

2007/08 New Programs and Program Changes

The following is a summary of new programs and program changes proposed by the University of Toronto Scarborough which, if approved, are to become effective in May with the 2007 Summer Session:

NEW PROGRAMS

1. Specialist Program in French

The Department of Humanities proposes reintroducing a specialist program in French which will lead to a Bachelor of Arts degree. It is expected that the 2007/08 intake will be approximately 15 and that it will reach a steady state of between 15 and 20.

Academic Relevance

French has a long history at UTSC, both in its own right, (1) as a specialist program in the Education of Teachers in French (ETFP) and a specialist program in Management and French, and (2) as a component of programs, as a major program and several possible minors. In fact, the specialist program in the Education of Teachers in French which has served many prospective teachers since 1992 is going to be replaced with the Concurrent Teacher Education Program (CTEP), a university-wide structure, as of September, 2007. Therefore the specialist, currently attached to ETFP, will gradually disappear and it is necessary to create a new specialist to fulfill the needs of the new CTEP. However, although it is required of us to create this new specialist program open to students enrolled in the CTEP program, it seems equally relevant to open it to other students who would like to specialize in French but do not wish to become teachers. At the same time, by doing so, we will allow students enrolled in CTEP who realize they no longer have any aspiration to become teachers but are interested in French, to remain in the same specialist program in French.

Such a program would continue to feed into French graduate programs, on the St, George campus (French Literature, Linguistics and the soon to be Language MAs) or at other universities, as well as into various Schools of Translation, or even Faculties of Education other than OISE/UT, to name but a few options.

Needless to say, a specialist in French opens a lot of doors. The province of Ontario is suffering from a lack of Francophones or French speakers and the need will become even greater by 2009. It is important that UTSC, as an institution, contribute to serving this need.

Learning Outcomes

It is the purpose of the program to prepare students for their teaching career, for admission to graduate programs in French or other graduate programs for which an undergraduate specialist program in French may be necessary or appropriate. Every effort has been made to meet these requirements. In particular, the programme has been designed to:

- Provide students with a fundamental knowledge and grasp of principles and practices in core areas of French: language, grammar, linguistics, literature and culture (French, Québec, francophone). Each area provides a number of courses from which students will be able to choose in order to complete the number of required credits.
- Expose students to a broad range of areas, both theoretical and applied. The mandatory number of credits in each area is evenly distributed.
- Incorporate study and practice of the language in the non-language courses, in order to allow students to improve their grasp of the language.
- Allow students to acquire not only theoretic and practical knowledge of French sufficient for entrance into post-graduate programs, but reading, writing, oral and aural skills that would prove useful in any future endeavours.

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Program Requirements

Students in this Specialist Program must complete a total of 10 full credits from the categories below:

1. Three credits consisting of:
 - FREA01H Language Practice I
 - FREA02H Language Practice II
 - FREB01H Language Practice III
 - FREB02H Language Practice IV
 - FREC01H Language Practice V
 - FREC02H Language Practice VI(Except where substitution of other French credits is permitted for students with special proficiency in the French language)
2. Three full credits selected from:
 - FREB43H Understanding French Grammar
 - FREB44H Introduction to Linguistics: French Phonetics and Phonology
 - FREB45H Introduction to Linguistics: French Morphology and Syntax
 - FREC46H French Syntax
 - FREC47H Special Topics in Linguistics: Pidgin and Creole Languages
 - FREC48H Sociolinguistics of French
3. One full credit selected from:
 - FREB22H The Society and Culture of Québec
 - FREB27H Modern France
 - FREB28H The Francophone World
4. Three full credits in literature which must include; one full credit in French Canadian literature; one full credit in French literature (FREB50H and FREB51H can fulfill this requirement); one-half credit in literature from other parts of the French-speaking world excluding France and Canada, one-half credit of your choice.

Under special circumstances and with the permission of the Supervisor of Study, students may be allowed to take a course taught in English if all the assignments are completed in French.

2. Specialist Program in Linguistics

The Department of Humanities proposes reintroducing a specialist program in Linguistics which will lead to a Bachelor of Arts degree. It is expected that the 2007/08 intake will be approximately 15 and that it will reach a steady state of around 24.

Academic Relevance

Linguistics has a long history at UTSC, both in its own right and as a component of programs such as Cognitive Science and Psycholinguistics. Linguistics is also a natural adjunct of programs and courses in the languages, and for several years, linguistics and the languages have been joined with French in a macrodiscipline, and members of the linguistics discipline have played a role in helping to develop language courses and promote language study at UTSC.

Historically, many students have studied linguistics as part of a path to a career in speech therapy or speech pathology, and have been well-served by either the specialist program in Psycholinguistics or the major in linguistics combined with a second major such as Psychology. Yet other students, interested in a career in education, have combined a major in linguistics with a major in a second area such as French, English, or even music.

For a long time now, however, since the demise of the former specialist program in linguistics, there has been no academic path for UTSC students interested in career paths in general linguistics or in further studies in linguistic sciences equivalent to the kind of undergraduate preparation available either on the St. George campus or at other comparable universities.

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Such an undergraduate experience feeds naturally not only into graduate programs in theoretical linguistics, such as that at the UT St. George campus, but to programs in applied linguistics, such as those at the Ontario Institute for Studies in Education, which has numerous programs of study and research directly relating to the various languages of Canada, national, native, and heritage.

The proposed specialist program in Linguistics is intended to fill this gap by making it possible for UTSC students to prepare for further, post-graduate studies in linguistics. While the specialist program in Psycholinguistics has provided a similar opportunity for students interested in advanced studies in that one area, this new program will enable students interested in more central areas of linguistic investigation such as syntax and phonology, or in other areas such as sociolinguistics, to receive similar academic preparation.

Now that more resources are available to UTSC linguistics in the form of positions in syntax and phonology and language instruction is growing at UTSC and within the University generally, we are at long last able to offer our students a wider choice of academic paths by reintroducing a specialist program in Linguistics.

Learning Outcomes

It is the purpose of the program to prepare students for admission to graduate programs in Linguistics or other graduate programs for which an undergraduate specialist program in Linguistics may be appropriate. Every effort has been made to meet the requirements of graduate linguistics programs at European and North American universities. In particular, the program has been designed to:

- Provide students with a fundamental grasp of principles and practices in core areas of contemporary linguistic science. In the first year, students are introduced to the sundry areas of linguistics. In the second year they are introduced to theory and analytic techniques, and deal with data from a broad spectrum of languages, in the core areas of phonetics, phonology (sound systems), morphology (word structure), and syntax (sentence structure). In the third and fourth years they take advanced courses in these areas and learn how to enter into original research.
- Expose students to a broad range of areas, both theoretical and applied. Apart from the survey in the first year course, students are given the opportunity to study in areas of specific interest to them, including non-core areas such as semantics, sociolinguistics and psycholinguistics. They are prepared to bring theoretical and applied areas to bear on one another, so that if they continue on to programs such as those at OISE/UT, they can draw on their backgrounds in theoretical linguistics for a more profound approach, while if they continue on in theoretical linguistics they can bring to bear on those studies a perspective gained from real-world data and issues.
- Incorporate study in languages, not only to provide example data and encourage application of the students' knowledge, but encourage an organic, holistic perspective on language.
- Allow students to acquire not only theoretic and practical knowledge of the area sufficient for entrance into post-graduate programmes, but skills in reading, writing, speaking, and logical analysis that would prove useful in any future endeavours; indeed, some of our best linguistics students of the past have gone on to law school and presumably made good use of the general intellectual skills acquired in their courses and programs.

Program requirements

Students must complete 11.5 full credits, as follows:

1. All of the following:
 - LINA01H General Linguistics I
 - LINA02H General Linguistics II
 - LINB04H Phonology I
 - LINB05H Morphology I
 - LINB06H Syntax I
 - LINB09H Phonetics: The Study of Speech Sounds
 - LINC02H Phonology II

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- LINC11H Syntax II
2. Two full credits from the following, including at least .5 full credit from Group A and at least .5 full credit from Group B:
- Group A**
- LINB21H Language and Society
 - LINB22H Sociolinguistics
 - LINC27H Language and Ethnicity
 - LINC28H Language and Gender
- Group B**
- PLIB25H Second Language Learning
 - PLIC24H First Language Acquisition
 - PLIC35H Reading in a First or a Second Language
 - PLIC55H Psycholinguistics
 - PLID44H Acquisition of the Mental Lexicon
 - PLID55H Disorders of Speech and Language
3. Either three full credits in a language, whether under the FRE or LGG or other rubric, or two full credits in one language and one full credit in another language.
4. A further 2.5 full credits in any JAL, JPL, LIN or PLI courses, and/or courses selected from the following courses. At least one of these 2.5 full credits must be on the C- or D- level.
- FREC46H French Syntax
 - FREC47H Special Topics in Linguistics: Pidgin and Creole Languages
 - FREC48H Sociolinguistics of French
 - FREB49H French Semantics
 - HUMC11H Religion and Language
 - PHLB50H Symbolic Logic I
 - PHLB80H Philosophy of Language
 - PHLB86H Foundations of Cognitive Science
 - PHLC51H Symbolic Logic II

3. Specialist Program in International Development Studies

The Department of Social Sciences proposes providing a non co-op option for the existing specialist (co-operative) program in International Development Studies which will, depending on the stream followed, lead either to a Bachelor of Arts or to a Bachelor of Science degree.

Academic Relevance

The specialist (non co-op) program in International Development Studies (B.A. or B.Sc.) will complement the already-existing specialist (co-op) program in IDS and the popular non co-op major program in IDS, both offered by UTSC. The specialist (co-op) program attracts excellent and motivated students: in part because the program is well-designed and meets the needs of highly motivated students, and in part because of the job placement in the Global South where students spend the fourth year of their five-year program. In their fifth year, back at UTSC, there are important spin-off benefits in that, in the classroom, students returning from placements share their experiences and new understandings with compatriots returning from placement. However, some students who would like to complete the program do not want to spend that year on the job placement; it can be perilous and does mean taking five years to complete an undergraduate degree. From the University's perspectives, these placements are also very costly. It makes good academic and administrative sense therefore to have a non co-op version of the specialist program run in conjunction with the co-op version. It provides an alternative route for students while still giving them the benefits of meeting and studying with students who have been or are going on co-op placement.

The program is designed to meet the needs of the "typical" student interested in development studies. Experience tells us that such students are typically bright and self-motivated; as importantly activists as academics. They take

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initiatives, seek empowerment, are driven to solve social and environmental problems, understand the importance of teamwork and coordination, and are responsible and accountable. They are also a very diverse group, with interests that span social sciences, humanities, and environmental science and have a strong sense of social responsibility. They often have little patience for what they might characterize as the "slow" pace and "pedantic" perspectives of traditional disciplines. Motivated as they are by issues of poverty, inequality, degradation, and oppression, they restlessly sift through what the traditional disciplines might have to say about this. Intellectual creativity is what they seek, and our students want to manage their own learning. The complexities of development, in particular, and the human condition in general, fascinate them. While traditional disciplines might disparage these students as "incompletely trained" in the discipline, it is also true that we need such students, and the cross-flow of ideas that they generate, to keep the traditional disciplines focussed on matters that are important to the community and society at large and to see how the discipline's ideas might be better integrated with work from other disciplines or fields.

This program provides students with a critical understanding of international development issues through exposure to a variety of academic disciplines and to another culture. The program combines interdisciplinary academic study in the social and environmental sciences and humanities. The objectives of the program are:

1. To provide a broad understanding of different development paths, the international and domestic factors affecting their success, and the importance of sustainability.
2. To develop cross-cultural sensitivities and an awareness of the reality of developing nations - their cultures and their socio-economic and political systems, issues of poverty and social justice both national and international - which will allow them to develop the necessary skills for work in international development.
3. To provide opportunities for IDS students to share their experience and insights, to enhance awareness of development issues at the university and in the broader community, and to promote work on development within Canada.

Learning Outcomes

Depth and Breadth of Knowledge

Unique among programs at UTSC, the IDS programs familiarize students with fundamental concepts in cultural, economic, social, political, environmental and geographic perspectives in their studies on development. In addition, the program encourages students to each specialize in a discipline, effectively at the level of major program of study. This gives the student a critical understanding of a discipline overall as well as in a specialized sub-discipline. Further, core IDS courses offer an opportunity for students each to bring their preferred disciplinary perspective to bear on questions of direct interest in development studies. This allows them to size up the relative merits of that disciplinary perspective and achieve a level of understanding that might not be possible in a conventional disciplinary program.

Knowledge of Methodologies

Students are introduced to a range of field, analytical, and research methodologies across anthropology, economics, environmental science, political science, and sociology. The core IDS courses offer an opportunity for students each to bring these methodologies to bear on questions of direct interest in development studies. IDS students there get to see a wide range of methodologies in a comparative setting and thus can begin thinking about them critically. Students will take courses in each of the following areas: (1) Fundamentals of Development Studies; (2) Health and Environmental Science; (3) Approaches to Development Studies; (4) Methods; (5) Theory, policy, and practice; (6) Advanced Development

Application of Knowledge

IDS is a challenging program in the sense that students must leapfrog from one advanced course to the next without having the same background as other students (specialists in that discipline). This is deliberate. IDS appeals to the kind of gifted student for whom a traditional introduction to the discipline would be uninteresting. The requirements of the program are such that students may well have to seek admission to a course where they do not have the prerequisites; in so doing, they have to do extra work to bring themselves up to the level of the rest of the class. Intellectual creativity is what they seek. By putting an emphasis on upper-level course across a range of disciplines, the program seeks to force-feed that creative process.

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Communications Skills

In both their disciplinary courses and in their core IDS courses, students are challenged to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences. In the disciplinary courses, they are typically the outsiders, carrying in and defending the intellectual interests of IDS in front of students who might well be sceptical. In the core IDS courses, these same students are also challenged similarly because their classmates have such diverse perspectives on development: be it cultural, economic, environmental, geographic, political, or social.

Awareness of Limits of Knowledge

Challenged as they are, in both their disciplinary and core IDS courses, IDS students quickly become all too aware of the limits of their knowledge and develop an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses and interpretations.

Autonomy and Professional Capacity

Our students want to manage their own learning. The structure of the program gives them flexibility to make curricular choices best suited to their own needs. Critics might say there is "too much choice" in the program; but this misses the critical idea that managing one's own learning is not only an academic ideal; it is also essential to the conceptualization of development studies as a field. The program is designed to provide as much leeway as is possible, consistent with the intellectual traditions of development studies as a field of study.

Program requirements – B.A.

The program requires 12 full credits (FCEs).

1. Fundamentals of Development Studies (3 full credits as follows)
 - [ECMA01H Introduction to Microeconomics or ECMA04H Introduction to Microeconomics: A Mathematical Approach]
 - [ECMA05H Introduction to Macroeconomics or ECMA06H Introduction to Macroeconomics: A Mathematical Approach]
 - EESA01H Introduction to Environmental Science
 - IDSB01H International Development Studies: Political Economy
 - IDSB02H International Development Studies: Development and Environment
 - IDSC04H Project Management I
2. Health and Environmental Science (2 full credits from among the following)
 - ANTB56H Health and the Urban Environment
 - EESA10H Human Health and the Environment
 - EESB04H Principles of Hydrology
 - EESB05H Principles of Soil Science
 - HLTA01H Plagues and Peoples
 - HLTB01H Health, Aging and the Life Cycle
 - HLTB02H Issues in Child Health and Development
 - IDSB04H International Health Policy Analysis
 - GGRB28H Geographies of Disease
3. Approaches to Development Studies (1.5 full credits from among the following)
 - DTSB01H Introduction to Diaspora and Transnational Studies I
 - DTSB02H Introduction to Diaspora and Transnational Studies II
 - EESB16H Feeding Humans - The Cost to the Planet
 - GGRA02H The Geography of Global Processes
 - GGRB20H Environmental Conservation and Sustainable Development
 - NEW240Y Introduction to Equity Studies
 - POLA84H Globalization and Governance
 - POLA90H Politics, Corruption and Violence
 - POLB90H Comparative Development in International Perspective
 - POLB91H Comparative Development in Political Perspective

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4. Methods (0.5 full credits from among the following)
 - ANTC35H Quantitative Methods in Anthropology
 - ANTC60H Fieldwork in Social and Cultural Anthropology
 - BGYB52H Ecology and Evolutionary Biology Laboratory
 - BGYC52H Ecology Field Course
 - BGYC67H Advanced Field Course in Ecology
 - CHMB16H Techniques in Analytical Chemistry
 - ECMB11H Quantitative Methods in Economics I
 - EESC15H Research seminar in Environmental Science
 - EESC16H Field Camp I
 - GGRA30H GIS and Empirical Reasoning
 - PSYB07H Data Analysis in Psychology
 - SOCB06H Social Statistics
 - STAB22H Statistics I
5. Theory, policy, and practice (1 full credits from among the following)
 - ANTB01H Political Ecology
 - ANTB19H Varieties of Social Life
 - ANTB20H Culture, Politics and Globalization
 - [ECMB01H Price Theory or ECMB02H Price Theory: A Mathematical Approach]
 - [ECMB05H Macroeconomic Theory and Policy or ECMB06H Macroeconomic Theory and Policy: A Mathematical Approach]
 - ECMB36H Economic Aspects of Public Policy
 - ECMB68H Comparative Economic Systems
 - GGRB13H Social Geography
 - IDSB05H Economics of Small Enterprise and Micro-credit
 - ISTB01H International Studies and International Communications
 - PHLB08H Ethics and International Affairs
 - POLB80H Introduction to International Relations
 - POLB81H International Conflict and Conflict Management
6. Advanced Development (4 full credits from among the following)
 - ANTB15H Contemporary Human Evolution and Variation
 - ANTB38H First Nations of North America: Hunters, Gatherers, Farmers
 - ANTB39H First Nations of North America: Social Complexity and the State
 - ANTC10H Anthropological Perspectives on Development
 - ANTC14H Feminism and Anthropology
 - ANTC15H Genders and Sexualities
 - ANTC19H Producing People and Things: Economics and Social Life
 - ANTC32H Political Anthropology
 - ANTC60H Fieldwork in Social and Cultural Anthropology
 - ANTC61H Medical Anthropology: Illness and Healing in Cultural Perspective
 - ANTC62H Medical Anthropology II: Biological and Demographic Perspectives
 - ANTC63H The Anthropology of Food: Human Needs
 - ECMC66H Economic Development
 - ECMC67H Development Policy
 - FOR201H Conservation of Tropical and Subtropical Forests
 - GGRC19H Spaces of Multiraciality
 - GGRC20H Issues in Rural Development
 - GGRC29H Agricultural, Environment and Development
 - GGRC45H Local Geographies of Globalization
 - GGRC46H Tourism, Environment and Development

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GGRD10H Health and sexuality
 HLTC02H Women and Health: Past and Present
 HMB303H Global Health and Human Rights
 IDSC06H Directed Research on Canadian Institutions and International Development
 IDSC07H Project Management II
 IDSC08H Research Design for Development Fieldwork
 IDSC10H Topics in International Development Studies
 IDSC11H Issues in International Health
 PHLC84H Postcolonial Studies in Philosophy
 POLC87H International Cooperation and Institutions under Advanced Development
 POLC88H The New International Agenda
 POLC90H Development Studies: Political and Historical Perspectives
 POLC91H Latin America: Dictatorship and Democracy
 POLC95H International Political Economy of Trade
 POLC99H Latin America: Politics of the Dispossessed
 POLD88H Exploring the New International Agenda
 POLD90H Public Policy and Human Development in the Global South
 POLD94H Selected Topics on Developing Areas
 SOCC25H Comparative Ethnic and Race Relations
 SOCC34H Globalization: Causes, Consequences and Critique
 WSTC10H Women and Development
 WSTC11H Applied Study in Women and Development
 WSTC20H Women and Environments

Program Requirements – B.Sc.

The program requires 12 full credits (FCEs).

1. Requirements 1 through 4 of the Specialist Program in International Development Studies (B.A.) above, 7.5 credits in total, plus the following:
5. Fundamentals (2.0 full credits from among the following)
 - BGYA01H Introductory Biology: Part I
 - BGYA02H Introductory Biology: Part II
 - BGYB33H Human Development and Anatomy
 - BGYB31H Plant Physiology
 - BGYB50H Ecology
 - BGYB51H Evolutionary Biology
 - BGYB52H Ecology and Evolutionary Biology Laboratory
 - CHMA10H Introductory Chemistry I: Structure and Bonding
 - CHMA11H Introductory Chemistry II: Reactions and Mechanisms
 - CHMB55H Environmental Chemistry
 - EESB02H Principles of Geomorphology
 - EESB03H Principles of Climatology
 - [MATA27H Introduction to Optimization or MATA30H Calculus I]
 - [MATA35H Calculus II for Biological Sciences or MATA36H Calculus II for Physical Sciences]
6. Advanced Options (3 full credits from among the following)
 - ANTC62H Medical Anthropology II: Biological and Demographic Perspectives
 - BGYC52H Ecology Field Course
 - BGYC53H Marine Biology
 - BGYC58H Consequences of Global Change
 - BGYC59H Advanced Population Ecology
 - BGYC60H Restoration Ecology
 - BGYC61H Community Ecology and Environmental Biology

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| BGYC63H | Conservation Biology |
| BGYC65H | Environmental Toxicology |
| BGYC67H | Advanced Field Course in Ecology |
| BGYD52H | Senior Seminar in Conservation Biology |
| BGYD60H | Landscape Ecology |
| EESC03H | Geographic Information Systems and Remote Sensing |
| EESC04H | Biodiversity and Biogeography |
| EESC07H | Groundwater |
| EESC13H | Environmental Impact Assessment and Auditing |
| EESC15H | Research Seminar in Environmental Science |
| EESC16H | Field Camp I |
| EESD06H | Climatic Change Impact Assessment |
| EESD11H | Process Hydrology |
| EESD15H | Cleaning up our Mess: Remediation of Terrestrial and Aquatic Environments |
| GGR310H | Cultural Biogeography |
| IDSC06H | Directed Readings on Canadian Institutions and International Development |

The Department also proposes making changes to the co-operative version to bring the requirements closer to those of the non co-operative version. (See "Program Changes" below.)

4. Specialist (Co-operative) Program in Management & Language (French)

The Department of Management proposes providing a co-operative option to the existing specialist program in Management and Language (French) which will lead to a Bachelor of Business Administration degree.

Academic Relevance

When other interdisciplinary B.B.A. programs were introduced in 2005/06, they were structured with a co-op option. It was intended at that time that all BBA programs have a co-op option but this pre-existing interdisciplinary program was overlooked.

Co-op is a transformational experience for students, allowing them to deepen their understanding of what they learn in the classroom by relating those learned concepts to the actual experiences of the workplace. Students bring these experiences back into later courses thus improving both their own learning environment and that of their classmates.

Learning Outcomes

The Co-op option provides opportunities for students to relate their classroom experiences in an existing approved program (Specialist in Management and Language (French)) to the real life practices of the world of work. It is expected that their placements will be structured so as to permit these relationships to be optimized.

Program requirements

The course requirements are the same as they are for the existing (non co-op) program, i.e. 11.5 credits in Management, Economics & Calculus and 5.0 credits in French). In addition, students must complete three four-month work terms.

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STANDING IN CO-OPERATIVE PROGRAMS

In order to maintain good standing in a co-op program, students are required to maintain a cumulative grade point average of at least 2.5. Because of the high standards for admission to co-op, most students meet the required standard.

Over the years, a practice has developed of exercising discretion regarding the co-op standing of students who come close to but do not meet the required standard. However, the range over which discretion has been exercised has not been uniform for all programs. Some have granted probationary (conditional) status in the program to students with a CGPA above 2.3, and others only to those above 2.4.

For some years now, UTSC has assessed the general academic standing of students who have attempted at least three full credit equivalents since beginning their studies at UTSC (or in other arts and science divisions of the University) at the end of all three academic sessions (Fall, Winter, and Summer). However, the assessment of status in co-op programs has continued to be conducted only at the end of the Winter and Summer Sessions, as was formerly the case for the assessment of general academic standing.

UTSC proposes adding the following to the Co-operative Programs section of the *Calendar* under "Program Requirements" (page 27 of the 2006/07 *Calendar*) in order to make uniform the rules for probationary status for all co-op programs and to time co-op assessments to correspond with those for the assessment of general academic standing:

- Status in a co-op program will be determined at the end of each session (Fall, Winter, and Summer) for students who have attempted at least three full credit equivalents since beginning their studies at the University of Toronto Scarborough or in other arts and science divisions of the University.
- Students who have attempted at least three full credit equivalents and have a cumulative GPA of less than 2.50 but of 2.30 or more are placed on probation in the co-op program (i.e., they remain in the program subject to certain conditions). Students may clear probation by achieving a cumulative GPA of 2.50 or better in the next study session.
- Students may continue on probation by achieving a sessional grade point average of at least 2.50 in the next session. Students must clear their probation within two study sessions in order to remain in a co-op program.
- Students on probation in the co-op program may not apply for a work term until they have successfully cleared their probation. However, if a student's CGPA falls below 2.50 after having secured a job placement through the placement process, the student will be permitted to complete the work term; such a student will be permitted to participate in the next recruitment process only after successfully clearing probation.
- Students who have attempted at least three full credit equivalents and have a cumulative GPA of less than 2.30, or who have failed to clear probation within two study sessions, will be removed from the co-op program.

PROGRAM DELETIONS

There are no program deletions.