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

TO:	UTSC Academic Affairs Committee
SPONSOR:	Prof. Karin Ruhlandt, Vice-Principal Academic and Dean
CONTACT INFO:	416-208-7027, vpdean.utsc@utoronto.ca
PRESENTER:	Prof. Katie Larson, Vice-Dean Teaching, Learning & Undergraduate Programs
CONTACT INFO:	(416) 208-2978, vdundergrad.utsc@utoronto.ca
DATE:	May 7, 2025 for May 20, 2025
AGENDA ITEM:	3

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Sciences UTSC (For approval)

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 20, 2025)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This package contains minor modifications to the undergraduate curriculum submitted by the UTSC Sciences academic units listed below. These changes require governance approval. Minor modifications

are defined as adjustments that do not substantially alter program or course learning outcomes but may involve modest changes to the structure of a program or course. Upon approval, these updates will be implemented for the 2025-2026 academic year.

- Department of Physical and Environmental Sciences (Report: Undergraduate Minor Curriculum Modifications Sciences for Approval)
    - 1 Program Revision
        - SCSPE0351A: SPECIALIST PROGRAM IN ENVIRONMENTAL GEOSCIENCE (SCIENCE)
    - 5 New Courses:
        - FSTA03H3: Wines of the World
        - FSTC13H3: Food Policy and Nutritional Health
        - FSTC15H3: Food Justice
        - FSTC29H3: Global Foods, Local Seeds
        - FSTD16H3: Field Course in Food Studies

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Sciences undergraduate curriculum changes for the 2025-26 academic year, as detailed in the respective curriculum report, be approved effective September 1, 2025.

DOCUMENTATION PROVIDED:

1. Report - Undergraduate Minor Curriculum Modifications Sciences for Approval

University of Toronto Scarborough
2025-26 Curriculum Cycle
Undergraduate Minor Curriculum Modifications Science for Approval
May 20, 2025

Physical & Environmental Sciences (UTSC), Department of

1 Program Change

SCSPE0351A: SPECIALIST PROGRAM IN ENVIRONMENTAL GEOSCIENCE (SCIENCE)

Completion Requirements:

Previous:
Program Requirements
Total requirements: 16.0 credits of which 1.0 credit must be at the D-level as follows:

First Year:
BIOA01H3 Life on Earth: Unifying Principles
BIOA02H3 Life on Earth: Form, Function and Interactions
CHMA10H3 Introductory Chemistry I: Structure and Bonding
CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms
EESA01H3 Introduction to Environmental Science
EESA06H3 Introduction to Planet Earth
[MATA30H3 Calculus I for Physical Sciences *or* MATA31H3 Calculus I for Mathematical Sciences]
[MATA36H3 Calculus II for Physical Sciences *or* MATA37H3 Calculus II for Mathematical Sciences]
PHYA10H3 Physics I for the Physical Sciences
PHYA21H3 Physics II for the Physical Sciences

Second Year:
CHMB55H3 Environmental Chemistry
EESB02H3 Principles of Geomorphology
EESB03H3 Principles of Climatology
EESB04H3 Principles of Hydrology
EESB05H3 Principles of Soil Science
EESB15H3 Earth History
EESB18H3 Natural Hazards
EESB19H3 Mineralogy
CSCA20H3 Introduction to Programming
STAB22H3 Statistics I

Third Year:
EESB20H3 Sedimentology and Stratigraphy
EESC03H3 Geographic Information Systems and Remote Sensing
EESC07H3 Groundwater
EESC13H3 Environmental Impact Assessment and Auditing
EESC20H3 Geochemistry
EESC22H3 Exploration Geophysics
EESC36H3 Petrology
and
0.5 credit from the following:
BIOB50H3 Ecology
EESB22H3 Environmental Geophysics
EESB26H3 Introduction to Global Geophysics
EESC18H3 Limnology
EESC19H3 Oceanography
EESC31H3 Glacial Geology

Fourth Year:
EESC37H3 Structural Geology
and
0.5 credit from the following:
EESC26H3 Seismology and Seismic Methods
EESD02H3 Contaminant Hydrogeology
EESD06H3 Climate Change Impact Assessment
EESD09H3 Research Project in Environmental Science

EESD10Y3 Research Project in Environmental Science
EESD11H3 Advanced Watershed Hydrology
EESD13H3 Environmental Law, Policy and Ethics
EESD15H3 Fundamentals of Site Remediation
EESD19H3 Professional Development Seminars in Geoscience
EESD20H3 Geological Evolution and Environmental History of North America
EESD21H3 Geophysical and Climate Data Analysis
and
[1.0 credit at the C- or D-level in EES courses] or [0.5 credit at the C- or D-level in EES courses and PSCD11H3 Communicating Science: Film, Media, Journalism, and Society]
Strongly recommended: EESC16H3 Field Camp I *or* EESD07H3 Field Camp II *or* EESD33H3 Field Techniques

New:
Program Requirements
Total requirements: 15.5 credits of which 1.0 credit must be at the D-level as follows:

Notes:
1. Possible changes to program-required courses (exceptions/substitutions) can only be considered by gaining permission from the program supervisor BEFORE taking the substitution course.
2. Retroactive substitutions to program-required courses cannot be granted; they will not count toward the degree requirements.

First Year: 5.0 credits
BIOA01H3 Life on Earth: Unifying Principles
CHMA10H3 Introductory Chemistry I: Structure and Bonding
CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms
CSCA20H3 Introduction to Programming
EESA06H3 Introduction to Planet Earth
[MATA30H3 Calculus I for Physical Sciences *or* MATA31H3 Calculus I for Mathematical Sciences]*
[MATA36H3 Calculus II for Physical Sciences *or* MATA37H3 Calculus II for Mathematical Sciences]**
PHYA10H3 Physics I for the Physical Sciences
PHYA21H3 Physics II for the Physical Sciences
and
0.5 credit from the following:
BIOA02H3 Life on Earth: Form, Function and Interactions
EESA01H3 Introduction to Environmental Science

*MAT135H1 will not be accepted as an exceptions/substitutions
**MAT136H1 will not be accepted as an exceptions/substitutions

Second Year: 5.0 credits
CHMB55H3 Environmental Chemistry
EESB02H3 Principles of Geomorphology
EESB03H3 Principles of Climatology
EESB04H3 Principles of Hydrology
EESB05H3 Principles of Soil Science
EESB15H3 Earth History
EESB18H3 Natural Hazards
EESB19H3 Mineralogy
EESB20H3 Sedimentology and Stratigraphy
STAB22H3 Statistics I

Third Year: 3.5 credits
EESC03H3 Geographic Information Systems and Remote Sensing
EESC07H3 Groundwater
EESC13H3 Environmental Impact Assessment and Auditing
EESC20H3 Geochemistry
EESC22H3 Exploration Geophysics
EESC36H3 Petrology
and
0.5 credit from the following:
BIOB50H3 Ecology
EESB22H3 Environmental Geophysics
EESB26H3 Introduction to Global Geophysics
EESC18H3 Limnology
EESC19H3 Oceanography
EESC31H3 Glacial Geology

Fourth Year: 2.0 credits
EESC37H3 Structural Geology
and
0.5 credit from the following:
EESC26H3 Seismology and Seismic Methods
EESD02H3 Contaminant Hydrogeology
EESD06H3 Climate Change Impact Assessment
EESD09H3 Research Project in Environmental Science
EESD10Y3 Research Project in Environmental Science

EESD11H3 Advanced Watershed Hydrology
EESD13H3 Environmental Law, Policy and Ethics
EESD15H3 Fundamentals of Site Remediation
EESD19H3 Professional Development Seminars in Geoscience
EESD20H3 Geological Evolution and Environmental History of North America
EESD21H3 Geophysical and Climate Data Analysis
and
[1.0 credit at the C- or D-level in EES courses] or [0.5 credit at the C- or D-level in EES courses and PSCD11H3 Communicating Science: Film, Media, Journalism, and Society]
Strongly recommended: EESC16H3 Field Camp I *or* EESD07H3 Field Camp II *or* EESD33H3 Field Techniques

Description of Proposed Changes:

1. Program Requirement: The total program credit requirement has been reduced from 16.0 to 15.5 credits.
2. Program Requirement / First Year: A note has been added to the program requirements indicating that substitutions for required courses are only permitted with prior approval from the program supervisor and only before taking the substitute course. Retroactive substitutions will not be considered. Additionally, specific notes have been added to the first-year required courses—MATA30H3 or MATA31H3, and MATA36H3 or MATA37H3—stating that the downtown courses MAT135H1 or MAT136H1 will not be accepted as substitutions.
3. First Year: An optional section has been added to the first-year requirements, allowing students to choose 0.5 credits from either EESA01H3 or BIOA02H3.
4. Second Year to First Year: The course CSCA20H3 has been moved from the second-year (required) list to the first-year (required) list.
5. Third Year to Second Year: The course EESB20H3 has been moved from the third-year (required) list to the second-year (required) list.
6. Editorial Changes: Various editorial updates have been made

Rationale:

1. The total program credit requirement has been reduced by 0.5 credits to allow flexibility for adding a potential new course aligned with the program learning outcome. The department is currently considering introducing a new required course or restructuring an existing optional course as a requirement. This reduction is temporary, and the credit requirement will be restored to 16.0 credits once a final decision is made.
2. Notes 1 and 2 have been added to the program requirements section to address recurring issues and increase transparency. It is common for students to request retroactive approval for downtown courses (e.g., MAT136H1) to substitute for program requirements, typically after failing MATA36/37H3 or similar courses like MATA30/31H3, without obtaining prior approval from the program supervisor. These students often claim they cannot take MATA36/37H3 anymore, as these courses are listed as exclusions, and therefore argue they are unable to fulfill their degree requirements unless retroactive substitutions are granted. The addition of these notes clarifies that such requests will not be considered without prior approval.
3 and 4. 0.5 credit has been added to the first-year program, allowing the inclusion of CSCA10H3 (moved from the second year). This adjustment reduces the course load in the fall term of the second year, which previously required six courses. Additionally, EESA01H3 has been added to the course selection list alongside BIOA02H3, providing students with the option to prioritize between these two courses. Both are less critical for the geoscience program and the PGO certification. BIOA02H3 is only required for the optional BIOB50H3 Ecology course in the third year. This change offers Geoscience Coop students a more structured pathway to complete necessary courses before their work terms, helping to eliminate hidden prerequisite issues for third-year students.
5. The course EESB20H3 has been moved from the third-year required list to the second-year required list. This change streamlines the program's structure, as Geoscience students often take EESB19H3 (required in the second year) and EESB20H3 concurrently, following on with EESB15H3 in the winter term. This adjustment also improves the sequencing for Geoscience Coop students, helping them better align their academic schedule with their work terms.
6. Various editorial changes have been made to ensure consistent alphabetical ordering and formatting throughout the document.

Impact:

1 + 2. We hope that the additional text will clarify which courses are program requirements, that substitutions are not suggested or easily given, and that deter students from using loopholes to avoid taking program-required (e.g. math) courses at UTSC.
3 – 5. With the other changes, we hope to streamline the program in a better way, so the Geoscience Spec. Coop students can take the necessary courses before and/or after their work terms (any work term length, better pathways throughout the years).

Consultation:

Discussion with Env. Sci. Group: July 2024 (EES Meeting) + Sept. 18, 2024,
DCC Approval: Sept. 30, 2024 (after meeting).

Resource Implications: None

Proposal Status: Under Review

5 New Courses

FSTA03H3: Wines of the World

Description:

This class will introduce students to the wine regions of the world. They will learn methods of grape cultivation and wine making, the fundamentals of viticulture, cultures of terroir, tasting skills, marketing strategies, and the effects of climate change.

Notes: Students must be above 19 years old to participate in wine-tasting sessions.

Delivery Method: In Person

Methods of Assessment:

Weekly lab reports 30% (Learning outcomes 1, 4).
Wine region research project 25% (Learning outcomes 2, 3, 5).
Class participation 10% (Learning outcomes 1, 3, 4, 5).
Final exam 35% (Learning outcomes 1, 3, 4, 5).

Breadth Requirements: Natural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

1) Students will learn the ecological, cultural, and sensorial characteristics of wine regions around the world.
2) They will acquire research skills to acquire data regarding the environmental, cultural, and technological components of wine, including those of Ontario.
3) They will apply this knowledge to evaluate the characteristics of wine regions and understand the market and marketing of agricultural/environmental commodities.

4) They will acquire tasting skills to appreciate and communicate the sensorial dimensions of wine.
5) They will learn to evaluate critically different approaches to sustainable and regenerative agriculture.

Course Experience: University-Based Experience

Topics Covered:
Wine regions of the world.
Wine growing historical and contemporary.
Terroir.
Winemaking technologies.
Wine marketing strategies.
Tasting skills.
Climate change and adaptation.

Rationale:
This course is designed to fill a gap in the current curriculum and provide foundational knowledge to better prepare students for more advanced upper-level courses, such as FSTC02H3. It serves as an introduction to the ecological, cultural, and sensory dimensions of wine, specifically tailored for Food Studies Minors, while also supporting the broader interest in wine studies across the campus. By offering a comprehensive exploration of these topics, the course aims to attract and recruit students into the program. In addition to enhancing students' academic experience, the course opens up potential career pathways, including opportunities within the growing Ontario wine sector. Through wine-tasting sessions and practical learning experiences, students gain hands-on exposure that aligns with university-based experiential learning (EL) opportunities. These sessions not only deepen students' understanding of the subject but also connect them with the practical, real-world applications of their studies.

Consultation:
Food Studies: August 20, 2024
RO Approval (Amber L.): October 2, 2024
DCC Approval: Sept 30, 2024
EL Consultation: Jan 7, 2025

Resources:
This course will be taught by a regular faculty member, Daniel Bender. It requires wine professionals as sessional instructional assistants to run tasting labs. The OVPD is willing to consider providing additional TA support if there is an overall increase in FCE enrollment in the department and if the departmental TA budget does not have sufficient funds to cover these costs (March 20, 2025).

Budget Implications:

Overlap with Existing Courses: None

Proposal Status: Under Review

FSTC13H3: Food Policy and Nutritional Health

Description:
Through engagement with policymakers, researchers, and industry stakeholders, this course explores the political economy of the Canadian food system and, broadly, global food systems. The course provides an introduction to the commercial determinants of health and relevant theoretical frameworks; examines the role of private industry in the research and policymaking process; explores the role of power within political and economic structures that affects human behaviour, preferences, and culture; and presents examples of current research related to corporate influence of food policies in Canada and globally.

Prerequisites: 4.0 credits or FSTB01H3

Notes: Priority will be given to students enrolled in the Food Studies, Environmental Studies, and Health Studies programs. Additional students will be admitted as space permits.

Delivery Method: In Person

Methods of Assessment:
Weekly quizzes 15% (Learning outcomes 1, 2, 3, 4, 5).
Participation in classroom debates 5% (Learning outcomes 4, 5).
Research project 30% (Learning outcomes 1, 2, 3, 4, 5).
Midterm exam 15% (Learning outcomes 1, 2, 3, 4, 5).
Final exam 35% (Learning outcomes 1, 2, 3, 4, 5).

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:
1) Students will learn to understand biological and social constructions of nutritional health and their historical origins.
2) They will apply this knowledge to the media environments and special interest groups that seek to influence policy, systems, and environments that affect population consumption and preferences.
3) They will develop quantitative and qualitative research skills to understand power relations and stakeholders within the global food system.
4) They will improve communication skills and interpersonal relations through individual and team assignments.
5) They will improve critical thinking skills through facilitated debates

Topics Covered:
Traditional, scientific, and consumerist paradigms of dietary health;
nutritional policymaking and special interest lobbying;
mass and social media environments;
communications and media analyses.

Rationale:
Nutrition is an essential connection between food and human health. Moreover, recent research has revealed the importance of advertising and food policy in shaping the availability and healthfulness of foods that are available to us, particularly the pervasiveness of ultra-processed foods, which have been shown to have widespread negative health impacts. Although the UTSC Department of Health Studies offers an introduction to nutrition, consultation with the St George Department of Nutrition reveals that there does not yet exist a class at the U of T that allows students to learn how food policy can shape the food environment, particularly the availability of healthy foods. This course will, therefore, fill a gap in the Food Studies curriculum while also contributing to offerings in the SAMIH. Food access is a special concern for underserved communities in the Eastern GTA, making this course all the more valuable for students seeking to improve health outcomes.

Consultation:
HCS Consult: August 29, 2024
DCC Approval: Sept 30, 2024

Food Studies Consult: September 23, 2024
RO Approval (Amber L): October 2, 2024
EL consultation with Atiya Hamid and Al Hearn Jan 7, 2025 (not identified as an EL course or requiring any EL designation)

Resources:
The course will be taught by regular faculty, visiting faculty, or postdoctoral fellows. TA support will be required for grading, The department will work within existing budgets as much as possible, including rotating related courses in scheduling. The OVPD is willing to consider providing additional TA support if there is an overall increase in FCE enrollment in the department and if the departmental TA budget does not have sufficient funds to cover these costs (March 20, 2025).

Budget Implications:

Overlap with Existing Courses: None

Proposal Status: Under Review

FSTC15H3: Food Justice

Description:
This course will help students learn to identify inequalities around food and gain skills to help ensure broad access to healthy, sustainable, and culturally appropriate food. Frameworks will include race, gender, class, indigeneity, and generational differences.

Prerequisites: FSTB01H3

Notes: Priority will be given to students enrolled in the Food Studies and Environmental Studies programs. Additional students will be admitted as space permits.

Delivery Method: In Person

Methods of Assessment:
Writing responses based on weekly readings 20% (Learning outcomes 1, 2, 3, 4).
Community research project 20% (Learning outcomes 1, 2, 3, 4, 5).
Team presentations 15% (Learning outcomes 1, 2, 3, 4, 5).
Class and team participation 10% (Learning outcome 4).
Final exam 35% (Learning outcomes 1, 2, 3, 4).

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:
1) Students will learn to identify sources of injustice throughout the food system.
2) They will apply this knowledge to formulate solutions to problems of food access in a broad sustainability framework.
3) They will develop research skills to understand power relations and stakeholders within the global food system.
4) They will improve communication skills and interpersonal relations through individual and team assignments.
5) They will perform experiential learning through community-engaged work and in the Culinaria kitchen laboratory

Topics Covered:
Intersectional racial, gendered, class, indigenous, and generational food justice.
Labour, property rights to land and seeds, food sovereignty, food deserts, health, sustainability, effects of climate change

Rationale:
This course fills a gap in the Food Studies curriculum to bring the program in line with the state of the field and student demand. A version of this class was piloted in Winter 2024 as a special topics class, FSTD02H3: Food Sovereignty, but the more general title Food Justice is more appropriate

Consultation:
HCS Consult: August 29, 2024
Consultation with GDS, HCS, New College, and School of the Environment: August 29, 2024
Food Studies Consult: August 20, 20204
DCC Approval: Sept 30, 2024
RO Approval (Amber L.): October 2, 2024

Resources:
The course will be taught by regular faculty, visiting faculty, or postdoctoral fellows. TA support will be required for grading, the department will work within existing budgets as much as possible, including rotating related courses in scheduling. The OVPD is willing to consider providing additional TA support if there is an overall increase in FCE enrollment in the department and if the departmental TA budget does not have sufficient funds to cover these costs (March 20, 2025).

Overlap with Existing Courses:
The only overlap would be WSTC24H3/FSTC24H3. However, there is not enough overlap to list them as exclusions. Indeed, the department hopes that students interested in these topics will take both classes to get a more in-depth understanding of the issues.

Proposal Status: Under Review

FSTC29H3: Global Foods, Local Seeds

Description:
This course explores familiar foods - from field to plate and microbiome - as plants, seeds, crops, comestibles, commodities, and nutrients. Case-studies select from chocolate, tea, coffee, sugar, grains, and produce. Topics include socio-cultural, socio-political, and nutritional transitions, evolving supply chains, and climate change impact on production and consumption.

Prerequisites: Any 9.5 credits

Exclusions: HISC29H3

Notes: Priority will be given to students enrolled in the Food Studies and Environmental Studies programs. Additional students will be admitted as space permits.

Delivery Method: In Person

Methods of Assessment:
Writing responses based on weekly readings 20% (Learning outcomes 1, 2, 3, 4).
Annotated resources and commodity maps 20% (Learning outcomes 1, 2, 3, 4, 5).
Team presentations 15% (Learning outcomes 1, 2, 3, 4, 5). Team presentations could include student reflections on their experience, guided by specific questions/prompts provided by the instructor.
Class and team participation 10% (Learning outcome 4).
Final exam 35% (Learning outcomes 1, 2, 3).

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:
1) Students will learn interdisciplinary perspectives on global foods, local ecologies, intercultural flows, and commodity supply chains across time and space, and connect those to socio-political, environmental, and socio-economic processes especially as relevant to an era of climate change.
2) They will apply this knowledge in a broad sustainability framework.
3) They will develop research skills for textual, visual, and multi-media analysis and to understand power relations and stakeholders within global networks, flows, and markets.
4) They will hone communication skills and interpersonal relations through individual and team assignments.
5) Students will improve digital and multi-media literacy by researching topics and communicating results.

Course Experience: University-Based Experience

Topics Covered:
More than human histories of plant foods and ecological systems; botanical gardens and plant commodities; Indigenous food knowledge and practices changed nutritional and culinary meanings in a globalizing world; imperial and post-colonial power relations around food production and distribution; local food systems about international trade flows, global commodity and supply chains; fair trade and food justice; organic and bio-dynamic production systems; climate change and commodity production; Liberation ecologies; food ecologies and sustainable transitions for food producing communities.

Rationale:
This course replaces HISC29H3 as a specialized course for the Food Studies Program due to the Program change from HCS to DPES and the departmental move of the instructor from HCS to DPES. It also contributes to the Environmental Studies Program and the Sustainability Certificate at DPES and, at the School of the Environment. This course continues its existing EL component from HCS

Consultation:
HCS Consult: August 29, 2024
Food Studies Consult: August 20, 2024
DCC Approval: Sept 30, 2024
RO Approval: October 2, 2024 (Amber L.)
EL consult Atiya Hamid and Al Hearn Jan 7, 2025

Resources: This class will be taught by regular faculty, visiting faculty, or postdoctoral fellows. Currently, no TA resources or additional resources are required

Overlap with Existing Courses:
HISC29H3 is still active in HCS and has significant overlap with this course and, therefore, is listed as an exclusion.

Proposal Status: Under Review

FSTD16H3: Field Course in Food Studies

Description:
Experiential learning in Food Studies is critical for understanding the complexities of the global food system. This course provides exciting and inspiring experiential learning opportunities with food innovators across Canada and internationally. The course entails a 7-10-day field camp with destinations potentially changing yearly, that prioritizes innovative production methods, agroecological understanding, food cultures and communication, and taste analysis.

Prerequisites: Permission of the instructor

Notes: Priority will be given to students enrolled in the Food Studies, Environmental Studies programs. Additional students will be admitted as space permits.

Delivery Method: In Person

Methods of Assessment:
Reflective Field notebooks (25%) (learning outcomes 1,2 3, 4);
Documentation project 25% (learning outcomes 1,2 3, 4);
Participation 25% (learning outcomes 1,2 3, 4);
Final Oral Exam 25% (learning outcomes 1,2 3, 4).
The field notebooks will include student reflections on their experience. Students will be instructed to reflect on their experience with specific guiding questions/prompts.

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:
1) Students will learn about the interactions between global and local food systems.
2) They will apply this knowledge to innovative food production.
3) They will develop research skills to document food cultures, production methods, and sensory perceptions.
4) They will improve communication skills and interpersonal relations through individual and team assignments.

Course Experience: University-Based Experience

Topics Covered:
Specifics will vary from year to year, depending on the location visited. A Quebec-based camp might examine organic farms, artisanal cheese makers, and craft brewers. An Italian camp might explore wine production, sausage making, and bee keeping. All tours will consider agro-ecology, food cultures, food justice, and taste.

Rationale:
Food Studies combines theoretical approaches with real-world practice. Although students gain some appreciation of these through experiential learning in the Culinaria Kitchen Laboratory, they often have little practical knowledge of food system production (as opposed to the consumption they do every day) beyond UTSC. This class provides off-campus learning opportunities in carefully chosen locales that will maximize students' introduction to innovation within food ecologies and production. Modeled on Environmental Science field courses, it will provide career-facing skills. This course provides students with experiential learning about food cultures and systems beyond the UTSC campus. Students have expressed great interest in such courses. This is a land-based learning course that could provide students with university-based work experience

Consultation:
HCS Consult: August 29, 2024
Food Studies faculty and undergraduate advising staff August 8, 2024
DCC Approval: Sept 30, 2024

RO Approval (Amber L.): Oct 2, 2024 EL Approval: Atiya Hamid and Al Hearn Jan 7, 2025.
Resources: The class will be taught by regular faculty, who will apply for the Experiential Learning Fund through a Mobility Module grant to support travel. Additional funding will be sought through departmental funds and, potentially, auxiliary fees. Airfare, if needed, will be purchased by students. Potential partners include Bishop's University in Quebec and the University of Gastronomic Sciences in Pollenzo. Currently, no additional TA resources and funds are requested. **Budget Implications:**
Overlap with Existing Courses: This is similar to an Environmental Sciences Field Camp but with different goals and methodologies and, therefore, does not require an exclusion and no other overlaps with HCS courses.
Proposal Status: Under Review