



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** William Gough, Vice-Principal Academic and Dean  
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**PRESENTER:** Mark Schmuckler, Vice-Dean Undergraduate  
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**DATE:** May 22, 2019 for May 29, 2019

**AGENDA ITEM:** 2

**ITEM IDENTIFICATION:**

Category 2 Certificate: Certificate in Global Development, Environment and Health  
(U of T Global Scholar)

**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*). Category 2 Certificates follow the protocols for the approval and closure of minor modifications [*Policy on Certificates (For Credit and Not-for-Credit), February 25, 2016*].

**GOVERNANCE PATH:**

**1. UTSC Academic Affairs Committee [For Approval] (May 29, 2019)**

**PREVIOUS ACTION TAKEN:**

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

## **HIGHLIGHTS:**

The Centre for Critical Development Studies at the University of Toronto Scarborough (UTSC) is proposing a new Category 2 Certificate: Certificate in Global Development, Environment and Health (U of T Global Scholar).

Category 2 Certificates are for-credit and are offered in conjunction with an undergraduate program. Completion of the Certificate is recorded on the students' academic transcript.

The University of Toronto is committed to promoting global learning and global engagement in which students will immerse themselves in a broad spectrum of ideas, cultures, and bodies of knowledge about the world around us. The University's Global U Framework is a tri-campus initiative that aspires to develop globally minded citizens across disciplines. Through comparative and intercultural learning experiences, students will be better equipped to appreciate diverse perspectives and cultures, and they will grow as globally minded individuals that are able to tackle universal problems. The goal of the Framework is to:

- Encourage the examination of issues from different cultural, economic and socio-political perspectives;
- Have a substantive international element that requires students to acquire a comparative perspective, or to engage with globally important issues;
- Evidence a substantive and definable international component; and
- Provide an interdisciplinary or disciplinary global lens through which to interpret and evaluate our interconnected world.

At its core, UTSC both encourages and prizes an understanding of global perspectives and educates for global competence. Currently UTSC interweaves a global perspective throughout its curriculum, with global development, environment and health issues being a central focus in a wide range of courses, as well as many of the programs offered by academic units. The proposed Certificate in Global Development, Environment and Health (U of T Global Scholar) will build upon UTSC's longstanding academic strength in globally-oriented, interdisciplinary, and experiential education and it will facilitate, support and ultimately recognize, this global perspective.

The Certificate will be open to students in all programs, including programs in International Development Studies. Students will complete a total of 2.0 credits. 1.5 credits will come from existing UTSC courses, and 0.5 credit will be earned through the completion of a new course – \*IDSBXXH3 (Global Development in Comparative Perspective), which will feature an end-of-course symposium on student findings.

The goals of the proposed Certificate are threefold: to promote a general awareness of global issues relating to global development, environment, and health; to lay the foundations for a critical, comparative, and interdisciplinary understanding of global

challenges related to development, environment, and health; and to allow for programmatic flexibility in meeting these cross-disciplinary learning outcomes.

There has been extensive consultation regarding the Global Scholars initiative across the UTSC campus with all academic units. This consultation includes several presentations to the Chairs and Directors of all academic units with an invitation to provide feedback, which has been incorporated in this proposal. The proposal has been circulated amongst faculty within CCDS as well as to the CCDS curriculum committee for comments. The proposal has been reviewed by the Dean's Office, the Campus Curriculum Committee, and the Office of the Vice-Provost, Academic Programs.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

THAT the proposal to introduce a new (Category 2) Certificate in Global Development, Environment and Health (U of T Global Scholar), as described in the proposal dated May 13, 2019 and recommended by the Vice-Principal, Academic and Dean, William Gough, be approved effective as of Fall 2019 for the 2019-20 academic year.

**DOCUMENTATION PROVIDED:**

1. Proposal to introduce a new Certificate in Global Development, Environment and Health, dated May 13, 2019.

## **University of Toronto Proposal to Create a Certificate in Conjunction With an Undergraduate Program**

Proposed certificate name:	<b>Certificate in Global Development, Environment and Health (U of T Global Scholar)</b>
Undergraduate degree(s) the certificate will be offered in conjunction with:	Honours Bachelor of Arts Honours Bachelor of Science Bachelor of Business Administration
Faculty/academic division:	Centre for Critical Development Studies, University of Toronto Scarborough
Dean's office contact:	Annette Knott ( <a href="mailto:aknott@utsc.utoronto.ca">aknott@utsc.utoronto.ca</a> ), Academic Programs Officer
Version date:	May 13, 2019

### **Summary**

In a world that is increasingly interconnected, a global perspective is vital. The University of Toronto is committed to promoting global learning and global engagement in which students will immerse themselves in a broad spectrum of ideas, cultures, and bodies of knowledge about the world around us.

Community building, international outreach, and re-examining and re-inventing undergraduate education are the three pillars of President Gertler's strategy for the University of Toronto. These pillars are at the centre of the University's role in building vibrant communities, encouraging students to become global citizens, providing an education that prepares graduates for a lifetime of success and fulfillment, and contributing to the economic, social and political success of the region, province, nation and the world.

The University's Global U Framework is a tri-campus initiative that aspires to develop globally minded citizens across disciplines. Through comparative and intercultural learning experiences, students will be better equipped to appreciate diverse perspectives and cultures, and they will grow as globally minded individuals that are able to tackle universal problems. The goal of the Framework is to:

- Encourage the examination of issues from different cultural, economic and socio-political perspectives;
- Have a substantive international element that requires students to acquire a comparative perspective, or to engage with globally important issues;
- Evidence a substantive and definable international component; and

- Provide an interdisciplinary or disciplinary global lens through which to interpret and evaluate our interconnected world.

In support of the Global U initiative, the University of Toronto Scarborough (UTSC) is proposing to introduce a new Category 2 Certificate entitled: The Certificate in Global Development, Environment and Health (U of T Global Scholar).

## Effective Date

September 2019

## Academic Rationale

Currently UTSC interweaves a global perspective throughout its curriculum, with global development, environment and health issues being a central focus in a wide range of courses, as well as many of the programs offered by academic units. At its core, UTSC both encourages and prizes an understanding of global perspectives and educates for global competence. The proposed Certificate in Global Development, Environment and Health (U of T Global Scholar) will facilitate, support and ultimately recognize, this global perspective. This Certificate will be open to students in all programs, including programs in International Development Studies.

Students will complete a total of 2.0 credits. 1.5 credits will come from existing UTSC courses, and 0.5 credit will be earned through the completion of a new course – \*IDSBXXH3 (Global Development in Comparative Perspective), which will feature an end-of-course symposium on student findings.

The goals of the proposed certificate are threefold: to promote a general awareness of global issues relating to global development, environment, and health; to lay the foundations for a critical, comparative, and interdisciplinary understanding of global challenges related to development, environment, and health; and to allow for programmatic flexibility in meeting these cross-disciplinary learning outcomes.

\*Note: IDSBXXH3 (Global Development in Comparative Perspective) is currently being developed, and will be brought forward for approval in 2019-20.

## Need and Demand

The proposed Certificate in Global Development, Environment, and Health (U of T Global Scholar) builds upon UTSC's longstanding academic strength in globally-oriented, interdisciplinary, and experiential education, going back to the establishment of the International Development Studies Specialist Co-op program in the mid-1980s. This widely acclaimed program, now supplemented by four other degree programs in the field of international development studies (Specialist BA,

Specialist BSc, Major, and Minor), is housed within the Centre for Critical Development Studies (CCDS), which will also be the administrative home for the proposed certificate. In addition to its 10 cross-appointed faculty members, and wide array of courses and extra-curricular academic events in the international development studies field (e.g., an annual undergraduate seminar series and one special undergraduate-oriented program-wide lecture each term), CCDS also has a wide interdisciplinary reach across the UTSC campus, represented by the many cross-listed courses in its programs and the many faculty members within other departments whose research and teaching all intersect with the field of global development, environment, and health. Quick growth in enrolments in the recently established IDS Minor program suggests that growth in the even more accessible certificate program in Global Development, Environment, and Health (U of T Global Scholar) will be robust across the UTSC campus.

## Admission Requirements

The proposed Certificate will be open to all students in all degree programs.

The Certificate will be supplementary and concurrent; it cannot be taken on its own and cannot replace any degree-required program (i.e., one Specialist; two Majors; or one Major and two Minors).

## Program Requirements

Students will complete the Certificate as part of their undergraduate degree and are not required to be enrolled in any specific program or degree. The courses taken to complete the Certificate are not subject to the 12 distinct credits rule that applies to credits within programs; students can count the courses towards the completion of the Certificate and their program(s) of study (POSt).

Students will complete a minimum of 2.0 credits as follows:

1. All students will complete IDSA01H3 and IDSBXXH3 (IDSA01H3 will be a pre-requisite for IDSBXXH3).
2. 0.5 credit will be selected from a specified list of Global Development, Environment, and Health courses at the B-level.
3. 0.5 credit will be selected from a specified list of Global Development, Environment, and Health courses at the C- or D-level.

## Calendar Copy

## Certificate in Global Development, Environment and Health (U of T Global Scholar)

Students must complete a minimum of 2.0 credits as follows:

IDSA01H3 Introduction to International Development Studies

IDSBXXH3 Global Development in Comparative Perspective

At least 0.5 credit at the B-level, from the list of electives in Table 1 below

At least 0.5 credit at the C- or D-level from the list of electives in Table 1 below

**Table 1: Electives**

<b>B-level</b>	<p>AFSB51H3 Africa from the Colonial Conquests to Independence</p> <p>AFSB54H3 Africa in the Postcolonial Era</p> <p>ANTB05H3 Culture and Society in Africa</p> <p>ANTB18H3 Development, Inequality and Social Change in Latin America</p> <p>GGRB28H3 Geographies of Disease</p> <p>HISB30H3 American History to the Civil War</p> <p>HISB51H3 Africa from the Colonial Conquests to Independence</p> <p>HISB58H3 Modern Chinese History</p> <p>IDSB01H3 Political Economy of International Development</p> <p>IDSB02H3 Development and Environment</p> <p>IDSB04H3 Introduction to International/Global Health</p> <p>IDSB06H3 Equity, Ethics and Justice in International Development</p> <p>POLB90H3 Comparative Development in International Perspective</p> <p>POLB91H3 Comparative Development in Political Perspective</p> <p>SOCB60H3 Issues in Critical Migration Studies</p>
<b>C-level</b>	<p>AFSC53H3/WSTC10H3 Women and Development</p> <p>AFSC70H3/HISC70H3 The Caribbean Diaspora</p> <p>ANTC10H3 Anthropological Perspectives on Development</p> <p>ANTC68H3 Deconstructing Epidemics</p> <p>ANTC89H3 The Anthropology of the Middle East</p> <p>ENGC19H3 Transnational Literature</p> <p>ENGC70H3 The Immigrant Experience in Literature to 1980</p> <p>ENGC71H3 The Immigrant Experience in Literature since 1980</p> <p>GASC59H3/HISC59H3 The Making of Tamil Worlds</p> <p>GGRC10H3 Urbanization and Development</p> <p>GGRC25H3 Land Reform and Development</p> <p>GGRC56H3 Spaces of Travel: Unsettling Migration, Tourism, and Everyday Mobilities</p> <p>HISC45H3 Immigrants and Race Relations in Canadian History</p> <p>HISC55H3 War and Society in Modern Africa</p> <p>HISC58H3 Delhi and London: Imperial Cities, Mobile People</p> <p>HISC75H3 Migration in Global History</p> <p>HISC97H3 Women in Sub-Saharan Africa</p> <p>HLTC44H3 Comparative Health Policy Systems</p> <p>HLTC46H3 Globalization, Gender and Health</p> <p>IDSC10H3 Topics in International Development Studies</p> <p>IDSC11H3 Issues in Global and International Health</p>

		<p>IDSC15H3 Special Topics in International Development Studies</p> <p>IDSC17H3 Development, Citizen Action and Social Change in the Global South</p> <p>IDSC18H3 New Paradigms in Development: The Role of Emerging Powers</p> <p>MGEC82H3 International Aspects of Development Policy</p> <p>POLC16H3 Chinese Politics</p> <p>POLC53H3 Canadian Environment Policy</p> <p>POLC80H3 International Relations of Africa</p> <p>POLC90H3 Development Studies: Political and Historical Perspectives</p> <p>POLC91H3 Latin America: Dictatorship and Democracy</p> <p>POLC94H3 Globalization, Gender and Development</p> <p>POLC96H3 State Formation and Authoritarianism in the Middle East</p> <p>POLC97H3 Protest Politics in the Middle East</p> <p>POLC99H3 Latin America: The Politics of the Dispossessed</p> <p>SOCC25H3 Ethnicity, Race and Migration</p> <p>SOCC29H3 Family and Gender in the Middle East</p> <p>SOCC34H3 Migrations &amp; Transnationalisms</p> <p>SOCC52H3 International Migration &amp; Immigrant Incorporation</p> <p>WSTC13H3 Women, Gender and Islam</p>	
	<b>D-level</b>	<p>GASD02H3 Senior Seminar: Topics in Global Asian Migrations</p> <p>GASD03H3 Senior Seminar: Topics in Global Asian Societies</p> <p>GGRD49H3 Land and Land Conflicts in the Americas</p> <p>HISD31H3 Thinking of Diversity: Perspectives on American Pluralisms</p> <p>HISD51H3 Southern Africa: Conquest and Resistance, 1652-1900</p> <p>HISD52H3 East African Societies in Transition</p> <p>HLTD06H3 Special Topics in Migration and Public Health</p> <p>HLTD13H3 Special Topics in Health: Global Health and Human Biology</p> <p>HLTD25H3 Topics in Environmental Health</p> <p>HLTD48H3 Special Topics in Health: Current Issues in Global Health</p> <p>HLTD49H3 Global Health Governance: Thinking Alongside the World's Leaders</p> <p>IDSD02H3 Advanced Seminar in Critical Development Studies: Theory and Policy</p> <p>IDSD06H3 Feminist and Postcolonial Perspectives in Development Studies</p> <p>IDSD10H3 Topics in International Development Studies</p> <p>IDSD12H3 Topics in International Development Studies</p> <p>IDSD13H3 Special Topics in International Development Studies</p> <p>IDSD19H3 The Role of Researcher-Practitioner Engagement in Development</p> <p>POLD89H3 Global Environmental Politics</p> <p>POLD90H3 Public Policy and Human Development in the Global South</p> <p>POLD91H3 Comparative Perspectives on Contentious Politics</p> <p>SOCD15H3 Advanced Seminar in Critical Migration Studies</p> <p>SOCD20H3 Advanced Seminar: Social Change and Gender Relations in Chinese Societies</p> <p>SOCD55H3 Field School in Critical Migration Studies</p>	



## Consultation

There has been extensive consultation regarding the Global Scholars initiative across the UTSC campus with all academic units. This consultation includes several presentations to the Chairs and Directors of all academic units with an invitation to provide feedback, which has been incorporated in this proposal. The proposal has been circulated amongst faculty within CCDS as well as to the CCDS curriculum committee for comments. The proposal has been reviewed by the Dean's Office, the Campus Curriculum Committee, and the Office of the Vice-Provost, Academic Programs.

## Resources

Resources required to support IDSBXXH3 have been approved by the Dean.

The proposed Certificate will not affect any existing agreements with other institutions.

## Oversight and Accountability: Review

The Certificate in Global Development, Environment and Health (U of T Global Scholar) will be housed in the Centre for Critical Development Studies and will be reviewed as part of the regular UTQAP cyclical review of the unit's academic offerings.

## UTSC Administrative Steps

Administrative Steps Required	Date
Departmental Curriculum Committee	May 6, 2019
Campus Curriculum Committee	May 10, 2019

## UTQAP/Formal Governance Process

Levels of Approval Required	Date
Decanal Sign-Off	May 6, 2019
Provost Office Sign-Off	May 6, 2019
UTSC Academic Affairs Committee	May 29, 2019
Submission to Provost's Office	
AP&P – reported annually	

## Appendix A: Proposed Learning Outcomes

Certificate Expectations	Certificate Learning Outcomes	How the Design/Structure Supports the Certificate Expectations
<p>Depth and Breadth of Knowledge</p> <p>Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p> <p>Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.</p>	<p>Upon completion of the Certificate in Global Development, Environment and Health (U of T Global Scholar) students will be able to:</p> <ul style="list-style-type: none"> <li>• Outline some of the main issues and fields of study in global development studies and their relevance.</li> <li>• Engage critically with some recent interdisciplinary discussions of global issues.</li> <li>• Apply these critical and analytical skills to the study of global development issues within particularly regions of the Global South.</li> <li>• Complement the depth of understanding students are receiving in their selected Specialist/ Major program through expanded depth of insight into global issues.</li> </ul>	<p>The 'breadth of knowledge' learning outcomes will be met when students complete IDSA01H3 and IDSBXXH3; these courses will introduce them to a broad range of development issues (IDSA01H3) and a broad sampling of development challenges within different regions of the Global South (IDSBXXH3).</p> <p>The 'depth of knowledge,' learning outcomes will be met when:</p> <ul style="list-style-type: none"> <li>• Students complete the requirement of 0.5 credit at the B-level and a .0.5 credit at the C- or D-level from the electives given in Table 1, both of which will provide students a chance to enter into a more detailed examination of global issues.</li> <li>• The certificate in its entirety, which demonstrates that students have selected a set of globally focussed courses as part of their program completion.</li> </ul>
<p>Awareness of limits of knowledge</p> <p>Students demonstrate an awareness of the limits of their own knowledge and their appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations</p>	<p>Upon completion of the Certificate in Global Development, Environment and Health (U of T Global Scholar) students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify complex and deep-rooted structural challenges faced by regions of the Global South.</li> <li>• Recognize constraints and limitations of action in the field of global development, environment, and health.</li> </ul>	<p>This outcome will be met through the completion of IDSBXXH3, which will require students to prepare and write a group project/paper on the development, environment, and/or health challenges faced by a particular region of the Global South; and to present their findings at a campus global development symposium.</p>

<p>Communication skills</p> <p>Students are able to communicate information, arguments and analyses clearly, both orally and in writing</p>	<p>Upon completion of the Certificate in Global Development, Environment and Health (U of T Global Scholar) students will be able to:</p> <ul style="list-style-type: none"><li>• Communicate - both through written work and through oral presentations - the nature of global issues and constraints.</li></ul>	<p>This outcome will also be met through the completion of the IDSBXXH3, in which students complete both a reflective written assignment on a development, environment, and/or health challenge of a particular region of the Global South and present these findings at the above mentioned global development campus symposium.</p>
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