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

TO: UTSC Academic Affairs Committee

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DATE: May 24, 2022 for May 30, 2022

AGENDA ITEM: 5

ITEM IDENTIFICATION:

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

JURISDICTIONAL INFORMATION:

The UTSC 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 the 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] (May 30, 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 Fall 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 Anthropology (Report: Fall 2022 Out-of-Cycle New Courses)
  - 2 new courses
    - ANTD60H3 Advanced Archaeological Laboratory Methods
    - ANTD70H3 Archaeological Field Methods

- The Department of Language Studies (Report: Fall 2022 Out-of-Cycle New Courses)
  - 2 new courses
    - LIND11H3 Advanced Sociolinguistic Theory and Method
    - LIND12H3 Semantics II

- The Department of Management (Report: Fall 2022 Out-of-Cycle New Courses)
  - 1 new course
    - MGSD91H3 Special Topics in Strategy

- The Department of Physical and Environmental Sciences (Report: Fall 2022 Out-of-Cycle New Courses)
  - 1 new course
    - EESB22H3 Environmental Geophysics

- The Department of Political Science (Report: Fall 2022 Out-of-Cycle New Courses)
  - 1 new course
    - POLC13H3 Program Evaluation

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 Fall 2022, part of the 2022-2023 academic year, as detailed in the respective curriculum reports, dated May 30, 2022, be approved.

DOCUMENTATION PROVIDED:

1. 2022-2023 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Fall 2022 Out-of-Cycle New Courses, dated May 30, 2022.

UNIVERSITY OF
TORONTO
SCARBOROUGH

2022-23 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Fall 2022 Out-of-Cycle New Courses
May 30, 2022

Anthropology (UTSC), Department of

2 New Courses:

ANTD60H3: Advanced Archaeological Laboratory Methods

Description: This course provides specialized hands-on training in archaeological laboratory methods. Students will develop their own research project, undertaking analysis of archaeological materials, analyzing the resulting data, and writing a report on their findings. The methodological focus may vary from year to year.
Prerequisites: [ANTA01H3 and ANTB80H3] and [1.0 credits at the C-level in any field and permission of the instructor]
Enrolment Limits: 20
Learning Outcomes: This course will offer students specialized training in archaeological laboratory methods. Students will gain hands-on training with real archaeological samples/collections, which fosters a heightened sense of curiosity, responsibility, and engagement. This advanced methodological training is designed to prepare students for advancement to post-graduate training and/or professional employment. Students will learn how to handle archaeological materials and engage in ethical research/collaboration with stakeholders in the context of collections research. Each student will design, implement, and present their own research project which will give them a critical knowledge of project design, management, independent research, presentation, and report writing.
Topics Covered: Briefly describe the topics to be covered in the course (point form is acceptable). • Archaeological laboratory methods • Management of archaeological collections • Ethical use of existing collections • Developing a research project • Presenting research • Writing an archaeological report
Methods of Assessment: A series of small deliverables relevant to the nature of the project, and a final report.
Mode of Delivery: In Class
Breadth Requirements: Natural Sciences
Rationale: This course is a key step in working towards broadening our archaeology offerings (particularly experiential learning opportunities) and creating a critical mass of courses for a Minor in Archaeology. The shifting nature of this course is designed to take into consideration and provide a flexible solution to the teaching limitations of a single Archaeology faculty member and to open up opportunities for advanced graduate student course instruction in areas of diverse expertise. The approach speaks to our department's limited teaching capacity (with only one archaeology faculty member). Also, the

purpose is to create one advanced lab methods course that can be taught more often and in response to student interests and needs (and available collections), while still allowing us to broaden their breadth of training. The course is being proposed out-of-cycle so that it could potentially be offered in 2022/23.

Consultation:
DCC Approval: April 19/20, 2022.
RO Approval: April 21, 2022

Resources: This course will be taught by a regular faculty member. No other resources are required.

ANTD70H3: Archaeological Field Methods

Description:
This course provides specialized hands-on experience with field-based archaeology, including planning, survey, testing, and/or excavation, as well as an overview of various archaeological excavation methods and practices. Students may enroll in this course to gain credit for participation in approved off-campus field work. In this case, they will coordinate with the instructor to develop a series of appropriate assignments relevant to their coursework and learning goals.

Prerequisites: [ANTA01H3 and ANTB80H3] and [1.0 credits of additional C-level courses in any field and permission of instructor]

Enrolment Limits: 15

Learning Outcomes:
This course will offer students specialized training in an archaeological field-based setting.
 Students will:
-gain hands-on training in methods required for advancement to post-graduate training and/or professional employment
-learn first-hand about archaeological field methods, theories and practices
-learn skills such as how and when to excavate (or not), handling archaeological materials in a field setting, and engaging in ethical research/collaboration with stakeholders
-have responsibility for one aspect of the research in order to develop a critical knowledge of project design, management, independent research, and report writing.

Topics Covered:
Briefly describe the topics to be covered in the course (point form is acceptable).
•   Archaeological field methods (varies according to year)
•   Management of archaeological collections
•   Stakeholder engagement and/or collaboration
•   Developing a field-based research project
•   Writing an archaeological report

Methods of Assessment: A series of small deliverables relevant to the nature of the project, and a final report.

Mode of Delivery: In Class

Breadth Requirements: Natural Sciences

Rationale:
This course is designed primarily for Anthropology-focused students. The course is available to students in other disciplines to encourage interdisciplinary interest and training. This course is a key step in working towards broadening our archaeology offerings, particularly experiential learning opportunities and creating a critical mass of courses for a Minor Program in Archaeology. The course can be used in the future for a UTSC field school. The course is being proposed out-of-cycle for Fall 2022 so that we might effectively respond to emerging fieldwork training opportunities as they become available.

Consultation:
DCC Approval: April 19/20, 2022.
RO Approval: April 21, 2022

Resources: This course will be taught by a regular faculty member. No additional resources are required.

2 New Courses:

LIND11H3: Advanced Sociolinguistic Theory and Method

Description:
This course is concerned with modern sociolinguistic theory as well as methods of conducting sociolinguistic research including data collection and the analysis of sociolinguistic data. The theoretical approaches learned include discourse analysis, language variation, conversation analysis, and variationist sociolinguistics.

Prerequisites: LINB20H3

Exclusions: LIN456H1, LIN351H1, LIN458H

Enrolment Limits: 40-50

Note: Priority will be given to students in the Linguistics program.

Learning Outcomes:
In this course, students will:
1.   become familiar with discourse history, assumptions, and principles.
2.   learn about theories and methodologies for the study of sociolinguistics, and how language use relates to its social, political, and historical context.
3.   examine the effects of different types of language and analyze both verbal and non-verbal communication.
4.   identify cultural rules and conventions in communication, and how these rules and conventions are communicated in society.
5.   develop the ability to comprehend empirical studies in sociolinguistics.
6.   explore specific topics in sociolinguistics in depth.
7.   identify the roles of society, culture, and context in discourse.
8.   conduct a quantitative study of phonological and grammatical features and their correlations with age, sex, ethnicity, and other social variables.

Topics Covered:
Topics covered include:
1.   Interactional sociolinguistics
2.   The ethnography of communication
3.   Language and interpersonal relationships
4.   Conversation analysis
5.   Quantitative Sociolinguistics
6.   Social evaluation of linguistic variation
7.   Language variation as social practice
8.   Language variation and social differentiation

Methods of Assessment:
1.   Reading responses (20%): each group (two members) will submit two reading responses (10% each) throughout the semester. These responses should start with a summary of the main points followed by critical reflection on relevant aspects of the reading.
2.   Summary of five of the weekly readings (10%): Five brief summaries of required readings, with critical evaluation and discussion of the questions posed.
3.   Class presentation (10%): each group (two members) will present and lead a discussion on one of the weekly readings.
4.   Two Discussion Board activities (10%)
5.   Weekly class Participation (10%)
6.   Final project (40%): students will submit a data-based research paper on one of the sociolinguistic topics introduced throughout the semester. This should include the description and analysis of a phenomenon related to sociolinguistics or an extended discussion of one of the weekly readings or sociolinguistic issues discussed in class.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:
This course will introduce various theories and qualitative and quantitative methods of studying the relationship between language and society. They will also gain an in-depth knowledge of the sociology of language, ethnography of speaking, language variation, data collection, and data analysis. The department currently offers LINB20H3; however, there is no advanced-level course on this topic. This curriculum-related gap has also been highlighted by some of the department's students, forcing them to take courses at other campuses. Finally, the addition of this course will allow the department to offer more needed D-level courses to help students complete their programs.

Consultation:
RO Approval: April 18, 2022
DCC Approval: April 22, 2022

Resources: This course will be taught by a faculty member. No TA support is needed as the course is capped at 40-50 students.

LIND12H3: Semantics II

Description:
This course focuses on the study of natural language semantics and the relation between the interpretation of a sentence and the structure of a sentence. Possible topics in this course include compositionality, the semantics of times and events, quantifiers, possible world semantics, modality, questions, and dynamic semantics, along with an introduction to the methods and techniques used in current formal semantics.

Prerequisites: LINB06H3 and LINC12H3/FREC12H3

Exclusions: LIN341H1

Enrolment Limits: 30

Note: Priority will be given to students in the Linguistics program.

Learning Outcomes:
In this course, students will:
1.   Gain familiarity with the tools of semantics. Students will learn how to use propositional and predicate logic to model sentence meaning, and how to use the lambda calculus to model how the meaning of a sentence is computed.
2.   Analyze linguistic meaning. Students will learn how to analyze the meaning of sentences in English and other languages using predicate logic and lambda calculus. Through this, they will better understand how aspects of meaning can vary across languages, and what aspects of meaning may be universal to human languages.
3.   Create and test hypotheses. As part of their learning in class and in assessments, students will create hypotheses about meaning, and learn how to test their hypotheses using linguistic data. Students will also gain proficiency in this by examining hypotheses and determining how they are supported or falsified by data, or by being given new data and exploring whether and how existing analyses from the course can be extended to the data.
4.   Understand how semantics relates to other fields. Semantics has a close relationship with syntax, and students will come to learn how the two are connected. Semantics also has strong ties to psycholinguistics, computational linguistics, and child language acquisition, and students will get a picture of how semantic theory may be applied in other areas of linguistics.

Topics Covered:
1.   Propositional logic, predicate logic, and lambda calculus
2.   Compositionality and type-driven interpretation
3.   Tense and aspect
4.   Event semantics
5.   Quantification
6.   Possible world semantics and modality
7.   Questions and dynamic semantics

Methods of Assessment:
1.   Assignments (35%). Written or multiple choice assignments testing concrete skills in formal semantics (such as β-reduction or truth tables) as well as critical thinking skills via longform problems. Longform problems often take the form of providing the student with some linguistic data and asking the student to modify an existing analysis, explain why an

existing analysis is inadequate for the given data, or propose a new analysis.

2.   Term test (30%). Students may be tested on specific skills or via longform problems. Can be given in-class or as a take home test.

3.   Project (35%). Students will write a semantics "squib", a short paper in semantics. A squib might report novel data or findings, raise a problem for a semantic analysis, make a short and focused theoretical point, or provide new evidence for a theory. By writing a squib, students will get a chance to work independently on a topic of interest and build their skills in thinking about meaning.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:
This course focuses on a core theoretical discipline within linguistics alongside syntax and phonology. The department currently offers two courses each in phonology and syntax but just one course in semantics (LINC12H3). Since D-level LIN offerings are limited, a course at this level will give additional choices to students, allowing them to tailor their program of study to their specific interests, and let them stay at UTSC for their advanced courses, rather than take such courses at another campus. Also, this course will train students in the use of formal tools and techniques used in semantics and offer more exposure to research in this important area. Motivated students will also be well-positioned to pursue their own supervised research or independent studies after successfully completing the course.

Consultation:
DCC Approval: April 5, 2022
RO Approval: April 18, 2022

Resources: This course will be taught by a CLTA who is currently with the department, and whose contract ends in Summer 2023. The department plans to pilot this course and then retire it once the CLTA's contract ends. No TA or grader support is requested, as the course is capped at 30.

1 New Course:

MGSD91H3: Special Topics in Strategy

Description:
This course covers special topics in the area of strategy. The specific topics will vary from year to year but could include topics in corporate strategy, strategy for public organizations, strategy for sustainability, international business strategy or entrepreneurship. The specific topics to be covered will be set out in the syllabus for the course for each semester in which it is offered.

Prerequisites: Completion of 10.0 credits

Recommended Preparation: MGSC01H3 or MGIC01H3

Enrolment Limits: 40

Learning Outcomes:
While the specific learning outcomes will vary depending on the content of the course, there are some general learning outcomes that this course will support.
Any course in strategy teaches students to integrate relevant business information from different contexts. This means tracing the implications of data drawn from the financial, marketing, human resources and operations areas.
Students will usually be asked to develop their skills in case of analysis in such a course.
As a senior course, students will be asked to discuss their analyses of the course material in class. This builds skills in good writing and communication skills in general.
Students will also be expected to understand the specific strategy implications of the material covered and the industries examined.
These learning outcomes support the general learning outcomes of the BBA program. They encourage students to think critically, examining the specific strategy questions from different perspectives. Writing and presentation skills are central to the business management program. As well, the synthetic approach and the longer-term perspective taken in any strategy course help students to learn how to use the specific skills developed in other courses in the program to provide leadership for a business.

Topics Covered:
The specific topics will depend on the focus of the course as prepared by the instructor. The course would likely cover such skills as:
☐ Case analysis
☐ Persuasive writing and presentation skills
☐ Taking a synthetic viewpoint on the specific perspectives from such disciplines as accounting, finance, marketing, human resources and operations management

Methods of Assessment:
Methods of assessment will depend on the specifics of the course. It would be typical to have students write and present case analyses, shorter papers reflecting on their readings and a longer research paper on a specific industry or strategic problem.
The assessment scheme will depend on the instructor.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:
This course provides new faculty members with an opportunity to teach a course based on their research. The department hired faculty members for their research expertise, which can cover emerging topics in strategy or areas not otherwise part of the curriculum, thus, this course is going forward out-of-cycle for Fall 2022. This course will provide an opportunity to develop a course with the expectation that it would run under its own course code in the next academic year.

Consultation:
DCC Approval: April 28, 2022
RO Approval: May 2, 2022

Resources:
The course will be taught by a new full-time faculty as part of their normal teaching load. If there are high enrolment numbers (more than 30 students), the course will require TA support which will be covered by the department's regular TA budget.

1 New Course:

EESB22H3: Environmental Geophysics

Description:

This course instructs students on the application of geophysical techniques (including gravity and magnetic surveys, electromagnetics, resistivity and seismology) to important environmental issues, such as monitoring climate change and natural hazards, clean energy assessments, and how to build sustainable cities. This lecture-based course teaches students the societal importance of environmental geophysics as well as how to effectively communicate uncertainty when interpreting data.

Prerequisites: EESA06H3 and [PHYA10H3 or PHYA11H3]

Learning Outcomes:

Students should leave this course with the ability to:
 1. understand the basic theory behind geophysical techniques such as gravity and magnetic surveys, electromagnetics, resistivity, and seismology (amongst others);
2. apply this theory and techniques for assessments of applied environmental issues including climate change and natural hazard monitoring, and clean energy and water assessments.
3. make informed decisions on where different geophysical techniques are best applied to assess environmental conditions across different temporal and spatial scales;
4. analyze and interpret different forms of geophysical data;
5. communicate geophysical data and related interpretations to specialist and general audiences, in both written and oral forms.

Topics Covered:

The topics covered will link the use of geophysics to environmental science, including:
 - hazard analysis including monitoring of volcanoes, tsunamis, and earthquakes;
- climate change monitoring including permafrost degradation and sea-level change;
- clean water and sanitation assessments including characterization of watershed basin structure, monitoring contamination transport pathways, and radioactive waste monitoring;
- clean energy evaluations including site-specific carbon capture and storage potential, assessments of geothermal energy potential;
- and the use of geophysics in the construction of sustainable cities.

Methods of Assessment:

Methods of assessment will be split between reports, multiple-choice quizzes, and a final exam:
 - A written report on planning the location of a geophysical survey will show an understanding of the various factors required to conduct a survey (related to Learning Outcomes 1-3).
- A guest speaker in the field of science communication will be invited to speak to the students on communicating risk and uncertainty in scientific findings. This Experiential Learning university-based partnership will be linked to the field of science communication. Based on this EL activity, there will be a written report communicating the risk of natural disasters based on geophysical data interpretation. The reflective assessment will show an understanding of how to communicate science to different audiences across different platforms (e.g., social media, press releases, blog posts) and be related to Learning Outcome 5.
- Two reports on data interpretation. The work here will show the student's understanding of geophysical data based on specific tutorial lessons (related to Learning Outcomes 1-2 and 4).
- Five multiple-choice online quizzes will be provided to capture assessments for tutorial sessions that do not have a report linked to them (related to Learning Outcomes 1-5).
- Final exam: A final exam will focus the student's attention on the key learning outcomes: method of geophysical techniques, basic data interpretation, the societal impact of geophysics, and measuring uncertainty (related to Learning Outcomes 1-5).

Mode of Delivery: In Class

Breadth Requirements: Natural Sciences

Rationale:
This course will help to fill a curriculum-related gap in the department. Traditional geophysics courses at the university level have often focused on applying geophysical techniques to the oil and gas industry (e.g., exploration geophysics). More recent demands from incoming students regarding such careers and ideologies have changed. Thus, a bridge between geophysical techniques and more environmental science material is needed in the current curriculum. EESB22H3 will highlight the importance of geophysics beyond oil and gas, and place geophysics at the centre of an environmentally-friendly and sustainable world. Also, the course will support the Major in Environmental Science and Specialist in Environmental Geoscience by providing students with an additional B-level course to fulfil their program requirements. This course is being proposed out-of-cycle for Fall 2022.

Consultation:
RO Approval: Feb 16th, 2022
DCC Approval: April 13, 2022

Resources: This will be taught as part of the regular teaching load for Prof. Heron, the recently appointed Assistant Professor of Environmental Geophysics in DPES. This course requires additional TA support, at an estimated rate of one 70-hour appointment, which is covered by the unit's existing budget. No other resources are required.

1 New Course:

POLC13H3: Program Evaluation

Description:
This course introduces students to the frameworks and practice of program evaluation. It focuses on the policy evaluation stage of the policy cycle. The course explains the process of assessing public programs to determine if they achieved the expected change. Students will learn about program evaluation methods and tools and will apply these in practical exercises. They will also learn about the use of indicators to examine if the intended outcomes have been met and to what extent. Students will engage in critical analysis of program evaluation studies and reports.

Area of Focus: Public Policy

Prerequisites: PPGB66H3 and a minimum CGPA of 2.5

Enrolment Limits: 25

Learning Outcomes:
-        Understand the relevance of program evaluation to policymaking and explain how it is connected to the stages of the policy cycle.
-        Identify the major types of assessments that can be carried out in a program evaluation and examine the possible results and decisions that can emerge from the assessments.
-        Develop a logic framework by linking the program's inputs to outputs, and to short-term, medium-term, and long-term outcomes.
-        Determine the appropriate monitoring indicators and evaluation indicators for measuring the level of achievement of the program's goals.
-        Apply program evaluation methods and tools to assess a public program.
-        Demonstrate and appreciate strong writing skills, communication skills, and cooperation with peers.

Topics Covered:
•   Theory of change: How programs are designed based on the notion of considering the expected social change before identifying the program's inputs and outputs.
•   Stakeholder engagement in program evaluation: Discussion on the importance of stakeholders. How to identify stakeholders. How to engage stakeholders in the evaluation process.
•   Policy evaluation tools: Introduction to logic models. Different types of logic model structures. How to design a logic model and plot the main features. Identifying the activities that connect to different outputs and varying levels of outcomes. How to develop an evaluation plan.
•   Policy evaluation methods: Discussion of evaluation approaches. Description of major evaluation methods, including surveys, interviews, focus group discussions and cost-benefit analysis. Assessing the advantages and disadvantages of the different methods.
•   Evaluating policy implementation: Introduction to monitoring. Discussion on the relevance of monitoring to impact evaluation.

Methods of Assessment:
-Group Project: Students will work with a partner organization to carry out an evaluation study. The project will enable students to apply program evaluation methods and tools for assessing a program's impact on the intended target population.
-Practical exercises: Students will have assignments on developing logic models, designing survey tools and interview guides, sourcing interviewees, and conducting mock interviews within the university community or online. The assessment will help to demonstrate students' knowledge of policy evaluation methods and the ability to utilize policy evaluation tools.
-Written work: Students will prepare a literature review on theoretical debates, including the discussion of policy evaluation as being ex-post or ex-ante of policy implementation. The submitted written work from students will show the level of understanding of the relevance of program evaluation to policymaking and the systematic approaches to policy evaluation.
-Presentations: Students will make presentations on critical analysis of program evaluation studies of government policies. The presentations will highlight students' knowledge of program evaluation structure for Canadian public agencies, and their understanding of empirical and logistical reasons for the selection of evaluation methods and tools.

Mode of Delivery: In Class
Breadth Requirements: Social & Behavioural Sciences
Rationale: The course will address the need for an increase in the number of courses dedicated to public policy by providing a stage of the policy process, and policy evaluation, and introducing the practice of program evaluation. This course presents an option of a dedicated public policy course for students in the Major or Minor programs in Public Policy. It enhances the knowledge-based courses by teaching skills that are in high demand in public policy practice, but it also adds a practical component by allowing students to have the hands-on application of program evaluation tools and methods. This course is a partnership-based experiential learning course as students will work with a partner organization to carry out an evaluation study. This will enable students to acquire relevant job skills and identify a possible career path. This course is being offered out-of-cycle for Fall 2022.
Consultation: DCC Approval: January 14, 2022 RO Approval: February 23, 2022
Resources: This course will be taught by a regular faculty member, Assistant Professor Titilayo Soremi. TA support is not required. This course does not require any additional resources.