

**Report to the Committee on Academic Policy and Programs
From the Faculty of Arts and Science
December 16, 2006**

NEW PROGRAMS**Department of Cell and Systems Biology –Cell Biology Specialist**

- **Academic Relevance:**
Our new Cell Biology Specialist Program will provide a rigorous series of small courses in the upper years, including both lab courses and research experience. This will allow students to come together as a cohort, and enjoy the intellectual stimulation that arises from small classroom experiences. The students will also be exposed to interdisciplinary and interdepartmental scholarly activities taking place in two different faculties at the University of Toronto since the program is constructed with courses primarily from two departments: Department of Cell and Systems Biology, Faculty of Arts and Sciences; and Department of Biochemistry, Faculty of Medicine. Finally, the requirement for at least one fourth year research thesis course will link undergraduate study with strong research experience. Thus, students graduating with the Cell Biology Specialist will have a strong academic, laboratory and research training experience in Cell Biology.
- **Learning Outcomes:**
The Specialist Program in Cell Biology is aimed at providing undergraduates with a strong foundation in the molecular and cellular basis of life.

The Specialist Program in Cell Biology will train students technically and challenge students intellectually. The diverse expertise of the teaching staff provides an outstanding resource to train students in state of the art technology used to study normal and pathological cell biology, such as the use of live cell imaging with fluorescent transgenes, molecular biology techniques and cell culture techniques. The broad range of experimental organisms studied by faculty members will alert students to the distinct biological and technical advantages afforded by individual organisms as well as shedding light on evolutionary processes that gave rise to biodiversity. A general objective of the program will be that of creating a learning environment that promotes and cultivates independent and critical thinking by students, and a deeper understanding of the method, application and implication of scientific research.

Cell biology is at the heart of many critical challenges facing society today. This program will equip students to engage these issues in their postgraduate studies or employment, and as members of the community. Students will leave the Specialist Program in Cell Biology ready to engage and advance these critical areas. Completion of the specialist program will provide a strong foundation for further training at the graduate level in biomedical and basic research fields as well as admission to professional schools such medicine, dentistry and veterinary school.

Graduates will be well versed in the skills needed to evaluate scientific literature, and will be able to bring informed and critical arguments into public discourse on issues related to science.

- **Estimated Enrolment:**
We estimate that yearly enrolment will not exceed 30 students. While we have put together a large list of existing third and 4th year courses, many of the upper level courses are very popular at present. We anticipate a slight reduction in enrolment pressure once the double cohort bulge has passed through the system.
- **Requirements:**
(12.5-13 full courses or their equivalent including at least four 300+ series courses and 1 400-series course)

First year:

1. BIO 150Y1; (CHM 138H1, 139H1)/ 151Y1; JMB 170Y1/MAT 135Y1/ 136Y1/ 137Y1/ 157Y1; PHY 110Y1/138Y1/140Y1

Higher years (must include four 300 series courses and one 400 series course):

1. BIO 250Y1/255Y1; BIO 252Y1; BIO 260H1/HMB 265H1; BCH 210H1; CSB 349H1/MGY 311Y1;
2. CSB 331H1/BCH 304H1; CSB 428H1; CSB 330H1/350H1
3. 0.5 FCE from the following: BCH 422H1, 426H1, 445H1, CSB 327H1, 347H1
4. 3.0 FCEs from the following: BCH 440H1, BCH 441H1/CSB 472H1, CSB 299Y1, 328H1, 332H1, 340H1, 351Y1, 357H1, 429H1, 430H1, 450H1, 452H1, 458H1, 459H1, 473H, 497H1/498Y1/499Y1

Department of Ecology and Evolutionary Biology – Ecology and Evolutionary Biology Major

- **Academic Relevance:**

The Department of Ecology & Evolutionary Biology offers three Specialist programs (each requiring 13 full courses or equivalents): Behaviour, Ecology and Evolutionary Biology. Enrolment in all three is approximately 100 students (total in years 2, 3, 4).

Two identified barriers perceived by students for enrolling in these programs include: (1) Each of these three Specialist programs requires that students take a half-credit two-week field course (most occur in May/June), which, in addition to tuition and books, involves additional costs that include transportation, accommodation at a field station, and food. (2) All three Specialist programs require that students participate in a small-group (full year) fourth-year seminar, where the primary literature and research seminars form the basis for class discussion and short seminars, and discussions are led by students.

The proposed Ecology & Evolutionary Biology Major program requires most of the same required courses in years 1 and 2 as the three Specialist programs (= 5.0 FCEs), plus: students choose from four of nine possible EEB 300-series half-courses in ecology and evolution (= 2.0 FCEs) and one additional FCE from a list of courses.

The Ecology & Evolutionary Biology Major will appeal to students who wish to specialize in ecology and evolutionary biology, but who are not able (such as for

financial reasons) or willing to participate in a field course (during the summer session), and who are not attracted to actively participate in a small-group (full year) seminar course in their fourth year.

- **Learning Outcomes:**
Learning outcomes similar for existing Specialist programs in Behaviour, Ecology and Evolutionary Biology, with the exception that the Ecology & Evolutionary Biology Major requires less specialization (5.0 less FCEs) and does not require participation in a 300-series field course or 400-series seminar course.
- **Estimated Enrolment:**
100 students. It is expected that students who enroll in the Ecology & Evolutionary Biology Major program are those who desire specialization in ecology and/or evolutionary biology and would have opted for one of the Major programs in Biology, Botany or Zoology (all three of which are jointly sponsored by the Departments of Ecology & Evolutionary Biology and Cell & Systems Biology); total enrolment of students in these three Majors programs is approx. 1,300 students (total in years 2, 3, 4).
- **Requirements:**
(8 full courses or their equivalent)
First Year: BIO 150Y1; CHM (138H1, 139H1)/151Y1
Higher Years:
 1. 3.0 courses: BIO 250Y1/ 255Y1; BIO 260H1/ HMB 265H1; BIO 251Y1/ 252Y1/ EEB 265Y1/ ENV 243Y1; STA 220H1
 2. 2.0 courses from: EEB 319H1, 321H1, 322H2, 323H1, 324H1, 328H1, 362H1, 365H1, 370H1
 3. 1.0 from: any EEB course; ENV 234Y1; HPS 353H1/ 355H1; JMB 170Y1/ MAT 135Y1/ 136Y1/ 137Y1/ 157Y1

Centre for Environment – Environmental Ethics Major

- **Academic Relevance:**
At the present time, we already host an Environmental Ethics minor program, which has been shown to be popular. Students have requested the option of a major in this area. The Centre for Environment has identified five key theme areas in which we hope to place special emphasis at both the undergraduate as well as the graduate level. Environmental Ethics is one such area.

The field of Environmental Ethics is becoming as essential to environmental science and policy development, as Bioethics is to the study of medicine. Exposing our students to this increasingly important area of study is a priority.

Through the introduction of this major program, we hope to (1) enhance the student experience, both by responding to their repeated requests for such a program but also by ensuring that fundamental questions of values are addressed in their study of environmental science, policy development and decision making; (2) enhance interdisciplinary, interdepartmental collaborations with the Department of Philosophy; (3) bring together undergraduate and graduate activities with research opportunities,

since the area of Environmental Ethics is a priority area for the Centre at the undergraduate and graduate levels, but also in terms of research grant applications that are currently in preparation.

- Learning Outcomes:
Values and judgments underlie virtually every level of environmental decision making, including choice of methodology, selection and interpretation of scientific data as well as policy development. For this reason, the field of environmental ethics is essential to any programs that support the study of environment.

We expect that students who complete this program will receive sound disciplinary training in questions of environmental ethics, through such Philosophy courses as PHL 273H1 (Environmental Ethics). In addition, however, students will be required to integrate ethical questions into topics relating to science and policy development, through the Centre's core courses, ensuring that philosophical questions are applied to a wide complexity of environmental issues. Furthermore, we hope to ensure that students trained in this area are also exposed to problem-based learning and case studies, through which theoretical issues can find concrete application.

Altogether, our aim is to train students in fundamental philosophical questions relating to the field of environmental ethics, while also ensuring that they have opportunities to engage in interdisciplinary dialogue with other students from the sciences and social sciences, and to ensure that questions of values are investigated in terms of practical, environmental challenges and case studies.

- Estimated Enrolment:
20 – This number is based on student interest expressed to the Director and Co-ordinator.
- Requirements:
Six full courses or their equivalent.

1. One of JGE221Y1/JIE222Y1
2. ENV 321Y1
3. PHL 273H1
4. One FCE from PHL 373H1, ENV 332H1, 333H1
5. ENV 491Y1/ 492H1, 493H1/ 410H1, 421H1
6. 1.5 FCE's from Group A.

Group A:

ABS 402H1 Traditional Indigenous Ecological Knowledge
ECO 105Y1 Principles of Economics for Non-Specialists
ENV 335H1 Environmental Design
ENV 424H1 Environment and Community Engagement
ENV 442H1 Corporate Perspectives on the Environment
ENV 447H1 The Power of Economic Ideas
FOR 302H1 Societal Values and Forest Management
HIS 318Y1 Canadian Environmental History
HPS 202H1 Technology in the Modern World
HPS 307H1 History of Energy
JAG 321H1 Aboriginal People & Environmental Issues in Canada

PHL 275H1 Introduction to Ethics
PHL 295H1 Business Ethics
PHL 375H1 Ethics
PHL 394H1 Markets and Morals
PHL395H1 Issues in Business Ethics
PHL 413H1 Seminar in Applied Ethics
PSY 335H1 Environmental Psychology
RLG 228H1 Religious Ethics: the Environment
RLG 311H1 World Religions and Ecology
RLG 345H1 Social Ecology and Judaism

European Studies – European Union Studies Minor

- **Academic Relevance:**
The development of a Minor program in European Union Studies reflects the University of Toronto's commitment to providing up-to-date interdisciplinary learning experiences for undergraduates, as articulated in the Stepping UP framework. To keep pace with the strengthening of the European Union's global role and its expansion as a geo-political entity, we offer the Minor program in European Union Studies as an inter-disciplinary supplement for students in the social sciences and humanities. The Minor program builds on the University of Toronto's considerable assets in European studies and on the well-established Major program. While the Major program in European Studies stresses language acquisition as well as interdisciplinary knowledge of Europe and the European Union, the Minor program will provide students majoring in other disciplines with a professional and academic edge as they prepare for careers or postgraduate training in the public and private sectors. Increased demand for a minor program has emerged over the past five years. Many of our students in the social sciences and humanities who already have a command of one of the European Union languages have expressed interest in a Minor in European Union Studies as a way of obtaining more specialized knowledge without taking up three full credits in language study.
- **Learning Outcomes:**
Our graduates typically aspire to taking up occupations in public- or private-sector organizations that deal with Europe. Others intend to pursue postgraduate studies in a related discipline. Like the Major Program in European Studies, the Minor program in European Union Studies will provide our students with an ability to understand and function within the European environment, to navigate through the complexities of the European Union structures, and to develop cultural sensitivity to and appreciation of European society. The inter-disciplinary nature of the program allows students to develop skills for use in a wide range of applications.
- **Estimated Enrolment:**
Approximately 25. The Major Program (which is a Type 2 Major) enrolls between 20 and 30 new students annually. We anticipate that there will be similar demand for the Minor Program.
- **Requirements:**
The Minor Program in European Union Studies provides interdisciplinary expertise on modern Europe and the workings of the present-day European Union. The minor

serves as a companion program with Major or Specialist Programs in such disciplines as history, political science, economics, anthropology, sociology, or any of the European Union language programs. Like the Major program, students can draw upon a wealth of course offerings from the twelve academic departments participating in the European Studies program.

Minor in European Union Studies:

- 4 full courses or their equivalent, one of which must be a 300-level course or higher.
- Two required full courses are: (1) Core course EUR200Y1 and (2) POL207Y1 or POL324Y1 or POL359Y1.
- The two elective full courses or their equivalents may be taken from a list of eligible courses: ANT 446Y1; ECO 201Y1, 230Y1, 303Y1, 342Y1, 452H1; ENG 202Y1, 329H1; EST 400Y1; FCS 195H1, 290H1, 291H1, 292H1, 297H1, 310Y1, 331H1, 390H1, 391H1, 392H1, 395H1, 490H1, 497H1; FIN 230H1, FIN235H1 240H1, 250H1, 260H1, 310H1, FIN330H1, FIN340H1, FIN350H1, FIN410H1, FIN415H1; FRE320Y1, 322Y1, 324Y1, 326Y1, 359H1, 360H1, 364Y1, 365H1, 367H1, 368H1, 449H1; FSL 431Y1, 442H1, 443H1, 461Y1; GGR 339H1, 344H1, 361H1; GER 150H1, 204H1, 205H1, 232H1, GER260Y1, 305H1, 310H1, 324H1, 325H1, 327H1, 331H1, 334H1, 335H1, 351H1, 354Y0, 355Y0, 360H1, 362H1, 353Y, 364H1, 410H1, 422H1, 430H1, 462H1; HIS 208Y1, 220Y1, 232Y1, 241H1, 242H1, 245Y1, 251Y1, 302H1, 310Y1, 317H1, 325H1, 330H1, 331H1, 334Y1, 335H1, 337Y1, 338Y1, 339Y1, 341Y1, 344Y1, 349H1, 351Y1, 353Y1, 354Y1, 355H1, 357Y1, 388H1, 401H1, 407H1, 414H1, 415H1, 416H1, 418H1, 420H1, 421H1, 422H1, 429Y1, 436H1, 442Y1, 444H1, 445H1, 449Y1, 451H1, 453H1, 454H1, 455H1, 458Y1, 459H1, 460H1, 461H1, 477H1, 483H1, 488H1, 492Y1; HUN 320Y1, 335H1, 345H1, 351H1, 355H1, 356H1, 440H1, 450H1, 451H1, 455H1; INI 382H1, 462H1; ITA 210Y1, 240Y1, 245Y1, 301H1, 310H1, 326H1, 340Y1, 341H1, 346H1, 347H1, 358Y0, 359Y0, 381H1, 405H1, 410H1, 415H1, 421H1, 441H1, 455H1, 491H1, 492H1; JEF 100Y1; JHP 304Y1, 435Y1, 454Y1; JPD 439Y1; PHL 210Y1, 217H1, 265H1, 310H1, 311H1, 312H1, 315H1, 316H1, 317H1, 320H1, 321H1, 322H1, 326H1, 338H1, 388H1; POL 200Y1, 317Y1, 320Y1, 321H1, 324Y1, 344H1, 354H1, 359Y1, 366Y1, 405Y1, 414H1, 415H1, 422Y1, 440Y1, 452Y1, 453Y1, 462Y1; PRT 250H1; SLA 205H1, 215H1, 216Y1, 225H1, 226H1, 405Y1, 406Y1, 414H1, 416Y1, 424Y1, 425Y1, 434Y1, 445H1, 465H1, 475H1; SOC 203Y1, 341Y1, 350Y1; SPA 250H1, 341H1, 345H1, 435H1.

Admission to the Minor in European Union Studies is granted upon completion of four full credits, one of which must be in HIS or POL with a mark of 70% or higher. This is a Type 2 Minor program.

Forest Conservation – Forest Conservation Major

- Academic Relevance:

The Forest Conservation program is offered collaboratively with the Faculty of Forestry. Students may take a specialist 4-year degree leading to an H.B.A in Forest Conservation or an H.B.Sc. in Forest Conservation Science. The arts program focuses on communal forest management, development of forest policies, forest

economics and forest product trade, with electives in social sciences, while the science program concentrates on forest biology and ecology with electives in life and physical science. The integrative nature of the program reflects the interdisciplinary focus and outreach interests of undergraduate teaching at Faculty of Forestry. This approach is well in line with recommendations in the University's Stepping Up Plan.

At present we offer a specialist, major and minor in the Forest Conservation Science program, but only a specialist and minor program in the Forest Conservation Arts program. This proposal is to add a major to the Forest Conservation Arts program to complement the options available in the corresponding Science program. This will enhance student experience by providing more flexibility in the Arts stream. It is intended for students who consider the specialist option too focused and the minor program too superficial for their interest in forest conservation.

- Learning Outcomes:

The specialist programs provide grounding in forest conservation with emphasis on breadth as well as research depth, and can particularly meet the needs of individuals who are considering graduate level education in forestry.

The new major in Forest Conservation Arts will offer more choice to students considering enrolling in that stream. The major is intended to build on a student's interest in forestry and related issues, and should provide a useful background and base for employment opportunities associated with forest conservation and natural resources management. Students should consider combining this program with a major in another related discipline such as environment, geography, botany, zoology, chemistry, urban study or architecture.

Estimated Enrolment:

The total enrolment in undergraduate teaching was 247 in the 2005/06 academic year, an increase of 44% on the preceding year. We anticipate about 10 students per academic year in this new program.

- Requirements:

(8 full courses or their equivalent, including at least 2.0 300+ series courses and one 400-series course; other equivalent and approved courses offered by other Faculties, UTM or UTSC may be eligible for inclusion.)

First Year:

BIO 150Y1; GGR 107Y1 or One Social Science FCE

Second Year:

1. ENV 234Y1; FOR 200H1, 201H1
2. One FCR from: ABS 201Y1; ANT 204Y1; ECO 220Y1, 227Y1; GGR 233Y1, 270H1; JBS 299H1/ STA 221H1; JGE 221Y1; PHL 273H1; STA 220H1

Third Year:

FOR 301H1, 305H1, One FCE from: FOR 300H1, 302H1, 303H1, 306H1; EEB 321H1

Fourth Year:

FOR 400Y1

Human Biology Program – Neuroscience Specialist

- Academic Relevance

Amalgamation of the specialist programs in Human Behavioural Biology and Neuroscience. In consultation with the departments involved in the Neuroscience program, primarily Physiology, Psychology, and Cell and Systems Biology, as well as with both student groups, we are excited to have been able to agree on a joint program that honours both the biological aspects of Neuroscience while retaining the flexibility to include a biosocial emphasis. In keeping with the multi-disciplinary mandate of the Human Biology Programs, this new interdisciplinary Neuroscience specialist program will be administered by the Human Biology Programs Office.

- Learning Outcomes:

Learning outcomes are similar to the present Human Behavioural Biology program and the Neuroscience program. The new Specialist Program in Neuroscience provides an interdisciplinary undergraduate course of study that includes courses from the various basic medical departments and the life sciences departments leading to a 4-year Honours B.Sc. degree. The program presents a broad view of how nervous systems control behaviour and offers insights on the biology that underlies human behaviour while maintaining breadth and flexibility of course selection.

Graduates will be equipped to pursue further study at the graduate level or in areas such as health sciences, biotechnology, law, education and will have a broad range of skills to take with them into the job market.

- Estimated enrolment:

We estimate the enrolment of the program will be 40 to 50 students with a limit of 80 students. Minimum CGPA of 2.5

- Requirements:

(13.5 to 14 full courses or their equivalent, including at least two 400-series courses)

Enrolment in this program is limited, and will be based on CGPA. Enrolment requires completion of four courses including the first year prerequisite courses.

Year 1

- 1) BIO 150Y1
- 2) CHM 138H1, 139H1
- 3) MAT135Y1/136Y1/137Y1/157Y1/PHY 110Y1/138Y1
- 4) PSY 100H1

Year 2

- 1) HMB 200H1
- 2) HMB 265H1/BIO260H1
- 3) BCH 210H1/CHM 247H1
- 4) BIO 250Y1/255Y1
- 5) STA 220H1/PSY201H1
- 6) 0.5 FCE from: ANT 204Y1/253H1/LIN200H1/PSY 260H1/270H1/280H1
- 7) PSL 300H1/BIO 252Y1

Year 3

- 1) HMB 300H1
- 2) HMB 310H1
- 3) HMB 320H1
- 4) CSB 349H1/PSL 350H1
- 5) 2.0 FCE from: CSB 325H1/ 328H1/ 330H1/ 332H1/ 345H1/ 346H1/ 347H1, EEB 322H1, JAL 355H1, JLP 315H1/ 374H1, PCL 201H1/ 302H1, PSL 301H1/ 303Y1/ 372H1/ 374H1, PSY 202H1/ 342H1/ 371H1/ 372H1/ 373H1/ 375H1/ 393H1/ 394H1/ 396H1/ 397H1, WGS 372H1

Year 4

- 1) 2 FCE from 400 Science Series:
HMB 420H1, HMB 400Y1, CSB 425H1/430H1, EEB 459H1/496Y1, JLS 474H1, JLP 471H1, PCL 475Y1, PSL 432H1, PSL 440Y1, PSL 443H1, PSL 444Y1, PSL 450H1, PSL 452H1, PSL 454H1, PSL 472H1, PSY 440H1, PSY 460H1, PSY 470H1, PSY 471H1, PSY 480H1, PSY 490H1, PSY 497H1

New College – Buddhism, Psychology and Mental Health Minor

- Academic Relevance:

The program will be of interest to students interested in learning about the implications and applications of Buddhism in modern society. Students considering careers in the health sciences will find the programmatic study of Buddhism, psychology, and mental health to be particularly instructive, especially within the increasingly multicultural and pluralistic nature of Canadian society. By considering the implications of Buddhist spirituality for our scientific understanding of mental and physical illnesses, the student will be able to integrate both modern and ancient perspectives towards health and illness.

The introduction of this program will further enhance interdisciplinary collaboration in line with New Colleges Stepping UP priorities. Specifically, Buddhism, Psychology and Mental Health shares content with Equity Studies, South Asian Studies and Paradigms and Archetypes, and the offerings are complementary to those of Human Biology (particularly for students pursuing the Human Behavioral Biology Specialist program).

Also, to the extent that New College has already voiced its support for a Centre for Buddhist Studies in our response to the Stepping up plan, this program will constitute our contribution to such a tri-campus Centre.

- Learning Outcomes:

The primary learning outcomes of the program include the following: familiarity with the Buddhist theories of mind, an understanding of the relationship between Buddhist and Western perspectives on psychology and mental health, and an awareness of the major scientific, conceptual and methodological issues related to the Buddhist and Western perspectives on psychology and mental health. In addition, students will learn about the practical implications of Buddhist theories of mental functioning and their potential contribution to Western approaches to mental health.

- **Estimated Enrolment:**
25 - The estimated enrollment levels are based on enrolment levels in NEW402y: Buddhist Psychology (to be the 4th year core course, NEW432Y, in the program) as well as the number of students both enrolled and not enrolled in the course who have expressed a strong interest in the program.

- **Requirements:**

The goal of the Minor Program, Buddhism, Psychology and Mental Health, is to reflect the growing convergence between Buddhist philosophy and psychology and the modern health disciplines. The program will allow students to choose from a wide range of courses on mind, consciousness, cognitive science, psychology of religion, health psychology, and sociological analyses of physical and mental health to acquire a firm understanding of the specific contributions of Buddhism to the modern understanding of consciousness, mental health and illness, and determinants of physical health.

Enrolment in the minor program is open to students who have completed four courses; no minimum GPA required.

NEW 214Y1 (Socially Engaged Buddhism) or RLG 206Y1 (The Buddhist Religious Tradition)

NEW 432Y1 (The Healing Mind: Theories and Applications of Buddhist Psychology – Formerly NEW402Y)

NEW 434H1 (Advanced Topics) or PHL 240H1 (Persons, Minds and Bodies)

1.5 full course equivalent from:

ANT C6H3; EAS369Y1; NEW 214Y, 303H1 (The Hypothesis of the Unconscious), 334H1 (Special Topics), 434H1; PHL 240H1, B81H3, B86H3; UNI 250Y1, 302H1; RLG 206Y1, 211Y1, 373H1; SOC 243H1, 363H1

St. Michael's College –

Book and Media Studies Major Program

- **Academic Relevance:**
As of September 5, 2006, there are 144 students enrolled in the Book & Media Studies minor, and 290 students taking courses in the program.

Clearly, the program has grown exponentially over the course of its existence (from 19 students in 2003-2004 to over 100 in 2005-2006), and all indications point to its continued popularity. Further, instructors and administrators in the program are constantly being asked by students when they will be able to enroll in Book & Media Studies as a major.

The addition of a major in the Book & Media Studies program was registered as a goal in the Stepping Up Plan. The required growth in enrolment noted there has been more than met.

This development will have no financial implications. The following represents the structure by which the introduction of a major program (6 full courses or equivalent) will remain revenue-neutral:

1. There are already enough SMC courses in the program to support the existence of a major program (2 full courses and 5 half courses)
2. Certain courses currently listed in the brochure under other departments' codes will be designated as SMC direct equivalencies.
3. An Independent Studies course (399Y/398H) will be created in order to give students wider possibilities for research in areas of particular interest to them. These courses will be supervised by faculty members already participating in the Book & Media Studies Program.

- **Learning Outcomes:**

This program will acquaint students with the essential notions of book and media studies. It will give students an understanding of the role of printing, books, reading, and new media in cultures past and present. The inter-disciplinary nature of the program allows students to develop skills for use in a wide range of applications.

- **Estimated Enrolment:**

We have received frequent requests for a major program from students since the program began. There are over a hundred students enrolled in the program with similar numbers consistently enrolling in the program's core courses. This suggests an estimated initial enrolment in the major program of around 50.

- **Requirements:**

The Book and Media Studies Program is an interdisciplinary and historical investigation of the role of printing, books and reading in cultures past and present. It covers topics such as manuscript and book production, internet publishing, book illustrations, advertising, censorship and the ways readers use and enjoy books. Students are expected to complete 6 full courses or equivalents, as follows:

1. SMC 219Y : Mass Media in Culture and Society
2. SMC 228Y : Books and Readers
3. One FCE from among SMC courses or their equivalent as designated by the program;
4. The remaining three FCEs from the following:
 ABS 300Y1 / 302H1 / ANT 323Y1 / ENG 232H1 / 234H1 / 322Y1 / FAH 319H1 / 323H1 / 367H1 / 436H1 / FCS 297H1 / FRE 450H1 / HIS 241H1 / 316H1 / 341Y1 / 367H1 / 374H1 / 375H1 / 419H1 / 437H1 / 455H1 / 477H1 / HPS 201H1 / 202H1 / INI 301H1 / 305H1 / NEW 271Y1 / NMC 357Y1 / POL 451Y1 / SLA 254H1 / SMC 210Y1 / 217H1 / 300H1 / 301H1 / 304H1 / 305H1 / 314H1 / 315H1 / 358H1 / 361H1 / 398H1 / 399Y1 / VIC 345H1 / VIS 206H1 / WDW 385H1 / WGS 271Y1.

Christianity and Culture: Major Program in Religious Education

- **Academic Relevance:**
At the University of Toronto, the Concurrent Teacher Education Program (CTEP) is a new option for high school graduates and first year university students who are interested in a career in teaching. CTEP candidates complete two undergraduate degrees at the same time during four or five years of full-time study: a BEd (Ontario's teaching certification) together with one of the following:
 - Honours Bachelor of Arts (HBA)
 - Honours Bachelor of Science (HBA) (HBA)
 - Bachelor of Music (BMus)
 - Bachelor of Physical and Health Education (BPHE)

In the CTEP program, a career in education is fore-grounded immediately; concepts introduced early in the program are revisited later on. CTEP offers the opportunity to gain a variety of teaching experiences over the entire undergraduate period (120 days of teaching experience, working with children and young people in diverse contexts).

The program has so far been approved by five of the seven CTEP partners:

- The Ontario Institute for Studies in Education of the University of Toronto
- The University of Toronto Scarborough
- The University of Toronto Mississauga
- The Faculty of Music
- The Faculty of Physical Education and Health

The first year of the program will start in September 2007 for those partners who have direct entry into both degree streams.

St Michael's College and Victoria College have been involved with the discussion and planning of CTEP from the beginning; this was signaled in the Stepping Up Plan. They are seeking approval for two programs within the Faculty of Arts and Science. The Faculty of Arts and Science participation was also noted in the submission to Governing Council subject to Faculty approval.

The St Michael's/OISE-UT Program will prepare secondary school teachers of Religious Education for the Separate School Boards in Ontario (where there is a current shortage and expressed demand). We hope to admit second year students into the specially-designed CTEP version of the Christianity and Culture program in Fall 2008.

- **Learning Outcomes:**
The St Michael's/OISE-UT Program will prepare secondary school teachers of Religious Education for the Separate School Boards in Ontario (where there is a current shortage and expressed demand). We will adopt the learning outcomes as stated in the CTEP proposal approved by Governing Council.

- **Estimated Enrolment:**
The enrolment figure (which is a maximum) has been set in consultation with other partners in the Concurrent Teaching Education Program (CTEP), particularly OISE/UT who will share the teaching load for this group of students.

- **Requirements:**

This Major program is part of the Concurrent Teacher Education Program (CTEP) offered in partnership with the Ontario Institute for Studies in Education (OISE/UT) and is for those students preparing to become secondary school teachers of Religious Education in the Separate School Boards in Ontario.

EIGHT full courses or their equivalent, at least two at 300+ series:

1. Core course: SMC 103Y1
2. Two FCEs as follows:
JSV 200H1; SMC 271H1; 272H1; 313H1
3. 0.5 FCE courses from the following:
SMC 362Y1 / 426H1 / 471H1
4. 4.5 FCEs from the following:
SMC 200Y1 / 205H1 / 208Y1 / 215H1 / 216Y1 / 217H1 / 230Y1 / 304H1 /
305H1 / 307Y1 / 308H1 / 310H1 / 311H1 / 312H1 / 330Y1 / 370H1 /
371H1 / 417H1 / 418H1 / 419H1 / 428H1 / 429H1 / RLG 100Y1

Christianity and Culture: Minor Program in Christianity and Education

- **Academic Relevance:**

The Christianity and Culture program includes a number of courses on the theory, practice and history of Christian education (in part reflecting the interests and qualifications of members of its faculty). Although some of the students taking these courses have gone on to pursue careers as school teachers, the courses have also proved of interest and benefit to other students with a less specific interest in Christian pedagogy.

In conjunction with OISE/UT, St Michael's College is proposing a Major program to prepare Religious Education teachers for the Separate School Board in Ontario (see the proposed Christianity and Culture "Concurrent Teacher Education Program [CTEP]" Major), as signaled in the Stepping Up Plan.

This proposed Minor program will complement the CTEP program by allowing students to focus on Christian education without a formal commitment to becoming teachers of Religious Education in Catholic Schools.

- **Learning Outcomes:**

Like other programs in Christianity and Culture, this program will give students an ability to understand Christianity from a variety of perspectives—including its self-understanding, its history, and its interaction with various facets of western and world

culture—and to explore how Christian experience continues to develop in its encounter with contemporary culture and issues. Within this context, it will give students an understanding of the theory, practice and history of Christian pedagogy. The inter-disciplinary nature of the program allows students to develop skills for use in a wide range of applications.

- **Estimated Enrolment:**
20. This figure is comparable to the enrolment in the general Christianity and Culture minor program.
- **Requirements:**

The Minor in Christianity and Education offers students the opportunity to consider the theory, practice and history of Christian pedagogy.

(4 full courses or their equivalent):

1. SMC 103Y1
2. SMC 312H1
3. SMC 313H1
4. Two additional FCEs from Christianity and Culture courses: SMC 200Y1, 201H1, 203Y1, 204H1, 205H1, 206H1, 207H1, 208Y1, 209H1, 215H1, 216Y1, 217H1, 230Y1, 302H1, 304H1, 305H1, 306H1, 307Y1, 308H1, 309H1, 310H1, 311H1, 320H1, 321H1, 330Y1, 332H1, 362Y1, 370H1, 371H1, 417H1, 418H1, 419H1, 421H1, 422H1, 423H1, 424H1, 425H1, 426H1, 427H1, 428H1, 429H1.

Victoria College –

Education and Society Minor (Concurrent Teacher Education Program or CTEP)

- **Academic Relevance:**
In the spring of this year, the Governing Council approved the establishment of a concurrent B.A./B.Sc and B.Ed. program. The first year of the program will start in September 2007 for those partners who have direct entry into both degree streams. Victoria College, along with SMC, are also partners in the program. The CTEP was signaled in the College's Stepping Up Plan. The Faculty of Arts and Science participation was also noted in the submission to Governing Council subject to Faculty approval.
- **Learning Outcomes:**
Qualified teachers of primary education who are knowledgeable about the urban environment and who are skilled in teaching. We will adopt the learning outcomes as stated in the CTEP proposal approved by Governing Council.
- **Estimated Enrolment:**
30 students. This is the target established by the CTEP Council.

- Requirements:
(4 full courses or their equivalent, including at least one 300+ series course)
The minor in Education and Society is open only to students registered in the Concurrent Teacher Education Program and therefore must complete the minor.
 1. PSY 100H
 2. An additional full year course selected from ANT 100Y, SOC 101Y or GGR 124Y. Students in the Ryerson stream of *Vic One* may satisfy this requirement with either VIC 150Y or VIC 151Y.
 3. VIC 260H, Equity and Diversity in Education
 4. VIC 261H, Child and Adolescent Development in Education
 5. JSV 262H, Communication and Conflict Resolution
 6. VIC 360H, CTEP Internship

One other course related to Education and Society at the 300+ level selected from the offerings in Sociology, Anthropology or Geography (Arts). Courses in other departments, including those in the Department of Theory and Policy Studies at OISE require approval of the CTEP Vic Coordinator.

Literary Studies – Interdisciplinary Stream Major and Specialist; Comparative Literature Stream Major and Specialist

- Academic Relevance:
As part of the Stepping Up Plan the College was asked to work with the Centre for Comparative Literature in redesigning aspects of the Literary Studies curriculum. The intent was to offer students a choice of streams that would allow for greater language requirements recognizing that comparative literature studies texts in original languages. The streams allow for both a more intense study of a second language for students who may wish to go on to graduate work in comparative literature and a stream that can accommodate many of the existing students whose interest has been in Literary Studies' interdisciplinary approach.
- Learning Outcomes:
The program is designed to give students an interdisciplinary experience as well as to provide the opportunity to work in more than one language to facilitate entrance into graduate programs in comparative literature.
- Estimated Enrolment:
It is expected that the specialist programs will have an annual enrolment of 10-15 students and the major programs 15-30.
- Requirements:
Interdisciplinary stream

Specialist program:

(12 full courses or their equivalent, including at least 1.0 400-level course)

1. VIC 201Y1, 210Y1, 309H1/310H1/310Y, 311H1.
2. 2.0 FCEs from VIC 300H1/Y1, 301H1/Y1, 309H1/310H1/310Y1, 401H1/Y1, 410H1/Y1, 411H1/Y1, JNV 300H1.
3. 4.0 FCEs in another discipline chosen in consultation with the program coordinator.
4. 2.0 FCEs in a language other than English, at least 1.0 at the 300+ level.
5. Normally VIC 490Y1. Please consult the program coordinator.

Major program:

(7 full courses or their equivalent)

1. VIC 201Y1, 210Y1, 309H1/310H1/310Y1, 311H1.
2. 1.0 FCE from VIC 300H1/Y1, 301H1/Y1, 309H1/310H1/310Y1, 401H1/Y1, 410H1/Y1, 411H1/Y1, JNV 300H1.
3. 1.0 FCE in a language other than English at the 200+ level.
4. 2.0 FCEs in another discipline chosen in consultation with the program coordinator.

Comparative Literature stream

Specialist program:

(13-14 full courses or their equivalent)

1. Complete the major in Comparative Literature (see requirements below).
2. Complete a major in a literature other than English.
3. Normally VIC490Y1. Please consult the program coordinator for further instruction.

Major program:

(7 full courses or their equivalent)

1. VIC 201Y1, 210Y1, 309H1/310H1/310Y1, 311H1
2. 1.0 FCE from VIC 300H1/Y1, 301H1/Y1, 309H1/310H1/310Y1, 401H1/Y1, 410H1/Y1, 411H1/Y1, JNV 300H1. In exceptional circumstances, and with the permission of the program coordinator, students may choose another course, if appropriate.
3. 3.0 FCEs in literature in the original language (not English). 1.0 FCE may be at the 200 level. At least 2.0 FCEs must be at the 300+ level.

DELETED PROGRAMS

Human Biology Program - Human Behavioural Biology Specialist

The new Neuroscience Specialist will replace this program.