



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean
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DATE: February 2, 2022 for February 9, 2022

AGENDA ITEM: 8

ITEM IDENTIFICATION:

Minor Modifications, Undergraduate Curriculum Changes (Out of Cycle Courses, Summer 2022), UTSC

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 (2021), Section 4*.” Under section 5.7 of its *Terms of Reference*, the Committee “receives annually from its assessors, reports on matters within its areas of responsibility.”

GOVERNANCE PATH:

- 1. UTSC Academic Affairs Committee [For Approval] (February 9, 2022)**

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 the UTSC academic units identified below, which require governance approval, for new courses that will be offered in Summer 2022. 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 Health and Society (Report: Summer 2022 Out-of-Cycle New Courses)
 - 1 new course
 - HLTA91H3: A Healthy Campus for Students: Prioritizing Mental Health
- The Department of Management (Report: Summer 2022 Out-of-Cycle New Courses)
 - 1 new course
 - MGOD31H3: Advanced Business Data Analytics
- The Department of Sociology (Report: Summer 2022 Out-of-Cycle New Courses)
 - 1 new course
 - SOCD02H3: Global Field School: Indigenous Costa Rica

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the proposed Out-of-Cycle undergraduate curriculum changes for the Summer 2022, part of the 2021-2022 academic year, as detailed in the respective curriculum reports, dated January 19, 2022, be approved.

DOCUMENTATION PROVIDED:

1. 2021-2022 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Summer 2022 Out-of-Cycle New Courses, dated January 19, 2022.



2021-22 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Summer 2022 Out-of-Cycle New Courses

January 19, 2022

Health and Society (UTSC), Department of

1 New Course:

HLTA91H3: A Healthy Campus for Students: Prioritizing Mental Health

Contact Hours:

Description:

Students need to be and feel part of a community that allows them to flourish and thrive. This course focuses on creating a healthy campus community by equipping students with practical knowledge, theoretical frameworks, and skills to prioritize their mental health, physical health, and self-care activities. Emphasis is placed on examining theoretical frameworks and practical activities that ameliorate mental health and self care practices, particularly those included in UTSC’s Healthy Campus Initiative Pillars (i.e. Arts & Culture, Equity & Diversity, Food & Nutrition, Mental Health, Physical Activity, and Physical Space). Drawing on theoretical frameworks and current peer-reviewed research from fields including medicine, psychology, nutrition, exercise and fitness, as well as social and cultural studies, students will learn to debate and integrate theoretical and practical concepts relevant to contemporary understandings of what it means to be healthy. In addition, students will engage in experiential learning activities that will expose them to campus resources in ways that they can apply to creating healthy communities.

Prerequisites:

Corequisites:

Exclusions:
(CTLA10H3)

Recommended Preparation:

Enrolment Limits: 50

Note:

Learning Outcomes:

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

1. Integrate practical knowledge, theoretical frameworks, and skills to prioritize their mental health, physical health, and self-care activities;
2. Contextualize their mental health, physical health and self care activities within the time and place they are living, and assess the impact of economic, cultural, social, and other critical factors that both render their experiences unique and highlight commonalities;
3. Become familiar with resources within/outside the campus that promote healthy living and self-care practices and able to share these resources in different community contexts and points in their life;

4. Draw on theoretical frameworks and current peer-reviewed research from a range of fields, students will be equipped to critically examine UTSC's healthy campus pillars (Arts & Culture, Equity & Diversity, Food & Nutrition, Mental Health, Physical Activity, Physical Space) while incorporating relevant theories and research in ways that they can apply to creating healthy communities in other contexts.

Topics Covered:

Topics and concepts for each week of the course are outlined below:

Week 1: Introduction to Core Healthy Pillars

This first session introduces students to the course structure and fundamental pillars of health at the individual and community level. The following pillars, developed by academic members of the UTSC Healthy Campus Committee, will be highlighted:

- Arts & Culture
- Equity & Diversity
- Food & Nutrition
- Mental Health
- Physical Activity
- Physical Space
- Healthy
- Community

Sample readings:

Pascoe, M., Bailey, A. P., Craike, M., Carter, T., Patten, R., Stepto, N., & Parker, A. (2020). Physical activity and exercise in youth mental health promotion: A scoping review. *BMJ open sport & exercise medicine*, 6(1), e000677.

Klaperski, S., Koch, E., Hewel, D., Schempp, A., & Müller, J. (2019). Optimizing mental health benefits of exercise: The influence of the exercise environment on acute stress levels and wellbeing. *Mental Health & Prevention*, 15, 200173.

Week 2: Examining Theories and Research on Healthy Practices

This week continues the focus on foundational concepts in healthy practices focusing on theoretical frameworks relevant to health promotion. Core concepts include:

- Health and Well-being
- Self-care
- Health promotion & prevention
- Student Mental Health Continuum (see MH Task Report)
- Empowerment theory
- Meaningfulness, Competence, Impact, Choice
- Self-efficacy theory

Sample readings:

Hosker, D. K., Elkins, R. M., & Potter, M. P. (2019). Promoting mental health and wellness in youth through physical activity, nutrition, and sleep. *Child and Adolescent Psychiatric Clinics*, 28(2), 171-193.

Klassen, R. M., & Klassen, J. R. (2018). Self-efficacy beliefs of medical students: a critical review. *Perspectives on medical education*, 7(2), 76-82.

Week 3: Mental Health

In this session, students will unpack and apply theoretical work on mental health to practical applications by focusing on mental health resources, supports, and other concepts relevant to ameliorating mental health challenges. Core concepts include:

- Mental Health resources on and off campus
- Impact of Mental health through a pandemic
- Stigma
- Mental health literacy
- Crisis Support
- Mindfulness
- Goal-setting
- Belonging

Sample readings:

Breslin, G., Shannon, S., Ferguson, K., Devlin, S., Haughey, T., & Prentice, G. (2018). Predicting athlete mental health stigma using the theory of reasoned action framework. *Journal of Clinical Sport Psychology*, 13(1), 103-115.

Vidourek, R. A., & Burbage, M. (2019). Positive mental health and mental health stigma: A qualitative study assessing student attitudes. *Mental Health & Prevention*, 13, 1-6.

Week 4: Experiential Learning Activity on Mental Health

This session emphasizes critical thinking skills relevant to examining mental health, this week focusing on practical

applications to enhancing mental health. The following concepts will be explored in discussion and practical/hands on applications:

- Mental Health First Aid
- Meditation
- Seated stretch
- Yoga

Sample readings:

Horvath, J., & Meldrum, E. (2020). A positive power: 'Yoga makes me happier and calmer'. *Dental Nursing*, 16(6), 270-271.

Chobe, S., Chobe, M., Metri, K., Patra, S. K., & Nagaratna, R. (2020). Impact of Yoga on cognition and mental health among elderly: A systematic review. *Complementary Therapies in Medicine*, 52, 102421.

Week 5: Equity & Diversity and Arts & Culture

This session integrates economic, social and cultural aspects of health in relation to artistic and cultural expression of health and what it means to live in a healthy community. Emphasis will be placed on examining issues fundamental to living in an equitable and diverse community and contrasting resource allocation within and between communities; and exploring core concepts in disability and ableism. Core concepts include:

- Reflection
- Lived experiences
- Disability and ableism
- Leisure, entertainment, learning, and sharing experiences
- Social capital
- Culture of excellence
- Culture of caring
- Understanding what Equity Diversity and Inclusion is
- Unconscious bias
- Privilege
- Cultural differences

Sample readings:

Ravindran, T. S., & Seshadri, T. (2018, October). A health equity research agenda for India: results of a consultative exercise. In *Health research policy and systems* (Vol. 16, No. 1, pp. 21-29). BioMed Central.

Nakkeeran, N., & Nakkeeran, B. (2018). Disability, mental health, sexual orientation and gender identity: understanding health inequity through experience and difference. *Health research policy and systems*, 16(1), 9-19.

Stanton, R., Rebar, A., & Rosenbaum, S. (2019). Exercise and mental health literacy in an Australian adult population. *Depression and anxiety*, 36(5), 465-472.

Weeks 6: Experiential Learning Activity on Equity & Diversity/Arts & Culture

During this week, students will be exposed to an experiential learning activity that will build on learnings from the readings and encourage students to enhance their awareness of community resources as well as the value that engaging in arts-based activities has on individual and community well-being. Possibilities may include the following (and will be determined based on public health guidelines):

- cultural activity (i.e. visit to the Doris McCarthy Gallery)
- guided walking tour in the UTSC valley with discussion of Indigenous history and/or historical methods of using the land
- arts activity (or walking tour of campus art such as campus murals, statues, listening to campus musicians, or watching a campus rehearsal or performance)
- guest speaker

Sample readings:

World Health Organization. (2019). What is the evidence on the role of the arts in improving health and well-being? A scoping review. World Health Organization. Regional Office for Europe.

Holden, K. B., Hopkins, J., Belton, A., Butty, K., Tabor, D. C., & Satcher, D. (2019). Leveraging science to advance health equity: a regional health policy research center's approach. *Ethnicity & disease*, 29(Suppl 2), 323.

Week 7: Food & Nutrition

The session will include introductory material covered in the Department of Health & Society's nutrition course. It will promote familiarity with the most current food and nutritional guidelines in Canada and examine these in comparison with a set of international comparators. Core concepts include:

- Benefits of healthy food
- Healthy meal planning
- Food insecurity
- Food services

- Nutrition labels
- Canada's Food Guide

Sample readings:

Emerson, S. D., & Carbert, N. S. (2019). An apple a day: Protective associations between nutrition and the mental health of immigrants in Canada. *Social psychiatry and psychiatric epidemiology*, 54(5), 567-578.

Pourmotabbed, A., Moradi, S., Babaei, A., Ghavami, A., Mohammadi, H., Jalili, C., ... & Miraghajani, M. (2020). Food insecurity and mental health: a systematic review and meta-analysis. *Public health nutrition*, 23(10), 1778-1790.

Lopes, C., Torres, D., Oliveira, A., Severo, M., Guiomar, S., Alarcão, V., ... & IAN-AF Consortium. (2018). National food, nutrition, and physical activity survey of the Portuguese general population (2015-2016): protocol for design and development. *JMIR research protocols*, 7(2), e8990.

Week 8: Experiential Learning Activity on Food & Nutrition

During this week, students will be exposed to an experiential learning activity that will build on learnings from the readings and encourage students to put the good guidelines they have learned about and discussed into practice. Possibilities for activities may include the following (and will be determined based on public health guidelines):

- Cooking class
- guest speaker
- meal planning activity
- Walking tour of the campus gardens

Sample readings:

Adan, R. A., van der Beek, E. M., Buitelaar, J. K., Cryan, J. F., Hebebrand, J., Higgs, S., ... & Dickson, S. L. (2019).

Nutritional psychiatry: Towards improving mental health by what you eat. *European Neuropsychopharmacology*, 29(12), 1321-1332.

Brookie, K. L., Best, G. I., & Conner, T. S. (2018). Intake of raw fruits and vegetables is associated with better mental health than intake of processed fruits and vegetables. *Frontiers in psychology*, 9, 487.

Week 9: Physical Health & Physical Space

Building on foundational work in the first few weeks, this session focuses on examining and discussing what makes up a healthy physical space. The following concepts will serve as topics to debate and discuss in relation to course readings:

- Exercise and body movement/activity
- Active lifestyle
- Rest and sleep
- Hygiene
- Disease Prevention
- Impacts on your physical space
- De-stress, socialize, build connections, student engagement
- Mood
- Social connectedness
- Inclusion
- Productivity

Sample readings:

Teychenne, M., White, R. L., Richards, J., Schuch, F. B., Rosenbaum, S., & Bennie, J. A. (2020). Do we need physical activity guidelines for mental health: What does the evidence tell us?. *Mental Health and Physical Activity*, 18, 100315.

Thirlaway, K., & Benton, D. (2020). Exercise and mental health: The role of activity and fitness. In *Workplace health, employee fitness and exercise* (pp. 69-82). CRC Press.

Week 10: Experiential Learning Activity on Physical Health & Physical Space

During this week, students will be exposed to an experiential learning activity that will help them think about creating and maintaining healthy physical spaces relevant at the individual and community level. Possibilities may include the following (and will be determined based on public health guidelines):

- Self Defense, participation in sports, swimming survival skills, walking,
- Create a healthy work space on campus to improve mental health, campus tours, setting up workspace

Sample readings:

Lackey, N. Q., Tysor, D. A., McNay, G. D., Joyner, L., Baker, K. H., & Hodge, C. (2021). Mental health benefits of nature-based recreation: a systematic review. *Annals of Leisure Research*, 24(3), 379-393.

Van Slingerland, K. J., Durand-Bush, N., Bradley, L., Goldfield, G., Archambault, R., Smith, D., ... & Kenttä, G. (2019). Canadian Centre for Mental Health and Sport (CCMHS) position statement: Principles of mental health in competitive and high-performance sport. *Clinical journal of sport medicine*, 29(3), 173-180.

Week 11: Healthy Campus Resources

Emphasis in this session will be placed on understanding campus and thinking about ways to apply these to creating healthier communities outside the ivory tower. Resource distribution, equity and diversity will continue to be integral

topics examined along with each of the following core concepts:

- Navigating health resources
- Mental health supports
- Learning supports
- Health & Wellness Centre
- Community mental health supports
- Student Health Insurance Benefits

Sample readings:

Oswalt, S. B., Lederer, A. M., Chestnut-Steich, K., Day, C., Halbritter, A., & Ortiz, D. (2020). Trends in college students' mental health diagnoses and utilization of services, 2009–2015. *Journal of American college health*, 68(1), 41-51.

Terry, N. P., & Gunter, T. D. (2018). Regulating mobile mental health apps. *Behavioral sciences & the law*, 36(2), 136-144.

Week 12: My Health, My Campus (Student Presentations)

The final session brings together the key course concepts explored theoretically and in practical applications:

- Self-reflection on course
- Building a toolkit of health campus resources
- Contributing to a healthy campus and healthy communities

Sample readings:

Arango, C., Díaz-Caneja, C. M., McGorry, P. D., Rapoport, J., Sommer, I. E., Vorstman, J. A., ... & Carpenter, W. (2018). Preventive strategies for mental health. *The Lancet Psychiatry*, 5(7), 591-604.

Methods of Assessment:

Self-Reflection (20%)

At the beginning of the course, students will write a 2-page reflection on their own mental health, physical health and self care activities, and the impact of these behaviours and practices on the university experience. This assignment is intended for students to critically examine what they are currently doing and the negative or positive impact of these behaviours on their overall health and university experience.

Participation (20%)

Students are expected to attend and participate in all lectures and experiential learning activities each week. Participation may take the form of contributing to class discussions, participating in small group work, and engaging in the experiential learning activities.

My Health My Campus Presentation (20%)

Students will create a 5 min presentation (either online, pre-recorded or in-person) of their own health journey during this course. Students will be encouraged to share their unique experiences and learning throughout the course and how it has impacted their own mental health, physical health and self-care practices. Emphasis will be placed on navigating and identifying healthy campus resources and demonstrating commitment to engaging in health-enhancing practices.

Healthy Campus Project (40%)

In small groups (max of 4), students will work on a project focused on promoting a healthy campus. This project will align with one of the healthy campus initiative pillars. Together, students will identify a student health issue on campus (e.g. physical inactivity among first year students). An action plan will be developed and steps to address the health issue will be carried out by the students during the duration of the course. For example, one group may develop an action plan to address the issue of physical inactivity among first year students. In this example, the group might submit an application/proposal for funding to create a '10 000 step challenge' for students to promote physical activity during the upcoming semester.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

Addresses a Curriculum Gap and Alignment with Existing DHS Curriculum

This course would be situated within the DHS program. This course contributes to the department's commitment to teaching about health, disability, illness, and disease and using an interdisciplinary approach to offer students the ability to critically explore the complexities of human health- namely their own health as students at UTSC. Students will integrate research and theory into their exploration of the healthy campus pillars, while emerging in experiential learning activities, and engaging in practical ways to navigate healthy campus resources.

Complementarity to Existing UTSC Courses

Additionally this course complements a large number of courses within DHS and some other departments, including the following:

- HLTD29H3 - Special Topics in Health: Inequality, Inequity, and Health

- HLTB41H3 - Introduction to the Social Determinants of Health
- HLTD26H3 - Embodiment across the Life Course
- HLTD54H3: Toronto's Stories of Health and Illness
- HLTC24H3: Environment and Health
- HLTB11H3: Basic Human Nutrition
- HLTC17H3: Introduction to Rehabilitation Sciences
- HLTC19H3: Chronic Diseases
- HLTB60H3: Introduction to Interdisciplinary Disability Studies
- HLTC20H3: Global Disability Studies
- HLTC22H3: Health, Aging, and the Life Cycle
- HLTC24H3: Issues in Child Health and Development

Alignment with the University of Toronto Mental Health Task Force Recommendations

This new course was developed in response to the University of Toronto Mental Health Task Force recommendations that focus on short and long term changes to be made across the university in order to create healthy campuses for students to thrive. The course specifically complements and aligns with recommendations pertaining to: developing a comprehensive strategy to enhance mental health literacy among students, staff, and faculty, including knowledge of mental health supports and services; simplifying pathways to care to increase accessibility to resources and supports; and embedding life skills/mental well-being into the first-year curricula offerings.

Historical context for this course

In 2017, the original version of this course was launched under the name CTLA10H3: Personal Health and Optimal Learning. The need for a course that linked personal health to optimal learning was based on the 2016 NCHA (National College Health Assessment) survey, which highlighted students' lack of healthy behaviours in many areas such as physical activity, food and nutrition and ability to access campus resources. Once launched in 2017, students in this course developed foundational academic skills while critically exploring current research on cognitive, academic and mental health benefits of exercise and healthy nutrition. Lectures were complemented by activities at Toronto Pan Am Sports Centre to foster students' application of course materials to both their learning and their health. The main goal of that course was to transform students' cognitive, affective and embodied understanding of the relationship between healthy living and optimal learning, so the students are able to leverage their full capacity.

Each year, the CTLA10H3 course was delivered at full capacity (50 students each semester) and received excellent evaluation results. Students reported that this course had allowed them to develop essential life skills, as well as gain awareness of the campus resources available at their disposal. During a Healthy Campus Advisory Committee meeting in 2020, various students shared their experiences from the 2017 CTLA10H3 course. Students stressed how impactful some of the experiential learning activities were to their mental health, including the mindfulness and self-care activities. Students also shared how this course had allowed them to connect with other students, providing them with opportunities to establish connections. Overall, the positive feedback from students was strong, proving that the continuation of this course is important to the student experience.

Despite the high demand and interest, the course was removed in Winter 2019 after the main instructor was on a leave. Since then, there has been no inclusion of a course that focuses on student health/well-being while building student capacity to navigate and access healthy campus resources.

Alignment with the National College Health Assessment (NCHA) Survey

This proposed course will also serve to address the results identified in the recent 2019 survey conducted by NHCA, which found a large percentage of students have been feeling hopeless, disconnected, and depressed, even suicidal, and that many receive less than 20 minutes of aerobic exercise per day.

Rationale for enrolment limit:

To allow for mid-size lectures with adequate opportunities for small group work and class activities; To allow for experiential activities that will comply with capacity limits at the Toronto Pan Am Sports Centre; To promote close and meaningful discussions between students and instructors/guest speakers/panel experts; Class would be divided into smaller groups, which are more feasible and manageable during in-person experiential learning activities; High student interest/demand based on evaluations from original course (CTLA103: Personal Health and Optimal Learning).

Although this course is geared towards new university students transitioning into university, course content will be equally relevant to students in all levels of undergraduate and graduate studies. This course also includes core training components for student leaders (including teaching assistants, course instructors, residence dons, orientation leaders, etc.)

Experiential activities in this course will address course concepts and topics and provide opportunities to students to address their own mental health, physical health and self care. Experiential activities may include: swimming basics, healthy cooking demos, strength training, practicing mindfulness, yoga, self-defense, wheelchair basketball, dance, etc., as well as interactions with local community organizations when possible.

Consultation:

An internal consultation/review was completed by the following individuals/committee:

- Chair of the Department of Health and Society (October 2020)
- Review of course by Healthy Campus Advisory Committee (November 2020)
- Students who took original course CTL met with Assistant Dean and healthy campus team
- DHS Consultation with Athletics and Recreation (April 2021 to present)
- DHS team and Healthy Campus team meeting (Bi-weekly since April 2021)
- DHS Consultation with CTL where the course was once housed (May 2021)
- DHS Consultation with the Dean's Office (April 2021- present)

External consultation/review was completed with the following individuals/committees:

- Course code confirmation with the Reg's Office: August 10, 2021 (via Mari Motrich)
- Vice Dean of Faculty Affairs reviewed (September 2021)
- Curriculum Committee review (October 2021)

Resources:

This course will be taught by an external instructor (outside of the Department of Health & Society). The sessional instructor will be hired with consultation from the Health & Wellness team, Healthy campus team and Athletics team. The instructor will be selected based on their qualifications, teaching experience and expertise in mental health. Funding for the instructor will initially be provided by the Healthy Campus Initiative budget, and the department will assess funding needs and consult with the Dean's Office thereafter.

Guest speakers and additional facilitators may include existing UTSC employees from other departments such as the Athletics Department, Health & Wellness Centre, etc.

This course will require one Teaching Assistant (TA). Hiring a TA will be supported and funded by the Healthy Campus Initiative budget.

This course will also require one Work Study Student. Selection and hiring of this role will be supported and funded by the Health Campus Initiative budget.

The course will not require any additional infrastructure or equipment support.

The course will not require any ancillary or laboratory fees.

Management (UTSC), Department of

1 New Course:

MGOD31H3: Advanced Business Data Analytics

Description:

The course covers advanced Management concepts of Big Data analytics via state-of-the-art computational tools and real-world case studies. By the end of the course, students will be able to conceptualize, design, and implement a data-driven project to improve decision-making.

Prerequisites: MGOC10H3 and MGOC15H3

Exclusions:

(MGOD30H3)

Enrolment Limits: 20

Learning Outcomes:

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

- Articulate a data-driven narrative with supporting visual tools/dashboards in Power BI to present evidence-based insights and solutions for organizational, managerial problems. The narrative elements include trends/forecasting, ranking, statistical relationships, and comparative insights.
- Understand advanced predictive models in the context of management, including classification (Decision Trees, Random Forests), regression techniques (Neural Networks, Support-vector Machines), and unsupervised learning (K-Means, K-Modes, principal component analysis, PCA).
- Investigate trade-offs between interpretability and accuracy of supervised/unsupervised learning.

- Understand the synergy and iterative data collection, manipulation, processing, visualization, and maintenance process.
- Understand and apply a data-based project planning process by leveraging partnership-based experiential learning activities.

Topics Covered:

- Bayesian reasoning, Vector Machines, Bootstrapping
- Managerial insights from tree-based machine learning models
- Trade-offs between interpretability and predictability
- Clustering models for discrete distributions

Methods of Assessment:

Case studies (15%)
 Final Exam (35%)
 Semester-long data project (50%).

Mode of Delivery: In Class

Breadth Requirements: Quantitative Reasoning

Rationale:

MGOD30H3 retired and was split into two new courses, MGOC15H3 and MGOD31H3. The department believes the learning outcomes for MGOD30H3 needed to be divided into two separate courses. This course will significantly expand on advanced predictive models, data project planning, and evidence-based insights from data-driven by case studies, real datasets, and experiential learning activities. This new course was designed based on feedback from students who would like to interact more with the experiential learning project offered in partnership with the BRIDGE. In this new advanced format, the course is targeted to graduating Management students who wish to learn more advanced concepts and potentially follow a career in the area, either directly working for a company or joining a graduate program. This is a summer 2022 out-of-cycle course.

Consultation:

RO Approval: September 7, 2021.
 DO Approval: September 17, 2021.

Resources:

The course will be taught by regular faculty, and TA support, if any, will be covered by the unit's existing budgets. The course will require computational resources and specialized data software, such as Power BI and Jupyter notebooks. All the resources are already available at the BRIDGE lab at the Department of Management. Furthermore, these resources can also be accessed remotely by students if needed. No other resources are required.

Sociology (UTSC), Department of

1 New Course:

SOCD02H3: Global Field School: Indigenous Costa Rica

Contact Hours:

Description:

The intensive international field school course is an experiential and land-based learning trip to Indigenous territories in Costa Rica, in order to learn about settler colonialism, Indigenous communities, and UNDRIP (the United Nations Declaration on the Rights of Indigenous Peoples). Students will learn with Indigenous Costa Rican university students and community partners in order to draw links between policy frameworks (UNDRIP), ideologies (colonialism) and the

impacts on Indigenous communities (e.g. education, health, food security, language retention, land rights). The course involves 14-16 days of in-country travel. This course has been designated as a Research Skills course.

Prerequisites: 10.0 credits, including SOCB05H3 and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, or SOCB47H3]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits: 20

Note:
<p>Priority will be given to students enrolled in the Major or Specialist programs in Sociology. Additional students will be admitted as space permits. </p>

Learning Outcomes:

Upon the completion of this course, students will be able to:

1. Analyze social realities 'in the field'
2. Connect policies and laws (e.g. UNDRIP) to the social realities and community life
3. Connect ideologies (e.g. colonialism) to social realities in Indigenous communities
4. Gain perspective through international experience
5. Gain exposure to Indigenous community experience

Topics Covered:

Topics covered include:

- Settler colonialism
- UNDRIP
- Indigenous-settler relations
- Community consultation processes
- Community-based Indigenous organizations
- Post-secondary access for Indigenous peoples
- Cultural genocide and cultural assimilation
- Indigenous sovereignty
- Learning on/with/about land and land-based pedagogies

Methods of Assessment:

This course will take place at UTSC and over 14-16 days in Costa Rica. Students will spend two days at TEC University (Cartago, Costa Rica) learning from/with Indigenous Costa Rican University students. Several workshops will take place at TEC; students will be assessed on summary presentations and discussion-based activities. Students will then travel to four Indigenous territories in Costa Rica (BriBri, Boruca, Ngabe and Broran) with community partners to learn about the land, land policy, community life, and other themes related to the course. Students will have opportunities to engage in hands-on learning, debriefing, and knowledge sharing that will focus on the connection between lived experiences and the ideological and policy-focused topics in the course.

Upon returning to UTSC, students will have two weeks to complete and submit a fieldwork portfolio that includes written reflections and summary notes from key learning activities, assembled on the trip. Students will also be required to answer 2 of 3 short answer questions as part of a final assessment.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course is one of a number of courses and activities within the Sociology department that respond to the calls to action of the Truth and Reconciliation Commission. There is currently a dearth of courses that are fully indigenized and this course fills a gap by exposing Sociology students (priority will be given to students enrolled in the Major or Specialist programs) to questions and experiences that highlight the relationship between Indigenous Costa Ricans, land, language,

well-being, and the UNDRIP.

The enrolment is limited to 20 due to resource constraints associated with the cost of travel for participating students.

Consultation:

Office of the Registrar approved the new course code on December 6, 2021.

DCC approved the proposal on September 20, 2021.

Resources:

This course will be taught by faculty member Danielle Kwan-Lafond. For 2022, The Dean's Office has committed \$25,000 for this initiative. Professor Kwan-Lafond is working with the International Student Centre Global Mobility Office (Alyssa Graham) for pre-travel workshops for students, and for coordination about other sources of funding for students (i.e. the Global Learning Travel Fund). Following 2022, the department will work with the Dean's Office to look into additional funding options, including the Experiential Learning fund.