

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: March 3, 2026 for March 10, 2026

AGENDA ITEM: 7

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Social 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] (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 Social 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 changes are in effect as of Fall 2026, for the 2026-27 academic year.

- Department of Anthropology (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
 - 2 New Courses
 - ANTB31H3: Cultural Heritage
 - ANTC77H3: Themes in Global Archaeology II
 - 1 Course Modification:
 - ANTD22H3: Theory and Methodology in Primatology
- Department of Human Geography (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
 - 1 New Course
 - GGRD38H3: Relational Geography: Making Kin in a More-Than-Human World
 - 1 Course Modification:
 - GGRC42H3: Making Sense of Data: An Introduction to Geographic Data Science

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Social Sciences 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 Social Sciences for Approval

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

Anthropology (UTSC), Department of

2 New Courses

ANTB31H3: Cultural Heritage

Description:

Why is the past important for the present and future? What gets preserved and remembered, how, and by whom? This course provides an introduction to the theories, practices, and current debates in cultural heritage from the perspective of anthropology and critical heritage studies.

Prerequisites:

[ANTA01H3 and ANTA02H3] or [any 2.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC or HCS courses].

Delivery Method:

In Person

Methods of Assessment:

- In-class reading quizzes/responses (written and oral)
- Mid-term and final exam
- Case study-based discussion and debates
- Scaffolded collaborative project - including final collaborative project portfolio and presentations
- Reflective essay

Breadth Requirements:

Social & Behavioural Sciences

CNC Allowed:

Y

Credit Value:

Fixed: 0.5

Learning Outcomes:

Upon completion of the course, students can expect to meet the following learning outcomes:

- Develop a comprehensive understanding of the definitions, theories, and cross-cultural approaches to Cultural Heritage
- Critically evaluate the significance and interpretation of cultural heritage from diverse perspectives
- Gain experience with research methods in cultural heritage, including ethnographic approaches
- Gain competency in ethics and responsibilities in the field of cultural heritage, including OCAP and CARE principles for data governance
- Gain knowledge and critical understanding of professional practice through primary literature and case studies of heritage policy and management
- Reflect on, analyze, and assess personal participation in the field of cultural heritage (when experiential learning component is offered)

Topics Covered:

- Theories, Definitions, and Cross-cultural Approaches to Cultural Heritage
- Institutional Heritage Landscape: Local, National, and International Organizations
- Heritage Regimes, Discourse, and Governance
- Heritage Relations: Descendant Communities, Rightsholders, and other Stakeholders
- Principles of Ethics and Practice
- Museums, Exhibitions, Representation and Interpretation
- Cultural Landscapes and Heritage Place-making
- Ethnographic Approaches to Heritage
- Heritage Activism and Heritage Futures

Rationale:

This course will be a required component of the proposed Minor in Archaeology and Cultural Heritage and will provide a strong foundational grounding for students in the program. By bridging the departmental streams of Archaeology and Sociocultural Anthropology, it also creates a new gateway for students from other disciplines and for those with broader interests in Anthropology, addressing a notable gap within the department. Currently, no dedicated course on this topic exists within the Anthropology Department or elsewhere on the UTSC campus.

Anthropology offers a distinctive, holistic approach to understanding the social meanings and roles of cultural heritage in both past and present, incorporating diverse perspectives in assessing its significance. This training provides an essential foundation for students intending to pursue further study or careers in cultural heritage management and related fields, preparing them to work as inclusive and culturally responsive practitioners.

Plans include incorporating an experiential learning component, with the first offering anticipated in Spring 2026 following the faculty member's return from leave. At that time, the department will begin discussions with the Experiential Learning Office regarding EL funding and tagging and will submit a subsequent course modification to reflect any resulting changes.
Consultation: The idea to offer this course was discussed internally as an important foundation in our new proposed minor in Archaeology and Cultural Heritage, and as a way to enhance cross-subfield departmental offerings. It was presented briefly during the preliminary campus-wide consultation. Anthropology consulted with HCS in August 2024, and understood that several faculty members would potentially be interested in contributing courses. Campus Curriculum Committee: September 29, 2025 Proposal approved by Departmental Curriculum Committee: October 22, 2025 Course code approved by Office of the Registrar: October 22, 2025, Amber Lantsman Prerequisite approval by Office of the Registrar: November 5, 2025, Lindsey Taylor
Resources: Course will be taught by faculty member Lena Mortensen as part of her regular load. TA support will be covered as part of existing departmental budget. We will apply separately for EL funding to support EL partnership opportunities for students in future years. (Anticipated Spring 2026 EL Team X meetings and proposal applications)
Overlap with Existing Courses: There are no other courses offered at UTSC that overlap with this course. One course at UTM Anthropology (ANT300H5 • Cultural Heritage Management: The Past in the Present and for the Future) has some overlap. The proposed course is distinct in that it is taught from a sociocultural anthropology perspective and addresses the much broader field of heritage studies. At this time, we do not consider there is enough overlap to make ANT300H5 an exclusion course.
Programs of Study for Which This Course Might be Suitable: Historical and Cultural Studies Human Geography/City Studies Media and Cultural Studies
Estimated Enrolment: 40
Proposal Status: Under Review

ANTC77H3: Themes in Global Archaeology II

Description: Intensive survey of a particular world region or current theme in archaeological research. Topic will change year to year.
Prerequisites: ANTA01H3
Delivery Method: In Person
Methods of Assessment: Participation in group discussion (improve communication and teamwork skills, including listening and respectful discourse) Research presentation (enhance oral communication and visual presentation skills) Research project and major essay (enhance research and written communication skills, as well as time management) Exams (enhance study and memory skills)
Breadth Requirements: Social & Behavioural Sciences
CNC Allowed: Y
Credit Value: Fixed: 0.5
Learning Outcomes: Understanding long-term trajectories of social change or specialized topics of current importance, through a sustained regional focus Appreciation for global diversity and understanding of how other world regions contributed to global developments Improved ability to interact in groups through respectful discussion and engagement with peers Improved oral and visual communication skills Research skills Improved written communication skills
Topics Covered: This will change from year-to-year. We expect that Dr. Janz will periodically offer a course on East Asian Prehistory and that Dr. Genevieve Dewar will periodically offer a course on South African Archaeology. Our new archaeology hire will be invited to contribute a course in their area of expertise.
Rationale: This course fills a current gap in the curriculum for students interested in archaeology. A suite of new archaeology courses are being introduced in Anthropology and there are few C-level courses that can be used to bridge the gap between introductory and specialized courses. Since we have a small faculty specializing in Archaeology, this course provides much needed flexibility to periodically offer more advanced courses on a wider range of themes. This course is also an SBS course, which provides an entry for sociocultural/linguistics students interested in the human past and helps bridge the gap in Anthropology between an SBS focus in Sociocultural and Linguistics, and Natural Sciences in Evolutionary Anthropology. Course is complimentary to ANTC30H3: Themes in Global Archaeology I and provides an extra course code for students who wish to take the course a second time when different topical material is being taught.
Consultation: ANT DCC meeting: September 25, 2025 Campus Curriculum Committee meeting: September 29, 2025 Course Code approval October 7, 2025 (Amber) Pre-requisites approval October 10, 2025 (Lindsey)

Resources: Depending on the theme, this course will be taught by either Dr. Lisa Janz, or Dr. Genevieve Dewar, regular faculty as part of their regular course load. The course will require TA support for grading. This will be covered by the unit's existing budget. There are no ancillary fees. No additional infrastructure is required.
Overlap with Existing Courses: There are no other courses offered at UTSC that overlap with this course. This course covers a time period that is firmly under the purview of archaeology (prehistory).
Programs of Study for Which This Course Might be Suitable: Historical and Cultural Studies & Human Geography
Estimated Enrolment: 30-50
Proposal Status: Under Review

1 Course Modification

ANTD22H3: Theory and Methodology in Primatology

Description: This seminar course will examine contemporary theories in primatology and students will learn the major methods of data collection and analyses. Practice of behavioural and ecological data collection techniques will occur each class using the zoo's primate collection and forested areas. Students will learn how to analyze their own data to test hypotheses. This course is taught in partnership with the Toronto Zoo. Science credit This seminar course will examine contemporary theory and questions in primatology and carefully examine the types of data that researchers collect to answer their research questions.
Methods of Assessment: There will now be several labs for each type of data collection technique that will be graded in smaller increments, compared to the large percentage points that were previously put on a midterm and final. The students will also complete a research paper based on their own data, rather than the research proposal they did in previous iterations. Finally, students will write a brief reflection on their experiences in the course to comply with the goals of an experiential course.
Learning Outcomes: In the previous version of this course, the main learning outcome was to have students fully understand the scientific method. Students examined how to answer research questions and test hypotheses by analyzing published articles. This new iteration greatly expands the experiential learning outcomes for this course. Students will still learn the scientific method, but they will now also learn to define, describe, and code behaviour, how to identify individual animals, create an ethogram, and conduct the major types of behavioural and ecological sampling methods used in primatology. Finally, they will learn how to propose hypotheses, collect data to test these hypotheses, and analyze these data.
Course Experience: None University-Based Experience
Topics Covered: Week 1 - The study of behavior – perception, error & observer effects; introduction to inter-observer reliability (Lab - partner comparisons of observed behaviours on one primate species) Week 2 - The scientific method – research design, hypothesis testing, sampling methods & biases (Lab - a hypothesis statement with predictions on one primate species) Defining, describing & coding behavior – 4 weeks (Labs - 1 individual animal ID and ethograms; 2 - comparison of instantaneous scan sampling and one-zero sampling 3 - comparison of focal time sampling and focal animal sampling; 4- ranging and space use)? Ecological sampling – 2 weeks (Labs - 1 Ecological sample plots in the forest; 2 - phenology of forest trees) Week 9 - Data analyses – descriptive statistics, comparative statistics, measures of association (Lab - sociogram of observed interactions on one primate species) Week 10-12 - Selection of a study topic & species and collection of behaviour for the final scientific report
Rationale: ANTD22H3 has long been a course that desperately needed a facility like the Community Conservation Center at the Toronto Zoo where students could sit for instruction but then could also have access to animals and forested areas that would allow them to actually learn and practice data collection techniques, rather than just reading about how other people have done these. The course description has been updated to accurately reflect the new topics that will be covered now that the course is being offered at the Toronto Zoo. The new learning outcomes reflect the broadening of possible methods that can be taught to students in an environment like the zoo. The topics covered are similarly expanded to include hands-on behavioural and ecological data collection techniques. The methods of assessment will be more lab-based for each of these topics to mirror these changes, rather than based on regurgitation of facts in tests. And the course experience thus changes and the course becomes an experiential course.
Consultation: Campus Curriculum Committee Meeting: September 29, 2025 DCC date: October 5, 2025 EL Team Consultation – Al Hearn, Dec 3, 2025
Resources: None
Overlap with Existing Courses: BIOC52H3 Ecology Field Course may also teach students phenology and how to measure tree species diversity, but in this course it will be just one class and in the context of understanding food availability for specific animal species and tracking this over time.
Proposal Status: Under Review

1 New Course - No Committee

GGRD38H3: Relational Geography: Making Kin in a More-Than-Human World

Description: New approaches within geography challenge ontological divisions between humans, not-quite-humans, and nonhumans, viewing entities and their relations as interconnected. But relational thinking is not new. Students will consider Indigenous, Black, and Feminist scholarship that centres connectedness; rethinks social hierarchies of being, agency, and worth; and activates alternate worldmaking possibilities.
Prerequisites: Any 12.0 credits
Enrolment Limits: 25
Recommended Preparation: Any one of the following: GGRB13H3, GGRB21H3, GGRC24H3, GGRC25H3, GGRC26H3, GGRC28H3, and GGRD49H3.
Delivery Method: In Person
Methods of Assessment: 1. Weekly text passages and four (4) readings responses: Each week, students bring to class the assigned readings, in electronic or paper format, which they have read. Part of the reading exercise is to identify the ‘best’ or most interesting or relevant passages from the texts. These passages will be used in class to prompt deeper engagement with course concepts and to support the development of students’ reading responses. Students choose four weeks during the semester to expand in writing on a chosen text passage. The selected text passage should not exceed 100 words, and reading responses should be 450-500 words. This exercise will promote student engagement with course concepts and practice academic writing. 2. Student engagement: This is comprised of two parts, peer-facilitation and regular seminar participation. Each student will facilitate (or co-facilitate in pairs) one week. This means students will prepare a 10-15 minute summary of the readings, 2-3 discussion questions, and one active learning activity for the class: https://tatp.utoronto.ca/resources/active-learning/. 3. ‘A Treaty Guide’ activities journal: Students will submit two reflective journals documenting their engagement with the text and activities in A Treaty Guide for Torontonians (https://talkingtreaties.ca/). A Treaty Guide inspires an active approach to treaty awareness and relationship through embodied learning tools: through land-based activities, theatrical exercises, and drawing and writing prompts, students will find their own relationship to this history and take up their responsibilities to this place in the present. Student will make connections between their experience and the course learning objectives and content. 4. ‘Roots and Routes’ digital storytelling project: Students will develop, contextualize, and create a digital Story Map in dialogue with peers, librarians, and the course instructor. The work should extend key concepts and learning activities across the course. Students will contextualize and explain their digital story in approximately 1000-1500 words with in-text citations and a list of references. An added incentive for students to produce excellent work is that top student projects will be invited to submit their map to the new, in-development UTSC Library digital collection, Doing Geography on Indigenous Lands
Breadth Requirements: History, Philosophy & Cultural Studies, Social & Behavioural Sciences University of Toronto Scarborough
CNC Allowed: Y
Credit Value: fixed: 0.5
Learning Outcomes: By the end of this course, students will be able to: 1. Critically analyze the racial logics that constitute ontological divisions between humans, not-quite-humans, and nonhuman kin; 2. Identify and describe Indigenous, Black, and Feminist relational frameworks and approaches within selected scholarship and creative works; 3. Ask informed questions concerning relationality as a practice based on responsibilities, including within Indigenous constitutional frameworks such as treaty, and how relations are enacted across sometimes vast and incommensurable differences; 4. Communicate meaning and personal interpretation through land-based activities and digital storytelling; and 5. Perform close readings of text passages and peer-facilitate at least one seminar discussion.
Course Experience: University-Based Experience
Topics Covered: Topics covered include treaty and ‘right’ relationship; social hierarchies of the human/humanity and animacy; relational ontologies; the sacred; Black and Indigenous geographies; Place-knowing and reflexivity; co-resistance and kin-making.
Rationale: This course is being proposed as an active response to interlocking crises and contemporary issues facing students and society at large, from colonial dispossession and ongoing genocide to environmental racism and eco anxiety. It offers an active and reflexive exploration of places (an entity with a specific identity) and self-in-relation that is meant to empower students and expand possibilities for thinking and collaborating. The proposed course adds to the Human Geography curriculum, including the three new areas of concentration: i) Nature, Society and Environmental Change, ii) People, Place and Power, and iii) Urban Sustainability. It helps to deconstruct imposed binaries such as human-nature, Indigenous land-urban land, and human-nonhuman, and provides alternative frames of reference, which is something that our new concentrations also seek to cultivate. It responds to various calls to action in the Working Circle report: 5.5. Develop educational supports for faculty, staff, and students to build awareness related to treaty responsibilities and accountability to Indigenous communities on whose lands the campus operates and establish proper processes for building and sustaining relationships with treaty partners. 6.5. Build awareness about the crucial distinctions between Indigeneity, anti-colonialism, anti-racism and anti-Black racism, and “equity, diversity, and

inclusion,” and reflect these distinctions in campus structures, resources, and education for faculty, librarians, staff, and students. Other distinctive elements of this new course: Reflexive, experiential, and land-based learning: Students submit two reflective journals documenting their engagement with A Treaty Guide for Torontonians (https://talkingtreaties.ca/). ‘A Treaty Guide’ inspires an active approach to treaty awareness through embodied learning tools, land-based activities, theatrical exercises, and drawing and writing prompts to help students find their own relationship to this history and take up their treaty responsibilities in the present. Digital storytelling: With instruction from the Library and encouragement from the assignment instructions, the top digital storytelling projects will be invited to archive their work in the new UTSC Library Digital Collection, Doing Geography on Indigenous Lands.
Consultation: DCC Approval: October 15, 2025 RO Approval (Amber L.): October 7, 2025 CCC Review: September 29, 2025 Team Ex (Al Hearn): Al Hearn, October 15, 2025 DMG Consultation: Erin Peck, December 10, 2025 Library Consultation: Paulina Rousseau/Sarah Shujah, December 11, 2025 Anthropology (UTSC): Informed Hira Ali (Program Coordinator, January 15, 2026). Hira has sent the proposal to DCC of Anthropology to review and explore potential synergies, cross-listing opportunities, and other collaborative approaches. The department's understanding is that once DCC of Anthropology has had a chance to review the proposal, we may discuss further. Campus Curriculum Review: To support Indigenous rights to self-determination in educational contexts, the department will: - Prioritize Indigenous authors, voices, and approaches in materials and assignments, including anchoring the course around A Treaty Guide for Torontonians as the first major assignment. - Include at least one Indigenous guest speaker per semester. - Contribute to accountability and reciprocity by archiving top student work in the new UTSC Library digital collection Doing Geography on Indigenous Lands. - Draw on the instructor’s research and collaborative work with Indigenous communities locally and internationally.
Resources: This course will be taught by Nicole Latulippe as part of the regular teaching load. TA support is not required or requested. Support from the UTSC liaison librarian and the digital scholarship unit to help train students in digital storytelling and ArcGIS StoryMaps. This was done successfully in GGRD12 2025, with Sarah Shujah and David Kwasny visiting the classroom for two 45-minute sessions during the semester. Support from Doris McCarthy Gallery (DMG), with their programming aligns. For example, students in GGRD12 2025 visited the Love + Numbers exhibition, Works by Theo Jean Cuthand, Curated by Wanda Nanibush. This was a facilitated visit with Erin Peck, the DMG Exhibitions and Programming Coordinator. The introduction, curatorial essay, art viewing, and facilitated discussion deepened student engagement with seminar themes and concepts. The department will be requesting support through the Pedagogies of Inclusive Excellence (PIE) Fund to support this course, as this course responds directly to UTSC’s Strategic Plan and calls from the Working Circle to foreground Black and Indigenous perspectives in our curriculum. The department is currently working on the application for PIE funding. If the PIE fund request is denied, the department will proceed with its discretionary funds to support the course. Honorarium to compensate one land-based resource person for one facilitated experiential learning activity during the semester. Funding for the honorarium will also come from the PIE funding. If this is not approved, then the department will fund this Honorarium from their existing budget.
Overlap with Existing Courses: GGRB18H3 Whose Land? Indigenous-Canada-Land Relations provides the baseline history and geography of the four stages in the evolving relationship between Indigenous and non-Indigenous people in Canada, starting before European contact, as outlined in the Royal Commission on Aboriginal Peoples (1996). It is centred in the Toronto/Scarborough and Great Lakes region so that students can connect to what they are learning. GGRC28H3 Indigenous Peoples, Environment and Justice applies this baseline knowledge to explore how Indigenous peoples govern relationships with the land, waters, and peoples of place, and respond to settler-colonial infringements; and to identify challenges, strengths and opportunities to support the restoration of Indigenous ecologies. The new proposed course goes further than ‘whose land?’, asking what is or who is the land herself? This gets to the animacy of land within Indigenous relational cosmologies, languages, and practices, and it builds on Black and Feminist critique of the ‘human’ and land that became entrenched in a post-Columbus era.
Estimated Enrolment: 20-25
Proposal Status: Under Review

1 Course Modification - No Committee

GGRC42H3: Making Sense of Data: An Introduction to Geographic Data Science

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)
Title: Previous: Making Sense of Data: Applied Multivariate Analysis New: Making Sense of Data: An Introduction to Geographic Data Science
Description: Previous: This course introduces students to the main methods of multivariate analysis in the social sciences, with an emphasis on applications incorporating spatial thinking and geographic data. Students will learn how to evaluate data quality, construct analysis datasets, and perform and interpret multivariate analyses using the R statistical programming language. New: This course builds on foundational knowledge of spatial analysis to introduce the principles and methods of geographic data science. Emphasizing spatial thinking and computational approaches, students learn how to acquire, clean, and visualize spatial data; identify patterns and relationships across places;

and apply advanced analytical techniques to address questions in the social sciences. The course develops practical skills in coding, spatial data management, and reproducible analytical workflows that extend spatial analysis into contemporary data-driven research and policy practice.
Prerequisites: Previous: STAB22H3 or equivalent New: Any 8.0 credits including [STAB23H3 and GGRB30H3]
Exclusions: Previous: GGRC41H3 (if taken in the 2019 Fall session) New:
Learning Outcomes: Previous: - read, modify, and execute R code for handling data and performing statistical analysis - understand the types of multivariate analyses used in the social sciences in research and practice - determine which multivariate analysis technique is appropriate for solving common types of problems in the social sciences - understand how spatial data differs from conventional types of data and know why and how this might impact their multivariate analysis - estimate, diagnose, and interpret multivariate regression models, principal components analysis, and clustering techniques New: - Acquire, clean, and manage geographic data from diverse sources to support spatial analysis - Visualize geographic patterns and relationships using appropriate mapping and data visualization techniques - Apply computational thinking and coding skills to manage and analyze spatial data within reproducible workflows - Demonstrate how the distinctive properties of spatial data can be harnessed to extend and enrich analytical approaches used in conventional data science - Communicate insights from geographic data clearly and effectively through visual and written outputs
Topics Covered: Previous: -Assessing data quality for multivariate analysis - Editing R code and writing R-Markdown workbooks - Ordinary Least Squares regression and regression diagnostics - Principal Components Analysis K-Means Clustering - brief introduction to other computational and multivariate methods New: - Acquiring, exploring, and transforming geographic data - Spatial and geometry operations - Spatial analysis and hypothesis testing - Visualizing data through maps and plots - Writing, editing, and troubleshooting code - Communicating results through reproducible workbooks
Rationale: The revised course title, description, and learning outcomes provide a clearer and more forward-looking skill set that aligns with the department's evolving pedagogical direction and the demands of contemporary spatial data analysis. 1. The course title and description have been updated to more accurately represent the topics and content covered in the course. 2. Prerequisites have been revised to better prepare students for the course and to align with GIS program requirements. STAB22 has been replaced with STAB23 for consistency with other Social Sciences courses, and GGRB30 has been added to ensure students have foundational GIS knowledge before enrolling in GGRC42. 3. Learning outcomes and topics covered have been updated to reflect broader developments in Geographic Information Systems (GIS). The field is shifting from a focus on proprietary desktop software toward Geographic Data Science (GDS), emphasizing open-source tools, coding, and computational, data-driven workflows. While the previous course captured some of these elements, its emphasis on classical statistical methods limited the development of broader computational skills. The revised GGRC42 better aligns with industry expectations and peer programs, supports the long-term strengthening of the GIS Minor, and contributes to the department's aim of developing a Major Program in GIS.
Consultation: DCC approved - October 23, 2025 RO Approval: Oct 29, 2025 CMS Consultation: December 5, 2025
Resources: None
Proposal Status: Under Review