

## FOR APPROVAL

## PUBLIC

## OPEN SESSION

**TO:** UTSC Academic Affairs Committee

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**DATE:** April 30, 2024 for May 7, 2024

**AGENDA ITEM:** 3

### ITEM IDENTIFICATION:

Major Modification: New Freestanding Minor in Aging and Society (Undergraduate), Department of Health and Society, 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 AAC 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 and 3.3).

### GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Approval] (May 7, 2024)

### PREVIOUS ACTION TAKEN:

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

### HIGHLIGHTS:

The Department of Health and Society (DHS) at UTSC is proposing a new freestanding Minor in Aging and Society (Arts) to complement its existing programs, including Major and Major Co-op programs in Health Studies - Population Health (BSc), Health Studies - Health Policy (BA), the Minor in Health Humanities (BA), and the Specialist (Joint) program in Paramedicine (BSc) with Centennial College. Drawing from these programs, the Minor provides a richer contextual focus, potentially balancing the enrollment profiles of BA and BSc programs. Additionally, it pairs well with programs such as Biological

Sciences, Psychology, Anthropology, Sociology, Political Science, and Linguistics, broadening student' career opportunities in various fields.

The interdisciplinary nature of DHS makes it well-suited to offer a Minor in Aging and Society, examining social, mental, and physical changes in aging individuals and societal changes due to an aging population. This Minor aims to attract students interested in understanding and serving the aging population across various settings, offering opportunities to contribute to healthcare improvements and enhance communication between individuals and healthcare professionals.

The proposed Minor encourages students to explore the ethical, cultural, and social contexts of health and aging, as well as how individual lives change over time within varying socio-economic and historical contexts. By critically examining aging in relation to human health, life course transitions, family dynamics, and policy impacts, students will be well-prepared to engage with the challenges and opportunities of a dynamic aging population.

At the departmental level, the proposed Minor responds to the 2016 External Review of the Health Studies program, which recommended additional offerings aimed at developing students' practical and relevant skills. It also aligns with one of the priorities of the [UTSC Strategic Plan](#), which is to deliver "innovative, high-quality undergraduate and graduate student experience and success." Faculty's involvement in the aging and society field positions them well to integrate new developments into teaching and research, supporting the upcoming Scarborough Academy of Medicine and Integrated Health (SAMIH). It also reflects UTSC's commitment to Inclusive Excellence, fostering an inclusive environment aligned with the Scarborough Charter and recommendations of the Anti-Black Racism Task Force Final Report.

Overall, the proposal is a proactive response to the evolving needs of aging populations. The offering of this Minor is proposed to take effect on September 1, 2024.

## **FINANCIAL IMPLICATIONS:**

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

## **RECOMMENDATION:**

Be It Resolved,

THAT the new freestanding Minor in Aging and Society (Arts) offered by the Department of Health and Society, as described in the proposal dated April 29, 2024, be approved, effective September 1, 2024.

## **DOCUMENTATION PROVIDED:**

1. Proposal - Major Modification to introduce a freestanding Minor in Aging and Society, dated April 29, 2024.

# University of Toronto

## Major Modification Proposal:

### New Freestanding Minor Where There is No Existing Specialist or Major

This template should be used to bring forward all proposals for major modifications of this type for governance approval under the University of Toronto's Quality Assurance Process.

<b>What is being proposed:</b> please specify exactly what is being proposed; i.e., a new freestanding minor (where there is no existing specialist or major) in...	New Freestanding Minor in Aging and Society
<b>Department/unit (if applicable):</b>	Department of Health & Society
<b>Faculty/academic division:</b>	University of Toronto Scarborough Department of Health and Society (DHS)
<b>Faculty/academic division contact:</b>	Michael Souza, Acting Associate Dean, Undergraduate Programs and Curriculum (adundergrad.utscc@utoronto.ca)  Kevin Mak, Academic Programs Officer (kevin.mak@utoronto.ca)
<b>Department/unit contact:</b>	Michelle Silver, Chair, Department of Health and Society (michelle.silver@utoronto.ca)  Sean Ramrattan, Program Coordinator (sean.ramrattan@utoronto.ca)
<b>Version date:</b> please change as you edit this proposal.	April 29, 2024

# 1 Summary

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The Department of Health and Society (DHS) is proposing a new freestanding Minor in Aging and Society (Arts). This new Minor is intended to complement the existing programs offered by our department, which include Major and Major Co-op programs in Health Studies - Population Health (BSc), Major and Major Co-op programs in Health Studies - Health Policy (BA), the Minor in Health Humanities (BA), and the Specialist (Joint) program in Paramedicine (BSc) with Centennial College. We also offer the Category 2 Certificate in Pathways to Health Professions.

We change in remarkable ways across the lifespan and these changes have both fascinated – and at times puzzled – researchers and lay people alike. Breakthroughs in science and technology over the last two centuries have doubled our average life expectancy (Aburto et al., 2020), which consequently has increased both the proportion of our lives that we spend as older adults, as well as the overall proportion of older adults in the general population. As each major stage in life is associated with relatively unique opportunities and challenges, it is imperative to identify the range of changes that we may expect as we age, as well as their various causes and consequences. Enhancing understandings of how and why people change with age will benefit society as the demand for age-friendly cities, homes, work environments, healthcare settings and infrastructure increases (Torku et al., 2021).

The study of Aging and Society is a dynamic interdisciplinary field that draws on a wide range of methodological tools to examine the social, mental, and physical changes in people as they age, to investigate changes in society resulting from our aging population, and to apply this knowledge to further strengthen policies and programs. Given this heavily interdisciplinary nature, we view the interdisciplinary context of DHS as perfectly positioned to mount and deliver a Minor in Aging and Society.

The Minor in Aging and Society may be paired with existing programs at UTSC in flexible ways. It may be paired with our existing programs in Population Health or Health Policy, offering a high-value angle for students to sharpen their knowledge in the context of aging. It may also be successfully paired with many other programs at UTSC (e.g., Biological Sciences; Psychology; Political Science; Anthropology; Sociology). Consequently, the proposed Minor has the potential to help inform and chart career opportunities for students in fields like nursing, biology, medicine, psychology, social work and other allied health careers, behavioral and social science, economics, policy, those who study the humanities and the arts, as well as other professionals.

We anticipate that the proposed Minor will be attractive to students with an interest in better understanding and serving the aging population across a wide range of settings. The proposed Minor offers the potential to contribute to richer understandings of health care demands and ways of strengthening and supporting communications

between individuals and healthcare professions. It further stands to generate future health care professionals and individuals that are better equipped at handling the needs of an aging population in fields that range from business, financial planning, architecture and the design of spaces and clothing and products. Future students completing this Minor might go on to work in and ameliorate public health institutions, government agencies, as well as private sector industries that focus on serving the needs of mature adults and enhancing pathways where mature adults can continue to engage in society.

The introduction of this Minor not only responds to the 2016 External Review of our Health Studies Program, but it also adds another powerful and timely offering in support of the Scarborough Academy of Medicine and Integrated Health (SAMIH). The addition of this Minor will help us join good company more broadly, as there are at least 10 Canadian universities with a related Minor, at least 13 Canadian universities with a related Major, and even more universities with a Major or Minor in the United States (see Appendix D).

### References

Aburto, J. M., Villavicencio, F., Basellini, U., Kjærgaard, S., & Vaupel, J. W. (2020). Dynamics of life expectancy and life span equality. *Proceedings of the National Academy of Sciences*, *117*(10), 5250-5259.

Torku, A., Chan, A. P. C., & Yung, E. H. K. (2021). Age-friendly cities and communities: A review and future directions. *Ageing & Society*, *41*(10), 2242-2279.

## 2 Effective Date

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September 1, 2024

### 3 Academic Rationale

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In what might be the most remarkable achievement in human civilization, human life expectancy has increased from about 35 years to over 70 years (Aburto et al., 2020; Nigri et al., 2022; Vaupel et al., 2021). This also means that around the world, populations are aging in proportions never before seen. In places like Canada, Japan, and much of Europe, there are more adults over 65 than children under ten (Atance et al., 2024). By 2050, more than a quarter of the world's population will be over 65 years old and most (over 60 percent) of this future increase will take place in the Global South (Alejandria-Gonzalez et al., 2019). As the proportion of mature adults increases in Canada and most regions of the world including the Global South, we must study and act upon ways to better support our aging populations.

The dynamic interdisciplinary field known as Aging and Society explores human health and illness through the life course with a focus on mature adulthood. The ideas, methods, and materials in this field have much to offer our students. The proposed Minor encourages intellectual depth and breadth in students' understanding of how Aging and Society promotes: 1) the ethical, cultural, and social contexts of health, aging, and the impact of policy; 2) the representation of health research, care, and policy in larger communities and cultures; and 3) how individual lives change over time and are influenced by cultural, socio-economic, and historical contexts that also change over time. The proposed Minor will provide students with the intellectual tools to critically explore aging in relation to human health, life course transitions including retirement, widowhood, changes in health status, family dynamics, and the ways policies impact individuals. As a result, students will be well-prepared to engage and tackle the challenges and joys of a dynamic aging population.

The proposed Minor will function as a complement to the existing Major/Major Co-op programs in DHS. The BA (Health Policy) and the BSc (Population Health) programs are not allowed to be combined with each other, requiring students to choose only one. The introduction of an aging-focused Minor that draws from Population Health and from Health Policy, will give students in either of these two programs a richer contextual focus. Given that Population Health is the more heavily subscribed program, the proposed Minor even has the potential to help better balance the enrolment profiles of the BA and BSc by attracting students who are equally interested in both the science and humanities aspects of Health Studies. The Minor will include courses that feature experiential learning opportunities and engagement with community partner organizations that service and work with mature adults, such as the YMCA, Scarborough Centre for Healthy Communities, TAIBU Community Health Centre, and other local Community Centres. This is noteworthy because it means that the Major and Major Co-op programs in Health Studies - Health Policy (BA) would be

further enhanced by opportunities to engage in working with mature adult communities in the Scarborough region.

Beyond our department, informed by some of the most common pairings with our existing Major programs, we anticipate that the most common and/or attractive programs with which this Minor might be expected to pair include Biological Sciences, Psychology and Neuroscience, Anthropology, Sociology, Political Science and Public Policy, and Linguistics and Psycholinguistics. Undergraduate students from other UTSC programs are welcome to pursue the Minor as well.

In addition to being an excellent time to mount a Minor focused on Aging and Society for our students, this is a particularly opportune time to mount the proposed Minor at both the departmental and university-level.

At the department level:

- The proposed Minor responds to the 2016 External Review of our Health Studies program by offering programs that will help students develop practical and relevant skills that speak to faculty strengths and student interests.
- This proposal responds to the 2025 UTSC Strategic Plan by creating a high quality and accessible program that engages students with new and emerging areas of scholarship in health, wellbeing, and resilient communities.
- Aging and Society as a field boasts over 50 established peer-reviewed journals (e.g., *Ageing and Society*; *The Canadian Journal on Aging*) as well as major scholarly organizations in Canada (Canadian Association on Gerontology) and beyond (e.g., Gerontological Society of America). DHS faculty have published in these journals and presented at conferences hosted by these organizations, positioning them well to infuse new developments from the field into their classes, supervised research opportunities, and discussions outside the classroom.
- The addition of this Minor will help us join good company in North America, as there are at least 10 Canadian universities with a related Minor, at least 13 Canadian universities with a related Major, and even more universities with a Major or Minor in the United States (see Appendix D).

At the university level:

- SAMIH is scheduled to open in 2026, which will provide an inclusive talent pipeline in the GTA while at the same time meeting community needs and supporting the Scarborough Health Network. This Minor will support SAMIH as it will be relevant for students with interests in Allied Health, medicine, government, and fields relevant to enhancing the skillset of graduates who will continue to be (or become) members of the Scarborough community.
- The interdisciplinary nature of this Minor reflects the Department of Health and Society will demonstrate our commitment to *Inclusive Excellence* as

students in the Minor will be taught ways of understanding health through an inclusive lens. The Minor upholds the principles relevant to fostering an inclusive and conducive environment hinged on the Scarborough Charter and the recommendations of the Anti-Black Racism Task Force Final Report. Overall, the courses within this Minor encapsulate inclusive pedagogies that capture the stories, histories, and needs of diverse Canadians.

### References

- Aburto, J. M., Villavicencio, F., Basellini, U., Kjærgaard, S., & Vaupel, J. W. (2020). Dynamics of life expectancy and life span equality. *Proceedings of the National Academy of Sciences*, *117*(10), 5250-5259.
- Alejandria, M. C. P., Ghosh, S., & Sacco, N. (2019). *Aging in the Global South: Challenges and Opportunities*. Lanham, Maryland: Lexington Books.
- Atance, D., Claramunt, M. M., Varea, X., & Aburto, J. M. (2024). Convergence and divergence in mortality: A global study from 1990 to 2030. *Plos one*, *19*(1), e0295842.
- Nigri, A., Barbi, E., & Levantesi, S. (2022). The relationship between longevity and lifespan variation. *Statistical Methods & Applications*, *31*(3), 481-493.
- Vaupel, J. W., Villavicencio, F., & Bergeron-Boucher, M. P. (2021). Demographic perspectives on the rise of longevity. *Proceedings of the National Academy of Sciences*, *118*(9), e2019536118.

## 4 Need and Demand

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The proposed freestanding Minor in Aging and Society addresses the needs of students who are interested in exploring human health and illness broadly understood through the life course with a focus on mature adulthood. Aging and Society is one of the most important, complex, and potentially rewarding areas to study in our time. The methods, theory, and substantive materials used in Aging and Society help prepare students for academic and real-world challenges associated with a growing aging population.

Consultations with students affiliated with DHS took place throughout the fall of 2023 and winter of 2024. Students expressed interest in contextual programming relevant to healthy aging, as well as more coursework in research methods and health policy. Students also articulated their desire to see programs that were linked to job opportunities in Allied Health and related professions.



The courses taught in Aging and Society are a natural complement for students interested in studying the individual and lived experiences of health in ways that connect theory and practice. We know, through the enthusiastic response to current course offerings at UTSC, that students are passionate about the opportunity to develop these modes of inquiry. High enrolment and low attrition in courses such as HLTC22H3 (Health, Aging, and the Life Cycle), and HLTD26H3 (Embodiment Across the Life Course) are indicative of a strong student interest in the field. Course evaluations reflect similar student engagement and enthusiasm.

Students who complete the Minor in Aging and Society may go on and pursue a wide range of potential employment opportunities across varying sectors of healthcare, research, and policy making. Among these are careers in geriatric nursing, social work, occupational and physical therapy specialized in geriatric care, geriatric psychology, audiology, geriatric medicine, geriatric dentistry, administration in long-term care facilities, elder care and policy analysis focusing on aging related policy to name a few.

There is no undergraduate program like this at UTSG or UTM. Undergraduate age-related programming at UofT occurs in individualized courses across related disciplines, rather than a program of study as we propose. For example, in the UTSC context: HLTC22H3 Health, Aging, and the Life Cycle, PLID74H3 Language and Aging, PSYC21H3 Adulthood and Aging are courses in the field that are taught by Health and Society, Psycholinguistics, and Psychology programs. Likewise, aging-based courses at UTSG and UTM are individualized; that is, they are not offered as part of an aging related program. A grounded minor in Aging and Society in DHS at UTSC will allow for a cohesive curriculum that focuses primarily on the social aspect of aging with routes that allow for further exploration into the biomedical and policy aspects as well.

The University of Toronto does offer relevant *graduate* programs, and they are comprised of related courses across many different areas of study and participating degree programs (<https://sgs.calendar.utoronto.ca/collaborative/Aging,-Palliative-and-Supportive-Care-Across-the-Life-Course>). There is also Institute for Life Course and Aging, but again, no formal programming at the undergraduate level (<https://aging.utoronto.ca/>). Consequently, an undergraduate Minor program in Aging and Society puts UTSC in a unique position to highlight the needs of the aging population and to provide students with specialized knowledge and skills to embark on professions working with older adults. Indeed, with demand and resources permitting, strong interest from our students in this proposed Minor in the coming years may evolve into the development of a Major program in this field.

## 5 Enrolment

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## Table 1: Undergraduate Enrolment Projections

Level of Study	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31*
1 <sup>st</sup> year		5	8	8	8	8	8
2 <sup>nd</sup> year	6	7	10	12	15	17	20
3 <sup>rd</sup> year	7	10	12	13	17	20	22
4 <sup>th</sup> year	7	13	15	18	20	25	30
Total enrolment	20	35	45	50	60	70	80

\*2023-31 minor expects to reach steady state.

These projections are based on similar patterns seen in our Minor in Health Humanities, as well as the premise that this program has the ability to attract students from a wide range of disciplines (e.g., Biology, Psychology, Political Science, Linguistics, Anthropology, and Sociology). These projections account for attrition, and we expect to reach steady state for this Minor (~80 students) by 2030.

## 6 Admission/Eligibility Requirements

The Minor in Aging and Society will not have any admissions or eligibility requirements. It will be open to all UTSC students as an unlimited enrollment program.

## 7 Requirements for the Minor

The proposed Minor in Aging and Society is broken up into three course groupings that are largely driven by year of study. These groupings include: (1) Foundations (mostly A-level), (2) Core Concepts (all B-level), and (3) Aging and Society in Practice (C-level or higher). Each of these groupings requires completion of 1.5 credits, resulting in a Minor that requires a total of 4.5 credits.

### (1) Foundations (Group 1)

Students begin the Minor by taking **both HLTA02H3 and HLTA03H3**, which serve as the introduction to all programs solely offered by DHS, which include Population Health, Health Policy, and Health Humanities. These courses orient students to theories, perspectives and patterns in health processes; introductions to biological and social determinants of health, political and social justice aspects of health, health technology, and healthcare systems; as well as basic research methods and foundational principles for understanding

inquiry and analysis in epidemiology and practical healthcare approaches. Administratively, these courses unlock many more advanced courses in HLT.

There will then be a choice for students to **take either HLTA20H3 or HLTB15H3**. Students with a stronger interest in biological perspectives may opt to take HLTA20H3, as they will learn about human functional processes through the various stages of the life cycle, including the body's complex interacting systems, the physiology of all stages of human development, from prenatal development to adolescence to death. Students who are more interested in main principles that are needed to undertake health-related research may instead take HLTB15H3.

*(2) Core Concepts (Group 2)*

Students continue their progress by **taking both HLTB24H3 and HLTB40H3**. HLTB24H3 will be their first course in this program specific to aging and will cover core topics such as environmental gerontology, demographics of aging, and sustainable aging. HLTB40H3 will provide students with a core understanding of how decisions on policy surrounding but not exclusive to aging and formed and implemented, and it also unlocks several more advanced courses that build on health policy and systems knowledge and navigation (HLTC42H3-HLTC44H3; HLTC81H3)

There will also be a choice for students to **take either HLTB22H3 or HLTB41H3**. Students with stronger interests in the biologically-focused topics (e.g., genetics, infectious and non-infectious diseases in human populations) may opt to take HLTB22H3 whereas those with stronger interests in socially-focused topics (e.g. health equity, community-based health, Indigenous health, child development, health and aging) may opt to take HLTB41H3. As HLTB22H3 requires either BIOA11H3 or BIOA01H3 for access, students who do not wish to go in that direction may instead choose HLTB41H3. Administratively, either of these courses act to unlock some of the more advanced courses in this program (HLTC19H3, HLTC22H3)

*(3) Aging and Society in Practice (Group 3)*

Students round out the proposed Minor by **taking HLTC22H3** as well as a further **two courses from a list of seven (7) options**, six of which are at the C-level and one at the D-level.

HLTC22H3 will be the second required course specific to aging and covers a range of topics such as socio-cultural perspectives on aging, the aging process, chronic and degenerative diseases, caring for the mature adults.

Administratively, it also helps students access HLTD26H3 if they wish to take it.

HLTC19H3 offers students an opportunity to delve into regional, national, and global patterns of chronic disease and demonstrate how demography, behaviour, socio-economic status, and genetics impact patterns of chronic disease in human populations.

HLTC42H3, HLTC43H3, and HLTC44H3 may be more attractive to students interested in policy considerations and applications.

HLTC53H3 is an excellent fit for those interested in an arts-based humanistic perspective.

HLTC81H3 provides students with an understanding of the evolution of healthcare delivery systems, the regulatory environment, the ethical and professional considerations that impact the delivery of health care services through the lens of various health professions, as well as the roles and responsibilities of health professionals, their scope of practices, and the key issues and challenges they face. This course is ideal for students with an interest in entering a health profession.

HLTD26H3 focuses on issues of embodiment and key conceptual and methodological approaches to studying experiences of embodiment at different points in the life course, as well as social and cultural perspectives on bodily activity, exercise, disability, and representations of the body to encourage students to critically examine relationships between sociocultural dynamics and health.

The flexibility provided to students in Group 3 allows them to select two courses based on their particular interests, whether they are concentrated by a particular theme (i.e., for those interested in policy, HLTC42H3-HLTC44H3) or if they would just like to explore (i.e., a student might want to take HLTC19H3 and HLTC53H3).

- Provide, as an appendix:
  - ▶ An exact program description as it will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
  - ▶ A detailed copy of the program requirements as they will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
- Provide, as an appendix:

- ▶ A full list of the course numbers and titles, indicating clearly whether they are new or existing. (Please note that new courses need to be proposed and approved separately following established Faculty/divisional procedures.)

Please see Appendix [A] for a clean calendar description and list of program requirements.  
 Please see Appendix [B] for a prerequisite map demonstrating the accessibility of these courses for students.  
 Please see Appendix [C] for a full list of the course numbers and titles.  
 Please see Appendix [D] for a list of other universities with programs similar to the proposed Minor

## 8 Program Structure, Learning Outcomes and Degree-Level Expectations (DLEs)

Degree-Level Expectations	Program Learning Outcomes	How the Program Design/Structure Supports the Degree-Level Expectations
<p>1. Depth and Breadth of Knowledge</p> <p>Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.</p> <p style="padding-left: 40px;">Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p>	<p><u>PLO1</u>: Understand and describe foundational principles, theories, and key challenges in aging across the life course, with particular emphasis on the later stages in life.</p>	<p>Through <b>HLTA02H3</b> and <b>HLTA03H3</b>, students will gain breadth through foundational theories, perspectives, and patterns in health processes; introductions to biological and social determinants of health, political and social justice aspects of health, health technology, and healthcare systems; as well as basic research methods.</p> <p>Students will start to develop depth of knowledge by taking either <b>HLTA20H3</b>, which focuses on human functional processes through the various stages of the life cycle, or <b>HLTB15H3</b>, which focuses on foundational health-related research methods.</p> <p>Building on this, depth breadth of knowledge will be developed through <b>HLTB22H3</b></p>

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		<p>or HLTB41H3. Students who take <b>HLTB22H3</b> will gain an in-depth understanding of biologically focused topics (e.g., genetics, infectious and non-infectious diseases in human populations). Those who take <b>HLTB41H3</b> will develop further understandings of in socially focused topics relevant to health equity, community-based health, Indigenous health, child development, health and aging.</p> <p><b>HLTC22H3</b> is a required course that enhances student learning and builds on knowledge of socio-cultural perspectives on aging, the aging process, chronic and degenerative diseases, economic considerations, caring for the mature adults, and end-of-life care, policy, and ethical considerations.</p> <p><b>HLTC53H3</b>, builds on depth of knowledge in the area of arts-based humanistic work.</p> <p><b>HLTC81H3</b> also develops depth of knowledge through in-depth learnings regarding the roles and responsibilities of health professionals, their scope of practices, and the key issues and challenges they face.</p>
<p>2. Knowledge of Methodologies</p> <p>Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different</p>	<p><u>PLQ2</u>: Examine the broad range of tools (e.g., critical thinking, facility in reflective writing) and research designs (e.g., qualitative methods, quantitative methods, mixed methods, longitudinal analyses) used in health</p>	<p>Through <b>HLTA02H3</b> and <b>HLTA03H3</b>, students will gain a foundation for understanding mechanisms within the human body, health systems, and research methods which are beneficial when understanding the complexities encountered when studying aging within societal contexts. Students will</p>

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<p>methodologies in addressing questions that arise in their area of study.</p>	<p>research, taking note of strengths and limitations.</p>	<p>examine a broad range of tools in B-level courses such as <b>HLTB15H3</b>, which focuses on foundational health-related research methods; in <b>HLTB24H3</b>, <b>HLTB41H3</b>, and <b>HLTB22H3</b> students will gain an in-depth understanding of methods more relevant to biologically focused topics; those who take <b>HLTB41H3</b> will develop further understandings social science methodologies and research methods.</p> <p><b>HLTC19H3</b> offers students an opportunity to delve into methods relevant to understanding regional, national, and global patterns of chronic disease and demonstrate how demography, behaviour, socio-economic status, and genetics impact patterns of chronic disease in human populations.</p> <p><b>HLTC53H3</b> incorporates a range of methodologies of knowing to understand arts-based humanistic work.</p>
<p>3. Application of Knowledge</p> <p>Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.</p>	<p><u>PLO3</u>: Identify the range of changes associated with aging, and to reflect on applications of the theories, tools, and methods covered in the program’s core courses to ask questions about how to better design, work in, and create age friendly societies.</p>	<p><b>HLTB24H3</b> builds on students’ foundational knowledge to develop and apply understandings of core topics such as environmental gerontology, demographics of aging, and sustainable aging.</p> <p><b>HLTB40H3</b> provides students with a core understanding of health policy in applied projects.</p> <p><b>HLTC22H3</b> adds to students’ experiences applying their knowledge of socio-cultural perspectives on aging, the</p>

		<p>aging process, chronic and degenerative diseases, economic considerations, caring for the mature adults, and end-of-life care, policy, and ethical considerations.</p> <p><b>HLTC42H3, HLTC43H3, and HLTC44H3</b> develop knowledge and skill in relation to real world issues in the areas of Health Policy and Health Promotion and Practice.</p> <p>In addition, <b>HLTC19H3, HLTC22H3</b> cover topics relevant to chronic disease in ways that present students with applications of knowledge relevant to aging, and to reflect on applications of the theories, tools, and methods covered in the program’s core courses to ask questions about how to better design, work in, and create age friendly societies.</p>
<p>4. Awareness of Limits of Knowledge</p> <p>Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretation</p>	<p><u>PLO4</u>: Recognize gaps in the literature as well as gaps in social supports.</p> <p>Students will gain a fuller understanding of ambiguity and limitations of the experiences of health, illness, and ability. And more generally, students will be aware of the benefits and potential limitations of cross- or inter-disciplinary inquiries.</p>	<p><b>HLTB24H3</b> examines the limits of knowledge and skill in relation to real world issues in the areas such as environmental gerontology, demographics of aging, and sustainable aging of Health Policy and Health Promotion and Practice.</p> <p><b>HLTC22H3</b> enhances students’ understanding of the limits of knowledge in relation to socio-cultural perspectives on aging, the aging process, chronic and degenerative diseases, economic considerations, caring for the mature adults, and end-of-life care, policy, and ethical considerations.</p> <p><b>HLTC42H3, HLTC43H3, and HLTC44H3</b> each expose</p>



		<p>students to policy considerations and applications relevant to understanding and critiquing health policy and the limits of knowledge as it relates to health and policy in the regional, national and international context.</p> <p><b>HLTC53H3</b> illustrates how arts-based humanistic skills uncover limits in understandings of knowledge.</p>
<p>5. Communication Skills</p> <p>Students are able to communicate information, arguments, and analyses accurately and reliably, both orally and in writing. They learn to read and listen critically.</p>	<p><u>PLO5</u>: Develop effective writing, speaking, and listening skills relevant to engaging with people across all ages and particularly with mature adults.</p> <p>Traits like empathy and communication styles that enhance empathic non-verbal communication such as supportive body language and kind facial expressions will be emphasized in ways that display compassion, cultural sensitivity, and conflict resolution. Demonstrate and communicate both in oral and written form ideas relevant to working in and to enhancing aging societies in ways that are clear to academic and non-academic audiences.</p>	<p><b>HLTA02H3 and HLTA03H3</b> help students develop fundamental written communication skills.</p> <p><b>HLTB24H3</b> builds on students' foundational knowledge to develop ways of communicating through writing, speaking, listening, and engaging with issues relevant to environmental gerontology, demographics of aging, and sustainable aging.</p> <p><b>HLTB40H3</b> helps students develop skills relevant to communication of health policy through applied projects.</p> <p><b>HLTC22H3</b> adds to students' communications skill building through coursework that helps them write and speak about their knowledge of socio-cultural perspectives on aging, the aging process, chronic and degenerative diseases, economic considerations, caring for the mature adults, and end-of-life care, policy, and ethical considerations.</p>

Major Modification Proposal: New Freestanding Minor Where There is No Existing Specialist or Major

		<p><b>HLTC42H3, HLTC43H3, and HLTC44H3</b> develop knowledge and skill in relation to real-time communication both oral and written that are relevant to Health Policy and Health Promotion and Practice.</p> <p>In addition, <b>HLTC19H3, HLTC22H3</b> focus on chronic disease in ways that help students learn to communicate knowledge relevant to aging, and to reflect on applications of the theories, tools, and methods covered in the program’s core courses to ask questions about how to better design, work in, and create age friendly societies.</p> <p><b>HLTC53H3</b>, which focuses on written and oral skill in the communication of arts-based humanistic work.</p> <p><b>HLTD26H3</b> asks students to present findings of their work regarding embodiment at different points in the life course in an end of term poster presentation and symposium, where they must defend a written project.</p>
<p>6. Autonomy and Professional Capacity</p> <p>The education students receive achieves the following broad goals:</p> <p>It gives students the skills and knowledge they need to become informed, independent and creative thinkers</p> <p>It instills the awareness that knowledge and its applications are</p>	<p><u>PLO6</u>: Foster students who develop specialized knowledge, critical thinking and problem solving, interdisciplinary skills, research and data analysis, awareness of societal issues, cultural competence, real world experience, and advocacy as it relates to a range of issues including end of life decision making and ethics.</p> <p>Students in the Minor will have the opportunity to</p>	<p><b>HLTC22H3</b> enhances student learning and develops professional skills in relation to the context of socio-cultural perspectives on aging, the aging process, chronic and degenerative diseases, economic considerations, caring for the mature adults, and end-of-life care, policy, and ethical considerations.</p> <p><b>HLTC53H3</b> develops arts-based humanistic professional skills.</p>

<p>influenced by, and contribute to, society It lays the foundation for learning as a lifelong endeavour</p>	<p>become informed and engaged health consumers, critics, practitioners, and citizens, knowledgeable of the institutional and practical context of societal issues relevant to aging within Canada, North America, in regions of the Global South and in the comparative global context.</p>	<p><b>HLTC81H3</b> gives students a firm understanding of the roles and responsibilities of health professionals, their scope of practices, and the key issues and challenges they face.</p>
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## 9 Assessment of Teaching and Learning

- Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree-level expectations.

The Minor in Aging and Society prioritizes the acquisition of academic skills relevant to policy and practice emphasizing critical thinking, critical reading, and writing skills.

*Foundations* courses help students learn to identify and summarize a range of theoretical perspectives that inform health research; discuss and critically consider a range of topics related to human development at different points in the life course including childhood, adolescence, and throughout adulthood. Furthermore, this set of courses helps students understand relationships between mental health, the social determinants of health, and public policy, describe select historical and current issues that influence Indigenous Peoples' health and wellness; critically consider and discuss global health concerns and the relationship between human health and human rights; identify components of health economic research as well as fundamental limitations in contemporary health research studies; and consider concerns regarding research ethics and summarize current protocols regarding research with human subjects.

Also at the *Foundations* level, major assignments, midterms, and/or final exams assess students' comprehension of the main conceptual frameworks, methodological tools, and interpretive methods required for understanding health and aging. Shorter written assignments, including research reports, policy memos, reading journals, reflective writing, and occasionally creative works (such as academic posters or oral presentations) are designed to enhance students' basic academic and research skills in preparation for practical work in the field of aging or further course work at more advanced study levels in the allied health professions or medicine.

*Core Concepts* courses will help students attain learning outcomes including the ability to: describe foundational theory and current empirical work in the field of gerontology and age-friendly environments; describe and critique the challenges of the Global Network for Age-Friendly Cities and Communities; contrast elements of age-friendly communities, accounting for differing economic, cultural, and political contexts, in different regions of the world; compile and evaluate information on a subtopic within environmental gerontology, considering diversity among mature adults, and the inherent difficulties associated with generalizing based on chronological age; and articulate and reflect on ways that course learnings can be applied in allied health professions and policy applications. These Core Concepts courses build on learnings from the A-level, as well as prepare students for the Aging in Society in Practice courses at the C- or D-level by familiarizing students with core theoretical, methodological and contextual concepts. These concepts are further developed in ways that help students take their learnings further through questioning, testing, and integrating ideas to a range of different situations.

In the *Aging and Society in Practice* courses, the emphasis in learning assessment shifts from breadth to depth of knowledge and from exams to the application of knowledge in independent research assignments, including research proposals, research papers, and oral presentations. Courses such as HLTB24H3, HLTC22H3, and HLTC81H3 feature experiential learning opportunities and engagement with community partner organizations that service and work with mature adults, such as the YMCA, Scarborough Centre for Healthy Communities, TAIBU, and local Community Centres. This is noteworthy because engagement with community members will help students learn not only how to apply the skills and consider their learnings in real situations, but it will also help them question their learnings and encourage learning by listening to those in the community. In the Practice courses, student proposals, research papers, and oral presentations will encourage more practical understandings of biological determinants and/or theoretical principles. The link to community means students will be exposed to a broader range of ideas and practices relevant to understanding aging, as well it means student will have a broad range of ways to learn and communicate their learnings.

In these courses, students' learning will be assessed on their successful application of their research skills, oral and written communication skills, critical thinking, reading, and writing in more targeted areas of specialization. These courses cover key conceptual and methodological approaches to studying experiences of aging and society at different points in the life course. Readings feature a range of theoretical concepts and applied methods used in embodiment research. Course materials, discussions, assignments, and activities will draw from a range of social and cultural perspectives on bodily activity, exercise, disability, and representations of the body to encourage students to critically examine relationships between sociocultural dynamics and health. Students in these advanced courses will be expected to develop

and refine skills relevant to oral presentation, analytic research, and writing. These courses focus on active student participation in seminar discussions and the completion of an independent research project, ideally with the opportunity to disseminate findings in ways that hold practical relevance.

## 10 Consultation

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Consultation with the following departments took place during February/March 2024: Anthropology, Biological Sciences, Psychology, Language Studies, Political Science, and Sociology

We consulted with the Departments of Anthropology, Biological Sciences, Language Studies, Political Science, Psychology and Sociology on February 22, 2024.

No concerns or critical feedback was received back from the Departments of Anthropology, Biological Sciences, Language Studies, Political Science, and Sociology about this proposal. Psychology suggested that the program would pair well with the programs that they offer, and they suggested that we examine how the Minor could potentially pair with aging-related courses in the department in the future (e.g., PSYC21H3, NROD67H3). We are grateful for this feedback and will keep this in mind as we continue to look ahead to further strengthening the Minor in the coming years.

We consulted with the following departments at UTSG and received helpful minor feedback, and no substantive concerns: Departments of Ecology & Evolutionary Biology, Cell & Systems Biology, Political Science, Economics, Anthropology, Sociology, Linguistics, Geography & Planning, the Munk School of Global Affairs & Public Policy; School of the Environment; Centre for Indigenous Studies; Human Biology Program; and the following Colleges: University College (Health Studies, Cognitive Science programs), Trinity College (Ethics, Society & Law Program), and Innis College (Urban Studies Program).

We consulted with the following departments at UTM and received helpful minor feedback, and no substantive concerns: Departments of Biology; Anthropology; Psychology; Sociology; and Geography, Geomatics & Environment

There has also been consultation with Senior College. Senior College has been a driving force behind the proposal for this Minor program, and they have raised a substantial amount of funding for two scholarships in the Peter Russell Scholarship in Life Course, Aging and Retirement, in the Department of Health and Society at the University of Toronto. The consultations with Senior College took place during the period of July 2023-February 2024.

## 11 Resources

There are no resource implications of the changes to the faculty complement, space, or libraries. This modification will not affect any existing agreements with other institutions, and it will not require the creation of a new agreement to facilitate it. There are two new courses associated with this minor (HLTB24H3 and HLTC53H3) and neither course requires additional resources to mount. These courses will be considered for approval during the same meeting at this proposal.

### 11.1 Faculty Requirements

The proposed Minor draws on a blend of foundational and advanced courses that also serves one (or both) of Population Health and Health Policy. As such, we are positioned to offer this Minor drawing on those faculty (Antabe, Colaco, Massaquoi, Tavares, Wong) and the courses they offer, as well as faculty and courses that are more focused on aging.

Two full-time faculty members (Charise, Silver) and one part-time (Bytautas) faculty member teach multiple courses in the proposed program.

**Table 1: Detailed List of Committed Faculty**

Faculty Name and Rank	Home Unit	Courses taught in the Minor	Area(s) of Specialization
Michelle Silver	Health & Society	HLTB24H3, HLTC22H3	Gerontology
Andrea Charise	Health & Society	HLTC53H3	Health Humanities, Gerontology
Jessica Bytautas	Health & Society	HLTA02H3, HLTA03H3, HLTB24H3, HLTB40H3, HLTC43H3, HLTC44H3	Health Policy
Keith Colaco	Health & Society	HLTA02H3, HLTA03H3, HLTA20H3, HLTB22H3, HLTC19H3, HLTC22H3	Chronic Diseases
Walter Tavares	Health & Society	HLTB40H3, HLTC42H3, HLTC43H3, HLTC44H3, HLTC81H3	Health Policy and Health Promotion and Practice
Christine Wong	Health & Society	HLTA20H3, HLTC19H3	Developmental Biology

Roger Antabe	Health & Society	HLTB15H3, HLTC42H3	Health Policy and Promotion
Notisha Massaquoi	Health & Society	HLTB41H3	Health Equity and Critical Health Theory

## 11.2 Space/Infrastructure

There are no unique space/infrastructure requirements.
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## 12 UTQAP Process

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The UTQAP pathway is summarized in the table below.

Steps	Approvals
Development/consultation with the unit	August 2022 to February 2024
Consultation with Dean's office	January 2024 to March 2024
VPAP Sign-off	April 12, 2024
Unit-level approval as appropriate	March 19, 2024
Faculty/divisional council (UTSC Academic Affairs Committee)	May 7, 2024
Submission to Provost's office	
AP&P—reported annually	
Report to Ontario Quality Council	

## Appendix A

Clean Calendar Copy of the Proposed Minor

### MINOR PROGRAM IN AGING AND SOCIETY (ARTS)

The Minor in Aging and Society provides an interdisciplinary exploration of the aging process and individuals across the life course. This includes the study of social, mental, and physical changes in people as they age, the investigation of changes in society resulting from our aging population, and the application of this knowledge to policies and programs. This interdisciplinary Minor program is open to all undergraduate students regardless of major or disciplinary backgrounds.

Students who choose to combine this Minor with a Major in Health Policy (BA) or Population Health Sciences (BSc) must take care to ensure that no more than 2.0 credits are used to satisfy the requirements of both this Minor and their Major. Additional course guidance for these students is provided below.

**Note:** Relevant aging-related courses selected from other academic units and disciplines not listed below, may be approved for the Minor in Aging and Society on a case-by-case basis. Please contact DHS Undergraduate Advising to request approval for such courses prior to registering in them.

#### Program Requirements

This program requires the completion of 4.5 credits, as follows:

1. **1.5 credits in Foundations as follows:**

[HLTA02H3](#) Exploring Health and Society: Theories, Perspectives, and Patterns  
[HLTA03H3](#) Navigating Health and Society: Research, Practice, and Policy

*and one of the following:*

[HLTA20H3](#) Physiology Through the Life Course: From Birth Through Death\*  
[HLTB15H3](#) Health Research Methodology

2. **1.5 credits in Core Concepts as follows:**

[HLTB24H3](#) Aging with Agility  
[HLTB40H3](#) Health Policy and Health Systems

*and one of the following:*

[HLTB22H3](#) Biological Determinants of Health\*  
[HLTB41H3](#) Social Determinants of Health



3. **1.5 credits in Aging and Society in Practice as follows:**

[HLTC22H3](#) Health, Aging, and the Life Cycle

*and two of the following:*

[HLTC19H3](#) Chronic Diseases\*

[HLTC42H3](#) Emerging Health Issues and Policy Needs\*

[HLTC43H3](#) Politics of Canadian Health Policy\*

[HLTC44H3](#) Comparative Health Policy Systems\*

[HLTC53H3](#) Creative Research Practices in Aging\*

[HLTC81H3](#) Health Professions and Practice\*

[HLTD26H3](#) Embodiment Across the Life Course\*

\* Students who choose to combine the Minor in Aging and Society with either the Major/Major Co-op in Health Studies - Health Policy or the Major/Major Co-op in Health Studies - Population Health are cautioned that, in accordance with degree regulations, they must ensure that the combination of programs used to meet the degree requirement include a minimum of 12.0 distinct credits.

In particular:

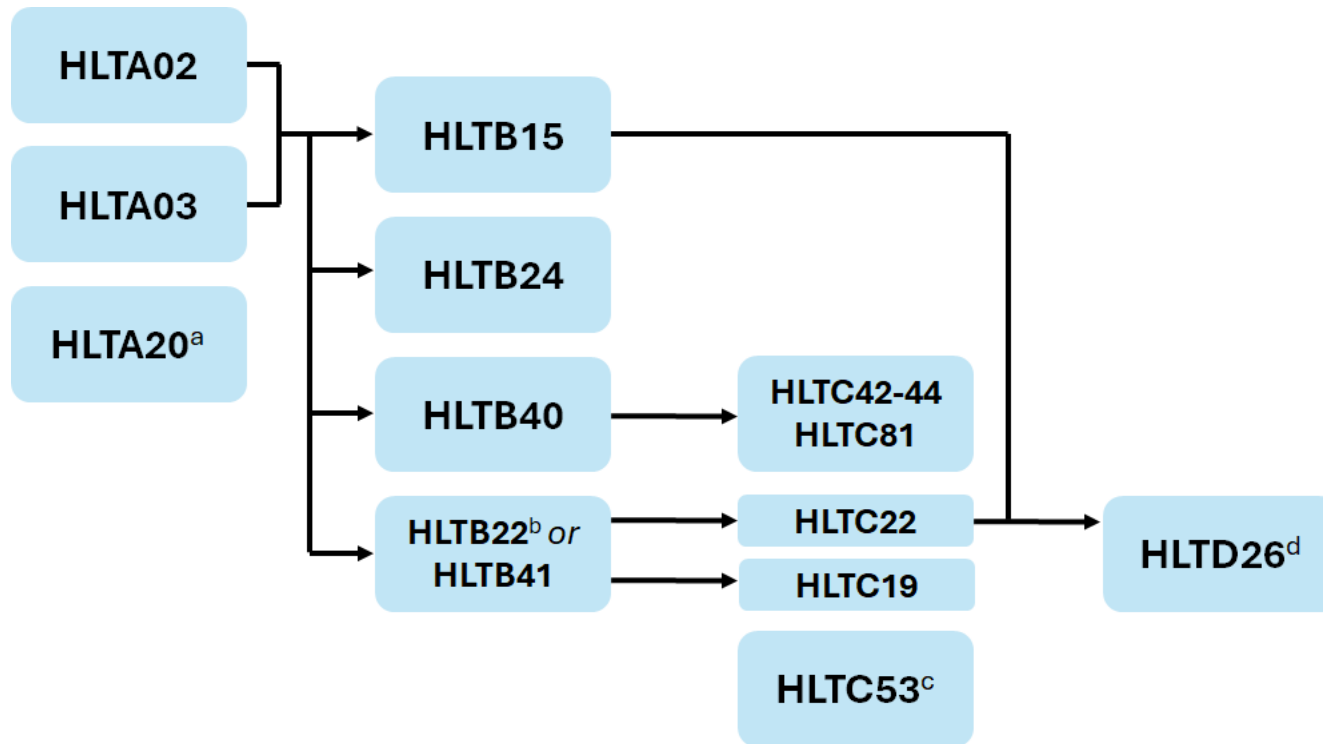
Students who combine the Minor with the Major/Major Co-op in Health Studies - Health Policy:

- Must complete one of HLTA02H3 or HLTB22H3.
- May apply the following to the completion of either the Major OR the Minor, but not both: HLTC19H3, HLTC42H2, HLTC43H3, HLTC44H2, HLTC53H3, HLTC81H3, and/or HLTD26H3.

Students who combine the Minor with the Major/Major Co-op in Health Studies - Population Health may apply the following courses to the completion of either the Major OR the Minor, but not both: HLTC19H3, HLTC81H3, and/or HLTD26H3.

## Appendix B

### Prerequisite Flow for Courses in the Program



### Notes

<sup>a</sup>To access this course, students must have Grade 12 Biology

<sup>b</sup>To access this course, students must take BIOA11 or BIOA01

<sup>c</sup>Registration in the Minor allows access (as an alternative to HLTB50)

<sup>d</sup>Registration in the Minor allows access (as an alternative to 1.0 credit of HLT C-level courses)

## Appendix C

### Academic Calendar Descriptions for the Courses in this Proposed Program

#### **HLTA02H3: Exploring Health and Society: Theories, Perspectives, and Patterns**

This is the initial component of a two-part series dedicated to the exploration of theories, contemporary themes, and analytical methodologies associated with the study of health-related matters. Areas of focus encompass the social and biological determinants of health, globalization and international health issues, health technology and information systems, and fundamentals of epidemiology.

**Exclusion:** HST209H1

**Breadth Requirements:** Social and Behavioural Sciences

#### **HLTA03H3: Navigating Health and Society: Research, Practice, and Policy**

This course marks the continuation of a two-part series that seeks to provide an understanding of inquiry and analysis, practical applications, and policy formulation as it pertains to the study of health-related matters. Areas of focus encompass foundational concepts in research methodology, the Canadian health care system and practical approaches, international comparisons, political systems, and ethical considerations.

**Prerequisite:** [HLTA02H3](#)

**Breadth Requirements:** Social and Behavioural Sciences

#### **HLTA20H3: Physiology Through the Life Course: From Birth Through Death**

An introduction to human functional processes will be presented through the various stages of the life cycle. Focusing on the body's complex interacting systems, the physiology of all stages of human development, from prenatal development to adolescence to death, will be covered. Students will also develop a working scientific vocabulary in order to communicate effectively across health disciplines.

This course is intended for students who have not previously taken a course in Physiology.

**Prerequisite:** Grade 12 Biology

**Exclusion:** Any course in Physiology across the campuses.

**Breadth Requirements:** Natural Sciences

**Course Experience:** University-Based Experience

**Note:** Students that have not taken Grade 12 Biology must enroll and successfully pass [BIOA11H3](#) before enrolling in [HLTA20H3](#).

### **HLTB15H3: Health Research Methodology**

The objective of this course is to introduce students to the main principles that are needed to undertake health-related research. Students will be introduced to the concepts and approaches to health research, the nature of scientific inquiry, the role of empirical research, and epidemiological research designs.

**Prerequisite:** [[HLTA02H3](#) and [HLTA03H3](#)] or [any 4.0 credits, including [SOCB60H3](#)]

**Exclusion:** (HLTA10H3)

**Breadth Requirements:** Social and Behavioural Sciences

### **HLTB22H3: Biological Determinants of Health**

This course is an introduction to the basic biological principles underlying the origins and development of both infectious and non-infectious diseases in human populations. It covers population genetics and principles of inheritance.

**Prerequisite:** [HLTA02H3](#) and [HLTA03H3](#) and [[BIOA11H3](#) or [BIOA01H3](#)]

**Breadth Requirements:** Natural Sciences

### **HLTB24H3 Aging with Agility (NEW COURSE)**

This course uses a life-course perspective, considering diversity among mature adults, and accounting for the influence of cultural and economic inequity on access to resources, to examine what it means to sustain an age-friendly community. Sample topics covered include: environmental gerontology, global aging, demographics of aging, aging in place, and sustainable aging.

**Prerequisite:** [HLTA03H3](#)

**Breadth Requirements:** Arts, Literature, and Language

### **HLTB40H3: Health Policy and Health Systems**

This course focuses on public and private financing mechanisms for health care in Canada, emphasizing provincial differences and discussing the systems in place in other developed nations. Topics will include the forces of market competition and government regulation as well as the impact of health policy on key stakeholders. Students will also learn how to apply simple economic reasoning to examine health policy issues.

**Prerequisite:** [HLTA02H3](#) and [HLTA03H3](#)

**Exclusion:** HST211H1

**Breadth Requirements:** Social and Behavioural Sciences

**Course Experience:** University-Based Experience

**HLTB41H3: Social Determinants of Health**

This course introduces students to Social Determinants of Health (SDOH) approaches to reducing health inequities, and improving individual and population health. Students will critically explore the social, political, economic, and historic conditions that shape the everyday lives, and influence the health of people.

**Prerequisite:** [HLTA02H3](#) and [HLTA03H3](#)

**Breadth Requirements:** Social and Behavioural Sciences

**HLTC19H3: Chronic Diseases**

This course will introduce students to the regional, national, and global patterns of chronic disease and demonstrate how demography, behaviour, socio-economic status, and genetics impact patterns of chronic disease in human populations. Using epidemiological studies we will examine these patterns, assess their complex causes, and discuss strategies for broad-based preventative action.

**Prerequisite:** [HLTB22H3](#) or [HLTB41H3](#)

**Exclusion:** (HLTC07H3), (HLTC21H3)

**Breadth Requirements:** Natural Sciences

**HLTC22H3: Health, Aging, and the Life Cycle**

This course focuses on the transition from birth to old age and changes in health status. Topics to be covered include: socio-cultural perspectives on aging, the aging process, chronic and degenerative diseases, caring for the elderly.

**Prerequisite:** [HLTB22H3](#) or [HLTB41H3](#)

**Exclusion:** (HLTB01H3), HST308H1

**Breadth Requirements:** Social and Behavioural Sciences

**HLTC42H3: Emerging Health Issues and Policy Needs**

This course takes an interdisciplinary approach to helping students prepare to tackle complex emerging health issues and to explore ways of addressing these issues through public policy. A range of contemporary and newly emerging health issues are discussed and analyzed in the context of existing policy constraints within Canada and worldwide.

**Prerequisite:** [HLTB40H3](#)

**Breadth Requirements:** Social and Behavioural Sciences

**HLTC43H3: Politics of Canadian Health Policy**

This course examines the role of all levels of Canadian government in health and health care. The impact of public policies, health care policy, and access to health care services

on the health of populations is considered. The course also examines the role of political parties and social movements in the policy change process.

**Prerequisite:** [HLTB40H3](#)

**Exclusion:** (POLC55H3), (HLTC03H3)

**Breadth Requirements:** Social and Behavioural Sciences

### **HLTC44H3: Comparative Health Policy Systems**

This course surveys a selection of health care systems worldwide in relation to financing, reimbursement, delivery systems and adoption of new technologies. In this course students will explore questions such as: which systems and which public/private sector mixes are better at achieving efficiency and equity? How do these different systems deal with tough choices, such as decisions about new technologies? The set of international health care systems we focus on are likely to vary by term but will include a subset of OECD countries as well as countries with large populations that are heavily represented in Toronto such as China and India.

**Prerequisite:** [HLTB40H3](#)

**Breadth Requirements:** Social and Behavioural Sciences

### **HLTC53H3: Creative Research Practices in Aging (NEW COURSE)**

In this course we will examine older age from an arts-based humanistic perspective, with particular focus on the representation of older age in the arts, and the role of arts-based therapies, creative engagement, and humanities-informed research initiatives involving older people and/or the aging process.

**Prerequisite:** [HLTB50H3](#) or enrolment in the Minor in Aging and Society

**Breadth Requirements:** Arts, Literature, and Language

### **HLTD26H3: Embodiment Across the Life Course**

This course will introduce students to key conceptual and methodological approaches to studying experiences of embodiment at different points in the life course. It draws on range of social and cultural perspectives on bodily activity, exercise, disability, and representations of the body to encourage students to critically examine relationships between sociocultural dynamics and health.

**Prerequisite:** [HLTB15H3](#) and [HLTC22H3](#) and an additional 1.0 credit at the C-level from the program requirements from the Major/Major Co-op programs in Health and Society or enrolment in the Minor in Aging and Society

**Exclusion:** [HLTD12H3](#) if taken in the Winter 2019 semester

**Enrolment Limits:** 25

Major Modification Proposal: New Freestanding Minor Where There is No Existing Specialist or Major

**Breadth Requirements:** Social and Behavioural Sciences

**Note:** Priority will be given to students enrolled in Health Studies programs offered by the Department of Health and Society

## Appendix D

### Other Institutions with Aging-Related Undergraduate Programs

#### Gerontology/Aging Programs in Canada:

Institution	Location	Name of Program	Type of Program	Link to Program
UOttawa	Ottawa, Ontario	Minor in Aging Studies	Minor	<a href="http://Catalogue.utottawa.ca">Catalogue.utottawa.ca</a>
St. Thomas University	Fredricton, New Brunswick	Bachelor of Applied Arts in Gerontology	Bachelor of Applied Arts	<a href="http://www.stu.ca/baa/gerontology">www.stu.ca/baa/gerontology</a>
Laurentian University	Sudbury, Ontario	Bachelor of Arts in Gerontology	three- and four-year Bachelor of Arts programs	<a href="https://laurentian.ca/program/">https://laurentian.ca/program/</a>
Lakehead University	Thunder Bay, Ontario	Minor in Aging and Health	Minor	<a href="https://www.lakeheadu.ca/programs/">https://www.lakeheadu.ca/programs/</a>
Lakehead University	Thunder Bay, Ontario	Gerontology, Graduate Specialization	Specialist	<a href="https://www.lakeheadu.ca/programs/">https://www.lakeheadu.ca/programs/</a>
Simon Fraser University	Burnaby, British Columbia	Gerontology Minor	Minor	<a href="https://www.sfu.ca/gerontology/">https://www.sfu.ca/gerontology/</a>
Simon Fraser University	Burnaby, British Columbia	PhD in Gerontology	PhD	<a href="https://www.sfu.ca/gerontology/">https://www.sfu.ca/gerontology/</a>
Simon Fraser University	Burnaby, British Columbia	The Diploma Program in Gerontology	Diploma	<a href="https://www.sfu.ca/gerontology/">https://www.sfu.ca/gerontology/</a>
Mount Saint Vincent University	Halifax, Nova Scotia	Combined Major in Gerontology	Major	<a href="https://www.msvu.ca/academics/">https://www.msvu.ca/academics/</a>
Mount Saint Vincent University	Halifax, Nova Scotia	Minor in Gerontology	Minor	<a href="https://www.msvu.ca/academics/">https://www.msvu.ca/academics/</a>
University of Regina	Regina, Saskatchewan	Bachelor of Kinesiology in Gerontology	Bachelor's Degree	<a href="https://www.uregina.ca/academics/">https://www.uregina.ca/academics/</a>
University of Waterloo	Waterloo, Ontario	Minor in Gerontology	Minor	<a href="https://uwaterloo.ca/public-health-sciences/">https://uwaterloo.ca/public-health-sciences/</a>



**Gerontology/Aging Programs in the USA:**

<b>Institution</b>	<b>Location</b>	<b>Name of Program</b>	<b>Type of Program</b>	<b>Link to Program</b>
University of South Florida	South Florida, Florida	Bachelor of Science in Aging Sciences	Bachelor of Science	<a href="https://www.usf.edu/cbcs/aging-studies/academics/bs/bs-as.aspx">https://www.usf.edu/cbcs/aging-studies/academics/bs/bs-as.aspx</a>
University of South Florida	Florida, USA	Minor in Aging Sciences	Minor	<a href="https://www.usf.edu/cbcs/aging-studies/academics/bs/minor.aspx">https://www.usf.edu/cbcs/aging-studies/academics/bs/minor.aspx</a>
Miami University	Miami, Florida	Major in Gerontology	Major	<a href="https://miamioh.edu/cas/">https://miamioh.edu/cas/</a>
Miami University	Miami, Florida	Minor in Gerontology	Minor	<a href="https://miamioh.edu/cas/">https://miamioh.edu/cas/</a>
Case Western Reserve University	Cleveland, Ohio	BA in Gerontological Studies (second major or minor only)	Bachelor of Arts	<a href="https://sociology.case.edu/undergraduate/">https://sociology.case.edu/undergraduate/</a>
San Diego State University	San Diego, California	Bachelors of Arts in Gerontology	Bachelor of Arts	<a href="https://socialwork.sdsu.edu/academics/">https://socialwork.sdsu.edu/academics/</a>
Towson University	Towson, Maryland	Gerontology Major	Major	<a href="https://www.towson.edu/chp/">https://www.towson.edu/chp/</a>
Illinois State University	Normal, Illinois	Gerontology Minor	Minor	<a href="https://illinoisstate.edu/academics/">https://illinoisstate.edu/academics/</a>
Winston-Salem State University	Salem, Massachusetts	Major in Gerontology	Major, BA	<a href="https://catalog.wssu.edu/">https://catalog.wssu.edu/</a>
University of North Dakota	Grand Forks, North Dakota	Minor in Gerontology	Minor	<a href="https://und.edu/programs/">https://und.edu/programs/</a>
Pennsylvania State University	University Park, Pennsylvania	Gerontology Minor	Minor	<a href="https://bulletins.psu.edu/">https://bulletins.psu.edu/</a>
Appalachian State University	Boone, North Carolina	Health and Aging Minor	Minor	<a href="https://bulletin.appstate.edu/">https://bulletin.appstate.edu/</a>
York College, CUNY (The City)	Jamaica, New York	Gerontological Studies and Services B.S	Bachelor of Science	<a href="https://york-undergraduate.catalog.cuny.edu/">https://york-undergraduate.catalog.cuny.edu/</a>

Major Modification Proposal: New Freestanding Minor Where There is No Existing Specialist or Major

University of New York)				
York College, CUNY (The City University of New York)	Jamaica, New York	Gerontology Minor	Minor	<a href="https://york-undergraduate.catalog.cuny.edu/">https://york-undergraduate.catalog.cuny.edu/</a>
California State University, Sacramento	Sacramento, California	Minor in Gerontology	Minor	<a href="https://catalog.csus.edu/colleges/">https://catalog.csus.edu/colleges/</a>
California State University, Sacramento	Sacramento, California	BS in Gerontology	Bachelor of Science	<a href="https://catalog.csus.edu/colleges/">https://catalog.csus.edu/colleges/</a>
The University of North Carolina Greensboro	Greensboro, North Carolina	Minor in Gerontology	Minor	<a href="https://gerontology.uncg.edu/programs/">https://gerontology.uncg.edu/programs/</a>
University of North Carolina at Charlotte	Charlotte, North Carolina	Minor in Gerontology	Minor	<a href="https://catalog.charlotte.edu/">https://catalog.charlotte.edu/</a>
Western Oregon University	Monmouth, Oregon	Gerontology: Aging and Older Adulthood Minor	Minor	<a href="https://catalog.wou.edu/">https://catalog.wou.edu/</a>
Western Oregon University	Monmouth, Oregon	Gerontology: Aging and Older Adulthood, B.A.S./B.S.	Bachelor of Arts or Bachelor of Science	<a href="https://catalog.wou.edu/">https://catalog.wou.edu/</a>

**Gerontology/Aging Masters Programs in Canada:**

<b>Institution</b>	<b>Location</b>	<b>Name of Program</b>	<b>Type of Program</b>	<b>Link to Program</b>
Simon Fraser University	Burnaby, British Columbia	MA in Gerontology	Master's	<a href="https://www.sfu.ca/gerontology/">https://www.sfu.ca/gerontology/</a>
Brock University	St. Catherines, Ontario	Masters in Applied Gerontology	Master's	<a href="https://brocku.ca/applied-health-sciences/master-applied-gerontology/">https://brocku.ca/applied-health-sciences/master-applied-gerontology/</a>

**Masters Programs in Gerontology/Aging in the USA:**

<b>Institution</b>	<b>Location</b>	<b>Name of Program</b>	<b>Type of Program</b>	<b>Link to Program</b>
University of South Florida	Florida, USA	Gerontology, M.A.	Master of Arts	<a href="https://catalog.usf.edu/">https://catalog.usf.edu/</a>
Georgetown University	Washington, DC	Master's in Aging & Health	Master's	<a href="https://aging.georgetown.edu/">https://aging.georgetown.edu/</a>
Miami University	Miami, Florida	Master of Gerontological Studies	Master's	<a href="https://miamioh.edu/cas/graduate-programs/gerontology/masters/index.html">https://miamioh.edu/cas/graduate-programs/gerontology/masters/index.html</a>
University of North Texas	Denton, Texas	Interdisciplinary Studies Master's with a concentration in Applied Gerontology	Master of Arts (M.A.) Master of Science (M.S.)	<a href="https://www.unt.edu/academics/programs/">https://www.unt.edu/academics/programs/</a>
University of North Carolina Wilmington	Wilmington, North Carolina	Applied Gerontology, M.S.	Master of Science	<a href="https://uncw.edu/academics/">https://uncw.edu/academics/</a>
The University of North Carolina Greensboro	Greensboro, North Carolina	Gerontology M.S.	Master of Science	<a href="https://gerontology.uncg.edu/programs/">https://gerontology.uncg.edu/programs/</a>

**MA/MSc Programs in Gerontology/Aging in countries outside of the US and Canada:**

**The U.K., Europe, and Spain**

<b>Institution</b>	<b>Location</b>	<b>Name of Program</b>	<b>Type of Program</b>	<b>Link to Program</b>
University of Southampton	Southampton, United Kingdom	Gerontology (MSc)	Master of Science	<a href="https://www.southampton.ac.uk/course/s/gerontology-masters-msc">https://www.southampton.ac.uk/course/s/gerontology-masters-msc</a>
University of Glasgow	Glasgow, Scotland	Ageing, Health & Welfare MSc (Research)	Master of Science	<a href="https://www.gla.ac.uk/postgraduate/research/ageinghealthwelfare/#tab=study">https://www.gla.ac.uk/postgraduate/research/ageinghealthwelfare/#tab=study</a>
Vrije Universiteit Brussel	Brussels, Belgium	Research Master of Science in Gerontological Sciences	Master of Science	<a href="https://www.vub.be/en/">https://www.vub.be/en/</a>
Charles Sturt University	New South Wales, Australia	Master's in Aging and Health	Master's	<a href="https://study.csu.edu.au/courses/master-ageing-health">https://study.csu.edu.au/courses/master-ageing-health</a>
Universidade da Coruña	A Coruña, Spain	Master's Degree in Gerontology	Master's	<a href="https://estudios.udc.es/en/study/start/4540v01">https://estudios.udc.es/en/study/start/4540v01</a>