related organizations. This course allows students to build on foundational studies and develop discipline-specific knowledge and skills through experiential methods (including a short-term field placement) and objective study.

Prerequisite: VPAA12H3 and VPAB16H3. Note, both VPAA12H3 and VPAB16H3 can be taken as co-requisites with the permission of the instructor.

Enrolment Limits: 25. Restricted to students in the Specialist in Arts Management.

Breadth Requirement: Arts, Literature & Language

*Learning Outcomes:*

Upon successful completion of this course, students will have the knowledge and skills necessary to:

- Discuss the quality and value of one or more artistic forms.
- Define and foster a positive arts management environment for artistic creation and experience.
- Articulate and begin to evaluate alignments between personal, academic, professional, and organizational goals.
- Apply and test knowledge and skills developed in the classroom (to date) to new, real-world projects and situations.
- Integrate theory and practice in a way that is both individually, academically meaningful and valuable to the field.
- Synthesize and evaluate connections between conceptual understanding of the discipline with an experiential understanding of the field.
- Comprehend and articulate the role of the performing or visual arts in society.
- Demonstrate broad and actionable knowledge of the various systems that inform and influence the expressive lives of artists, arts patrons, and communities.

More precise learning outcomes are not easily articulated in a general way here given the wide range of potential placement opportunities, activities and hosts, and the individualized way each session will be targeted to the unique experiences of the students involved and the current and emerging issues within the sector.

*Topics Covered:*

While the specifics of the topics will depend somewhat upon current and emerging issues, trends and challenges within the sector and the specifics of the students' placement experiences, the following broadly-defined topics will provide a consistent shape to the course:

- the applied implications of the content of prerequisite courses to the performing and visual arts sectors
- creative processes, and the environment that fosters best production
- the place of the students' chosen artistic form within the context of cultural history
- the relationship between the profit and not-for-profit sectors, government and private agencies, cultural ministries or departments and the dissemination of art as policies, practices and change agents.
- performing arts terminology (presenter, producer, director, manager, designer, script, rehearsal, etc.)
- visual arts management terminology (collections management, commercial gallery, artist-run centre, artists' co-op, facility and condition reports, municipal gallery/museum, etc.)
- the variety of ways art forms can be presented in the world, and how they interrelate
- the role of producer, presenter, etc. (for the performing arts), curators, collection managers, etc. (for the visual arts), and other intermediaries in the creative process
- the elements that make up a successful production/presentation or exhibition, from the arts managers point of view
- the importance of first-hand experience to learning

*Consultation:*

Consultation has taken place within the Arts Management Program and the ACM Curriculum Committee. The proposal has been reviewed by the Dean's Office.

<b>Proposed Course Code:</b>	<b>ACMC01H3</b>
<b>Proposed Course Title:</b>	<b>ACMEE Applied Practice I</b>
<b>Anticipated Course start date:</b>	<b>April 1, 2014</b>
<b>Unit where the course will be housed:</b>	<b>Arts, Culture and Media</b>
<b>Discipline:</b>	<b>Arts Management</b>

*Rationale:*

This course will allow our students the opportunity to apply their classroom learning to real-world situations during, or immediately following, a 300-hour field placement [Field Placement I], and reflect on this in a highly focused, collaborative, and facilitated way through a series of assignments and discussions. Students will thus develop a more robust understanding of their discipline than they would from classroom-based work alone, and benefit from a supportive

introduction to rewarding engagement with their field.

This course is designed to serve programs within the Department of Arts, Culture and Media. It is intended to work concurrently with, or immediately following, rich, real-world, program-specific placement opportunities. Arts Management is the first program to take advantage of this new offering, which will enable a deep synthesis of work place and classroom experience.

*Calendar Copy:*

**ACMC01H3 ACMEE Applied Practice I**

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.

Prerequisite: 9.0 full credits including VPAB16H3 and VPAB17H3 (or its equivalent with instructor permission) and successful completion of required Field Placement Preparation Activities.

Corequisite: Field Placement I. Note: may be taken as a pre-requisite with Program Director's permission.

Enrolment Limits: 10

Breadth Requirement: Arts, Literature & Language

## 1. Learning Outcomes

*Learning Outcomes:*

The primary, overarching expectation is that students can synthesize and integrate the learning that is happening both inside and outside of the classroom so that their experiential education activities can be fully and richly understood as valuable learning opportunities within their studies.

Additional outcomes:

Upon successful completion of this course, students will have the skills and knowledge necessary to:

- Integrate the knowledge and skills they have developed over several courses and apply them to real-world situations
- Practice actions and attitudes that demonstrate an intelligent, reflective, ethical and inclusive approach to experiential education
- Identify and address issues, challenges, barriers and opportunities specific to the practice of their placement work
- Describe and evaluate the ways in which classroom- and placement-based learning is similar and dissimilar
- Make a positive contribution to the placement host and to the collaborative learning community
- Develop and reflect upon professional and interpersonal skills including problem solving, organization, collaboration, communication, negotiation, and ethics-based decision making.

- Assess the impact of social, demographic, economic, political and legal trends on the placement experience
- Use their experiences to test and clarify their career interests and aptitudes

More precise learning outcomes are not easily articulated in a general way here given the wide range of potential placement opportunities, activities and hosts, and the individualized way each session will be targeted to the unique experiences of the students involved and the current and emerging issues within the sector.

*Topics Covered:*

The topics “covered” in the course will depend almost entirely upon current sector realities and the specific nature of the related field placements that will be different and unique in each session. Discussions and assignments revolving around issues, trends and challenges relevant to the students’ placements, their learning within the program, and the relevant sector(s) (arts, culture, heritage, media, cultural industries, etc.) will provide a shape to the course that is consistent from session to session even when the specific topics will necessarily be different.

*Consultation:*

Consultation has taken place within the Arts Management Program, with the ACM faculty at a departmental meeting, and with the ACM Curriculum Committee. Proposal reviewed by the Dean’s Office.

<b>Proposed Course Code:</b>	<b>ACMD01H3</b>
<b>Proposed Course Title:</b>	<b>ACMEE Applied Practice II</b>
<b>Anticipated Course start date:</b>	<b>April 1, 2014</b>
<b>Unit where the course will be housed:</b>	<b>Arts, Culture and Media</b>
<b>Discipline:</b>	<b>Arts Management</b>

*Rationale:*

This course will allow our students the opportunity to apply their classroom learning to new real-world situations during, or immediately following, a 300-hour field placement [Field Placement II], and reflect on this in a highly focused, collaborative, and facilitated way through a series of assignments and discussions. Students will thus develop a more robust understanding of their discipline than they would from classroom-based work and from a single placement alone, and benefit from the opportunity to build on what they have learned in the earlier placement opportunity, from the opportunity to take a leadership role in the conversations, and from continued and rewarding professional engagement with their field.

This course is designed to serve programs within the Department of Arts, Culture and Media. It is intended to work concurrently with, or immediately following, rich, real-world, program-specific placement opportunities. Arts Management is the first program to take advantage of this new offering, which will enable a deep synthesis of work place and classroom experience.

*Calendar Copy:***ACMD01H3 ACMEE Applied Practice II**

An advanced study of the arts, culture and/or media sector through reflective practice. Students will further engage with work places as “learning laboratories”, and play a mentorship role for students in earlier stages of the experiential education process.

Prerequisite: ACMC01H3

Corequisite: Field Placement II. Note: may be taken as a pre-requisite with Program Director’s permission.

Enrolment Limits: 10

Breadth Requirement: Arts, Literature & Language

**2. Learning Outcomes**

- a. *Give a detailed description of the course learning outcomes, including what the learner will know, or be able to do, by its completion (please do not just repeat the course description). For assistance with developing learning outcomes, please consult the Centre for Teaching and Learning.*

The primary, overarching expectation is that students can synthesize and integrate the learning that is happening both inside and outside of the classroom so that the placement can be fully and richly understood as a valuable learning opportunity within their studies.

Additional outcomes:

Upon successful completion of this course, students will have the skills and knowledge necessary to:

- Integrate the knowledge and skills they have developed over several courses – including the earlier Field Placement course – and apply them to new, real-world situations
- Practice actions and attitudes that demonstrate an intelligent, reflective, ethical and inclusive approach to experiential education
- Identify and address issues, challenges, barriers and opportunities specific to the practice of their placement work
- Describe and evaluate the ways in which classroom- and placement-based learning is similar and dissimilar
- Make a positive contribution to the placement host and to the collaborative learning community
- Develop and reflect upon professional and interpersonal skills including problem solving, organization, collaboration, communication, negotiation, and ethics-based decision making.
- Assess the impact of social, demographic, economic, political and legal trends on the placement experience
- Choose appropriate discussion topics for online discussions about these trends and other issues and challenges affecting the sector and the placement experiences
- Lead and guide online discussions
- Use their experiences to test and clarify their career interests and aptitudes
- Conceive of, formulate and execute an effective and reflective personal leadership strategy related to their placement, in close consultation with the faculty member

NOTE that most of the learning outcomes are the same as those in the other courses in this series (ACMC01 – D02). This is by design, as each field placement calls upon comparable skills and knowledge sets; the difference is that they are being applied to new and different experiences and situations. For this reason, the primary differences in expectations are a matter of degrees: students in this course will be expected to have more sophisticated and field research-informed responses than those in the prerequisite course. That said, there are a few additional learning outcomes here which relate to advanced nature and the leadership-related expectations of this particular course.

More precise learning outcomes are not easily articulated in a general way here given the wide range of potential placement opportunities, activities and hosts, and the individualized way each session will be targeted to the unique experiences of the students involved and the current and emerging issues within the sector.

*Topics Covered:*

The topics “covered” in the course will depend almost entirely upon current sector realities and the specific nature of the related field placements that will be different and unique in each session. Discussions and assignments revolving around issues, trends and challenges relevant to the students’ placements, their learning within the program, and the relevant sector(s) (arts, culture, heritage, media, cultural industries, etc.) will provide a shape to the course that is consistent from session to session even when the specific topics will necessarily be different.

*Consultation:*

Consultation has taken place within the Arts Management Program, with the ACM faculty at a departmental meeting, and the ACM Curriculum Committee. The proposal has been reviewed by the Dean’s Office.

<b>Proposed Course Code:</b>	<b>ACMD02H3</b>
<b>Proposed Course Title:</b>	<b>ACMEE Applied Practice III</b>
<b>Anticipated Course start date:</b>	<b>April 1, 2014</b>
<b>Unit where the course will be housed:</b>	<b>Arts, Culture and Media</b>
<b>Discipline:</b>	<b>Arts Management</b>

*Rationale:*

This course will allow our students the opportunity to apply their classroom learning to new real-world situations during, or immediately following, a 300-hour field placement [Field Placement III], and reflect on this in a highly focused, collaborative, and facilitated way through a series of assignments and discussions. Students will thus develop a more robust understanding of their discipline than they would from classroom-based work and from a single placement alone, and benefit from the opportunity to build on what they have learned in the earlier placement opportunity, from the opportunity to take a leadership role in the conversations, and from continued and rewarding professional engagement with their field.

This course is designed to serve programs within the Department of Arts, Culture and Media. It

is intended to work concurrently with, or immediately following, rich, real-world, program-specific placement opportunities. Arts Management is the first program to take advantage of this new offering, which will enable a deep synthesis of work place and classroom experience.

*Calendar Copy:*

**ACMD02H3 ACMEE Applied Practice III**

An advanced study of the arts, culture and/or media sector through reflective practice. Students will further synthesize their classroom and work place / learning laboratory experiences, and play a mentorship role for students in earlier stages of the experiential education process.

Prerequisite: ACMD01H3

Corequisite: Field Placement III. Note: may be taken as a pre-requisite with Program Director's permission.

Enrolment Limits: 10

Breadth Requirement: Arts, Literature & Language

### 3. Learning Outcomes

*Learning Outcomes:*

The primary, overarching expectation is that students can synthesize and integrate the learning that is happening both inside and outside of the classroom so that the placement can be fully and richly understood as a valuable learning opportunity within their studies.

Additional outcomes:

Upon successful completion of this course, students will have the skills and knowledge necessary to:

- Integrate the knowledge and skills they have developed over several courses – including the earlier Field Placement course – and apply them to new, real-world situations
- Practice actions and attitudes that demonstrate an intelligent, reflective, ethical and inclusive approach to experiential education
- Identify and address issues, challenges, barriers and opportunities specific to the practice of their placement work
- Describe and evaluate the ways in which classroom- and placement-based learning is similar and dissimilar
- Make a positive contribution to the placement host and to the collaborative learning community
- Develop and reflect upon professional and interpersonal skills including problem solving, organization, collaboration, communication, negotiation, and ethics-based decision making.
- Assess the impact of social, demographic, economic, political and legal trends on the placement experience
- Choose appropriate discussion topics for online discussions about these trends and other issues and challenges affecting the sector and the placement experiences
- Lead and guide online discussions
- Use their experiences to test and clarify their career interests and aptitudes
- Conceive of, formulate and execute an effective and reflective personal leadership

strategy related to their placement, in close consultation with the faculty member

NOTE that the learning outcomes for this course are the same as those in the other D-level advanced Field Placement course (ACMD01). This is by design, as each field placement calls upon comparable skills and knowledge sets; the difference is that they are being applied to new and different experiences and situations, and that students will therefore be expected to have more sophisticated and field research-informed responses than those in earlier field placement courses. The differences are matters of degree rather than explicit differences in course content.

More precise learning outcomes are not easily articulated in a general way here given the wide range of potential placement opportunities, activities and hosts, and the individualized way each session will be targeted to the unique experiences of the students involved and the current and emerging issues within the sector.

*Topics Covered:*

The topics “covered” in the course will depend almost entirely upon current sector realities and the specific nature of the related field placements that will be different and unique in each session. Discussions and assignments revolving around issues, trends and challenges relevant to the students’ placements, their learning within the program, and the relevant sector(s) (arts, culture, heritage, media, cultural industries, etc.) will provide a shape to the course that is consistent from session to session even when the specific topics will necessarily be different.

*Consultation:*

Consultation has taken place within the Arts Management Program, with the ACM faculty at a departmental meeting, and the ACM Curriculum Committee. Proposal reviewed by the Dean’s Office.

## Appendix E: Description of Field Placements

### 1. Pathway

In order to be eligible for field placements, Arts Management students must be accepted into and remain within the Field Placement Stream of the program, which requires a minimum 3.0 CGPA, calculated overall AND within Arts Management-specific courses.

The eligibility requirements for the first Arts Management field placement:

- Successful completion of a minimum nine (9.0) full credits including VPAB16, and VPAB17, introductory course(s) in the student's arts discipline area, and (ideally) VPAA06;
- Successful completion of the required Field Placement Preparation Activities (detailed on the Major Modification form).

The eligibility requirements for the second Arts Management field placement:

- Successful completion of ACMC01 [or VPAD14 for those who already completed a placement under the pilot project]

The eligibility requirements for an optional third field placement (ACMD02):

- Successful completion of ACMD01.

### 2. Description

Students will be engaged in placements that are based on two primary and overarching principles:

**Relevance:** Placement opportunities in ACM will necessarily have a direct relationship with (and therefore be clearly relevant to) the student's field(s) of study, emphasizing program-specific content, skills and experience. The field placements take place in the types of organizations that our graduates can expect to work within: exhibiting, presenting, and producing organizations such as galleries and museums, dance and opera companies, orchestras, and film and theatre festivals; in arts service organizations and on arts councils; in media organizations; and in governmental and other not-for-profit entities. In certain circumstances, they may also be in for-profit organizations related to the cultural industries in such areas as commercial music, film and television, or (in limited, exceptional cases) in areas on the periphery of the cultural and media sectors that nonetheless heavily depend upon the skills and knowledge developed within the student's specific program (for example, a communications department in a hospital, a university or a law firm might wish to hire someone with an Arts Management, Journalism or New Media background).

**Quality:** Eligible placements must involve challenging, program-related work; must require students to build on the knowledge and skills they are developing in the classroom and apply them to real-life situations; and must be guided by a supervisor who is willing to share his/her time and knowledge. It is important to us that our placement host organizations understand that experiential education placements are necessarily different than low-level employment or volunteer opportunities: placement organizations must keep the education and development of

the student's learning in mind, and it must be clear that a significant number of the tasks of the position are supporting these goals.

Placements must be a minimum of 300 hours. This can be broken down in several different ways into full-time or part-time experiences. For example:

- 10 weeks at 30 hours per week (equalling a full-time position that could, but does not necessarily need to, fit within the frame of a semester), OR
- 20 weeks at 15 hours per week (equalling an average of between two and three days per week over two semesters), OR
- 40 weeks at 7.5 hours per week (equalling an average of one day per week over two to three semesters)

Other arrangements may be possible, if – in the informed opinion of the ACMEE staff and the relevant Chair / Associate Chair – these arrangements benefited the students' learning and career goals, were manageable, and could be mapped in a reasonable way to the 300 hour baseline. For example, two organizations may wish to share costs and responsibilities by collaborating to offer a joint placement equaling 300 hours; this could work if both positions fit the criteria for a meaningful placement.

### 3. What students will be expected to accomplish while on placement

What students will be expected to accomplish while on placement will be almost entirely dependent on the specifics of each individual placement. Evaluations (see #4 below) will be required.

### 4. How students will be assessed while on placement

Students will be assessed in two main ways while on placement:

- An evaluation of the student's progress as a professional-in-training within a specific environment will be conducted by the student's supervisor based in the host organization, according to verbal and written questions provided by the department (the ACMEE placement staff) at mid-term and end-of-term;
- An evaluation of the placement experience, which is conducted by the student throughout the course (in discussions and assignments) and on a form provided by the department (the ACMEE placement staff) at the end of the term.

### 5. Fee structure for the placements/field placement stream

Students in the Field Placement Stream will be assessed an ancillary fee in accord with category 6.4. The fee will fund field placement preparation activities and work term placements. Payments will begin when the student chooses the Fieldwork Placement Stream and will continue into the fourth year. The number of payments will depend on whether or not the student goes on a third (optional) placement. Please see the separate budget document for more detailed information.



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3d

**ITEM IDENTIFICATION:**

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).

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This is a proposal to introduce a new Major in Molecular Biology, Immunology, and Disease (B.Sc.) where there is an existing Specialist program (Molecular Biology and

*Proposal to Introduce a new Major in Molecular Biology, Immunology, and Disease where there is an existing Specialist in Molecular Biology and Biotechnology*

Biotechnology - formerly called the Specialist in Cell and Molecular Biology). The program will be housed in the Department of Biological Sciences.

The existing Specialist in Molecular Biology and Biotechnology (formerly called the Specialist in Cell and Molecular Biology) is focused on providing knowledge and training in biological processes at the cellular and molecular level, emphasizing the chemical and physical processes in complex biological systems. Students explore topics in biotechnology (technological modification and application of biological elements for specific uses), including medical and agricultural approaches, and have options for exploring one or more other aspects and bases of Biotechnology (such as plant development and physiology) in specialized third and fourth year classes; hence the “broader” Biotechnology term for the Specialist title.

The curricular requirements for the new Major are a subset of those of the existing Specialist. The differences in course requirements and program learning outcomes between the existing Specialist, and the proposed related Major reflect the differences between what can be achieved in a Major as opposed to what can be achieved in a Specialist. Specifically, the proposed Major will have slightly lower levels of specialization at both the first and second year, and third and fourth year in keeping with the reduced requirements of a Major program. Two required third year courses for the Major (Microbiology and Immunology), and the designated options for third and fourth year courses provide an emphasis on immunology and disease, which is reflected in the modified program title: Major in Molecular Biology, Immunology and Disease.

The Major program will provide instruction and training in the fields of cell and molecular biology, immunology, and infection biology (studies of disease and disease transmission). Students receiving training in these areas will bring valuable skills and experience to society, and can be expected to contribute broadly in the health and technology sectors. Students will be able to combine the proposed Major with programs in Psychology, Chemistry, Environmental Science, Health Studies, and Neuroscience.

The proposed Major is consistent with the Department’s Academic Plan and priorities. Moreover, it takes advantage of an existing faculty expertise in the Biological Sciences at UTSC - particularly in the research fields of immunology and disease biology.

There are no new courses associated with this program.

Although there is a co-operative version of the Molecular Biology and Biotechnology (formerly called the Specialist in Cell and Molecular Biology), the proposed new Major program in Molecular Biology, Immunology, and Disease will not include a co-op version at this time. We may consider adding a co-op version in the future.

NOTE: A Minor Modification proposal to change the name of the current Specialist in Cell and Molecular Biology to the Specialist in Molecular Biology and Biotechnology was approved by AAC on January 8, 2014

*Proposal to Introduce a new Major in Molecular Biology, Immunology, and Disease where there is an existing Specialist in Molecular Biology and Biotechnology*

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Major Modification proposal Type B to introduce a new Major in Molecular Biology, Immunology, and Disease, dated October 22, 2013.



## University of Toronto Major Modification Proposal – Type B: Specialist or Major where there is an Existing Major or Specialist

<b>What is being proposed:</b>	A New Major program in Molecular Biology, Immunology, and Disease where there is an existing Specialist program in Cell and Molecular Biology
<b>Department / Unit where the program will be housed:</b>	Biological Sciences
<b>Faculty / Academic Division:</b>	University of Toronto Scarborough
<b>Faculty / Academic Division Contact:</b>	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
<b>Department/Unit Contact:</b>	Shelley Brunt & Nathan Lovejoy, Associate Chair Undergraduate
<b>Start date of the program:</b>	April 1 2014
<b>Version Date:</b>	October 22, 2013

## 1 Executive Summary

This is a proposal to add a new Major program in Molecular Biology, Immunology, and Disease, where there is an existing Specialist program in Cell and Molecular Biology. Although there is a co-operative version of the Specialist in Cell and Molecular Biology, the proposed new Major program in Molecular Biology, Immunology, and Disease will not include a co-op version at this time. We may consider adding a co-op version in the future.

[NOTE: A Minor Modification proposal to change the name of the current Specialist in Cell and Molecular Biology to the Specialist in Molecular Biology and Biotechnology has been submitted in this curriculum cycle. Hereafter, we refer to this program as the Specialist in Molecular Biology and Biotechnology.]

The existing Specialist in Molecular Biology and Biotechnology is focused on providing knowledge and training in biological processes at the cellular and molecular level, emphasizing the chemical and physical processes in complex biological systems. Students explore topics in biotechnology (technological modification and application of biological elements for specific uses), including medical and agricultural approaches, and have options for exploring one or more other aspects and bases of Biotechnology (such as plant development and physiology) in specialized third and fourth year classes; hence the “broader” Biotechnology term for the Specialist title.

The curricular requirements for the new Major are a subset of those of the existing Specialist. The differences in course requirements and program learning outcomes between the existing Specialist, and the proposed related Major reflect the differences between what can be achieved in a Major as opposed to what can be achieved in a Specialist. Specifically, the proposed Major will have slightly lower levels of specialization at both the first and second year, and third and fourth year in keeping with the reduced requirements of a Major program. Two required third year courses for the Major (Microbiology and Immunology), and the designated options for third and fourth year courses provide an emphasis on immunology and disease, which is reflected in the modified program title: Major in Molecular Biology, Immunology and Disease.

The Major program will provide instruction and training in the fields of cell and molecular biology, immunology, and infection biology (studies of disease and disease transmission). Students receiving training in these areas will bring valuable skills and experience to society, and can be expected to contribute broadly in the health and technology sectors. Students will be able to combine the proposed Major with programs in Psychology, Chemistry, Environmental Science, Health Studies, and Neuroscience.

The proposed Major is consistent with the Department’s Academic Plan and priorities. Moreover, it takes advantage of an existing faculty expertise in the Biological Sciences at UTSC - particularly in the research fields of immunology and disease biology.

Note: there are no new courses associated with this program.

## 2 Program Rationale

This is a proposal to add a new Major program in Molecular Biology, Immunology, and Disease, where there is an existing Specialist program in Cell and Molecular Biology. Although there is a co-operative version of the Specialist in Cell and Molecular Biology, the proposed new Major program in Molecular Biology, Immunology, and Disease will not include a co-op version at this time. We may consider adding a co-op version in the future.

[NOTE: A Minor Modification proposal to change the name of the current Specialist in Cell and Molecular Biology to the Specialist in Molecular Biology and Biotechnology has been submitted in this curriculum cycle. Hereafter, we refer to this program as the Specialist in Molecular Biology and Biotechnology.]

The existing Specialist in Molecular Biology and Biotechnology is focused on providing knowledge and training in biological processes at the cellular and molecular level, emphasizing the chemical and physical processes in complex biological systems. Students explore topics in biotechnology (technological modification and application of biological elements for specific uses), including medical and agricultural approaches, and have options for exploring one or more other aspects and bases of Biotechnology (such as plant development and physiology) in specialized third and fourth year classes; hence the “broader” Biotechnology term for the Specialist title.

The curricular requirements for the proposed Major are a subset of those of the existing Specialist (see Appendix A for a complete description of the Specialist program). The differences in course requirements and program learning outcomes between the existing Specialist, and the proposed Major reflect the differences between what can be achieved in a Major as opposed to what can be achieved in a Specialist program. Specifically, the learning outcomes for the Major have slightly lower levels of specialization at both the first and second year (physics and organic chemistry are not required for the Major and third and fourth year (fewer required third and fourth year Biological Sciences courses), in keeping with the reduced requirements of a Major program. The two required third year courses for the Major: Microbiology and Immunology (also required for the Specialist), and the designated options for third and fourth year courses will provide an emphasis on immunology and disease, which is reflected in the modified program title: Major in Molecular Biology, Immunology and Disease.

The Department of Biological Science currently offers three programs at both the Specialist and Major levels of concentration – Biodiversity, Ecology and Evolution (Specialist and Major), Human Biology (Specialist and Major) and Integrative Biology at the Specialist concentration along with its related program in Biology at the Major concentration. We believe this design is particularly beneficial to students since it allows them to choose both an area of study and a level of concentration. The proposed Major will offer an attractive option for students interested in molecular biology, biomedical science, disease biology, immunology, and biotechnology who are not interested in, or who do not have the curricular space to complete, the Specialist program already offered.

The Major program will provide instruction and training in the fields of cell and molecular biology, immunology, and infection biology (studies of disease and disease transmission). Students receiving training in these areas will bring valuable skills and experience to society, and can be expected to contribute broadly in the health and technology sectors. Students will be able to combine the proposed Major with programs in Psychology, Chemistry, Environmental Science, Health Studies, and Neuroscience.

The proposed Major is consistent with the Department's Academic Plan and priorities. Moreover, it takes advantage of an existing faculty expertise in the Biological Sciences at UTSC - particularly in the research fields of immunology and disease biology.

Similar programs at U of T include the Major in Cell and Molecular Biology offered by the Department of Cell and Systems Biology on the St. George campus, which is similar to our proposed Major at the first and second year, but does not require C-level Microbiology and Immunology as core courses. Also, at the D-level, our proposed Major emphasizes capstone courses that focus on disease and pathogenesis.

### 3 Need and Demand

The proposed Major program in Molecular Biology, Immunology, and Disease fills a need for students with a strong interest in molecular biology, immunology, and disease who are not interested in, or who do not have the curricular space to complete the existing Specialist in Molecular Biology and Biotechnology. It will be particularly attractive to students who wish to complete a second Major in either a related, or other, field. This field has broad relevance for human health, biomedicine, and biotechnology; we expect it to have considerable appeal for current UTSC students, and for prospective students from across Ontario and Canada. Our faculty who have participated in University fairs and welcome events report that student interest in this program is likely to be very high.

Graduates of this program will achieve fundamental knowledge of molecular biology and the interrelatedness of immunology and disease, which will provide preparation for careers, as well as further training, in health sector fields.

### 4 Admission / Eligibility Requirements

As is the norm for all Biological Science Major programs, admission to this proposed Major will require completion of 4.0 full credits, including 1.0 credit in Biology, 1.0 credit in Chemistry and 0.5 credit in Mathematics (excluding MATA02H3) or Statistics, and a cumulative (CGPA) of at least 1.85.

## 5 Program Requirements\*

For a complete Calendar description of the Specialist in Molecular Biology and Biotechnology, see Appendix A below.

### MAJOR PROGRAM IN MOLECULAR BIOLOGY, IMMUNOLOGY AND DISEASE

*Supervisor:* TBA

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.

#### **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 Degree Requirements).

#### Required Courses and Suggested Course Sequence

##### *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 Introductory Chemistry Courses**

CHMA10H3 Introductory Chemistry I: Structure and Bonding

CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms

#### **0.5 Credit in Calculus or Statistics**

Choose From:

MATA30H3 Calculus I for Biological and Physical Sciences

STAB22H3 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

BIOB34H3 Animal Physiology

BIOB50H3 Ecology

BIOB51H3 Evolutionary Biology

**0.5 Credit in a Biology Core Lab**

Choose From:

BIOB12H3 Cell and Molecular Biology Laboratory

BIOB32H3 Animal Physiology Laboratory

BIOB33H3 Human Development and Anatomy

*Third/Fourth Years*

**1.0 Credit of Required C-Level Courses**

BIOC17H3 Microbiology: The Bacterial Cell

BIOC39H3 Immunology

**1.0 Credit of Additional C-Level Courses**

Choose From:

BIOC10H3 Cell Biology: Intracellular Compartments and Protein Sorting

BIOC12H3 Biochemistry I: Proteins & Enzymes

BIOC13H3 Biochemistry II: Bioenergetics and Metabolism

BIOC14H3 Genes, Environment and Behaviour

BIOC15H3 Genetics

BIOC19H3 Developmental Biology

BIOC31H3 Molecular aspects of Plant Development

**0.5 Credit of Additional D-Level Biology Courses**

Choose From:

BIOD17H3 Seminars in Cellular Microbiology

BIOD19H3 Epigenetics in Health and Disease

BIOD23H3 Special Topics in Cell Biology

BIOD25H3 Genomics

BIOD26H3 Fungal Biology and Pathogenesis

BIOD27H3 Molecular Endocrinology

BIOD29H3 Pathobiology of Human Disease

**List of Required Courses:**

**BIOA01H3 Life on Earth: Unifying Principles**

A lecture and laboratory course providing an overview of the origins and cellular basis of life, genetics and molecular biology, evolution and the diversity of microorganisms. **Note:** that both **BIOA01H3** and **BIOA02H3** **must** be completed prior to taking any other Biology course. Exclusion: BIO120H, BIO130H, (BIO150Y), (BGYA01H3) Breadth Requirement: Natural Sciences

**BIOA02H3 Life on Earth: Form, Function and Interactions**

A lecture and laboratory course providing an overview of the anatomy and physiology of plants

and animals, population biology, ecology and biodiversity. **Note:** that both BIOA01H3 and BIOA02H3 **must** be completed prior to taking any other Biology course. Exclusion: BIO120H, BIO130H, (BIO150Y), (BGYA02H3) Breadth Requirement: Natural Sciences

### **CHMA10H3 Introductory Chemistry I: Structure and Bonding**

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. This course includes a three hour laboratory every other week which alternates with a one hour mandatory tutorial. Prerequisite: Grade 12 Chemistry and [Grade 12 Advanced Functions or Calculus] Exclusion: CHM140Y, CHM151Y Recommended Preparation: MATA30H3 Breadth Requirement: Natural Sciences NOTE: MATA30H3 and [MATA35H3 or MATA36H3] are required for some higher level Physical and Environmental Sciences courses.

### **CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms**

In this course reactions and equilibria in chemical systems are explored through their thermodynamic properties and chemical kinetics. Acid/base and solubility equilibria will be discussed along with topics in electrochemistry. This course includes a three hour laboratory every other week which alternates with a one hour mandatory tutorial. Prerequisite: CHMA10H3 Exclusion: CHM139H, CHM140Y, CHM151Y Recommended Preparation: MATA30H3 and [MATA35H3 or MATA36H3]. Breadth Requirement: Natural Sciences NOTE: MATA30H3 and [MATA35H3 or MATA36H3] are required for some higher level Physical and Environmental Sciences courses.

### **BIOB10H3 Cell Biology**

This course is designed to introduce theory and modern experimental techniques in cell biology. Emphasis will be on eukaryotic cells. Structure and function of major animal and plant organelles will be covered. Subsequent topics include the role of the cytoskeleton. Plasma membrane and extracellular matrix will also be detailed in the context of cell interactions with the environment. Prerequisite: BIOA01H3 & BIOA02H3 & CHMA10H3 & CHMA11H3 Exclusion: (BGYB10H3), BIOB10Y3, (BGYB10Y3), BIO241H, (BIO250Y) Breadth Requirement: Natural Sciences

### **BIOB11H3 Molecular Aspects of Cellular and Genetic Processes**

A course focusing on the central dogma of genetics and how molecular techniques are used to investigate cellular processes. Topics include structure and function of the nucleus, DNA replication and cell cycle control, transcription and translation, gene regulation and signal transduction. Prerequisite: BIOB10H3 Exclusion: BIOB10Y3, (BGYB10Y3), (BGYB11H3), BIO230H, (BIO250Y) Breadth Requirement: Natural Sciences

### **BIOB34H3 Animal Physiology**

A comparative animal physiology course covering regulatory and control mechanisms such as: homeostasis; metabolism and energetics; excretion and osmoregulation; feeding and digestion;

muscles and locomotion; nervous systems. Prerequisite: BIOA01H3 & BIOA02H3 Exclusion: (BIOB30H3),(BGYB30H3), BIO270H, BIO204H Breadth Requirement: Natural Sciences

**BIOB50H3 Ecology**

An introduction to the main principles of ecology, the science of the interactions of organisms with each other and with their environment. The course covers community and population ecology, and provides an emphasis on how ecology relates to other areas of biology, and to contemporary human and environmental issues. Prerequisite: BIOA01H3 & BIOA02H3 Exclusion: (BGYB50H3) Breadth Requirement: Natural Sciences

**BIOB51H3 Evolutionary Biology**

Students learn about development of evolutionary theory, maintenance of genetic variation, mechanisms of evolutionary change, adaptation, and current research topics in evolution. Prerequisite: BIOA01H3 & BIOA02H3 Exclusion: (BGYB51H3) Breadth Requirement: Natural Sciences

**BIOC17H3 Microbiology: The Bacterial Cell**

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. Prerequisite: [[BIOB10H3 & BIOB11H3] or BIOB10Y3] & [one of BIOB12H3 or BIOB32H3 or BIOB33H3 or BIOB52H3] Exclusion: (BGYC17H3), MGY377H, (MBY377H) Breadth Requirement: Natural Sciences

**BIOC39H3 Immunology**

This course introduces the molecular and cellular basis of the immune system. Topics include self versus non-self recognition, humoral and cell-mediated immune responses, and the structure and function of antibodies. The importance of the immune system in health and disease will be emphasized and topics include vaccination, autoimmunity, and tumour immunology. Prerequisite: [[BIOB10H3 & BIOB11H3] or BIOB10Y3] Exclusion: IMM334Y, IMM335Y Breadth Requirement: Natural Sciences

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

The learning outcomes for the Major are a subset of the learning outcomes of the Specialist as described more fully below.

Degree Level Expectations	Program Learning Outcomes – e.g. what students will know or be able to do at the completion of the program	How the program design / structure supports the degree level expectations
<p><b>1. Depth and Breadth of Knowledge</b></p> <p>Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.</p> <p>Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p>	<p>As per the corresponding Specialist program, students completing this program will receive broad training in biological sciences, and more specialized education in the field of molecular biology and its relation to studies of immunology and disease states.</p> <p>The learning outcomes of the Major program are closely aligned to those of the Specialist, however, because of reduced third and fourth year requirements, students will receive less depth of training in molecular biology and biotechnology.</p>	<p>Courses in first year provide core knowledge in science, including biology (BIOA01H3 and BIOA02H3), chemistry (CHMA10H3 and CHMA11H3), and mathematics (MATA30H3 or STAB22H3). In the second year students develop breadth of knowledge in biology based on courses in the biology “core”, which is shared across our Major and Specialist programs and includes ecology, evolution, cell biology, molecular genetics, and physiology (BIOB10H3, BIOB11H3, BIOB34H3, BIOB50H3, and BIOB51H3). Second year students also receive practical training in a lab course BIOB12H3, or BIOB32H3, or BIOB33H3).</p> <p>In the third and fourth year, students develop depth of knowledge in the specific field of molecular biology, immunology, and disease with required courses in microbiology and immunology (BIOC17H3, and BIOC39H3). Additional breadth at the advanced level is achieved via a choice of a 1.0 credit at the C-level (2 from BIOC10H3, BIOC12H3, BIOC13H3, BIOC14H3, BIOC15H3, BIOC19H3, BIOC31H3) and 0.5 credit at the D-level (BIOD17H3, BIOD19H3, BIOD23H3, BIOD25H3, BIOD26H3, BIOD27H3, BIOD29H3).</p>
<p><b>2. Knowledge of Methodologies</b></p> <p>Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.</p>	<p>As per the corresponding Specialist program, students will obtain valuable experiential training in practical and laboratory methodologies in the field of molecular biology.</p> <p>Students will further develop their critical thinking skills and ability to evaluate molecular biology methodologies via seminars, presentations and research papers.</p> <p>The learning outcomes of the</p>	<p>Courses that incorporate laboratories in first (BIOA01H3, BIOA02H3, CHMA10H3, and CHMA11H3), second (BIOB12H3, or BIOB32H3, or BIOB33H3) and third year (BIOC17H3 and BIOC39H3) will provide experiential learning in methodologies. Skills uniquely associated with the laboratory setting will be obtained.</p> <p>In the second year, students have a choice of a B-level core lab based on their particular area of interest (Cell and Molecular Biology Laboratory, Animal Physiology Laboratory, Human Development and Anatomy). The skill set acquired will be extended in the third year via</p>

	<p>Major program are closely aligned to those of the related Specialist, however, because of reduced third and fourth year course requirements, students will not develop the same level of expertise in specific molecular biology and biotechnology methodologies.</p>	<p>the required Microbiology (with a lab component) and Immunology courses. In the third and fourth year, options exist for additional courses with a laboratory component (e.g., BIOC15H3 Genetics).</p> <p>Seminars and research papers will develop understanding of the approaches for evaluating methodologies. Advanced courses will develop critical thinking skills needed for writing and analysis within the laboratory.</p>
<p><b>3. Application of Knowledge</b></p> <p>Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.</p>	<p>As per the corresponding Specialist program, students will gain an understanding of how to choose appropriate tools and methodologies for asking and answering scientific questions related to molecular biology. However, because of reduced third and fourth year course requirements, students in the major program will not develop the same level of specialized training in molecular biology methods and tools compared to students in the specialist program.</p>	<p>The ability to frame questions and identify appropriate tools and methods for answering those questions is introduced and developed through the experiential learning laboratories in first year (BIOA01H3, BIOA02H3, CHMA10H3, and CHMA11H3), second (BIOB12H3, or BIOB32H3, or BIOB33H3) and third year (BIOC17 and BIOC39). These skills are further refined when students participate in class presentations (e.g., BIOC10H3), tutorial discussions (e.g., BIOC14H3) and writing assignments (e.g., BIOC15H3) in third and fourth year in the program.</p>
<p><b>4. Awareness of Limits of Knowledge</b></p> <p>Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations.</p>	<p>As per the corresponding Specialist program, awareness of knowledge limits is obtained as students gain deeper understanding of the area of interest and program material. Students will obtain an understanding of the scientific principles of hypothesis-testing, as well as uncertainty and statistics. Students in the Major program, will receive strong training in this area, with slightly less expertise in specific molecular biology subject areas than the specialist, commensurate with reduced third and fourth year course requirements.</p>	<p>Discussion of limits of knowledge begins in first year when students are introduced to sources of error and statistical approaches (BIOA01H3, BIOA02H3). Knowledge of statistics is extended by the math and statistics requirement (MATA30H3, STAB22H3, PSYB07H3). This understanding is refined in further years, particularly in lab-based courses (BIOB12H3, BIOB32H3, BIOB33H3, BIOC15H3, BIOC17H3, BIOC39H3). Upper year courses, such as BIOD19H3 and BIOD29H3, have components that explain how science is performed as a function of society, and how incremental changes in knowledge can result in transformative changes in understanding.</p>
<p><b>5. Communication Skills</b></p> <p>Students are able to communicate information, arguments, and analyses accurately and reliably,</p>	<p>As in the specialist program, Students will acquire a strong skill set in critical thinking and knowledge transfer. Students</p>	<p>The development of communication and learning skills begins in first year when students write laboratory and experimental reports (BIOA01H3, BIOA02H3, CHMA10H3, and</p>

<p>both orally and in writing. They learn to read and to listen critically.</p>	<p>will obtain both oral and written communication skills. Because of reduced third and fourth year requirements, students will receive slightly less communication training than in the corresponding Specialist program.</p>	<p>CHMA11H3). Communication skills are reinforced in second year laboratories (BIOB12H3, BIOB32H3, BIOB33H3) and with the introduction of short answer exam components in second year courses BIOB10H3, BIOB11H3, BIOB34H3, BIOB50H3, BIOB51H3). In third year, skills are further enhanced and evaluated with short answer exams, presentations, and lab report writing for third year laboratories (BIOC15H3, BIOC17H3). The fourth year courses in this program all have seminar components and significant writing and/or oral communication components.</p>
<p><b>6. Autonomy and Professional Capacity</b></p> <p>The education students receive achieves the following broad goals:</p> <ul style="list-style-type: none"> <li>• It gives students the skills and knowledge they need to become informed, independent and creative thinkers</li> <li>• It instills the awareness that knowledge and its applications are influenced by, and contribute to, society</li> <li>• It lays the foundation for learning as a life-long endeavour</li> </ul>	<p>As in the Specialist, at the end of this program students will have acquired skills and abilities that make them independent deep learners. Students will be equipped with foundational skills needed to enter the work force, or move into higher education. Students will understand the relevance of their education for societal needs. Students in the Major program will have slightly different skill sets compared to the Specialist, due to reduced course requirements.</p>	<p>As students progress through the program, they will be taught different methods of knowledge acquisition, including traditional independent reading and study (e.g., the core second year courses of the program,), the use of experiential learning in laboratories (BIOA01H3, BIOA02H3, BIOB12H3, BIOB32H3, BIOB33H3, BIOC15H3, BIOC17H3, BIOC39H3) and group learning in both lab and seminar-based coursework at the third and fourth year. Advanced fourth year courses will highlight the importance of knowledge and research in the field for societal needs.</p>

## 7 Consultation

We expect this Major to have a positive impact on our Departmental offerings, by making available an additional option for training at a lesser concentration than our existing Specialist program, in an important and attractive field of study. No new courses are proposed and the proposed Major will not impact course availability to students in Biological Sciences. At UTSC, the Major program received scrutiny from both the curriculum committee and the Department as a whole during dedicated meetings. In addition the Department consulted with the Departments of Physical and Environmental Sciences, Computer and Mathematical Sciences, and Anthropology (Health Studies); these Departments have been encouraging regarding the proposed Major. We also consulted with the Department of Cell and Systems Biology at the St. George campus and the Department of Biology at the University of Toronto Mississauga. Suggestions by these Departments regarding course inclusions in the Major have been considered. We have received broadly positive feedback from our consultations across U of T.

## 8 Resources

### 8.1 Faculty requirements

The courses included in the proposed Major are a subset of the courses already being offered by the Department of Biological Sciences to complete the associated Specialist – there are no new courses associated with this proposal. No additional faculty are required. TA support will be comparable to other Major programs.

### 8.2 Space/Infrastructure

None

## 9 Governance Process:

Levels of Approval Required	Dates
<b>Departmental Curriculum Committee</b>	July 8, 2013
<b>Decanal Sign Off</b>	October 23, 2013
<b>UTSC Academic Affairs Committee</b>	
<b>Submission to Provost's Office</b>	
<b>Report to AP&amp;P</b>	
<b>Report to Ontario Quality Council</b>	

## Appendix A

### SPECIALIST PROGRAM IN ~~CELL AND~~ MOLECULAR BIOLOGY AND BIOTECHNOLOGY (SCIENCE)

Supervisor: J. Nash Email: [cell-and-molecular-biology@utsc.utoronto.ca](mailto: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 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 IIA

[PHYA22H3](#) Introduction to Physics IIB

### 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

[BIOC21H3](#) Vertebrate Histology: Cells and Tissues

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

Last updated March 19, 2013

(BGYC22H3) Vertebrate Histology: Organs  
[BIOC31H3](#) Molecular Aspects of Plant Development  
[BIOD37H3](#) Biology of Plant Stress

*Fourth Year*

**0.5 Credit in Advanced Molecular Techniques**

[BIOD21H3](#) Advanced Molecular Biology Laboratory

**0.5 credit of D-level Research-oriented "Cell & Molecular" Course Work**

Choose from:

[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  
[BIOD95H3](#) Supervised Study in Biology  
[BIOD98Y3](#) 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'.



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3e

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Centre for Critical Development Studies.

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Centre for Critical Development Studies for the 2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

The Centre for Critical Development Studies is making minor modifications to the requirements of 3 programs.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Centre for Critical Development Studies.

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

**Centre for Critical Development Studies  
January 23, 2014**

**1. Program Change**

**Program: Specialist (Co-operative) in International Development Studies (B.Sc.)**

*Overview of Changes:*

- Delete IDSD02H3 as a program requirement; reduce the total requirements to complete the program from 16.5 to 16.0.
- Refresh the course options to complete requirement 3.

*Calendar Copy Showing Changes:*

**SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES  
(SCIENCE)**

**Program Requirements:**

This program requires 16.05 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~~ ~~13.5~~ of the 16.05 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)**

IDSA01H3 Introduction to International Development Studies  
[MGEA01H3/(ECMA01H3) Introduction to Microeconomics or  
MGEA02H3/(ECMA04H3) Introduction to Microeconomics: A Mathematical  
Approach]  
[MGEA05H3/(ECMA05H3) Introduction to Macroeconomics or  
MGEA06H3/(ECMA06H3) Introduction to Macroeconomics: A Mathematical  
Approach]  
EESA01H3 Introduction to Environmental Science

**2. Core courses in International Development (3.05 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  
~~IDSD02H3 Supervised Research in International Development~~

**3. Methods for International Development Studies (1.5 credits)**

IDSC04H3 Project Management I  
0.5 credit in Quantitative/statistical methods (~~one of ANTC35H3,~~

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

~~MGEB11H3/(ECMB11H3), GGRA30H3, POLB11H3, PSYB07H3,  
STAB22H3)~~

ANTC35H3 **Qualitative Methods in Anthropology**

MGEB11H3/(ECMB11H3) **Qualitative Methods in Economics I**

GGRA30H3 **Geographic Information Systems (GIS) and Empirical Reasoning**

GGRB30H3 **Fundamentals of GIS**

STAB22H3 **Statistics I**

and

0.5 FCE in Qualitative Methods (~~one of ANTB19H3, GGRB02H3, SOCB05H3,  
POLC78H3~~).

ANTB19H3 **Ethnography and the Comparative Study of Human Societies**

GGRC31H3 **Qualitative Geographical Methods: Place and Ethnography**

POLC78H3 **Political Analysis I**

**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 credits 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

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

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

IDSC01H3 Research Design for Development Fieldwork\* (\*must be taken prior to co-op placement)

IDSD01Y3 Post-placement Seminar and Thesis

*Rationale:*

- IDSD02H3 is a requirement in the non co-op analog of this program and should not have been added as a requirement to the Co-op program. Removing it corrects a past error.
- The course options in requirement 3 have been updated to reflect current offerings in the Departments of Human Geography, Political Science and Sociology.

*Consultation:*

Within the Centre for Critical Development Studies. Updating of methods courses has been in collaboration with the Departments of Human Geography, Political Science, and Sociology responding to changes in their offerings. Reviewed by the Dean's Office.

**2. Program Change**

**Program: Specialist in International Development Studies (B.A.)**

*Overview of Changes:*

- Revise the total number of credits required at the C- or D-level from 6.0 to 4.0.
- Move IDSD02H3 from requirement 2 to requirement 4 – course remains a requirement in the program.
- Delete POLB11H3 and PSYB07H3 from requirement 3 - Statistics/Quantitative Methods optional courses and add GGRB30H3; delete GGRB02H3 and SOCB05H3 from requirement 3 – Qualitative Methods courses and add GGRC31H3
- Refresh the optional courses selection in requirement 5.

*Calendar Copy Showing Changes:*

SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)

**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)**

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

IDSA01H3 Introduction to International Development Studies  
[MGEA01H3/(ECMA01H3) Introduction to Microeconomics  
or MGEA02H3/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach]  
[MGEA05H3/(ECMA05H3) Introduction to Macroeconomics  
or MGEA06H3/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach]  
EESA01H3 Introduction to Environmental Science

**2. Core courses in International Development (3.05 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  
~~IDSD02H3 Supervised Research in International Development~~

**3. Methods for International Development Studies (1.5 full credits as follows)**

IDSC04H3 Project Management I  
0.5 FCE in Statistics/Quantitative Methods **from:** ~~(one of ANTC35H3, MGEB11H3/(ECMB11H3), GGRA30H3, POLB11H3, PSYB07H3, STAB22H3)~~  
ANTC35H3 **Qualitative Methods in Anthropology**  
MGEB11H3/(ECMB11H3) **Qualitative Methods in Economics I**  
GGRA30H3 **Geographic Information Systems (GIS) and Empirical Reasoning**  
GGRB30H3 **Fundamentals of GIS**  
STAB22H3 **Statistics I**  
0.5 FCE in Qualitative Methods **from:** ~~(one of ANTB19H3, GGRB02H3, SOCB05H3, POLC78H3)~~  
ANTB19H3 **Ethnography and the Comparative Study of Human Societies**  
GGRC31H3 **Qualitative Geographical Methods: Place and Ethnography**  
POLC78H3 **Political Analysis I**

**4. Research in International Development Requirement (0.5 credit):**

~~IDSD02H3 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

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

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  
**SOCC58H3 Global Transformations: Politics, Economy & Society**

***Economics of Development***

ANTC19H3 Producing People and Things: Economics and Social Life  
MGEB32H3/(ECMB36H3) Economic Aspects of Public Policy  
MGEB60H3/(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  
EESB16H3 Feeding Humans - the Cost to the Planet  
EESB17H3 Hydro Politics and Transboundary Water Resources Management  
~~FOR201H Conservation of Tropical and Subtropical Forests~~  
~~GGRC44H3 Environmental Conservation and Sustainable Development~~  
**GGRB21H3 Environments and Environmentalisms**  
GGRC10H3 Urbanization and Development  
GGRC22H3 Political Ecology Theory and Application  
GGRC25H3 Land Reform and Development  
**GGRC44H3 Environmental Conservation and Sustainable Development**

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

***Gender, and Health and Development***

ANTC14H3 Feminism and Anthropology  
ANTC15H3 Genders and Sexualities  
ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective  
GGRB28H3 Geographies of Disease  
GGRD10H3 Health and Sexuality  
HLTC02H3 Women and Health: Past and Present  
~~HMB303H Global Health and Human Right~~  
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~~  
**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**  
**IDSD19H3 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  
~~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

***Rationale:***

- The requirement for 6.0 credits at the C- or D-level makes the program very difficult for students to complete. 4.0 credits at the C- or D-level is the norm for a Specialist program and this change brings the requirements for the Specialist B.A. program into line with the requirements for the Specialist B.Sc. program.
- As IDSD02H3 is one of the final courses students will take, it makes sense to move this requirement to later in the program.
- Updating of methods courses has been in collaboration with the Departments of Human Geography, Political Science, and Sociology responding to changes in their offerings.

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

- IDSA02H3/AFSA03H3 is a small first-year experience course, with only 20 students admitted each year. We would like this smaller group of students to be able to apply this course towards their Specialist program; other changes are mostly to add new IDS courses and delete courses that are no longer offered.

*Consultation:*

Within the Centre for Critical Development Studies. Updating of methods courses has been in collaboration with the Departments of Human Geography, Political Science, and Sociology responding to changes in their offerings. Reviewed by the Dean's Office.

### **3. Program Change**

***Program: Specialist (Co-operative) in International Development Studies (B.A.)***

*Overview of Changes:*

- Revise the total number of credits to complete the program at the C- or D-level from 6.0 to 4.0.

*Calendar Copy Showing Changes:*

**SPECIALIST (CO-OPERATIVE) PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)**

Co-op Contact: [askcoop@utsc.utoronto.ca](mailto: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.

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

Current U of T Scarborough students: Application procedures can be found at the Registrar's Office website at: [www.utoronto.ca/subjectpost](http://www.utoronto.ca/subjectpost). 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 6.0 must be at the C- or D-level including at least 1.0 at the D-level.

Students must complete requirements 1-5 of the requirements for the Specialist (Non-co-op B.A.) Program in International Development Studies ~~above~~, except for IDSD02H3,

*Minor modifications to curriculum submitted by the Centre for Critical Development Studies.*

plus the following:

**Co-operative, Language and Thesis Requirements (2.5 credits):**

1.0 full credit in a second language

IDSC01H3 Research Design for Development Fieldwork (must be taken prior to co-op placement)

IDSD01Y3 Post-placement Seminar and Thesis

*Rationale:*

- The requirement for 6.0 credits at the C- or D-level makes the program very difficult for students to complete. 4.0 credits at the C- or D-level is the norm for a Specialist program and this change brings the requirements for the Specialist (Co-operative) B.A. program into line with its non co-op analog.

*Consultation:*

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



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3f

**ITEM IDENTIFICATION:**

Introducing a new freestanding Minor in English/Chinese Translation (B.A.)

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This is a proposal to introduce a new freestanding Minor in English/Chinese Translation (B.A.). The program will be housed in the Centre for French and Linguistics.

Chinese has become the third most commonly used language in Canada (and the second most commonly used language outside Quebec) giving rise to a growing need to create

*Proposal to Introduce a new freestanding Minor in English/Chinese Translation*

new university programs in English/Chinese translation. While our primary focus is to be English-to-Chinese translation during the early years of ECT, we hope to expand the program into one that accommodates translation bi-directionally (from Chinese into English and from English into Chinese) in order to meet the demands of the job market.

The program requires students to complete a total of 4.0 credits in Translation theory and practice, Linguistics, and Chinese Language. Newly created courses in translation theory and practice will complement courses in Linguistics and Chinese Language already offered by the Centre for French and Linguistics (CFL). Our Centre is uniquely poised to offer students courses in the three subjects that constitute a English/Chinese Translation program: analysis of language structures via Linguistics; high-level proficiency in Chinese; and a keen understanding of the theoretical underpinnings of the practical task of translating in real-life social contexts. The projected enrolment is 30 in 2014, largely derived from the large pool of Chinese heritage students who are functionally bilingual in Chinese and English before joining the university. This number is expected to increase in future years, in line with demographic data on immigration patterns in the GTA.

The University of Toronto currently has no degree programs in English/Chinese translation. Furthermore, there are no English/Chinese translation programs in the GTA that can provide students with what our Centre (CFL) has to offer: a foundation in theoretical linguistics and theoretical perspectives on translation combined with strong Chinese language skills and hands-on practice in English/Chinese translation. At UTSC we have a large Chinese-English bilingual population that would have a new incentive for developing their English and Chinese language skills: to pave the way for a career in translation in areas such as business, government, diplomacy, journalism, education, and cultural exchange. In addition, the proposed Minor program in English/Chinese Translation could prepare students for graduate studies in a germane discipline. A thorough examination of the English/Chinese and Chinese/English translation programs in Canada, the US, the UK, Australia and New Zealand reveals that these are either master's programs or postgraduate professional ones. Since these programs recruit students with a Bachelor's degree without any special qualifications in English/Chinese translation, the top-ranking students from our ECT program should fare very well during the application process. The ECT program would also complement current programs at UTSC, for example, Linguistics, Global Asia Studies, Management - International Business, Media Studies and International Studies, since these programs generally encourage or require study of languages relevant to students' disciplines.

Three new courses are associated with this program: ECTB61H3, ECTD68H3 and ECTD69H3.

\*Note: In Canada there is a large number of speakers of the Cantonese (the 3rd largest dialect among the 7 major spoken Chinese dialects – after Mandarin and the Wu dialect). There is a growing number of speakers of Mandarin (based on the Beijing dialect), the official SPOKEN language in China [the People's Republic of China] and Taiwan [the Republic of China]. Because of this, many Chinese in Canada speak or understand the Cantonese dialect; and many non-ethnic Chinese think that Chinese is only divided by

*Proposal to Introduce a new freestanding Minor in English/Chinese Translation*

Cantonese and Mandarin. However, it is actually more appropriate to use the word “Chinese” (language) instead of “Mandarin” (one of 7 major dialects although it is an official one).

Any new/additional financial obligations resulting from this proposal will be met by the Centre for French and Linguistics and the Office of the Dean.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Major Modification proposal Type B to introduce a new freestanding Minor in English/Chinese Translation, dated January 16, 2014.



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

<b>What is being proposed:</b>	A new freestanding Minor in English/Chinese Translation (B.A.)
<b>Department / Unit where the program will be housed:</b>	Centre for French and Linguistics
<b>Faculty / Academic Division:</b>	University of Toronto Scarborough
<b>Faculty / Academic Division Contact:</b>	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
<b>Department/Unit Contact:</b>	Sean Ramrattan
<b>Start date of the program:</b>	May 2014
<b>Date of this version of the proposal:</b>	January 16, 2014

## 1 Executive Summary

This is a proposal to introduce a new freestanding **Minor in English/Chinese Translation (ECT)\***. Chinese has become the third most commonly used language in Canada (and the second most commonly used language outside Quebec) giving rise to a growing need to create new university programs in English/Chinese translation. While our primary focus is to be English-to-Chinese translation during the early years of ECT, we hope to expand the program into one that accommodates translation bi-directionally (from Chinese into English and from English into Chinese) in order to meet the demands of the job market.

The program requires students to complete a total of 4.0 credits in Translation theory and practice, Linguistics, and Chinese Language. Newly created courses in translation theory and practice will complement courses in Linguistics and Chinese Language already offered by the Centre for French and Linguistics (CFL). Our Centre is uniquely poised to offer students courses in the three subjects that constitute a English/Chinese Translation program: analysis of language structures via Linguistics; high-level proficiency in Chinese; and a keen understanding of the theoretical underpinnings of the practical task of translating in real-life social contexts. The projected enrolment is 30 in 2014, largely derived from the large pool of Chinese heritage students who are functionally bilingual in Chinese and English before joining the university. This number is expected to increase in future years, in line with demographic data on immigration patterns in the GTA.

The University of Toronto currently has no degree programs in English/Chinese translation. Furthermore, there are no English/Chinese translation programs in the GTA that can provide students with what our Centre (CFL) has to offer: a foundation in theoretical linguistics and theoretical perspectives on translation combined with strong Chinese language skills and hands-on practice in English/Chinese translation. At UTSC we have a large Chinese-English bilingual population that would have a new incentive for developing their English and Chinese language skills: to pave the way for a career in translation in areas such as business, government, diplomacy, journalism, education, and cultural exchange. In addition, the proposed Minor program in English/Chinese Translation could prepare students for graduate studies in a germane discipline. A thorough examination of the English/Chinese and Chinese/English translation programs in Canada, the US, the UK, Australia and New Zealand reveals that these are either master's programs or postgraduate professional ones. Since these programs recruit students with a Bachelor's degree without any special qualifications in English/Chinese translation, the top-ranking students from our ECT program should fare very well during the application process. The ECT program would also complement current programs at UTSC, for example, Linguistics, Global Asia Studies, Management - International Business, Media Studies and International Studies, since these programs generally encourage or require study of languages relevant to students' disciplines.

Three new courses are associated with this program: ECTB61H3, ECTD68H3 and ECTD69H3.

\*Note: In Canada there is a large number of speakers of the Cantonese (the 3rd largest dialect among the 7 major spoken Chinese dialects – after Mandarin and the Wu dialect). There is a growing number of speakers of Mandarin (based on the Beijing dialect), the official SPOKEN language in China [the People's Republic of China] and Taiwan [the Republic of China]. Because of this, many Chinese in Canada speak or understand the Cantonese dialect; and many non-ethnic Chinese think that Chinese is only divided by Cantonese and Mandarin. However, it is actually more appropriate to use the word "Chinese" (language) instead of "Mandarin" (one of 7 major dialects although it is an official one). To change "Chinese" to

“Mandarin” would go against the standard and professional use of the terminology.

## 2 Program Rationale

This is a proposal to introduce a new freestanding Minor program in English/Chinese Translation. With globalization, cross-cultural communication is becoming increasingly important, as is the growing need for professional English and Chinese translators in a large multicultural urban centre such as Toronto. The proposed program is designed to provide students with both theoretical knowledge and practical skills in the cultural and linguistic aspects of translation. Basic linguistics courses in structural analysis, courses in Chinese language and linguistics and, finally, specialized courses on translation methodologies in conjunction with hands-on practice in English/Chinese translation are designed to equip students to apply for graduate programs in germane disciplines or to pave the way to becoming translators in professional organizations through accreditation. This Minor will give students the foundational knowledge they need to prepare them to take professional tests to become accredited translators after graduation. Students would still need to pass professional tests in order to become accredited translators/interpreters, a process that generally requires a few years of real-life translation work.

Despite the rising demand for professional English/Chinese translators, there are very few universities that offer similar programs. In fact, there are no undergraduate for-credit English/Chinese translation programs across Canada or in the US or in the West. The post-graduate program offered at Glendon College is related to English and Chinese translation, but it is a training program limited to conference interpreting. Most certificate programs in continuing education cannot provide the same depth of theoretical foundational knowledge and extensive practice that our proposed Minor will. In addition to classroom instruction, students will gain hands-on experience through our faculty members' extensive ties within the Chinese community. Thus, apart from benefiting students at UTSC, including those in Global Asia Studies, Management, Media Studies, and International Studies, etc., we anticipate that we will attract students from the other two campuses since St. George and UTM do not currently offer programs or general courses in Translation. Furthermore, the proposed program also has the potential to attract students from other cities in Ontario and other Canadian provinces, and from abroad (e.g., students in the Green Path program at UTSC).

The proposed Minor program in English/Chinese Translation will be housed within the recently created Centre for French and Linguistics (CFL). This academic unit has achieved coherence through its dedication to the study of language within a variety of theoretical frameworks and genres. The Linguistics faculty in the CFL has supported the creation of this new Minor with great enthusiasm since Chinese is already taught at different levels and for different audiences (new learners, heritage speakers, and native or near-native speakers) and since two of the prerequisites for the Minor are core courses in Linguistics (LINA01H3 and LINB06H3). In short, the new Minor suits the collective goal of language study of the Centre and also builds on resources already present within it.

The proposed Minor program is also consistent with the University of Toronto's mission to foster an academic culture that is in tune with the larger community to which our students belong. Newly-arrived first-generation Chinese-speaking immigrants or second-generation Canadians of Chinese extraction constitute a significant portion of our student population. In addition, this program is in keeping with the University's mission to create and foster programs that prepare students for an area of growth in the job market. There are no similar programs at UTSC or on the other two campuses.

The proposed Minor program is distinct because it is designed not just to teach students translation

theory, but also to provide students with practical skills. The program will provide students with a theoretical foundation in linguistics and Chinese linguistics, and will give them experience in translating real-world documents. Students will participate in workshops and field trips where they will have the opportunity to translate in the front lines of media, business, community, and legal and government organizations. The mode of delivery will combine classroom instruction, discussion, hands-on practice in translation, and field trips. We aim to adopt the best available practices in this field, both in North American and Chinese universities. The program will be directed and classes will be taught by experienced instructors who hold Ph.D.s in Chinese or Chinese Translation Studies. They have proven records of publications in English/Chinese translation and are practitioners in English and Chinese translation and interpretation in areas directly relevant to the Minor program.

The following are similar English/Chinese programs offered elsewhere, most of which are newly established to meet the growing needs. We realize that except in East Asia, English/Chinese translation programs in the West are either offered by graduate schools for MA, MS, MPS, or postgraduate diploma or certificate studies, or in continuing and professional studies, which are usually designed for students who have already completed their undergraduate studies. The only undergraduate programs in this area of study are all outside of North America. This situation makes the Minor in ECT at UTSC unique and a pioneering one.

In Australia and New Zealand, undergraduate and postgraduate education:

- Some undergraduate courses, The University of Queensland  
[https://www.uq.edu.au/study/course.html?course\\_code=CHIN2700](https://www.uq.edu.au/study/course.html?course_code=CHIN2700)  
[http://www.uq.edu.au/study/course.html?course\\_code=CHIN3300](http://www.uq.edu.au/study/course.html?course_code=CHIN3300)  
[http://www.uq.edu.au/study/course.html?course\\_code=CHIN3770](http://www.uq.edu.au/study/course.html?course_code=CHIN3770)  
[https://www.uq.edu.au/study/course.html?course\\_code=CHIN7555](https://www.uq.edu.au/study/course.html?course_code=CHIN7555)

In Taiwan, Hong Kong and Mainland China, undergraduate and postgraduate education:

- BA, MA, MPhil/PhD in Translation & Linguistics, City University of Hong Kong  
[http://ctl.cityu.edu.hk/Programmes/334/Progs\\_DegAPI.asp?prog=batl](http://ctl.cityu.edu.hk/Programmes/334/Progs_DegAPI.asp?prog=batl)
- BA, MA & PhD programs, Department of Translation, The Chinese University of Hong Kong  
[http://traserver.tra.cuhk.edu.hk/eng\\_programmes.html](http://traserver.tra.cuhk.edu.hk/eng_programmes.html)
- Hundreds of translation programs offered across universities in mainland China in BA and MA, such as the Graduate School of Translation and Interpretation at the Beijing Foreign Studies University (BFSU) and the specialist program of English and Chinese translation at the Shanghai International Studies University (SISU):  
<http://www.at0086.com/bfsu/college.aspx?c=1422> (BFSU)  
<http://cell.shisu.edu.cn/s/66/t/53/p/1/c/1981/d/1995/list.htm> (SISU, website in Chinese)

In Singapore, undergraduate and postgraduate education:

- Minor in Translation, Graduate Diploma in Translation and Interpretation, Diploma in Business Translation and Interpretation Skills, Practical Business Translation, Nanyang Technological University  
<http://chinese.hss.ntu.edu.sg/undergraduate/Pages/MinorinTranslation.aspx>
- BA in Translation and Interpretation, SIM University  
<http://www.unisim.edu.sg/programmes/programme-details/Pages/BA-Translation-and-Interpretation.aspx>

The proposed Minor program in English/Chinese Translation provides three main choices for the students according to their needs:

First, for top students who want to pursue further study in English and Chinese translation, this program prepares them to continue the graduate study in this field because it equips students with both theoretical and practical skills in English and Chinese translation. Since there are no undergraduate translation studies in English/Chinese except at the Master's degree level in North America or Europe, students from our Minor should have an advantage when applying to graduate programs in Translation and germane disciplines.

Current university students will benefit from this program when they enter the job market as it will give them an advantage in positions where English/Chinese translation skills are required.

Lastly, this Minor will be a valuable first step in preparing students for the accreditation tests offered by different organizations. This Minor itself will not be a direct pathway to accreditation. However, the ECT program will ensure that students are familiar with the accreditation process, the accreditation organizations in GTA, and various levels of the translator's certificate examinations in Greater China. We anticipate that after graduation high achieving students will be able to gain experience in translation through working in the field, thereby bolstering their chances of gaining formal accreditation in English-Chinese translation.

The ECT program will demonstrate its success by documenting the number of students who achieve accreditation and the actual work produced in the real world as much as possible.

### 3 Need and Demand

In order to ascertain the level of student interest in an English/Chinese Translation program, we asked students currently enrolled in UTSC's Linguistics and Language courses to complete a questionnaire. The questionnaire asked for particulars about students' programs as well as self-reports (on a Likert scale from 1 to 5) on their proficiency in Chinese, and their level of interest in an English/Chinese Translation program. These results indicate that interest in a potential English/Chinese Translation program is very high among those who report above-average proficiency in Chinese (see Appendix 1).

The need for professional English and Chinese translation is growing rapidly. The ability to translate between English and Chinese has become a valuable asset in our global economy, in almost all business and international trade careers, but especially in business, community service, journalism, tourism, immigration, and medical and legal services. Many multinational companies and organizations use translation services, and many companies and government organizations now have English/Chinese translators on staff. According to a report in October 2013 by Adzuna, a search engine for classified ads, that analyzed over 2,000 job titles, translators come out as having the number one best job in Canada, with a solid average salary (\$57,000), good prospects and a great work-life balance.

[\(http://www.adzuna.ca/blog/tag/best-jobs-in-canada/\)](http://www.adzuna.ca/blog/tag/best-jobs-in-canada/)

Currently, due to the shortage of qualified English/Chinese translators, many translation tasks are carried out by untrained "bilingual" employees or suffer delays. For example, Chinatown grocer David Chen's legal case was adjourned, time and again, due to a lack of accredited translators in English and Chinese (see "Technical, language issues snarl David Chen court date," *National Post*, Oct. 4, 2010;

“Justice in Ontario getting lost in translation,” CTV News, Oct. 24, 2010; “Shopkeeper David Chen sees trial delayed over unqualified interpreter,” *Globe and Mail*, Aug. 23, 2012). This case, which later prompted the new Citizen’s Arrest and Defense Act in Canada (June 26, 2012), relied heavily on translation and interpreting.

The objective of the program is to provide the opportunity for students to gain credentials for new careers in the fields where English and Chinese translation skills are essential. The students can then enter professional programs to become researchers or translators in diverse fields. They will also be able to work in Canada and around the world where English and Chinese are needed, or to find employment in a broad range of careers related to their own expertise and interests.

In fact, on the same Adzuna website, we found currently a job posting released on January 9, 2014, by the Montreal-based *LABORATOIRE BUG TRACKER INC*, for the Chinese Localization Tester. It requires “excellent knowledge of Chinese; good knowledge in English; degree in translation and/or equivalent experience is an advantage.”

<http://www.adzuna.ca/search?q=Chinese%20English%20Translator&w=Canada>

Table 1: Undergraduate Enrolment Projections

Level of study	Academic year 2014	Academic year 2015	Academic year 2016	Academic year 2017	Academic year 2018	Academic year 2019	Academic year* 2020
1 <sup>st</sup> year	30	40	50	60	60	60	60
2 <sup>nd</sup> year		30	40	50	60	60	60
3 <sup>rd</sup> year			30	40	50	60	60
4 <sup>th</sup> year				30	40	50	60
Total enrolment	30	70	120	180	210	230	240

\*Program has reached steady state.

## 4 Admission / Eligibility Requirements

The proposed freestanding Minor program in English/Chinese Translation is intended for students who have advanced comprehension in the principles of grammar and composition in Chinese and English.

Non-native English speakers must provide evidence of English proficiency based on either the Test of English as a Foreign Language (minimum TOEFL scores: internet-based 100; Test of Written English: 23; no sub-score below 19) or International English Language Testing System (minimum IELTS scores: 7.0 overall; 7.0 reading; no sub-score below 6.5). Students who have completed four years of high school and/or university in Canada (or the US, the UK, Australia and New Zealand) are eligible for a waiver of the TOEFL/IELTS exams. Students must provide transcripts from those institutions.

(Reference link: <http://www.miis.edu/admissions/requirements/translationinterpretation>: These are the requirements for students applying for the graduate school of Middlebury College, which is well-known for rigorous language training.)

Non-native Chinese speakers of any dialect must reach level 6 of HSK (Hanyu Shuiping Kaoshi – Chinese Proficiency Test), which is designed for foreign learners who have mastered 2,663 Chinese characters and 5000 words and who can easily understand any information communicated in Chinese and are capable of smoothly expressing themselves in written or oral form.

([http://en.wikipedia.org/wiki/Hanyu\\_Shuiping\\_Kaoshi](http://en.wikipedia.org/wiki/Hanyu_Shuiping_Kaoshi))

HSK has over a hundred test centres around the world and there are two test centres in GTA:

<http://www.senecacollege.ca/confucius-institute/hsk-test-centre.html>

<http://www.hsktoronto.ca/content.asp?id=9>

We are well aware of the CEF (Common European Framework) and the ILR (Interagency Language Roundtable Scale) in Europe, and also the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines in the US, including the guidelines for writing:

<http://www.actfl.org/sites/default/files/pdfs/ACTFLProficiencyGuidelines2012-Writing.pdf>. However, since HSK has a relatively higher standard than the others and also has two HSK testing sites in GTA, we will list HSK on top of the proficiency tests for students, native or non-native.

#### **The Common European Framework C1: criteria**

- can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- can express him/herself fluently and spontaneously without much obvious searching for expressions.
- can use language flexibly and effectively for social, academic and professional purposes.
- can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

#### **The Interagency Language Roundtable Scale Level 4 (full professional proficiency)**

A person at this level is described as follows:

- able to use the language fluently and accurately on all levels and as normally pertinent to professional needs.
- can understand and participate in any conversations within the range of own personal and professional experience with a high degree of fluency and precision of vocabulary
- would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar grounds or situations
- makes only quite rare and minute errors of pronunciation and grammar
- can handle informal interpreting of the language.

We believe that it is unnecessary for students who reaches 70% or higher in LGGC64/65/66/67 to take the HSK or ACTFL or CEF or ILR.

Any of the Chinese courses offered at UTSC designed for native speakers (LGGC64H3, LGGC65H3, LGGC66H3, LGGC67H3) requires a higher level of proficiency in Chinese than C1 in CEF, Level 4 in the ILR, or Level 6 (the highest level) of HSK for non-native speakers of Chinese. In addition, at UTSC we teach and test both Chinese writing systems: simple-form Chinese characters (“simplified Chinese characters”) and complex-form Chinese characters (“traditional Chinese characters”). Likewise, a native speaker of English is usually at a higher level than a Chinese speaker who has achieved 100 at TOEFL or 7.0 at IELTS.

The requirements for the program will include two higher C-level Chinese language courses from LGGC64/65/66/67.

## 5 Program Requirements

### English/Chinese Translation

This program is designed for students, fluent in both English and Chinese, who are interested in English to Chinese translation. It will equip students with the fundamental theoretical knowledge and practical skills required in this profession.

**Note:** Every student will undergo a fluency interview held at UTSC, and must present their original documents (TOFEL or IELTS or HSK scores or four-year transcripts at high school and/or university in designated English-speaking countries). Interview dates and a questionnaire will be posted to the Centre for French and Linguistics website.

### MINOR PROGRAM IN ENGLISH/CHINESE TRANSLATION (ARTS)

Students are required to complete 4.0 credits as follows:

1. 3.0 credits as follows:
  - LINA01H3 Introduction to Linguistics
  - LINB06H3 Syntax
  - LINB60H3 Structure of Chinese<sup>1</sup>
  - ECTB61H3 Chinese English Translation: Theory and Practice<sup>2</sup>
  - ECTD68H3 Translation for Business and Media<sup>3</sup>
  - ECTD69H3 Translation for Government and Public Administration<sup>4</sup>
2. 1.0 credit from the following:
  - LGGC64H3 Reading Chinese: China from the Inside Out<sup>5</sup>
  - LGGC65H3 Reading Chinese: Global Perspectives
  - LGGC66H3 Classical Chinese<sup>6</sup>
  - LGGC67H3 Literary Chinese<sup>7</sup>

### Complete List of Courses Associated With the Program, Including Full Calendar Copy:

#### **ECTB61H3 English/Chinese Translation: Theory and Practice (new)**

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.

Breadth Requirement: Arts, Literature & Language

Note: students are expected to be proficient in Chinese and English

#### **ECTD68H3 Translation for Business and Media (new)**

Guided by translation theories and techniques, students learn the lexicon, structure, and style used in business and media discourse and gain hands-on experience in translating real-life documents regarding Sino-Canadian business and media for large Chinese communities within Canada.

Prerequisite: ECTB61H3 and [LGGC64H3 or LGGC65H3 or LGGC66H3 or LGGC67H3]

Breadth Requirement: Arts, Literature & Language

<sup>1</sup> Formerly LINC60H3 Special Topics: Structure of a Language. Please see attached Course Change Proposal Form

<sup>2</sup> New course; please see attached New Course Proposal Form

<sup>3</sup> New course; please see attached New Course Proposal Form

<sup>4</sup> New course; please see attached New Course Proposal Form

<sup>5</sup> Please see attached Course Change Proposal Form

<sup>6</sup> Formerly LGGC66H3 Classical Chinese I. Please see attached Course Change Proposal Form

<sup>7</sup> Formerly LGGC67H3 Classical Chinese II. Please see attached Course Change Proposal Form

**ECTD69H3 Translation for Government and Public Administration (new)**

This course covers the English/Chinese translation of documents used in government, public administration, and publicly-funded organizations. It introduces the terminologies and special strategies used to translate official documents. Examples of relevant documents will be translated as part of the course work.

Prerequisite: ECTB61H3 and [LGGC64H3 or LGGC65H3 or LGGC66H3 or LGGC67H3]

Breadth Requirement: Arts, Literature & Language

**LINA01H3 Introduction to Linguistics**

An introduction to the various methods and theories of analyzing speech sounds, words, sentences and meanings, both in particular languages and language in general.

Exclusion: LIN100Y

Breadth Requirement: Arts, Literature & Language

**LINB06H3 Syntax I**

Practice in analysis of sentence structure in a broad variety of languages.

Prerequisite: LINA01H3

Exclusion: LIN232H

Breadth Requirement: Arts, Literature & Language

**LINB60H3 Structure of Chinese<sup>8</sup>**

An introduction to the phonetics, morphology, syntax, semantics, discourse, and various writing styles in the Chinese language. Students will use the tools of linguistics analysis learned in prior courses to examine the structural and related key properties of Chinese.

Prerequisite: LINB06H3

Breadth Requirement: Arts, Literature & Language

Note: students are expected to be proficient in Chinese and English

**LGGC64H3 Reading Chinese: China from the Inside Out**

Intended for students who are able to read everyday publications, e.g., newspapers in either complex-form characters or simple-form characters. Pinyin, complex-simplified character conversion and vice versa, and fluency are emphasized through reading and discussing advanced materials in a variety of topics from and outside of Greater China, presentations, and essay writing.

Prerequisite: Online placement test and survey.

Exclusion: LGGB66H3. The instructor has the authority to exclude students whose level of proficiency is unsuitable for the course.

Enrolment Limits: 30

Breadth Requirement: Arts, Literature & Language

NOTE: The sequence of courses offered in the Heritage and Non Heritage streams of Mandarin Chinese may not be adequate preparation for this course; those students may take this course with the instructor's permission. LGGC64H3 may be taken before or after LGGC65H3.

**LGGC65H3 Reading Chinese: Global Perspectives**

Designed for students who are able to read everyday publications, e.g., newspapers in either complex-form characters or simple-form characters. Pinyin, complex-simplified character conversion and vice versa, and fluency are emphasized through reading and discussing advanced materials in a variety of topics from global perspectives, presentations, and essay writing.

This course may be taken before or after LGGC64H3.

Prerequisite: Online placement test and survey.

Exclusion: (LGGB67H3); The instructor has the authority to exclude students whose level of proficiency is

<sup>8</sup> Formerly LINC60H3

<p>unsuitable for the course.                  Enrolment Limits: 30                  Breadth Requirement: History, Philosophy &amp; Cultural Studies                  NOTE: The sequence of courses offered in the Heritage and Non Heritage streams of Mandarin Chinese may not be adequate preparation for this course. LGGC65H3 may be taken before or after LGGC64H3.</p> <p><b>LGGC66H3 Classical Chinese</b>                  This course will examine pre-Qin 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.                  Prerequisite: LGGC64H3 or LGGC65H3                  Exclusion: EAS358Y1 (formerly EAS206Y1), EAS306Y1                  Enrolment Limits: 30                  Breadth Requirement: Arts, Literature &amp; Language                  Note: A working knowledge of modern Chinese is assumed</p> <p><b>LGGC67H3 Literary Chinese</b>                  This course will examine representative literary Chinese texts in Imperial China up to the early 20<sup>th</sup> 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.                  Prerequisite: LGGC64H3 or LGGC65H3                  Exclusion: EAS358Y1 (formerly EAS206Y1), EAS306Y1                  Enrolment Limits: 30                  Breadth Requirement: History, Philosophy &amp; Cultural Studies                  Note: A working knowledge of modern Chinese is assumed</p>
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## 6 Program Structure, Learning Outcomes, and Degree Level Expectations

Degree Level Expectations	Program Learning Outcomes – e.g. what students will know or be able to do at the completion of the program [Clearly describe how the Program Learning Outcomes will support the degree level expectations]	How the program design / structure supports the degree level expectations [Clearly describe how the program design/structure will support the degree level expectations]
<p><b>1. Depth and Breadth of Knowledge</b>                      Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.                      Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking,</p>	<p>The structure of the program provides both a theoretical foundation in linguistics, comparative linguistics (Chinese and English) and translation as well as experience in translating real-world documents and speeches.                      The outcome of such a learning experience should produce program graduates who are able to:                      - understand English and</p>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:                      (1) Three existing linguistics courses, one at the A-level (LINA01H3) and two at the B-level (LINB06H3 “Syntax,” and LINB60H3 “Structure of Chinese”);                      (2) Two out of four existing Chinese language and culture courses at the higher C-level (LGGC64/C65/C66/C67H3); each course itself contains a certain percentage of translation (e.g., 20%-25% for translation from English to Chinese and 20%-25% for translation from Chinese to</p>

<p>methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p>	<p>Chinese linguistically and culturally, as well as the content in particular texts as thoroughly as possible;                  - understand the ART of translation and provide best possible translation versions in some areas with <u>Accuracy</u>, <u>Readability</u> and the appropriate <u>Tone</u>.                  - learn about the translation market.</p>	<p>English);                  (3) Three new English/Chinese Translation courses (one at the B-level, ECTB61H3, and two at the D-level, ECTD68/69H3) in theory and practice and practice in specific fields in high demand in society.                  (4) Co-curricular and extracurricular activities.</p>
<p><b>2. Knowledge of Methodologies</b>                  Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.</p>	<p>Students will gain a knowledge of methodologies through learning theory and doing research; through comparative studies of the structures of English and Chinese and textual analysis; and through doing extensive translation practice and studying applied theories.</p>	<p>The courses that will support these abilities will be the special ECT ones included in 5 above.                   In addition, experiential learning will provide practical examples of the variety of methodologies. In addition to the eight courses (4 credits) in three areas (i.e., three existing LIN courses, two existing LGG courses, three new ECT courses), workshops and field trips in the frontline of media, business, community, and government and/or publicly-funded organizations will be organized. Students will be very interested in participating in these activities, through which they can realize where translation is in demand in real life. For instance, in each semester, a practitioner in the field of translation will be invited to talk to students.</p>
<p><b>3. Application of Knowledge</b>                  Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.</p>	<p>Students will learn to analyze words and phrases, sentences and an entire text critically and gain translation skills and techniques in terms of language, culture, and style. The program will provide those students who wish to pursue graduate studies a good foundation in the theoretical and practical aspects of translation.</p>	<p>The two D-level courses ECTD68H3 (Translation for Business and Media) and ECTD69H3 (Translation for Government and Public Administration) are focused on application of knowledge. ECTB61H3 (Chinese English Translation: Theory and Practice) will involve translation as well. All theories, whether originally in Chinese or in English, may be translated into the other language, not to mention the “practice” part of the course. In addition, certain portions of two LGG Chinese courses also contain English/Chinese translation.</p>
<p><b>4. Awareness of Limits of Knowledge</b>                  Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations.</p>	<p>Translatability and untranslatability, and the strategies for coping with the latter, will be covered in the program.</p>	<p>The awareness of the limits of translation, or untranslatability, will be sufficiently discussed in all ECT courses and beyond, but in ECTB61H3 in particular.</p>

<p><b>5. Communication Skills</b> Students are able to communicate information, arguments, and analyses accurately and reliably, both orally and in writing. They learn to read and to listen critically.</p>	<p>The program aims to equip students with the essential conceptual and linguistic tools for the understanding of languages and cultures. Students will develop skills in writing accurate and readable translations and gaining techniques to preserve the meaning, integrity, style, and nuance in translation.</p>	<p>All eight courses help students gain necessary communication skills in the field of English/Chinese translation The three LIN courses (LINA01H3 Introduction to Linguistics, LINB06H3 Syntax, LINB60H3 Structure of Chinese) teach students how to analyze languages and the English/Chinese languages in particular through LINB60H3. The LGG course options in requirement #2 of the program (LGGC64H3 Reading Chinese: China from Inside Out, LGGC65H3 Reading Chinese: Global Perspectives; LGGC66H3 Classical Chinese, LGGC67 Literary Chinese) include Chinese-to-English and English-to-Chinese exercises and pay attention to stylistics in speaking and writing. The three ECT courses deal with issues in translation specifically, from theory and practice (ECTB61H3) to the private sector in business and media (ECTD68H3) and to the public sector (ECTD69H3). The eight courses together strengthen students' communication skills and translation skills.</p>
<p><b>6. Autonomy and Professional Capacity</b> The education students receive achieves the following broad goals:</p> <ul style="list-style-type: none"> <li>• It gives students the skills and knowledge they need to become informed, independent and creative thinkers</li> <li>• It instils the awareness that knowledge and its applications are influenced by, and contribute to, society</li> <li>• It lays the foundation for learning as a life-long endeavour</li> </ul>	<p>Students will achieve the autonomy and professional capacity through taking the eight courses, extracurricular workshops and field trips. In addition, they will be encouraged to volunteer to translate various documents that many Chinese community centres in the GTA urgently need. For example, low-income residents of the Toronto Community Housing Corporation often rely on the translation provided by the Chinese community centres to understand various documents. Our students in translation training can learn by doing, and gain first-hand awareness of the need in society. They may also work as paid freelance translators/interpreters as they gain more experience.</p>	<p>Instructors in the program will be translation practitioners in the field, and will be able to provide information about professional associations and government organizations that offer tests for accredited or certified translators. Specifically, Senior Lecturer, Dr. Helen Wu was accredited by the Ministry of the Attorney General.</p> <p>Additional instructors must be accredited and/or published translators and will be required to hold a Ph.D. degree in the field and have extensive practical experience. We are already aware of two qualified sessional instructors who may be hired if the proposal is approved.</p> <p>In addition to preparing students to take the professional tests, the program may also prepare students to pursue other occupations; for example, flight attendant, bilingual social worker, tour guide, journalist, and computer software localization tester.</p>

## 7 Assessment of Teaching and Learning

Students will be evaluated through in-class tests and final exams, as well as real-world translation assignments and larger research-based projects. Students' analytical and problem solving ability will be evaluated through experiential learning (hands-on practical translation assignments in real-life social contexts).

## 8 Consultation

Linguistics will provide the theoretical foundation for English/Chinese Translation. CFL colleagues have been consulted and have given their strong support. Since both linguistic knowledge and language proficiency are requirements of this new program, its research and practical aspects preserve the nature and quality of the unit.

## 9 Resources

### 9.1 Faculty requirements

Dr. Helen Xiaoyan Wu, Senior Lecturer, will act as Program Supervisor and will also teach courses in the program. She is currently the only full-time faculty member in Chinese language and linguistics. The CFL would therefore require a modest increase to its stipend budget to cover an additional 5 half courses per year. This has been approved by the Dean.

We are well aware of several superbly qualified people, such as Dr. Jingsong Ma, Sessional Lecturer II. She and other contract faculty members with PhDs, all of whom have taught Chinese courses at the University of Toronto and at UTSC in the past, have wide-ranging teaching, practical, and publishing experience in translation.

As for the level of TA support, that depends on the enrolment. To ensure quality and to allow the new ECT program to grow in a healthy way, we do not intend to admit over 30 students in 2014-2015. If the student demand is high in subsequent years, we will gradually meet their needs by requesting more funding for faculty and TA support.

**Table 1: Detailed List of Committed Faculty**

Faculty name and rank	Home unit	Area(s) of Specialization
Helen Xiaoyan Wu, Senior Lecturer	Centre for French and Linguistics	BA in English (Shanghai Int'l Studies U); MA and PhD in East Asian Studies (U of T), English/Chinese Scholarly translation graduate course (UCLA-Fudan joint program); English-Chinese comparative studies, Chinese linguistics, Sinology and contemporary Chinese studies. University teacher of English in Shanghai (1982-1985); teacher of Chinese at U of T since 1987; Instructor of English-Chinese translation with the U of T School of Continuing Studies since the early 1990s; publications in translation studies in Chinese and in English; other publications involving translation; English and Chinese translation and interpreting in Canada since the mid-1980s, including website translation; was accredited in 1990 by the Ministry of the Attorney General, Ontario, as court interpreter.

## 9.2 Space/Infrastructure

None. The current space allocated to the academic programs in CFL will accommodate the new minor program. No special equipment or laboratory space needed.

## 10 Governance Process

Levels of Approval Required	Dates
Departmental Curriculum Committee	May 27, 2013
Decanal Sign-Off	January 16, 2014
UTSC Academic Affairs Committee	
Submission to Provost's Office	
Report to AP&P	
Report to Ontario Quality Council	

## 11 Associated New Courses

<b>Proposed Course Code:</b>	<b>ECTB61H3</b>
<b>Proposed Course Title:</b>	<b>English/Chinese Translation: Theory and Practice</b>
<b>Anticipated Course start date:</b>	<b>Fall 2014</b>
<b>Unit where the course will be housed:</b>	<b>Centre for French and Linguistics</b>
<b>Discipline:</b>	Linguistics

### *Rationale*

ECTB61H3, English/Chinese Translation: Theory and Practice, is one of the foundation courses for the proposed minor program in English/Chinese Translation. Students will study, analyze and apply translation theory. There is no degree course taught at U of T dealing with English/Chinese translation. ECTB61H3 is distinctive in that it is specifically focused on issues in English/Chinese/ translation, with the vision of possible job opportunities in GTA and beyond.

### *Fit*

Linguistics (e.g. syntax, semantics), psycholinguistics (e.g. psychoanalysis of language, language processing), Chinese language, comparative studies of Chinese and English are integral parts of English/Chinese translation. ECTB61H3 fits right in the linguistics programs in the Centre for French and Linguistics. This course will not make any other course redundant but requires students to take some of the existing LIN and LGG Chinese courses.

### *Calendar Copy*

#### **ECTB61H3 English/Chinese Translation: Theory and Practice**

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.

Recommended Preparation: Proficiency in Chinese and English

Enrolment Limits: 30

Breadth Requirement: Arts, Literature & Language

Note: Students must already have mastered the principles of grammar and composition in both Chinese and English.

### *Learning Outcomes*

Students will be able to answer questions such as:

- What is "literal translation," "free translation" and "equivalent value"?
- What is the yardstick to translate a text from one language to another?
- Why is it necessary to change the part of speech of the corresponding word which is available in both Chinese and English?
- Are social values, political attitude, customs and institutions important as to aid

personal interpretation and understanding of a translated text?

Along with the explanation and discussion of key terms and concepts, and methodology, students will have also learned critical analysis of chosen translations and textual samples to observe the ART of Chinese/English translation in terms of the Accuracy, Readability and Tone.

#### *Topics Covered*

- What is translation and translation studies?
- Major translation theories and concepts in China and the West
- Literal translation and free translation
- Colloquial and literary expressions
- Loss and gain; translatability and untranslatability
- Cultural differences and traps
- Survey of translation in Chinese history and today, with special reference to Chinese/English translation
- Western impact on Chinese culture and society through translation
- Survey of Chinese/English translation in Canada in public and private sectors, with special reference in GTA and Ontario
- Textual analysis, such as passive sentences, elliptical sentences, negative sentences, tenses and aspects, word order and clausal order, styles
- Error analysis
- Methodology of translation and translation practice

#### *Methods of Assessment*

- Active participation in class, including discussion and presentation
- Assignments
- Final project
- Quiz/test/final exam

#### *Consultation*

The Minor in English/Chinese Translation program, including ECTB61H3, is supported within the Centre for French and Linguistics. Since linguistics provides the theoretical and practical foundations of ECT, all faculty members welcome the creation of English/Chinese Translation provided it does not remove any resources for existing programs. With additional funding, CFL expects the growth of enrolment in some courses of linguistics and Chinese language. Dr. Karen McCrindle, Director of CFL, Dr. Rena Helms-Park, Associate Director, Dr. Helen Wu, Senior Lecturer of Chinese and Mr. Sean Ramrattan, Undergraduate Assistant, are all actively involved in preparing for the CET minor program proposal. The two potential instructors and experienced translators, Dr. Jingsong Ma (Sessional Lecturer II) and Dr. John Edward Stowe (Sessional Lecturer I Long Term) have been consulted. In addition, Professor Marco Fiola, immediate past President of the Canadian Association of Translation Studies and current Chair of the Department of Languages, Literatures and Cultures at Ryerson University has been consulted. He naturally supports the establishment of such a program. Dr. Stephen Bahry, who

works for the U of T School of Continuing Education and who goes to China many times to interview prospective Green Path Students, have also been consulted. Everyone is very supportive.

<b>Proposed Course Code:</b>	<b>ECTD68H3</b>
<b>Proposed Course Title:</b>	<b>Translation for Business and Media</b>
<b>Anticipated Course start date:</b>	<b>Fall 2014</b>
<b>Unit where the course will be housed:</b>	<b>Centre for French and Linguistics</b>
<b>Discipline:</b>	Linguistics

#### *Rationale*

Many factors lead to the selection of business and media as one of the Chinese/English Translation practice courses, including

- Large presence of heritage Chinese student body in management, with an international business stream, at UTSC;
- China has become Canada's second largest trading partner since 2010;
- Chinese language media within Canada depend on translation heavily.

There is no similar course on any campus at U of T. ECTD68H3 will be unique as it is not only relevant with the booming Sino-Canadian business relationships, but is also closely related to the world of business and Chinese language media within Canada.

#### *Fit*

ECTD68H3 fits the Chinese/English Translation minor program. It is focused on the translation practice in business and media as skills in these areas are in high demand. This course will not make any other courses redundant as there is no similar course on any campus at U of T.

#### *Calendar Copy*

##### **ECTD68H3 Translation for Business and Media**

Guided by translation theories and techniques, students learn the lexicon, structure, and style used in business and media discourse and gain hands-on experience in translating real-life documents regarding Sino-Canadian business and media for large Chinese communities within Canada.

Prerequisite: ECTB61H3 and [LGGC64H3 or LGGC65H3 or LGGC66H3 or LGGC67H3]. Students must have a minimum GPA of 70% in LGGC64H or LGGC65H (or an equivalent through an interview).

Recommended Preparation: High proficiency in both Chinese and English

Enrolment Limits: 30

Breadth Requirement: Arts, Literature & Language

#### *Learning Outcomes*

Application of translation theories and techniques in business and media. Students will become

familiar with business writing and translation, media reports and news analysis, and the relevant styles in translation.

#### *Topics Covered*

- Analysing the original writings and translation articles on Canada-China business relationships, including those about Canadian businesses in China and Chinese businesses in Canada
- Survey of Chinese language media within Canada that rely on English-Chinese translation heavily
- Translation and media coverage of Chinese/Canadian businesses at home and in the other country
- Comparing the styles of writings and translations in English and in Chinese
- Practicing Chinese/English translation in business and media, with annotations for textual analysis

#### *Methods of Assessment*

- Active participation in class, including discussion and presentation
- Assignments
- Final project
- Quiz/test/final exam

#### *Consultation*

The Minor in Chinese/English Translation program, including this course, has been consulted within the Centre for French and Linguistics. All faculty members welcome the creation of CET provided it does not remove any resources for existing programs. Dr. Karen McCrindle, Director of CFL, Dr. Rena Helms-Park, Associate Director, Dr. Helen Wu, Senior Lecturer of Chinese and Mr. Sean Ramrattan, Undergraduate Assistant, are all actively involved in preparing for the CET minor program proposal. The two potential instructors and experienced translators, Dr. Jingsong Ma (Sessional Lecturer II) and Dr. John Edward Stowe (Sessional Lecturer I Long Term) have been consulted. In addition, Professor Marco Fiola, immediate past President of the Canadian Association of Translation Studies and current Chair of the Department of Languages, Literatures and Cultures at Ryerson University, has been consulted. He naturally supports the establishment of such a program. Dr. Stephen Bahry, who works for the U of T School of Continuing Education and who goes to China many times to interview prospective Green Path Students, have also been consulted. Everyone is very supportive.

<b>Proposed Course Code:</b>	<b>ECTD69H3</b>
<b>Proposed Course Title:</b>	<b>Translation for Government and Public Administration</b>
<b>Anticipated Course start date:</b>	<b>Fall 2014</b>
<b>Unit where the course will be housed:</b>	<b>Centre for French and Linguistics</b>
<b>Discipline:</b>	Linguistics

*Rationale*

Chinese/English translation in the public sector is in high demand within Canada, including but is not limited to

- Service Canada that provides government information in Chinese
- Ministry of Citizenship and Immigration
- Ministry of the Attorney General of Ontario, including courts
- Immigration and Refugee Board of Canada (Chinese/English translation is one of the major languages in the division of the refugee board)
- Health and Social Service agencies
- Publicly-funded organizations such as Legal Aid Ontario, hospitals, and Chinese community centres

There is no similar course on any campus at U of T, nor at other universities in Ontario. ECTD69H3 will be unique as it meets the demand of mainstream society and Chinese communities within Canada and beyond.

*Fit*

ECTD69H3 fits the Chinese/English Translation minor program. It is focused on the translation practice in the public sector that is in high demand. This course will not make any other courses redundant as there is no similar course on any campus at U of T or at other universities in GTA and Ontario.

*Calendar Copy***ECTD69H3 Translation for Government and Public Administration**

This course covers the Chinese/English translation of documents used in government, public administration, and publicly-funded organizations. It introduces the terminologies and special strategies used to translate official documents. Examples of relevant documents will be translated as part of the course work.

Prerequisite: ECTB61H3 and [LGGC64H3 or LGGC65H3 or LGGC66H3 or LGGC67H3]. Students must have a minimum GPA of 70% in LGGC64H or LGGC65H (or an equivalent through an interview).

Recommended Preparation: High proficiency in both Chinese and English

Enrolment Limits: 30

Breadth Requirement: Arts, Literature & Language

*Learning Outcomes*

Application of translation theories and techniques in translating government and public administration documents. Students will learn the lexicons and writing style in the source language (Chinese or English) and practice translating some documents into the target language (Chinese or English).

*Topics Covered*

- Survey of government departments and publicly-funded organizations that require Chinese/English translation
- Textual analysis of the documents that have already been translated
- In-depth case study of new translation
- Hands-on practice of new government documents or old documents that have not been translated; providing annotations for class discussion or group presentation
- Tackling issues and problems arisen from the new translation

*Methods of Assessment*

- Active participation in class, including discussion and presentation
- Assignments
- Final project
- Quiz/test/final exam

*Consultation*

The minor in Chinese/English Translation program, including this course, has been consulted within the Centre for French and Linguistics. All faculty members welcome the creation of CET provided it does not take away the resources for existing programs. Dr. Karen McCrindle, Director of CFL, Dr. Rena Helms-Park, Associate Director, Dr. Helen Wu, Senior Lecturer of Chinese and Mr. Sean Ramrattan, Undergraduate Assistant, are all actively preparing for the CET minor program proposal. The two potential instructors and experienced translators, Dr. Jingsong Ma (Sessional Lecturer II) and Dr. John Edward Stowe (Sessional Lecturer I Long Term) have been consulted. In addition, Professor Marco Fiola, immediate past President of the Canadian Association of Translation Studies and current Chair of the Department of Languages, Literatures and Cultures at Ryerson University, has been consulted. He naturally supports the establishment of such a program.

## 12 Appendix A

The Centre for French and Linguistics, UTSC

### Survey on a **Minor Program in English/Chinese Translation (ECT)**

We would like to conduct a quick survey regarding a possible Minor Program in English/Chinese Translation (ECT). Please circle on the scale from 1 to 5.

1. Imagine that UTSC could launch a Minor Program in English/Chinese Translation. How interested would you be in such a Minor?

Not at all interested [1] ..... [2] ..... [3] ..... [4] ..... [5] Very interested

2. What is your proficiency in Chinese in terms of **listening and speaking**?

None [1] ..... [2] ..... [3] ..... [4] ..... [5] Excellent

3. How well can you **read and write** Chinese?

None [1] ..... [2] ..... [3] ..... [4] ..... [5] Excellent

4. Which year of study are you in as of September 2013?

[1] 1<sup>st</sup> year      [2] 2<sup>nd</sup> year      [3] 3<sup>rd</sup> year      [4] 4<sup>th</sup> year      [5] 5<sup>th</sup> year & beyond

5. Your current program(s):

Specialist \_\_\_\_\_

Major(s): \_\_\_\_\_

Minor(s): \_\_\_\_\_

6. The last three digits of your student ID number: \_\_\_\_\_

Thank you for taking the survey!



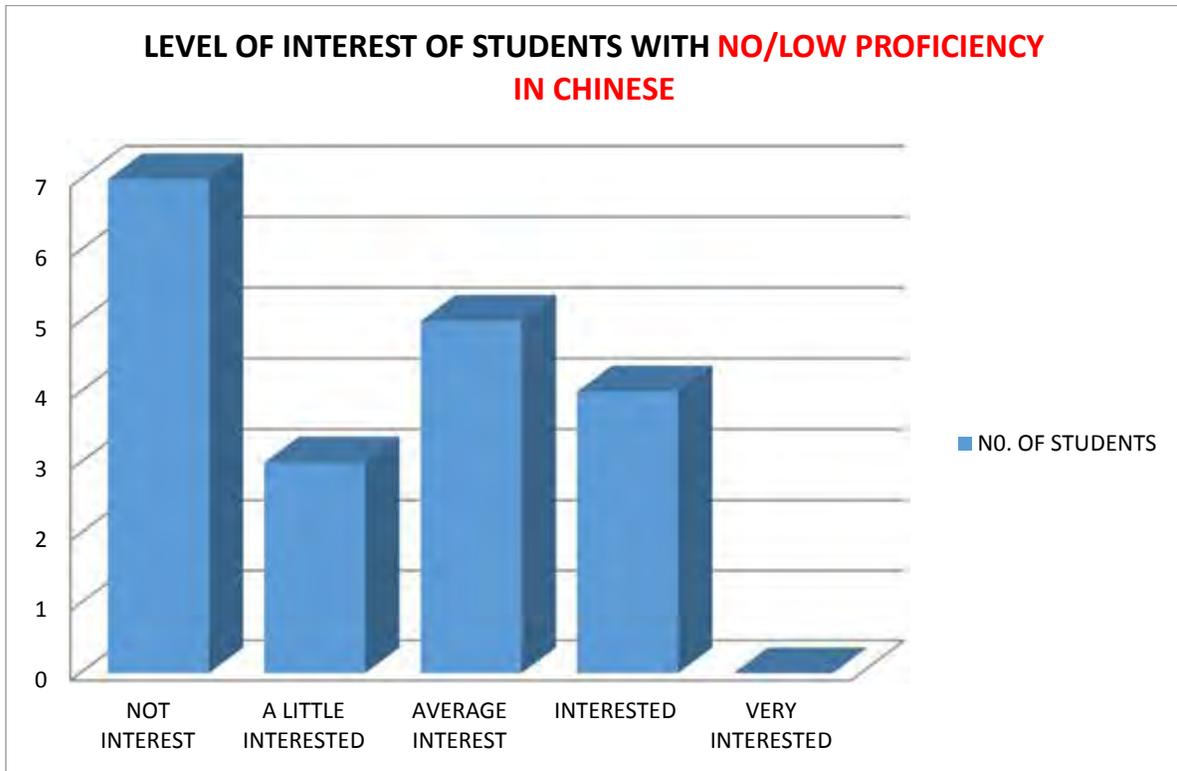


**LEVEL OF INTEREST IN A POTENTIAL ENGLISH/CHINESE TRANSLATION MINOR**

**GROUP: LOW PROFICIENCY**

(SELF-REPORTED PROFICIENCY IN CHINESE OF UNDER 2.5 ON THE SCALE FROM 1 TO 5.<sup>11</sup>)

<u>1</u>	<u>1.5</u>	<u>2</u>	2.5	3	3.5	4	4.5	5
NONE								EXCELLENT



TOTAL NUMBER OF STUDENTS: 19  
MEAN PROFICIENCY: 1.11 (SD: 0.32)

<sup>11</sup> Averaged between Listening/Speaking and Reading/Writing skills.



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3g

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Department of Human Geography.

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Department of Human Geography for the 2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

*Minor modifications to curriculum submitted by the Department of Human Geography.*

The Department of Human Geography is making minor modifications to the requirements of 3 programs and adding 3 new courses at the D-level.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Department of Human Geography.

*Minor modifications to curriculum submitted by the Department of Human Geography.*

**Department of Human Geography  
January 23, 2014**

**1. Program Change**

**Programs: Major in City Studies (B.A.) and Major (Co-operative) in City Studies (B.A.)**

*Overview of Changes:*

- STAB22H3 or equivalent becomes a requirement in requirement 4 (Methods) rather than an option.
- Refresh of optional courses throughout the program(s).

*Calendar Copy Showing Changes:*

MAJOR PROGRAM IN CITY STUDIES (ARTS)

**Program Requirements**

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 of Canadian Democracy~~

~~POLA83H3 Exploring Globalization~~

~~POLA84H3 Globalization and Governance~~

**POLA01H3 Critical Issues in Politics I**

**POLA02H3 Critical Issues in Politics II**

SOCA01H3 Introduction to Sociology I

SOCA02H3 Introduction to Sociology II

GGRA02H3 The Geography of Global Processes

GGRA03H3 Cities and Environments

[MGEA01H3/(ECMA01H3) Introduction to Microeconomics

or MGEA02H3/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach]

[MGEA05H3/(ECMA05H3) Introduction to Macroeconomics

or MGEA06H3/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach]

**2. Core courses (1.5 full credits including)**

CITB02H3 Foundations of City Studies

*and*

1.0 credits from among the following:

CITB01H3 Canadian Cities and Planning

CITB03H3 Social Planning and Community Development

CITB04H3 City Politics

CITB08H3 Economy of Cities

*Minor modifications to curriculum submitted by the Department of Human Geography.*

**3. ~~City Studies~~ 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  
WSTB12H3 Women, Violence and Resistance

**4. Methods (1.0 full credit from among the following):**

STAB22H3 Statistics I *or equivalent*

**0.5 credits from among the following:**

~~[GGRA30H3 GIS Geographic Information Systems (GIS) and Empirical Reasoning *or*  
EESC03H3 Geographic Information Systems and Remote Sensing]~~

**GGRB30H3 Fundamentals of GIS**

**GGRC31H3 Qualitative Geographical Methods: Place and Ethnography**

**5. Applications (at least 2.0 full credits from among the following):**

~~ANTC40H3 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  
**CITD10H3 Seminar in Selected Issues in City Studies**  
**CITD30H3 Supervised Research Project**  
EESC21H3 Urban Environmental Problems of the Greater Toronto Area  
GGRC02H3 Population Geography  
~~GGRC04H3 Urban Residential Geography~~  
**GGRC10H3 Urbanization and Development**  
**GGRC11H3 Current Topics in Urban Geography**  
GGRC13H3 Urban Political Geography  
GGRC27H3 Location and Spatial Development

*Minor modifications to curriculum submitted by the Department of Human Geography.*

GGRC33H3 The Toronto Region  
GGRC48H3 Geographies of Urban Poverty  
GGRD09H3 Feminist Geographies  
HISC58H3 Delhi and London: Imperial Cities, Mobile People  
POLC53H3 Canadian Environmental Politics  
POLC66H3 Public Policy Making  
POLC67H3 Public Policy in Canada  
~~SOCC03H3 Collective Behaviour~~  
~~SOCC04H3 Social Movements~~  
SOCC26H3 Sociology of Urban Growth  
SOCC27H3 Sociology of Suburbs and Suburbanization  
WSTC14H3 Women, Community, and Policy Change  
WSTC20H3 Women and Environments

#### MAJOR (CO-OPERATIVE) PROGRAM IN CITY STUDIES (ARTS)

*Co-op Contact:* [askcoop@utsc.utoronto.ca](mailto:askcoop@utsc.utoronto.ca)

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:

- 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

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](http://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

*Minor modifications to curriculum submitted by the Department of Human Geography.*

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.

#### *Rationale:*

- Clarifies the Methods requirement for the program by identifying STAB22H3 “or equivalent” as a requirement (by “or equivalent” we mean: ANTC35H3, MGEB11H3/(ECMB11H3), POLB11H3, PSYB07H3, (SOCB06H3), STAB52H3, STAB57H3, STA220H, STA250H, or equivalent transfer credit), and refreshes the course options.
- Refreshes optional courses to reflect current offerings.

#### *Consultation:*

Within the Department of Human Geography. Also with The Departments of Human Geography, Political Science and Sociology. Reviewed by the Dean’s Office.

*Minor modifications to curriculum submitted by the Department of Human Geography.*

## 2. Program Change

**Program: Minor in Human Geography (B.A.)**

*Overview of Changes:*

- Add GGRA02H3 and GGRA03H3 as required courses.

*Calendar Copy Showing Changes:*

MINOR PROGRAM IN HUMAN GEOGRAPHY (ARTS)

### Program Requirements

**This program requires the completion of 4.0 full credits in Geography including which must include:**

1. GGRA02H3 and GGRA03H3
2. 1.0 full credit at the C- or D-level.

*Rationale:*

- Adding GGRA02H3 and GGRA03H3 as required courses will ensure students in the Minor program have an introduction to key concepts in Human Geography before taking B, C and D-level courses.

*Consultation:*

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

## 3. New Course

*Calendar Copy:*

### **CITD10H3 Seminar in Selected Issues in City Studies**

Designed primarily for final-year City Studies Majors, this research seminar is devoted to the analysis and discussion of current debates and affairs in City Studies using a variety of theoretical and methodological approaches. Specific content will vary from year to year. Seminar format with active student participation.

Prerequisite: 15.0 credits, including completion of the following requirements of the Major/Major Co-op programs in City Studies: (1) Introduction to Social Science Thought, (2) Core Courses, and (4) Methods.

Enrolment Limits: 25

Breadth Requirement: Social & Behavioural Sciences

Note: Priority will be given to students enrolled in the Major/Major Co-op programs in City Studies. Additional students will be admitted as space permits.

*Minor modifications to curriculum submitted by the Department of Human Geography.*

*Rationale:*

This is a special topics course intended to increase and complement the course offerings at the D-level for City Studies Major students. A more diverse array of courses at that study level will allow us to differentiate these courses more strategically from our course offerings at the C-level.

The topic of the course in any given year will depend on the instructor's research interests and current city-relevant affairs and events.

*Learning Outcomes:*

The emphasis in terms of the learning outcomes will be modelling the research process and allowing students to carry out and manage all stages of a research project under close supervision of the instructor. The student research will build on academic skills development and methods training acquired at lower studies but will gain important insight about research project management, the nature and value of research collaboration, the peer review process, and research dissemination in written and oral form.

*Topics Covered:*

This will depend on the special topic covered in any given year.

*Consultation:*

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

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

*Calendar Copy:*

##### **CITD30H3 Supervised Research Project**

An independent studies course open only to students in the Major and Major Co-op programs in City Studies. An independent studies project will be carried out under the supervision of an individual faculty member.

Prerequisite: 15.0 credits, including completion of the following requirements of the Major/Major Co-op programs in City Studies: 1) Introduction to Social Science Thought, 2) Core Courses, 4) Methods; and a cumulative GPA of at least 2.5.

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

The City Studies program has grown into an innovative and healthy interdisciplinary undergraduate program at UTSC over the past few years with a core curriculum of 18 courses at the B-, C-, and D-level. The program's course offerings at the D-level have been limited with only one course at that level. This supervised research project course code/title will be used by instructors when they agree to supervise the an independent

*Minor modifications to curriculum submitted by the Department of Human Geography.*

research project of a fourth-year student (similar to *GGRD01H3 Supervised Research Project*). This will provide more opportunities for a small number of students to further develop their research and writing skills before graduation. The topic of the project will be determined by the student and the faculty member.

*Learning Outcomes:*

The emphasis in terms of the learning outcomes will be modelling the research process and allowing students to carry out and manage all stages of a research project under close supervision of the instructor. The student research will build on academic skills development and methods training acquired at lower studies but will gain important insight about research project management, literature reviews, and research dissemination in written form.

*Topics Covered:*

This will depend on the topic of the research question.

*Consultation:*

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

## **5. New Course**

*Calendar Copy:*

### **GGRD31H3 Independent Research Project**

Independent research extension to one of the courses already completed in Human Geography. Enrolment requires written permission from a faculty supervisor and Associate Chair, Human Geography. Only open to students who have completed 10.0 credits and who are enrolled in the Human Geography Major, Human and Physical Geography Major programs, or Minor Program in GIS sponsored by the Department of Human Geography.

Prerequisite: 10.0 credits completed.

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

This course is designed to allow students to develop an independent research project based on one of the courses they have already completed in Human Geography. Normally the supervisor will be the faculty member who taught the course that inspired the extension.

*Learning Outcomes:*

On completion of this course, students will have gained significant experience in research design, data acquisition, research project management, and final report writing.

*Topics Covered:*

- research design

*Minor modifications to curriculum submitted by the Department of Human Geography.*

- data acquisition
- research project management
- final research report writing

*Consultation:*

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



OFFICE OF THE CAMPUS COUNCIL

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3h

**ITEM IDENTIFICATION:**

Introducing a new freestanding Minor in Geographic Information Science (GIS) (B.A.)

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This is a proposal to introduce a new freestanding Minor in Geographic Information Science (GIS) (B.A.). The program will be housed in the Department of Human Geography.

*Proposal to Introduce a new freestanding Minor in Geographic Information Science (GIS)*

There is currently no existing Specialist or Major in the area of GIS at UTSC. This program is modeled on the Minor in Geographic Information Systems (B.A.) offered by the Department of Geography in the Faculty of Arts and Science on the St. George campus, and is similar to the Minor in Geographical Information Systems, UTM.

The primary purpose of this proposed freestanding Minor is to provide solid training in the theory and practice of Geographic Information Science (GIS) as a method for the use and analysis of spatial data. Specifically, it will provide training in the use of Geographic Information Science for spatial analysis, spatial data management, and cartographic representation. In addition, it will introduce important research methodology theory and skills for students enrolled in it.

Over the last 10 years most Geography and City Planning programs have introduced enhanced training in GIS. More recently, such programs have been ever more widely available to other social sciences students.

We anticipate that this Minor will be popular among Human Geography and City Studies Major students, but interest is also expected from students in Critical Development Studies, Sociology, Political Science, Anthropology, Environmental Studies and Environmental Science. It is also possible that interest will be found among some Humanities students. In order to encourage and accommodate this interest we have deliberately designed Requirement 1 of the program to enable participation from students enrolled in several Social Sciences and Humanities disciplines.

One distinctive aspect of the program is that it will provide instruction in emerging areas of GIS application, including: the development of web-based open cartography systems, crowd-sourced geographic data collection, and public participation GIS approaches.

There are four new courses associated with this program.

Any new/additional financial obligations resulting from this proposal will be met by the Department of Human Geography and the Office of the Dean.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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

*Proposal to Introduce a new freestanding Minor in Geographic Information Science (GIS)*

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.

**DOCUMENTATION PROVIDED:**

Major Modification proposal Type B to introduce a new freestanding Minor in Geographic Information Science (GIS), dated December 10, 2013.



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

<b>What is being proposed:</b>	A new freestanding Minor Program in Geographic Information Science (GIS) (B.A.)
<b>Department / Unit where the program will be housed:</b>	Department of Human Geography
<b>Faculty / Academic Division:</b>	University of Toronto Scarborough
<b>Faculty / Academic Division Contact:</b>	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
<b>Department/Unit Contact:</b>	Andre Sorensen
<b>Start date of the program:</b>	May 2014
<b>Date of this version of the proposal:</b>	December 10, 2013

## 1 Executive Summary

This is a proposal to introduce a new freestanding Minor program in Geographic Information Science (GIS) (B.A.). There is currently no existing Specialist or Major in the area of GIS at UTSC. This program is modeled on the Minor in Geographic Information Systems (B.A.) offered by the Department of Geography in the Faculty of Arts and Science on the St. George campus, and is similar to the *Minor in Geographical Information Systems, UTM*.

The primary purpose of this proposed freestanding Minor is to provide solid training in the theory and practice of Geographic Information Science (GIS) as a method for the use and analysis of spatial data. Specifically, it will provide training in the use of Geographic Information Science for spatial analysis, spatial data management, and cartographic representation. In addition, it will introduce important research methodology theory and skills for students enrolled in it.

Over the last 10 years most Geography and City Planning programs have introduced enhanced training in GIS. More recently, such programs have been ever more widely available to other social sciences students.

We anticipate that this Minor will be popular among Human Geography and City Studies Major students, but interest is also expected from students in Critical Development Studies, Sociology, Political Science, Anthropology, Environmental Studies and Environmental Science. It is also possible that interest will be found among some Humanities students. In order to encourage and accommodate this interest we have deliberately designed Requirement 1 of the program to enable participation from students enrolled in several Social Sciences and Humanities disciplines.

One distinctive aspect of the program is that it will provide instruction in emerging areas of GIS application, including: the development of web-based open cartography systems, crowd-sourced geographic data collection, and public participation GIS approaches.

There are four new courses associated with this program.

## 2 Program Rationale

This is a proposal to introduce a new freestanding Minor program in Geographic Information Science (GIS) (B.A.).

At the core both of geography and city studies is the examination of spatial differentiation, and GIS is a powerful method for the collection, storage, analysis, and presentation of spatial data at a range of scales. Access to a full suite of GIS courses will provide valuable research methods training in GIS, which has hitherto been very weak at UTSC. We will integrate GIS options for

assignments in several C-Level Geography and City Studies courses to take advantage of and develop these new research skills.

The proposed Minor in GIS will help fill a gap that currently exists in the study of geographical and urban issues. While existing Human Geography and City Studies courses are highly successful at helping students develop important skills in critical reading, secondary literature research, qualitative research methods, and essay writing skills, they are less successful at helping students develop important skills in quantitative analysis, spatial analysis, and cartography. The courses and learning outcomes of the proposed Minor in GIS will focus more on these empirical and quantitative skills, thereby providing students with a more rounded skillset – both for those for whom their BA is a final degree, and for those who go on to graduate education.

We acknowledge that the structure of our proposed Minor is unusual in that it includes 1.0 credit in gateway courses that may come from disciplines other than Human Geography. We are advocating this unusual structure for the following reasons: By requiring the paired A-level foundation courses for the target disciplines, Requirement 1 ensures that students have received the foundational theory and conceptual framing for each discipline in first year, before starting the Minor Program in GIS in second year. As GIS is a research method and data analysis and management approach that is applicable to and employed by researchers in several disciplines, it will be important to encourage students from those disciplines to consider taking it. It is also expected that the involvement of a mix of students from different disciplinary major programs will encourage interdisciplinary thinking and exposure to different research questions and approaches, particularly in the more advanced classes in the program in years 3 and 4. This is expected to enhance the learning experience of all those involved.

GIS and cartography skills are in great demand in a wide variety of job markets. Just as spatial data sources such as Google maps, OpenStreetMap and others, have become a part of everyday life for anyone with a computer or a smart phone, so too has the demand grown for GIS literate employees in a huge range of industries, from marketing to utilities to logistics to government. The addition of a solid training in GIS will greatly strengthen our graduates' employability, and will be important in positioning Human Geography and City Studies as a good path to a range of interesting careers.

Finally, improved GIS training was the most common request of students in surveys and focus groups conducted in April 2013 in preparation for our Human Geography Self-Study and Program Review.

### 3 Need and Demand

GIS has been a core method in Geographical research for almost two decades, but more recently we are seeing it rapidly growing in importance outside Geography. In part this is a product of the massive amounts of new spatial data being generated by smart phones with GPS

locators and new technologies such as 'smart meters' that record electricity use by time of day. The importance of spatial data (and its analysis and presentation) has been amplified by recent trends including the imperative to increase efficiency and resilience of urban systems, and the increasing use of technologies such as Google Maps as a way to locate goods and services, paths, and communities. A growing number of research areas and careers require knowledge of GIS and cartographic presentation skills. GIS skills are also increasingly sought after by employers associated with the Major (Co-op) program in City Studies.

Ability to understand, use, analyze, map and develop online systems for digital geographic data is quickly becoming a core set of skills needed for many professions including planning, marketing, government, policy analysis, and international development, among others. This program will provide a greatly enhanced set of methodological and practical skills for both Human Geography and City Studies Major students.

It makes sense to introduce this program as a stand-alone Minor in GIS because the software and methods are complex enough such that one or two courses are insufficient to reach a meaningful level of skill. A Minor program in GIS will also create opportunities for students in other departments and programs to actively develop GIS analysis and mapping skills. As the core theory, concepts, and methods of GIS are introduced in program Requirement 2, a major research project is provided in program Requirement 3, and opportunities for a major independent research project in different disciplines is provided in Requirement 4. Requirement 1 has been deliberately designed to enable and encourage participation in this research methods course by students enrolled in several Social Sciences and Humanities disciplines. During academic year 2014-15 we will be working with the Chairs and program advisors of Political Science, Sociology, CCDS, Anthropology and Historical and Cultural Studies to introduce new courses for Program Requirement 4 that will combine GIS methods with a major discipline-specific independent research course.

Improved GIS training was the most common request of students in surveys and focus groups conducted in April 2013 in preparation for our Human Geography Self-Study and Program Review. Eight students in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year participated in the focus group. More GIS courses and training was seen as a positive approach to gaining more employment-oriented skills. 30 Geography Major students responded to our survey. Of those, 43% responded that they would like to learn about GIS in their Geography program. 53% of respondents replied that, for them personally, GIS was an important or very important skill that could be learned as part of their Geography program. 33 City Studies students responded to a similar survey. Of those 39% respondents indicated that they would like to do more GIS as part of City Studies, and 90% responded that, for them personally, GIS was an important skill to be learned as part of their City Studies program. This is based on the top 3 responses of a 7-point lichert scale ranging from 'not very important' to 'very important'.

## 4 Admission / Eligibility Requirements

There are no admission requirements for the proposed Minor program in GIS.

## 5 Program Requirements

### Minor Program in Geographic Information Science (GIS) (B.A.)

*Program Advisor:* Benjamin Pottruff *Email:* [ggr-advisor@utsc.utoronto.ca](mailto:ggr-advisor@utsc.utoronto.ca)

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.

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.

#### Program Requirements

This program requires the completion of 4.0 credits as follows:

1. 1.0 credit from ONE of the following discipline groups:

a. Human Geography

GGRA02H3 The Geography of Global Processes

GGRA03H3 Cities and Environments

CITB02H3 Foundations of City Studies

b. Anthropology

ANTA01H3 Introduction to Anthropology: Becoming Human

ANTA02H3 Introduction to Anthropology: Society, Culture and Language

c. Environmental Science

EESA01H3 Introduction to Environmental Science

EESA06H3 Introduction to Planet Earth

d. History

HISA04H3 Themes in World History I

HISA05H3 Themes in World History II

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 as follows:**

GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning

GGRB30H3 Fundamentals of GIS

GGRB32H3 Fundamentals of GIS II (new)

GGRC30H3 Advanced GIS (new)

**3. 0.5 credit as follows:**

GGRD30H3 GIS Research Project (new)

**4. 0.5 credit from the following\*:**

GGRC34H3 Crowd-sourced Urban Geographies (new)

GGRD01H3 Supervised Research Project

GGRD08H3 Research Seminar in Environmental Geography

GGRD25H3 Research Seminar in Urban Spaces

GGRD31H3 Independent Research Project (new)

CITD01H3 City Issues and Strategies

\*Permission to count these courses towards the GIS Minor Degree must be received from Departmental Chair or Program Advisor, and will be granted in cases where the student's major research project employs GIS research methods.

Complete List of Courses Associated With the Program, Including Full Calendar Copy:

CITB02H3 Foundations of City Studies (Existing)

A review of the major characteristics and interpretations of cities, urban processes and urban change as a foundation for the Program in City Studies. Ideas from disciplines including Anthropology, Economics, Geography, Planning, Political Science and Sociology, are examined as ways of understanding cities.

Prerequisite: Any 4.0 credits.

Breadth Requirement: Social & Behavioural Sciences

GGRA02H3 The Geography of Global Processes (Existing)

Globalization from the perspective of human geography. The course examines how the economic, social, political,

and environmental changes that flow from the increasingly global scale of human activities affect spatial patterns and relationships, the character of regions and places, and the quality of life of those who live in them.

Exclusion: GGR107H, (GGR107Y), GGR117Y

Breadth Requirement: Social & Behavioural Sciences

**GGRA03H3 Cities and Environments (Existing)**

An introduction to the characteristics of modern cities and environmental issues, and their interconnections. Linkages between local and global processes are emphasized. Major topics include urban forms and systems, population change, the complexity of environmental issues such as climate change and water scarcity, planning for sustainable cities.

Exclusion: GGR107H, (GGR107Y), GGR117Y

Breadth Requirement: Social & Behavioural Sciences

**GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning (Existing)**

Confirmatory causal modeling and GIS; map as model; GIS data input; cartographic and GIS data structures; data errors and editing; elementary spatial analysis; measurement; map comparison; classification; statistical surfaces; spatial arrangement; privacy issues.

Exclusion: (EESA08H3), GGR272H. **GGRA30H3** may not be taken after or concurrently with **EESC03H3**.

Breadth Requirement: Quantitative Reasoning

**GGRA35H3 The Great Scarborough Mashup (Existing)**

Scarborough is a place of rapidly changing social geographies, and now contains one of the world's most extraordinary 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.

Enrolment Limits: 30; Restricted to first year undergraduate students.

Breadth Requirement: Social & Behavioural Sciences

**GGRB30H3 Fundamentals of GIS (Existing)**

This course provides a practical introduction to digital mapping and spatial analysis using a geographic information system (GIS). The course is designed to provide a hands-on experience using GIS to analyse digital 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 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.

Recommended Preparation: **GGRA30H3**

Exclusion: GGR273H

Enrolment Limits: 150

Breadth Requirement: Social & Behavioural Sciences

**GGRB32H3 Fundamentals of GIS II (New)**

This course builds on **GGRB30 Fundamentals of GIS**, continuing the examination of theoretical and analytical components of GIS and spatial analysis, and their application through lab assignments. The course covers digitizing, topology, vector data models, remote sensing and raster data models and analysis, geoprocessing, map design and cartography, data acquisition, metadata, and data management, and web mapping

Prerequisite: **GGRB30H3**

Exclusions: **GGR273H**, **EESC03H3**, **GGR278H**

Enrolment Limit: 150

Breadth Requirement: Quantitative Reasoning

**GGRC30H3 Advanced GIS (New)**

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

Prerequisite: GGRB32H3

Exclusions: GGRC373H, GGR321H

Enrolment Limit: 60

Breadth Requirement: Quantitative Reasoning

**GGRC34H3 Crowd-sourced Urban Geographies (New)**

Significant recent transformations of geographic knowledge are being generated by the ubiquitous use of smartphones and other distributed sensors, while web-based platforms such as Open Street Map and Public Participation GIS (PPGIS) have made crowd-sourcing of geographical data relatively easy. This course will introduce students to these new geographical spaces, approaches to creating them, and the implications for local democracy and issues of privacy they pose.

Prerequisite: GGRB05H3 or GGRC30H3

Recommended Preparation: GGRB32H3

Enrolment Limit: 60

Breadth Requirement: Social and Behavioral Sciences

**GGRD30H3 GIS Research Project (New)**

Students will design, manage and complete a research project using GIS. Students will work in teams of 4-6 to pose a research question, acquire a dataset, and organize and analyze the data to answer their question. The course will teach research design, project management, data analysis, team work, and presentation of final results.

Prerequisite: GGRC30H3

Exclusions: GGR462H

Enrolment Limit: 25

Breadth Requirement: Quantitative Reasoning

**GGRD31H3 Independent Research Project (New)**

Independent research extension to one of the courses already completed in Human Geography. Enrolment requires written permission from a faculty supervisor and Associate Chair, Human Geography. Only open to students who have completed 10 FCE's and who are enrolled in the Human Geography Major or Human and Physical Geography Major programs sponsored by the Department of Human Geography.

Prerequisite: 10 FCE

Breadth Requirement: Social and Behavioral Sciences

**ANTA01H3 Introduction to Anthropology: Becoming Human (Existing)**

An introduction to Biological Anthropology and Archaeology. Concentrates on the origins and evolution of human life, including both biological and cultural aspects, from the ancient past to the present. Science credit

Exclusion: ANT100Y, ANT101H

Breadth Requirement: Natural Sciences

**ANTA02H3 Introduction to Anthropology: Society, Culture and Language (Existing)**

How does an anthropological perspective enable us to understand cultural difference in an interconnected world? In this course, students will learn about the key concepts of culture, society, and language. Drawing upon illustrations of family, economic, political, and religious systems from a variety of the world's cultures, this course will introduce students to the anthropological approach to studying and understanding human ways of life.

Exclusion: ANT100Y, ANT102H

Breadth Requirement: Social & Behavioural Sciences

**EESA01H3 Introduction to Environmental Science (Existing)**

The scientific method and its application to natural systems. The physical and biological processes which drive ecosystem functions. Anthropogenic changes in ecosystem functions at local and global scales. Emphasis on the degradation of the atmosphere, soil, water and biological resources caused by human activity. Renewable and non-renewable resource sustainability.

Breadth Requirement: Natural Sciences

**EESA06H3 Introduction to Planet Earth (Existing)**

This course explores the composition, structure and origin of the Earth and the physical and biological processes that operate in and on it; the history of the Earth as revealed in the rock record. The flows of energy and mass through natural systems, and the impact of human activity on system processes, with particular reference to land use change, soil degradation and atmospheric pollution.

Exclusion: GGR100Y, GLG110H

Breadth Requirement: Natural Sciences

**HISA04H3 Themes in World History I (Existing)**

An introduction to history that focuses on a particular theme in world history, which will change from year to year. Themes may include migration; empires; cultural encounters; history and film; global cities.

Breadth Requirement: History, Philosophy & Cultural Studies

**HISA05H3 Themes in World History II (Existing)**

An introduction to history that focuses on a particular theme in world history, which will change from year to year. Themes may include migration; empires; cultural encounters; history and film; global cities.

Breadth Requirement: History, Philosophy & Cultural Studies

**IDSA01H3 Introduction to International Development Studies (Existing)**

History, theory and practice of international development, and current approaches and debates in international development studies. The course explores the evolution of policy and practice in international development and the academic discourses that surround it. Lectures by various faculty and guests will explore the multi-disciplinary nature of international development studies. This course is a prerequisite for all IDS B-level courses.

Breadth Requirement: Social & Behavioural Sciences

**IDSA02H3 Experiencing Development in Africa (Existing)**

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

Prerequisite: AFSA01H3 & IDSA01H3

Exclusion: AFSA03H3 Enrolment Limits: 25

Breadth Requirement: Social & Behavioural Sciences

**POLA01H3 Critical Topics in Politics I (New)**

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.

Prerequisite: None

Exclusion: POL101Y1, POL115H5, POL112H5, POL113H5, and POL114H5

Breadth Requirement: Social & Behavioural Sciences

<p><b>POLA02H3 Critical Topics in Politics II (New)</b>                  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 develop techniques of critical reading and analytic essay writing. Topics will vary by semester and professor.                  Prerequisite: None                  Exclusion: POL101Y1, POL115H5, POL112H5, POL113H5, and POL114H5                  Breadth Requirement: Social &amp; Behavioural Sciences</p>
<p><b>SOCA01H3 Introduction to Sociology I (Existing)</b>                  An introduction to the basic concepts, principles and methods of Sociology as a discipline for the study of society. Sociology I covers theory, methods, culture, social interaction and social stratification.                  Exclusion: SOC101Y                  Breadth Requirement: Social &amp; Behavioural Sciences</p>
<p><b>SOCA02H3 Introduction to Sociology II (Existing)</b>                  Sociology II applies the ideas from Sociology I to social institutions and processes. Topics covered include race and ethnicity, gender, urbanisation, globalisation, population and deviant behaviour.                  Prerequisite: SOCA01H3                  Exclusion: SOC101Y                  Breadth Requirement: Social &amp; Behavioural Sciences</p>

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

Degree Level Expectations	Program Learning Outcomes – e.g. what students will know or be able to do at the completion of the program	How the program design / structure supports the degree level expectations
<p><b>1. Depth and Breadth of Knowledge</b>                      Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.                      Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p>	<p>Depth and breadth of knowledge is understood in the Minor Program in GIS as a thorough understanding of the full range of theoretical and methodological strengths, possibilities and challenges of the use of GIS for spatial research and analysis.                      This is reflected in students who are able to: acquire, manage, analyse, and map digital spatial data; understand and explain the limitations, strengths and weaknesses of spatial and spatial analysis as tools for understanding the spatiality of social phenomena; and understand the major theoretical debates about the</p>	<p>Requirement 2 ensures that students are required to take all 4 core GIS courses. GGRA30 introduces conceptual and theoretical tools for understanding quantitative methods related to spatial issues. GGRB30, GGRB32, and GGRC30 provide a thorough grounding in the theoretical and hands-on use of GIS software, spatial data, and mapping of results.                      Requirement 3 requires students to complete a D-level team-based major research project that showcases the theoretical and methodological understanding that they have gained through the program.                      Requirement 4 provides an opportunity to complete a second significant research project as an independent study (GGRD01H3, GGRD31H3, CITD01H3), or as part of a course that encourages the use of GIS methods to complete the final research paper (GGRC32H3, GGRD08H3, GGRD25H3). It is expected that if and when</p>

	use and analysis of digital spatial data.	students in other disciplines and programs of study show interest in the Minor Program in GIS that other courses may be added to this list.
<p><b>2. Knowledge of Methodologies</b></p> <p>Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.</p>	<p>This program is designed primarily as a thorough introduction to a research and spatial analysis methodology. As such, the focus is on introducing and developing research methods.</p>	<p>The program includes a set of four progressively more advanced courses that introduce the theory and method of research using GIS, in requirement 2. Requirement 3 provides an opportunity to work in teams to complete a significant research project using GIS research methods. Requirement 4 provides an opportunity to do a major independent research project using GIS research methods and data.</p>
<p><b>3. Application of Knowledge</b></p> <p>Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.</p>	<p>As instruction is primarily methodological, a primary goal of this program is to teach students to frame questions that can be answered using spatial data and GIS methods, and carry out research and analysis that answers those questions effectively.</p>	<p>The program is designed to provide a sequence of increasingly challenging methods and research approaches, culminating in significant team-based research projects in GGRD30H3 GIS Research Project and independent GIS research projects in the courses listed in requirement 4. This will ensure that students completing the program will have a strong set of skills, and an ability to apply GIS methods and tools to develop and answer research questions, and apply geographical and GIS knowledge to research projects.</p>
<p><b>4. Awareness of Limits of Knowledge</b></p> <p>Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations.</p>	<p>Each of the A-, B-, and C-level courses include instruction on the limits of knowledge and issues of ambiguity in the analysis of spatial data, and the limits to and biases of existing data sets.</p>	<p>A thorough introduction to issues of the limits of knowledge, limits and biases of current datasets, and limitations inherent in spatial data analysis will be covered primarily in the courses listed in requirement 2,  GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning  GGRB30H3 Fundamentals of GIS  GGRB32H3 Fundamentals of GIS II  GGRC30H3 Advanced GIS</p>
<p><b>5. Communication Skills</b></p> <p>Students are able to communicate information, arguments, and analyses accurately and reliably, both orally and in writing. They learn to read and to listen critically.</p>	<p>Learning to develop and communicate spatial research questions, research approaches and methods, and research outcomes will be an important learning outcome of this program.</p>	<p>6.1.1.1 Reading and listening skills will be developed primarily in the courses listed in requirements 1, 2, and 3. Communicating orally and in writing will be developed primarily in GGRC30H3 Advanced GIS, and GGRD30H3 GIS Research Project, in which students will have to work in teams, and will be required to present their research progress report and final report to the whole class. A fundamental aspect of GIS training is instruction in accurate analysis of spatial data patterns and trends, and presenting those results in the form of maps. This will be a major focus of courses listed in requirements 2, 3 and 4.</p>
<p><b>6. Autonomy and Professional Capacity</b></p> <p>The education students receive achieves the following broad goals:</p> <ul style="list-style-type: none"> <li>It gives students the skills and knowledge they need to become informed, independent and creative thinkers</li> </ul>	<p>Students will learn how to develop spatial research questions, acquire and manage relevant datasets, methods for analyzing spatial data, and techniques for presenting the results both cartographically</p>	<p>Students will develop autonomous research capacity, and learn professional skills both in major independent research projects and in team-based projects that will require collaboration. Requirements 3 (<i>GGRD30H3 GIS Research Project</i>), and 4 in particular will encourage the development of skills in data</p>

<ul style="list-style-type: none"> <li>• It instills the awareness that knowledge and its applications are influenced by, and contribute to, society</li> <li>• It lays the foundation for learning as a life-long endeavour</li> </ul>	<p>and in written form.</p>	<p>acquisition, analysis, and communication that will foster independent research and analysis capacity.</p>
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## 7 Assessment of Teaching and Learning

Three main methods of assessing student achievement will be employed in this program:

- The A level course GGRA30H3 is assessed using a range of short assignments, quizzes, a mid-term and a final exam, to ensure that students understand fundamental concepts of empirical reasoning and spatial data analysis.
- The B-level courses are assessed primarily in lab-based problem sets and assignments, and mid-term and final examinations. These courses are designed to establish familiarity with the theory, method, and practical application of GIS. The C-level course GGRC30H3 will include lab assignments, a mid-term and a final exam, but will also include a larger independent research project.
- The capstone course, GGRD30H3, will be a major team-based GIS research project with assessment of a research proposal, progress report, progress report presentation to the class, final research report, and final research report presentation to the class.
- Courses in Requirement 4 each provide an opportunity for students to develop an independent major research project using GIS methods and spatial data. Assessment will depend on the course and instructor.

This sequence of courses ensures a progression from fundamental principles and theories at the A-level, to methodological instruction and practice in a series of increasingly complex methods and conceptual approaches in the B- and C-levels, through to team based and independent research projects at the D-level.

## 8 Consultation

Consultation with the Dean and Vice-Dean, Undergraduate has been ongoing during 2012-13 and 2013-14. Consultation with colleagues in the Department of Geography and Program in Planning took place in 2012-13 and 2013-14.

Consultation with the Chairs of Sociology and Historical and Cultural Studies, and the Director of CCDS have been ongoing during 2012-13 and 2013-14, as these units are expected to have a significant number of students who will be interested in this program.

Consultation with the Chair of the Department of Geography and Program in Planning downtown, and Senior Lecturer Don Boyes who created and delivers the Minor Program in GIS downtown has been ongoing during 2012-13.

## 9 Resources

### 9.1 Faculty requirements

The primary role in delivering this program will be carried by a teaching stream faculty member who will be hired in 2013-14. The Dean has already approved this hire.

Many of the courses listed as either requirements or options in the proposed Minor in GIS are existing, and will be delivered by existing faculty. Five new courses are associated with this program, two of which are optional courses that will be offered by two new tenure-track Urban Geography faculty. The Dean has approved these tenure track searches, and they are taking place in 2013-14.

**Table 1: Detailed List of Committed Faculty**

Faculty name and rank	Home unit	Area(s) of Specialization
Andre Sorensen, Associate Professor	Human Geography	Urban Geography
John Miron, Professor	Human Geography	Economic Geography
Judy Han, Assistant Professor	Human Geography	Social Geography
Thembela Kepe, Associate Professor	Human Geography	Environmental Geography, IDS
Zack Taylor, Assistant Professor	Human Geography	Urban Governance
Lecturer – to be hired 2013-14	Human Geography	GIS
Tenure track Assistant Professor to hire 2013-14	Human Geography	Urban Geography
Tenure track Assistant Professor to hire 2013-14	Human Geography	Urban Geography

### 9.2 Space/Infrastructure

No new space will be required, as the proposed Minor in GIS will make use the recently completed Cities Lab, located in the ARC.

There are no additional resources required related to equipment and/or software.

## 10 Governance Process

Levels of Approval Required	Dates
Departmental Curriculum Committee	February 2013
Decanal Sign-Off	January 16, 2013
UTSC Academic Affairs Committee	
Submission to Provost's Office	
Report to AP&P	
Report to Ontario Quality Council	

## 11 Associated New Courses

<b>Proposed Course Code:</b>	<b>GGRB32H3</b>
<b>Proposed Course Title:</b>	<b>Fundamentals of GIS II</b>
<b>Anticipated Course start date:</b>	<b>Winter 2015</b>
<b>Department where the course will be housed:</b>	<b>Human Geography</b>
<b>Discipline:</b>	<i>Geography</i>

### *Rationale*

This course is a core part of the new Minor Program in GIS to be offered by the Department of Human Geography. This program and associated courses will provide a greatly strengthened training in quantitative research methods, data management, and spatial analysis. GIS is increasingly widely used, and is widely understood to be a valuable skill for students seeking co-op placements, and post-graduate employment. This course is designed to be similar to GGR273H3 offered at the St. George Campus. It is not intended to be distinctive or innovative, but to provide as set of core methodological and quantitative analysis skills.

This course will be one of four core courses for the proposed Minor Program in GIS. This course follows on the existing course GGRB30H3, completing the second-year introduction and overview of GIS methods and applications.

### *Calendar Copy*

#### **GGRB32H3 Fundamentals of GIS II**

This course builds on *GGRB30 Fundamentals of GIS*, continuing the examination of theoretical and analytical components of GIS and spatial analysis, and their application through lab assignments. The course covers digitizing, topology, vector data models, remote sensing and raster data models and analysis, geoprocessing, map design and cartography, data acquisition,

metadata, and data management, and web mapping  
 Prerequisite: GGRB30H3  
 Exclusions: EESC03H3, GGR273H, GGR278H  
 Enrolment Limit: 150  
 Breadth Requirement: Quantitative Reasoning

*Learning Outcomes*

On completion of this course, students will understand the theoretical and analytical approaches of Geographical Information Science, will be able to create and manage GIS databases, identify and select appropriate map projections for different uses, develop and analyse both vector and raster spatial data, perform a variety of spatial analysis techniques, and will understand the limits of knowledge and potential sources of error in spatial analysis.

*Topics Covered*

Digitizing, topology and vector data models  
 Remote sensing and raster data models  
 Geoprocessing and raster data analysis  
 Map design and basic cartographic methods  
 Data acquisition, metadata, and data management  
 Geocoding  
 Online and web mapping applications

*Consultation*

This course forms part of the new Minor Program in GIS, that is an important part of the Department Plan for Human Geography, and is a part of our Program Review Self-Study. The program and courses have been discussed by the Geography Curriculum Committee, and have been discussed with the Dean over the last 8 months.

<b>Proposed Course Code:</b>	<b>GGRC30H3</b>
<b>Proposed Course Title:</b>	<b>Advanced GIS</b>
<b>Anticipated Course start date:</b>	<b>Fall 2014</b>
<b>Department where the course will be housed:</b>	<b>Human Geography</b>
<b>Discipline:</b>	<i>Geography</i>

*Rationale*

This course is a core part of the new Minor Program in GIS to be offered by the Department of Human Geography. This program and associated courses will provide a greatly strengthened training in quantitative research methods, data management, and spatial analysis. GIS is increasingly widely used, and is widely understood to be a valuable skill for students seeking co-op placements, and post-graduate employment. This course is designed to be similar to GGR373H3 offered at the St. George Campus. It is not intended to be distinctive or innovative, but to provide a set of core methodological and quantitative analysis skills.

This course will be one of four core courses for the proposed Minor Program in GIS. This third-year course follows on the second year GIS courses GGRB30H3 and GGRB32H3, providing instruction in a more advanced level of GIS theory and analysis. Upon completion of this course students will be ready to design and conduct their own independent GIS research projects.

#### *Calendar Copy*

#### **GGRC30H3 Advanced GIS**

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

Prerequisite: GGRB32H3

Exclusions: GGR373H, GGR321H

Enrolment Limit: 60

Breadth Requirement: Quantitative Reasoning

#### *Learning Outcomes*

The goal of this course is to provide an introduction to a range of advanced theoretical and practical issues of using GIS systems for research and spatial analysis. Students will learn how to develop and manage GIS research projects, create and analyze three-dimensional surfaces, build geospatial models, visualize geospatial data, and perform advanced spatial analysis including causal and regression spatial analysis. By the end of the course students will be well equipped to design and implement their own independent GIS research project.

#### *Topics Covered*

CIS project design and development  
 Spatial statistics  
 Advanced spatial modelling  
 Geospatial model building  
 Vector geo-processing  
 Causal and regression analysis  
 Decision support matrices

#### *Consultation*

This course forms part of the new Minor Program in GIS, that is an important part of the Department Plan for Human Geography, and is a part of our Program Review Self-Study. The program and courses have been discussed by the Geography Curriculum Committee, and have been discussed with the Dean over the last 8 months.

<b>Proposed Course Code:</b>	<b>GGRC34H3</b>
<b>Proposed Course Title:</b>	<b>Crowd-sourced Urban Geographies</b>
<b>Anticipated Course start date:</b>	<b>Fall 2014</b>
<b>Department where the course will be housed:</b>	<b>Human Geography</b>
<b>Discipline:</b>	<i>Geography</i>

*Rationale*

This course is designed as one of the new courses to be taught by one of the two new urban geographers to be hired in 2013-14. One of the most rapidly growing areas of geographic knowledge is generated by the combination of increasing generation and use of geospatial data. Applications such as Google Maps have highlighted the importance of spatial data in everyday life, and new technologies such as smartphones are generating new ways of accessing and creating digital spatial data, while Public Participation GIS (PPGIS) and software platforms such as Open Street Map have made crowd-sourcing of geographical data relatively easy. This course will introduce students to these new geographical spaces, and will teach them how to create their own web based GIS platforms to collect, display and share geospatial data.

This course is unlike any other course currently offered at the University of Toronto, and is based on the most recent developments in urban data generation, web-based crowd-sourcing of data, and increasingly ubiquitous urban data flows.

This course will contribute to the proposed Minor Program in GIS, and will contribute to strengthening the quantitative methods instruction in Human Geography. Upon completion of this course students will understand the major new ways of capturing and presenting spatial data, and will be ready to create their own independent web-based open source GIS platforms.

*Calendar Copy***GGRC34H3 Crowd-sourced Urban Geographies**

Significant recent transformations of geographic knowledge are being generated by the ubiquitous use of smartphones and other distributed sensors, while web-based platforms such as Open Street Map and Public Participation GIS (PPGIS) have made crowd-sourcing of geographical data relatively easy. This course will introduce students to these new geographical spaces, approaches to creating them, and the implications for local democracy and issues of privacy they pose.

Prerequisite: GGRB05H3 or GGRC30H3

Recommended Preparation: GGRB32H3

Enrolment Limit: 60

Breadth Requirement: Social and Behavioral Sciences

*Learning Outcomes*

The goal of this course is to provide an introduction to the current revolution in geospatial data systems. Applications such as Google Maps have highlighted the importance of spatial data in everyday life, and new technologies such as smartphones are generating new ways of accessing and creating digital spatial data, while Public Participation GIS (PPGIS) and software platforms such as Open Street Map have made crowd-sourcing of geographical data relatively easy. This course will introduce students to these new geographical spaces, and will show them how to

create their own web based GIS platforms to collect, display and share geospatial data. Particular attention will be paid to the potential for the creation of new types of geographical data, new geographies, and enhanced democratic participation in place making and geographical research. Particular attention will be devoted to profound issues of privacy generated by these new forms of data collection and dissemination.

*Topics Covered*

Open urban data  
 Crowd-sourced data generation  
 Big data and data analysis  
 Public Participation GIS (PPGIS)  
 Open Street Map and Wikimappia  
 Creating simple web-based mapping platforms  
 Open mapping and local democracy  
 Privacy issues

*Consultation*

This course will contribute to the new Minor Program in GIS, that is an important part of the Department Plan for Human Geography, and is a part of our Program Review Self-Study. The program and courses have been discussed by the Geography Curriculum Committee, and have been discussed with the Dean over the last 8 months.

<b>Proposed Course Code:</b>	<b>GGRD30H3</b>
<b>Proposed Course Title:</b>	<b>GIS Research Project</b>
<b>Anticipated Course start date:</b>	<b>Winter 2015</b>
<b>Department where the course will be housed:</b>	<b>Human Geography</b>
<b>Discipline:</b>	<i>Geography</i>

*Rationale*

This course is a core part of the new Minor Program in GIS to be offered by the Department of Human Geography. This program and associated courses will provide a greatly strengthened training in quantitative research methods, data management, and spatial analysis. GIS is increasingly widely used, and is widely understood to be a valuable skill for students seeking co-op placements, and post-graduate employment. This course is designed to be similar to GGR462H3 offered at the St. George Campus. It is not intended to be distinctive or innovative, but to provide an opportunity for students to work in teams to develop and carry out a significant research project that will help to develop their methodological and quantitative analysis skills, and team building experience.

This course will be the fourth-year capstone course for the proposed Minor Program in GIS.

*Calendar Copy*

**GGRD30H3 GIS Research Project**

Students will design, manage and complete a research project using GIS. Students will work in teams of 4-6 to pose a research question, acquire a dataset, and organize and analyze the data to answer their question. The course will teach research design, project management, data analysis, team work, and presentation of final results.

Prerequisite: GGRC30H3

Exclusions: GGR462H

Enrolment Limit: 25

Breadth Requirement: Quantitative Reasoning

*Learning Outcomes*

On completion of this course, students will have gained significant experience in research design, data acquisition, research project management, spatial data analysis, team work, cartography, and presentation.

*Topics Covered*

research design  
data acquisition  
research project management  
spatial data analysis  
team work  
cartography

*Consultation*

This course forms part of the new Minor Program in GIS, that is an important part of the Department Plan for Human Geography, and is a part of our Program Review Self-Study. The program and courses have been discussed by the Geography Curriculum Committee, and have been discussed with the Dean over the last 8 months.



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3i

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Department of Physical and Environmental Sciences for the 2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

The Department of Physical and Environmental Sciences is making minor modifications to the requirements of 4 programs, adding 3 new courses – 1 at the B-level and 2 at the C-level, and changing the level of 2 existing courses.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

**Department of Physical and Environmental Sciences  
January 23, 2014**

**1. Program Change**

**Program: Specialist in Biological Chemistry (B.Sc.)**

*Overview of Changes:*

- Delete CHMB20H3 as a requirement in “Second or Third Year”; add CHMB23H3 (new) as a replacement.

*Calendar Copy Showing Changes:*

SPECIALIST PROGRAM IN BIOLOGICAL CHEMISTRY (SCIENCE)

*Supervisor:* W. Restivo (416-287-7222) *Email:* [restivo@utsc.utoronto.ca](mailto:restivo@utsc.utoronto.ca)

This program is intended for students who want to specialize in Chemistry, but who are also interested in the chemistry of living systems.

Admission to Biological Chemistry Specialist

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](http://www.utsc.utoronto.ca/subjectpost).

Program Requirements

The program requires the completion of the following 15.0 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]

PHYA10H3 Introduction to Physics IA

PHYA21H3 Introduction to Physics IIA

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.

Second Year:

BIOB10H3 Cell Biology

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

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

Second or Third Year:

CHMB16H3 Techniques in Analytical Chemistry  
~~CHMB20H3 Chemical Thermodynamics and Elementary Kinetics~~  
**CHMB23H3 Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice**  
CHMB21H3 Chemical Structure and Spectroscopy  
*and*  
0.5 full credit from the following:  
MATA23H3 Linear Algebra I  
PSCB57H3 Introduction to Scientific Computing  
STAB22H3 Statistics I

Third Year:

BIOC12H3 Biochemistry I: Proteins and Enzymes  
BIOC13H3 Biochemistry II: Bioenergetics and Metabolism  
BIOC23H3 Practical Approaches to Biochemistry  
CHMC47H3 Bio-Organic Chemistry

Third or Fourth Year:

CHMC11H3 Principles of Analytical Instrumentation  
CHMC31Y3 Intermediate Inorganic Chemistry  
[CHMC41H3 Organic Reaction Mechanisms *or* CHMC42H3 Organic Synthesis]

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

*Rationale:*

CHMB23H3 is a new course designed to replace CHMB20H3 for students in Chemistry programs. The lecture content will be the same, however, CHMB23H3 will also include a lab component that will provide students with exposure to experimental physical chemistry, which is currently lacking in our programs and is required for accreditation by the Canadian Society for Chemistry.

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.

## **2. Program Change**

### ***Program: Specialist in Chemistry (B.Sc.)***

*Overview of Changes:*

- Add ASTA02H3 as an option to "First Year".
- Delete EESA05H3 as an option in "First Year"; add EESB18H3 as a replacement.
- Delete CHMB20H3 as a requirement in "Second or Third Year"; add CHMB23H3 (new) as a replacement.

*Calendar Copy Showing Changes:*

### **SPECIALIST PROGRAM IN CHEMISTRY (SCIENCE)**

*Supervisor:* Andre Simpson (416-287-7547) *Email:* [andre.simpson@utoronto.ca](mailto:andre.simpson@utoronto.ca)

This Program is meant for students who are interested in obtaining a strong background 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.utsctoronto.ca/subjectpost](http://www.utsctoronto.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

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

**ASTA02H3 Introduction to Astronomy and Astrophysics II: Beyond the Sun and Planets**

BIOA01H3 Life on Earth: Unifying Principles

~~EESA05H3 Environmental Hazards~~

EESA06H3 Introduction to Planet Earth

**EESB18H3 Environmental Hazards**

PSCB57H3 Introduction to Scientific Computing

STAB22H3 Statistics I

Second Year:

CHMB16H3 Techniques in Analytical Chemistry

~~CHMB20H3 Chemical Thermodynamics and Elementary Kinetics~~

**CHMB23H3 Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice**

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

*Rationale:*

- ASTA02H3 was deleted from this list of optional courses students because it carried a hidden prerequisite (ASTA01H3). The prerequisite for ASTA02H3 was revised to remove ASTA01H3 and the course can now be reinstated to the list of optional breadth requirements for this program.
- EESA05H3 is being changed to a B-level course – EESB18H3.

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

- CHMB23H3 is a new course designed to replace CHMB20H3 for students in Chemistry programs. The lecture content will be the same, however, CHMB23H3 will also include a lab component that will provide students with exposure to experimental physical chemistry, which is currently lacking in our programs and is required for accreditation by the Canadian Society for Chemistry.

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.

### 3. Program Change

*Program: Major in Chemistry (B.Sc.)*

*Overview of Changes:*

- Delete CHMB20H3 as a requirement in "Second and Later Years"; add CHMB23H3 (new) as a replacement.

*Calendar Copy Showing Changes:*

MAJOR PROGRAM IN CHEMISTRY (SCIENCE)

*Supervisor:* S. Mikhaylichenko (416-287-7207) *Email:* [mikhay@utsc.utoronto.ca](mailto:mikhay@utsc.utoronto.ca)

This Program offers the possibility of obtaining an introduction to all of the sub-disciplines of Chemistry.

Program Requirements

Students should complete the following 8.5 full credits:

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 IIA

Second and Later Years:

CHMB16H3 Techniques in Analytical Chemistry  
~~CHMB20H3 Chemical Thermodynamics and Elementary Kinetics~~  
**CHMB23H3 Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice**  
CHMB31H3 Introduction to Inorganic Chemistry  
CHMB41H3 Organic Chemistry I  
CHMB42H3 Organic Chemistry II

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

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.\*\*

\*\* 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.

*Rationale:*

CHMB23H3 is a new course designed to replace CHMB20H3 for students in Chemistry programs. The lecture content will be the same, however, CHMB23H3 will also include a lab component that will provide students with exposure to experimental physical chemistry, which is currently lacking in our programs and is required for accreditation by the Canadian Society for Chemistry.

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.

#### **4. Program Change**

***Program: Specialist in Environmental Geoscience (B.Sc.)***

*Overview of Changes:*

- Increase the total credits required to complete the program from 15.0 to 16.0.
- Move BIOB50H3 from the "Second Year" requirements to "Third Year" requirements.
- Add EESB18H3 (formerly EESA05H3) and EESB19H3 (formerly EESC35H3) to "Second Year" requirements.
- Delete EESC04H3 and EESC35H3 from "Third Year" requirements.
- Add EESC37H3 to "Third Year" requirements.
- Add EESD13H3 (new) to the list of course options in "Fourth Year" requirements.

*Calendar Copy Showing Changes:*

**SPECIALIST PROGRAM IN ENVIRONMENTAL GEOSCIENCE (SCIENCE)**

*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.**

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

Please visit the APGO website for further information on requirements to become a Professional Geoscientist (P.Ge) in Ontario.

### **Program Requirements**

Total requirements: ~~15.0~~ 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 IB]

#### **Second Year:**

~~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  
EESB18H3 Environmental Hazards  
EESB19H3 Mineralogy  
PSCB57H3 Introduction to Scientific Computing  
STAB22H3 Statistics I

#### **Third Year:**

BIOB50H3 Ecology  
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  
EESC37H3 Structural Geology

*and*

0.5 credit from the following:

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

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

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

*Rationale:*

- The Specialist in Environmental Geoscience currently lacks a core knowledge course in "structural geology". EESC37H3 (new) is being added as a requirement to correct this failing. With this change the program meets the expectations of the Association of Professional Geoscientists of Ontario (APGO). Professional designations such as the Professional Geoscientist (PGeo) granted by the APGO are compulsory for practicing geoscientists in Ontario and Canada.
- The strategic addition of EESB18H3 (formerly EESA05H3) is also to allow graduates of this program use this course towards their PGeo certification.
- The change in EESC35H3 to EESB19H3 is to provide students with a logical roadmap to complete their core knowledge courses in a timely manner. It will also improve their ability to make realistic timetable.
- Specialist and Major programs in Environmental Sciences were accredited by ECO (Environmental Careers Organization) in 2012. The Reviewers recognized the lack of a course in environmental law and ethics as a deficiency in our programs' competency outcome. The addition of EESD13H3 to the curriculum is a requisite for maintaining ECO Accreditation.

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

## 5. New Course

*Calendar Copy:*

### **CHMB23H3 Introduction to Chemical Thermodynamics and Kinetics: Theory and Practice**

This course explores the concepts 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.

Prerequisite: CHMA10H3 and CHMA11H3 and MATA30H3 and [MATA35H3 or MATA36H3] and PHYA10H3

Exclusion: CHMB20H3, CHM220H, CHM225Y, JCP221H/CHM221H

Enrolment Limits: Restricted to students in the following programs: Specialist in Biological Chemistry, Specialist in Chemistry, Major in Biochemistry, Major in Chemistry

Breadth Requirement: Natural Sciences

Note: Lectures are shared with CHMB20H3. In addition, there is a lab every other week. PHYA21H3 and MATB41H3 are prerequisites for the C-level physical chemistry courses.

#### *Rationale:*

This course replaces CHMB20H3 in the Specialist and Major in Chemistry, and the Specialist in Biological Chemistry. It will be listed as an option for the Major in Biochemistry. Its addition to our programs will provide students with much needed exposure to the practical aspects of physical chemistry.

The course will share its lecture component with the existing course, CHMB20H3, but will have a lab component in place of some course assignments. The addition of a lab will provide second year students in chemistry programs with valuable exposure to experimental physical chemistry – something which is currently under-represented in other chemistry courses and which is necessary for the accreditation of our programs by the Canadian Society for Chemistry.

Creating a new course rather than adding a lab component to CHMB20H3 is desirable given that a significant number of the students who currently take CHMB20H3 are not enrolled in a chemistry program; rather, they are taking the course in order to meet the requirements for professional schools such as Pharmacy. Given the associated costs of adding a practical component to a course (equipment, TAs, tech support etc.), it is preferable to offer the lab-version of this course only to students enrolled in chemistry programs.

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

*Learning Outcomes:*

Upon completion of this course students will:

- Have an understanding of why chemical processes take place in the way we observe;
- Be able to relate abstractions (i.e. mathematical equations) to observations;
- Understand how to carry out and analyze simple physical chemical measurements;  
and
- Expand their ability to write brief scientific reports.

*Topics Covered:*

- chemical potential
- phase equilibria
- solutions
- chemical equilibria (including electrochemical applications)
- elementary reactions
- multi-step and coupled reactions (with biochemical applications)
- elementary collision theory
- transition state theory

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.

## **6. New Course**

*Calendar Copy:*

### **EESC37H3 Structural Geology**

The course introduces mechanics of rock deformation. It examines identification, interpretation, and mechanics of faults, folds, and structural features of sedimentary, igneous and metamorphic rocks as well as global, regional and local scale structural geology and tectonics. Lectures are supplemented by lab exercises and demonstrations as well as local fieldtrips.

Prerequisite: [PHYA10H3 or PHYA11H3] and EESB15H3

Exclusion: GLG345H

Enrolment Limits: 20

Breadth Requirement: Natural Sciences

NOTE: Priority will be given to students enrolled in the Specialist Program in Environmental Geoscience. Additional students will be admitted as space permits.

*Rationale:*

The proposed course is a required for Professional Geoscientist (PGeo) certification as set by the Association of Professional Geoscientists of Ontario (APGO). This certification is required by the Ontario Government for all practicing geoscientists. Currently, our

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

students in the Geoscience stream are short this "core knowledge" credit when applying to APGO for the PGeo Certification. The addition of a core science course in geology will resolve this problem.

*Learning Outcomes:*

General learning outcome: develop skills common to environmental geoscience professionals

Specific learning outcomes:

Knowledge:

- understand mechanics of rock structure
- understand micro and macro scale deformation mechanisms
- understand how pressure, temperature, stress, strain rates and fluids influence the mechanical behaviour of rocks
- understand how geologic structures influence movement of fluids and contaminants

Skills:

- construct and interpret geologic maps and profiles
- describe structures and analyze their geometry
- infer the material behaviour
- understand the use of appropriate technological tools for the analysis of geologic structures

*Topics Covered:*

- Stress and strain
- Rheological behaviour
- Progressive deformation
- Ideal material behaviours
- Brittle material behaviour
- Faults (normal and extensional, thrust tectonics, strike-slip)
- Ductile deformation (folds)

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

## **7. New Course**

*Calendar Copy:*

### **EESD13H3 Environmental Law and Ethics**

This course reviews the laws and policies governing the management of natural resources in Canada. It examines the role of law and how it can work most effectively with science, economics and politics to tackle environmental problems such as climate change, conservation, and urban sprawl at domestic and international scales.

Prerequisite: Students must have completed at least 15.0 credits

Exclusion: LAW239H

Recommended Preparation: EESA10H3 and EESA11H3 and EESC13H3

Breadth Requirement: Natural Sciences

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

*Rationale:*

The lack of a course in environmental law was identified as a weakness in the overall competency of the Environmental Science curriculum during the ECO (Environmental Careers Organization) Accreditation process in 2012. The addition of this course to the curriculum is a requisite for maintaining the Accreditation status of our programs.

The course has been designed for the Specialist and Major Programs in Environmental Science. Its role is to strengthen the environmental competency outcome of the curriculum in the area of environmental law and ethics.

*Learning Outcomes:*

Students will:

- Develop a basic understanding of the environmental law and ethics;
- Be able to explain various elements and fields of study in environmental law;
- Be able to explain the basin documents and approaches to resource management, internationally and domestically; and
- Develop a critical opinion of advantages and disadvantages of environmental laws.

*Topics Covered:*

- Constitutional law of natural resource management
- Ecological science and natural resource management
- Aboriginal rights and natural resource management
- Forestry law
- Mining law
- Oil and gas and pipeline law
- Renewable energy law
- Protected areas law
- Wildlife and fisheries law

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

- Species and risk law

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.

## **8. Course Level Change**

*Existing Course Level and Code:* EESA05H3 Environmental Hazards

*New Course Level and Code:* to B-level; EESB18H3

*Calendar Copy Showing Changes:*

### **EESA05B18H3 Environmental Hazards**

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.

Exclusion: (EESA05H3), GLG103H

Breadth Requirement: Natural Sciences

*Rationale:*

Changing of the EESA05H3 to a B-level course will allow students to use this credit towards their Professional Geoscientist Certification. Course content will still allow students from other disciplines and departments (specifically those from the Environmental Studies Program) to take the course.

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Physical and Environmental Sciences.*

## 9. Course Level Change

*Existing Course Level and Code:* EESC35H3 Mineralogy

*New Course Level and Code:* to B-level; EESB19H3

*Calendar Copy Showing Changes:*

### **EESC35B19H3      Mineralogy**

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.

Prerequisite: CHMA10H3, CHMA11H3, EESA06H3

Exclusion: (EESC32H3), (EESC35H3), GLG423H3

Enrolment Limits: 20

Breadth Requirement: Natural Sciences

*Rationale:*

EESC35H3 is a prerequisite to EESC36H3 Petrology. Changing it to a B-level course highlights this sequence and will encourage students to plan completing the course in their second year.

*Consultation:*

Within the Department of Physical and Environmental Sciences. Reviewed by the Dean's Office.



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3j

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Department of Political Science

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Department of Political Science for the 2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

*Minor modifications to curriculum submitted by the Department of Political Science.*

The Department of Political Science is making minor modifications to the requirements of 4 programs, adding 3 new courses – 2 at the A-level, 1 at the C-level and 1 at the D-level, and changing the level of 1 existing course.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Department of Political Science.

*Minor modifications to curriculum submitted by the Department of Political Science.*

**Department of Political Science  
January 23, 2014**

**1. Program Change**

*Program: Specialist Political Science (B.A.)*

*Overview of Changes:*

- Replace the general requirement for 1.0 credit at the A-level with the specific requirement to complete POLA01H3 (new) and POLA02H3 (new) in requirement #1.
- Add STAB22H3 or equivalent as a required course to requirement #6 (formerly requirement #5).
- The number of Applications courses at the C-level and D-level has been reduced from 6.5 to 6.0 credits.

*Calendar Copy Showing Changes:*

SPECIALIST PROGRAM IN POLITICAL SCIENCE (ARTS)

**Program Requirements**

Students must complete at least 12.0 full credits in Political Science including:

1. **Introduction to Political Science (1.0 credit)**  
POLA01H3: Critical Issues in Politics I  
POLA02H3: Critical Issues in Politics II  
~~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. **Political Theory (1.0 credit)**  
POLB70H3 Classic Texts in Political Theory I  
*and*  
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 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. **Methods (1.0 credit)**  
STAB22H3 Statistics I or equivalent  
POLC78H3 Political Analysis I or ~~POLB11H3 Statistics for Political Science and Public Policy~~

*Minor modifications to curriculum submitted by the Department of Political Science.*

**7.5 Applications:** ~~6.0~~ full-credits in political science at the C-level and/or D-level, of which at least 1.0 must be at the D-level

*Rationale:*

1. In recent years, several of the 8 A-level courses listed in the calendar have not been taught, and there has been considerable variation across those offered in the degree to which they introduce students to the discipline of political science. Replacing these courses with two mandatory courses will work to enhance the furtherance of three pedagogical goals: a) introducing students to critical issues in political science; b) teaching students how to read political science works; and c) teaching students how to write a political science essay.
2. Student focus groups have identified the need for further statistics training. Rather than give students a choice of POLC78H3 or POLB11H3, we are now requiring POLC78H3 and adding STAB22H3 or equivalent. By “or equivalent” we mean: ANTC35H3, MGE11H3/(ECMB11H3), POLB11H3, PSYB07H3, (SOCB06H3), STAB52H3, STAB57H3, STA220H, STA250H, POL242Y, or equivalent transfer credit.
3. As a result of increasing Methods from 0.5 to 1.0 full credits, the Applications requirement has been correspondingly reduced from 6.5 to 6.0 full credits.

*Consultation:*

Within the Department of Political Science including students through a focus group and online survey. Also with the Department of Computer and Mathematical Sciences. Reviewed by the Dean’s Office.

## **2. Program Change**

*Program: Major in Political Science (B.A.)*

*Overview of Changes:*

- Increase the total number of credits to complete the program from 7.0 to 8.0.
- Replace the general requirement for 1.0 credit at the A level with the specific requirement to complete POLA01H3 (new) and POLA02H3 (new) in requirement 1.
- STAB22H3 or equivalent and POLC78H3 become required Methods courses.
- 0.5 credit at the D level is added as a requirement.

*Calendar Copy Showing Changes:*

MAJOR PROGRAM IN POLITICAL SCIENCE (ARTS)

**Program Requirements** Students must complete at least ~~seven~~ **8.0** full-credits in Political Science as follows:

*Minor modifications to curriculum submitted by the Department of Political Science.*

1. **Introduction to Political Science (1.0 credit)**  
POLA01H3 Critical Issues in Politics I  
POLA02H3 Critical Issues in Politics II  
~~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. **Political Theory (1.0 credit)**  
POLB70H3 Classic Texts in Political Theory I  
*And*  
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 (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. **Methods (1.0 credit)**  
STAB22H3 Statistics I (or equivalent)  
POLC78H3 Political Analysis I
6. **Applications: 2.0** ~~Two full~~ credits in political science at the C and/or D-level, **of which at least 0.5 credit must be at the D-level**

*Rationale:*

- The increase from 7 to 8 full credits in the Major program is to increase the methodological training for students in the Major stream.
- In recent years, several of the 8 A-level courses listed in the calendar have not been taught, and there has been considerable variation across those offered in the degree to which they introduce students to the discipline of political science. Replacing these courses with two mandatory courses will work to enhance the furtherance of three pedagogical goals: a) introducing students to critical issues in political science; b) teaching students how to read political science works; and c) teaching students how to write a political science essay.
- Student focus groups have identified the need for further statistics training. Rather than give students a choice of POLC78H3 or POLB11H3, we are now requiring POLC78H3 and STAB22H3 or equivalent. By “or equivalent” we mean: ANTC35H3, MGE11H3/(ECMB11H3), POLB11H3, PSYB07H3, (SOCB06H3), STAB52H3, STAB57H3, STA220H, STA250H, POL242Y, or equivalent transfer credit.
- To better accommodate the 1.0 at the D level degree requirement, students in the Major program are now required to take at least 0.5 credits in POL at the D level. The

*Minor modifications to curriculum submitted by the Department of Political Science.*

remaining 0.5 at the D level can be taken in Political Science or a corresponding second Major program or within the two corresponding Minor programs.

*Consultation:*

Within the Department of Political Science including students through a focus group and online survey. And also with the Department of Computer and Mathematical Sciences. Reviewed by the Dean's Office.

### **3. Program Change**

***Program: Major Public Policy (B.A.) and Major (Co-operative) in Public Policy (B.A.)***

*Overview of Changes:*

- Clarifies that 1.0 credit in Political Science can be applied to requirement 1.
- Moves requirement 4 earlier in the program as it is for A-level courses
- The Canadian Politics requirement has been reduced from 1.5 to 1.0 credit.
- GGRB02H3 has been deleted and replaced by GGRC31H3.
- SOCB05H3 and SOCC23H3 have been removed as qualitative methods options.
- The Applications of Public Policy has increased from 2.5 to 3.0 credits.
- HLTB40H3 and HLTC43H3 are existing courses, and POLC36H3 and POLD67H3 are new courses, that have been added to the Applications of Public Policy list.

*Calendar Copy Showing Changes:*

#### **MAJOR PROGRAM IN PUBLIC POLICY (ARTS)**

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. 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.

#### **Program Requirements**

Students must pay careful attention to the prerequisites for higher level courses.

#### **Course requirements:**

Students must complete 8.0 full credits as follows:

*Minor modifications to curriculum submitted by the Department of Political Science.*

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.

We also recommend interested students take introductory courses in departments like City Studies, Economics, Environmental Science, ~~and~~ **International Development Studies and Sociology** that may reflect their particular substantive interests.

2. **Economics for Public Policy (1.0 credit)**  
[MGEA01H3/(ECMA01H3) and MGEA05H3/(ECMA05H3)]

**OR**

[MGEA02H3/(ECMA04H3) and MGEA06H3/(ECMA06H3)]

3. Canadian Politics (~~1.5~~ 1.0 credits)

a. POLB50Y3 Canadian Government and Politics

b. ~~One C- or D-level course in Canadian Politics (choose from: POLC37H3, POLC53H3, POLC54H3, POLC57H3, POLC66H3, POLC67H3, POLC68H3, POLD50H3, POLD51H3, POLD52H3)~~

4. Fundamentals of Public Policy (1.0 credits)

a. POLC66H3 Public Policy Making

b. POLC67H3 Public Policy in Canada

~~4. Economics for Public Policy (1.0 credit)~~

~~[MGEA01H3/(ECMA01H3) and MGEA05H3/(ECMA05H3)]~~

**OR**

~~[MGEA02H3/(ECMA04H3) and MGEA06H3/(ECMA06H3)]~~

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~~

STAB22H3 Statistics I

Qualitative Methods courses include:

ANTB19H3 Ethnography and the Comparative Study of Human Societies

~~GGRB02H3 The Logic of Geographic Thought~~

**GGRC31H3 Qualitative Geographical Methods: Place and Ethnography**

~~SOCB05H3 Logic of Social Inquiry~~

~~SOCC23H3 Practicum in Qualitative Research Methods~~

POLC78H3 Political Analysis I

6. Applications of Public Policy (~~2.5~~ 3.0 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

*Minor modifications to curriculum submitted by the Department of Political Science.*

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

MGEC91H3/(ECMC91H3) Economics and Government

GGRC13H3 Urban Political Geography

**HLTB40H3 Health Policy and Health Systems**

**HLTC43H3 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~~ **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

**POLD67H3 The Limits of Rationality**

POLD89H3 Global Environmental Politics

POLD90H3 Public Policy and Human Development in the Global South

SOCB47H3 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.

#### MAJOR (CO-OPERATIVE) PROGRAM IN PUBLIC POLICY (ARTS)

Co-op Contact: [askcoop@utsc.utoronto.ca](mailto:askcoop@utsc.utoronto.ca)

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

*Minor modifications to curriculum submitted by the Department of Political Science.*

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.

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.

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 *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 at: [www.utsc.utoronto.ca/subjectpost](http://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.

##### *Rationale:*

- It has always been the intention that 1.0 in Political Science can be applied to requirement 1, and the amended language will clarify this A-level option.

*Minor modifications to curriculum submitted by the Department of Political Science.*

- The Economics for Public Policy has been moved up to requirement 2 as they are A-level courses. We have reordered the program requirements by year of study to clarify the path for incoming students.
- The Canadian Politics requirement has been reduced from 1.5 to 1.0 credits because requirement 6 (Applications) says “1.0 credits must be from C- or D-level courses in Political Science,” therefore, it is redundant in the existing requirement in Canadian Politics.
- GGRB02H3 has been replaced by GGRC31H3 by request of the Department of Human Geography.
- At the request of the Department of Sociology, SOCB05H3 and SOCC23H3 have been removed from the qualitative methods course list. These courses are now restricted to students enrolled in SOC programs.
- The Applications of Public Policy has increased from 2.5 to 3.0 full credits as a result of shifting 0.5 credit in Canadian Politics to the applications section.
- HLTB40H3, HLTC43H3, POLC36H3 and POLD67H3 have been added to the Applications of Public policy list to increase the number of possible application courses to students.

*Consultation:*

Within the Department of Political Science. Also with the Departments of Human Geography, and Anthropology. Reviewed by the Dean’s Office.

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

*Calendar Copy:*

##### **POLA01H3 Critical Issues in Politics I**

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.

Exclusion: POL101Y, POL115H, POL112H, POL113H, and POL114H

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

This is the first of two new courses designed to replace the 8 A-level courses in Political Science. In recent years several of the 8 A-level courses listed in the calendar have not been taught, and there has been considerable variation across those offered in the degree to which they introduce students to the discipline of political science. In addition, this course (as the first in a two-course sequence) is designed to achieve three specific goals: a) introducing students to critical issues in political science; b) teaching students how to read political science works; and c) teaching students how to write a political science essay. Thus, this course serves two broad purposes, generating enthusiasm for and

*Minor modifications to curriculum submitted by the Department of Political Science.*

interest in the political science program by introducing students to exciting topics and providing foundational skills necessary for success in the rest of the Political Science program.

*Learning Outcomes:*

By the end of the course, students will:

- Be conversant with a critical topic in political science (e.g. globalization, democracy, ethnicity, violence, etc.);
- Become familiar with techniques involved in reading and critically assessing political science scholarship and writing; and
- Become familiar with the techniques involved in writing a political science essay.

*Topics Covered:*

The substantive topics will vary from semester to semester depending on the interests and expertise of the professor who teaches the course. The technical topics will remain the same each time the course is taught—critical reading skills and political science essay writing will be introduced in a similar way each time the course is taught.

*Consultation:*

Within the Department of Political Science. Also with the Department Human Geography and the Centre for Critical Development Studies. Reviewed by the Dean's Office.

## **5. New Course**

*Calendar Copy:*

### **POLA02H3 Critical Issues in Politics II**

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 develop techniques of critical reading and analytic essay writing. Topics will vary by semester and professor.

Exclusion: POL101Y, POL115H, POL112H, POL113H, and POL114H

Breadth Requirement: Social and Behavioral Sciences

*Rationale:*

This is the second of two new courses designed to replace the 8 A-level courses in Political Science. In recent years several of the 8 A-level courses listed in the calendar have not been taught, and there has been considerable variation across those offered in the degree to which they introduce students to the discipline of political science. In addition, this course (as the first in a two-course sequence) is designed to achieve three specific goals: a) introducing students to critical issues in political science; b) teaching students how to read political science works; and c) teaching students how to write a political science essay. Thus, this course serves two broad purposes, generating

*Minor modifications to curriculum submitted by the Department of Political Science.*

enthusiasm for and interest in the political science program by introducing students to exciting topics and providing foundational skills necessary for success in the rest of the Political Science program.

*Learning Outcomes:*

By the end of the course, students will:

- Be conversant with a critical topic in political science (e.g. globalization, democracy, ethnicity, violence, etc.);
- Become familiar with techniques involved in reading and critically assessing political science scholarship and writing; and
- Become familiar with the techniques involved in writing a political science essay.

*Topics Covered:*

The substantive topics will vary from semester to semester depending on the interests and expertise of the professor who teaches the course. The technical topics will remain the same each time the course is taught—critical reading skills and political science essay writing will be introduced in a similar way each time the course is taught.

*Consultation:*

Within the Department of Political Science. Also with the Department Human Geography and the Centre for Critical Development Studies. Reviewed by the Dean's Office.

## **6. New Course**

*Calendar Copy:*

### **POLC21H3 Voting and Elections**

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.

Prerequisite: [STAB22H3 or equivalent] or POL242Y

Exclusion: POL314H, POL314Y

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

As part of a restructuring of departmental curriculum, students will take a statistics course outside of the department, but then have opportunities to reinforce what they learned in statistics by applying it to politics and public policy. This is a new class that will give students a chance to apply what they learned in statistics to complete assignments in a “substantive” course on voting and elections. These assignments will utilize existing

*Minor modifications to curriculum submitted by the Department of Political Science.*

survey data like the Canadian Election Study or the American National Election Study. This class will include readings and assignments specifically about elections and will encourage students to closely follow current election news.

*Learning Outcomes:*

Students will:

- Become familiar with theories of voting behaviour;
- Learn about recent domestic and/or foreign elections;
- Learn competing theories of voting behaviour;
- Apply statistical methods to further understanding of political phenomena;
- Refine statistical research techniques using existing survey data; and
- Integrate statistical research into papers and/or presentations.

*Topics Covered:*

Turnout. Social and institutional effects on turnout. Vote choice. Social, psychological and campaign effects on voter decisions. Election campaign dynamics.

*Consultation:*

Within the Department of Political Science. Reviewed by the Dean's Office.

## **7. New Course**

*Calendar Copy:*

### **POLD67H3 The Limits of Rationality**

This course critically examines the relationship between politics, rationality, and public policy-making. The first half of the course surveys dominant rational actor models, critiques of these approaches, and alternative perspectives. The second half of the course explores pathological policy outcomes, arrived at through otherwise rational procedures.

Area of Focus: Comparative Politics; Political Theory; Public Policy

Prerequisite: [POLB70H3 and POLB71H3] or [POLB90H3 and POLB91H3] or [POLB92H3 and POLB93H3] and 1.5 credits at the C-level in POL courses.

Recommended Preparation: POLC66H3 and POLC67H3

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

POLD67H3 will expand the department D-level offerings by adding a course that provides a senior seminar for students interested in Comparative Politics, Political Theory, or Public Policy. The course will be available for students in the Specialist, Major, and Minor programs in Political Science, as well as the Major and Major co-op programs in Public Policy.

This course asks how some of the greatest human disasters of the twentieth century could have occurred, given that the public policy decisions which made them possible, and the

*Minor modifications to curriculum submitted by the Department of Political Science.*

instruments which set them in motion, relied on the cool application of rational administrative techniques practised by well-trained and experienced bureaucracies. The course offers a critique of rational decision-making and cost-benefit analysis based on insights from the fields of sociology, philosophy, and political science. It will complement our public policy offerings by exploring and (to the greatest extent possible) explaining policy outcomes (genocide, state sanctioned torture, non-consensual medical experimentation) that are typically overlooked in mainstream political science and public policy courses.

*Learning Outcomes:*

This course critically examines the relationship between politics, rationality, and public policy-making. The first half of the course surveys dominant rational actor models, critiques of these approaches, and alternative perspectives. The second half of the course explores pathological policy outcomes, arrived at through otherwise rational procedures. Cases include Soviet-era agricultural collectivization campaigns; eugenics; the Holocaust; nontherapeutic medical experimentation; and state-sanctioned torture. We will ask why public policy scholars have ignored these issue areas and consider whether the dominance of rationalist paradigms in the policy sciences has contributed to this neglect. We will also discuss the difficulty of attributing responsibility for such conduct in complex, hierarchical bureaucratic organizations.

Beyond familiarizing students with rational actor models and their alternatives, the course will grapple with difficult dilemmas: How can we square the use governance techniques that are highly rational in terms of their procedures, with outcomes that are morally reprehensible? How do we determine what counts as “costs” and “benefits” in making decisions, especially when they significantly affect individuals’ life chances, health and autonomy? Can certain fundamental goods, such as human dignity, ever be discounted in the pursuit of other goods, such as national security? How can we ascribe responsibility for actions taken by individuals in systems that are hierarchical, technocratic and dependent on those same individuals “following orders”? In short, the class will encourage critical thinking and moral reflection – two attributes that are greatly appreciated among policy analysts and practitioners.

*Topics Covered:*

- The Economic Approach to Human Behaviour
- Cost-Benefit Analysis
- Critiques of Cost-Benefit Analysis
- Views of Rationality in the work of Max Weber and Michel Foucault
- Modernity and “State Simplification”
- Eugenics
- The Holocaust
- The Problem of Obedience (Milgram, Zimbardo)
- Nontherapeutic Human Experimentation
- Torture and National Security
- Responsibility and Politics

*Minor modifications to curriculum submitted by the Department of Political Science.*

*Consultation:*

Within the Department of Political Science. Reviewed by the Dean's Office.

## 8. Course Level Change

*Existing Course Level and Code:* POLB11H3 Statistics for Politics and Public Policy

*New Course Level and Code:* to C-level; POLC11H3

*Calendar Copy Showing Changes:*

### **POLB11H3 Applied Statistics for Politics and Public Policy**

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. **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.**

**Prerequisite:** STAB22H3 or equivalent

**Exclusion:** ~~ECMB12H3, PSYB07H3, STAB22H3~~ (POLB11H3)

**Breadth Requirement:** Quantitative Reasoning

*Rationale:*

Instead of teaching statistical methods within the department, majors and specialists in Political Science will now be required to take STAB22H3. The Political Science statistics course previously offered at the B level will move to the C-level and assume that the students will have learned basic quantitative methods and techniques from STAB22H3 and build from that foundation. This preparation will enable students to complete original analyses, focusing on interpretation and communication of results while learning a few new multivariate techniques common in political and policy research.

By STAB22H3 "or equivalent" we mean: ANTC35H3, MGEB11H3/(ECMB11H3), POLB11H3, PSYB07H3, (SOCB06H3), STAB52H3, STAB57H3, STA220H, STA250H, POL242Y, or equivalent transfer credit.

*Consultation:*

Within the Department of Political Science. Also with the Centre for Critical Development Studies. Reviewed by the Dean's Office.

*Minor modifications to curriculum submitted by the Department of Political Science.*



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 3k

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Department of Sociology.

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Department of Sociology for the 2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

*Minor modifications to curriculum submitted by the Department of Sociology.*

The Department of Sociology is making minor modifications to the requirements of 2 programs, and adding 4 new courses – 1 at the B-level and 3 at the C-level.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Department of Sociology.

*Minor modifications to curriculum submitted by the Department of Sociology.*

**Department of Sociology  
January 23, 2014**

**1. Program Change**

*Program: Specialist Sociology (B.A.)*

*Overview of Changes:*

- Increase the number of additional credits at the B-level in Sociology from 2.0 to 3.0; delete the requirement for 1.0 additional credit in Sociology to compensate.
- Delete SOC41H3 and SOCD50H3 as requirements; adjust the requirement for additional credits at the C or D-level to compensate.

*Calendar Copy Showing Changes:*

SPECIALIST PROGRAM IN SOCIOLOGY (ARTS)

**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  
SOCA02H3 Introduction to Sociology II
2. SOCB05H3 Logic of Social Inquiry
3. STAB22H3 Statistics I
4. SOCB42H3 Classical Sociological Theory I
5. SOCB43H3 Classical Sociological Theory II
6. ~~2.0~~ 3.0 full credits at B-level in Sociology
7. SOCC40H3 Contemporary Sociological Theory Part I
- ~~8. SOCC41H3 Contemporary Sociological Theory Part II~~
- ~~9.~~ 8. SOCC23H3 Practicum in Qualitative Research Methods  
*or*  
SOCC31H3 Practicum in Quantitative Research Method
10. ~~SOCD50H3 Capstone Course: Realizing the Sociological Imagination~~

*Minor modifications to curriculum submitted by the Department of Sociology.*

~~10.4.09. 5.0~~ full credits in Sociology at C- or D- level of which at least ~~0.5~~ 1.0 must be at the D-level.

Note: Students may substitute courses from cognate disciplines with the prior approval of the program supervisor.

~~1. 1.0 other full credit in Sociology.~~

*Rationale:*

The shift overall allows for more flexible and independent course of study in Specialist program.

- The 1.0 credit increase at B-level encourages sub-field specialization.
- The deletion of SOCC41H3 reduces theory requirements, creates more flexibility and opportunities for sub-field specialization. Removal of SOCD50H3 as requirement allows students greater flexibility in senior years. They will be able to deepen independent research skills (D50) or focus on seminar style D-level courses. Both formats offer opportunities for autonomous, critical thinking and professional development in the discipline.
- The 0.5 credit increase at D-level increases depth of learning.

*Consultation:*

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

## **2. Program Change**

*Program: Minor in Sociology (B.A.)*

*Overview of Changes:*

- Move SOCB42H3 and SOCB43H3 from requirements to options.
- Add SOCB27H3 and SOCB47H3 as options.
- Update the requirement for 1.5 additional credits in Sociology to specify that 0.5 credit must be at the B-level and 1.0 credit must be at the C-level.

*Calendar Copy Showing Changes:*

MINOR PROGRAM IN SOCIOLOGY (ARTS)

### **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:

*Minor modifications to curriculum submitted by the Department of Sociology.*

1. SOCA01H3 Introduction to Sociology I  
SOCA02H3 Introduction to Sociology II
  2. SOCB05H3 Logic of Social Inquiry
  3. 1.0 credit from the following:  
SOCB42H3 Classical Sociological Theory I  
SOCB43H3 Classical Sociological Theory II  
SOCB27H3 Political Sociology  
SOCB47H3 Social Inequality
  4. 0.5 additional credits in Sociology at the B-level
  5. 1.0 additional credits in Sociology at the C-level
- ~~1.5 additional full credits in Sociology including 1.0 at the C level~~

*Rationale:*

The Sociology Department values its focus on a mix of theory, methods and topic specific courses. All program students are required to take a theory course. The expansion of the theory options offers Minor program students greater flexibility and options for meeting the theory requirement.

The Sociology Department seeks to strengthen its Minor program by orienting students' course of study by encouraging concentrations in specific subfields of the discipline. The 0.5 credit at the B-level requirement is an effort to require students to select a subfield topic specific course and follow through on this area at the C-level.

*Consultation:*

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

### **3. New Course**

*Calendar Copy:*

#### **SOCB30H3 Political Sociology**

An examination of power in its social context. Specific attention is devoted to how and under what conditions power is exercised, reproduced and transformed, as well as the social relations of domination, oppression, resistance and solidarity. Selected topics may include: nations, states, parties, institutions, citizenship, and social movements.

Prerequisite: SOCA01H3 and SOCA02H3

Exclusion: (SOCC39H3)

Enrolment Limits: 170

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

This course is designed to serve as an introductory survey course on political sociology.

*Minor modifications to curriculum submitted by the Department of Sociology.*

*Learning Outcomes:*

- An introduction to sociological theories of state-society relations and the maintenance and contestation of political power;
- Students will develop an understanding of competing sociological approaches to political power;
- Students will learn to read and synthesize peer reviewed academic journal articles; and
- Students will strengthen their oral and written communication skills.

*Topics Covered:*

Selected topics may include: nations, states, parties, institutions, citizenship, and social movements.

*Consultation:*

Within the Department of Sociology. Also with the Centre for Critical Development Studies. Reviewed by the Dean's Office.

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

*Calendar Copy:*

#### **SOCC15H3 Work, Employment and Society**

An upper level course that examines a number of critical issues and important themes in the sociological study of work. Topics covered will include: the changing nature and organization of work, precarious employment, different forms of worker organizing and mobilization, the professions, the transition from school to work

Prerequisite: SOCA01H3 and SOCA02H3 and two of the following [SOCB42H3 or SOCB43H3 or (SOCB27H3) or SOCB30H3 or SOCB47H3]

Recommended Preparation: SOCB54H3

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

Note: Priority will be given to students enrolled in Sociology programs.

*Rationale:*

Sociology of Work courses are being streamlined given declining enrollments and changing faculty interest and composition. There are currently 2 b-level courses in sociology of work, both of which tend to have low-enrolments, typically under 60 students. One of the b-levels is being deleted and the other reorganized into a broader survey course. This C-level course in sociology of work is being proposed to provide greater depth in the field. The new course also reflects growing strength in the area, given new faculty hires.

*Minor modifications to curriculum submitted by the Department of Sociology.*

*Learning Outcomes:*

- Students will be able to categorize, classify and assess debates in the area of youth and society;
- Students will be able to conduct topic-specific analysis as demonstrated through research paper writing and oral presentations;
- Students will be able to connect sociological thinking to contemporary issues and debates;
- Students will be able to debate two perspectives on the same issue;
- Students will be able to assess an issue and evaluate various arguments and evidence; and
- Students will be able to identify and apply qualitative or quantitative research methods.

*Topics Covered:*

The changing nature and organization of work, precarious employment, different forms of worker organizing and mobilization, the professions, the transition from school to work.

*Consultation:*

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

## **5. New Course**

*Calendar Copy:*

### **SOCC45H3 Youth and Society**

This course examines youth as a social category, a critical stage in the life course. Topics to be covered include: Youth and music, health, work and politics.

Prerequisite: [SOCA01H3 and SOCA02H3] and [two of the following [(SOCB27H3), SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Breadth Requirement: Social & Behavioural Sciences

Note: Priority will be given to students enrolled in the Sociology programs.

*Rationale:*

The course is proposed to better reflect faculty complement expertise and to enrich the range of specialized course offerings. Youth and Society is an important field in Sociology as reflected in the existence of specialised journals and sections in sociological societies dedicated to the topic. The field typically covers transitional issues from childhood to adolescence and from adolescence to adulthood as well as the social, contextual, and political factors that influence both healthy and harmful adolescent development. It intersects with a range of other fields including crime, migration and work – all areas in which the department has substantive strength.

*Minor modifications to curriculum submitted by the Department of Sociology.*

*Learning Outcomes:*

- Students will be able to categorize, classify and assess debates in the area of youth and society;
- Students will be able to conduct topic-specific analysis as demonstrated through research paper writing and oral presentations;
- Students will be able to connect sociological thinking to contemporary issues and debates;
- Students will be able to debate two perspectives on the same issue;
- Students will be able to assess an issue and evaluate various arguments and evidence; and
- Students will be able to identify and apply qualitative or quantitative research methods.

*Topics Covered:*

Youth and music, youth and health, youth and work, youth and politics.

*Consultation:*

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

**6. New Course**

*Calendar Copy:*

**SOCC58H3 Global Transformations: Politics, Economy and Society**

A sociological examination of contemporary global transformations including changing social, economic, and political conditions. Topics examined may include the shifting nature of state-society relations in a global context; the emergence of globally-integrated production, trade and financial systems; and the dynamics of local and transnational movements for global social change.

Prerequisite: [SOCA01H3 and SOCA02H3] and [[SOCB05H3 or [(SOCB40H3 and (SOCB41H3)]] and [SOCB42H3 and SOCB43H3]

Exclusion: (SOCB27H3), SOC236H

Enrolment Limit: 60

Breadth Requirement: Social & Behavioural Sciences

Note: This course has been designated a Writing Skills Course.

*Rationale:*

This more specialised course follows from the introduction to political sociology offered in SOCB30H3.

*Learning Outcomes:*

Students will develop an understanding of global dynamics of political power and its contestation. How is power and inequality maintained and challenged is the overarching question the course examines. By the end of the course, students will:

- Conduct topic-specific analysis

*Minor modifications to curriculum submitted by the Department of Sociology.*

- Connect sociological thinking to contemporary issues and debates
- Evaluate strengths and weakness of different types of data when answering a research question
- Connect and apply sociological thinking to contemporary social issues
- Assess an issue and evaluate various arguments and evidence
- Develop an original research paper

*Topics Covered:*

Topics examined may include the changing nature of governance structures and state-society relations; the emergence of global, integrated production, trade and financial systems; the dynamics of local and transnational movements for global social change.

*Consultation:*

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



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 4a

**ITEM IDENTIFICATION:**

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

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

- 1. UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Graduate Department of Psychological Clinical Science for the

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

2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

The Graduate Department of Psychological Clinical Science is making minor modifications to its Masters and Doctoral programs in Clinical Psychology as described below. These changes have been reviewed by the School of Graduate Studies and the Decanal Graduate Curriculum Committee.

1. **Masters in Clinical Psychology**
  - Three new courses – CPS1702H Intelligence and Cognitive Assessment, CPS1802H Foundational Skills in Psychological Interventions and CPS1803H Practicum in Psychological Interventions – are being added as requirements to year two of the program.
  - CPS1809H – an existing course – is being moved from the year two requirements of the Masters program to the requirements of the Ph.D. program.
  - The total number of credits to complete the program is being increased from 5.0 FCEs to 6.0 FCEs.
  
2. **Ph.D. in Clinical Psychology**
  - CPS1809H Clinical Psychopharmacology (existing) is being added as a requirement.
  - CPS3801 Multi-Person Therapies (new) is being added as a requirement.
  - The total number of credits to complete the program is being increased from 4.0 FCEs to 5.0 FCEs
  
3. **New Courses**
  - CPS1702H Intelligence and Cognitive Assessment
  - CPS1802H Foundational Skills in Psychological Interventions
  - CPS1803H Practicum in Psychological Interventions
  - CPS3801H Multi-Person Therapies
  
4. **Course Changes**
  - CPS3999H Clinical Placement I
    - The total number of practicum hours is being increased from 250 to 300.
  - CPS3999H Clinical Placement II
    - The total number of practicum hours is being increased from 250 to 300.

**FINANCIAL IMPLICATIONS:**

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

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Graduate Department of Psychological Clinical Science (file name MinMod.MA\_PhD\_Clinical\_Psychology.pdf).

School of Graduate Studies  
University of Toronto

## Minor Modifications to Graduate Curriculum Governance Form A: Procedures, Form and Guidelines 2012-13 – Version 1

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

### Governance Form A: Procedures

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

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

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

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

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### Governance Form A

**Proposal Type:**

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

	Changing Admission Requirements
x	Changing Program Requirements
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete Addendum)

**Faculty:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Psychological Clinical Science, University of Toronto Scarborough (UTSC)

**Graduate Programs Involved in Proposal:**

Counselling and Clinical Psychology, Field in Clinical Psychology, M.A.

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

The following three new courses are being added as requirements to year two of the masters program in Counselling and Clinical Psychology, Field in Clinical Psychology (M.A.).

- CPS1702H Intelligence and Cognitive Assessment
- CPS1802H Foundational Skills in Psychological Interventions
- CPS1803H Practicum in Psychological Interventions

CPS1809H Clinical Psychopharmacology will be moved from the year two requirements of the masters program and added to the requirements of the doctoral program in Counselling and Clinical Psychology, Field in Clinical Psychology.

The requirements for the M.A. program currently include the completion of 5.0 full course equivalents (FCEs): CPS1501H, CPS1601H, CPS1701H, CPS1801H, CPS1101H, CPS1102H, CPS1103H, CPS1901H, CPS1809H and CPS2999H. With the addition of CPS1702H, CPS1802H and CPS1803H to the M.A. program and the movement of CPS1809H to the Ph.D. program, the number of requirements for the M.A. will increase from 5.0 FCEs to 6.0 FCEs.

**Rationale:**

CPS1702H Intelligence and Cognitive Assessment is a fundamental course with respect to clinical psychological practice that students will benefit from at the MA level, better preparing them for practicum placements outside of UTSC. Course content will also better prepare students for clinical psychopharmacology in that basic neurophysiology will be covered. CPS1809H Clinical Psychopharmacology, on the other hand, is an advanced course that will benefit students more once they have already completed their introductory practical experiences at UTSC and embark on

School of Graduate Studies  
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placements in medical settings in the PhD degree program, when more sophisticated knowledge of clinical psychopharmacology becomes more relevant.

CPS1802H and CPS1803H ensure that MA students have the opportunity to develop initial clinical skills under close supervision and faculty guidance, prior to their initial external practicum placements and also in order to help them be more competitive when applying for practicum placements. It is important for them to engage in initial intervention experiences during the MA program, and not wait until commencement of the PhD program. This change also brings the UTSC Clinical Psychology field into harmony with the similar course and introductory clinical experience provided by the OISE Clinical and Counselling field (i.e. APD1203Y).

The development of the Clinical Field of the MA program has been a dynamic process. In approaching the issue of how best to prepare students to compete for an external practicum placement at the end of MA year 2, it became apparent that an in-house course was required. Two options were discussed; the first was to course-share with OISE, and the second was to design a similar course offered by UTSC. A number of factors (e.g. high enrollment at OISE, lack of clarity about spots for our students in their course) led to the conclusion that a local course offered in conjunction with the UTSC Health & Wellness Centre would be the best solution. This could not have been anticipated in advance of a more careful appraisal of the practicum placement environment. Dr. Zindel Segal, Director of Clinical Training at UTSC, discussed these changes with Dr. Lana Stermac, Chair of Applied Psychology and Human Development at OISE, on December 20, 2013. Dr. Stermac concurred that our ability to enroll students in the OISE practicum course was not guaranteed for the following year and she agreed with UTSC pursuing the option of providing this course locally. Dr. Segal has since contacted Dr. Stermac and asked her to relay these changes to the Associate Dean of Programs at OISE, Dr. Jeanne Watson. Thus far, no concerns have been raised.

Currently, there are no students registered in year two of the M.A. program or in the Ph.D. program. All students in MA year one will be notified of this change and will be given the option of completing the existing requirements or the new requirements effective September 2014.

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

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please contact Faculty Graduate Dean's Office and provide brief description below)
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- See accompanying Governance Forms C for each of CPS1702H, CPS1802H and CPS1803H. Additional funds have been approved by the UTSC Dean's Office.

**Effective Session Date:**  
September 2014

**Approvals/Actions prior to Faculty governance approval:**

- Reviewed by the Decanal Graduate Curriculum Committee – January 23, 2014

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

George Cree, Interim Graduate Chair, Department of Psychological Clinical Science  
William Gough, Vice-Dean, Graduate Education and Program Development  
Program Director: Dr. Michael Bagby  
Program Coordinator, Clinical Psychology Field: Dr. Anthony Ruocco  
Program Coordinator, Clinical and Counselling Psychology Field: Dr. Roy Moodley

School of Graduate Studies  
University of Toronto

**Date:**

December 19 2013

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

- Academic Affairs Committee – (date)

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

For SGS use only	
GPO	
Comments	

School of Graduate Studies  
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## Governance Form A: Guidelines

Effective August 1, 2012

Governance Form A is designed to be used by graduate units when proposing certain types of Minor Modifications to graduate curriculum for approval through university governance. The Minor Modifications for which this form should be used are listed under Governance Form A: Procedures.

Normally, each Governance Form A should address changes to one program or proposal. For example, two separate forms should be used to propose changes to two separate programs (even if located in the same graduate unit), or to propose changes to the same program some of which are to go into effect on one date and the rest on another date. In some cases, proposing changes to different degree levels in one program (e.g. MA and PhD) using separate governance forms may be advantageous.

**IMPORTANT:** In order to guarantee inclusion in the SGS Calendar for the following academic year, proposals must have final Faculty approval by your Faculty's calendar deadline.

**Substantial Changes:** "Requirements that differ substantially from those existing at the time of the previous cyclical program review" (see UTQAP) are considered Major Modifications; for Major Modifications, please contact your FGO.

**Revised Calendar Entry:** Attach a Calendar entry showing only the changes being considered in the proposal, using the "Track Changes" feature in Word. Clean and current Calendar entry templates are available from the SGS website. Do not accumulate other changes in the Calendar entry that have been proposed/approved earlier in the Calendar production cycle. Instead, use a fresh Calendar entry template. SGS will accumulate all changes made and update the final Calendar entry accordingly. Do not submit revised Calendar entries that require governance approval directly to SGS; your FGO will forward them to SGS by way of the Graduate Curriculum Tracker (GCT).

**Effective Session Date:** The Faculty Graduate Dean's Office and SGS reserve the right to alter the effective session date. Proposals are effective no sooner than the beginning of the following session. Most program changes, including name changes, are effective as of September of the following (or later) academic year. Retroactive proposals require SGS approval.

**Admissions changes:** The effective date for a change to an admission requirement that is approved by the SGS Calendar deadline in one academic year would be September of the next year. Students who are offered admission to a program commencing September the next year would be the first ones affected by the change.

**Program changes:** Students have the right to follow the program requirements in place at the time of initial registration. The effective date for a program change that is approved by the SGS Calendar deadline in one academic year would be September of the next year, with one exception. If the change *eases program requirements*, e.g., reduces the number of courses required, then the effective date may be "immediately" and it may be offered as a choice to all students already in the program. If the program change makes the requirements more demanding or merely does not ease then (e.g., if it increases the number of courses required, or changes which courses are required but not their number), then the change would be in effect for the following September and will only be in effect for students newly admitted that September and thereafter.

Requests for retroactive application of a proposed change to earlier cohorts of students will require SGS approval. Please contact: Erin McMahon, SGS, Governance & Policy Officer; 416.978.7709  
[erin.mcmahon@sgs.utoronto.ca](mailto:erin.mcmahon@sgs.utoronto.ca)

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## Appendix A: Revised Calendar Entry (showing changes)

### Contact and Address

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

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

Telephone: (416) 208-4867

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

### Degree Programs

#### Counselling and Clinical Psychology

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

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

#### Field: Clinical Psychology

The field in Clinical Psychology is offered primarily by the Department of Psychological Clinical Science at UTSC. Clinical Psychology is the applied psychological science concerned with the assessment and treatment of individuals' mental disorders. This field within the Counselling and Clinical Science program builds on the research strengths of the UTSC faculty in personality, neuropsychological, and neuroimaging-based approaches to assessment. A unifying theme of the core faculty is its expertise in state-of-the-science methods of assessment, specifically personality assessment and clinical neuropsychological assessment.

#### Master of Arts

The full-time, two-year MA program is designed for applicants interested in working as researchers or practitioners in a variety of psychological and educational settings. This program enables students to apply for registration with the College of Psychologists of Ontario as a

Psychological Associate. It also meets the needs of students who plan to apply to the PhD program in Counselling and Clinical Psychology.

### **Minimum Admission Requirements**

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Department of Psychological Clinical Science's additional admission requirements stated below.

An appropriate bachelor's degree from a recognized university with at least an A- (or first-class standing) in the final two years of undergraduate study, and at least 4.0 to 6.0 full-course equivalents [FCEs] in psychology including statistics and some laboratory research experience. Students who are admitted to the program without 4.0 to 6.0 FCEs in required undergraduate coursework may be required to complete additional courses in the master's program. Applicants with a strong background in mathematics, computer science, statistics, biological science, or neuroscience are encouraged to apply.

Competitive scores on General and Subject tests of the Graduate Record Examinations (GRE).

Two academic letters of reference.

A personal statement.

Applicants whose primary language is not English and who graduated from a university where the language of instruction is not English must demonstrate proficiency in English. Applicants must complete the Test of English as a Foreign Language (TOEFL), or its equivalent according to SGS regulations, prior to submitting the application.

### **Program Requirements**

The MA in Counselling and Clinical Psychology (Clinical Psychology field) consists of 65.0 FCEs of total coursework, which is organized each year into bundles, and includes an ethics course, practicum courses and a clinical practicum. Students complete either Course Bundle A or B in Year 1 and the other Course Bundle in Year 2.

Course Bundle A:

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

Course Bundle B:

Fall courses: CPS 1101H, CPS 1102H; Winter courses: CPS 1103H, CPS 1702H ~~CPS 1809H~~

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

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

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

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

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

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

### Course List

CPS 1101H Clinical Research Design  
CPS 1102H Basic Statistical Techniques  
CPS 1103H Advanced Statistical Modeling  
CPS 1201H Neurobiological Bases of Behaviour  
CPS 1301H Cognitive-Affective Bases of Behaviour  
CPS 1401H Social and Interpersonal Bases of Behaviour  
CPS 1501H Personality  
CPS 1601H Psychopathology  
CPS 1701H Psychological Assessment  
CPS 1702H Intelligence and Cognitive Assessment  
CPS 1801H Psychotherapy  
CPS 1802H Foundational Skills in Psychological Interventions  
CPS 1803H Practicum in Psychological Interventions  
CPS 1809H Clinical Psychopharmacology  
CPS 1901H Ethics  
CPS 2999H Summer Practicum  
CPS 3801H Multi-Person Therapies  
CPS 3901H The History and Practice of Clinical Psychology  
CPS 3999H Clinical Placement I  
CPS 4999H Clinical Placement II  
CPS 5999Y Internship

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## Minor Modifications to Graduate Curriculum Governance Form A: Procedures, Form and Guidelines 2012-13 – Version 1

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

### Governance Form A: Procedures

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

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

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

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

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## Governance Form A

### Proposal Type:

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

	Changing Admission Requirements
x	Changing Program Requirements
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete Addendum)

### Faculty:

University of Toronto Scarborough

### Name of Graduate Unit:

Psychological Clinical Science, University of Toronto Scarborough (UTSC)

### Graduate Programs Involved in Proposal:

Counselling and Clinical Psychology, Field in Clinical Psychology, Ph.D.

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

CPS3801H Multi-Person Therapies is a new course that is being added as a requirement to the doctoral program in Counselling and Clinical Psychology, Field in Clinical Psychology (Ph.D.).

CPS1809H Clinical Psychopharmacology is an existing course in the masters program in Counselling and Clinical Psychology, Field in Clinical Psychology (M.A.) that is being moved to the doctoral program in Counselling and Clinical Psychology, Field in Clinical Psychology (Ph.D.).

The requirements for the Ph.D. program currently include the completion of 4.0 full course equivalents (FCEs): CPS1201H, CPS1301H, CPS1401H and CPS3901H. With the addition of CPS3801H and the movement of CPS1809H this requirement will increase from 4.0 FCEs to 5.0 FCEs. This change will bring us in line with OISE's doctoral program in Counselling and Clinical Psychology, Field in Clinical and Counselling Psychology (Ph.D.). All other program requirements remain the same.

### Rationale:

The Multi-Person Therapies course is required by the Canadian Psychological Association as part of a fully formed curriculum at the doctoral level in training in Clinical Psychology. It is intended to enhance the skillset of students seeking professional registration by providing coverage of interventions outside the traditional therapeutic dyad. This change will allow us to be optimally aligned with CPA requirements, so that when our request for accreditation is reviewed it is seen as consistent with the expected content in a doctoral level academic training. While it is not a guarantee of accreditation, since that depends on a number of other conditions being satisfied, it is fair to say that without it, are chances are certainly reduced.

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Movement of CPS1809H Clinical Psychopharmacology from MA year two to PhD year one will create space in the MA program for offering CPS1702H Intelligence and Cognitive Assessment. CPS1702H is a fundamental course with respect to clinical psychological practice that students will benefit from at the MA level, better preparing them for practicum placements outside of UTSC. CPS1809H, on the other hand, is an advanced course that will benefit students more once they have already completed their introductory practical experiences at UTSC and embark on placements in medical settings in the PhD degree program, when more sophisticated knowledge of clinical psychopharmacology becomes more relevant.

Currently, there are no students registered in year two of the M.A. program or in the Ph.D. program. All students in year one of the masters program will be notified of this change and will be able to meet the revised doctoral program requirements.

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

<input checked="" type="checkbox"/> NO	<input type="checkbox"/> YES (please contact Faculty Graduate Dean's Office and provide brief description below)
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**Effective Session Date:**  
September 2015

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

**Approvals/Actions prior to Faculty governance approval:**

- Reviewed by the Decanal Graduate Curriculum Committee – January 23, 2014

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

George Cree, Interim Graduate Chair, Department of Psychological Clinical Science  
William Gough, Vice-Dean, Graduate Education and Program Development  
Program Director: Dr. Michael Bagby  
Program Coordinator, Clinical Psychology Field: Dr. Anthony Ruocco  
Program Coordinator, Clinical and Counselling Psychology Field: Dr. Roy Moodley

**Date:**  
December 19 2013

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

- Academic Affairs Committee – (date)

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

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For SGS use only	
GPO	
Comments	

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## Governance Form A: Guidelines

Effective August 1, 2012

Governance Form A is designed to be used by graduate units when proposing certain types of Minor Modifications to graduate curriculum for approval through university governance. The Minor Modifications for which this form should be used are listed under Governance Form A: Procedures.

Normally, each Governance Form A should address changes to one program or proposal. For example, two separate forms should be used to propose changes to two separate programs (even if located in the same graduate unit), or to propose changes to the same program some of which are to go into effect on one date and the rest on another date. In some cases, proposing changes to different degree levels in one program (e.g. MA and PhD) using separate governance forms may be advantageous.

**IMPORTANT:** In order to guarantee inclusion in the SGS Calendar for the following academic year, proposals must have final Faculty approval by your Faculty's calendar deadline.

**Substantial Changes:** "Requirements that differ substantially from those existing at the time of the previous cyclical program review" (see UTQAP) are considered Major Modifications; for Major Modifications, please contact your FGO.

**Revised Calendar Entry:** Attach a Calendar entry showing only the changes being considered in the proposal, using the "Track Changes" feature in Word. Clean and current Calendar entry templates are available from the SGS website. Do not accumulate other changes in the Calendar entry that have been proposed/approved earlier in the Calendar production cycle. Instead, use a fresh Calendar entry template. SGS will accumulate all changes made and update the final Calendar entry accordingly. Do not submit revised Calendar entries that require governance approval directly to SGS; your FGO will forward them to SGS by way of the Graduate Curriculum Tracker (GCT).

**Effective Session Date:** The Faculty Graduate Dean's Office and SGS reserve the right to alter the effective session date. Proposals are effective no sooner than the beginning of the following session. Most program changes, including name changes, are effective as of September of the following (or later) academic year. Retroactive proposals require SGS approval.

**Admissions changes:** The effective date for a change to an admission requirement that is approved by the SGS Calendar deadline in one academic year would be September of the next year. Students who are offered admission to a program commencing September the next year would be the first ones affected by the change.

**Program changes:** Students have the right to follow the program requirements in place at the time of initial registration. The effective date for a program change that is approved by the SGS Calendar deadline in one academic year would be September of the next year, with one exception. If the change *eases program requirements*, e.g., reduces the number of courses required, then the effective date may be "immediately" and it may be offered as a choice to all students already in the program. If the program change makes the requirements more demanding or merely does not ease then (e.g., if it increases the number of courses required, or changes which courses are required but not their number), then the change would be in effect for the following September and will only be in effect for students newly admitted that September and thereafter.

Requests for retroactive application of a proposed change to earlier cohorts of students will require SGS approval. Please contact: Erin McMahon, SGS, Governance & Policy Officer; 416.978.7709 [erin.mcmahon@sgs.utoronto.ca](mailto:erin.mcmahon@sgs.utoronto.ca)

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## Appendix A: Revised Calendar Entry (showing changes)

### Field: Clinical Psychology

The field in Clinical Psychology is offered primarily by the Department of Psychological Clinical Science at UTSC. Clinical Psychology is the applied psychological science concerned with the assessment and treatment of individuals' mental disorders. This field within the Counselling and Clinical Science program builds on the research strengths of the UTSC faculty in personality, neuropsychological, and neuroimaging-based approaches to assessment. A unifying theme of the core faculty is its expertise in state-of-the science methods of assessment, specifically personality assessment and clinical neuropsychological assessment.

### Contact and Address

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

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

Telephone: (416) 208-4867

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

### Doctor of Philosophy

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

The Counselling and Clinical Psychology program (Clinical Psychology field) is offered on a full-time basis, and progress in the program will be reviewed annually. (See amendment made on August 2, 2013.)

### Minimum Admission Requirements

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

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- A master's degree with specialization in Clinical Psychology (or its equivalent) from a recognized university, with a minimum A- average and excellent research performance.
- Two academic letters of reference.
- A personal statement.
- Applicants whose primary language is not English and who graduated from a university where the language of instruction is not English must demonstrate proficiency in English. Applicants must complete the Test of English as a Foreign Language (TOEFL), or its equivalent according to SGS regulations, prior to submitting the application.

### ***Program Requirements***

The PhD program requires 5.0 ~~4.0~~ full-course equivalents (FCEs) including three clinical placements, plus a thesis proposal, thesis, and thesis defence:

- 5.0 ~~4.0~~ FCEs in clinical coursework normally completed by the end of Year 2 (CPS 1201H, CPS 1301H, CPS 1401H, CPS 1809H, CPS 3801H, CPS 3901H), and including:
  - two separate part-time clinical placements during Years 1 and 2 (CPS 3999H, CPS 4999H)
  - clinical internship at a Canadian Psychological Association- or American Psychological Association-approved clinical setting during Year 5 (CPS 5999Y)
- Thesis proposal, approved during Year 3 of the program.
- Completed thesis.
- Successful defence of the thesis at the Final Oral Examination.

**Program Length:** 5 years

**Time Limit:** 6 years

### **Course List**

CPS 1101H Clinical Research Design  
CPS 1102H Basic Statistical Techniques  
CPS 1103H Advanced Statistical Modeling  
CPS 1201H Neurobiological Bases of Behaviour  
CPS 1301H Cognitive-Affective Bases of Behaviour  
CPS 1401H Social and Interpersonal Bases of Behaviour  
CPS 1501H Personality  
CPS 1601H Psychopathology  
CPS 1701H Psychological Assessment

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CPS 1702H Intelligence and Cognitive Assessment  
CPS 1801H Psychotherapy  
CPS 1802H Foundational Skills in Psychological Interventions  
CPS 1803H Practicum in Psychological Interventions  
CPS 1809H Clinical Psychopharmacology  
CPS 1901H Ethics  
CPS 2999H Summer Practicum  
CPS 3801H Multi-Person Therapies  
CPS 3901H The History and Practice of Clinical Psychology  
CPS 3999H Clinical Placement I  
CPS 4999H Clinical Placement II  
CPS 5999Y Internship

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

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

**Governance Form C: Procedures**

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

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

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

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

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

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



## Governance Form C

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

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

**Faculty:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Psychological Clinical Science, University of Toronto Scarborough (UTSC)

**Course Title:**

Intelligence and Cognitive Assessment

**Rationale:**

This course has been created as a result of the new field within both the M.A. and Ph.D. in Clinical Psychology, to be administered by the UTSC Graduate Department of Psychological Clinical Science.

As part of our graduate program in Counselling and Clinical Psychology, students are required to complete various clinical practica and, ultimately, an internship in an approved clinical setting (e.g., hospital, counselling center). These positions are highly competitive and are sought by graduate students in competing programs across Canada and the USA. Our graduate faculty are proposing that a course in intelligence and cognitive assessment be required at the Master's level (rather than at the Doctoral level) to put our students at a competitive advantage prior to applying for their first external practicum placement and later for their internship. Students are expected to complete their first assessment practicum placement in the summer following MA year 2.

The course will provide students with both theoretical and applied (e.g., administration and interpretation) training in intelligence and cognitive assessment.

Without such training, our students would be significantly disadvantaged where other students competing for practicum placements hold such expertise.

Currently, there are no students registered in MA year two of the Clinical Psychology program, which is when this course is expected to be offered. Current students in MA year one will be advised of the change to the requirements and will be able to register in CPS1702H without issue.

**Course Description:**

This course covers theoretical and applied topics in intelligence and cognitive assessment. Students will learn the history and theory underlying modern intelligence testing, acquire skills to administer and score intelligence tests, and be taught how to interpret the results of these assessments. The relationship of intelligence testing to the assessment of cognitive functioning will be discussed in the context of modern approaches to neuropsychological assessment. Students will be trained in the administration of standardized cognitive assessments and learn how to interpret the results of these tests on the basis of neuropsychological theory and normative data.



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**Resources Required:**

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

The course will require a one-time start up cost related to testing materials (i.e., intelligence and cognitive assessment protocol measures and forms) as well as periodic costs related to purchasing test forms when supplies run out and for updated, or newly developed, assessment protocol measures.

Regarding the one time start up cost, please see **APPENDIX A** for a summary of intelligence and cognitive assessment protocols and forms that will need to be purchased along with current pricing.

Additional funding has been approved by the UTSC Dean's Office.

**Effective Session Date:**  
January 2015

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

- Reviewed by the Decanal Graduate Curriculum Committee – January 23, 2014

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

George Cree, Interim Graduate Chair, Department of Psychological Clinical Science  
William Gough, Vice-Dean, Graduate Education and Program Development  
Program Director: Dr. Michael Bagby  
Program Coordinator, Clinical Psychology Field: Dr. Anthony Ruocco  
Program Coordinator, Clinical and Counselling Psychology Field: Dr. Roy Moodley

**Date:**  
December 19, 2013

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

- Academic Affairs Committee (date)

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

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## Governance Form C: Guidelines Effective August 1, 2013

**Naming and Identifying Courses:** The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. Please consult the [SGS Glossary of Course Codes](#).

**Course Format:** The [SGS Policy and Guidelines on Graduate Courses and Other Academic Activities](#) provides a general definition of a graduate course. This includes possible variations in course weight (e.g. modular, extended and continuous courses), various delivery modes of courses and alternate course types. In particular, "graduate seminars" (generally defined in the policy referred to above) are viewed as distinct from seminar series. Please consult the [Graduate Seminar Series Courses: Guidelines](#).

**eLearning:** eLearning describes the delivery of online and hybrid courses, and online and hybrid programs using audio, video or computer technologies singly or in combination. The definitions in this Terminology section are drawn from the Ministry of Training Colleges and Universities reporting definitions found in the Multi-Year Accountability Agreement form. Please consult the [SGS Guidelines for eLearning in Graduate Academic Programs](#).

**Consultation:** Faculty Members interested in developing online courses and programs first will contact their graduate unit chair/director. The chair/director then contacts the Vice-Dean or Associate Dean of Graduate Studies in the Faculty Dean's Office.

**Approvals:** References to approval routes align with the [University of Toronto Quality Assurance Process \(UTQAP\)](#).

**Contact Hours:** See the [SGS policy](#) for minimum contact hours required.

**Evaluation Components, Percentage Value and Timing:** The School of Graduate Studies is governed by the [University Assessment and Grading Practices Policy](#).

**Effective Session Date:** Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

**Turnitin.com:** Instructors wishing to use *Turnitin*, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the [Centre for Teaching Support & Innovation](#).

**OISE Graduate Units:** OISE also requires proposals to include a New Course Proposal Supplementary Form. OISE graduate units should contact the OISE Faculty Graduate Office for further information.

**Medicine Graduate Units:** The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

**References:** [SGS Policy and Guidelines on Graduate Courses and Other Academic Activities](#), [Graduate Seminar Series Course Guidelines](#), [University Assessment and Grading Practices Policy](#), [Centre for Teaching Support and Innovation – Online Course Design Guidelines](#)

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APPENDIX A

Intelligence and Neuropsychological Test Measures

Psychological Assessment Resources:

<http://www3.parinc.com>

ORDER ID	ABB	Cost	Quantity	Total
ww-6282-cp	VSVT Software Program -CD Rom	\$575.00	2	\$1,150.00
ww-1597-np	Finger Tapper Kit	\$225.00	2	\$450.00
ww-1956-cq	Grooved Pegboard	\$110.00	2	\$220.00
ww-5776-kt	WRAT4 Intro Kit	\$275.00	2	\$550.00
ww-6153-cp	WRAT4/WRAT4-IR Combination Kit CD	\$570.00	2	\$1,140.00
ww-3485-kt	RUFF 2 and 7 Test Introductory Kit	\$178.00	2	\$356.00
ww-6660-kt	BTA Introductory Kit	\$94.00	2	\$188.00
ww-4696-kt	Symbol Digit Modalities Test Kit	\$104.00	2	\$208.00
ww-5007-kt	CTMT Intro Kit	\$137.00	2	\$274.00
ww-4471-kt	WCST-64 KIT	\$288.00	2	\$576.00
ww-3607-kt	BVMT-R intro kit	\$336.00	2	\$672.00
ww-3473-kt	RCTT Intro Kit	\$292.00	2	\$584.00
ww-4535-kt	BDAB Complete Kit	\$532.00	2	\$1,064.00
ww-4873-kt	Benton Test - Judgment of line orientation	\$142.00	2	\$284.00
ww-4880-kt	Benton Test - Facial Recognition	\$120.00	2	\$240.00
WW-5966-1M	Personality Assessment Inventory - Software Portfolio	\$650.00	2	\$1,300.00

The Psychological Corporation

[www.pearsonassess.ca](http://www.pearsonassess.ca)

7747-5631-4	WAIS-IV CDN/WMS-IV combo box with scoring assistant	\$1,942.00	2	\$3,884.00
7747-5629-2	WMS-IV complete kit in box	\$1,296.00	2	\$2,592.00
015-8170-008	Kaplan Baycrest NeuroCOG assessment	\$350.00	2	\$700.00
015-8070-836	TOMM Complete Kit	\$217.00	2	\$434.00
015-8054-350	BADS assessment of dysexecutive syndrome	\$419.00	2	\$838.00
015-8035-720	CVLT-II Complete Kit, cd; cal verbal learning test	\$675.00	2	\$1,350.00

MHS  
US-  
BASED

TLRP10	Tower of London DX 2nd edition.	\$365.00	2	\$730.00
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**GRAND  
TOTAL:** \$19,784

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

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

**Governance Form C: Procedures**

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

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

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

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

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

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

### Governance Form C

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

<input checked="" type="checkbox"/>	New Course (for brand new courses, and reinstatement of courses that have expired after 5 years of inactivity)
<input type="checkbox"/>	Changing Weight of Existing Course (ROSI Form also required)
<input type="checkbox"/>	Changing Grading Scale of Existing Course
<input type="checkbox"/>	New Delivery Mode of Existing Course

**Faculty:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Psychological Clinical Science, University of Toronto Scarborough (UTSC)

**Course Title:**

Foundational Skills in Psychological Interventions

**Rationale:**

This course is proposed in the context of the newly established Clinical Psychology Field within the Graduate Program in Counselling and Clinical Psychology and is to be administered by the UTSC Graduate Department of Psychological Clinical Science.

As part of the graduate program in Counselling and Clinical Psychology, students are required to complete a number of clinical practica and, ultimately, an internship in an approved clinical setting (e.g., hospital, clinic, or counselling center). Our graduate faculty propose that a course in foundational skills in psychological interventions be required for the Master's degree in order to provide our students with the fundamental knowledge required to embark on their initial practicum (i.e., clinical training) experiences. Basic skills in clinical psychological intervention will be covered; this course will provide didactic material as well as experiential engagement with the skills being taught (e.g., role playing, case simulations). Students will generally take this course in conjunction with their first practicum in psychological interventions (CPS1803H), allowing for the direct application of the material discussed in this course. Completion of these two courses (CPS1802H and CPS1803H) will allow our students to be highly prepared for their subsequent external practicum placements, and will also increase their competitiveness when applying for such placements.

**Course Description:**

This course covers fundamental skills required for clinical psychological interventions. Topics covered include risk assessment, history taking, case formulation, and treatment planning. Basic clinical skills such as empathic responding, active listening, the development and maintenance of the therapeutic alliance, and maintaining appropriate boundaries are explored through both didactic and experiential learning. Students have the opportunity to role play and participate in case simulations, allowing them to actively engage in skills acquisition. Ethical and legal issues in the provision of psychotherapy are also discussed, as is the role of socio-cultural factors in the therapeutic relationship. A practicum in psychological interventions (CPS1803H) is typically taken concurrently with this course.

**Course Designator, Number and FCE Weight:**

C P S 1 8 0 2 H FCE Weight: 0.5 FCE

**Abbreviated Course Title:**

F O U N D A T I O N A L S K I L L S P S Y C H I N T

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

(Please check)

 Yes**Course Format:**

Seminar, meeting every other week over the Fall and Winter semesters.

**Regular/Modular/Continuous/Extended Course:** Regular  Modular  Continuous  Extended**Online Indicator on ROSI Required:** Yes  No**Student Web Service Available** Yes**Does this change involve a course that is required to complete a graduate program?** NO  YES (please also submit a completed Governance Form A with revised Calendar entry)**Contact Hours:**

2hrs/every other week

**Grading Scale:** Letter Grades  CR/NCR

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

**Enrolment Projection:**

5 to 10 students

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

Prerequisite: CPS 1901H Ethics

Co-requisite: CPS1803H Practicum in Psychological Interventions

Exclusion: APD1203Y Practicum I: Interventions in Counselling Psychology

**Similarity/Overlap:**

APD1203Y Practicum I: Interventions in Counselling Psychology

This course, offered by the department of Applied Psychology and Human Development, covers a number of similar topics and basic skills. However, the currently proposed course is specifically designed to train students in foundational skills for interventions in Clinical Psychology, whereas APD1203Y offers this course from the perspective of the related but distinct field of Counselling Psychology.

The two courses share approximately 50% overlap. Common topics include:

School of Graduate Studies  
University of Toronto

- Empathic responding
- Basic listening skills
- History taking
- Ethical issues
- Maintenance of appropriate boundaries
- Therapeutic alliance
- Treatment planning

**Resources Required:**

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

This course will require a one-time start up cost related to the purchase of clinical training materials, as well as periodic costs related to purchasing newly developed or updated training materials.

Regarding the one time start up cost, please see **Appendix A** for a summary of training videos and training manuals that will need to be purchased along with current pricing.

Additional funds have been approved by the UTSC Dean's Office.

**Effective Session Date:**

September 2014

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

- Reviewed by the Decanal Graduate Curriculum Committee – January 23, 2014

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

George Cree, Interim Graduate Chair, Department of Psychological Clinical Science  
 William Gough, Vice-Dean, Graduate Education and Program Development  
 Program Director: Dr. Michael Bagby  
 Program Coordinator, Clinical Psychology Field: Dr. Anthony Ruocco  
 Program Coordinator, Clinical and Counselling Psychology Field: Dr. Roy Moodley

**Date:**

December 19, 2013

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

- Academic Affairs Committee (date)

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

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## Governance Form C: Guidelines Effective August 1, 2013

**Naming and Identifying Courses:** The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. Please consult the [SGS Glossary of Course Codes](#).

**Course Format:** The [SGS Policy and Guidelines on Graduate Courses and Other Academic Activities](#) provides a general definition of a graduate course. This includes possible variations in course weight (e.g. modular, extended and continuous courses), various delivery modes of courses and alternate course types. In particular, "graduate seminars" (generally defined in the policy referred to above) are viewed as distinct from seminar series. Please consult the [Graduate Seminar Series Courses: Guidelines](#).

**eLearning:** eLearning describes the delivery of online and hybrid courses, and online and hybrid programs using audio, video or computer technologies singly or in combination. The definitions in this Terminology section are drawn from the Ministry of Training Colleges and Universities reporting definitions found in the Multi-Year Accountability Agreement form. Please consult the [SGS Guidelines for eLearning in Graduate Academic Programs](#).

**Consultation:** Faculty Members interested in developing online courses and programs first will contact their graduate unit chair/director. The chair/director then contacts the Vice-Dean or Associate Dean of Graduate Studies in the Faculty Dean's Office.

**Approvals:** References to approval routes align with the [University of Toronto Quality Assurance Process \(UTQAP\)](#).

**Contact Hours:** See the [SGS policy](#) for minimum contact hours required.

**Evaluation Components, Percentage Value and Timing:** The School of Graduate Studies is governed by the [University Assessment and Grading Practices Policy](#).

**Effective Session Date:** Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

**Turnitin.com:** Instructors wishing to use *Turnitin*, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the [Centre for Teaching Support & Innovation](#).

**OISE Graduate Units:** OISE also requires proposals to include a New Course Proposal Supplementary Form. OISE graduate units should contact the OISE Faculty Graduate Office for further information.

**Medicine Graduate Units:** The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

**References:** [SGS Policy and Guidelines on Graduate Courses and Other Academic Activities](#), [Graduate Seminar Series Course Guidelines](#), [University Assessment and Grading Practices Policy](#), [Centre for Teaching Support and Innovation – Online Course Design Guidelines](#)

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## Appendix A

## Clinical Training Videos (DVDs) – Suggested Titles

American Psychological Association: APA Psychotherapy Series		
<i>Item ID</i>	<i>Title</i>	<i>Cost</i>
4310746	Cognitive-Behavioral Relapse Prevention for Addictions (G. Alan Marlatt)	99.95
4310804	Schema Therapy (Jeffrey E. Young)	99.95
4310887	Cognitive-Behavioral Therapy Strategies (Keith S. Dobson)	99.95
Psychotherapy.net Video Series		
	<i>Title</i>	
	Dialectical Behavior Therapy (Marsha Linehan) DVD + Instructor's manual	159.00
	Time Limited Dynamic Psychotherapy (Hana Levenson) DVD + Instructor's manual	159.00
	Emotionally Focused Therapy in Action (Sue Johnson) DVD + Instructor's manual	229.00
	Conversion of currently owned VHS training videos into DVD format x 4	200.00
	<i>Total</i>	\$1046.85

## Clinical Training Manuals – Suggested Titles

<i>ISBN</i>	<i>Title</i>	<i>Cost</i>
978-1-4625-1326-0	Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual (5 <sup>th</sup> ed.), David Barlow	85.00
978-1-4625-0948-5	The Case Formulation Approach to Cognitive-Behavior Therapy, Jacqueline B. Persons	26.00
978-1-60918-227-4	Motivational Interviewing: Helping People Change (3 <sup>rd</sup> ed.), William R. Miller and Stephen Rollnick	60.00
978-1-57230-941-8	Working with Emotions in Psychotherapy, Leslie S. Greenberg and Sandra C. Paivio	36.00
978-0-89862-183-9	Cognitive-Behavioral Treatment of Borderline Personality Disorder, Marsha M. Linehan	77.00
1-57230-869-9	Negotiating the Therapeutic Alliance: A Relational Treatment Guide, Jeremy D. Safran and J. Christopher Muran	33.12
978-1-60918-992-1	Cognitive Therapy of Anxiety Disorders: Science and Practice, David A. Clark and Aaron T. Beck	40.00
978-1-60918-649-4	Treatment Plans and Interventions for Depression and Anxiety Disorders (2 <sup>nd</sup> ed.), Robert L. Leahy, Stephen J. F. Holland, and Lata K. McGinn	77.00
978-1-57230-392-8	Brief Alcohol Screening and Intervention for College Students (BASICS): A Harm Reduction Approach, Linda A. Dimeff, John S. Baer, Daniel R. Kivlahan, and G. Alan Marlatt	37.00
978-1-59385-709-7	Cognitive Behavior Therapy and Eating Disorders, Christopher G. Fairburn	46.00
	<i>Total</i>	\$517.12

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

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

**Governance Form C: Procedures**

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

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

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

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

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

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

**Governance Form C**

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

<input checked="" type="checkbox"/>	New Course (for brand new courses, and reinstatement of courses that have expired after 5 years of inactivity)
<input type="checkbox"/>	Changing Weight of Existing Course (ROSI Form also required)
<input type="checkbox"/>	Changing Grading Scale of Existing Course
<input type="checkbox"/>	New Delivery Mode of Existing Course

**Faculty:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Psychological Clinical Science, University of Toronto Scarborough (UTSC)

**Course Title:**

Practicum in Psychological Interventions

**Rationale:**

This course is proposed in the context of the newly established Clinical Psychology Field within the Graduate Program in Counselling and Clinical Psychology and is to be administered by the UTSC Graduate Department of Psychological Clinical Science.

Our graduate faculty propose that a practicum experience in psychological interventions during the second year of the MA degree program permits our students to begin to develop clinical skills at an appropriate time in their training, and will allow them to be competitive when applying for their subsequent external practicum placements. Students will generally take this practicum course concurrently with Foundational Skills in Psychological Interventions (CPS1802H). As a result, they will receive intensive supervision and support during their initial clinical intervention experiences and will have the opportunity to apply the material being learned in CPS1802H.

**Course Description:**

This course focuses on the practical application of the material discussed in Foundational Skills in Psychological Interventions (CPS1802H). Students gain clinical intervention experience with selected clients under the clinical supervision of a qualified supervisor.

**Course Designator, Number and FCE Weight:**

C	P	S
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1	8	0	3	H
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 FCE Weight: 0.5 FCE

**Abbreviated Course Title:**

P	R	A	C	T	I	C	U	M		I	N		P	S	Y	C	H	O	L	O	G	I	C	A	L		I	N	T
---	---	---	---	---	---	---	---	---	--	---	---	--	---	---	---	---	---	---	---	---	---	---	---	---	---	--	---	---	---

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

[Please check]

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

Students will be supervised in a clinical setting on a weekly basis over the Fall and Winter semesters. Students will work with between 2 and 4 clients on a weekly basis, will attend orientation sessions and team meetings as required at the clinical site, and will receive weekly supervision from a qualified supervisor.

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

Regular  Modular  Continuous  Extended

**Online Indicator on ROSI Required:**

Yes  No

**Student Web Service Available**

Yes

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

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

**Contact Hours:**

Students are expected to be in attendance the equivalent of approximately one day per week, including group supervision.

**Grading Scale:**

Letter Grades  CR/NCR

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

**Enrolment Projection:**

5 to 10 students

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

Prerequisite: CPS 1901H Ethics

Co-requisite: CPS1802H Foundational Skills in Psychological Interventions

Exclusion: APD1203Y Practicum I: Interventions in Counselling Psychology

**Similarity/Overlap:**

None.

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**Resources Required:** [Mark one.]

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

This course will require a one-time start up cost related to the purchase of audio recording materials required for clinical supervision.

Five digital audio recorders will be required, at an approximate cost of \$450.  
e.g., Sony 4GB Digital Flash Voice Recorder, \$79.89 each x 5 = \$399.45 + tax = \$451.38

Additional funds have been approved by the UTSC Dean's Office.

**Effective Session Date:**

September 2014

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

- Reviewed by from the Decanal Graduate Curriculum Committee – January 23, 2014

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

George Cree, Interim Graduate Chair, Department of Psychological Clinical Science  
William Gough, Vice-Dean, Graduate Education and Program Development  
Program Director: Dr. Michael Bagby  
Program Coordinator, Clinical Psychology Field: Dr. Anthony Ruocco  
Program Coordinator, Clinical and Counselling Psychology Field: Dr. Roy Moodley

**Date:**

December 19, 2013

**Faculty Council Meeting Date:**

- Academic Affairs Committee (date)

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

School of Graduate Studies  
University of Toronto

## Governance Form C: Guidelines Effective August 1, 2013

**Naming and Identifying Courses:** The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. Please consult the SGS Glossary of Course Codes.

**Course Format:** The SGS Policy and Guidelines on Graduate Courses and Other Academic Activities provides a general definition of a graduate course. This includes possible variations in course weight (e.g. modular, extended and continuous courses), various delivery modes of courses and alternate course types. In particular, "graduate seminars" (generally defined in the policy referred to above) are viewed as distinct from seminar series. Please consult the Graduate Seminar Series Courses: Guidelines.

**eLearning:** eLearning describes the delivery of online and hybrid courses, and online and hybrid programs using audio, video or computer technologies singly or in combination. The definitions in this Terminology section are drawn from the Ministry of Training Colleges and Universities reporting definitions found in the Multi-Year Accountability Agreement form. Please consult the SGS Guidelines for eLearning in Graduate Academic Programs.

**Consultation:** Faculty Members interested in developing online courses and programs first will contact their graduate unit chair/director. The chair/director then contacts the Vice-Dean or Associate Dean of Graduate Studies in the Faculty Dean's Office.

**Approvals:** References to approval routes align with the University of Toronto Quality Assurance Process (UTQAP).

**Contact Hours:** See the SGS policy for minimum contact hours required.

**Evaluation Components, Percentage Value and Timing:** The School of Graduate Studies is governed by the University Assessment and Grading Practices Policy.

**Effective Session Date:** Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

**Turnitin.com:** Instructors wishing to use *Turnitin*, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the Centre for Teaching Support & Innovation.

**OISE Graduate Units:** OISE also requires proposals to include a New Course Proposal Supplementary Form. OISE graduate units should contact the OISE Faculty Graduate Office for further information.

**Medicine Graduate Units:** The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

**References:** SGS Policy and Guidelines on Graduate Courses and Other Academic Activities, Graduate Seminar Series Course Guidelines, University Assessment and Grading Practices Policy, Centre for Teaching Support and Innovation – Online Course Design Guidelines

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**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**

2012-13 – Version 2

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

**Governance Form C: Procedures**

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

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

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

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

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

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

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**Governance Form C**

**Proposal Type:**

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

**Faculty:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Psychological Clinical Science, University of Toronto Scarborough (UTSC)

**Course Title:**

Multi-Person Therapies

**Rationale:**

This course has been created as a result of the new field within both the M.A. and Ph.D. in Clinical Psychology, to be administered by the UTSC Graduate Department of Psychological Clinical Science. It will be offered at the doctoral level. Currently, there are no students registered in the PhD program. The current cohort of students in year one of the MA program will be advised of the changes. It is absolutely feasible for them to take CPS 3801H once admitted to the PhD program.

**Course Description:**

This course will introduce students to interventions used outside the traditional therapeutic dyad. Embedded within a lifespan, developmental perspective, students will learn about the different theories underlying couple and family dysfunction, and the specific interventions designed to promote adaptive functioning in couples and families. Particular emphasis will be placed on evidence-based theory and treatment featuring family systems, multicultural perspectives and problem-solving, cognitive behavioural therapies. Clinical issues that will be addressed include: infidelity, partner violence, sexual dysfunction as well as using the couple context to treat individual psychopathology in one of the partners. Recognizing the social construction of definitions of couple and family health, students will consider perspectives of race, ethnic status and sexual orientation when discussing case formulation and treatment planning.

**Course Designator, Number and Weight:**

C P S    3 8 0 1 H

**Abbreviated Course Title:**

M U L T I - P E R S O N \_ T H E R A P I E S

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

Yes

**Course Format:**

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

Regular     Modular     Continuous     Extended

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

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

2hrs/week

**Grading Scale:**

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**NOTE:** Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.]

**Enrolment Projection:**

10-15 students

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

Exclusions: APD 1261H Group Work in Counselling AND APD 1228H Individual and Group Psychotherapy: Family and Couples Counselling

**Similarity/Overlap:**

APD 1261H

There is overlap with the textbook - Yalom, I.D., Leszcz, M. (2005) The Theory and Practice of Group Psychotherapy (5th edition), New York: Basic Books\*\*

There is overlap with the following 5 class topics/sessions:

Interpersonal Learning, Group Cohesiveness, The Therapist's Basic Tasks, Working in the Here-and-Now I, Transference and Transparency

APD 1228H

There is overlap with one of the textbooks - Gottman, J. M. & Silver, N. (2000) The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert

Approximately 60% or more content overlaps as follows:

Satir's family mapping, multiculturalism in family therapy, Gottman & Silver assessment and treatment planning.

**Resources Required:**

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

**Effective Session Date:**

September 2015

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

- Reviewed by the Decanal Graduate Curriculum Committee – January 23, 2014

School of Graduate Studies  
University of Toronto

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

George Cree, Interim Graduate Chair, Department of Psychological Clinical Science  
William Gough, Vice-Dean, Graduate Education and Program Development  
Program Director: Dr. Michael Bagby  
Program Coordinator, Clinical Psychology Field: Dr. Anthony Ruocco  
Program Coordinator, Clinical and Counselling Psychology Field: Dr. Roy Moodley

**Date:**

December 19 2013

**Faculty Council Meeting Date:**

- Academic Affairs Committee (date)

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

For SGS use only	
GPO	
Comments	

School of Graduate Studies  
University of Toronto

## Governance Form C: Guidelines Effective August 1, 2012

**Naming and Identifying Courses:** The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

**Course Format:** The SGS Policy and Guidelines on Graduate Courses and Other Academic Activities provides a general definition of a graduate course. This includes possible variations in course weight (e.g. modular, extended and continuous courses), various delivery modes of courses and alternate course types. In particular, "graduate seminars" (generally defined in the policy referred to above) are viewed as distinct from seminar series, for which SGS has made specific guidelines available.

**eLearning:** All instructional interaction occurs without the student and instructor being in the same physical location, with the exception of final or interim assessment requiring attendance on campus no more than once per term. Instruction made be synchronous or asynchronous web-based learning technologies. Please review the Centre for Teaching Support and Innovation – [Online Course Design Guidelines](#) for full details.

**Contact Hours:** See the SGS policy for minimum contact hours required.

**Evaluation Components, Percentage Value and Timing:** The School of Graduate Studies is governed by the [University Assessment and Grading Practices Policy](#).

**Effective Session Date:** Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

**Turnitin.com:** Instructors wishing to use *Turnitin*, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the [Centre for Teaching Support & Innovation](#).

**OISE Graduate Units:** OISE also requires proposals to include a [New Course Proposal Supplementary Form](#). OISE graduate units should contact the OISE Faculty Graduate Office for further information.

**Medicine Graduate Units:** The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

**All Graduate Units:** Some proposal types require an SGS Academic Activity (ROSI) Form (attached). If required, please complete it and submit it with this completed form to your Faculty Graduate Dean's Office.

**References:** [SGS Policy and Guidelines on Graduate Courses and Other Academic Activities](#), [Graduate Seminar Series Course Guidelines](#), [University Assessment and Grading Practices Policy](#), [Centre for Teaching Support and Innovation – Online Course Design Guidelines](#)

### SGS Academic Activity (ROSI) Form

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

**New Academic Activity Codes (ADD)**

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

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

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

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

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

Use this column for the half-course that is created when a full course is being split.

	FIELD	ACTIVITY 1	ACTIVITY 2	
Maintain Academic Activity Basic Information screen (1ABA)	Academic Activity Code	CPS3801H		
	Level of Instruction	G	G	
	Academic Activity Type (Course or seminar?)	CRS	CRS	
	Previous Acad. Activity Code (for renumbered or re-weighted courses)	N/A		
	Council Approval Date	N/A	N/A	
	Target Start Session	N/A	N/A	
	Transcript Print	Y	Y	
	Subject Code	CPS		
Maintain Academic Activity Offering Information screen (1ABD)	FIELD	ACTIVITY 1	ACTIVITY 2	
	Academic Activity Code	CPS3801H		
	Start Session Code	20159		
	End Session Code	99999	99999	
	Primary Organization Code	SGS	SGS	
	Secondary Organization Code (graduate unit - ROSI code)	PSYSC		
	Administrative Org Code (SGS division)	SSCGS		
	Co Secondary Org Code (Faculty - ROSI code)	SCAR		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	0.5	
	Maximum Credit		0.5	
	Full Course Equivalent Weight (Full or half) F/H	H		
	Credit (Y/N)	Y	Y	
	Section Average (Y/N)	Y	Y	
	Total Hours	N/A	N/A	
	Auditor Allowed (Y/N)	N	N	
	Continuous course (multi-year) (Y/N)	N		
	Computer Requirement Code	N/A	N/A	
	Min. Mark	N/A	N/A	
SWS – available to students on the SWS? Y/N	Y			
Degree Navigator	N/A	N/A		
Science Credit Y/N	N/A	N/A		

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

School of Graduate Studies  
University of Toronto

**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2012-13 – Version 2

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

**Governance Form C: Procedures**

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

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

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

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

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

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

**Governance Form C**

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

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

**Faculty:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Psychological Clinical Science, University of Toronto Scarborough (UTSC)

**Course Title:**

Clinical Placement I

**Rationale:**

CPS3999 is an existing course. The requirement for part-time clinical placement is being increased from 250 hours to 300 hours. The course description is being modified as below.

The PhD in Clinical Psychology requires the completion of two part-time practicum placements - CPS3999H and CPS4999H. These courses currently require the completion of 250 practicum hours. In order to comply with the requirement of 600 practicum hours set by the Canadian Psychological Association accreditation standards the practicum hours are being increased from 250 to 300 for each course. These changes allow us to be optimally aligned with CPA requirements, and are consistent with the expected content in doctoral level academic training. Moreover, these changes are necessary to best position the PhD for accreditation when that request is reviewed. Finally, these changes will better align the requirements of the PhD in Clinical Psychology with OISE's PhD in Counselling and Clinical Psychology, which requires the completion of one full-time practicum placement of 600hrs.

Currently, there are no students registered in the PhD program, thus no placements have been arranged yet. Current students in the MA program will be advised of the change to the requirements for the PhD program. Note: The MA in Clinical Psychology at UTSC is unaffected by these changes.

**Course Description:**

Students must complete a part-time clinical placement (i.e., 300 hours) at a site approved by the clinical faculty committee in their first year of the Ph.D. program.

**Course Designator, Number and Weight:**

C P S 3 9 9 9 H

**Abbreviated Course Title:**

C L I N I C A L \_ P L A C E M E N T \_ I

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

Yes

**Course Format:**

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

Regular  Modular  Continuous  Extended

CPS3999H  
2

School of Graduate Studies  
University of Toronto

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

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

**Grading Scale:**

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**NOTE:** Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.]

**Enrolment Projection:**

10-15 students

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

None

**Similarity/Overlap:**

N/a – this is an existing course.

**Resources Required:** [Mark one.]

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

**Effective Session Date:**

September 2014

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

- Reviewed by the Decanal Graduate Curriculum Committee – January 23, 2014

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

George Cree, Interim Graduate Chair, Department of Psychological Clinical Science  
William Gough, Vice-Dean, Graduate Education and Program Development  
Program Director: Dr. Michael Bagby  
Program Coordinator, Clinical Psychology Field: Dr. Anthony Ruocco  
Program Coordinator, Clinical and Counselling Psychology Field: Dr. Roy Moodley

**Date:** December 19 2013

**Faculty Council Meeting Date:**

- Academic Affairs Committee (date)

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

School of Graduate Studies  
University of Toronto

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GPO	
Comments	

**Governance Form C: Guidelines**  
Effective August 1, 2012

**Naming and Identifying Courses:** The name of the course must clearly reflect the content and be appropriate to the discipline. A glossary of course codes, definitions of the alphabetical characters and symbols that may be used following a course number are available online. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

**Course Format:** The SGS Policy and Guidelines on Graduate Courses and Other Academic Activities provides a general definition of a graduate course. This includes possible variations in course weight (e.g. modular, extended and continuous courses), various delivery modes of courses and alternate course types. In particular, "graduate seminars" (generally defined in the policy referred to above) are viewed as distinct from seminar series, for which SGS has made specific guidelines available.

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**Contact Hours:** See the SGS policy for minimum contact hours required.

**Evaluation Components, Percentage Value and Timing:** The School of Graduate Studies is governed by the University Assessment and Grading Practices Policy.

**Effective Session Date:** Proposals are effective no sooner than the beginning of the following session. Retroactive proposals require SGS approval.

**Turnitin.com:** Instructors wishing to use *Turnitin*, or a similar service, must explain this at the outset of the course. Turnitin.com is an electronic resource that assists in the detection and deterrence of plagiarism. Further information is available from the Centre for Teaching Support & Innovation.

**OISE Graduate Units:** OISE also requires proposals to include a New Course Proposal Supplementary Form. OISE graduate units should contact the OISE Faculty Graduate Office for further information.

**Medicine Graduate Units:** The Faculty of Medicine requires a detailed course syllabus to be appended to this form (the syllabus will not be posted on the GCT).

**All Graduate Units:** Some proposal types require an SGS Academic Activity (ROSI) Form (attached). If required, please complete it and submit it with this completed form to your Faculty Graduate Dean's Office.

**References:** SGS Policy and Guidelines on Graduate Courses and Other Academic Activities, Graduate Seminar Series Course Guidelines, University Assessment and Grading Practices Policy, Centre for Teaching Support and Innovation – Online Course Design Guidelines.

School of Graduate Studies  
University of Toronto

**Minor Modifications – New Course or Change to Existing Course**  
**Governance Form C: Procedures, Form and Guidelines**  
2012-13 – Version 2

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

**Governance Form C: Procedures**

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

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

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

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

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

**Governance Form C**

**Proposal Type:**

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

**Faculty:**

University of Toronto Scarborough

**Name of Graduate Unit:**

Psychological Clinical Science, University of Toronto Scarborough (UTSC)

**Course Title:**

Clinical Placement II

**Rationale:**

CPS4999 is an existing course. The requirement for part-time clinical placement is being increased from 250 hours to 300 hours. The course description is being modified as below.

The PhD in Clinical Psychology requires the completion of two part-time practicum placements - CPS3999H and CPS4999H. These courses currently require the completion of 250 practicum hours. In order to comply with the requirement of 600 practicum hours set by the Canadian Psychological Association accreditation standards the practicum hours are being increased from 250 to 300 for each course. These changes allow us to be optimally aligned with CPA requirements, and are consistent with the expected content in doctoral level academic training. Moreover, these changes are necessary to best position the PhD for accreditation when that request is reviewed. Finally, these changes will better align the requirements of the PhD in Clinical Psychology with OISE's PhD in Counselling and Clinical Psychology, which requires the completion of one full-time practicum placement of 600hrs.

Currently, there are no students registered in the PhD program, thus no placements have been arranged yet. Current students in the MA program will be advised of the change to the requirements for the PhD program. Note: The MA in Clinical Psychology at UTSC is unaffected by these changes.

**Course Description:**

Students must complete a part-time clinical placement (i.e., 300 hours) at a site approved by the clinical faculty committee in their second year of the Ph.D. program.

**Course Designator, Number and Weight:**

C P S 4 9 9 9 H

**Abbreviated Course Title:**

C L I N I C A L \_ P L A C E M E N T \_ I I

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

Yes

**Course Format:**

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

CPS4999H

School of Graduate Studies  
University of Toronto

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

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

**Grading Scale:**

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**NOTE:** Information on Evaluation Components, Percentage Value and Timing are no longer required on this form. Details are kept on record in the graduate unit. According to the University Assessment and Grading Practices Policy (effective July 2012), participation may not constitute more than 20% of the overall grade.]

**Enrolment Projection:**

10-15 students

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

None

**Similarity/Overlap:**

N/a – this is an existing course

**Resources Required:**

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

**Effective Session Date:**

September 2014

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

- Reviewed by the Decanal Graduate Curriculum Committee – January 23, 2014

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

George Cree, Interim Graduate Chair, Department of Psychological Clinical Science  
William Gough, Vice-Dean, Graduate Education and Program Development  
Program Director: Dr. Michael Bagby  
Program Coordinator, Clinical Psychology Field: Dr. Anthony Ruocco  
Program Coordinator, Clinical and Counselling Psychology Field: Dr. Roy Moodley

**Date:**

December 19 2013

**Faculty Council Meeting Date:**

- Academic Affairs Committee (date)

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

School of Graduate Studies  
University of Toronto

For SGS use only	
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Comments	

### Governance Form C: Guidelines

Effective August 1, 2012

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**Contact Hours:** See the SGS policy for minimum contact hours required.

**Evaluation Components, Percentage Value and Timing:** The School of Graduate Studies is governed by the University Assessment and Grading Practices Policy.

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**References:** SGS Policy and Guidelines on Graduate Courses and Other Academic Activities, Graduate Seminar Series Course Guidelines, University Assessment and Grading Practices Policy, Centre for Teaching Support and Innovation – Online Course Design Guidelines.



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

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

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

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

**DATE:** Tuesday, February 11, 2014

**AGENDA ITEM:** 5a

**ITEM IDENTIFICATION:**

Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Approval] (Tuesday, February 11, 2014)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes all minor modifications to curriculum requiring governance approval submitted by the Department of Historical and Cultural Studies for the 2014-15 academic year. Minor modifications include new courses, changes to program requirements, and changes in course level.

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

The Department of Historical and Cultural Studies is adding 10 new courses – 1 at the B-level, 3 at the C-level and 6 at the D-level, and changing the level of 2 existing courses.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

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.

**DOCUMENTATION PROVIDED:**

Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

**Department of Historical and Cultural Studies  
January 23, 2014**

**1. New Course**

*Calendar Copy:*

**AFSB05H3 Culture and Society in Africa**

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 ANTB05H3

Prerequisite: AFSA01H3 or ANTA02H3

Exclusion: ANTB05H3

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

This new course will be double-numbered with the existing course ANTB05H3 with the aim of making it more accessible to students, thereby increasing enrolments and strengthening the Minor in African Studies.

*Learning Outcomes:*

- Students will strengthen their map literacy skills and be able to correctly identify the countries, major riverways, and important land features of Africa. Students will also be able to describe general demographic features of the continent.
- Students will be able to describe the complex economic, political, social, and cultural processes at work in sub-Saharan Africa, as well as Africa's place in the globalized world. In addition, students will come to better understand how real people are enmeshed in and navigate these broader forces.
- Students will develop a critical historical perspective on the anthropology of sub-Saharan Africa, and be able to identify how anthropological approaches to Africa have changed over the past 100 years.
- Students will be able to evaluate and assess the information they receive about sub-Saharan Africa via mainstream media sources.
- Students will be able to engage in informed conversations about current events taking place throughout sub-Saharan Africa. In other words, students will draw upon their anthropological insights to ask and answer "real world" questions.
- Students will gain experience working collaboratively and sharing their ideas, as well as presenting and defending their opinions.
- Students will learn about and master the critical book review format.

*Topics Covered:*

Using classic and contemporary ethnographic studies of the region students will be introduced to colonialism and imperialism, globalization and neoliberalization, gender,

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

religion, nationalism, health and healing, migration and immobility, history, memory, and identity. Students will also consider patterns of behaviour, systems of meaning, and structures of value that exist throughout the subcontinent.

*Consultation:*

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

## **2. New Course**

*Calendar Copy:*

### **GASD06H3 Global History of Crime and Punishment since 1750**

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 HISD06H3

Transnational Area

Prerequisite: 8.0 credits completed including 1.0 credit in GAS or HIS courses at the B-level or above

Exclusion: HISD06H3

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This new course will be double-numbered with the existing course HISD06H3, thereby meeting the demand of students in Global Asia Studies programs for more upper-level GAS courses.

*Learning Outcomes:*

Students will understand the global contexts of the modern transformations of crimes and penal practices in relation to state building, colonialism, capitalism, and modernity. They will enhance their skills of critiquing scholarly literature, conducting research, and finishing a quality research paper.

*Topics Covered:*

Enlightenment and modernization of criminal justice, emergence of the prison system, colonialism and penal colonies, prison labour and industrialization and capitalism, liberalism and carceral society, modern governmentality and subject formation.

*Consultation:*

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

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

### 3. New Course

*Calendar Copy:*

#### **GASD71H3 Cuisine and Culture in Bengal & South Asia**

Examines the central place of cuisine in Bengali culture and society. This course uses practical experience in cooking to understand the importance of cuisine for nation-building, family, modernity, and history in South Asia, with special attention to West Bengal, Orissa, Bangladesh, and the diaspora.

Prerequisite: 8.0 credits, including 1.0 credit from any program offered by the Department of Historical and Cultural Studies

Enrolment Limits: 15

Breath Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This course connects two major strands of specialization in the Global Asia Studies program: diaspora and foodways. It highlights the Department's strengths in these areas of comparative and transnational study and follows through on curricular development related to a recent advancement gift. It will make use of the new teaching kitchen to give students a hands-on approach to understanding the relationship of cuisine and culture in West Bengal, Bangladesh, and the diaspora.

The course is designed specially for students in GAS, although it is expected to attract the interest of History, Women's and Gender Studies, Anthropology and Sociology students. It adds to the suite of D-level offerings in GAS courses.

*Learning Outcomes:*

This course is a research-intensive seminar that gives step-by-step guidance in methods in Asian Studies, diaspora studies, and foodways. Students will develop analytical, ethnographic, and textual analytical skills that will help them identify key evidence that they will then use to formulate a persuasive argument in scholarly article-length writing. Through classroom writing and oral participation, students will develop additional skills in applying original analysis to debates in Asian Studies, ethnic studies, and culinary studies. This course will stress oral participation and students will, by the course's completion, learn to frame cogent and detailed arguments based on their reading and interpretation of fieldwork and academic readings. They will gain specific methodological training in methods of ethnography.

*Topics Covered:*

- Identity and Autobiography
- Cooking and Eating
- Diaspora and Migration
- Post-colonialism

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

- Ethnography
- Modernity

*Consultation:*

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

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

*Calendar Copy:*

##### **HISC28H3 Oral History and Urban Change**

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

Canadian Area

Prerequisite: 1.0 credit at the B-level in HIS courses

Exclusion: WSTC02H3, HISD44H3 (2013 fall session only)

Enrolment Limits: 20

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This course is being proposed as a third year methods course that will feed into the fourth year offering of the HISD44H3 Nearby History advanced theory, applied research and service learning course as well as other advanced research courses within the department.

UTSC is the only campus offering undergraduate courses in the method and practice of local history. The proposed course is distinctive and innovative in that it is intended as a specific methods course—oral history—that involves applied field work and an interdisciplinary focus sharing methods training in both oral history and digital storytelling, field work and community partnerships with courses in other disciplines including Women's and Gender Studies and City Studies. While students are often exposed in other courses to the interpretation and use of oral history interviews/transcripts in their research, there are no courses at this time offered in the practice itself. Students in the social sciences are often exposed to advanced research methods involving community-based participatory action research; students in history are increasingly dependent on digital archives and have limited exposure to traditional archives or research involving living subjects.

*Learning Outcomes:*

By the end of the course, students will have foundational knowledge of the opportunities and challenges of community-based research and the practice of oral history interviewing. Students will be able to interpret oral history interviews as qualitative

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

research data and analyze their meaning within a wider social, political, historical, and geographical context. The course requires students to dedicate at least 15 hours of research time in the community in addition to the time necessary to complete course assignments.

In addition students will have acquired skills in the application of digital presentation tools transferrable to other disciplines and useful in future career endeavours.

*Topics Covered:*

- Theory, method and practice of Oral History including designing, conducting, archiving and interpreting interviews
- Ethics and values of community-based action research
- Local Scarborough History
- Creation of a mini-documentary using digital storytelling tools and technique

*Consultation:*

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

## **5. New Course**

*Calendar Copy:*

### **HISC29H3 Global Commodities: Nature, Culture, History**

This course explores familiar commodities in terms of natural origins, everyday cultures of use, and global significance. It analyses environmental conditions, socio-economic transactions, political, religious, and cultural contexts around their production, distribution, and consumption. Commodity case studies will be selected among tea, opium, chocolate, rice, bananas, cotton, rubber, coffee, and sugar.

Transnational Area

Prerequisite: 1.5 credits in History

Recommended Preparation: 1.0 credit at the A-level in History, plus 0.5 credit at the B-level in Modern History

Breadth Requirement: History, Philosophy, & Cultural Studies

Note: Priority will be given to students enrolled in the Specialist and Major programs in History

*Rationale:*

This course is designed as a C-level option for the History program. It will enable students to study familiar commodities such as rice or tea or rubber, the material lives of these commodities, the cultural context of their production and consumption, and connect them to larger histories of environment and globalization. It is distinctive in that it explores commodities that are in common use in the everyday lives of students, in order to facilitate the exploration of vital global issues. A student research paper on a

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

commodity of their choice serves as an important learning goalpost for original and analytical thinking, reading, and writing. The course incorporates and analyses methodologies and source materials from geography, sociology, anthropology, area studies, religion, environment, and gender studies to provide students with an interdisciplinary learning experience while retaining the objective of understanding historical processes.

*Learning Outcomes:*

Students will learn to critically analyse the world and everyday commodities in terms of larger global processes. This will be achieved through close engagement with critical reading and writing of diverse materials drawn from the humanities and social sciences, as well as through interactive learning assignments. Specific learning outcomes include:

- A better understanding of globalization, historical change, social structures, and environmental processes; and
- Improvement in critical reading and writing, team-work skills, and independent research abilities.

*Topics Covered:*

- Commodities & Capitalism
- Culture, Class, Consumption
- Colonialism and Industrialization
- Selected Case-Studies: Global Commodities
- Environment and Global Capitalism
- Researching Global Commodity Histories

*Consultation:*

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

## **6. New Course**

*Calendar Copy:*

### **HISD14H3 Selected Topics in Modern European History**

This is a seminar-style course organized around a selected topic in Modern European History.

Prerequisite: 7.5 credits in HIS courses, including [(HISB90H3) or (HISB91H3) or HISB92H3]

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This D-level seminar-style course offers students an opportunity to study modern Europe in an in-depth and focused manner. It will allow for a wide range of topics to be offered

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

and for the instructor to adapt quickly to innovative developments in the field while attempting to take into account the needs and the interests of students.

*Learning Outcomes:*

A knowledge of the selected topics in Modern European History and how these topics relate to the social, political, and intellectual contexts of modern Europe. Better critical thinking skills and an improved ability to critically read and analyze visual and written documents. Students will also learn how to formulate, research, and write an advanced research paper.

*Topics Covered:*

The course will cover selected topics in Modern European History. Each term the course is taught, there will be a specific topic or theme chosen as the focus. The course will allow students to engage deeply with reading materials and other historical evidence (such as visual sources, films, music recordings, etc.) related to the selected topic while they also engage with written historical accounts by expert historians contextualizing and interpreting the selected topic.

*Consultation:*

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

## **7. New Course**

*Calendar Copy:*

### **HISD18H3 Digital History**

This seminar/lab introduces students to the exploding field of digital history. Through a combination of readings and hands-on digital projects, students explore how the Web radically transforms how both professional historians and others envision the past and express these visions in various media. Technical background welcome but not required. Prerequisite: 8.0 credits completed, including [1.0 credit at the C-level in HIS courses] and [0.5 credit in any AFS, CLA, GAS or WST courses]

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

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

*Rationale:*

This course is designed for advanced students in History and cognate disciplines in the Humanities and Social Sciences. It introduces advanced students to the field of digital history, which is currently experiencing an explosion of scholarly interest and innovation. It offers students a unique opportunity for professional and intellectual development, harnessing their interest in digital technologies, social networks, and the Web to a

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

discussion of key historical questions, e.g. the formation and transformation of “publics,” the meaning of communication, the culturally-specific and constantly evolving understandings of mediatized space and time, and, more broadly, the inherently politically-charged processes of knowledge production.

*Learning Outcomes:*

- Students will be introduced to a variety of digital representations of the past and the scholarly debates surrounding knowledge production in the digital age;
- Students will learn about specific digital history projects currently underway at UofT, and have opportunities to become involved in these projects, as appropriate;
- Students will master a range of concrete research tools (e.g. Zotero, mapping tools, textual analysis and visualization) which they could then further develop and apply elsewhere;
- Students will apply a range of skills (research, writing, web design) to a concrete project, which will be published on the web and which could be featured in job applications; and
- Students will develop a critical appreciation of their role as both producers and consumers of digital knowledge.

*Topics Covered:*

- History in/of the digital age: the Web and the changing forms of academic knowledge production (Wikipedia, Moocs, blogs, the Open Access movement, Zooniverse)
- Digitization and the archive
- Computer-assisted textual analysis and visualization
- GIS
- Social Networking
- Collaborative and crowd-sourced research
- Censorship and authority in the digital age

*Consultation:*

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

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

## **8. New Course**

*Calendar Copy:*

### **HISD48H3 The World through Canadian Eyes**

How have Canadians historically experienced, and written about, the world? In what ways have nationalism, imperialism, and ideas about gender and race given meaning to Canadian understandings of the world? Students will consider these questions by exploring the work of Canadian travel writers, missionaries, educators, diplomats, trade officials, and intellectuals. Canadian Area

Prerequisite: 8.0 credits, including [HISB40H3 or HISB41H3] and 1.0 additional credit at the B- or C-level in History

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This course is designed to help students in the Specialist and Major programs in History to fulfill their D-level and Canadian history requirements. It explores the various ways Canadians have historically experienced and written about the world, and Canada's place within it.

*Learning Outcomes:*

By the end of this course students will be able to think critically about the ways Canadians have made (and continue to make) sense of the world. They will know how to locate and interpret primary source materials; use secondary sources to contextualize historical documents; formulate a research question and write a research proposal; articulate an historical argument and position this argument in relation to what others have written; communicate clearly their research findings in writing; constructively critique the written and analytic work of others; orally discuss and/or debate the conceptual and methodological merits and/or shortcomings of scholarly work.

*Topics Covered:*

- Historical representations of the world by Canadian intellectuals, politicians, diplomats, missionaries, tourists and travel writers.
- The role of race and gender in the constitution of these representations, and the shifting economic, political, and cultural agendas that shaped them.
- World binaries (centre/periphery, developed/underdeveloped, East/West, First/Third World, temperate/tropical, north/south) and their implications.
- Textual and iconographic depictions of world spaces.

*Consultation:*

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

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

## 9. New Course

*Calendar Copy:*

### **HISD70H3 History of Empire and Foods**

A transnational history of how the rise of modern, global empires reshaped how the world produced and consumed food. This course, through cooking practicums, offers a hands-on approach to imperial and culinary histories with emphasis on plantation economies, famine, the tropical commodity trade, and the rise of national cuisines.

Transnational Area

Prerequisite: 8.0 credits, including HISC14H3

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

NOTE: Priority will be given to students enrolled in HIS programs. Additional students will be admitted as space permits.

*Rationale:*

This course adds to the suite of D-level offerings available to students in the History program and provides an obvious capstone for the popular course HISC14H3 History of Global Foodways. It connects two major strands of specialization in the History program: history of empire and history of foodways. It highlights strengths in these areas of comparative and transnational study and, through use of the new specially designed teaching kitchen, will give students a hands-on approach to considering the impact of global empires on how the world eats.

*Learning Outcomes:*

This research-intensive seminar gives students step-by-step guidance in methods of historical research and writing. Students will develop analytical, archival, and textual analytical skills that will help them identify key evidence that they will then use to formulate a persuasive argument in scholarly-article length writing. They will develop, through classroom writing and oral participation, additional skills in applying original analysis to historiographic debates in the growing fields of imperial and culinary histories. This course will stress oral participation and students will, by the course's completion, learn to frame cogent and detailed arguments based on their reading and interpretation of primary and secondary source readings. They will gain specific methodological training in key fields in the historical field, including: imperial history, culinary history, history of the senses.

*Topics Covered:*

- History of plantation economies in Asia, Latin American, Africa and the Pacific
- Tropical product trade (including bananas, pineapples, and sugar)
- Rise of national cuisines and their relation to anti-colonial and post-colonial histories
- Famine and starvation
- Migration and Diaspora
- Hunting and Game Laws

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

*Consultation:*

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

**10. New Course**

*Calendar Copy:*

**WSTC40H3 Gender and Disability**

This course introduces debates and approaches to the intersection of disability with social determinants of gender, sexuality, class, race and ethnicity. Students will examine international human rights for persons with disabilities, images and representations of gender and the body, research questions for political activism, and social injustice.

Prerequisite: 1.5 credits, including [WSTA01H3 or WSTA03H3] and [0.5 credit at the B- or C-level in WST courses]

Exclusion: WGS366H

Enrolment Limits: 50

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This course offers students an introduction to disability studies in the context of the social intersections of gender, disability, race and ethnicity, and class. It contributes to the current course offerings in Women's and Gender Studies by expanding an area of theoretical and political concern in the research field, and it fills a gap in course offerings related to the constructions of identity.

*Learning Outcomes:*

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

- Critically analyze media and popular representations of people with disabilities;
- Apply theories of feminist disability studies, intersectionality, and social models of disability;
- Identify and describe major debates in feminist disability studies through a gender lens; and
- Research and write a focused paper on a key question in feminist disability studies.

*Topics Covered:*

This course introduces debates in and theoretical approaches to the intersection of disability with other social determinants such as gender, sexuality, class, race and ethnicity. A special focus on questions of gender and disability will be taken. Students will examine international human rights for persons with disabilities with opportunities to research, personal narrative and art, and activism, especially by women with disabilities, addressing poverty, problems of access and accessibility, and social injustice.

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

*Consultation:*

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

### 11. Course Level Change

*Existing Course Level and Code:* GASB54H3 Being Tamil: Race, Culture, Nation  
*New Course Level and Code:* C-level; GASC59H3

*Calendar Copy Showing Changes:*

#### **GASB54C59H3      Being Tamil: Race, Culture, Nation**

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.

Africa and Asia Area

Same as ~~HISB54H3~~ HISC59H3

**Prerequisite:** [GASA01H3/HISA06H3 or GASA02H3 or GASB57H3/HISB57H3] and 1.0 additional credit in GAS or HIS courses

**Exclusion:** (GASB54H3), (HISB54H3), HISC59H3

**Breadth Requirement:** History, Philosophy & Cultural Studies

*Rationale:*

This course builds on the gateway B-level course to South Asia (HISB57H3/GASB57H3). It introduces and builds on concepts like nation, religious reform, and political mobilization in India, Sri Lanka and South East Asia. The depth of the course material is at a third year level, and students with some background in humanities especially in History and GAS will be better prepared to take advantage of the materials of this class.

*Consultation:*

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

### 12. Course Level Change

*Existing Course Level and Code:* HISB54H3 Being Tamil: Race, Culture, Nation  
*New Course Level and Code:* C-level; HISC59H3

*Calendar Copy Showing Changes:*

#### **HISB54C59H3      Being Tamil: Race, Culture, Nation**

This course explores the transnational history of Tamil nationalism in the modern world.

*Minor modifications to curriculum submitted by the Department of Historical and Cultural Studies.*

How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora.

Africa and Asia Area

Same as ~~GASB54H3~~ **GASC59H3**

**Prerequisite: [GASA01H3/HISA06H3 or GASA02H3 or GASB57H3/HISB57H3] and 1.0 additional credit in GAS or HIS courses**

**Exclusion: (GASB54H3), (HISB54H3), GASC59H3**

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

This course builds on the gateway B-level course to South Asia (HISB57H3/GASB57H3). It introduces and builds on concepts like nation, religious reform, and political mobilization in India, Sri Lanka and South East Asia. The depth of the course material is at a third year level, and students with some background in humanities especially in History and GAS will be better prepared to take advantage of the materials of this class.

*Consultation:*

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

UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOROUGH CAMPUS COUNCIL

REPORT NUMBER 3 OF THE ACADEMIC AFFAIRS COMMITTEE

January 8, 2014

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

Your Committee reports that it met on Wednesday, January 8, 2014 at 4:00 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

**Present:**

Ms Kathy Fellowes (Chair)  
Dr. Johann Bayer  
Professor William R. Bowen  
Professor Julie McCarthy  
Professor Nick Cheng  
Dr. Curtis Cole  
Mr. Adrian De Leon  
Ms Ariane Ganji  
Professor Rick Halpern  
Professor John Hannigan  
Dr. Brian Harrington  
Professor Paula Hastings  
Professor Rena Helms-Park  
Professor Sherri Helwig  
Mr. Jerry Jien  
Dr. Nancy Johnston  
Dr. Sarah D. King  
Professor Heinz-Bernhard Kraatz  
Mr. Andrew Leung  
Professor Nathan R. Lovejoy  
Professor Andrew C. Mason  
Professor Alice Maurice  
Professor John Robert Miron  
Ms Charmaine Ramirez  
Ms Paulina Rousseau

Professor Larry A. Sawchuk  
Professor Mark A. Schmuckler  
Professor Bill Seager  
Ms Tisha Tan  
Dr. Sisi Tran  
Professor David Zweig

**Non-Voting Assessor:**

Ms Annette Knott

**Secretariat:**

Ms Sheree Drummond  
Ms Amorell Saunders N'Daw  
Ms Rena Parsan

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**Regrets:**

Mr. Syed W. Ahmed  
Professor Daniel Bender  
Professor George S. Cree  
Mr. Luki Danukarjanto  
Ms Hanan Domloge  
Professor Kelin Emmett  
Professor Suzanne Erb  
Professor David J. Fleet  
Professor Matthew Hoffmann  
Mr. John Kapageridis  
Professor Michael J. Lambek

Professor Patricia Landolt  
Professor Garry Martin Leonard  
Ms Lesley Lewis  
Professor Karen Lyda McCrindle  
Dr. Christopher Ollson  
Ms Victoria Owen  
Ms Lindsay Raoufi  
Professor Stephen Rockel  
Professor Grace Skogstad  
Professor Andre Sorensen  
Ms Georgette Zinaty

**In attendance:**

Professor Corinne Beauquis, Senior Lecturer, Centre for French and Linguistics  
Professor Sandra Daga, Senior Lecturer, Department of Management  
Professor Matthias Niemeier, Associate Professor, Department of Psychology  
Professor Adrian Nestor, Assistant Professor, Department of Psychology  
Ms Jennifer Bramer, Director, Academic Advising and Career Centre  
Ms Kim Richard, Director, Human Resources Services  
Ms Fiorella Shields, Director, Student Services

**1. Chair's Remarks**

The Chair welcomed members to the first Academic Affairs Committee meeting of the New Year. She welcomed Professor Alice Maurice who participated in the meeting via teleconference.

**2. Assessor Reports**

The Chair invited Professor Rick Halpern, Dean and Vice-Principal (Academic) to present his report. Professor Halpern called upon Professor Mark Schmuckler, Vice-Dean, Undergraduate and asked him to present an overview of the Curricular Review Process to help members better understand program revisions, which members consider as part of the Committee's Terms of Reference.

Professor Schmuckler indicated that this year the Dean's Office received over 400 curricular changes, which did not include editorial changes. He explained the four categories of curricular changes as defined by the University of Toronto Quality Assurance Program (UTQAP): new programs; major modifications; program closures; and, minor modification. He provided a

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definition and example of each. He emphasized that major modifications affected the learning outcomes in a program while minor modifications did not. Professor Schmuckler explained that the Academic Affairs Committee would receive curricular changes for approval.

In response to a question from a member regarding how it is decided which items are placed on the consent agenda, Professor Schmuckler indicated that minor changes and/or changes that are seen as unlikely to require discussion or to generate questions are placed on the consent agenda at the discretion of the agenda planning group. A committee member commented on program suspensions, and Professor Schmuckler explained that it was within the purview of the Administration to suspend enrollment into a program, but that program closures required governance approval.

**3. Undergraduate Program Revisions**

The Chair reported that there were five 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 Biological Sciences**

Professor Halpern welcomed the content expert, Professor Nathan Lovejoy, from the Department of Biological Sciences and asked Professor Schmuckler to present the item. Professor Schmuckler indicated that the minor modifications included new courses, changes to program requirements, and changes to course level. In total nine minor modifications were proposed. Professor Schmuckler added that there were no resource implications and that consultation took place within the department, the Dean's Office and the Registrar's Office. A member asked whether any consultation took place with students, Professor Lovejoy indicated that while there was not any direct consultation, the changes were in response to feedback received by students. Professor Halpern noted that minor modifications were routine administrative matters and normally did not require consultation with students. Ms Annette Knott, Academic Programs Officer, commented that students are normally consulted when there are major modifications being considered.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Biological Sciences, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated December 13, 2013, be approved, effective April 1, 2014, for the academic year 2014-15.

**b. Minor modifications to curriculum submitted by the Department of Computer and Mathematical Sciences**

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The Chair invited Professor Halpern to introduce the item. Professor Halpern welcomed the content expert, Professor Brian Harrington, from the Department of Computer and Mathematical Sciences and asked Professor Schmuckler to present the item. Professor Schmuckler indicated that the minor modifications included admission requirements and changes to program requirements. In total eight minor modifications were proposed. Professor Schmuckler added that there were no resource implications and that consultation took place within the department, the Dean's Office and the Registrar's Office. A member asked about the proposed change to the admission requirement to the Specialist in Computer Science, and Professor Schmuckler's responded that any student who wanted entry into the program would need to apply after their first year.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Computer and Mathematical Sciences, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated December 13, 2013, be approved, effective April 1, 2014, for the academic year 2014-15.

**c. Minor modification to curriculum submitted by the Department of English**

The Chair invited Professor Halpern to introduce the item. Professor Halpern welcomed the content expert, Professor Alice Maurice, from the Department English and asked Professor Schmuckler to present the item. Professor Schmuckler indicated that the department was modifying the program requirements and options for the major in English by adding four new courses and changing the level of two existing courses. Professor Schmuckler indicated that there were no resource implications and that consultation had occurred within the department and with the Dean's Office. A Committee member commented on one of the new B level courses as a breath requirement and expressed concern for students with a science background. Professor Alice Maurice replied that a number of strategies would be in place to address challenges that some students might face: diversity of assignments; formal connections with the Writing Centre ; and, TA support. Dr. Curtis Cole, Registrar & Assistant Dean (Enrolment Management), added that students also would have the opportunity to use their Credit/No Credit option.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to the curriculum in the Department of English, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in

**REPORT NUMBER 3 OF THE UTSC ACADEMIC AFFAIRS COMMITTEE- January 8, 2014**

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the proposal dated December 13, 2013, be approved, effective April 1, 2014, for the academic year 2014-15.

**d. Minor modifications to curriculum submitted by the Centre for French and Linguistics**

The Chair invited Professor Halpern to introduce the item. Professor Halpern welcomed the content experts, Professor Rena Helms-Park and Professor Corinne Beauquis, from the Centre for French and Linguistics and asked Professor Schmuckler to present the item. Professor Schmuckler indicated that the minor modifications included changes to program requirements, addition of new courses and changes to course level. He added that there were no resource implications and that consultation took place within the department and with the Dean's Office.

There were no questions from members.

On motion duly made, seconded and carried,

**YOUR COMMITTEE APPROVED:**

THAT all minor modifications to curriculum in the Centre for French and Linguistics, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated December 13, 2013, be approved, effective April 1, 2014 for, the academic year 2014-15.

**e. Minor modification to curriculum submitted by the Department of Management**

The Chair invited Professor Halpern to introduce the item. Professor Halpern welcomed the content expert, Professor David Zweig, from the Department of Management and asked Professor Schmuckler to present the item. Professor Schmuckler indicated that the minor modifications included the addition of one new course and changing the level of two existing courses. He added that there were no resource implications and that consultation took place within the department and with the Dean's Office.

There were no questions from members.

On motion duly made, seconded and carried,

**YOUR COMMITTEE APPROVED:**

THAT all minor modifications to curriculum in the Department of Management, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated December 13, 2013, be approved, effective April 1, 2014, for the academic year 2014-15.

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**CONSENT AGENDA**

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted.

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

**a) Minor modification to curriculum submitted by the Department of Philosophy**

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED:

THAT all minor modifications to curriculum in the Department of Philosophy, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated December 13, 2013, be approved, effective April 1, 2014, for the academic year 2014-15.

**b) Minor modification to curriculum submitted by the Department of Psychology**

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT all minor modifications to curriculum in the Department of Psychology, as recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, in the proposal dated December 13, 2013, be approved, effective April 1, 2014, for the academic year 2014-15.

**5. Report of the Previous Meeting: Report 2- November 12, 2013 (for approval)**

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

**7. Date of the Next Meeting-** Tuesday, February 11, 2014, 4:00 p.m. to 6:00 p.m.

The Chair reminded members that the next scheduled meeting of the Committee was on Tuesday, February 11, 2014 at 4:00 p.m.

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**8. Other Business**

There were no other items of business.

The meeting adjourned at 5:02 p.m.

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Secretary

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Chair