

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. Karin Ruhlandt, Vice-Principal Academic and Dean,
CONTACT INFO: vpdean.utsc@utoronto.ca

PRESENTER: Prof. Katie Larson, Vice-Dean Teaching, Learning & Undergraduate Programs
CONTACT INFO: vdundergrad.utsc@utoronto.ca

DATE: March 3, 2026 for March 10, 2026

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Humanities 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] (March 10, 2026)

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 Humanities 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 changes are in effect as of Fall 2026, for the 2026-27 academic year.

- Department of Arts, Culture and Media (Report: Undergraduate Minor Curriculum Modifications Humanities for Approval)
 - 3 New Courses:
 - MUZB03H3: Applications in Music and Health
 - THRC80H3: Stagecraft II: Applied Technical Production
 - VPSC50H3: Interdisciplinary Digital Fabrication
 - 1 Course Modification
 - MUZC02H3: Music and Health in the Community

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Humanities undergraduate curriculum changes for the 2026-27 academic year, as detailed in the respective curriculum report, be approved effective September 1, 2026.

DOCUMENTATION PROVIDED:

1. Report - Undergraduate Minor Curriculum Modifications Humanities for Approval



University of Toronto Scarborough
2026-27 Curriculum Cycle
Undergraduate Minor Curriculum Modifications Humanities for Approval
March 10, 2026

Arts, Culture & Media (UTSC), Department of

3 New Courses

MUZH03H3: Applications in Music and Health

Description: This course examines applications of theories and approaches to health and wellness. Students will look at case studies of practice and develop music facilitation skills and research skills germane to how music is used for therapeutic and non-therapeutic purposes.
Prerequisites: MUZA02H3
Delivery Method: In Person
Methods of Assessment: Weekly reading discussion groups Facilitation presentation Research initiative poster presentation Research initiative personal reflection
Breadth Requirements: Arts, Literature & Language University of Toronto Scarborough
CNC Allowed: Y
Credit Value: fixed: 0.5
Learning Outcomes: Develop a deepened understanding of historical and cross-cultural views of music's health and wellness potential. Gain skills in a variety of contemporary paradigms and approaches to music work with health and wellness intent. Develop an awareness of the research literature that examines motivations and contexts for health and wellness music work. Demonstrate a deepened understanding of the professional opportunities and pathways for health and wellness-informed music careers. Basic (elementary) fluency in music facilitation with health and wellness intent.
Course Experience: University-Based Experience
Topics Covered: Contemporary and cross-cultural practices Applications of music and health in practice Introduction to research in music and health Facilitation techniques Professional training and credentialing pathways
Rationale: MUZH02: Music, Health, and Wellness was first offered in Winter 2020. Based on student demand (repeated waitlists), coupled with the growing awareness that MUZH02 was attempting to cover too much material in too short a space of time, the Music program added MUZA02: Introduction to Music and Health in Fall 2025 to better cover "basic" concepts and material. The initial run of MUZA02 drew 160 students, suggesting a strong need in the music and health area. The proposed course serves the campus's priorities in health studies and the soon-to-be opened SAMIH. The proposed course would serve Music major and minor students. The Music program recognizes the need to create a three-course sequence that would provide a broad overview at the A-level, a deeper examination of practices at the B-level (based on a course cap of 50, which would allow for practice-based activities in AA303), and an intensive examination with a community-based experiential learning component at the C-level (based on a course cap of 25). The Faculty of Music (St. George) offers an MA in Music & Health Sciences, an MMus in Applied Music & Health, and a PhD in Music & Health Sciences. These are graduate programs oriented toward a medical/music therapy model. The proposed course (along with the existing A-level and C-level courses) are grounded primarily in a social model of music and health.
Consultation:

This change is the result of ongoing discussions within the Music. The idea of a three-course sequence was discussed further with Lynn Tucker and Suzanne Sicchia on August 29, 2024, in conjunction with SAMIH planning implications. RO Course code approved (Amber Lantsman): Oct 20, 2025 C&T Committee: Oct 22, 2025 EL approval (Al Hearn) - Nov 10, 2025 RO approval (Lindsey Taylor) - Nov 19, 2025
Resources: All required resources will be covered within the department's existing budget.
Overlap with Existing Courses: None. There is a marginal overlap with HLTB50 Introduction to Health Humanities, but the proposed course would be complementary, not in competition
Instructor: Roger Mantie or sessional faculty
Proposal Status: Under Review

THRC80H3: Stagecraft II: Applied Technical Production

Description: This course covers advanced technical skills in the areas of lighting, sound, material fabrication for sets and properties. Students learn professional practices around safety and work collaboratively on shared projects.
Prerequisites: THRB50H3
Exclusions: (VPDC03H3)
Delivery Method: In Person
Methods of Assessment: Conceptualization assignments Collaborative work plans Research, resourcing and written documentation of process Workshop demonstrations of projects Written or oral reflection
Breadth Requirements: Arts, Literature & Language University of Toronto Scarborough
CNC Allowed: Y
Credit Value: fixed: 0.5
Learning Outcomes: Students must demonstrate proficiency in technical theatre practices, specializing in a specific discipline of production such as sound or lighting. They learn to apply safety protocols and professional standards in realizing concepts. They learn to work collaboratively toward a shared artistic vision, troubleshooting challenges and drawing on available resources.
Course Experience: University-Based Experience
Topics Covered: Lighting systems (concept, hang/focus, colouring and patching, software and programming) Sound technology (concept, sourcing, recording, editing, sequencing and revising) Materials fabrication (concepts and techniques, scenic and property construction and treatments) Safety procedures and policies and technical problem-solving Collaborative work, leadership and planning, task management and iterating ideas Techniques in Stage Management (planning and process, prompt books and calling, managing rehearsals)
Rationale: This course is a remount of one that was offered in our programs for many years. While there were reasons for discontinuing it at the time, we now find that students are not receiving sufficient training in technical production. This gap has created challenges across the curriculum, particularly in mounting full productions in our THR56B/C/D courses. Reintroducing this course will help strengthen students' overall skill sets and better support their practical learning experiences.
Consultation: Campus Curriculum Committee Meeting: Sep 29, 2025 RO Course Code Approved (Amber Lantsman): Oct 20, 2025 C&T Committee: Oct 22, 2025 RO Approval (Lindsey Taylor) - Nov 19, 2025 EL Approval (Al Hearn) - Nov 20, 2025
Resources: The department will hire a sessional instructor with relevant industry experience to deliver the course in alignment with its pedagogical requirements. All required resources will be covered within the department's existing budget.

Overlap with Existing Courses: None.
Instructor: Sessional faculty
Proposal Status: Under Review

VPSC50H3: Interdisciplinary Digital Fabrication

Description: This course will explore advanced digital fabrication techniques for students wanting to make 3D artworks ranging from sound installation and kinetics to wearable technology and constructed objects. Students will have the opportunity to work with digital processes such as computer-aided design (CAD), microcontrollers, open-source computer code, and ready-made circuits. Fabrication processes will include 3D printers, laser cutters, and CNC machines. Students will have the opportunity to develop individual projects based on personal interests or engage in collaborative, co-created projects. This course will also examine the environmental impact and sustainability of digital fabrication as well as the history and use of technology in contemporary art through readings and lectures.
Prerequisites: 2.0 credits at the B-level or C-level in VPS courses including 0.5 credit taken from: VPSB80H3, VPSB86H3, or VPSB88H3. Students enrolled in the Specialist and Major programs in Studio Art must also complete VPHA46H3.
Exclusions: VPSC53H3 and VPSC75H3
Delivery Method: In Person
Methods of Assessment: Technical exercises (25%): students practice technical skills such as measuring with a caliper and transferring measurements onto both hand-drawn and CAD plans; CAD software learning exercises; iterative design exercises to test conceptual and practical functionality; exercises with readymade circuits and open-source computer code to apply electronic and electrical lessons. Work-in-progress (20%): students develop one three-dimensional artwork on assignment prompts. Uses scaffolded course work and discussion opportunities involving concept development through brainstorming, material experiments, project planning, work-in-progress. Final sculptures (20%): students complete an artwork based on assignment prompts. Emphasis is on artistic concept, evidence of growth with skill and method with materials and process, functionality, presentation. Writing, Presentation (as part of research and critical reflection) (15%): writing reflections after work-in-progress and final critiques; concept and content development with research, artist presentation. Participation, contribution (20%): students work in fabrication lab settings to offer reciprocal assistance on classmates' artworks or to work on co-creations. Participation and contribution also encompass students' application of analytical thinking to the discussion of classmates' artworks in critique sessions.
Breadth Requirements: Arts, Literature & Language University of Toronto Scarborough
CNC Allowed: Y
Credit Value: fixed: 0.5
Learning Outcomes: Develop advanced digital fabrication skills for building three-dimensional art works using both traditional and non-traditional materials Develop critical research and concept development methods for making a range of three-dimensional art works from sound installation and kinetics to wearable technology and constructed objects Develop intermediate design, prototyping and production methods suited to creating three-dimensional artworks. Gain experience working in a fabrication lab. Attain an intermediate understanding of the artistic and conceptual frameworks for a range of three-dimensional art works from sound installation and kinetics to wearable technology and constructed objects.
Course Experience: University-Based Experience
Topics Covered: analogue and computer-aided design iterative design and prototyping methods inclusive and participatory approaches to digital fabrication for centering co-creation, shared knowledge and experiences environmental impact and sustainability of digital fabrication physical computing (open-source computer code, premade circuits, sensors) electrical and electronic theory presentation strategies and techniques art histories with an emphasis on contemporary artists using digital fabrication processes for making a range of three-dimensional art works ranging from sound installation and kinetics to wearable technology and constructed objects.
Rationale: A C-level course to streamline digitally assisted fabrication and to replace retired C-level courses in the fabrication area (VPSC53H3 Kinetic Sculpture and VPSC75H3 Advanced Sculpture) is needed to fill the gap in our curriculum.

Consultation: Campus Curriculum Committee Meeting: Sept 29, 2025 RO Course Code Approved (Amber Lantsman): Oct 20, 2025 C&T Committee: Oct 22, 2025 EL Consultation (Al Hearn): Oct 29, 2025 RO Approval (Lindsey Taylor) - Nov 19, 2025
Resources: The department will hire a sessional instructor with relevant industry experience to deliver the course in alignment with its pedagogical requirements. All required resources will be covered within the department’s existing budget.
Overlap with Existing Courses: None.
Instructor: Sessional faculty
Proposal Status: Under Review

1 Course Modification

MUZC02H3: Music and Health in the Community

Title: Music, and Health, and Wellness in the Community
Description: This course looks at specific cases of health-oriented music work. This course extends the examination of theories and practices covered in MUZA02H3. Students will develop deeper understandings of how music can be used for therapeutic and non-therapeutic purposes in the community. purposes: Off-campus observations and musical participation outside of class time are a requirement of this course.
Prerequisites: MUZB03H3 Any 7.0 credits including MUZA02H3
Methods of Assessment: Observation journal Professional practitioner interview (EL) Music and health community initiative (EL) Critique of practice presentation 1. Weekly reading responses (written): These will allow for weekly assessment of student engagement with the readings 2. “Teach backs” and discussion (live presentation and interaction): These will further allow for assessment of how well students are understanding and engaging with the readings 3. Short written papers (2-3): Writing will allow students opportunities for deeper reflection and synthesis of ideas; the assignment prompts will be designed to provoke thought rather than article summaries 3. Community observation reports (2-3): Students will be required to observe music making with wellness intent as it occurs in the community. Written reports will require students to describe what they observe and reflect on how what they observe compares and contrasts with conceptions of health and wellbeing studies in the readings. 4. Music facilitation exercises (3): Students will lead the class through a variety of musical activities with wellness intent (e.g., drum circles, group singing, songwriting) 5. Entrepreneurship Project: Students will develop a hypothetical project they could potentially implement in a community setting.
Learning Outcomes: Upon successful completion of the course: Demonstrate fluency with historical and cross-cultural views of music’s health and wellness potential. Apply a variety of contemporary paradigms and approaches to music making with health and wellness intent in the community. Critique motivations and contexts for health and wellness music work. Demonstrate how health and wellness-informed music work can create professional opportunities in community development, policy, and social entrepreneurship. Develop fluency in music facilitation with health and wellness intent. Familiarity with community music offerings by way of experiential learning (direct observation and reflection). —Students will be able to identify and describe similarities and differences between the concepts of health, quality of life, and wellbeing as used in scholarly literature.—Students will be able to identify and describe the objective and subjective conceptions of wellness and their associated measures.—Students will be familiar with the scholarly literature on music, health, and wellness, and be able to communicate purported health benefits as they align with codified conceptions and measures of health.—Students will be able to describe historical and emerging practices with respect to musical interventions with intended health benefits (e.g., music therapy, community music therapy, health humanities, music care).—Students will develop basic skills in music interventions with wellness intent as appropriate to different settings and populations.—Students will develop an understanding of ethics with respect to music, health, and wellness, and appreciate the important policies and practices that govern music interventions in various contexts, including but not limited to ageing, adaptation, access, inclusion, and diversity.—Students will be able to describe possible projects or programming with wellness intent they could develop or implement in various settings.
Course Experience: none Partnership-Based Experience
Rationale: MUZC02: Music, Health, and Wellness was first offered in Winter 2020. Based on student demand (repeated waitlists), coupled with the growing awareness that MUZC02 was attempting to cover too much material in too short a space of time, the Music program added MUZA02: Introduction to Music and Health in Fall 2025 to better cover “basic” concepts and material. The initial run of MUZA02 drew 160 students, suggesting a strong need in the music and health area. The Music program recognizes the need to create a three-course sequence that would provide a broad overview at the A-level, a deeper examination of practices at the B-level (based on a course cap of 50, which would allow for practice-based activities in AA303), and an intensive examination with a community-based experiential learning component at the C-level (based on a course cap of 25).

The proposed changes in this document are being made in conjunction with a B-level new course proposal (“Applications in Music and Health”). The new name for this course reflects its place in the sequence, along with the community-based, experiential learning focus.
Consultation: This change is the result of ongoing discussions within the Music. The idea of a three-course sequence was discussed further with Lynn Tucker and Suzanne Sicchia on August 29, 2024, in conjunction with SAMIH planning implications. Consultation with Lynn Tucker (EL): Oct 21, 2025 C&T Committee: Oct 22, 2025 EL Consultation - Al Hearn: Nov 10, 2025
Resources: None
Proposal Status: Under Review