FOR APPROVAL   **PUBLIC**   **OPEN SESSION**

TO: UTSC Academic Affairs Committee

SPONSOR: Maydianne Andrade, Acting Vice-Principal Academic and Dean
CONTACT INFO: 416-208-7027, vpdean@utsc.utoronto.ca

PRESENTER: Mark Schmuckler, Vice-Dean Undergraduate
CONTACT INFO: 416-208-2978, vdundergrad@utsc.utoronto.ca

DATE: October 22, 2019 for October 29, 2019

AGENDA ITEM: 2

ITEM IDENTIFICATION:

Minor Undergraduate Curricular Modifications – Out -of cycle New Courses

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) "is concerned with matters affecting the teaching, learning and research functions of the Campus" (*AAC Terms of Reference, Section 4*).

Under section 5.6 of its terms of reference, the Committee is responsible for approval of "Major and minor modifications to existing degree programs." The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

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

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This package includes out-of-cycle minor modifications to undergraduate curriculum, submitted by all academic units and co-op offices for new courses that will be offered in Winter 2020, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Arts, Culture and Media (Report: New Out-of-Cycle Winter 2020 Courses)
  - 1 new course
    - ACMD94H3
- The Centre for Critical Development Studies (Report: New Out-of-Cycle Winter 2020 Courses)
  - 1 new course
    - IDSB11H3
- Interdisciplinary Centre for Health and Society (Report: New Out-of-Cycle Winter 2020 Courses)
  - 1 new course
    - HLTC55H3
- The Office of Arts and Science Co-op (Report: New Out-of-Cycle Winter 2020 Courses)
  - 1 new course
    - COPB53H3

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate academic units and co-op offices, as described in Undergraduate Minor Curriculum Modifications for Approval, Report: New Out-of-Cycle Winter 2020 Courses, dated October 29, 2019, and recommended by the Acting Vice-Principal Academic and Dean, Professor Maydianne Andrade, be approved effective for the academic year 2019-20.

DOCUMENTATION PROVIDED:

1. 2019-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Out-of-Cycle Report: New Out-of-Cycle Winter 2020 Courses, dated October 29, 2019

2019-20 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval Out-of-Cycle
Report: New Out-of-Cycle Winter 2020 Courses
October 29, 2019

Arts, Culture & Media (UTSC), Department of

1 New Course:

ACMD94H3: Senior Collaboration Project in Arts, Culture and Media

Description:
This course is an advanced-level collaborative project for senior students in Arts, Culture and Media under the direction of one or more faculty members. While the course nature and focus will vary year to year, the project will likely be rooted in Arts, Culture and Media faculty research or an ongoing community partnership, and will likely involve experiential elements.

Note: Students should contact the ACM Program Manager: acm-pa@utsc.utoronto.ca, to verify if this course could be counted towards their ACM program requirements.

Prerequisites: 15.0 credits and enrolment in any ACM program

Enrolment Limits: 15-20

Learning Outcomes:
Gain experience with the demands and challenges of working on an intensive, collaborative, interdisciplinary arts/media research or community-based project
Build skills for collaboration, which includes project design and timeline management, delegation, determining resources needed for success and how to leverage them
Refine self-knowledge about personal aptitudes, skills and limitations when working with a team toward a common goal
Develop an understanding of the professional landscape of research/creation/production in arts/media through direct collaboration with partners and immersion in a specific context

Topics Covered:
This is a special topics course, so the content will vary according to discipline and faculty. May include:
Research in galleries or art archives
Significant collaboration with a community partner with a specific outcome
Interdisciplinary art or event creation projects
Establishing new art/media forum, for example, publication or festival

Methods of Assessment:
Methods will have to vary depending on the nature and intentions of the project. In similar courses in ACM, typical assignments include, but are not limited to:
Case-study research projects and presentations
Planning documents such as designs, timelines, critical paths
Individual journals documenting the process
Mid- or end-of-term written reflections or oral "exit interviews"

Mode of Delivery: In Class
Breadth Requirements: History, Philosophy & Cultural Studies
Rationale: ACM requires a new course that can be used for collaborative special projects led by faculty. This is also intended to attract students from multiple programs. The expectation is the faculty teaching this course could offer as opportunities arose from year-to-year. As a D-level course in ACM with significant prerequisites, this course will be framed as a capstone, intensive, collaborative, interdisciplinary experience taking advantage of an opportunity arising from our faculty's research and community partnerships. The course is being proposed out-of-cycle so that it may be offered to students in the Winter 2020 term.
Consultation: RO Course Code Approval: Sept 30, 2019 DCC Approval: Sept 23, 2019
Resources: This course will be funded by the Experiential Learning Fund, it will be taught by full-time ACM faculty. It may not be offered every year. No TA or other additional resources required.

Critical Development Studies (UTSC), Centre for

1 New Course:

IDSB11H3: Global Development in Comparative Perspective

Description: This course will focus on the importance of historical, socio-economic, and political context in understanding the varying development experiences of different parts of the Global South. In addition to an introductory and concluding lecture, the course will be organized around two-week modules unpacking the development experience in four different regions of the Global South – Latin America/Caribbean, Africa, the Middle East, and South/South East Asia.
Prerequisites: IDSA01H3
Learning Outcomes: This course has both substantive and skill-based learning objectives. Substantive learning objectives include: to broaden student knowledge about development by supplementing the IDASA01H focus on issues in development to this course's focus on the development experience across regions of the Global South; and to help students to acquire an analytical framework for examining the variety of factors that pose development challenges in particular regions of the world. Skill-based learning objectives include: deepening writing and analytical skills through five short writing assignments (four analytical summaries of guest lectures and one short book review/analysis); and the development of oral presentation skills through an emphasis on participation in class and the oral presentation of the poster project to the UTSC community.
Topics Covered: This course will cover development in 4 major areas of the political Global South; divided into four 2 week modules: - Africa - Latin America - the Middle East - South and/or South East Asia
Methods of Assessment: Poster project Book review/analysis assignment Four analytical summaries of the guest lectures – one per region Class participation Final Exam The above methods of evaluation will serve: 1. to broaden student knowledge about the development experience, not only across various issues – the focus of IDSA01H3 but also across various regions of the world.

2. to strengthen writing skills – through the five short writing assignments, and,

3. to develop oral presentation skills – through an emphasis on class participation and the oral presentation of a poster to the UTSC community at the end of the course.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is a core requirement for the new Certificate in Global Development, Environment and Health. This course will serve students that are in the certificate but will also be open to all UTSC students that have met the prerequisites for the course. This new course will not be replacing an existing course in the department's curriculum. The distinctive elements of the course will allow students a global classroom initiative with affiliated scholars contributing to the course modules. There will also be guest lecturers for each regional area covered in the course and rotating lectures from CCDS faculty members. This course is being proposed out-of-cycle so that it will be available to students in Winter 2020 term.

Consultation:

RO Approval: July 3, 2019

DCC Approval: Sept 12, 2019

Resources:

The course will be taught by a sessional instructor. All additional course-related recourses have been approved by the Dean's Office on Sept 11, 2019. There will be no equipment, infrastructure support, ancillary or laboratory fees required.

Health and Society (UTSC), Interdisciplinary Centre for

1 New Course:

HLTC55H3: Methods in Arts-Based Health Research

Description:

This course introduces students to the practice of arts-based health research (ABHR), which involves the formal integration of creative art forms into health research methods and outcomes. Students will learn about the conceptual foundations of ABHR and explore various methods for generating, interpreting and representing health-related research (e.g., narrative, performance, visual arts, digital storytelling, or body mapping). With reference to concrete exemplars and experiential learning in creative forms, students will examine critical issues of methodological quality, evidence, research ethics, implementation challenges, and opportunities for arts-based health research in Canada and the global context.

Prerequisites: HLTB50H3 and HLTB15H3

Recommended Preparation: PHLB09H3, HLTC04H3

Enrolment Limits: 40

Learning Outcomes:

Understand conceptual foundations underlying arts-based approaches to research, with special focus on the application of arts-based methods in health and health-related research;

• Be familiar with current theories and methods in arts-based health research (ABHR);

• Articulate the background, role, and outcomes of integrating specific creative art forms into health research methods and outcomes, including (but not limited to, depending on instructor) narrative, performance, visual arts, digital storytelling, and/or body mapping;

• Engage in relevant arts-based activities, including (but not limited to) narrative, performance, visual arts, digital storytelling, and/or body mapping;

• Assess, with reference to concrete exemplars, critical issues relating to methodological quality, evidence, research ethics, and implementation challenges in ABHR in Canada and the global context;

• Be prepared to implement preliminary arts-based research methods in health and health-adjacent settings.

Topics Covered:
Briefly describe the topics to be covered in the course (point form is acceptable).
 • Conceptual foundations of arts-based health research (ABHR), which involves the formal integration of creative art forms into health research methods and outcomes;
 • Differences and overlapping goals of ABHR with conventional health research methods, including: quantitative, qualitative, mixed methods, as well as participatory, community-engaged or -based, public health research;
 • Various creative/arts-based methods for generating, interpreting and representing health-related research (e.g., narrative, performance, visual arts, digital storytelling, and/or body mapping);
 • Concrete exemplars of AHBR in the research literature, both in Canada and the global context;
 • Methodological quality appraisal, evidence and evidence-based health research, research ethics, implementation challenges and opportunities for ABHR.

Methods of Assessment:
Weekly Themed Readings
 • Students will be assigned to lead the class discussion on readings for one week or, depending on class size, respond to a question/query on readings due weekly;
ABHR Exemplar
 • Students will each present an exemplar of ABHR and submit a written component;
Arts-based Inquiry with ABHR focus (autoethnographic or, if possible, community-engaged)
 • Students will each present an aspect of their own original ABHR inquiry—either with respect to a project of their own devising, or, if possible, a preliminary community-engaged research opportunity)
Collaborative ABHR Inquiry
 • Students will participate in a group project on some aspect of the ABHR topics presented in course. This may be the opportunity to engage a community partner, as above;
Final paper/project
 • Depending on the instructor, students may select a topic for their final paper or creative project, and/or coordinate for a collaborative final project.
Note: it is unlikely a course like this would cumulate in a final exam, hence the focus on formative pedagogical activities here.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:
This course builds on the department's existing courses in Health Humanities, particularly HLTB50H3. This new course will be a mandatory C-level requirement for the Minor program in Health and Humanities. It will allow great aid in structuring the Minor program curriculum in the upper years while adding a much-needed methodological approach prior to students' enrolment in D-level courses. As a methods course, it will also expand and complement other methodologically-focused courses in the ICHS Major programs. Also, this new course will first serve students enrolled in the Minor program but will be open to other ICHS students if enrolment permits. The course is being proposed out-of-cycle so that it may be offered to students in the Winter 2020 term

Consultation:
RO Approval: Sept 4, 2019
DCC Approval: Sept 4, 2019
Discussed with outgoing ICHS Interim Director (June 2019) and incoming ICHS Director and ICHS DCC

Resources: This course will be taught by tenure track faculty in ICHS, Andrea Charise and Cassandra Hartblay, in alternating years, as part of their normal teaching load. No other additional resources are required.

1 New Course:

COPB53H3: Managing Your Ongoing Work Term Job Search

Description:

This course is for students in Arts & Science Co-op who have undertaken a first work term search and successfully completed COPB52H3/(COPD11H3), but have not embarked on a first work term experience. Students in this course will continue with job search activities and receive additional support factoring in their overall learning.

Prerequisites: COPB52H3/(COPD11H3); restricted to students in the Arts and Science Co-op programs.

Learning Outcomes:
• Resilience in job searching
• Incorporating feedback and adjusting job search strategies after a previous work term search experience
• Conduct an effective job search and secure a co-op work term using CSM and supporting strategies
• Explain the current market dynamics/trends and how to best compete within them as a re-seeking student
• Identify, with the help of a coordinator and through self-reflection, areas of improvement and strength and how to draw on these to succeed in your job search

Topics Covered:
Reflecting on Job Search Experience
Creating a Plan of Action
Understanding strengths and Areas of development
Networking with co-op employers
Group check-in meetings
Job Application and Interview Reflection and Strategy Adjustments

Methods of Assessment:
Application Activity
Professionalism
Communication
Group and Individual Check-in Appointments
Reflection Journals

Mode of Delivery: In Class; Online

Rationale:
Currently, students who do not secure a work term but have completed COPB52H3 are re-enrolled into COPB52H3 for a second time. The department has found this group of students require an alternative approach more focused around securing a work term. Based on this, a new curriculum for the re-seeking group has been developed to meet the unique needs of this group. The department has piloted this with a particular lecture section for COPB52H3 in the Summer semester and has found it an effective way to engage the support of these students. The course is being proposed out-of-cycle so that it may be offered to students in the Winter 2020 term.

Consultation:
RO Approval: September 17, 2019
DCC Approval: August 12, 2019
 (Additional consultation with Co-op Students and work term engagement coordinators)

Resources: All additional resources will be covered by the department's existing budget.