UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE CAMPUS COUNCIL

ACADEMIC AFFAIRS COMMITTEE

Tuesday, November 12, 2013

4:00 p.m.

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

1265 Military Trail

1. **Chair's Remarks**

2. **Voting Assessors Reports**

3. **Undergraduate Curriculum Changes**

   a) **Introducing Two Streams to the Currently Undifferentiated Specialist Program in Strategic Management (B.B.A.)**

      Be It Resolved,

      THAT proposed streams in Strategic Management and Entrepreneurship being introduced to the existing undifferentiated Specialist program in Strategic Management (B.B.A.), as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective April 1, 2014 for the academic year 2014-15; and

      THAT one associated new course – MGSC26H3 Venture Capital – aforementioned in the proposal dated August 20, 2013, be approved effective April 1, 2014 for the academic year 2014-15.

   b) **Separating (in Calendar Copy) Specialist B.A. and B.Sc. and Major B.A. and B.Sc. Programs in Anthropology, and Rename these Programs**

      Be It Resolved,

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

Academic Affairs Committee - Tuesday, November 12, 2013

THAT the B.A. and B.Sc. Specialist and Major programs in Anthropology be explicitly separated in Calendar Copy, as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated October 10, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15; and

THAT the title of B.A. Specialist and Major programs be changed to Specialist and Major programs in Socio-Cultural Anthropology, aforementioned in the proposals dated October 10, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15; and

THAT the title of the B.Sc. Specialist and Major programs be changed to Specialist and Major programs in Evolutionary Anthropology, aforementioned in the proposals dated October 10, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15.

c) **Closing Four Streams within the Specialist Program in Art and Culture (B.A.) and Rename the Remaining Program**

Be It Resolved,

THAT the Art History stream, Curatorial Studies stream, Music stream and Theatre & Performance Studies stream of the Specialist program in Art and Culture (B.A.), as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated September 30, 2013, be closed effective April 1, 2014 for the academic year 2014-15; and

THAT the remaining program, currently called the Specialist in Art and Culture, Studio stream (B.A.), be renamed as the Specialist in Studio (B.A.) aforementioned in the proposal dated September 30, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15.

d) **Introducing a New Freestanding Minor Program in Public Law (B.A.)**

Be It Resolved,

THAT the proposed freestanding Minor program in Public Law (B.A.), as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated September 24, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15; and

THAT five associated new courses: POLB30H3, POLC32H3, POLC36H3, POLC38H3, and POLC39H3, aforementioned in the proposal dated September 24, 2013, be approved to be 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
*** Documentation is to follow

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Academic Affairs Committee - Tuesday, November 12, 2013

e) **Closing the Minor Program in French for Francophones (B.A.)**

Be It Resolved,

THAT, the proposed closure of the Minor program in French for Francophones, as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated October 10, 2013, be approved with an effective date of April 1, 2014 for the closure of admissions, and an anticipated program closure date of June 1, 2016.

f) **Introducing a New Course –Communicating Science: Film, Media, Journalism, and Society (PSCA01H3)**

Be It Resolved,

THAT a new course, PSCA01H3, as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated October 23, 2013, be approved to be effective April 1, 2014 for the academic year 2013-14.

4. **Calendar Change: Revision of the Description of the Credit/No Credit Option** *(for information)*

5. **Undergraduate Calendar Information: Sessional Dates, 2014-15** *(for information)*
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CONSENT AGENDA**

6. **Report of the Previous Meeting: Report 1 – September 10, 2013***

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

8. **Date of the Next Meeting –** Wednesday January 8, 2014, 4:00 p.m. - 6:00 p.m.
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9. **Other Business**

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

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UNIVERSITY OF

TORONTO

SCARBOROUGH

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, November 12, 2013

AGENDA ITEM: 3a

ITEM IDENTIFICATION:

Introducing Two Streams to the Currently Undifferentiated Specialist Program in
Strategic Management (B.B.A.)

JURISDICTIONAL INFORMATION:

The 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, November 12,
   2013)**

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 Specialist
program in Strategic Management (B.B.A.). The program is housed in the Department of
Management.

Proposal to Introduce Two Streams to the Currently Undifferentiated Specialist Program in Strategic Management (B.B.A.)

The Department of Management at the University of Toronto Scarborough offers a Specialist program in Strategic Management (B.B.A.), which includes a cooperative option. The Specialist in Strategic Management (non co-op and co-op) is currently a program without streams. The Department proposes to introduce a new stream in Entrepreneurship to this program, which reflects a new academic focus. At the same time they will create a stream in Management Strategy, which will reflect the academic focus of the original program. This proposal will apply to both the non-co-op and co-op versions of the program.

As detailed in the proposal, the current undifferentiated program will be restructured to establish a common core of 12.5 to 13.5 credits and two streams. The requirements of the common core are drawn from the original undifferentiated program. The requirements of the stream in Management Strategy (an additional 2.5 credits) represent the remainder of the original undifferentiated program. The second stream in Entrepreneurship will require students to complete six courses (3.0 credits) related to entrepreneurship. Five of the six courses are existing, and one is an associated new course – MGSC26H3 Venture Capital.

The Management Strategy stream is designed to give students a broad exposure to all functional areas of Management, as well as a solid grounding in Strategic Management, while providing a variety of elective courses to appeal to students interested in any one of the three business sectors. It covers the direction and coordination of private sector, public sector, and non-profit sector organizations.

The Entrepreneurship stream is designed to encourage students to think about self-employment/entrepreneurship as a potential career path, and consider whether or not they are well suited for this path. In addition, this stream in Entrepreneurship will provide students with the knowledge and skills necessary to become successful entrepreneurs, work in start-ups or family businesses, or work as consultants.

The proposed stream in Entrepreneurship has been developed to address a gap in the knowledge and experience currently offered to students. The Department of Management is formalizing efforts to assist students, many of whom go on to start new ventures, by providing them with the knowledge they need to start and grow a business successfully. In doing so, they will draw from existing theory and practice in the field of entrepreneurship and new venture capital. This stream focuses more heavily on the entrepreneur and on helping students understand the challenges and opportunities inherent in new venture development. Although practically focused in nature, all of the courses in this stream will draw heavily from existing theory and knowledge in the areas of strategic management and entrepreneurship.

A recent survey of Management students revealed strong demand for courses and training in the area of entrepreneurship. In addition, a number of graduating students have been successful in starting new ventures and growing them into successful businesses.

Proposal to Introduce Two Streams to the Currently Undifferentiated Specialist Program in Strategic Management (B.B.A.)

FINANCIAL IMPLICATIONS:

Any new/additional financial obligations resulting from this proposal will be met by the Department of Management and the Office of the Dean. There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

> THAT proposed streams in Strategic Management and Entrepreneurship being introduced to the existing undifferentiated Specialist program in Strategic Management (B.B.A.), as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, be approved effective April 1, 2014 for the academic year 2014-15; and

> THAT one associated new course – MGSC26H3 Venture Capital – aforementioned in the proposal dated August 20, 2013, 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 Strategic Management (B.B.A.) as a program with two streams, dated August 20, 2013.

Developed by the Office of the Vice-Provost, Academic Programs   Last updated March 19, 2013

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

Program being modified:	**Specialist in Strategic Management (B.B.A.)** **Specialist (Co-op) in Strategic Management (B.B.A.)**
Nature of the Major Modification (with reference to the UTQAP characterize the change being made):	This is a Major Modification proposal to establish the current, undifferentiated Specialist program in Strategic Management (B.B.A.) as a program with two streams: the first stream in Management Strategy reflects the learning outcomes of the original program, while the new stream in Entrepreneurship is an addition to the common core.
Department / Unit where the program resides:	**Department of Management**
Faculty / Academic Division:	**University of Toronto Scarborough**
Faculty / Academic Division contact:	**Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca**
Department / Unit contact:	**Betty Walters, Program Advisor bwalters@utsc.utoronto.ca**
Effective date:	**May 2014**
Date of this version of the proposal:	**August 20, 2013**

1 Executive Summary

The Department of Management at the University of Toronto Scarborough offers a Specialist program in Strategic Management (B.B.A.), which includes a cooperative option. We are proposing to introduce a new stream in Entrepreneurship to this program. This proposal will apply to both the non-co-op and co-op versions of the program.

The Specialist in Strategic Management (non co-op and co-op) is currently a program without streams. 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 12.5 to 13.5 credits structured as requirements 1, 2 and 3. Requirement 1 of the revised program is the same as requirement 1 of the undifferentiated program, with the exception that it adds "0.5 credit at the 'D' level in either Management or Economics," taken from Requirement 7 of the undifferentiated program. Requirement 2 of the revised program is exactly the same as requirement 2 of the undifferentiated program. Requirement 3 of the revised program is exactly the same as requirement 4 of the undifferentiated program.
- A first stream in Management Strategy will require students to complete an additional 2.5 credits structured as requirements 4, 5, 6 and 7. Requirement 4 in this stream of the revised program is exactly the same as requirement 3 of the undifferentiated program. Requirements 5 and 6 in this stream of the revised program are exactly the same as requirements 5 and 6 of the undifferentiated program. Requirement 7 of the revised program is the same as requirement 7 of the undifferentiated program, with the exception that "0.5 credit at the 'D' level in either Management or Economics" has been relocated to Requirement 1.
- A second stream in Entrepreneurship will require students to complete an additional 3.5 credits structured as requirements 4 and 5. Requirement 4 in this stream of the revised program is the same as requirement 3 of the undifferentiated program, with the exception that MGSC20H3, MGSB22H3 and MGSD24H3 have been removed from the list of options to complete the requirement. Requirement 5 in this stream of the revised program is comprised of 6 courses (3.0 credits) specifically related to entrepreneurship (including MGSC20H3, MGSB22H3 and MGSD24H3). This stream can require up to 17.0 credits, which is slightly above the norm for a Specialist program. We have carefully considered the courses that comprise this stream, and believe that they are all required to provide students a full education in the area of entrepreneurship. In addition, we have other areas of specialization (e.g., Accounting) that have a larger number of required courses. Thus, this requirement still fits within the norms for a B.B.A. program.

The Management Strategy stream is designed to give students a broad exposure to all functional areas of Management, as well as a solid grounding in Strategic Management, while providing a variety of elective courses to appeal to students interested in any one of the three business sectors. It covers the direction and coordination of private sector, public sector, or non-profit sector organizations.

The Entrepreneurship stream is designed to encourage students to think about self-employment/entrepreneurship as a potential career path, and consider whether or not they are well-suited for this path. In addition, this new stream in Entrepreneurship will provide students with the knowledge and skills necessary to become successful entrepreneurs, work in start-ups or family businesses, or work as consultants.

A recent survey of Management students revealed strong demand for courses and training in the area of entrepreneurship (detailed data is provided below). In addition, a number of our graduating students have been successful in starting new ventures and growing them into successful businesses. Moreover, this stream will complete a gap in our program by teaching our students – in a more formalized manner – how to start-up their own businesses, raise capital, build successful businesses and work independently. Although we provide our students with excellent knowledge and experience working in all fields of Management, we have not, as yet, focused on teaching them how to be successful, independent businesspeople. This new stream is designed to address this gap.

2 Academic Rationale

The Department of Management at the University of Toronto Scarborough offers a Specialist program in Strategic Management (B.B.A.), which includes a cooperative option. We are proposing to introduce a new stream in Entrepreneurship to this program. This proposal will apply to both the non-co-op and co-op versions of the program.

1. Academic Need:
The proposed new stream in Entrepreneurship has been developed to address a gap in the knowledge and experience we offer to students. We are formalizing our efforts at assisting our students, many of whom go on to start new ventures, by providing them with the knowledge they need to start and grow a business successfully. In doing so, we will draw from existing theory and practice in the field of entrepreneurship and new venture capital. This stream complements our existing Specialist in Strategic Management (B.B.A.) but focuses more heavily on the entrepreneur and on helping our students understand the challenges and opportunities inherent in new venture development. Although practically focused in nature, all of the courses in this stream will draw heavily from existing theory and knowledge in the areas of strategic management and entrepreneurship.

This new stream complements the complete review and overhaul of the B.B.A. program conducted last year. At that time, the Department identified entrepreneurship as one area of our curriculum that needed more attention and focus. This proposal is an effort to address this gap by formalizing our efforts around providing a suite of courses in Entrepreneurship. Differentiated in focus from the existing stream in Management Strategy, this new stream focuses more on individual efforts at starting up new ventures as opposed to strategic management issues faced in larger organizations.

2. Student Demand:
Students in the B.B.A. are highly entrepreneurial in nature, and have expressed an interest in receiving more formal training in Entrepreneurship. The Department conducted two separate surveys to gauge student interest in this area of study. Both surveys (described below) revealed a robust demand for this type of training.

Evidence of Student Demand – Co-Op Office Survey of July 2011

In July 2011, the Management Co-Op office surveyed UTSC Management Co-op students about their interest in matters relating to entrepreneurship, business start-up, and self-employment. The key findings were:

- 36 out of 42 students surveyed described themselves as having "an entrepreneurial spirit".
- 41 out of 42 students currently had a business, had a project that could become a business, had a business idea, or felt that they would develop one in the future.
- 32 out of 39 students indicated that they wanted coaching or advice in developing their business plan, the same number as indicated that they wanted Small Business Development Programs.

Evidence of Student Demand – Departmental Survey of Winter 2012

In Winter 2012 the Department undertook a wide-ranging poll of our students. We used this opportunity to **further** confirm student demand for courses or a program in "Entrepreneurship". Students were asked to fill in one of four possible responses to our survey questions: "Very Likely", "Somewhat Likely", "Somewhat Unlikely", "Very Unlikely" (N=175).

In summary, the survey revealed that:

- 52% of the respondents indicated that they would be likely to be self-employed or run their own business.
- 64% of the respondents indicated that they would be likely to take new courses in the area of entrepreneurship. Further, questions regarding specific courses being offered revealed a similar level of interest.

3. Faculty Resources and Support:
The Department of Management has excellent existing capacity for entrepreneurial studies and training. A recent full-time hire whose research focuses on innovation in addition to existing faculty whose research focuses on related areas, provide us with a research orientation towards entrepreneurship and self-employment. Other faculty have experience with entrepreneurship, and have already provided mentoring to B.B.A. students who have started their own businesses (many with great success). All of these faculty members are already teaching several courses related to entrepreneurship, and these courses will represent the backbone of the proposed stream.

Developed by the Office of the Vice-Provost, Academic Programs   Last updated March 19, 2013

Table 1: Detailed List of Committed Faculty

Faculty name and rank	Home unit	Area(s) of Specialization
Kristina McElheran	Management	New venture creation, entrepreneurship
April Franco	Management	Knowledge dissemination in new ventures, venture capital finance
Harry Krashinsky	Management	Earnings of entrepreneurs, determinants of entrepreneurship
Chris Bovaird	Management	New venture finance, consulting
Bill McConkey	Management	Marketing, strategy, new venture operations
Hugh Laurence	Management	Legal issues related to business, including new ventures

3 Description of the Proposed Major Modification(s)

The program is being restructured in order to create two streams.

i.   From the current requirements a common core consisting of 12.5 to 13.5 credits is being created. These credits are drawn from all of requirements 1, 2 and 4 of the original undifferentiated program, plus "one additional half credit at the D-level in either Management or Economics" taken from requirement 7 of the original undifferentiated program.

ii. A first stream in Management Strategy, which represents the remainder of the original undifferentiated program, will require students to complete an additional 2.5 credits. These credits consist of requirements 3, 5 and 6 from the original undifferentiated program, plus MGSD01H3 from requirement 7 of the original undifferentiated program.

iii. A second stream in Entrepreneurship will require students to complete six courses (3.0 credits) related to entrepreneurship. Five of the six courses are existing and one is new:

*   MGSB22H3/(MGTC38H3) Entrepreneurship (was MGSC22H3)
*   MGSC20H3/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
*   MGSD24H3/(MGTC39H3) New Venture Creation and Planning (was MGSC24H3)
*   MGSC26H3 Venture Capital (new course)
*   MGFC20H3/(MGTC70H3) Personal Financial Management
*   MGHC52H3/(MGTC52H3) Business Negotiation

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4 Impact of the Change on Students

This is a proposal to add a new stream in Entrepreneurship to the existing Specialist in Strategic Management (B.B.A) – both co-op and non co-op versions. Students who are interested in becoming entrepreneurs will now have an opportunity to pursue a program that is focused on their interests and specifically designed to meet their needs. Surveys conducted to gauge student interest in this area of study revealed robust demand. There is no negative impact on continuing students.

5 Consultation

There will be no impact on other programs or departments. The Chair of Management has consulted with:

- David Fleet, Chair of the Department of Computer and Mathematical Sciences at UTSC – Professor Fleet is interested in working with Management to integrate CMS students into this proposed stream in the future. He expressed strong support for this initiative.
- Mihkel Tombak, Chair, Department of Management, UTM – Professor Tombak has approved the new stream and confirmed that it does not conflict with course offerings at UTM (see attached correspondence, Appendix D).
- Hugh Gunz, Director of IMI (UTM). Professor Gunz is in full support of this new stream (see attached correspondence, Appendix D).
- Kenneth Corts, Director, Rotman Commerce. Professor Corts is in support of the new stream and confirms that it does not conflict with course offerings at Rotman (see attached correspondence, Appendix D).

Comparable programs do not exist at UT St. George.

6 Resources

The same number of students will be admitted into the B.B.A. program annually. There will be no additional enrolment into the B.B.A. program. Students will be redistributed amongst the specialists and streams. Therefore, there are no resource implications for faculty complement, TA support, space, libraries or enrolment/admissions.

Developed by the Office of the Vice-Provost, Academic Programs   Last updated March 19, 2013

7 Governance Process

Levels of Approval Required	Date
Department/Unit Curriculum Committee	June 6, 2013
Decanal Sign-Off	August 22, 2013
Graduate Curriculum Group (Graduate programs only)	n/a
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 STRATEGIC MANAGEMENT (BACHELOR OF BUSINESS ADMINISTRATION)
Supervisor: S. Ahmed *Email*: management-supervisor-studies@utsc.utoronto.ca

This Program has two streams:

The Management Strategy stream is designed to give students a broad exposure to all functional areas of Management, as well as a solid grounding in Strategic Management, while providing a variety of elective courses to appeal to students interested in any one of the three sectors. It covers the direction and coordination of private sector, public sector, or non-profit sector organizations.

The Entrepreneurship stream is designed to provide students with the tools to work in a variety of self-employment or entrepreneur career paths, which include working in family businesses, start-ups, or as consultants. The program will allow for significant training of entrepreneurial skills and non-entrepreneurial skills.

Both streams have a non-co-op and a co-op component. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.

~~This Program which has a co-op option is designed to give students a broad exposure to all functional areas of Management as well as a solid grounding in Strategic Management. It covers the direction and coordination of private sector, public sector, or non-profit sector organizations. The program requires a grounding in strategic management while providing a variety of elective courses to appeal to students interested in any one of the three sectors.~~

Program Requirements
To complete the program, a student must meet the course requirements described below. The program requirements comprise a core of 12.5 to 13.5 credits common to both streams, and additional requirements which depend on the stream for a total of 15.0 to 16.0 credits for the Management Strategy stream and 16.0 to 17.0 credits for the Entrepreneurship stream.
~~The Program requires the completion of 15.0 to 16.0 credits as part of a twenty-credit degree B.B.A.~~
Note: A single course may only be used once to fulfill one of the following requirements:

Core (12.5 to 13.5 credits):

1. (~~7.0 to 8.0~~ 7.5 to 8.5 credits):
MGMA01H3/(MGTB04H3) Principles of Marketing
MGTA05H3 Foundations of Business Management or [(MGTA01H3/MGTA03H3) and (MGTA02H3 /MGTA04H3)]
[MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3)]
MGAB01H3/(MGTB05H3) Introductory Financial Accounting I
MGAB02H3/(MGTB06H3) Introductory Financial Accounting II
MGAB03H3/(MGTB03H3) Introductory Management Accounting
MGFB10H3/(MGTB09H3) Principles of Finance
[MGHB02H3 Managing People and Groups in Organizations or [(MGTB23H3) and (MGTB29H3)] or (MGTB27Y3)]
MGHB12H3/(MGTC22H3) Human Resource Management
MGMB01H3/(MGTC05H3) Marketing Management

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MGFC10H3/(MGTC09H3) Intermediate Finance
MGHC02H3/(MGTC90H3) Leadership Skills
MGOC10H3/(MGTC74H3) Analysis for Decision Making
MGOC20H3/(MGTC75H3) Operations Management: A Mathematical Approach
One additional half-credit at the D-level in either Management or Economics

2. **(1.0 credit):**
[MATA32H3 and MATA33H3] strongly recommended, or [MATA30H3/A31H3 and MATA35H3/A36H3/A37H3]

43. **(4.0 credits):**
MGEA02H3/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach
MGEA06H3/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach
MGEB02H3/(ECMB02H3) Price Theory: A Mathematical Approach
MGEB06H3/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach
MGEB11H3/(ECMB11H3) Quantitative Methods in Economics I
MGEB12H3/(ECMB12H3) Quantitative Methods in Economics II, and
1 full credit of C-level Economics for Management Studies courses
[excluding MGEC91H3/(ECMC91H3), MGEC92H3/(ECMC92H3), MGEC93H3/(ECMC93H3)]

Management Strategy Stream (2.5 credits):

34. **At least 0.5 credit** of courses emphasizing strategic management, chosen from:
MGSC12H3/(MGTC35H3) Narratives on Management and Organization
MGSC14H3/(MGTC59H3) Management Ethics
MGSC20H3/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
MGSCB22H3/(MGTC38H3) Entrepreneurship
MGSCD24H3/(MGTC39H3) New Venture Creation and Planning
MGSC30H3/(MGTC31H3) The Legal Environment of Business I
MGMC30H3/(MGTC33H3) Event and Sponsorship Management
MGSC32H3/(MGTC32H3) The Legal Environment of Business II
MGEC43H3/(ECMC43H3) Organization Strategies
MGAD40H3/(MGTD54H3) Management Control Systems
MGSD10H3/(MGTD40H3) Knowledge Management

5. **1.0 credit from**:
MGSC01H3/(MGTC41H3) Corporate Strategy
MGSC03H3/(MGTC42H3) Public Management, or
MGSC05H3/(MGTC45H3) The Changing World of Business-Government Relations

6. **0.5 credit from:**
MGEB32H3/(ECMB36H3) Economics Aspects of Public Policy
MGEC31H3/(ECMC31H3) Economics of the Public Sector: Taxation
MGEC32H3/(ECMC32H3) Economics of the Public Sector: Expenditures
MGEC43H3/(ECMC43H3) Organization Strategies
MGMC30H3/(MGTC33H3) Event and Sponsorship Management
MGSC01H3/(MGTC41H3) Corporate Strategy
MGSC03H3/(MGTC42H3) Public Management
MGSC05H3/(MGTC45H3) The Changing World of Business-Government Relations
MGSC12H3/(MGTC35H3) Narratives on Management and Organization
MGSC14H3/(MGTC59H3) Management Ethics
MGSC20H3/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing

MGS~~C~~B22H3/(MGTC38H3) Entrepreneurship
MGS~~C~~D24H3/(MGTC39H3) New Venture Creation and Planning
MGSC30H3/(MGTC31H3) The Legal Environment of Business I
MGSC32H3/(MGTC32H3) The Legal Environment of Business II
MGTC55H3 Planning & Budgeting for Public Institutions
MGTC56H3 Educational Finance & Economics
MGAD40H3/(MGTD54H3) Management Control Systems
MGSD10H3/(MGTD40H3) Knowledge Management
MGSD30H3/(MGTD45H3) Intellectual Property Law
POLC66H3 Public Policy Making

7. **(~~1.0~~ 0.5 credit):**
MGSD01H3/(MGTD47H3) Senior Seminar in Strategic Management ~~and~~
~~one additional half-credit at the D-level in either Management or Economics.~~

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the Degree Requirements section of this Calendar.

Entrepreneurship Stream (3.5 credits):

4. **At least 0.5 credit** of courses emphasizing strategic management, chosen from:
MGSC12H3/(MGTC35H3) Narratives on Management and Organization
MGSC14H3/(MGTC59H3) Management Ethics
MGSC30H3/(MGTC31H3) The Legal Environment of Business I
MGMC30H3/(MGTC33H3) Event and Sponsorship Management
MGSC32H3/(MGTC32H3) The Legal Environment of Business II
MGEC43H3/(ECMC43H3) Organization Strategies
MGAD40H3/(MGTD54H3) Management Control Systems
MGSD10H3/(MGTD40H3) Knowledge Management

5. **(3.0 credits):**
MGFC20H3/(MGTC70H3) Personal Financial Management
MGHC52/(MGTC52H3) Business Negotiation
MGSC20H3/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
MGSB22H3/(MGTC38H3) Entrepreneurship
MGSD24H3/(MGTC39H3) New Venture Creation and Planning
MGSC26H3 Venture Capital (new course)

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the Degree Requirements section of this Calendar

Appendix B: Final Calendar Copy

SPECIALIST PROGRAM IN STRATEGIC MANAGEMENT (BACHELOR OF BUSINESS ADMINISTRATION)
Supervisor: S. Ahmed *Email*: management-supervisor-studies@utsc.utoronto.ca

This Program has two streams:

The Management Strategy stream is designed to give students a broad exposure to all functional areas of Management, as well as a solid grounding in Strategic Management, while providing a variety of elective courses to appeal to students interested in any one of the three sectors. It covers the direction and coordination of private sector, public sector, or non-profit sector organizations.

The Entrepreneurship stream is designed to provide students with the tools to work in a variety of self-employment or entrepreneur career paths, which include working in family businesses, start-ups, or as consultants. The program will allow for significant training of entrepreneurial skills and non-entrepreneurial skills.

Both streams have a non-co-op and a co-op component. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.

Program Requirements
To complete the program, a student must meet the course requirements described below. The program requirements comprise a core of 12.5 to 13.5 credits common to both streams, and additional requirements which depend on the stream for a total of 15.0 to 16.0 credits for the Management Strategy stream and 16.0 to 17.0 credits for the Entrepreneurship stream.

Note: A single course may only be used once to fulfill one of the following requirements:

Core (12.5 to 13.5 credits):

1. (7.5 to 8.5 credits):
MGMA01H3/(MGTB04H3) Principles of Marketing
MGTA05H3 Foundations of Business Management or [(MGTA01H3/MGTA03H3) and (MGTA02H3 /MGTA04H3)]
[MGTA35H3 Management Communications for non Co-op or MGTA36H3 Management Communications for Co-op or (MGTC36H3)]
MGAB01H3/(MGTB05H3) Introductory Financial Accounting I
MGAB02H3/(MGTB06H3) Introductory Financial Accounting II
MGAB03H3/(MGTB03H3) Introductory Management Accounting
MGFB10H3/(MGTB09H3) Principles of Finance
[MGHB02H3 Managing People and Groups in Organizations or [(MGTB23H3) and (MGTB29H3)] or (MGTB27Y3)]
MGHB12H3/(MGTC22H3) Human Resource Management
MGMB01H3/(MGTC05H3) Marketing Management
MGFC10H3/(MGTC09H3) Intermediate Finance
MGHC02H3/(MGTC90H3) Leadership Skills
MGOC10H3/(MGTC74H3) Analysis for Decision Making
MGOC20H3/(MGTC75H3) Operations Management: A Mathematical Approach
One additional half-credit at the D-level in either Management or Economics

2. **(1.0 credit):**
[MATA32H3 and MATA33H3] strongly recommended, or [MATA30H3/A31H3 and MATA35H3/A36H3/A37H3]

3. **(4.0 credits):**
MGEA02H3/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach
MGEA06H3/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach
MGEB02H3/(ECMB02H3) Price Theory: A Mathematical Approach
MGEB06H3/(ECMB06H3) Macroeconomic Theory and Policy: A Mathematical Approach
MGEB11H3/(ECMB11H3) Quantitative Methods in Economics I
MGEB12H3/(ECMB12H3) Quantitative Methods in Economics II, and
1 full credit of C-level Economics for Management Studies courses
[excluding MGEC91H3/(ECMC91H3), MGEC92H3/(ECMC92H3), MGEC93H3/(ECMC93H3)]

Management Strategy Stream (2.5 credits):

4. **At least 0.5 credit** of courses emphasizing strategic management, chosen from:
MGSC12H3/(MGTC35H3) Narratives on Management and Organization
MGSC14H3/(MGTC59H3) Management Ethics
MGSC20H3/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
MGSB22H3/(MGTC38H3) Entrepreneurship
MGSD24H3/(MGTC39H3) New Venture Creation and Planning
MGSC30H3/(MGTC31H3) The Legal Environment of Business I
MGMC30H3/(MGTC33H3) Event and Sponsorship Management
MGSC32H3/(MGTC32H3) The Legal Environment of Business II
MGEC43H3/(ECMC43H3) Organization Strategies
MGAD40H3/(MGTD54H3) Management Control Systems
MGSD10H3/(MGTD40H3) Knowledge Management

5. **1.0 credit from**:
MGSC01H3/(MGTC41H3) Corporate Strategy
MGSC03H3/(MGTC42H3) Public Management, or
MGSC05H3/(MGTC45H3) The Changing World of Business-Government Relations

6. **0.5 credit from:**
MGEB32H3/(ECMB36H3) Economics Aspects of Public Policy
MGEC31H3/(ECMC31H3) Economics of the Public Sector: Taxation
MGEC32H3/(ECMC32H3) Economics of the Public Sector: Expenditures
MGEC43H3/(ECMC43H3) Organization Strategies
MGMC30H3/(MGTC33H3) Event and Sponsorship Management
MGSC01H3/(MGTC41H3) Corporate Strategy
MGSC03H3/(MGTC42H3) Public Management
MGSC05H3/(MGTC45H3) The Changing World of Business-Government Relations
MGSC12H3/(MGTC35H3) Narratives on Management and Organization
MGSC14H3/(MGTC59H3) Management Ethics
MGSC20H3/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
MGSB22H3/(MGTC38H3) Entrepreneurship
MGSD24H3/(MGTC39H3) New Venture Creation and Planning
MGSC30H3/(MGTC31H3) The Legal Environment of Business I
MGSC32H3/(MGTC32H3) The Legal Environment of Business II
MGTC55H3 Planning & Budgeting for Public Institutions
MGTC56H3 Educational Finance & Economics

MGAD40H3/(MGTD54H3) Management Control Systems
MGSD10H3/(MGTD40H3) Knowledge Management
MGSD30H3/(MGTD45H3) Intellectual Property Law
POLC66H3 Public Policy Making

7. **(0.5 credit):**
MGSD01H3/(MGTD47H3) Senior Seminar in Strategic Management

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the Degree Requirements section of this Calendar.

Entrepreneurship Stream (3.5 credits):

4. **At least 0.5 credit** of courses emphasizing strategic management, chosen from:
MGSC12H3/(MGTC35H3) Narratives on Management and Organization
MGSC14H3/(MGTC59H3) Management Ethics
MGSC30H3/(MGTC31H3) The Legal Environment of Business I
MGMC30H3/(MGTC33H3) Event and Sponsorship Management
MGSC32H3/(MGTC32H3) The Legal Environment of Business II
MGEC43H3/(ECMC43H3) Organization Strategies
MGAD40H3/(MGTD54H3) Management Control Systems
MGSD10H3/(MGTD40H3) Knowledge Management

5. **(3.0 credits):**
MGFC20H3/(MGTC70H3) Personal Financial Management
MGHC52/(MGTC52H3) Business Negotiation
MGSC20H3/(MGTC19H3) New Ways of Work: Consulting, Contracting & Freelancing
MGSB22H3/(MGTC38H3) Entrepreneurship
MGSD24H3/(MGTC39H3) New Venture Creation and Planning
MGSC26H3 Venture Capital (new course)

NOTE: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in the Degree Requirements section of this Calendar

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Appendix C: Current 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. [Clearly describe the existing Program Learning Outcomes; If and how those Outcomes will change; and the final Learning Outcomes]	How the program design / structure supports the degree level expectations [Clearly describe how the revised program design/structure will support the degree level expectations]
1. Depth and Breadth of Knowledge 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.	Depth and breadth of knowledge is understood in this Entrepreneurship stream as the progression through the B.B.A. core, which provides a broad base of understanding of management and business practices, towards specialized courses in Entrepreneurship, as outlined in Appendix B. This is reflected in students who are able to understand broad theories of business, and then apply these theories through more specialized understandings of self-employment and/or entrepreneurship, including support roles such as new venture capital investment. It is the vision of the department that ultimately, these students will be able to become entrepreneurs, work in start-ups, work in family businesses, or work as consultants in areas such as venture capital, and new venture support . Differentiated in focus from the existing stream in Management Strategy, this new stream	The program design elements that ensure these student outcomes for depth and breadth of knowledge are: (1) The completion of the "core" of B.B.A. courses, in order to ensure a broad understanding of many areas of business. (2) The completion of specialized courses in entrepreneurship, to enable students to understand the fundamental issues that affect the success of business ventures. (3) The completion of MGSC26H3 (Venture Capital) will provide students with a better understanding of how the venture capital industry operates. Students will learn how to go about raising capital to support their ventures, and how to best choose between different offers from venture capitalists. In addition, students will learn how to manage private equity funds and scale their actions and activities upward for future growth. (4) The creation of a business plan in MGSD24H3 (formerly MGSC24H3), and the assessment of that plan by practitioners and professors. This capstone course will serve as an integrative course that builds on the knowledge gained in the specialized entrepreneurship courses. (5) The participation in entrepreneurial co-op work terms. Although entrepreneurial work terms for co-op students are not mandatory,

	focuses more on individual efforts at starting up new ventures as opposed to strategic management issues faced in larger organizations and not-for-profit ventures.	they could involve development and implementation of business plans created in MGSD24H3 (formerly MGSC24H3).
2. Knowledge of Methodologies 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.	Students will have strong knowledge of a variety of methodologies after the program is completed. They will have a broad understanding of factors that may improve the likelihood of success for new ventures, including how to form a corporation, how to raise funding and how to maximize the use of those funds. Further, they will have experience in putting together a business plan and determining the likely success of that business plan. Given that most new businesses fail in the first year due to insufficient funding and lack of adequate preparation, the knowledge of these methodologies will be invaluable to our students.	As above, the completion of the "core" B.B.A. courses and the completion of the specialized courses in entrepreneurship will serve as our institutional supports to ensure mastery of these methodologies. Students learn methods and practices of entrepreneurs and business owners through practical application gained in the following courses: • MGFC20H3 Personal Financial Management • MGHC52H3 Business Negotiations • MGSC20H3 New Ways of Work • MGSB22H3 Entrepreneurship • MGSC26H3 Venture Capital MGSD24H3 (formerly MGSC24H3), the culminating capstone course of the stream, requires students to write a business plan and present this plan for critical review by professors and industry practitioners. Students are therefore obliged to put into practice practical and theoretical skills such as networking, project management, undertaking market research, and developing financial forecast models. Students are obliged to collect both qualitative and quantitative market research data by conducting some combination of polls, surveys, interviews, and focus groups. They are obliged to explain their choices of market research methodology, and discuss both the benefits and limitations of their chosen methodologies.
3. Application of Knowledge 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.	Students will apply their understanding through the creation of a business plan as well as how to raise funds from outsiders, such as venture capitalist or angel financiers. For those students who are interested in becoming venture capitalists, this will provide	Again, the completion of the "core" B.B.A. courses and the completion of the specialized courses in entrepreneurship will serve as our institutional supports to ensure that students learn the proper ways in which to apply their knowledge. Along with the knowledge gained in the five stream specific courses outlined above, MGSD24H3 (formerly MGSC24H3) will be a particularly important venue for requiring the application of theory, and it also serves as the

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	them with a better understanding of how to select business plans that are most likely to succeed and to help improve their likelihood of success. This stream is fundamentally different from Management Strategy in that it is not focused on strategic issues faced by large organizations (public or private) or not-for-profit entities. The focus in the entrepreneurship stream is on developing individual competencies to develop, and bring to market, new ideas and initiatives.	culmination of students' entrepreneurial education. It is aimed at entrepreneurially-motivated students who might someday wish to launch their own small business. The course has two purposes: (i) To examine the analytical processes that venture capitalists, business angels and other private investors use when appraising business plans that cross their desks; (ii) To have students write a business plan about a small, start-up venture that they might launch in the next two or three years. To take the course, students are encouraged to **have conceived of a business idea**, the feasibility of which they wish to investigate. The course is designed so that this idea may be expressed in a business plan. It is assumed that students taking the course have good knowledge of accounting, finance, marketing, production, and decision making.
4. Awareness of Limits of Knowledge 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.	All of the courses in this new stream will focus on teaching students how to develop their ideas from the generation stage to the stage where they are ready to implement and seek out resources to put these ideas into action. Particularly relevant here is that students will learn what it takes to create successful business ventures and plans that will attract resources and funding. These courses are meant to highlight any limitations of students' knowledge and provide the appropriate training to overcome these limitations. In particular, students are asked to identify the potential problems, as well as learn ways to mitigate them.	In both MGSC20H3 and MGSD24H3 (formerly MGSC24H3) a great deal of time is dedicated to a discussion of "risk" and "risk tolerance", where "risk" is defined as "variability of outcome". In these courses some time is spent discussing key attributes of the "entrepreneurial personality", one of which is risk tolerance: "a willingness to engage in an enterprise knowing that the anticipated returns are highly uncertain". In MGSD24H3 (formerly MGSC24H3), we discuss the fact that investors do <u>not</u> typically chase particular technologies, sectors or industries. Rather, venture capital seeks out managers who possess entrepreneurial attributes: people who are prepared to fail, but whose reaction is to learn from failure by refining and improving the plan the next time around. During the writing of the marketing plan, we discuss the limitations of performing market research with finite time and limited budgets. Students must do primary market research. Some time is given to discussing sample size, sample bias, and interviewer bias. (e.g., an enthusiastic, highly motivated entrepreneur who is really into designing apps surveys 30 of his like-minded friends). During the writing of the financial forecasts, we

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		discuss the fact that all such forecasts are "models", i.e. idealized representations of what might happen. Students must explain and justify their assumptions. They must dedicate a section of their financial plan to identifying areas of uncertainty. The course includes a discussion of sensitivity analysis. Students must explicitly identify which inputs to their financial models are most variable, and to provide a discussion of best and worst case scenarios. Finally, in our discussion of venture capital returns, we spend some time discussing an industry rule of thumb known as "the rule of 2:6:2". This heuristic suggests that even with extensive due diligence, financial analysis, and screening, only 2 out of 10 venture investments will realise their forecast returns.
5. Communication Skills 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.	The Specialist program in Strategic Management – like all B.B.A. programs – emphasizes effective communication. Students in both streams should exhibit strong improvements in both oral and written business communication by the completion of this program.	MGTA35H3/A36H3 is designed to assist in oral communication skills, and is a new communication requirement implemented in all B.B.A. programs. MGE courses at the B-level and higher will assist in developing overall communication skills. In addition, both MGEC43H3/(ECMC43H3) as well as MGSD24H3 (formerly MGSC24H3) require the development of discursive skills from our students.
6. Autonomy and Professional Capacity The education students receive achieves the following broad goals: • It gives students the skills and knowledge they need to become informed, independent and creative thinkers • It instils the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour	The B.B.A. program is designed specifically to provide a well-rounded and holistic management education to our students. Although they specialize in particular areas of management, all our students are exposed to a breadth of courses across the discipline so they understand and appreciate the connections between their area of concentration and the entire business concern. In addition, our students are given opportunities to engage in experiential learning activities so that they can apply theoretical knowledge to solving real-world problems.	Autonomy and professional capacity will be heavily emphasized in all of the entrepreneurship courses, and will be brought into practice in the entrepreneurship work terms as well as in MGSD24H3 (formerly MGSC24H3).

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Appendix D: Consultations and Approvals from UTM, Rotman Commerce

From: Mihkel Tombak [mailto:mihkel.tombak@utoronto.ca]
Sent: Friday, July 19, 2013 9:21 AM
To: David Zweig; Hugh Gunz; kenneth.corts@rotman.utoronto.ca
Subject: RE: New Stream in Entrepreneurship - UTSC Management

Dear David,
I wish you luck with the new specialization. There may well be synergies across campuses with this. I would suggest that whatever faculty you hire in the area should be complimentary to Ajay Agrawal and others at Rotman as well as Alberto and Nico at UTM.

Sincerely,
Mihkel Tombak
Chair, Department of Management, UTM
HATCH Chair in Technology Management and Strategy
University of Toronto
Tel : +1 (905) 828-5398
mihkel.tombak@utoronto.ca

From: David Zweig [mgmtchair@utsc.utoronto.ca]
Sent: Thursday, July 18, 2013 10:11 AM
To: Hugh Gunz; Mihkel Tombak; kenneth.corts@rotman.utoronto.ca
Subject: New Stream in Entrepreneurship - UTSC Management

Hugh/Mihkel/Ken:
We are proposing to introduce a new stream within the UTSC Management B.B.A.'s Strategy specialization that will emphasize training in entrepreneurship. This program will encourage students to think about self-employment/entrepreneurship as a potential career path, and consider whether or not they are well-suited for this path. In addition, this new stream in Entrepreneurship will provide students with the knowledge and skills necessary to become successful entrepreneurs, work in start-ups, work in family businesses, or work as consultants.

As part of the approvals process, I am required to consult with cognate disciplines at UTM and St. George to inform you of our plans and to ask for your consent to offer this new stream. If you have any questions please let me know. If you are OK with it, an email to me indicating as such would be sufficient.
Thanks very much,

Dave Zweig
 David Zweig, Ph.D
 Associate Professor and Chair
 Department of Management
University of Toronto Scarborough,
1265 Military Trail, Toronto, ON M1C 1A4
🕿: 416-208-5188
✉: mgmtchair@utsc.utoronto.ca

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From: Hugh P. Gunz [mailto:hugh.gunz@utoronto.ca]
Sent: Thursday, July 18, 2013 11:44 AM
To: David Zweig
Subject: Re: New Stream in Entrepreneurship - UTSC Management

Dear Dave
I think that this is an excellent development, and I wish you well with it.

Best wishes
Hugh
--
Hugh P. Gunz
Professor and Director
Institute for Management and Innovation
University of Toronto Mississauga
3359 Mississauga Road West, Mississauga ON L5L 1C6, Canada
Phone: 905-828-5461; Fax: 905-569-4397; Email: hugh.gunz@utoronto.ca

On 2013-07-18 10:11, David Zweig wrote:

Hugh/Mihkel/Ken:
 We are proposing to introduce a new stream within the UTSC Management B.B.A.'s Strategy specialization that will emphasize training in entrepreneurship. This program will encourage students to think about self-employment/entrepreneurship as a potential career path, and consider whether or not they are well-suited for this path. In addition, this new stream in Entrepreneurship will provide students with the knowledge and skills necessary to become successful entrepreneurs, work in start-ups, work in family businesses, or work as consultants.

As part of the approvals process, I am required to consult with cognate disciplines at UTM and St. George to inform you of our plans and to ask for your consent to offer this new stream. If you have any questions please let me know. If you are OK with it, an email to me indicating as such would be sufficient.

Thanks very much,
Dave Zweig
David Zweig, Ph.D
Associate Professor and Chair
Department of Management
University of Toronto Scarborough,
1265 Military Trail, Toronto, ON M1C 1A4
⬚: 416-208-5188
⬚: mgmtchair@utsc.utoronto.ca

Hi Dave,
Sorry I have been so slow. I was away all last week and was in the middle of checking around with a few people on this. I think your new stream is a great idea. Everyone I have talked to here is supportive and thinks it is an important area that will appeal to students, and be a great addition to your program. We are also looking at increasing our entrepreneurship offerings, developing our engagement with the Entrepreneurship Centre that Ajay runs, and otherwise increasing our support of students with this interest, but I think anything we do is complementary to your efforts and nothing that should cause anyone any concern.

Ken
****
Kenneth S. Corts
Director, Rotman Commerce
Professor and Associate Dean,
Rotman School of Management
University of Toronto
v: 416-946-8600

Associated New Courses

Proposed Course Code:	**MGSC26H3**
Proposed Course Title:	**Venture Capital**
Anticipated Course start date:	**May 2015**
Unit where the course will be housed:	**Management**
Discipline:	**Management**

1. Rationale

a. Rationale.

The main goal for this course is to give students a nuanced view of the structure of the venture capital industry and the relationships between venture capitalists and both limited partners and the firms in which they invest. By doing so, we hope to prepare them: (i) to manage private equity funds, (ii) to raise capital for entrepreneurial ventures, and (iii) to choose among private equity investments.

This will be done by drawing on recent advances in Strategic Management, Finance, and Business Economics, as well as Sociology. Though built on rigorous theory and evidence, the focus of the course is nonetheless highly practical.

Although this course will be taught from the perspective of the venture capitalist, it is designed to provide our students with an understanding of how the venture capital process works and to teach them how to engage successfully with investors to raise capital for their initiatives and to learn how to start and grow venture capital firms.

There are no similar courses to this one offered at the undergraduate level at UofT. This course will provide our students with unique knowledge into the world of venture capital.

b. Fit:

This course is meant to add a critical component to the proposed new stream in Entrepreneurship in the Specialist in Strategic Management. By providing students with a better understanding of the venture capital industry, it will provide a solid preparation for those interested in entrepreneurship or in supporting entrepreneurship.

There are no existing courses in the department or at UTSC that will make this course redundant.

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2. Calendar Copy

MGSC26H3 Venture Capital
Venture capital and other sources of private equity play a critical role in the founding and development of new enterprises. In this course, we will review all aspects of starting and operating a venture capital firm. At the end of the course, students will better understand how the venture capital industry works; what types of businesses venture capitalists invest in and why; how contract structures protect investors; how venture capitalists create value for their investors and for the companies in which they invest; and how the North American venture capital model ports to other contexts.
Prerequisite: MGTA05H3 and MGFB10H3 and MGEC40H3
Breadth Requirement: Social and Behavioural Sciences
NOTE: Enrolment Priority will be given to students enrolled in the Entrepreneurship stream of the Specialist program in Strategic Management. Additional students will be admitted as space permits.

3. Learning Outcomes

a. Learning Outcomes.

The main goal for the course is to give students a nuanced view of the structure of the venture capital industry and the relationships between venture capitalists and both limited partners and the firms in which they invest. In the course, students will learn: (i) to manage private equity funds, (ii) to raise capital for entrepreneurial ventures, and (iii) to choose among private equity investments.

b. Topics Covered.

Raising a first fund, screening investments, valuing investments, structuring deals, negotiating term sheets, revisiting and managing investments, incubators and accelerators, exiting investments, venture capital in developing countries and other contexts, and public policy

c. Methods of Assessment.

Students will be evaluated using five different components: class discussion, one problem set four individual write-ups, a group assignment, and a group project.

4. Consultation:.

This course was developed in consultation with April Franco, Harry Krashinsky (Chair of the curriculum committee) and by the Entrepreneurship stream working group. Additionally, this course proposal has been reviewed by the departmental curriculum committee members and the department chair.

5. Governance Process:

Levels of Approval Required	Date
Departmental Curriculum Committee	July 24, 2013
UTSC Divisional Governance	

UNIVERSITY OF
TORONTO
SCARBOROUGH

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, November 12, 2013

AGENDA ITEM: 3b

ITEM IDENTIFICATION:

Separating (in Calendar Copy) Specialist B.A. and B.Sc. and Major B.A. and B.Sc.
Programs in Anthropology, and Rename these Programs.

JURISDICTIONAL INFORMATION:

The 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, November 12, 2013)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

These are proposals to explicitly separate, in Calendar copy, the Specialist B.A. and B.Sc.
and Major B.A. and B.Sc. programs in Anthropology within the Department of
Anthropology at the University of Toronto Scarborough, establishing learning outcomes
for each. At the same time, to better differentiate the programs for students, the

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Proposals to Separate (in Calendar Copy) Specialist B.A. and B.Sc. and Major B.A. and B.Sc. Programs in Anthropology, and Rename these Programs.

Department is proposing a modification to the name of both the B.A. and B.Sc. programs. UTSC has offered Specialist (B.A.) and Specialist (B.Sc.) and Major (B.A.) and Major (B.Sc.) programs in Anthropology for many years. This is a proposal to separate the description of these programs in Calendar copy, and to clarify the learning outcomes of each program. In the process of doing this and to support enhanced clarity, the program proposes to add a modifier to each: B.A. Specialist in Socio-Cultural Anthropology; B.Sc. Specialist in Evolutionary Anthropology; B.A. Major in Socio-Cultural Anthropology; and B.Sc. Major in Evolutionary Anthropology.

The B.A. Specialist program becomes Specialist in Socio-Cultural Anthropology (B.A.) and the B.A. Major program becomes the Major in Socio-Cultural Anthropology (B.A.). This is appropriate because Socio-cultural anthropology examines the range of human ways of life across the globe as well as the forces and consequences of rapid social change in the present. Socio-cultural anthropology emphasizes qualitative methods, emphasizing face-to-face relations with research subjects. The requirements for the B.A. programs have not changed.

The B.Sc. Specialist program becomes Specialist in Evolutionary Anthropology (B.Sc.) and the B.Sc. Major program becomes the Major in Evolutionary Anthropology (B.Sc.). This is appropriate because Evolutionary anthropology charts the biological emergence of the human species and its relation to non-human primates and other species. It also examines how human bodies have adapted to different environments and the ways in which social and biological factors intersect in the prevalence of diseases and in rates of reproduction and death. Evolutionary anthropology emphasizes quantitative methods, whether in statistical analyses or morbidity patterns, the discovery and measurement of ancient bones and artefacts, or the observation of non-human primate mating behaviours. The requirements for the B.Sc. programs have not changed.

FINANCIAL IMPLICATIONS:

There are no significant financial implications for the campus operating budget.

RECOMMENDATION:

Be It Resolved,

> THAT the B.A. and B.Sc. Specialist and Major programs in Anthropology be explicitly separated in Calendar Copy, as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated October 10, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15; and

> THAT the title of B.A. Specialist and Major programs be changed to Specialist and Major programs in Socio-Cultural Anthropology, aforementioned in the proposals dated October 10, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15; and

Proposals to Separate (in Calendar Copy) Specialist B.A. and B.Sc. and Major B.A. and B.Sc. Programs in Anthropology, and Rename these Programs.

THAT the title of the B.Sc. Specialist and Major programs be changed to Specialist and Major programs in Evolutionary Anthropology, aforementioned in the proposals dated October 10, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15.

DOCUMENTATION PROVIDED:

1. Major Modification proposal Type A to separate, in Calendar copy, the B.A. and B.Sc. Specialist programs in Anthropology, and rename the programs, dated October 10, 2013.
2. Major Modification proposal Type A to separate, in Calendar copy, the B.A. and B.Sc. Major programs in Anthropology, and rename the programs, dated October 10, 2013.

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

Program being modified:	Major in Anthropology (B.A.) Major in Anthropology (B.Sc.)
Nature of the Major Modification (with reference to the UTQAP characterize the change being made):	Clarification of the admission requirements and learning outcomes of each program; clear separation of programs in Calendar copy; and addition of modifier to each program to support enhanced clarity
Department / Unit where the program resides:	Department of Anthropology
Faculty / Academic Division:	University of Toronto Scarborough
Faculty / Academic Division contact:	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
Department / Unit contact:	
Effective date:	May 2014
Date of this version of the proposal:	10 October 2013

Developed by the Office of the Vice-Provost, Academic Programs   Last updated March 19, 2013

1 Executive Summary

UTSC has offered Major (B.A.) and Major (B.Sc.) programs in Anthropology for many years. This is a proposal to separate the description of these programs in Calendar copy, and to clarify the learning outcomes of each program. In the process of doing this and to support enhanced clarity, the program proposes to add a modifier to each: B.A. Major in Socio-Cultural Anthropology; and B.Sc. Major in Evolutionary Anthropology

2 Academic Rationale

UTSC Calendar copy currently conflates the B.A. and B.Sc. Major programs in Anthropology, making it challenging for students to differentiate the requirements of each. The following proposal separates the Calendar descriptions for the B.A. and B.Sc. programs, and also differentiates the learning outcomes for each. In addition, to support enhanced clarity, the program proposes to add a modifier to each program.

The B.A. Major program becomes Major in Socio-Cultural Anthropology. This is appropriate because Socio-cultural anthropology examines the range of human ways of life across the globe as well as the forces and consequences of rapid social change in the present. Socio-cultural anthropology emphasizes qualitative methods, emphasizing face-to-face relations with research subjects. The requirements for the program have not changed.

The B.Sc. Major program becomes Major in Evolutionary Anthropology. This is appropriate because Evolutionary anthropology charts the biological emergence of the human species and its relation to non-human primates and other species. It also examines how human bodies have adapted to different environments and the ways in which social and biological factors intersect in the prevalence of diseases and in rates of reproduction and death. Evolutionary anthropology emphasizes quantitative methods, whether in statistical analyses or morbidity patterns, the discovery and measurement of ancient bones and artefacts, or the observation of non-human primate mating behaviours. The requirements for the program have not changed.

3 Description of the Proposed Major Modification(s)

This major modification separates the program requirements, and differentiates the learning outcomes, for the existing B.A. and B.Sc. Major programs in Anthropology. No changes to the program requirements are being made at this time.

Changes are shown in Appendix B, below.

Major Modification Proposal – Type A: Significant Modification to an Existing Program   Page 2 of 10

Developed by the Office of the Vice-Provost, Academic Programs   Last updated March 19, 2013

4 Impact of the Change on Students

There will be no negative impact on students; instead, both continuing and new students will benefit from improved clarity regarding the program requirements and learning outcomes for the Major in Anthropology B.A. and Major in Anthropology B.Sc.

5 Consultation

These changes will not impact any other Departments or Units at UTSC or the wider University of Toronto. There has been consultation within the Department of Anthropology, the Dean's Office at UTSC, and the Office of the Vice-Provost, Academic Programs.

6 Resources

There will be no impact on resources.

7 Governance Process

Levels of Approval Required	Date
Department/Unit Curriculum Committee	October 10, 2013
Decanal Sign-Off	October 10, 2013
UTSC Academic Affairs Committee	
Submission to Provost's Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

Appendix A: Current Calendar Copy

MAJOR PROGRAM IN ANTHROPOLOGY (ARTS/SCIENCE)

The major program in Anthropology provides a course structure for those students desiring to expand upon or supplement other areas of academic interest by taking advantage of Anthropology's unique global, chronological, and biological perspective on the human condition.

Program Requirements
The Program requires completion of 8.0 full credits, as indicated below.

1. ANTA01H3 Introduction to Anthropology: Becoming Human
   ANTA02H3 Introduction to Anthropology: Society, Culture and Language
2. At least 1.0 credits from among the following:
   ANTB14H3 Biological Anthropology: Beginnings
   ANTB15H3 Contemporary Human Evolution and Variation
   ANTB19H3 Ethnography and the Comparative Study of Human Societies
   ANTB20H3 Culture, Politics and Globalization

   Students intending to specialize in Evolutionary Anthropology must take ANTB14H3 and ANTB15H3. Students intending to specialize in Socio-Cultural Anthropology must take ANTB19H3 and ANTB20H3. These are prerequisites for upper level courses.
3. 6.0 credits at the B-level *or* above, of which at least 3.0 credits should be at the C- *or* D-level.
   Note: Students pursuing the Socio-Cultural stream must ensure that as part of Requirement 3, they complete:
       1. At least 1.0 credit in area studies courses: ANTB05H3, ANTB16H3, ANTB18H3, ANTB65H3, ANTC89H3, ANTD07H3
       2. ANTC60H3
       3. At least 0.5 credit from among ANTD05H3, ANTD06H3, ANTD15H3. ANTD24H3
       4. Courses in Anthropological Linguistics (i.e. LINC27H3) may be counted towards fulfilling Requirement 3.

Note: For a B.Sc. at least 5.5 of the credits required for the program must be science credits.

Appendix B: Proposed Calendar Copy

MAJOR PROGRAM IN Socio-Cultural ANTHROPOLOGY (ARTS)

The ~~m~~Major program in Socio-Cultural Anthropology provides a course structure for those students desiring to expand upon or supplement other areas of academic interest by taking advantage of Anthropology's unique global, chronological, and ~~biological~~ cultural perspective on the human condition.

Program Requirements
The Program requires completion of 8.0 full credits, as indicated below.

1. ANTA01H3 Introduction to Anthropology: Becoming Human
   ANTA02H3 Introduction to Anthropology: Society, Culture and Language

2. ~~At least 1.0 credits from among the following:~~
~~ANTB14H3 Biological Anthropology: Beginnings~~
~~ANTB15H3 Contemporary Human Evolution and Variation~~
ANTB19H3 Ethnography and the Comparative Study of Human Societies
3. ANTB20H3 Culture, Politics and Globalization

~~Students intending to specialize in Evolutionary Anthropology must take ANTB14H3 and ANTB15H3. Students intending to specialize in Socio-Cultural Anthropology must take ANTB19H3 and ANTB20H3. These are prerequisites for upper level courses.~~

4. 6.0 credits at the B-level *or* above, of which at least 3.0 credits should be at the C- *or* D-level. ~~Note:~~ Students ~~pursuing the Socio-Cultural stream~~ must ensure that as part of Requirement ~~3~~4, they complete:
   1. At least 1.0 credit in area studies courses: ANTB05H3, ANTB16H3, ANTB18H3, ANTB65H3, ANTC89H3, ANTD07H3
   2. ANTC60H3
   3. At least 0.5 credit from among ANTD05H3, ANTD06H3, ANTD15H3. ANTD24H3
   4. Courses in Anthropological Linguistics (~~i.e.~~ e.g. LINC27H3) may be counted towards fulfilling Requirement ~~3~~4.

~~Note: For a B.Sc. at least 5.5 of the credits required for the program must be science credits.~~

MAJOR PROGRAM IN Evolutionary ANTHROPOLOGY (SCIENCE)

The ~~m~~Major program in Evolutionary Anthropology provides a course structure for those students desiring to expand upon or supplement other areas of academic interest by taking advantage of Anthropology's unique global, chronological, and biological perspective on the human condition.

Program Requirements
The Program requires completion of 8.0 full credits, as indicated below.

1. ANTA01H3 Introduction to Anthropology: Becoming Human
    ANTA02H3 Introduction to Anthropology: Society, Culture and Language
2. ~~At least 1.0 credits from among the following:~~
    ANTB14H3 Biological Anthropology: Beginnings
3. ANTB15H3 Contemporary Human Evolution and Variation
    ANTB19H3 ~~Ethnography and the Comparative Study of Human Societies~~
    ANTB20H3 ~~Culture, Politics and Globalization~~

    ~~Students intending to specialize in Evolutionary Anthropology must take ANTB14H3 and ANTB15H3. Students intending to specialize in Socio-Cultural Anthropology must take ANTB19H3 and ANTB20H3. These are prerequisites for upper level courses.~~

4. 6.0 credits at the B-level *or* above, of which at least 3.0 credits should be at the C- *or* D-level. ~~In addition,~~ At least 5.5 credits must be composed of ANT courses identified as "Science credit" in the current UTSC Academic *Calendar*.

~~Note: Students pursuing the Socio-Cultural stream must ensure that as part of Requirement 3, they complete:~~
~~At least 1.0 credit in area studies courses:~~ ANTB05H3~~,~~ ANTB16H3~~,~~ ANTB18H3~~,~~
ANTB65H3~~,~~ ANTC89H3~~,~~ ANTD07H3
ANTC60H3
~~At least 0.5 credit from among~~ ANTD05H3~~,~~ ANTD06H3~~,~~ ANTD15H3~~.~~ ANTD24H3
~~Courses in Anthropological Linguistics (i.e.~~ LINC27H3~~) may be counted towards fulfilling Requirement 3.~~
~~Note: For a B.Sc. at least 5.5 of the credits required for the program must be science credits.~~

Appendix C: Current Learning Outcomes, and Degree Level Expectations for Major B.A.

NOTE: This is a proposal to separate descriptions of the Major in Anthropology B.A. and B.Sc. programs. The learning outcomes and ways in which the program structure supports the DLEs for the Major B.A. program are unchanged, but have been described below for clarity.

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
1. Depth and Breadth of Knowledge 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.	Depth and breadth of knowledge is understood in the Major program in Anthropology, (B.A.) as reasonable familiarity with the way anthropologists analyze and interpret the world as exemplified through the study of more than one region of the world and more than one social institution (such as gender, medicine, politics, social exchange, economic production, kinship, religion, etc.) and through reflections on the history of how anthropologists have constituted their questions and their objects of study. This is reflected in students who are able to read, write, and discuss critically, showing a reasonable familiarity with the literature, the central concepts, and the socio-cultural anthropological perspective.	The course sequence and progression from A to D level courses is designed to provide depth. At each level, students in the Major program in Anthropology, (B.A.) are expected to engage the material with increasing understanding and critical acuity. Moderate breadth is provided by ensuring students take courses on at least two regions of the world and on several institutions. All our courses have writing assignments that ensure students are grasping the readings and can produce essays and research papers on relevant topics. The A and B level courses have tutorials in which students are expected to speak and to learn to develop opinions and defend an argument in front of their peers. Students are taught by active researchers.
2. Knowledge of Methodologies Students have a working knowledge of different methodologies and approaches relevant to their area of study.	Students in the Major program in Anthropology, (B.A.) are exposed to the debates about how anthropologists represent others, the ethics of their	Students in the Major program in Anthropology, (B.A.) are required to take a course in fieldwork methods (ANTC60H3 Fieldwork in Social and Cultural Anthropology) and participant observation research.

They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.	research, and the problems of constructing an ethnographic text.	
3. Application of Knowledge 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.	Students in the Major program in Anthropology (B.A.) are expected to learn to think critically and hence to consider how they would address the problems better than the authors they are reading. They are exposed to debate. They are expected to conduct library research.	In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTC03H3, ANTD31H3) in which students in the Major program in Anthropology (B.A.) learn to frame research questions, develop appropriate methodology, and engage in the research process.
4. Awareness of Limits of Knowledge 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.	This is perhaps the central theme of anthropology; for a start, the exposure to 'other' cultures is supposed to generate a sense of the limits of ones own.	Each area course discusses the problems of representation (e.g. media stereotypes) and all the topical courses raise questions of what can and cannot be known with respect to their subject matter.
5. Communication Skills 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.	Students in the Major program in Anthropology, (B.A.) should be able to deliver oral presentations, to ask pertinent questions, and to write well.	The tutorials and seminars found in the Major program in Anthropology, (B.A.) foster this – and we emphasize writing all the way through the program.
6. Autonomy and Professional Capacity The education students receive achieves the following broad goals: • It gives students the skills and knowledge they need to become informed, independent and creative thinkers • It instils the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour	The Major program in Anthropology, (B.A.) is designed to give students a background suitable for a wide range of occupations and professions. Anthropological skills and insights can be very widely applied, both at home and abroad, and in business, academic, and leisure settings. Our Major program can be usefully paired with programs in Critical Development Studies, City Studies, History, and a wide variety of other fields.	Students in the Major program in Anthropology (B.A.) learn to discuss and debate the ideas presented. Many of the courses, including all the core courses discuss questions of the applicability of anthropology, assessing past failures and successes and promoting critical thinking. Course syllabi include lengthy suggestions for further reading that students can draw upon in the future. We expect graduates of our program to be informed citizens who understand the need to keep learning and who appreciate the subject enough to want to do so.

Appendix D: Current Learning Outcomes, and Degree Level Expectations for Major B.Sc.

NOTE: This is a proposal to separate descriptions of the Major in Anthropology B.A. and B.Sc. programs. The learning outcomes and ways in which the program structure supports the DLEs for the Major B.Sc. program are unchanged, but have been described below for clarity.

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
1. Depth and Breadth of Knowledge 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.	Depth and breadth of knowledge is understood in the Major program in Anthropology, (B.Sc.) as reasonable familiarity with all of the major sub-disciplines in the field, including paleoanthropology, osteology, primatology, and human biology. This is reflected in students who are able to write clearly, make well-stated scientific arguments, and have at their disposal a range of practical research skills.	A and B level courses provide a broad based introduction to the discipline. More specialized courses at the C and D level introduce research methods, and provide students in the Major program in Anthropology, (B.Sc.) with the opportunity to critically assess primary literature in a debate and/or seminar-style setting. Students are required to complete writing assignments that emphasize critical thinking through the entire program. Students are taught by active researchers, who incorporate their research into their teaching.
2. Knowledge of Methodologies 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.	At each level, students in the Major program in Anthropology (B.Sc.) gain increasing familiarity with the ethnographic method and learn to critically assess the production of ethnographic texts. Students likewise engage in debates about how anthropologists represent others, the ethics of their research, and the problems of constructing an ethnographic text.	In the Major program in Anthropology, (B.Sc.) students' knowledge and understanding of the ethnographic method culminates in their taking a required fieldwork methods course (ANTC60H3 Fieldwork in Social and Cultural Anthropology). This course is crucial in that it enables students to apply their learning as they engage in participant observation and write up their results.
3. Application of Knowledge	Critical thinking is a key component of all written	In exceptional circumstances, supervised research and reading courses are available at the

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.	assignments in the Major program in Anthropology, (B.Sc.). Students are exposed to extensive discussion and debate. They are expected to conduct library research and some of them will also do hands on original research.	C- and D-levels (ANTC04H3, ANTD32H3) in which students in the Major program in Anthropology (B.Sc.) learn to frame research questions, develop appropriate methodology, and engage in the research process.
4. Awareness of Limits of Knowledge 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.	A critical element of understanding the scientific method in the Major program in Anthropology (B.Sc.) is appreciating what can and cannot be tested.	This is incorporated into courses at all levels of the Major program in Anthropology (B.Sc.), and is particularly an element of discussion in our D level seminar-style offerings.
5. Communication Skills 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.	Students should be able to make clear, scientific arguments in both written and oral settings. This is developed by means of feedback on writing assignments and classroom discussion.	Students in the Major program in Anthropology (B.Sc.) are required to develop their writing skills at all levels of the program. Multiple courses require active participation and provide opportunities for oral presentations.
6. Autonomy and Professional Capacity The education students receive achieves the following broad goals: • It gives students the skills and knowledge they need to become informed, independent and creative thinkers • It instils the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour	Students in the Major program in Anthropology (B.Sc.) are informed in the major developments and methodologies of Evolutionary Anthropology and are able to evaluate intelligently the debates and new discoveries in the field They are prepared to draw on this for further training in the sciences. The training we provide in osteology, human anatomy, and human biology make health-related careers possible.	The program offers substantial courses and sequences in particular subjects including primate behaviour and evolution and human demography and variation. Courses consider the impact of biological knowledge on society and the interrelationships between the biological and the social. The program provides material to make students thoughtful respondents to new discoveries in the field.

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

Program being modified:	Specialist in Anthropology (B.A.)
	Specialist in Anthropology (B.Sc.)
Nature of the Major Modification (with reference to the UTQAP characterize the change being made):	Clarification of the admission requirements and learning outcomes of each program; clear separation of programs in Calendar copy; and addition of modifier to each program to support enhanced clarity
Department / Unit where the program resides:	Department of Anthropology
Faculty / Academic Division:	University of Toronto Scarborough
Faculty / Academic Division contact:	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
Department / Unit contact:	
Effective date:	May 2014
Date of this version of the proposal:	10 October 2013

Developed by the Office of the Vice-Provost, Academic Programs   Last updated March 19, 2013

1 Executive Summary

UTSC has offered Specialist (B.A.) and Specialist (B.Sc.) programs in Anthropology for many years. This is a proposal to separate the description of these programs in Calendar copy, and to clarify the learning outcomes of each program. In the process of doing this and to support enhanced clarity, the program proposes to add a modifier to each: B.A. Specialist in Socio-Cultural Anthropology; and B.Sc. Specialist in Evolutionary Anthropology

2 Academic Rationale

UTSC Calendar copy currently conflates the B.A. and B.Sc. Specialist programs in Anthropology, making it challenging for students to differentiate the requirements of each. The following proposal separates the Calendar descriptions for the B.A. and B.Sc. programs, and also differentiates the learning outcomes for each.

In addition, to support enhanced clarity, the program proposes to add a modifier to each program.

The B.A. Specialist program becomes Specialist in Socio-Cultural Anthropology. This is appropriate because Socio-cultural anthropology examines the range of human ways of life across the globe as well as the forces and consequences of rapid social change in the present. Socio-cultural anthropology emphasizes qualitative methods, emphasizing face-to-face relations with research subjects. The requirements for the program have not changed.

The B.Sc. Specialist program becomes Specialist in Evolutionary Anthropology. This is appropriate because Evolutionary anthropology charts the biological emergence of the human species and its relation to non-human primates and other species. It also examines how human bodies have adapted to different environments and the ways in which social and biological factors intersect in the prevalence of diseases and in rates of reproduction and death. Evolutionary anthropology emphasizes quantitative methods, whether in statistical analyses or morbidity patterns, the discovery and measurement of ancient bones and artefacts, or the observation of non-human primate mating behaviours. The requirements for the program have not changed.

3 Description of the Proposed Major Modification(s)

This major modification separates the program requirements, and differentiates the learning outcomes, for the existing B.A. and B.Sc. Specialist programs in Anthropology. No changes to the program requirements are being made at this time.

Changes are shown in Appendix B, below.

Developed by the Office of the Vice-Provost, Academic Programs   Last updated March 19, 2013

4 Impact of the Change on Students

There will be no negative impact on students; instead, both continuing and new students will benefit from improved clarity regarding the program requirements and learning outcomes for the Specialist in Anthropology B.A. and Specialist in Anthropology B.Sc.

5 Consultation

These changes will not impact any other Departments or Units at UTSC or the wider University of Toronto. There has been consultation within the Department of Anthropology, the Dean's Office at UTSC, and the Office of the Vice-Provost, Academic Programs.

6 Resources

There will be no impact on resources.

7 Governance Process

Levels of Approval Required	Date
Department/Unit Curriculum Committee	October 10, 2013
Decanal Sign-Off	October 10, 2013
UTSC Academic Affairs Committee	
Submission to Provost's Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

Appendix A: Current Calendar Copy

SPECIALIST PROGRAM IN ANTHROPOLOGY (ARTS/SCIENCE)

The Specialist Program in Anthropology is intended to provide the professionally oriented student with background preparation of sufficient breadth and depth to pursue specialized training at the graduate level. It is also designed to offer interested students a course structure as background for a wide range of occupations and professions. Students are encouraged to consult with the Undergraduate Counsellor regarding the selection of a course sequence appropriate to their interests and objectives. In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTC03H3, ANTC04H3, ANTD31H3, ANTD32H3). These courses require special arrangements prior to registration. Read the descriptions for these courses carefully as restrictions apply.

Program Requirements
The Program requires completion of 12.0 full credits, as indicated below.

1. ANTA01H3 Introduction to Anthropology: Becoming Human
   ANTA02H3 Introduction to Anthropology: Society, Culture and Language
2. At least 1.0 credits from among the following:
   ANTB14H3 Biological Anthropology: Beginnings
   ANTB15H3 Contemporary Human Evolution and Variation
   ANTB19H3 Ethnography and the Comparative Study of Human Societies
   ANTB20H3 Culture, Politics and Globalization

   Students intending to specialize in Evolutionary Anthropology must take ANTB14H3 and ANTB15H3. Students intending to specialize in Socio-Cultural Anthropology must take ANTB19H3 and ANTB20H3. These are prerequisites for upper level courses.
3. 10.0 credits at the B-level *or* above, of which 5.0 credits should be at the C- *or* D-level, including at least 1.0 credit at the D-level.
   Note: Students pursuing the Socio-Cultural stream must ensure that as part of Requirement 3, they complete:
   1. At least 1.0 credit in area studies courses: ANTB05H3, ANTB16H3, ANTB18H3, ANTB65H3, ANTC89H3, ANTD07H3
   2. At least 0.5 credit in Ethnographic methods: ANTC60H3 or ANTD05H3
   3. At least 1.0 credit from among ANTD05H3, ANTD06H3, ANTD15H3. ANTD24H3
   4. Courses in Anthropological Linguistics (i.e. LINC27H3) may be counted towards fulfilling Requirement 3.

Note: For a B.Sc. at least 7.5 of the credits required for the program must be science credits.

Appendix B: Proposed Calendar Copy

SPECIALIST PROGRAM IN Socio-Cultural ANTHROPOLOGY (ARTS)

The Specialist Program in Socio-Cultural Anthropology is intended to provide the professionally oriented student with background preparation of sufficient breadth and depth to pursue specialized training at the graduate level. It is also designed to offer interested students a course structure as background for a wide range of occupations and professions. Students are encouraged to consult with the Undergraduate Counsellor regarding the selection of a course sequence appropriate to their interests and objectives. In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTC03H3, ANTC04H3, ANTD31H3, ANTD32H3). These courses require special arrangements prior to registration. Read the descriptions for these courses carefully as restrictions apply.

Program Requirements
The Program requires completion of 12.0 full credits, as indicated below.

1. ANTA01H3 Introduction to Anthropology: Becoming Human
   ANTA02H3 Introduction to Anthropology: Society, Culture and Language
2. At least 1.0 credits from among the following:
   ANTB14H3 Biological Anthropology: Beginnings
   ANTB15H3 Contemporary Human Evolution and Variation
   ANTB19H3 Ethnography and the Comparative Study of Human Societies
3. ANTB20H3 Culture, Politics and Globalization

ANTB19H3 and B20H3 are prerequisites for C and D level courses in the socio-cultural stream.

Students intending to specialize in Evolutionary Anthropology must take ANTB14H3 and ANTB15H3. Students intending to specialize in Socio-Cultural Anthropology must take ANTB19H3 and ANTB20H3. These are prerequisites for upper level courses.

4. 10.0 credits at the B-level *or* above, of which at least 5.0 credits should be at the C- *or* D-level, including at least 1.0 credit at the D-level. Note: Students pursuing the Socio-Cultural stream must ensure that as part of Requirement 34, they complete:
   a. At least 1.0 credit in area studies courses: ANTB05H3, ANTB16H3, ANTB18H3, ANTB65H3, ANTC89H3, ANTD07H3
   b. At least 0.5 credit in Ethnographic methods: ANTC60H3 or ANTD05H3
   c. At least 1.0 credit from among ANTD05H3, ANTD06H3, ANTD15H3. ANTD24H3
   d. Courses in Anthropological Linguistics (i.e. e.g. LINC27H3) may be counted towards fulfilling Requirement 34.

Note: For a B.Sc. at least 7.5 of the credits required for the program must be science credits.

SPECIALIST PROGRAM IN Evolutionary ANTHROPOLOGY (SCIENCE)

The Specialist Program in Evolutionary Anthropology is intended to provide the professionally oriented student with background preparation of sufficient breadth and depth to pursue specialized training at the graduate level. It is also designed to offer interested students a course structure as background for a wide range of occupations and professions. Students are encouraged to consult with the Undergraduate Counsellor regarding the selection of a course sequence appropriate to their interests and objectives. In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTC03H3, ANTC04H3, ANTD31H3, ANTD32H3). These courses require special arrangements prior to registration. Read the descriptions for these courses carefully as restrictions apply.

Program Requirements
The Program requires completion of 12.0 full credits, as indicated below.

1. ANTA01H3 Introduction to Anthropology: Becoming Human
   ANTA02H3 Introduction to Anthropology: Society, Culture and Language
2. At least 1.0 credits from among the following:
   ANTB14H3 Biological Anthropology: Beginnings
3. ANTB15H3 Contemporary Human Evolution and Variation
   ANTB19H3 Ethnography and the Comparative Study of Human Societies
   ANTB20H3 Culture, Politics and Globalization

ANTB14H3 and ANTB15H3 are prerequisites for C and D level courses in the B.Sc. stream.

5. 10.0 credits at the B-level *or* above, of which at least 5.0 credits should be at the C- *or* D-level, including at least 1.0 credit at the D-level. In additionAt least 7.5 credits must be composed of ANT courses identified as "Science credit" in the current UTSC Academic *Calendar*.

Note: Students pursuing the Socio-Cultural stream must ensure that as part of Requirement 3, they complete:
At least 1.0 credit in area studies courses: ANTB05H3, ANTB16H3, ANTB18H3, ANTB65H3, ANTC89H3, ANTD07H3
At least 0.5 credit in Ethnographic methods: ANTC60H3 or ANTD05H3
At least 1.0 credit from among ANTD05H3, ANTD06H3, ANTD15H3, ANTD24H3
Courses in Anthropological Linguistics (i.e. LINC27H3) may be counted towards fulfilling Requirement 3.

Note: For a B.Sc. at least 7.5 of the credits required for the program must be science credits as drawn from the list below.

Appendix C: Current Learning Outcomes, and Degree Level Expectations for Specialist B.A.

NOTE: This is a proposal to separate descriptions of the Specialist in Anthropology B.A. and B.Sc. programs. The learning outcomes and ways in which the program structure supports the DLEs for the Specialist B.A. program are unchanged, but have been described below for clarity.

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.
1. Depth and Breadth of Knowledge 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.	Depth and breadth of knowledge is understood in the Specialist program in Anthropology (B.A.) as familiarity with the way anthropologists analyze and interpret the world as exemplified through the study of more than one region of the world, more than one social institution (such as gender, medicine, politics, social exchange, economic production, kinship, religion, etc.) and through reflections on the history of how anthropologists have constituted their questions and their objects of study. This is reflected in students who are able to read, write, and discuss critically, showing a familiarity with the literature, the central concepts, and the socio-cultural anthropological perspective.	The program design and requirement elements in the Specialist program in Anthropology (B.A.) that ensure these student outcomes for depth and breadth of knowledge are: The course sequence and progression from A to D level courses is designed to provide depth. At each level, students are expected to engage the material with greater understanding and critical acuity. Breadth is provided by ensuring students take courses on at least two regions of the world and on several institutions. The program is capped with a number of seminars, of which students have to take at least two. All our courses have writing assignments that ensure students are grasping the readings and can produce essays and research papers on relevant topics. The A and B level courses have tutorials in which students are expected to speak and to learn to develop opinions and defend an argument in front of their peers. Students are taught by active researchers.
2. Knowledge of Methodologies Students have a working knowledge of different methodologies and approaches	Students in the Specialist program in Anthropology (B.A.) are taught to appraise the methodologies found in all the	Students in the Specialist program in Anthropology (B.A.) are required to take a course in fieldwork methods and participant observation research (ANTC60H3) and

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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.	work they read and to be explicit about methodology in their own written work. Students are exposed to the debates about how anthropologists represent others, the ethics of their research, and the problems of constructing an ethnographic text.	encouraged to do their own guided research project in an advanced methods course (ANTD05S3) in their last term.
3. Application of Knowledge 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.	Students in the Specialist program in Anthropology (B.A.) are expected to learn to think critically and hence to consider how they would address the problems better than the authors they are reading. They are exposed to debate. They are expected to conduct library research and some of them will also do fieldwork in the community.	In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTC03H3 and ANTD32H3) in which particularly motivated students in the Specialist program in Anthropology (B.A.) can work under guidance to frame research questions and engage in the research process.
4. Awareness of Limits of Knowledge 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.	This is perhaps the central theme of anthropology; for a start, the exposure to 'other' cultures is supposed to generate a sense of the limits of ones own.	Each area course discusses the problems of representation (e.g. media stereotypes) and all the topical courses raise questions of what can and cannot be known with respect to their subject matter.
5. Communication Skills 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.	Students in the Specialist program in Anthropology (B.A.) should be able to deliver oral presentations, to listen to talks and ask pertinent questions of speakers, and to write well.	The tutorials and seminars found in the Specialist program in Anthropology (B.A.) foster this – and we emphasize writing all the way through the program. The capstone courses, especially ANTD15H3 Frontiers of Socio-Cultural Anthropology, which is linked to a colloquium with a theme that changes annually are places where students are expected to hone these skills.
6. Autonomy and Professional Capacity The education students receive achieves the following broad goals: • It gives students the skills and knowledge they need to become informed, independent and creative thinkers	As indicated in the Calendar, the Specialist program in Anthropology (B.A.) is intended to provide the professionally oriented student with background preparation of sufficient breadth and depth to pursue specialized training at the	Students in the Specialist program in Anthropology (B.A.) learn to discuss and debate the ideas presented. Many of the courses, including all the core courses discuss questions of the applicability of anthropology, assessing past failures and successes and promoting critical thinking. Course syllabi include lengthy suggestions for further reading that students can draw upon in the future. We expect graduates

• It instils the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour	graduate level. It is also designed to offer interested students a course structure as background for a wide range of occupations and professions. Anthropological skills and insights can be very widely applied, both at home and abroad, and in business, academic, and leisure settings.	of our program to be informed citizens who understand the need to keep learning and who appreciate the subject enough to want to do so.

Developed by the Office of the Vice-Provost, Academic Programs   Last updated March 19, 2013

Appendix D: Current Learning Outcomes, and Degree Level Expectations for Specialist B.Sc.

NOTE: This is a proposal to separate descriptions of the Specialist in Anthropology B.A. and B.Sc. programs. The learning outcomes and ways in which the program structure supports the DLEs for the Specialist B.Sc. program are unchanged, but have been described below for clarity.

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
1. Depth and Breadth of Knowledge 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.	Depth and breadth of knowledge is understood in the Specialist program in Anthropology, B.Sc. as extensive familiarity with all of the major sub-disciplines in the field, including paleoanthropology, osteology, primatology, and human biology This is reflected in students who are able to write clearly, make well-stated scientific arguments, and have at their disposal a range of practical research skills.	The program design and requirement elements of the Specialist program in Anthropology B.Sc. that ensure these student outcomes for depth and breadth of knowledge are: A and B level courses provide a broad based introduction to the discipline. More specialized courses at the C and D level introduce research methods, and provide students with the opportunity to critically assess primary literature in a debate and/or seminar-style setting. Students are required to complete writing assignments that emphasize critical thinking through the entire program. Students are taught by active researchers, who incorporate their research into their teaching.
2. Knowledge of Methodologies 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.	Students in the Specialist program in Anthropology, B.Sc. will develop a practical tool-kit of research skills, in addition to the ability to assess questions in a scientific framework.	Students in the Specialist program in Anthropology, B.Sc. develop an extensive knowledge of practical methodologies through lab exercises from the A through D levels. Upper level courses include practical assignments that require them to apply the skills they are learning about in class.
3. Application of Knowledge Students are able to frame	Critical thinking is a key component of all written assignments. Students	In exceptional circumstances, supervised research and reading courses are available at the C- and D-levels (ANTC04H3, ANTD32H3) in which

Developed by the Office of the Vice-Provost, Academic Programs   Page 10 of 11

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.	Specialist program in Anthropology, B.Sc. are exposed to extensive discussion and debate. In addition, they are expected to conduct library research and some of them will also do hands on original research.	particularly motivated students in the Specialist program in Anthropology, B.Sc. learn to frame research questions, develop appropriate methodology, and engage in the research process.
4. Awareness of Limits of Knowledge 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.	A critical element of understanding the scientific method in the Specialist program in Anthropology, B.Sc. is appreciating what can and cannot be tested.	This is incorporated into courses at all levels in the Specialist program in Anthropology, B.Sc., and is particularly an element of discussion in our D level seminar-style offerings.
5. Communication Skills 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.	Students in the Specialist program in Anthropology, B.Sc. should be able to make clear, scientific arguments in both written and oral settings.	Students in the Specialist program in Anthropology, B.Sc. are required to develop their writing skills at all levels of the program. Multiple courses require active participation and provide opportunities for oral presentations.
6. Autonomy and Professional Capacity The education students receive achieves the following broad goals: • It gives students the skills and knowledge they need to become informed, independent and creative thinkers • It instils the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour	All of these components are emphasized in our program by means of rigorous training. Research opportunities with professors are often available. Students who graduate will have the background for a wide variety of careers and further courses of study.	By providing students in the Specialist program in Anthropology, B.Sc. with a broad-based education in Evolutionary Anthropology, they should be prepared to enter graduate school in any of the major subdisciplines in the field. By providing hands-on training in laboratories, and opportunities to critique the primary literature in D level seminar classes, our students are particularly well suited to begin a graduate program. The training we provide in osteology, human anatomy, and human biology also make health-related careers possible.

UNIVERSITY OF
TORONTO
SCARBOROUGH

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, November 12, 2013

AGENDA ITEM: 3c

ITEM IDENTIFICATION:

Closing Four Streams within the Specialist Program in Art and Culture (B.A.) and
Rename the Remaining Program

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 November 12, 2013)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This is a proposal to close four streams within the existing Specialist program in Art and
Culture (B.A.) (Art History stream, Curatorial Studies stream, Music stream and Theatre
& Performance Studies stream) and rename the remaining program (Specialist in Art and
Culture, Studio stream (B.A.)) as the Specialist in Studio (B.A.), thus effectively closing

the remaining fifth stream. The program is housed in the Department of Arts, Culture and Media.

The Specialist program in Art and Culture (B.A.) currently has five streams:
- Specialist in Art and Culture, *Art History Stream*;
- Specialist in Art and Culture, *Curatorial Studies Stream*;
- Specialist in Art and Culture, *Music Stream*;
- Specialist in Art and Culture, *Studio Stream*; and
- Specialist in Art and Culture, *Theatre & Performance Studies Stream*.

This is a two-part proposal: first, to close four streams of the program – Art History stream, Curatorial Studies stream, Music stream, and Theatre & Performance Studies stream; and second, to rename the remaining program (Specialist in Art and Culture, Studio Stream) as the Specialist in Studio (B.A.), effectively transitioning the remaining fifth stream into the focus of the program.

Closure of four streams of the program:
Enrolments into the Art History stream, Curatorial Studies stream, Music stream, and Theater & Performance Studies stream of the Specialist program in Art and Culture were suspended in 2010-11. Enrolment in the remaining stream of the program – Specialist in Art and Culture, Studio Stream – remained open. After careful consideration of the Department's academic goals and a thorough review of available resources, Arts, Culture and Media (ACM) has agreed to close the four suspended streams of the program and focus its attention on the final stream – Specialist in Art and Culture, Studio Stream.

Students who might have been interested in the closing streams of Specialist in Art and Culture have a number of alternative programs to choose from, including Major and Minor programs in Art History, Music and Culture, and Theatre & Performance Studies.

Name change - from Specialist in Art and Culture, Studio Stream (B.A.) to Specialist in Studio (B.A.), with closure of the 5th stream:
The Specialist in Art and Culture, Studio Stream, which has attracted sustained student interest, was substantially revised in the 2012-13 curriculum cycle to strengthen the studio component of the program, and to ensure it was fully aligned with program structure and goals of the existing Major and Minor programs in Studio. The name of the program is being changed to Specialist in Studio (B.A.) so as to properly reflect the nature of the program. This effectively means the closure of the 5th stream, in that the focus of the stream will become the focus of the program. As noted above, the Specialist in Studio (B.A.) will align closely in requirements and learning outcomes with the existing Major and Minor in Studio. There will be NO changes to program requirements, the learning outcomes, or the faculty engaged in the delivery of the renamed program. The ONLY changes are to the program name.

There will be no negative impact on students. There are currently no students in the Art History stream, Curatorial Studies stream and Music and Culture stream of the Specialist program in Art and Culture. There is only one student – now in year four – in the Theatre

and Performance Studies stream of the program. This student will be able to complete the program using existing courses. The Studio stream of the Specialist program in Art and Culture (B.A.) will continue to be offered under the new title Specialist in Studio (B.A.).

There will be no impact on faculty and staff.

FINANCIAL IMPLICATIONS:

There are no significant financial implications for the campus operating budget.

RECOMMENDATION:

Be It Resolved,

> THAT the Art History stream, Curatorial Studies stream, Music stream and Theatre & Performance Studies stream of the Specialist program in Art and Culture (B.A.), as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated September 30, 2013, be closed effective April 1, 2014 for the academic year 2014-15; and

> THAT the remaining program, currently called the Specialist in Art and Culture, Studio stream (B.A.), be renamed as the Specialist in Studio (B.A.) aforementioned in the proposal dated September 30, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15.

DOCUMENTATION PROVIDED:

Major Modification proposal Type A to close four streams of the Specialist in Art and Culture (B.A.), dated September 30, 2013.

University of Toronto
Major Modification Proposal – Type A:
Proposal closing four streams of an Existing Program and renaming of the remaining program (Undergraduate)

Program	Closing: Specialist in Art and Culture (B.A.) • Art History Stream • Curatorial Studies Stream • Music Stream • Theatre and Performance Studies Stream Renaming of the remaining program to Specialist in Studio (B.A. Hons)
Department / Unit (if applicable):	Arts, Culture and Media
Faculty / Academic Division:	University of Toronto Scarborough
Faculty / Academic Division contact:	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
Department / Unit contact:	Milene Neves neves@utsc.utoronto.ca
Effective date program will be closed to new admissions:	n/a – admission to the four streams being closed was suspended in 2010-11
Effective date of changes date by which students in the closing stream will be expected to graduate	May 2014
Date of this version of the proposal:	30 September 2013

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

1 Executive Summary

The Specialist program in Art and Culture (B.A.) currently has five streams:
- Specialist in Art and Culture, *Art History Stream*;
- Specialist in Art and Culture, *Curatorial Studies Stream*;
- Specialist in Art and Culture, *Music Stream*;
- Specialist in Art and Culture, *Studio Stream*; and
- Specialist in Art and Culture, *Theatre & Performance Studies Stream.*

This is a two-part proposal: first, to close four streams of the program – Art History Stream, Curatorial Studies Stream, Music Stream, and Theatre & Performance Studies Stream; and second, to rename the remaining program Specialist in Studio (B.A.), effectively transitioning the remaining fifth stream into the focus of the program.

Closure of four streams of the program:
Enrolments into the Art History Stream, Curatorial Studies Stream, Music Stream, and Theater & Performance Studies Stream of the Specialist program in Art and Culture were suspended in 2010-11. Enrolment in the remaining stream of the program – Specialist in Art and Culture, Studio Stream – remained open. After careful consideration of the Department's academic goals and a thorough review of available resources, Arts, Culture and Media (ACM) has agreed to close the four suspended streams of the program and focus its attention on the final stream – Specialist in Art and Culture, Studio Stream.

Students who might have been interested in the closing streams of Specialist in Art and Culture have a number of alternative programs to choose from, including Major and Minor programs in Art History, Music and Culture, and Theatre & Performance Studies.

Name change - from Specialist in Art and Culture, Studio Stream (B.A.) to Specialist in Studio (B.A.), with closure of the 5th stream:
The Specialist in Art and Culture, Studio Stream, which has attracted sustained student interest, was substantially revised in the 2012-13 curriculum cycle to strengthen the studio component of the program, and to ensure it was fully aligned with program structure and goals of the existing Major and Minor programs in Studio. The name of the program is being changed to Specialist in Studio (B.A.) so as to properly reflect the nature of the program. This effectively means the closure of the 5th stream, in that the focus of the stream will become the focus of the program. As noted above, the Specialist in Studio will align closely in requirements and learning outcomes with the existing Major and Minor in Studio.

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

2 Academic Rationale

The Specialist program in Art and Culture (B.A.) was introduced in the 2002-03 academic year as a program with five streams: Art History Stream, Curatorial Studies Stream, Music Stream, Studio Stream and Theatre & Performance Studies Stream.

In 2010-11, in response to low student demand, enrolments in four out of five streams of the program – Art History Stream, Curatorial Studies Stream, Music Stream, and Theatre & Performance Studies Stream – were suspended. Enrolment in the remaining stream of the program – Studio Stream – remained open because student interest was strong. After careful consideration of academic goals and a thorough review of the Department's available resources, ACM has agreed to close the four suspended streams of the program and focus its attention on the final stream of the program – Specialist in Art and Culture, Studio Stream.

The remaining stream in the program – Specialist in Art and Culture, Studio Stream – has attracted sustained student interest. This program was substantially revised in the 2012-13 curriculum cycle to strengthen the studio component of the program, and to ensure it was fully aligned with program structure and goals of the existing Major and Minor programs in Studio.

The name of the program is being changed to Specialist in Studio (B.A.) so as to properly reflect the nature of the program (this effectively closes the 5th stream). In addition, changing the name of the program has the benefit of allowing us to move the program to the Studio section of the undergraduate Academic *Calendar* – thus making it easier for students interested in this area of study to find it. No changes are being made to structure of the program or its requirements as they are already fully aligned with the existing Major and Minor programs in Studio.

3 Description of the Proposed Major Modifications

- Four streams of the existing Specialist in Art and Culture will be closed. These streams are:
    - Specialist in Art and Culture, Art History stream
    - Specialist in Art and Culture, Curatorial Studies stream
    - Specialist in Art and Culture, Music stream
    - Specialist in Art and Culture, Theatre and Performance Studies stream
- The remaining program – currently called Specialist in Art and Culture, Studio stream – will be renamed Specialist in Studio. This effectively closes the 5th stream in that the focus of the stream will become the focus of the program.

There will be NO changes to program requirements, the learning outcomes, or the faculty engaged in the delivery of the renamed program. The ONLY changes are to the program name.

For a complete Calendar description showing changes and final copy please see Appendix A and B.

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

4 Impact on other programs/units of the proposed stream closure(s)

No other programs, units, or inter-divisional / inter-institutional agreements will be affected by the closure of the Art History Stream, Curatorial Studies Stream, Music Stream and Theatre & Performance Studies Stream of the Specialist in Art and Culture (B.A.).

The fifth and final stream of the program – Specialist in Art and Culture, Studio Stream – will effectively close as the program itself will henceforth focus on Studio and be offered under the new title – Specialist in Studio (B.A.). The positive impacts of this change include clarification of the Departmental offerings, a resulting stronger suite of Studio programs, and the opportunity for the Department to focus its energies on strengthening its existing programs and building interdisciplinary connections organically.

5 Impact of the Change on Students

There will be no negative impact on students. There are currently no students in the Art History, Curatorial Studies and Music and Culture streams of the program. There is only one student – now in year four – in the Theatre and Performance Studies stream of the program. This student will be able to complete the program using existing courses.

The Studio Stream of this program will continue to be offered under the new title Specialist in Studio (B.A.).

Table 1: Undergraduate

Current enrolment	Year one	Year two	Year three	Year four
Art History Stream	0	0	0	0
Curatorial Studies Stream	0	0	0	0
Music and Culture Stream	0	0	0	0
Studio Stream	0	3	8	9
Theatre and Performance Studies Stream				1

6 Faculty / Staff Accommodation in reference to the proposed stream closure(s)

There will be no impact on faculty and staff.

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

7 Governance Process

Levels of Approval Required	Date
Department/Unit Curriculum Committee	Approved by Curriculum Committee Fall 2012, and ACM Exec 18 Dec. 2012
Decanal Sign-Off	October 4, 2013
UTSC Academic Affairs Committee	
Submission to Provost's Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

Appendix A: Current Calendar Copy – showing changes

SPECIALIST PROGRAM IN ~~ART AND CULTURE, STUDIO STREAM~~ STUDIO (ARTS)

Program Director: TBA Email: art-culture-program-supervisor@utsc.utoronto.ca
Undergraduate Advisor Email: studio-program-supervisor@utsc.utoronto.ca

Enrolment in the Specialist program in Studio ~~in Art and Culture (Studio)~~ is limited. Students must apply to enter the program after completing four credits including VPSA62H3 and VPSA63H3. Decisions are made on program admissions only twice a year, in May and 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 VPSA62H3 and VPSA63H3. For students applying after 8-10 credits, admission will be based on the overall GPA and grades in VPS courses taken.

The Specialist in Studio ~~Art and Culture (Studio)~~ requires 14 full credits, including 4 full credits at the C-or D-level of which at least 1.0 credit must be at the D-level.

1. (3.5 credits)
ACMA01H3 Exploring Key Questions in the Humanities
MDSA01H3 Introduction to Media Studies
VPSA62H3 Foundation Studies in Studio
VPSA63H3 But Why is it Art?
VPSA70H3 Drawing I
VPSB73H3 Curatorial Perspectives I
VPSB74H3 Drawing II

2. (0.5 credit)
One of the following:
VPSC66H3 Theory and Practice: Two Dimensional Work
VPSC68H3 Theory and Practice: Time-Based Work
VPSC69H3 Theory and Practice: Art in a Globalizing World
VPSC70H3 Theory and Practice: New Media in Studio

3. (6.0 credits)
6.0 additional credits from VPS of which at least 1.5 credits should be at the C- level and 1.0 credit at the D level.

4. (3.0 credits)
VPHA46H3 Ways of Seeing: Introduction to Art Histories
2.5 additional credits in art history of which 1 full credit should be at the C- level.

5. (1.0 credit)
1.0 credit from the following:
ENGB12H3 Life Writing
ENGB70H3 Intro to Cinema
ENGB75H3 Cinema and Modernity I
GASC42H3 Film and Popular Culture in South Asia
MDSA02H3 History of Media and Technology
MDSB05H3 Media and Globalization

Proposal for the Closure of an Existing Program   Page 6 of 8

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

MDSB61H3 Critical Approaches to Digital Media
MDSB62H3 Understanding Visual Culture

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

Appendix B: Proposed Calendar Copy

SPECIALIST PROGRAM IN STUDIO (ARTS)

Undergraduate Advisor Email: studio-program-supervisor@utsc.utoronto.ca

Enrolment in the Specialist program in Studio is limited. Students must apply to enter the program after completing four credits including VPSA62H3 and VPSA63H3. Decisions are made on program admissions only twice a year, in May and 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 VPSA62H3 and VPSA63H3. For students applying after 8-10 credits, admission will be based on the overall GPA and grades in VPS courses taken.

The Specialist in Studio requires 14 full credits, including 4 full credits at the C-or D-level of which at least 1.0 credit must be at the D-level.

1. (3.5 credits)
ACMA01H3 Exploring Key Questions in the Humanities
MDSA01H3 Introduction to Media Studies
VPSA62H3 Foundation Studies in Studio
VPSA63H3 But Why is it Art?
VPSA70H3 Drawing I
VPSB73H3 Curatorial Perspectives I
VPSB74H3 Drawing II

2. (0.5 credit)
One of the following:
VPSC66H3 Theory and Practice: Two Dimensional Work
VPSC68H3 Theory and Practice: Time-Based Work
VPSC69H3 Theory and Practice: Art in a Globalizing World
VPSC70H3 Theory and Practice: New Media in Studio

3. (6.0 credits)
6.0 additional credits from VPS of which at least 1.5 credits should be at the C- level and 1.0 credit at the D level.

4. (3.0 credits)
VPHA46H3 Ways of Seeing: Introduction to Art Histories
2.5 additional credits in art history of which 1 full credit should be at the C- level.

5. (1.0 credit)
1.0 credit from the following:
ENGB12H3 Life Writing
ENGB70H3 Intro to Cinema
ENGB75H3 Cinema and Modernity I
GASC42H3 Film and Popular Culture in South Asia
MDSA02H3 History of Media and Technology
MDSB05H3 Media and Globalization
MDSB61H3 Critical Approaches to Digital Media
MDSB62H3 Understanding Visual Culture

Proposal for the Closure of an Existing Program   Page 8 of 8

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, November 12, 2013

AGENDA ITEM: 3d

ITEM IDENTIFICATION:

Introducing a New Freestanding Minor Program in Public Law (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, November 12,
   2013)**

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 program in Public Law (B.A.).
The program will be housed in the Department of Political Science.

The study of public law is a core part of the discipline of political science. In it students
investigate how the legal system, of which the constitutional order and judiciary are

Proposal to Introduce a New Freestanding Minor Program in Public Law (B.A.)

integral parts, governs the relationship both among constituent units of the state and between citizens and the state. Public law also examines the obligations that states have to one another via international law.

The proposed Minor program in Public Law complements existing Specialist, Major and Minor programs in Political Science. Its central questions are also fundamental to understanding contemporary politics: the normative foundations of principles of justice and human rights; the role of constitutions and courts in safeguarding the rule of law, protecting civil liberties, and curbing state power; the constraints to state sovereignty posed by international law and international courts; and the implications of the legal order for democratic and legitimate policy-making.

Even while complimentary to existing Political Science programs, the proposed Minor program in Public Law also fills a gap in the education of undergraduates who wish to acquire a deeper knowledge of the subjects that are integral to Public Law, but which are not yet part of the UTSC Political Science curriculum. Five associated new courses – `Law, Justice, and Rights (POLB30H), `International Law' (POLC38H), `The Canadian Judicial System' (POLC32H), `Law and Public Policy' (POLC36H), and `Comparative Legal Systems' (POLC39H) – provide students with the opportunity to gain greater understanding of such topics as the normative bases of human rights, modes of legal reasoning, and the role of domestic and international courts and law in Canada and elsewhere. As such, this program provides students at UTSC with a unique opportunity to acquire an in-depth understanding of Public Law through a coherent suite of courses.

The Minor program in Public Law responds to student interest. In a February 2013 survey the Department of Political Science conducted of undergraduate students enrolled in a Specialist, Major or Minor in Political Science, 80% of respondents said that they would like to learn more about the topic "Justice, Law and Rights." The latter was the top ranked option chosen by students   Of the Political Science students surveyed, 47% expressed the desire to pursue a Law degree after they graduate from UTSC. By exposing students to some of the key principles, methods, and institutions integral to the law, the Minor program in Public Law will enable students to hone their understanding of the centrality of law to politics and political communities.

The proposed Minor will draw on the expertise of existing faculty in Political Science. The development of the proposed program has entailed full consultation of Political Science faculty. In addition, we have consulted widely at the larger U of T at the Faculty of Arts and Science, which offers an undergraduate program in Ethics, Society and Law, and the Faculty of Law. Both faculties have signaled their support of our proposed new Minor. There has also been consultation with the UTSC Dean's Office, and the Office of the Vice-Provost, Academic Programs.

This program is distinctive insofar as there is no existing program in this area at the UTSC campus, nor is there anything comparable at other campuses. The closest equivalent to the proposed program is UTM's Specialist and Major in Criminology and Socio-legal Studies in the department of Sociology.

Proposal to Introduce a New Freestanding Minor Program in Public Law (B.A.)

FINANCIAL IMPLICATIONS:

Any new/additional financial obligations resulting from this proposal will be met by the Department of Political Science and the Office of the Dean. There are no significant financial implications for the campus operating budget.

RECOMMENDATION:

Be It Resolved,

> THAT the proposed freestanding Minor program in Public Law (B.A.), as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated September 24, 2013, be approved to be effective April 1, 2014 for the academic year 2014-15; and

> THAT five associated new courses: POLB30H3, POLC32H3, POLC36H3, POLC38H3, and POLC39H3, aforementioned in the proposal dated September 24, 2013, 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 program in Public Law, including five associated new courses, dated September 24, 2013.

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

What is being proposed:	A new, freestanding Minor in Public Law (B.A.)
Department / Unit where the program will be housed:	Political Science
Faculty / Academic Division:	University of Toronto Scarborough
Faculty / Academic Division Contact:	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
Department/Unit Contact:	Benjamin Pottruff, Program Advisor, benjamin.pottruff@utoronto.ca' Grace Skogstad, Chair
Start date of the program:	May 2014
Date of this version of the proposal:	September 24, 2013

1 Executive Summary

The Department of Political Science is proposing to create a new, freestanding Minor program in Public Law.

The study of public law is a core part of the discipline of political science. In recognition of its centrality, several American universities offer undergraduate Public Law programs. These programs, and the study of public law, investigate how the legal system, of which the constitutional order and judiciary are integral parts, governs the relationship both among constituent units of the state and between citizens and the state. Public law also examines the obligations that states have to one another via international law.

A Minor program in Public Law complements existing Specialist, Major and Minor programs in Political Science. Its central questions are also fundamental to understanding contemporary politics: the normative foundations of principles of justice and human rights; the role of constitutions and courts in safeguarding the rule of law, protecting civil liberties, and curbing state power; the constraints to state sovereignty posed by international law and international courts; and the implications of the legal order for democratic and legitimate policy-making. Some, but not all, of these important matters are addressed in existing Political Science courses. Among the latter, those which are most directly relevant—POLB50Y, Canadian Government and Politics; POLC68H, The Canadian Constitution; and POLD45H, Constitutionalism—are included as required or elective courses in the proposed Minor.

Even while complimentary to existing Political Science programs, the proposed Minor program in Public Law also fills a gap in the education of undergraduates who wish to acquire a deeper knowledge of the subjects that are integral to Public Law, but which are not yet part of the UTSC Political Science curriculum. Five associated new courses – `Law, Justice, and Rights (POLB30H), `International Law' (POLC38H), `The Canadian Judicial System' (POLC32H), `Law and Public Policy' (POLC36H), and `Comparative Legal Systems' (POLC39H) – provide students with the opportunity to gain greater understanding of such topics as the normative bases of human rights, modes of legal reasoning, and the role of domestic and international courts and law in Canada and elsewhere. As such, this program provides students at UTSC with a unique opportunity to acquire an in-depth understanding of Public Law through a coherent suite of courses. Beyond the Public Law students, a much larger constituency of students—of whom undoubtedly the majority will be Political Science students—has the opportunity to broaden its undergraduate education by taking one or more of the five individual courses that are being introduced as part of the Public Law program.

The Minor program in Public Law responds to student interest. In a February 2013 survey the Department of Political Science conducted of undergraduate students enrolled in a Specialist, Major or Minor in Political Science, 80% of respondents said that they would like to learn more about the topic "Justice, Law and Rights." The latter was the top ranked option chosen by students   Of the Political Science students surveyed, 47% expressed the desire to pursue a Law degree after they graduate from UTSC. By exposing students to some of the key principles, methods, and institutions integral to the law, the Minor program in Public Law will enable

students to hone their understanding of the centrality of law to politics and political communities.

The proposed Minor will draw on the expertise of existing faculty in Political Science, as augmented by contractually-limited or permanent additions to the faculty complement.

The development of the proposed program has entailed full consultation of Political Science faculty. Existing faculty with an interest in teaching the required and elective courses in the program have drawn up the course proposals. Chairs and instructors of courses in other departments whose courses could meet the 0.5 FCE elective requirement for the program have also been consulted. In addition, we have consulted widely at the larger U of T at the Faculty of Arts and Science, which offers an undergraduate program in Ethics, Society and Law, and the Faculty of Law. Both faculties have signalled their support of our proposed new Minor.

This program is distinctive insofar as there is no existing program in this area at the UTSC campus, nor is there anything comparable at other campuses. The closest equivalent to the proposed program is UTM's Specialist and Major in Criminology and Socio-legal Studies in the department of Sociology.

The program will also help to distinguish UTSC from the Political Science Departments at St. George and UTM; neither offers a Minor program in Public Law.

2 Program Rationale

This is a proposal to introduce a new freestanding Minor program in Public Law at the University of Toronto Scarborough. The proposed new Minor offers the opportunity for students to acquire knowledge of a core sub-field of Political Science. It focuses on a sub-field that has previously not been a coherent focus of attention in existing UTSC Political Science Minor, Major and Specialist programs, and thereby fills a gap in existing Political Science programs. At the same time, the program is constituted by five new courses that will supplement and broaden the education of students enrolled in existing Political Science programs. It also, albeit to a lesser degree, strengthens course offerings in the Major and Major (Co-op) programs in Public Policy by the addition of a course on `Law and Public Policy' (POLC36H).

The proposed program will be delivered through on-site lecture courses. Should the necessary resources become available, an experiential learning component will be added in the form of a law internship.

Public Law has long been recognized as a sub-field of Political Science in the United States, where several universities offer undergraduate Public Law programs. Although Public Law programs are less common in Canada (Carleton and Brock, for example, are rare examples), many Canadian Political Science departments nonetheless offer courses that address issues of public law. UTSC Political Science currently offers individual courses in subjects integral to Public Law (such as courses on concepts of law and justice, constitutions/constitutionalism, and

the courts). Although these courses are valuable in introducing students to the academic field of Public Law, a far superior understanding of the sub-field can be gained by a program that offers a coherent set of courses that address the fundamental principles, methods and institutions of Public Law.

Additions to its faculty complement in recent years have now created a corps of UTSC Political Science faculty with expertise in subjects integral to the study of Public Law, including theories of justice and human rights, constitutionalism, the Canadian judiciary, comparative legal systems, and international law. The Department of Political Science seeks to draw on this expertise to offer a program that complements and supplements its current programs in Political Science and Public Policy. POLD45H3 (Constitutionalism) has previously been taught to student acclaim. Expanding courses in public law through this initiative will enhance the undergraduate curriculum, attract talented students, and link academic inquiry with pre-professional preparation.

As described more fully in Section 5 below, courses in the proposed Minor program in Public Law have been designed to be consistent with the Department's and University's pedagogical goals. By virtue of the design of course readings and methods of evaluation, the program is expected to enhance students' knowledge of the plural epistemologies and methodologies of political science/social science – including methods of legal reasoning and justification—and awareness of their limitations. They are also expected to become more critical and independent thinkers and have improved oral and written communication skills.

Besides fitting with the Department's academic priorities, the structure of this program as a Minor, rather than Major or Specialist, is consistent with existing faculty resources, as supplemented by stipendiary appointments explicitly committed by the Dean's office. The Department welcomes the opportunity to expand the Minor into a Major program should it attract sufficient student interest.

The program is innovative. There is no existing program in Public Law at the UTSC campus, nor is there anything comparable at other campuses. The closest equivalent to the proposed program is UTM's Specialist and Major in Criminology and Socio-legal Studies in the department of Sociology.

3 Need and Demand

The proposed Minor program in Public Law fills a gap in the education of undergraduate Political Science students even as it compliments existing Political Science programs. A core part of the discipline of political science, but one which has been relatively neglected in Canadian universities, the study of Public Law addresses how the legal system, of which the constitutional order and judiciary are integral parts, governs the relationship both among constituent units of the state and between citizens and the state. Public law also examines the obligations of states to one another via international law. These subjects are fundamental to understanding contemporary politics and governing.

The proposed Minor program in Public Law responds to student interest. A February 2013 survey conducted by the Department of Political Science of undergraduate students enrolled in a Specialist, Major or Minor in Political Science indicated that 80% of respondents would like to learn more about the topic "Justice, Law and Rights." It also showed that among this same sample of Political Science students, 47% wanted to pursue a Law degree after they graduate from UTSC.

This program will give students a critical awareness of the political context in which the law operates and some of the key principles, methods, and institutions integral to the law.

As previously noted, the program is distinct in being the only of its kind on the UTSC, UTM and St. George campuses. With Political Science courses its foundation, it differs from the `Ethics, Society and Law' program offered by the Faculty of Arts and Science; its requisite courses are philosophy and ethics courses.

The proposed Minor in Public Law shares, with Brock, the feature of being housed in a Political Science program; as such, it also differs from Carleton University's interdisciplinary program.

4 Admission / Eligibility Requirements

There are no admission requirements at this time. Should the program to be popular, as we hope and anticipate, it may be necessary to introduce eligibility requirements at a later date.

5 Program Requirements

The Public Law Minor program examines how the legal system, of which the constitutional order and judiciary are integral parts, governs the relationship both among constituent units of the state and between citizens and the state. It also examines the obligations that states have to one another via international law. Courses in the program address the normative foundations of principles of justice and human rights; the role of constitutions and courts in safeguarding the rule of law, protecting civil liberties, and curbing state power; the constraints to state sovereignty posed by international law and international courts; and the implications of the legal order for democratic and legitimate policy-making.

MINOR PROGRAM IN PUBLIC LAW (ARTS)
Program Requirements
Students must complete 4.0 credits, of which at least 1.0 credit must be at the C- and/or D-
      level.
1. Required courses (2.5 credits):
   *POLB30H3: Law, Justice and Rights
    POLB50Y3: Canadian Government and Politics
   *POLC38H3: International Law
    POLC68H3: The Constitution of Canada and the Charter of Rights and Freedoms

Major Modification Type B. New Freestanding Minor in Public Law.   Page 5 of 24

2. Public Law Electives (1.0 credit):
   *POLC32H3: The Canadian Judicial System
   *POLC36H3: Law and Public Policy
   *POLC39H3: Comparative Legal Systems
  **POLD45H3: Constitutionalism
3. Additional Elective (0.5 credit)
 An additional 0.5 credit from requirement 2 above or an appropriate course from another discipline, including at the UTSC, UTM and St. George campuses, as approved by the Public Law Program Advisor.

 * A new course proposal is appended. Course descriptions follow below.
** Course prerequisites will be changed effective July 1 2014 to include POLB30H3 as a prerequisite option.

POLB30H3 Law, Justice and Rights (new)
This is a lecture course that helps students understand the theoretical justifications for the rule of law. We will study different arguments about the source and limitations of law: natural law, legal positivism, normative jurisprudence and critical theories. The course will also examine some key court cases in order to explore the connection between theory and practice. This course is the foundation for the study of Public Law, a new minor program in the Department of Political Science.
Prerequisite: 4.0 credits.
Exclusion: none
Breadth Requirement: History, Philosophy and Cultural Studies

POLB50Y Canadian Government and Politics
This course examines the institutional foundations and principles of Canadian government, and the social, cultural, and historical factors that shape its politics. Topics covered are the Canadian constitution, the executive, parliament, the public service, the federal system, the Charter of Rights and Freedoms, the courts, political parties, the electoral system, interest groups, social movements, Quebec nationalism, and aboriginal self-determination.
Prerequisite: 4.0 credits
Exclusion: POLB50H3, POLB52H3, POL214Y, POL224Y
Breadth Requirement: Social & Behavioural Sciences

POLC32H3: The Canadian Judicial System (new)
This course explores the structure, role and key issues associated with the Canadian judicial system. The first section provides the key context and history associated with Canada's court system. The second section discusses the role the courts have played in the evolution of the Canadian constitution and politics – with a particular focus on the Supreme Court of Canada. The final section analyzes some of the key debates and issues related to the courts in Canada, including their democratic nature, function in establishing public policy and protection of civil liberties.
Prerequisite: POLB50Y3
Recommended Preparation: POLB30H3
Breath Requirement: Social & Behavioural Sciences

POLC36H3 Law and Public Policy (new)
This course examines how different types of legal frameworks affect processes and outcomes of policy-making. It contrasts policy-making in Westminster parliamentary systems versus separation of powers systems; unitary versus multi-level or federal systems; and systems with and without constitutional bills of rights.
Prerequisite: POLB50Y3
Breath Requirement: Social & Behavioural Sciences

POLC38H3 International Law (new)
This course introduces students to the foundations of international law, its sources, its rationale, and challenges to its effectiveness and implementation. Areas of international law discussed include the conduct of war, trade, and diplomacy, as well as the protection of human rights and the environment.
Prerequisite: POLB30H3 or POLB80H3
Exclusion: POL340Y
Breadth Requirement: Social & Behavioural Sciences

POLC39H3 Comparative Legal Systems (new)
This course explores some of the key aspects and issues of public law in modern, democratic systems of government from a comparative perspective. It does this by reviewing and applying theory and empirical analysis to a number of cases to explore five key issues: the institutional separation of power, the structure of the judiciary, the mechanisms (or lack thereof) to distribute power and resources between groups/territories, the mechanisms (or lack thereof) to protect individual and group rights, and how/if the constitutional order can be changed/amended. Cases considered will include: Canada, UK, Spain, Germany, Australia, America, India and South Africa.
Prerequisite: POLB30H3
Breadth Requirement: Social & Behavioural Sciences

POLC68H3 The Constitution of Canada and the Charter of Rights and Freedoms
This course will investigate the development of Canadian constitutional law under the Constitution Act of 1982 and the Charter of Rights and Freedoms. Specific topics include criminal rights, freedom of expression, freedom of religion, equality rights, and aboriginal rights.
Prerequisite: POLB50Y
Exclusion: POL337Y
Breadth Requirement: Social & Behavioural Sciences

POLD45H3 Constitutionalism
This course studies the theory of constitutionalism through a detailed study of its major idioms such as the rule of law, the separation of powers, sovereignty, rights, and limited government.
Prerequisite: POLB70H3 and POLB71H3, plus one non-political theory political science course.
Breadth Requirement: History, Philosophy and Cultural Studies

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]
1. Depth and Breadth of Knowledge 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	Depth and breadth of knowledge is understood in Public Law as knowledge of the judicial system, theories of judicial behaviour, and contemporary legal issues. This is reflected in students who are able to analyze legal issues, evaluate judicial opinions and interpret scholarly articles about public law.	The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: 1.5 credits at the B level provide a foundation in issues and methods. 2.0 credits at the C or D levels enable students to explore topics in public law at an advanced level. 0.5 credit that includes possibility for students to draw on methods of inquiry and analysis in other disciplines.
2. Knowledge of Methodologies 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.	The main methods that will be emphasized in this program are legal reasoning, critical thinking, and empirical social analysis.	Legal reasoning and critical thinking will be taught systematically in POLB30H3 (Law Justice and Rights) and POLC68H3 (The Constitution of Canada and the Charter of Rights and Freedoms). Empirical social analysis is introduced in POLB50Y3 (Canadian Government and Politics) and POLC38H3 (International Law). Among the Public Law electives, POLD45H3 (Constitutionalism) hones students' understanding of normative and philosophical methods, while the other three electives (POLC32H3 the Canadian Judicial System; POLC36H3 Law and Public Policy; and POLC39H3, Comparative Legal Systems) blend positivist and normative approaches.
3. Application of Knowledge Students are able to frame	The advanced courses are designed to enable students to employ the tools and methods	C-level courses require research papers. Students will be trained to formulate a research question, identify appropriate primary and

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.	described above in order to investigate contemporary legal issues.	secondary sources, complete a literature review, and answer their research question.
4. Awareness of Limits of Knowledge 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.	Students will be able to understand and explain different theories of law including legal realism, natural law, and critical approaches.	A key theme in POLB30H3 Law Justice and Rights is the limitations of law. Students will be asked to think about this in lectures, readings, and assignments. This same emphasis on the limits of knowledge and competing ways of knowing will run through the other required and elective courses in the Public Program taught by political scientists. The Political Science discipline takes a pluralist epistemological approach.
5. Communication Skills 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.	In Public Law, communication is understood as the ability to explain and defend both sides of a legal controversy and to summarize and evaluate judicial politics, both in speech and in writing.	Oral communication skills in the two required B-level courses, POLB30H3 Law, Justice and Rights and POLB50Y3 Canadian Government and Politics are promoted by a cap of 25 students on tutorials. This cap provides an opportunity for discussion, group work and class presentations. Enrolment in the D-level seminar (POLD45H3, Constitutionalism) is also capped at 25 to provide opportunity to communicate the results of research projects. All required and elective courses promote written communication skills by including mandatory writing assignments (research essays or policy briefs) in the methods of evaluation.
6. Autonomy and Professional Capacity The education students receive achieves the following broad goals: • It gives students the skills and knowledge they need to become informed, independent and creative thinkers • It instils the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour	In the public law program our students will become more thoughtful citizens who are able to understand law as a distinctive political institution. They will also develop analytic skills that, in combination with an appropriate Major or Specialist program, prepare them for a wide range of careers.	The program starts with large lecture courses and builds to small seminars that provide the opportunity for autonomous work and independent initiative.

7 Assessment of Teaching and Learning

The methods for assessing student achievement will be consistent with the best practices in the Department of Political Science. Evaluation will rely primarily on essay based exams and papers, especially at the more advanced levels and will be supplemented by quizzes and tests that assess mastery of assigned readings and understanding of foundational concepts.

8 Consultation

The Department has consulted within the Political Science Department at UTSC, the Departments of Political Science at St. George and UTM, and with the Faculty of Law and the Director of the `Ethics, Society and Law' program on the St. George campus. The description of the International Law course has been modified on the advice of the Faculty of Law. Both the Faculty of Law and the Director of the Ethics, Society, and Law program support the proposed program.

The Department of Political Science has consulted with the following programs and individuals in order to assist the Program Advisor to the Public Law program in advising students on possible options to meet the 0.5 credit (item 3) requirement:

i) City Studies, Department of Human Geography: André Sorensen, Chair of Human Geography; Ahmed Allawalla, Associate Chair of City Studies. City Studies will submit a minor course change form in October 2013 to change the prerequisites of CITC04H3 to `(CITB01H3 and CITB02H3) or POLB50Y3' (a required course in the Public Law program)

ii) History: Dan Bender, Chair; Li Chen, instructor of HISC56H3/GASC50H3 and HISD59H3/GASD59H3; Urooj Khan, Undergraduate Assistant. Public Law students will have access to HISC56H3/GASC50H3 and HISD59H3/GASD59H3 provided they meet course pre-requisites.

iii) Department of Philosophy: William Seager, Chair; Jason Ferria, Philosophy Departmental Administrator. PHLB11H3 has no prerequisites and is thus a ready option for requirement 3. It is currently offered every second year, and will be offered more frequently in the years ahead once a planned new hire is in place.

iv) Psychology: George Cree, interm Chair, and Hanan Domloge, Program Advisor, were consulted. Recommendation of PSYC39H3 was agreed with warning of prerequisites.

v) Sociology: Patricia Landolt, Chair; Joe Hermer, instructor for SOC11H3, and Janet Roopnarinesingh, Program Advisor. Public Law students will be advised of the need to have the prerequisites for SOC11H3.

9 Resources

9.1 Faculty requirements

Several current Political Science faculty members are interested in teaching required and elective courses in the Public Law program. In addition, we hope to introduce an experiential learning component by offering a law internship. One of the Faculty members engaged in the minor has run the Explore-It (career shadowing program), and plans to develop this component.

We have identified Public Law as a hiring priority in our Complement Plan.

TA support will be consistent with other political science courses.

Table 1: Detailed List of Committed Faculty

Faculty name and rank	Home unit	Area(s) of Specialization
Margaret Kohn, Associate Professor	Political science	Political theory
Dan Lee, Assistant Professor	Political Science	Political theory
Aisha Ahmad, Assistant Professor	Political Science	International Relations
Robert Schertzer, Assistant Professor	Political Science	Canadian & Comparative Politics
Ryan Hurl, Lecturer (July 1 1013- June 30 2016)	Political Science	Public Law/Judicial Politics

9.2 Space/Infrastructure

None

10 Governance Process

Levels of Approval Required	Dates
Departmental Curriculum Committee	March 2013; Revised version, September 9, 2013
Decanal Sign-Off	September 24, 2013
UTSC Academic Affairs Committee	
Submission to Provost's Office	
Report to AP&P	
Report to Ontario Quality Council	

Associated New Courses

Proposed Course Code:	POLB30H3
Proposed Course Title:	Law, Justice, and Rights
Anticipated Course start date:	Fall 2014
Unit where the course will be housed:	Political Science
Discipline:	Political Science

1. Rationale

a. Rationale:

This course provides a systematic introduction to several key concepts: law, justice, and rights. It introduces the students to legal reasoning, including normative, critical, interpretative and analytic modes of analysis. This course is the foundation for the study of Public Law, a new minor program housed in the Department of Political Science. The most similar course at UTSC is PHIL B11H3: Philosophy of Law.

b. Fit:

This course is designed for the new minor program in Public Law. It does not make any course redundant. It does share some common themes and methods with PHLB11H3: Philosophy of Law, however we have reviewed the syllabus for the course and will make sure that the two courses do not assign the same readings. Students who select both courses will not repeat the same material. Instead, they will gain a more comprehensive overview of this topic.

2. Calendar Copy

POLB30H3   Law, Justice and Rights

This is a lecture course that helps students understand the theoretical justifications for the rule of law. We will study different arguments about the source and limitations of law: natural law, legal positivism, normative jurisprudence and critical theories. The course will also examine some key court cases in order to explore the connection between theory and practice. This is the foundation course for the Minor program in Public Law.
Prerequisite: Any 4.0 credits
Recommended Preparation: 0.5 credit in Political Science
Breadth Requirement: History, Philosophy & Cultural Studies
NOTE: Priority will be given to students enrolled in the Minor program in Public Law. Additional students will be admitted as space permits.

3. Learning Outcomes

a. Learning Outcomes:

This course is designed to achieve three key learning outcomes: the ability to apply the method of legal reasoning; familiarity with key legal debates; improved analytic writing. Students will be able to understand and explain different theories of law including legal realism, natural law, and critical approaches. They will be able to use legal reasoning in order to analyze specific conflicts and explain their analysis in clear and cogent writing.

b. Topics Covered:

- Legal reasoning
- Normative and critical theories of law and rights
- The course will also provide a brief overview of legal institutions and exposure to case law

c. Methods of Assessment:

The method of assessment will be two short answer exams (30% each) and a research assignment (30%). The paper assignment will be an opportunity to develop research skills (e.g. the ability to use QuickLaw to find law journal articles and case law) and to apply legal reasoning to a contemporary problem. The final 10% is allocated to class participation.

4. Consultation:

Consultation within the Political Science Department. We have consulted with the Philosophy department about the content of the course PHILB11H3 and will continue to do so as they hire a new faculty member to staff this course.

5. Governance Process:

Levels of Approval Required	Date
Departmental Curriculum Committee	09/09/2013
UTSC Divisional Governance	

Proposed Course Code:	**POLC32H3**
Proposed Course Title:	**The Canadian Judicial System**
Anticipated Course start date:	**Winter 2015**
Unit where the course will be housed:	**Political Science**
Discipline:	**Political Science**

1. Rationale

a. Rationale:

Understanding and analyzing the structure, role and issues associated with the judiciary is a central component of studying both public law and politics. This is particularly true in the case of Canada, where the courts have tended to play a particularly important and active role in the functioning of the state and democracy.

Studying the courts allows students to explore some of the foundational issues related to public law and politics – from the role courts have played in the constitutional development of Canada, to arguments about the anti-democratic nature of courts establishing policy, to the importance courts have played in protecting civil liberties. Analyzing these issues and understanding the debates, while grasping the empirical realities of the courts in Canada, will provide students at UTSC with a unique opportunity to broaden their undergraduate education.

b. Fit:

This course will form an important part of the Minor in Public Law as well as complement courses on Canadian politics offered at UTSC. In its examination of the Canadian judicial system, it is an essential component for any student looking to broaden and deepen their understanding of the functioning of Canadian government and politics. In addition, it will provide students who intended to pursue professional training in law with an opportunity to gain exposure early on to the functioning and issues related to the judicial system in Canada.

2. Calendar Copy

POLC32H3: The Canadian Judicial System

This course explores the structure, role and key issues associated with the Canadian judicial system. The first section provides the key context and history associated with Canada's court system. The second section discusses the role the courts have played in the evolution of the Canadian constitution and politics – with a particular focus on the Supreme Court of Canada. The final section analyzes some of the key debates and issues related to the courts in Canada, including their democratic nature, function in establishing public policy and protection of civil liberties.
Prerequisite: POLB50Y3
Recommended Preparation: POLB30H3
Breath Requirement: Social & Behavioural Sciences

3. Learning Outcomes

a. Learning Outcomes:

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

- Understand the structure and functioning of the Canadian judicial system – particularly the difference, context and relationship between the civil and common law traditions in Canada and how the courts function in the federal context.
- Apply the knowledge gained in studying the role of the courts in the evolution of the constitutional and political landscape to understand Canadian government and politics.
- Critically analyze the literature on critical debates related to the courts' role in the Canadian system of government, using the theoretical and empirical knowledge gained to develop their own positions.

b. Topics Covered:

The following topics will be covered in three broad sections:

The Context: Canada's Judicial System
- The structure and functioning of the judicial system
- Canada's mixed court system (the courts in a federal context)

The Role of the Courts in Canada
- The relationship between the judiciary, executive and legislature (the constitutional role of courts in Canada, pre- and post-Charter)
- The Apex Court: from the Judicial Committee of the Privy Council to the Supreme Court of Canada (SCC) (*Two Classes*)
- The SCC and Patriation
- Thee SCC and Secession

The Key Issues and Debates Related to Canada's Courts
- The courts and democracy
  - o The courts as usurpers of democratic will
  - o The courts as guardians of the constitutional order
- The courts are protectors of individual and group rights
  - o The courts and LGBT rights
  - o The courts and minority language rights
- The courts and the development of public policy

c. Methods of Assessment:

The course will consist of the following evaluation methods:
- Research Essay Proposal worth 20%: A short research essay proposal, scoping a topic, proposing a research question and identifying linkages to key concepts in the course. Feedback will be provided in advance of the final date to drop the course. This will allow students an opportunity to receive early feedback on their comprehension of key

Major Modification Type B. New Freestanding Minor in Public Law.   Page 15 of 24

concepts.

- Research Paper worth 30%: Students will write one original research paper on a selected topic. This evaluation method will allow students to demonstrate their grasp of the literature and their ability to utilize theory and empirical evidence to make an analytical argument.
- Participation: 10%
- Final Exam worth 40%: Students will write one final exam, which tests their knowledge of the cumulative material of the entire course. The final exam will allow students to select from a list of essay questions, and will be scheduled during the regular exam period.

4. Consultation:

Consultation within the Political Science Department.

5. Governance Process:

Levels of Approval Required	Date
Departmental Curriculum Committee	09/09/2013
UTSC Divisional Governance	

Proposed Course Code:	**POLC36H3**
Proposed Course Title:	**Law and Public Policy**
Anticipated Course start date:	**2014-2015 Academic Term**
Unit where the course will be housed:	**Political Science**
Discipline:	**Political Science**

1. Rationale

a. Rationale:

The legal framework of a country affects its policy process in several ways, including the capacity of its governments to address particular public policy problems and the solutions or policy instruments available to governments to do so. A country's legal architecture also affects the role of its citizens, organized interests, and social movements in the policy process: their opportunities or constraints to collective action, their access to decision-makers, their political resources with which to influence governments, and ultimately their policy influence.

The objective of this course is to examine the implications for policy-making of different kinds of legal frameworks. The course will systematically compare policy processes across the following legal frameworks: those that concentrate decision-making authority within an order of government (Westminster parliamentary systems) versus those with separation of powers systems; those that provide for a unitary or single-order of government versus multi-level or federal systems; and those that constrain state authority through constitutional bills of rights enforced by the judiciary versus those which do not.

The course accomplishes its objectives by introducing students both to theories and illustrative cases of how policy-making is affected by these different attributes of domestic legal frameworks.

Some existing Political Science courses have the objective of helping students understand how one or more features of Canada's legal framework affect policy-making outcomes. (For example, POLC57 discusses the impact of Canada's system of federalism and intergovernmental relations on policy-making in several policy domains). However, no course systematically investigates theories and illustrative cases of how different legal frameworks differentially affect domestic policy-making processes and outcomes. This course will correct this gap by contrasting policy making in Canada with that in other countries with different legal architectures, such as the United States.

b. Fit:

This course on law and public policy strengthens course offerings in the existing Political Science and Public Policy programs. It also contributes to the proposed Minor in Public Law. As an elective course in all three programs, it broadens course offerings for students even while allowing them to understand a very important subject matter of political science, public policy, and public law.

This course does not make any courses redundant.

2. Calendar Copy

POLC36H3 Law and Public Policy

This course examines how different types of legal frameworks affect processes and outcomes of policy-making. It contrasts policy-making in Westminster parliamentary systems and separation of powers systems; unitary versus multi-level or federal systems; and systems with and without constitutional bills of rights.
Prerequisite: POLB50Y3
Recommended Preparation: POLC67H3
Breath Requirement: Social & Behavioural Sciences

3. Learning Outcomes
a. Learning Outcomes:

By the end of the course, students will be able to:
- Understand the implications for policy-making processes and policy outcomes of Westminster parliamentary systems versus presidential congressional systems
- Understand the implications for policy-making processes and policy outcomes of legal frameworks with judiciary-enforced bills of rights
- Understand how these different features of legal frameworks differentially affect the resources and influence of state and non-state actors

- Understand the differential impacts of legal frameworks on policy pathologies, including policy gaps, blame avoidance, policy incoherence, and democratic deficits
- Illustrate the foregoing dynamics by reference to policy-making processes and public policies in a number of policy domains

b. *Topics Covered:*

The following topics will be covered:
- An Overview of Different Legal frameworks
- Policy-Making in Parliamentary and Congressional Systems
- Policy Making in Unitary versus Multi-Level/Federal Systems
- Policy-Making and Constitutional Bills of Rights
- Legal Frameworks, Policy Gaps and Blame Avoidance
- Legal Frameworks and Democratic Deficits in Policy-Making
- Legal Frameworks and Policy Incoherence

c. *Methods of Assessment:*

The course will consist of the following evaluation methods:
- Mid-Term Exam worth 20%
- Two 3000 word Policy Briefs, each worth 20%
- Final Exam: worth 40%

4. Consultation:

Consultation within the Political Science Department.

5. Governance Process:

Levels of Approval Required	*Date*
Departmental Curriculum Committee	09/09/2013
UTSC Divisional Governance	

Proposed Course Code:	**POLC38H3**
Proposed Course Title:	**International Law**
Anticipated Course start date:	**2014-2015**
Unit where the course will be housed:	**Department of Political Science**
Discipline:	**Political Science**

1. **Rationale**

a. Rationale:

Faced with the challenges and threats posed by an anarchic international system, states seek ways to create order and predictability in their relations with one another. One of the most important ways that they do this is by creating international laws, which shape and constrain states' behaviour. International law is an important driver of state behaviour on all the major issues in international affairs: war, trade, diplomacy, human rights, and environmental issues. This course introduces students to the foundations of international law, its sources, its rationale, and its challenges in effectiveness and implementation.

The course will be a required course in the Public Law program . An international law course is an integral part of a Public Law program insofar as international law defines and circumscribes the scope of domestic law.

Courses in international law are taught on the St. George and UTM campuses.

b. Fit:

POLC38H3 fits into the existing into the International Relations steam of Political Science courses that are open to students in the Specialist, Major, and Minor programs of study. POLC38H3 will also be a required course for the new freestanding minor program in Public Law.

Although a similar course is available on the UTSG and UTM campuses, POLC38H3 does not make any UTSC courses redundant.

2. **Calendar Copy**

POLC38H3 International Law

This course introduces students to the foundations of international law, its sources, its rationale, and challenges to its effectiveness and implementation. Areas of international law discussed include the conduct of war, trade, and diplomacy, as well as the protection of human rights and the environment.
Prerequisite: POLB30H3 or POLB80H3
Exclusion: POL340Y
Breadth Requirement: Social & Behavioural Sciences

Major Modification Type B. New Freestanding Minor in Public Law. Page 19 of 24

3. Learning Outcomes

a. Learning Outcomes:

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

- Understand how international law is made, ruled upon, and enforced
- Read case materials and judgements in major international legal cases
- Make legal arguments and judgements, using treaties, customs, general principles, and other sources of law to build a case
- Weigh differing legal arguments of case in international law, and make informed judgments on the merits of each argument
- Critically evaluate the efficacy of international law as an institution, and assess its ability to solve major international problems
- Conduct legal research towards the construction of a legal argument
- Write a legal brief that advises on a question in international law

b. Topics Covered:

- Introduction to key concepts: What is international law? What are the principles of international law? What are the sources of International Law?
- States, Sovereignty and Recognition: Secession, recognition, independence, and personhood in international law.
- Rights and responsibilities of states
- Laws of War
- Law of the Sea
- International economic regimes
- International environmental law
- Private international law
- Diplomatic immunity
- International criminal law
- Guns: UN Arms Trade Treaty; organized crime; gun registries; gun violence
- Human Rights
- United Nations, Sanctions and "Collective Security"
- International interventions and the Responsibility to Protect doctrine

c. Methods of Assessment:

The course will consist of the following evaluation methods:

- Legal Brief worth 10%: Students will write on 2 page brief about a dispute in international law, citing relevant cases and treaties to identify what the law would say about this dispute. This evaluation method trains students in how to conduct legal research and identify pertinent information that would go into the construction of an effective legal argument.
- Essay constructing a legal argument worth 30%: Students will write a 10-page essay that

> presents a legal argument for a particular side in a dispute in international law. This evaluation method will allow students to demonstrate their grasp of the core concepts, and their ability to use legal sources to construct an effective argument.
> - Mid-term exam: worth 20%
> - Final Exam: worth 40%

4. Consultation:

Consultation within the Political Science Department at UTSC. Consultation with the departments of Political Science at St. George and UTM. Consultation with the Faculty of Law and the Director of the `Ethics, Society and Law' program on the St. George campus.

5. Governance Process:

Levels of Approval Required	Date
Departmental Curriculum Committee	09/09/2013
UTSC Divisional Governance	

Proposed Course Code:	**POLC39H3**
Proposed Course Title:	**Comparative Legal Systems**
Anticipated Course start date:	**Winter 2015**
Unit where the course will be housed:	**Political Science**
Discipline:	**Political Science**

1. Rationale
a. Rationale:

Some of the central questions in the study of public law and politics relate to the structure of government, the role of the judiciary, the mechanisms to protect individual and group rights, how power and resources are distributed through constitutional and institutional mechanisms and how/if the constitutional order can be amended. These questions are most usefully considered from a comparative perspective, looking at the application of theory and empirical developments across a number of cases.

Studying a range of legal systems and the above issues from this comparative perspective will provide students at UTSC with an opportunity to broaden and deepen their understanding of key debates within public law and politics.

b. Fit:

A course on comparative legal systems broaches some of the fundamental issues and debates related to the study of public law and politics.

As an elective under the proposed Minor in Public Law, the course would be an important component for any student looking to broaden their understanding of public law beyond the Canadian case. In this way, the course will not only form an important part of the Minor, but will also be a strong complement to courses on comparative politics and international relations in the Political Science Major, Minor and Specialist programs.

In addition, it will provide students with a solid basis to pursue professional training in the area of international public law.

2. Calendar Copy

POLC39H3 Comparative Legal Systems

This course explores some of the key aspects and issues of public law in modern, democratic systems of government from a comparative perspective. It does this by reviewing and applying theory and empirical analysis to a number of cases to explore five key issues: the institutional separation of power, the structure of the judiciary, the mechanisms (or lack thereof) to distribute power and resources between groups/territories, the mechanisms (or lack thereof) to protect individual and group rights, and how/if the constitutional order can be changed/amended. Cases considered will include: Canada, UK, Spain, Germany, Australia, America, India and South Africa
Prerequisite: POLB30H3
Recommended Preparation: POLB92H3 or POLB93H3
Breath Requirement: Social & Behavioural Sciences

3. Learning Outcomes
a. Learning Outcomes:

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

- Understand the core components of a modern, democratic legal system that can be compared across like and unlike cases.
- Have considered and reviewed some of the fundamental issues associated with the functioning of modern government and legal systems;
- Apply the knowledge gained in studying these issues across a number of cases to better understand the various perspectives on the design and functioning of modern government and legal systems; and,
- Critically analyze the literature and positions related to many of the central debates related to the design and functioning of legal systems, using the theoretical and empirical knowledge gained to develop their own positions.

b. Topics Covered:

The following topics will be covered in two sections:

The Context/Introduction
- The theory of comparing legal systems
- The core aspects and issues in comparing legal systems: structure, courts, rights, distribution and amendment.

The Key Issues and Debates
- Structure of government
    - Comparing the institutional separation of powers across two or more cases
- Structure of the judiciary
    - Comparing the role and functioning of courts across two or more cases
- Distribution of power/resources
    - Comparing the institutional/legal mechanisms – or the lack thereof – that states use to distribution power and resources (e.g. federation) and how this relates to their legal systems across two or more cases
- Protection of individual and group rights
    - Comparing the institutional and legal mechanisms – or the lack thereof – that states use to protect individual/group rights (e.g. Bills or Charters of Rights) across two or more cases
- Amendment of constitutional order
    - Comparing how/if the people/government can amend the constitutional order across two or more cases.

c. Methods of Assessment:

The course will consist of the following evaluation methods:
- Research Essay Proposal worth 20%: A short research essay proposal, scoping a topic, proposing a research question and identifying linkages to key concepts in the course. Feedback will be provided in advance of the final date to drop the course. This will allow students an opportunity to receive early feedback on their comprehension of key concepts.
- Research Paper worth 30%: Students will write one original research paper on a selected topic. This evaluation method will allow students to demonstrate their grasp of the literature and their ability to utilize theory and empirical evidence to make an analytical argument.
- Participation: 10%
- Final Exam worth 40%: Students will write one final exam, which tests their knowledge of the cumulative material of the entire course. The final exam will allow students to select from a list of essay questions, and will be scheduled during the regular exam period.

4. Consultation:

Consultation within the Political Science Department. Responsible individuals in the Faculty of Law and the Director of the `Ethics, Society and Law' program have been consulted.

5. Governance Process:

Levels of Approval Required	Date
Departmental Curriculum Committee	09/09/2013
UTSC Divisional Governance	

UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE CAMPUS COUNCIL

FOR RECOMMENDATION   **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, November 12, 2013

AGENDA ITEM: 3e

ITEM IDENTIFICATION:

Closing the Minor Program in French for Francophones (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 the Terms of Reference, the
Committee is responsible for approval of "Major and minor modifications to existing
degree programs." Section 5.5 provides that the AAC makes recommendations to the
Committee on Academic Policy and Programs of the Academic Board with respect to the
closure of "undergraduate programs within an existing degree, as defined in the
University of Toronto Quality Assurance Process" (UTQAP). The AAC has
responsibility for the approval of Major and Minor modifications to existing programs as
defined by UTQAP and the closure of undergraduate programs. (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1.   **UTSC Academic Affairs Committee [For Recommendation] (Tuesday,
       November 12, 2013)**
2.   Committee on Academic Policy and Programs [For Approval] (Tuesday,
       January 14, 2014)

PREVIOUS ACTION TAKEN:

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

Proposal to Close the Minor Program in French for Francophones (B.A.)

HIGHLIGHTS:

This is a proposal to close the Minor in French for Francophones (B.A.). The program is housed within the Centre for French and Linguistics.

The Centre does not offer any other programs in French for Francophones, however, it will continue to offer Specialist, Major, and Minor programs in French (B.A.). The existing Specialist and Major programs in French can, without changing their requirements accommodate students with varying levels of French proficiency including native French speakers. This is done in consultation with the Associate Director in French who can develop a sequence of courses based on the student's proficiency in French.

Francophone students who wish to complete a Minor program, and who might have been interested in the Minor in French for Francophones (B.A.), can pursue a very similar program by enrolling in the Minor Program in French (B.A.). These students will be permitted to replace French Language Practice courses with French literature, linguistics or culture courses. Each student's level of French proficiency will be assessed through meetings with the Associate Chair, or a faculty member within the department, and based on the results recommendations will be made for a sequence of courses to complete a Minor (B.A.) program.

Students currently enrolled in the program can meet with the Undergraduate Assistant or the Associate Director (French) to discuss alternative program requirements if they wish. However, courses associated with the program will still continue to be offered and students currently enrolled in the program will be able to complete it with no disruption.

The closure of this program will not have any negative impacts on faculty or staff as they will continue to support the remaining programs in French and Linguistics.

FINANCIAL IMPLICATIONS:

There are no significant financial implications for the campus operating budget.

RECOMMENDATION:

Be It Recommended to the Committee on Academic Policy and Programs,

> THAT, the proposed closure of the Minor program in French for Francophones, as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated October 10, 2013, be approved with an effective date of April 1, 2014 for the closure of admissions, and an anticipated program closure date of June 1, 2016.

Proposal to Close the Minor Program in French for Francophones (B.A.)

DOCUMENTATION PROVIDED:

Program Closure for the Minor in French for Francophones (B.A.), dated October 10, 2013.

University of Toronto
Proposal for the Closure of an Existing Program
(Graduate or Undergraduate)

Closure Proposed:	Minor in French for Francophones (B.A.)
Department / Unit (if applicable):	Centre for French and Linguistics
Faculty / Academic Division:	University of Toronto Scarborough
Faculty / Academic Division contact:	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
Department / Unit contact:	Sean Ramrattan
Effective date program will be closed to new admissions:	April 1 2014
Effective date of full closure of program:	June 1 2016
Date of this version of the proposal:	October 10, 2013 (Version 3)

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

1 Brief Summary

This is a proposal to close the Minor program in French for Francophones (B.A.) housed in the Centre for French and Linguistics.

The Centre does not offer any other programs in French for Francophones, however, it will continue to offer Specialist, Major, and Minor programs in French (B.A.). The existing Specialist and Major programs in French can, without changing their requirements accommodate students with varying levels of French proficiency including native French speakers. This is done in consultation with the Associate Director in French who can develop a sequence of courses based on the student's proficiency in French.

Francophone students who wish to complete a Minor program, and who might have been interested in the Minor in French for Francophones (B.A.), can pursue a very similar program by enrolling in the Minor Program in French (B.A.). These students will be permitted to replace French Language Practice courses with French literature, linguistics or culture courses. Each student's level of French proficiency will be assessed through meetings with the Associate Chair, or a faculty member within the department, and based on the results recommendations will be made for a sequence of courses to complete a Minor (B.A.) program.

2 Rationale

The Minor program in French for Francophones was originally established in 1997, through the Department of Humanities, in expectation of meeting the needs and interests of an increased number of francophone students on the UTSC campus. Unfortunately, interest in the program was lower than anticipated, and enrolment in the program has remained relatively low (there are currently 6 students enrolled in the program).

A more general Minor program in French (B.A.) is also offered at UTSC and enrolment here is very healthy, with 110 students enrolled. There is considerable overlap between the Minor in French and Minor in French for Francophones, and we see this, combined with the lower than anticipated number of francophone students on campus, as the primary reason for low enrolment in the French for Francophones Minor program.

This proposal to close the Minor in French for Francophones reflects the Centre's desire to offer fewer but stronger programs. The existing Specialist, Major, and Minor programs in French can, without changing their requirements, accommodate students with varying levels of French proficiency including native French speakers. This is done in consultation with the Associate Director in French.

Francophone students who wish to complete a Minor program, and who might have been interested in the Minor in French for Francophones (B.A.), can pursue a very similar program by enrolling in the Minor Program in French (B.A.). These students will be permitted to replace French Language Practice courses with French literature, linguistics or culture courses. Each student's level of French proficiency will be assessed through meetings with the Associate Chair, or a faculty member within the department, and

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

> based on the results recommendations will be made for a sequence of courses to complete a Minor (B.A.) program, (i.e., FREC01H3 and FREC02H3 (the third year language practice courses) + 3.0 additional credits in French at the B-, C-, or D- level, with at least 1.0 credit at the C or D-level).
>
> All courses currently forming the program requirements for this program will continue to be offered.

3 Impact on other programs/units of the proposed closure

> There has been extensive discussion within the Centre for French and Linguistics regarding the place of this Minor program within the unit, and the consensus among faculty members and the Director is that the program should be closed.
>
> We do not anticipate or foresee any negative impacts for the closure of this program on other programs or units. We do anticipate slightly higher enrolments in the Minor program in French (B.A.), but the Centre can accommodate this slight increase, without any undue impact on resources.

4 Student Accommodation

Current enrolment showing breakdown by year in the program / option being closed

Table 1: Undergraduate

STREAM	Session	Year of study			
		1	2	3	4
French for Francophones - Minor	As of Nov 1, 2010		2 [1]		1
French for Francophones - Minor	As of Nov 1, 2011			2	
French for Francophones - Minor	As of Nov 1, 2013	2	1		2
French for Francophones - Minor	As of Oct 11, 2013			2	

> Students currently enrolled in the program can meet with the Undergraduate Assistant or the Associate Director (French) to discuss alternative program requirements if they wish. However, courses associated with the program will still continue to be offered and students currently enrolled in the program will be able to complete it with no disruption.

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[1] Indicates number of students

Proposal for the Closure of an Existing Program

Developed by the Office of the Vice-Provost, Academic Programs
Updated by UTSC Office of the Dean for 2014-15 Academic Year.

> Going forward, students interested in this area of study can meet with the Associate Chair (French) to discuss modifications to program requirements that will better suit their proficiency in French.
>
> No new students will be admitted into the program once it is closed, effective April 1, 2014.
>
> Students currently enrolled in this program will be notified of closure via email and an announcement will be made on our website.

5 Faculty / Staff Accommodation

> The closure of this program will not have any negative impacts on faculty or staff as they will continue to support the remaining programs in French and Linguistics.

6 Governance Process

Levels of Approval Required	Date
Department/Unit Curriculum Committee	May 27, 2013
Decanal Sign-Off	October 14, 2013
Provostial Sign-Off	September 3, 2013
UTSC Academic Affairs Committee	
Submission to Provost's Office	
AP&P (approval of program closures: undergrad specialists/majors; minors where there is no specialist of major; graduate fields or diploma, and collaborative programs)	
Inclusion in Annual report to Quality Council	

UNIVERSITY OF
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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, November 12, 2013

AGENDA ITEM: 3f

ITEM IDENTIFICATION:

Introducing a New Course –Communicating Science: Film, Media, Journalism, and
Society (PSCA01H3)

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, November 12,
   2013)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This is a proposal to introduce the new course PSCA01H3 Communicating Science:
Film, Media, Journalism, and Society. It is being presented separately from other new
courses being proposed in the current curriculum cycle by the Department of Physical

and Environmental Sciences so that it can be mounted in January 2014. The course is housed in the Department of Physical and Environmental Sciences.

Media plays a significant role in global transfer of information - bridging the gap between science and society and increasing environmental awareness and ethics. Communicating complex science issues to a wider audience is a major challenge to the future well-being of our society. The proposed course will draw upon experts from film, media, journalism, and physical and environmental sciences to explore the role of science, scientist, and media in the society. There are no similar courses being offered at the University of Toronto.

FINANCIAL IMPLICATIONS:

This course was approved for iExplore funding. Any ongoing financial obligations resulting from this proposal will be met by the Department of Physical and Environmental Sciences. There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT a new course, PSCA01H3, as described in the proposal recommended by the Dean and Vice-Principal (Academic), Professor Rick Halpern, dated October 23, 2013, be approved to be effective April 1, 2014 for the academic year 2013-14.

DOCUMENTATION PROVIDED:

New Course proposal for PSCA01H3 Communicating Science: Film, Media, Journalism, and Society, dated October 23, 2013.

Proposal to Introduce a New Course –Communicating Science: Film, Media, Journalism, and Society (PSCA01H3)

University of Toronto Scarborough
New Course Proposal

Proposed Course Code:	**PSCA01H3**
Proposed Course Title:	Communicating Science: Film, Media, Journalism, and Society
Anticipated Course start date:	**January 2014**
Unit where the course will be housed:	**Physical and Environmental Sciences**
Discipline:	*Environmental Science*
Departmental Contact:	**George Arhonditsis, Mandy Meriano**
Divisional Contact:	Annette Knott, Academic Programs Officer *aknott@utsc.utoronto.ca*
Date of This Version of the Proposal:	**October 23, 2013**

1.   Rationale

a.   Rationale.

Media plays a significant role in global transfer of information - bridging the gap between science and society and increasing environmental awareness and ethics. Communicating complex science issues to a wider audience is a major challenge to the future well being of our society. This course will draw upon experts from film, media, journalism, and physical and environmental sciences to explore the role of science, scientist, and media in the society.

What makes this course distinctive and innovative from other courses at UTSC is its cross disciplinary approach to delivering a course. This is the first time that Physical and Environmental Sciences, Media, and Journalism will be collaborating on a course. This means that experts with various backgrounds will be able to present their diverse and varying views on contemporary science communication.

A search for similar courses at U of T was conducted but none was found to exist at the time of this search.

This course was approved for iExplore funding.

b.   Fit:

The course will be of interest to all students of environmental science, media, education, journalism and political studies. Currently there are no other similar courses offered at UTSC.

Proposal to Introduce a New Course –Communicating Science: Film, Media, Journalism, and Society (PSCA01H3)

2. Calendar Copy

PSCA01H3   Communicating Science: Film, Media, Journalism, and Society

Communicating complex science issues to a wider audience remains a major challenge. This course will use film, media, journalism and science experts to explore the role of science and scientists in society. Students will engage with media and academic experts to get an insight into the 'behind the scenes' world of filmmaking, media, journalism, and scientific reporting. The course will be of interest to all students of environmental science, media, education, journalism and political science.

Breadth Requirement: Natural Sciences

3. Learning Outcomes

a. Learning Outcomes.

Upon completion of this course students will be able to;
- Understand the relationships between scientific and mass media communications
- Explain the role of media in communicating science
- Understand the distinction between various communication media, i.e., documentary films, news, peer reviewed publication, popular science magazines, science blogs, etc
- Write the components of a media artifact
- Develop a critical appreciation of the role of media in science communication

b. Topics Covered.

- Trends in the relationships between science and mass media communication in modern societies
- The tension and the conflicting incentives between the traditional course of science communication (i.e., peer reviewed and available within the 'peers' circle) and the mass media communication process available to general public.
- Why media coverage of some controversial issues appears to be more welcome to scientific community (i.e., climate change).
- Increased 'craze' for publicity (i.e., Nature and Science Journals) and how it effects science communication and the scientific assessment process.
- The recent surge of media reporting of science and the consequence of this intense media attention for science and the scientific process.
- Is poor coverage of the environmental impacts (and the associated science) better than no coverage at all?

Proposal to Introduce a New Course –Communicating Science: Film, Media, Journalism, and Society
(PSCA01H3)

c. Methods of Assessment.

1. Written assignments: Deconstruction of a Media Artifact (Part I and Part II)
2. Midterm Exam
3. Final Exam
4. Participation

4. Consultation:

DPES Curriculum and Teaching Committee (September 18, 2013):
The course and its merits to DPES and UTSC was discussed at the DPES Curriculum and Teaching Committee.

Michael Petit, Director of Media Studies and Joint Program in New Media Studies, and Jeffery Dvorkin, Program Director in Journalism were consulted on September 23, 2013 on collaborating with DPES on teaching the course. All were in favour of the course, its content and learning objectives.

DPES Council Meeting - September 26, 2013

5. Governance Process:

Levels of Approval Required	Date
Departmental Curriculum Committee	September 18, 2013
DPES Council Meeting	September 26, 2013
UTSC Academic Affairs Committee	

UNIVERSITY OF
TORONTO
SCARBOROUGH

OFFICE OF THE CAMPUS COUNCIL

FOR INFORMATION   **PUBLIC**   **OPEN SESSION**

TO: University of Toronto Scarborough Academic Affairs Committee

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

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

DATE: Tuesday, November 12, 2013

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Undergraduate Calendar Change: Revision of the Description of the Credit/No Credit
Option

JURISDICTIONAL INFORMATION:

The 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*). The AAC has responsibility for academic
regulations, including "approval of minor amendments of academic regulations that are
consistent with University-wide policy" (*AAC Terms of Reference, Section 5.1 and 5.6*).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Information] (Tuesday, November
   12, 2013)**

PREVIOUS ACTION TAKEN:

The former UTSC Academic Committee originally approved the Credit/No Credit option
on December 1, 2009, and it became effective with the publication of the 2010-11
Academic Calendar.

On March 19, 2013 UTSC Academic Committee approved revisions to the Credit/No
Credit option to bring it into alignment with the Credit/ No Credit options at the Faculty
of Arts and Science and the University of Toronto Mississauga. These revisions, which
were effective with the publication of the 2013-14 Academic Calendar, increased the
number of credits students can take as Credit/No Credit from 1.0 to 2.0 and reduced the
final grade for a course to be deemed a credit (CR) course from 60% to 50%.

Undergraduate Calendar Change: Revision of the Description of the Credit/No Credit Option

HIGHLIGHTS:

The current description of the Credit/No Credit option in the UTSC Academic Calendar is being updated so as to explicitly exclude supervised reading and directed research courses. This change will be effective as of April 1, 2014, coincident with the publication of the 2014-15 Academic Calendar.

Courses needed to satisfy program requirements have always been explicitly excluded from the Credit/No Credit option, however, supervised and directed research courses have not been explicitly excluded in UTSC Academic Calendar copy. Revisions to the description of the Credit/No Credit option, effective April 1, 2014, coincident with the publication of the 2014-15 Academic Calendar, will explicitly exclude supervised and directed research courses. This change is a formal acknowledgement of current practice at UTSC, and is in line with policy and practice around Credit/No-Credit at the Faculty of Arts and Science and UTM.

Consultation regarding clarifying the Credit/No Credit option so as to explicitly exclude supervised and directed research courses, to be effective with the publication of the 2014-15 Academic Calendar, was undertaken in Summer 2013 with the UTSC Office of the Dean, Office of the Registrar, Academic Advising and Career Centre, and the Scarborough Campus Students' Union. There were no concerns.

FINANCIAL IMPLICATIONS:

There are no significant financial implications for the campus operating budget.

RECOMMENDATION:

This item is presented for information only.

DOCUMENTATION PROVIDED:

Academic Calendar description of the Credit/No Credit option showing changes.

Undergraduate Calendar Change: Revision of the Description of the Credit/No Credit Option

Credit/No-Credit option as it will appear in the 2014-15 Academic Calendar – showing changes:

Credit/No Credit

Effective with the 2013 Summer Session, UTSC degree students may select up to 2.0 full credit of their degree credits to be assessed on a Credit/ No Credit basis. Courses intended for individual study, such as supervised reading and/or directed research courses, are not eligible for Credit/No Credit assessment. Students must choose this mode of assessment no later than the last day to drop courses without academic penalty. Requests for this type of assessment are submitted to the Registrar's Office via eService. Once the deadline has passed, students may not under any circumstances reverse this decision.

To achieve a status of CR (Credit), a student must earn a final grade of at least 50%. Grades below that will be assessed as NCR (No Credit). Courses with a final status of CR will count as degree credits but will have no effect on the student's GPA. They may count as breadth requirements and degree credits, but cannot be used to satisfy program requirements.

Courses with a final status of NCR will not count as degree credits but will not count as failures, and will also not be included in the GPA calculation.

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

DATE: Tuesday, November 12, 2013

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Undergraduate Calendar Information: 2014-15 Sessional Dates

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*).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Information] (Tuesday, November 12, 2013)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

These Sessional Dates for each of the Summer 2014, Fall 2014 and Winter 2015 are comparable to those implemented in 2013-14. They include a 4-day Reading Week in each session following the sixth week of the twelve-week term. In the fall and winter sessions this Reading Week follows a statuary holiday (Thanksgiving Day - Monday October 13 and Family Day – Monday February 16). Each term includes a study break (2 days summer, 3 days each fall and winter) between the last day of classes and the first day of final exams and a twelve to fourteen day final examination period (12 days summer, 13 days fall and 14 days winter).

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Undergraduate Calendar Information: 2014-15 Sessional Dates

Extensive consultation with student leadership, campus service providers and orientation staff as well as faculty and academic administrators regarding the introduction of a fall reading week and starting classes on the Tuesday following Labour Day took place prior to the introduction of these measures in the fall of 2013. The dates presented here do not differ.

FINANCIAL IMPLICATIONS:

There are no significant financial implications for the campus operating budget.

RECOMMENDATION:

This item is presented for information only.

DOCUMENTATION PROVIDED:

Sessional Dates text to be included in the 2014-15 UTSC Academic Calendar.

2014-15 UTSC Sessional Dates

There are three academic sessions: Summer Session (May to August), Fall Session (September to December) and Winter Session (January to April). For dates related to courses on other campuses, see the appropriate *Calendar* or registration guide. Please refer to the Registrar's Office website at www.utsc.utoronto.ca/registrar for other important registration, financial and petition deadlines.

ROSI section code	Duration of course	
	Summer Session	**Fall & Winter Sessions**
F	May - June	September - December
S	June - August	January - April
Y	May - August	September - April

For ROSI hours on deadline dates, go to www.rosi.utoronto.ca/hours.html

2014 Summer Session

Monday, May 5	Classes begin in F and Y courses.
Sunday, May 11	Last day for students writing deferred examinations in August to adjust their current course load (on ROSI only).
Monday, May 19	Last day to add F and Y courses (on ROSI only).
Monday, May 19	Victoria Day → University closed.
Monday, June 9	Last day to drop F courses without academic penalty and have them removed from the transcript.
Monday, June 9	Last day to add or remove the CR/NCR mode of assessment (on ROSI) for an F section course. (Note: For details go to www.utsc.utoronto.ca/registrar)
Monday, June 16	Last day to drop UTSC F courses and have them remain on the transcript with a grade of LWD indicating withdrawal without academic penalty. After this date grades are assigned whether or not course work is completed (with a '0' assigned for incomplete work) and are calculated into GPAs. (**Note**: See www.utsc.utoronto.ca/registrar for LWD dates for courses on other campuses.)
Monday, June 16	Last day of classes and last day for submission of term assignments in F courses.
Tuesday, June 17 Saturday, June 21	Reading Week (Note: Classes or exams may be held on other campuses.)
Tuesday, June 17 Saturday, June 21	Final examinations in F courses.
Monday, June 23	Classes begin in S courses and resume in Y courses.
Tuesday, July 1	Canada Day → University closed.
Monday, July 7	Last day to add S courses.
Monday, July 21	Last day to drop Y courses without academic penalty and have them removed from the transcript.
Monday, July 21	Last day to add or remove the CR/NCR mode of assessment (on ROSI) for a Y section course. (Note: For details go to www.utsc.utoronto.ca/registrar)
Monday, July 28	Last day to drop S courses without academic penalty and have them removed from the transcript.
Monday, July 28	Last day to add or remove the CR/NCR mode of assessment (on ROSI) for an S section course. (Note: For details go to www.utsc.utoronto.ca/registrar)
Friday, August 1	Last day to confirm intention to graduate at the 2014 Fall Convocation.
Monday, August 4	Civic Holiday →University Closed
Tuesday, August 5	Last day of classes and last day for submission of term assignments in S and Y courses. (**Note**: Classes are held on this date <u>only</u> for courses that normally meet on a Monday.)
Wednesday, August 6 – Thursday, August 7	Study Break.
Wednesday, August 6 - Thursday, August 21	2014 Winter deferred examinations.
Thursday, August 7	Last day to drop UTSC S and Y courses and have them remain on the transcript with a grade of LWD indicating withdrawal without academic penalty. After this date grades are assigned whether or not course work is completed (with a '0' assigned for incomplete work) and are calculated into GPAs. (Note: See www.utsc.utoronto.ca/registrar for LWD dates for courses on other campuses.)
Friday, August 8 - Thursday, August 21	Final examinations in S and Y courses.
November TBA	2014 Fall Convocation. Check "Ceremony Dates" at www.convocation.utoronto.ca for the date of the UTSC ceremony.

2014 Fall Session

Monday, September 1	Labour Day → University closed.
Tuesday, September 2	Classes begin in F and Y courses.
Monday, September 8	Last day for students writing deferred examinations in December to adjust their current course load.
Monday, September 15	Last day to add F and Y courses.
Monday, October 13	Thanksgiving Day → University closed.
Tuesday, October 14 - Saturday, October 18	Reading Week (Note: Classes may be held on other campuses.)
Monday, November 17	Last day to drop F courses without academic penalty and have them removed from the transcript.
Monday, November 17	Last day to add or remove the CR/NCR mode of assessment (on ROSI) for an F section course. (Note: For details go to www.utsc.utoronto.ca/registrar)
Monday, December 1	Last day of classes and last day for submission of term assignments in F courses.
Tuesday, December 2 Thursday, December 4	Study Break.
Tuesday, December 2 - Friday, December 19	2014 Summer deferred examinations.
Thursday, December 4	Last day to drop UTSC F courses and have them remain on the transcript with a grade of LWD indicating withdrawal without academic penalty. After this date grades are recorded on transcripts whether course work is completed or not (with a '0' assigned for incomplete work) and they are calculated into GPAs. (**Note**: See www.utsc.utoronto.ca/registrar for LWD dates for courses on other campuses.)
Friday, December 5 - Friday, December 19	Final examinations in F courses.
Monday, December 22 - Friday, January 2	December break → University closed.
Friday, February 13	Last day to confirm intention to graduate at the 2015 Spring Convocation.

2015 Winter Session

Monday, January 5	Classes begin in S courses and resume in Y courses.
Sunday, January 11	Last day for students writing deferred examinations in April to adjust their current course load (on ROSI only).
Sunday, January 18	Last day to add S courses (on ROSI only).
Friday, February 13	Last day to confirm intention to graduate at the 2015 Spring Convocation.
Monday, February 16	Last day to drop Y courses without academic penalty and have them removed from the transcript (on ROSI only).
Monday, February 16	Last day to add or remove the CR/NCR mode of assessment for a Y section course (on ROSI only). (Note: For details go to www.utsc.utoronto.ca/registrar)
Monday, February 16	Family Day holiday → University closed.
Tuesday, February 17 - Saturday, February 21	Reading Week → No classes held.
Monday, February 23	Classes resume in S and Y courses.
Sunday, March 22	Last day to drop S courses without academic penalty and have them removed from the transcript (on ROSI only).
Sunday, March 22	Last day to add or remove the CR/NCR mode of assessment for an S section course (on ROSI only). (Note: For details go to www.utsc.utoronto.ca/registrar)
Friday, April 3	Good Friday – University Closed.
Monday, April 6	UTSC Friday: Last day of classes and last day for submission of term assignments in S and Y courses that normally meet on a Friday.
Tuesday, April 7 – Thursday, April 9	Study Break
Tuesday, April 7 - Friday, April 24	2014 Fall deferred examinations.
Thursday, April 9	Last day to drop UTSC S and Y courses and have them remain on the transcript with a grade of LWD indicating withdrawal without academic penalty. After this date grades are recorded on transcripts whether course work is completed or not (with a '0' assigned for Incomplete work) and they are calculated into GPAs. (**Note**: See www.utsc.utoronto.ca/registrar for LWD dates for courses on other campuses.)
Friday, April 10 - Saturday, April 25	Final examinations in S and Y courses.
June TBA	2015 Spring Convocation. Check "Ceremony Dates" at www.utoronto.ca/convocation for the date of the UTSC ceremonies.

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UNIVERSITY OF TORONTO

THE UNIVERSITY OF TORONTO SCARBOURGH CAMPUS COUNCIL

REPORT NUMBER 1 OF THE ACADEMIC AFFAIRS COMMITTEE

September 10, 2013

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

Your Committee reports that it met on Tuesday, September 10, 2013 at 4:00 p.m. in the Council Chamber, Arts and Administration Building, with the following members present:

Ms Kathy Fellowes (Chair)
Professor Suzanne Erb (Vice-Chair)

Professor Rick Halpern (Dean and Vice-Principal (Academic))
Professor Malcolm Campbell
 (Vice-Principal, Research)
Dr. Johann Bayer
Professor William R. Bowen
Professor Nick Cheng
Dr. Curtis Cole
Mr. Luki Danukarjanto
Mr. Adrian De Leon
Professor David J. Fleet
Ms Ariane Ganji
Professor William Gough
Professor John Hannigan
Dr. Brian Harrington
Professor Paula Hasting
Professor Rena Helms-Park

Professor Sherri Helwig
Professor Matthew Hoffmann
Mr. Jerry Jien
Dr. Nancy Johnson
Professor Heinz-Bernhard Kraatz
Professor Gary Martin Leonard
Mr. Andrew Leung
Professor Karen Lyda McCrindle
Dr. Christopher Ollson
Ms Victoria Owen
Professor Stephen Rockel
Ms Paulina Rousseau
Professor Mark Schmuckler
Dr. Sisi Tran
Professor David Zweig

Mr. Louis Charpentier, Secretary of the Governing
 Council
Ms Annette Knott, Academic Programs Officer
Ms Lesley Lewis, Assistant Dean

Secretariat:
Ms Amorell Saunders D'Naw

Regrets:

Professor Syed W. Ahmed
Professor Daniel Bender
Professor George S. Cree
Ms Hanan Domloge
Mr. John Kapageridis
Dr. Sarah D. King

Professor William Seager
Professor Michael J. Lambek
Professor Patricia Landolt
Professor Nathan Lovejoy
Professor Andrew C. Mason
Professor Alice Maurice

Report Number 1 of the UTSC Academic Affairs Committee, September 10, 2013   2

Professor Larry A. Sawchuck
Professor John Robert Miron   Professor Grace Skogstad
Ms Charmaine Ramirez   Professor Andre Sorensen
Ms Lindsay Raoufi   Ms Tisha Tan

In Attendance:

Ms Maryam Ali, Executive Assistant to the Dean and Vice-Principal (Academic)
Ms Jennifer Bramer, Director, Academic Advising and Career Centre
Mr. Jim Delaney, Acting Assistant Secretary of the Governing Council
Mr. Desmond Pouyat, Dean of Student Affairs
Ms Kim Richard, Director, Human Resource Services

1. Chair's Remarks
The Chair welcomed members and guests to the inaugural meeting of the University of Toronto
Scarborough Academic Affairs Committee (AAC) meeting, and introduced herself along with the Vice-
Chair, Assessors, and Non-voting Assessors.

2. Orientation
The Chair of the Committee and the Secretary of the Governing Council gave an Orientation. The
presentation highlighted the following:

- The origin of the Campus Council and its Standing Committees;
- The responsibilities of members;
- The distinction between governance and administration;
- The Terms of Reference of the AAC;
- An overview of governance cover sheets and their importance;
- The Calendar of Business; and
- The Rules of Order

The Chair invited the Voting Assessors, Professors Rick Halpern and Malcolm Campbell to present an
overview of the role, objectives and priorities of their respective portfolios.

3. Calendar of Business, 2013-14
The Chair advised members that the proposed Calendar of Business for 2013-2014 had been included in
the agenda package. She emphasized that it was a living document and that items would be added or
removed from time to time. Members were encouraged to review the Calendar of Business on a regular
basis.

4. Academic Appeals Subcommittee Establishment
The Chair indicated that with the creation of the UTSC Campus Council and its Standing Committees, the
UTSC Academic Committee had been dissolved. As a consequence, the Subcommittee on Academic
Appeals had been dissolved and had to be reconstituted as the Subcommittee on Academic Appeals, a

subcommittee of the Academic Affairs Committee. Professor Mark Schmuckler advised members that students could submit petitions to the Registrar's Office and that the Registrar or designate would adjudicate the petition. If a student was not satisfied with the decision he/she could appeal to the Subcommittee with the final level of appeal being the Academic Appeals Committee of the Governing Council. In the discussion period that followed, a member asked whether two student seats on the committee would be sufficient representation.   Professor Schmuckler replied that the committee is a review committee and they will be able to resolve issues in a timely manner with two student seats.

On motion, duly moved and seconded.

YOUR COMMITTEE RECOMMMENDS

    a.   THAT the proposal to establish an Academic Appeals Subcommittee, as a subcommittee with delegated authority from the Academic Affairs Committee and reporting to the Academic Affairs Committee, be approved effective immediately; and

    b.   THAT the Terms of Reference of the Academic Appeals Subcommittee, be approved.

5. Date of the Next Meeting- Tuesday November 12, 2013 4:00 p.m. – 6:00 p.m.
The Chair reminded members that the next scheduled meeting of the Committee was on Tuesday November 12, 2013 at 4:00 p.m. in the University of Toronto Scarborough Council Chamber, Arts and Administration Building.

6. Other Business
There were no other items of business.

<div align="center">The meeting adjourned at 5:37 p.m.</div>

September 26, 2013

           Secretary   Chair