

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Dr. William A. Gough, Vice-Principal Academic and Dean

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PRESENTER: Dr. Rene Harrison, Vice-Dean Graduate and Postdoctoral Studies

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DATE: Wednesday March 22, 2023

AGENDA ITEM: 8

ITEM IDENTIFICATION:

Minor Modifications: Graduate Curriculum Changes, UTSC – Mode of Delivery Changes

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] (March 22, 2023)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This package includes minor modifications to the graduate curriculum, 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.

5 Mode of Delivery Changes to graduate courses

- The Graduate Department of Physical and Environmental Studies (Report: MOD Changes)
 - EES 1123H Environmental Regulations: in-person to online
 - EES 1701H Environmental Legislation and Policy: in-person to online and course description change
- The Department of Psychological and Clinical Sciences (Report: MOD Changes)
 - CPS 1401H Social and Interpersonal Bases of Behaviour: in-person to online
 - CPS 3901H The Historical and Scientific Foundations of Psychology: in-person to online
- The Department of Global Development Studies (Report: MOD Changes)
 - IDS 1000H Development Policy and Power: in-person to hybrid

There has been wide consultation within the departments, as well as consultation with the Office of the Vice-Principal Academic and Dean at UTSC, and the Office of the Vice-Provost, Academic Programs. All stakeholders are supportive of the change.

FINANCIAL IMPLICATIONS:

There are no net implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Mode of Delivery graduate curriculum changes for the 2023-24 academic year, as detailed in the respective curriculum reports, dated March 22, 2023, be approved.

DOCUMENTATION PROVIDED:

1. 2023-24 Curriculum Cycle: Graduate Minor Curriculum Modifications for Approval Report: Graduate MOD Changes, dated March 22, 2023.



UNIVERSITY OF
TORONTO
SCARBOROUGH

2023-24 Curriculum Cycle
Graduate Minor Curriculum Modifications for Approval
Report: Graduate MOD Changes
March 22, 2023

Physical & Environmental Science (UTSC), Graduate Department of
2 MOD Changes

EES1123H: Environmental Regulations

Delivery Method:

Previous: In Class

New: Online

Course Description:

New: This course will cover selected federal and provincial environmental regulations. Students will discuss key regulations with experienced practitioners and be taught the values, assumptions and guiding principles which underlie regulations as they relate to the environment. Federal and provincial regulations that will be discussed include: environmental assessment, air quality and air emissions, contaminated lands and brownfields, water resources, fisheries, waste management, and other areas.

Rationale:

1. The course description has been added to provide students with more clarity on the themes and content covered in this course.
2. The course MOD is being changed from in-person to online. This is one of the most popular offerings with a relatively high enrollment for a graduate course. The intent of the program is to make the course more accessible to part-time students as well as our alumni and other environmental practitioners, who find this course particularly useful for their professional development and the advancement of their career trajectory in the environmental sector. In this course, students benefit from the visits of many course contributors from the government, consulting firms, and regulatory agencies with broad experience. The department often finds that there are practical limitations for many of these guest speakers to attend the Scarborough campus during the course time, and this limits the ability to enrich the student experience by securing the targeted professionals. With online synchronous learning, we anticipate that this issue will be resolved and the course will be supported more effectively. We have also noticed that class participation is much stronger in the online version of this course. Students seem to be quite shy to engage with senior scientists in person, but they are more comfortable in an online forum. The delivery of the rest of the material will not be compromised with online delivery. This curricular change is one of the initiatives that aim to transform the Professional Master's program and broaden its appeal to a sizable pool of prospective students, who are working professionals and aspire to advance their skills by pursuing a graduate degree. In an ever-changing landscape with many new graduate programs in Environmental Sciences within the Greater Toronto Area, we believe this is an essential course of action.

Consultation: DCC Approval: December 1, 2022

Resources: None

EES1701H: Environmental Legislation and Policy

Delivery Method:

Previous: In Class

New: Online

Rationale:

This is one of the most popular offerings with a relatively high enrollment for a graduate course. The intent of the program is to make the course more accessible to part-time students as well as our alumni and other environmental practitioners, who find this course particularly useful for their professional development and the advancement of their career trajectory in the environmental sector. In this course, students benefit from the visits of many course contributors from the government, consulting firms, and regulatory agencies with broad experience. The department often finds that there are practical limitations for many of these guest speakers to attend the Scarborough campus during the course time, and this limits our ability to enrich the student experience by securing the targeted professionals. With synchronous learning, we anticipate that this issue will be resolved and the course will be supported more effectively. The department has also noticed that class participation is much stronger in the online version of this course. Students seem to be quite shy to engage with senior scientists in person, but they seem comfortable in an online forum. The delivery of the rest of the material will not be compromised with online delivery. This curricular change is one of the initiatives that aim to transform the Professional Master's program and broaden its appeal to a sizable pool of prospective students, who are working professionals and aspire to advance their skills by pursuing a graduate degree. We believe this is an essential course of action in an ever-changing landscape with many new graduate programs in Environmental Sciences within the Greater Toronto Area.

Consultation: DCC Approval: December 1, 2022

Resources: None

Psychological Clinical Science (UTSC), Graduate Department of

2 MOD Changes

CPS1401H: Social and Interpersonal Bases of Behaviour

Delivery Method:

Previous: In Class

New: Online

Rationale:

The department proposes to change the mode of delivery of this course offered in the Ph.D. program from “In Class” to “Online”. This course, which is designed to be consistent with a collaborative learning model, has learning objectives (e.g., Explain how self-knowledge is related to mental health and mental illness; Describe the structural, dynamical, and developmental components of prominent theories of human social nature) that are enhanced by a diversity of clinical and academic perspectives. By changing the course delivery mode to “Online”, the program will be able to recruit a more inclusive array of instructors from various regions and employment sectors, especially those in clinical service delivery programs. For example, the most recent instructor of this course (offered online) is a Staff Psychologist at the Health & Wellness Centre at the St. George campus. Therefore, the proposal is expected to provide an enhanced learning experience for students in the course by offering the opportunity to learn from instructors in clinical service delivery settings.

Additionally, the proposed change will allow the program to offer flexibility to the students, who are uniquely engaged in 2-3 years of clinical practicum training (e.g., placements at hospitals and community clinics) during the Ph.D. program, which (depending on the results of a “match” process each year across other programs and universities) are located exclusively (or almost exclusively) outside of Scarborough. The online delivery mode, as the department has learned through the most recent online offering, allows flexibility in course scheduling while our students are concurrently completing training at external clinical practicum sites to meet clinical training program requirements (i.e., the minimum required number of hours for the practicum courses).

Overall, the proposed change aligns with the department’s training model, which emphasizes the integration of clinical training and research activities to prepare students for a diversity of careers, both academic and non-academic (e.g., clinical service provision), by allowing the program to reach a diversity of instructors across various settings. A secondary benefit of the change is the improved efficiency of delivering the program in a way that flexibly accommodates the unique clinical training requirements of the program, which creates logistical challenges due to the geographical location of the clinical training sites relative to the Scarborough campus.

Consultation: DCC Approval: October 6, 2022.

Resources: None.

CPS3901H: The Historical and Scientific Foundations of Psychology

Delivery Method:

Previous: In Class

New: Online

Rationale:

The department proposes to change the mode of delivery of this course offered in the Ph.D. program from “In Class” to “Online”. This course, which is designed to be consistent with a collaborative learning model, has learning objectives (e.g., To give trainees an understanding of the role of culture in determining the mostly Western lens to the historical roots of psychology and introduce them to other cultural views) that are enhanced by a diversity of clinical and academic perspectives. By changing the course delivery mode to “Online”, the program will be able to recruit a more inclusive array of instructors from a variety of regions and employment sectors. For example, the most recent instructor of this course (offered online) is the Provincial Psychologist for the Ministry of Labour, Training and Skills Development, in Ontario. Therefore, the proposal is expected to provide an enhanced learning experience for students in the course, including by offering the opportunity to learn from instructors in non-academic sectors.

Additionally, the proposed change will allow the program to offer flexibility to the students, who are uniquely engaged in 2-3 years of clinical practicum training (e.g., placements at hospitals and community clinics) during the Ph.D. program, which (depending on the results of a “match” process each year across other programs and universities) are located exclusively (or almost exclusively) outside of Scarborough. The online delivery mode, as we have now learned through the most recent online offering, allows flexibility in course scheduling while our students are concurrently completing training at external clinical practicum sites in order to meet clinical training program requirements (i.e., the minimum required number of hours for the practicum courses).

Overall, the proposed change aligns with the department’s training model, which emphasizes the integration of clinical training and research activities to prepare students for a diversity of careers, both academic and non-academic, by allowing the program to reach a diversity of instructors across various settings. A secondary benefit of the change is the improved efficiency of delivering the program in a way that flexibly accommodates the unique clinical training requirements of the program, which creates logistical challenges due to the geographical location of the clinical training sites relative to the Scarborough campus.

Consultation:

DCC Approval: October 6, 2022.

Resources: None

1 MOD Change

IDS1000H: Development Policy and Power

Delivery Method:

Previous: In Class

New: Hybrid

Rationale:

IDS1000 H Y is the core course (with accompanying seminar SRM333H Y) of the Development Policy and Power (DPP) Collaborative Specialization offered by the Department of Global Development Studies (GDS). The proposed modification is to change the form of delivery from in-person delivery to hybrid delivery.

Changing the delivery mode of the course and seminar to a hybrid format will improve the experience of graduate students by enabling exposure to and engagement with a broader range of speakers than is currently possible. First, for the course itself, a hybrid format will enable the participation of a more diverse array of faculty lecturers from the tri-campus University community. We are committed to showcasing the work of, and bringing together, faculty who work on critical development issues from all 3 campuses—currently impossible given tight schedules and transport times across the GTA. A hybrid course will thus enable the integration of guest lecture sessions by this outstanding pool of extremely busy faculty members (including GDS faculty, all of whom teach on at least 2 campuses) with the tri-campus goals of the university. These guest lecture presentations (6 across the academic year) are an integral part of IDS1000, both to expose students to the scholarship of GDS and other U of T faculty and to highlight the crucial interdisciplinary dimensions of the field, spanning and featuring faculty research across all 3 campuses and consistent with the University's Towards 2030 strategic priorities of Transformational Education and International Partnerships. Changing the delivery mode of the core course to a hybrid model will thus strengthen the participation and engagement of students with faculty from all 3 U of T campuses.

Second, for the course's accompanying seminar, changing the delivery mode to a hybrid format will also contribute to broadening students' horizons to epistemologies and scholarship outside of the global north, a primary objective of the DPP Collaborative Specialization. A central theme of the Collaborative is the issue of power in international development practice and knowledge production. Having the option of holding a balanced number of seminar sessions online will enable the participation of speakers from around the world who otherwise might not be able to commit the travel time (or deal with visa obstacles) to share their expertise and knowledge with students. This arrangement will also help build students' international networks.

Overall, changing the mode of delivery for the course and seminar should enable an increase in enrolment targets and will contribute to strengthening the GDS's contributions to graduate studies in the field of development studies at the University, one of the Department's strategic goals. By enhancing the possibilities for participation by a wider range of discipline-based graduate students interested in development studies, the proposed change will contribute to strengthening the interdisciplinary and cross-departmental learning community that is a hallmark of the DPP Collaborative Specialization. Delivering the course and seminar through a hybrid model, and building institutional experience in this mode of delivery, will also contribute to the strategic goal of expanding the Collaborative Specialization to the PhD level by enhancing flexibility for graduate students to participate. A balanced schedule of in-person and online meetings will offer the necessary flexibility to attract and retain students in the DPP Collaborative across the academic year.

In terms of learning needs, given the ongoing unknowns around COVID-19 for 2022-23 (and beyond), the hybrid delivery model for the course and seminar will enhance student learning by offering the possibility of easily pivoting from one modality to another in the last minute, including on a one-time basis. Most importantly, whether in person or remotely, students will also have continuous opportunities to engage with each other and the instructor. The instructor will be present at all sessions, and both the in-person and online spaces will be open before and after the class scheduled time to give students an opportunity to engage with one another. At most sessions, one to two students will be presenting the course material, and all students are expected to participate in class and seminar discussions. Hybrid

delivery will offer the opportunity for students to interact closely with special guest speakers regardless of location. In both modalities, the needs of students for reserved library rooms or potentially shared spaces, as well as issues of equitable access to technology, will be assessed and arrangements/supports will be made if needed. The hybrid model will ensure the establishment of camaraderie and collaboration among students.

Consultation: DCC Approved: September 19, 2022

Resources: None