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

TO:	UTM Academic Affairs Committee
SPONSOR:	Professor William A. Gough, Interim Vice-Principal Academic & Dean
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PRESENTER:	Professor Bryan Stewart, Vice-Dean, Academic Programs
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DATE:	April 21, 2026, for April 28, 2026
AGENDA ITEM:	4

ITEM IDENTIFICATION:

Major Modification: New Freestanding Minor in Health, Environments, and Society, UTM

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing degree programs. All major modifications shall be reported annually for information to the Committee on Academic Policy and Programs.

GOVERNANCE PATH:

1. **UTM Academic Affairs Committee [For Approval] (April 28, 2026)**

PREVIOUS ACTION TAKEN:

No previous action taken.

HIGHLIGHTS:

The Department of Geography, Geomatics and Environment at the University of Toronto Mississauga (GGE) is proposing a new freestanding Minor in Health, Environments, and Society to address the growing need for interdisciplinary, place-based approaches to understanding health equity across local and global contexts. The proposed Minor is planned to launch in September 2026.

Responding to strong student demand and a recognized gap in undergraduate offerings, the minor integrates geographic theory, spatial methods, and community-engaged research to

examine how environmental and social conditions shape health outcomes, while aligning with UTM's strategic priorities in student success, equity, and experiential learning.

Broad consultation on the new Minor was held tri-campus. The proposal has been presented to tri-campus Deans and shared with several departments at UTM, Faculty of Arts & Science, and University of Toronto Scarborough. The proposed Minor received general support; feedback and resulting revisions from these consultations are detailed in the proposal.

The minor will be delivered by existing faculty in GGE with expertise in health geography and supported by active learning classrooms and teaching assistant (TA) resources. Student advising and program administration will be absorbed by existing staff and faculty in GGE.

FINANCIAL IMPLICATIONS:

There are no financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the Freestanding Minor in Health, Environments, and Society, in the Department of Geography, Geomatics and Environment, UTM, as detailed in the proposal dated April 9, 2026, be approved, effective September 1, 2026.

DOCUMENTATION PROVIDED:

Major Modification Proposal: New Freestanding Minor in Health, Environments, and Society, UTM

University of Toronto

Major Modification Proposal:

Add Program Structure (Freestanding Minor)

Program being modified:	New Freestanding Minor
Program of Study Code(s):	New POSt is needed
Proposed major modification:	New Freestanding Minor in Health, Environments, and Society
Department/unit (if applicable):	Department of Geography, Geomatics and Environment
Faculty/division:	University of Toronto Mississauga
Dean's office contact:	Bryan Stewart, Vice-Dean, Academic Programs vdacademicprog.utm@utoronto.ca Ferzeen Sammy, Associate Director, Academic Programs & Quality Assurance ferzeen.sammy@utoronto.ca
Proponent:	Laura Brown Professor and Chair, Department of Geography, Geomatics and Environment lc.brown@utoronto.ca Kathleen Wilson Professor, Department of Geography, Geomatics and Environment kathi.wilson@utoronto.ca
Version date:	April 9, 2026

Framework for UTQAP Major Modifications

The University of Toronto Quality Assurance Process (UTQAP) supports a structured approach for creating, reflecting on, assessing, and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its Statement of Institutional Purpose (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:”

> The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life — academic and administrative complement, research and scholarly activity, infrastructure, governance, etc. — bear on the quality of academic programs and the broad educational experience of students. (Policy for Approval and Review of Academic Programs and Units (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations. These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

The University of Toronto embraces academic change as a critical part of maintaining and enhancing programs of outstanding quality through a process of continuous improvement.

Major Modification Proposal

A major modification to an existing program is a restructuring of a program, a merger of or the creation of new elements within existing programs, or a renewal of a program in order to keep it current with its academic discipline or improve student academic experience.

This template should be used to bring forward proposals for major modifications for:

- Creation of a new program of specialization where another with the same designation already exists (e.g., a new specialist program where a major with the same designation already exists).
- Addition of a new major or specialist that does not differ substantially in program requirements or learning outcomes from an existing program.
- Merger of two or more existing programs.
- Creation of a minor where there is no existing program of specialization (i.e., a "freestanding minor").
- Creation of a field or concentration within an existing graduate program.
- Creation of a stream within an existing undergraduate program.

This template aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal. Divisions may have additional requirements that should be integrated into the proposal. Examples of major modifications are provided in UTQAP 3.1. See the VPAP website for more information on major modifications.

Development and Approval Steps	**Date (e.g., of final sign off, governance meeting, inclusion in reports)**
Dean's office sign-off	April 6, 2026
VPAP sign-off	April 8, 2026
Unit-level approval (required)	January 14, 2026
Faculty/divisional governance	April 28, 2026
Faculty/division submits final proposal to VPAP	April 29, 2026
Included in Major Modification Report to AP&P	May 12, 2026
Included in Major Modification Report to Quality Council	July 2026

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1 Executive Summary

Please provide a brief summary of the change being proposed.

The Department of Geography, Geomatics and Environment (GGE) proposes a new freestanding Minor in Health, Environments, and Society (HES), launching in Fall 2026. This interdisciplinary program addresses the urgent need to understand how health outcomes are shaped by a broad range of environmental conditions and social structures across local and global scales. The COVID-19 pandemic and ongoing socio-economic and ecological transitions have underscored the importance of spatial and place-based approaches to health equity. This minor fills a critical gap in undergraduate program offerings at UTM, the tri-campus, and across Canada, where health geography programs are rare.

Program Objectives:
The minor aims to:

- Equip students with knowledge and skills to analyze how physical, social, political, and health system environments contribute to health disparities.
- Apply geographic methods and tools—including GIS, participatory mapping, and community-engaged research—to address health questions.
- Develop students' critical thinking and research skills to evaluate health information and promote equity.

Equity, Diversity, and Inclusion (EDI) Focus:
Central to the program is its commitment to addressing health inequities among populations navigating intersecting identities and social disadvantages, including racialized individuals, immigrants, and Indigenous communities. Courses embed anti-racist and decolonizing frameworks, integrate Indigenous content, and critically examine structural determinants of health. This approach aligns with U of T's commitments to inclusive excellence and the Truth and Reconciliation Commission's Calls to Action.

Program Design:
Students will complete 4.0 credits, including foundational courses (e.g., GGR253H5: Health, Environments, and Society), a methods course (GGR380H5: Geographic Approaches to Health

Research: Methods and Ethics), and upper-year electives on topics such as global health, Indigenous health, migration, and pandemics. These courses are mostly offered by GGE as well as ANT220H5 offered by the Department of Anthropology, and SOC318H5 and SOC415H5, offered by the Department of Sociology. Experiential learning opportunities will include research projects, community-engaged scholarship, and applied projects.

Accessibility and Inclusion:
The program embraces Universal Design for Learning principles by offering multiple means of engagement (lectures, seminars, experiential projects), representation (varied content formats, accessible resources), and action/expression (flexible assessments, technology integration).

Impact and Demand:
Student surveys indicate strong interest, with 73% expressing interest or high interest (see section Need and Demand for details). The program complements existing majors in geography, health studies, and related fields, preparing students for careers in public health, policy, planning, and research. It leverages UTM's location and partnerships to provide real-world learning opportunities and aligns with UTM's strategic priorities of fostering student success, equity, and community engagement.

Resources:
The minor will be delivered by existing faculty in GGE with expertise in health geography and supported by active learning classrooms and TA resources. Student advising and program administration will be absorbed by existing staff in GGE. Additional teaching assistant resources will be required for the three new courses (GGR253H5: Health, Environments, and Society; GGR364H5: Geographies of Global Health; GGR380H5: Geographic Approaches to Health Research: Methods and Ethics).

The Minor in Health, Environments, and Society strengthens UTM's interdisciplinary program offerings, addresses critical gaps in health geography education, and prepares graduates to tackle complex health challenges through spatial, social, and environmental lenses, with a strong commitment to equity, diversity, and inclusion.

2 Effective Date

Please indicate when students may first be enrolled in the new structure and the anticipated date of the first review.

Effective date: September 1, 2026.

Date of first review: The new minor in Health Geography will undergo its first cyclical UTQAP external review alongside other programs offered by the Department of Geography, Geomatics and Environment. The next program and unit review of the unit is scheduled to take place in 2029-30.

3 Calendar Copy

Insert calendar copy, including the program description, with all changes tracked or highlighted.

The Health, Environments, and Society Minor explores the complex relationships among health, a range of environments (e.g., economic, social, political, neighbourhood, health care, physical, etc.), and social structures across local and global contexts. Students will examine how different environments shape health outcomes and contribute to inequities in disease, health, and wellbeing through a geographical lens. With its coursework, critical inquiry, and applied research, the program equips students with the tools to analyze spatial and place-based processes, evaluate social, structural, and environmental determinants of health, and propose innovative strategies to promote health equity.

Enrolment Requirements

Enrolment requires completion of 4.0 credits.

Completion Requirements

4.0 credits are required, including 3.0 credits at the 300/400 level:

Second Year: 1.0 credit

- GGR277H5 (or an equivalent)
- GGR253H5 or ANT220H5

Higher Years: 3.0 credits

- 3.0 credits from GGR301H5 or GGR322H5 or GGR363H5 or GGR364H5 or GGR366H5 or GGR375H5 or GGR380H5 or GGR415H5 or ENV311H5 or ENV356H5 or SOC318H5 or SOC451H5

Notes: Up to 1.0 credit from JEG417Y5, GGR300H5, GGR399Y5, and GGR489H5 may be used toward program completion, depending on the topic. Students interested in counting any of these courses towards the completion of the minor must obtain permission from the Academic Advisor in the Department of Geography, Geomatics and Environment, before enrolling in the course.

4 Academic Rationale and Program Objectives

4.1 Program Objectives

a) State the program's objectives.

The objective of the *Health, Environments, and Society* minor are as follows:

i) Equip students to analyze and understand how the role of different environments (physical, social, political, health systems) and social structures in shaping health disparities and inequities in access to care, particularly among marginalized and vulnerable populations;
ii) Apply geographic methods and tools to answer important health research questions;
iii) Develop students' critical thinking and research skills to evaluate information about health and the environment.

4.2 Academic Rationale

In a **single** response, please describe the academic rationale for the proposed changes, referring to the calendar copy above, and considering the offering relative to the criteria below.

a) Discuss the consistency of the program's objectives with the institution's mission and U of T's/the division's/unit's academic plans, priorities and commitments, including consistency with any implementation plans developed following a previous review.
b) Appropriateness of degree or diploma nomenclature given the program's objectives.
c) Evidence that the following have been substantially considered in the context of developing the proposed change and its associated resources:
d) Universal design principles and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University's Statement of Commitment Regarding Persons with Disabilities.
e) Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the Expert Panel on Undergraduate Student Educational Experience and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and Provostial Task Force on Student Mental Health.
f) Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.
g) Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the Scarborough Charter and consistent with the recommendations of the Anti-Black Racism Task Force Final Report.
h) Opportunities for fostering an equitable, diverse, and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the Statement on Equity, Diversity, and Excellence, the Antisemitism Working Group Final Report, the aforementioned reports and future institutional reports related to equity, diversity and inclusion.
i) Where appropriate, discuss unique curriculum or program innovations, creative components, significant high-impact practices relative to the change proposed.
j) Provide a statement on the way in which the proposed major modification will improve the student experience (required).

Context:

UTM's Department of Geography, Geomatics and Environment (GGE) offers a suite of courses in Health Geography, and is well positioned to offer a minor program in Health, Environments, and Society (HES), which will equip students with knowledge and skills to better understand the role of environments (i.e., physical, social, health system, political, etc.) and social structures in contributing to disparities in health and access to health and social care. A subdiscipline of Human Geography, Health Geography provides a lens through which to study the unique factors that influence health in a particular place, the spatial distribution of health determinants across local, regional and global scales, and the complex layering of social, physical, built environments that produce complex landscapes of health and disease.

Health geography as a discipline has played a central role in bringing new attention to how persistent and emerging socio-economic, political and ecological transitions are reshaping health across space, place and time, what they mean for theoretical, conceptual and methodological practices, and how scholars can best respond through knowledge mobilization, policy, and action. As an inherently interdisciplinary field, Health Geography draws on the expertise from natural sciences, social sciences, and public health to study how physical, social, and economic environments influence health and wellbeing, disease patterns, and access to care and put forth practical solutions to inform policies at local, national, and international scales. GGE is uniquely positioned to offer the HES minor through its internationally recognized faculty, award-winning research and teaching, and commitment to innovative pedagogy. The department's strengths in community-based health-equity research and teaching, geospatial technologies and expertise, and interdisciplinary health geography are complemented by community-engaged scholarship, experiential learning opportunities, and applied projects that prepare students to address real-world health and environmental challenges.

The HES minor is being developed in response to the external reviewer report from the department's 2023-24 UTQAP cyclical review, which recommended a refocusing of the department's programs to match current faculty expertise. In the administrative response to the reviewer report, the department articulated plans to develop a minor in community health. Over the past two years, the department has discussed possibilities for the minor and after careful review of existing programs at the University of Toronto and in recognition of the areas of expertise of Health Geography faculty in the Department, it was decided to develop a minor

in Health, Environments, and Society with a focus on relationships between health and environments and their unequal impacts for individuals and societies at local and global scales.

This is a critical moment for GGE to offer a program that addresses the complex interactions between changing socio-economic, political, ecological and built environments and their uneven health and wellbeing impacts for individuals and population groups, especially those navigating intersecting identities and social disadvantages (e.g., racialized individuals, immigrants, Indigenous peoples). The program will incorporate these diverse interdisciplinary perspectives from existing and three newly created courses in GGE to empower students to re-think, re-evaluate, and re-imagine the intersects of health, environments and society, filling critical gaps in the University and the department's curriculum while preparing future generation of leaders in healthcare, public health, education, and policymaking.

Program's objectives and UTM's Mission

The proposed HES Minor supports and aligns with all the priorities in the UTM Strategic Framework.

Truth, Openness, and Reciprocity
The Minor supports Truth, Openness, and Reciprocity by drawing upon existing and modified courses in the Department that have embraced truth and inclusive excellence by incorporating Indigenous content since their inception (e.g., GGR253H5, GGR366H5, GGR415H5).

Foster Student Success
The Minor will Foster Student Success through embracing principles of Universal Design for Learning to ensure all students in the Minor program have access to and can participate in all learning opportunities as follows:

1. Multiple Means of Engagement

    - Flexible learning: the Minor will offer students the opportunity to engage in course material through lectures, seminars, online modules, and experiential learning (e.g., GGR399Y5 and JEG417Y5).
    - Choice in topics and projects: in courses that include case studies/major research projects, students will be able to select case studies or research questions relevant to their interests or lived experiences.
    - Collaborative learning: courses in the Minor will incorporate group work and peer feedback to foster interaction.

- Real-world applications: All courses will engage with current health, environment(s), and societal issues to ensure learning is meaningful and relevant.

2. Multiple Means of Representation

- Varied content formats: Course and tutorial material will be presented through text, visuals (maps, infographics), audio/video lectures, and interactive GIS tools.
- Accessible resources: All course readings and media will be available in accessible formats; all course material can be accessed through Quercus to ensure students can access at their pace and in their preferred space.
- Scaffolded learning: Lectures will include outlines and summaries. Case study and project-based assignments will be designed such that students complete the project in stages to build skills progressively.
- Inclusive examples: Courses and assignments will use case studies and examples from diverse populations and geographies to reflect multiple perspectives and our student body.

3. Multiple Means of Action & Expression

- Flexible assessment: Students can demonstrate learning and knowledge through quizzes/tests/exams, essays, presentations, posters, podcasts, mapping projects, etc.
- Technology integration: The Minor supports the use of qualitative, quantitative and GIS software, and collaborative platforms for project work.
- Low-stakes practice: Some courses will include formative assessments (e.g., discussion boards, quizzes, and draft submissions) to enable students to assess their own learning and knowledge.
- Self-Reflection: Some courses will incorporate journals or blogs for students to express and describe their learning process and critical reflections.

Embrace Our Place

This Minor program will Embrace our Place by leveraging our unique geographic location to support community-engaged learning, research, and service in Peel Region via the Research Opportunity Program (ROP), guest speakers, and course-based research topics and projects in courses aligned with community-level needs as identified by new and existing community partners of faculty in the program (e.g., Network for Healthy Populations, Peel Public Health,

Family Child Health Initiative, Newcomer Centre of Peel), to promote student flourishing and ensure successful program completion.

Empower Research and Impact
The Minor will Empower Research and Impact by integrating faculty research discoveries in course content to shape academic inquiry, student teaching and learning; leveraging UTM's locational strengths and existing partnerships to champion student research opportunities locally and internationally; and promoting interdisciplinary collaboration via faculty networks to provide students with tools to translate knowledge and generate solutions capable of addressing global challenges. In classes (e.g., GGR363H5) students will have the opportunity to analyze (individually and in groups) regional, national, and international data on health and disease inequities to identify determinants across scales, explore variations within and between populations, and identify innovative strategies to address disparities.

Encourage Collaboration and Belonging
The minor will Encourage Collaboration and Belonging. Many of the existing courses embed anti-racism and anti-oppressive practices in content, readings, assignments, teaching, and research practices; creating supports and structures that promote collaboration and belonging by incorporating aspects of the Accessibility for Ontarians with Disabilities Act, the Truth and Reconciliation Report, principles of Universal design and core tenants of equity, diversity and inclusion in curriculum; and fulfilling commitments to anti-discrimination expressed by U of T Working groups and leadership to advance justice in the classroom, campus and beyond. Moreover, the minor itself is inherently rooted in equity, diversity, inclusion and accessibility via its focus on health inequities across scales, within and between population and geographies with the overarching goal of identifying solutions to achieve health equity, locally and globally.

The proposed HES Minor aligns with all three priorities in the current Five-Year Vision of the Department of GGE. First, the minor will create an impactful interdisciplinary educational experience for students, attracting students from both within and outside of GGE, thus addressing GGE's plan to raise the overall awareness and impact of GGE across UTM. Moreover, the proposed minor supports GGE's goal of developing and launching a new Minor program, Strengthening the Geography, Geomatics and Environment programs. Second, the proposed minor will support GGE's goal of Student Success by setting GGE graduates up to succeed in further education and in workplace environments. By drawing on leading edge technology, skill sets and knowledge in the proposed minor courses, as well as providing undergraduate research opportunities to students, the proposed program will not only support student success

in post graduate studies and post university careers, but also facilitate the development of transferrable skills and knowledge applicable to workplace environments. Third, the proposed minor will support GGE's goal of supporting Faculty Success by highlighting the excellence of ongoing department research in the minor courses and student research opportunities while providing faculty the opportunity to refine communication through outreach activities to attract high-caliber students. Likewise, the proposed minor will provide opportunities for faculty to gain exposure to cutting-edge interdisciplinary research and GGE's network of local, national, and international partners.

The minor title "Health, Environments, and Society" is highly appropriate because it accurately reflects the interdisciplinary scope of Health Geography and learning outcomes of the program. Health geography is inherently interdisciplinary, merging concepts from geography with other fields to understand how place, environments, and spatial relationships impact health. It draws on and contributes to disciplines like epidemiology, public health, sociology, environmental science, and medical humanities by using spatial analysis and data along with qualitative methods to examine disease patterns, access to healthcare, the social determinants of health, and the lived experiences of health within and across places and scales. This integration allows for a more holistic understanding of health that considers the environmental, social, cultural, and political contexts of health and disease within specific places. The Minor emphasizes these interdisciplinary roots by demonstrating the interconnectedness of health outcomes with environmental dynamics and social structures – all central to the curriculum. The objectives emphasize understanding health disparities through geographic, environmental, and social lenses, analyzing multiscale dynamics, and applying spatial and place-based methods to promote health equity. Each component of the title corresponds directly to these aims:

- **Health**: Captures the program's focus on health outcomes, disease patterns, and wellbeing.
- **Environments**: Reflects the emphasis on a broad range of various environments across scales influencing health.
- **Society**: Signals the critical role of social structures, cultural contexts, and systemic inequities in shaping health realities.

This nomenclature avoids disciplinary narrowness (e.g., "Health Geography") and instead conveys the integrative approach that aligns with provincial degree-level expectations for breadth of knowledge, interdisciplinary inquiry, and application of methodologies.

This minor will enhance students' educational experiences by providing a platform to develop an in-depth understanding of the dynamic relationships among health, various environmental

conditions and social structures across local and global scales. By offering a variety of courses on the distribution, diffusion, determinants and delivery of health, students will not only learn cutting edge theoretical and methodological advancements in the discipline of health geography but also develop skills that allow them to apply knowledge to design interventions that promote health equity. Since health geography is inherently interdisciplinary, this minor will provide students with opportunities to consider the social, cultural, political, economic, health system and environmental factors contributing to health inequities across local and global scales. Additionally, some students will have opportunities to engage in professional development opportunities via conferences, and the Research Opportunity Program (ROP), which allows students to participate in faculty's research. These experiences will foster transferable skills and open doors to diverse career paths in public health, urban planning, global development, research, government, non-profit.

5 Program Design

5.1 Admission Requirements

Please describe any proposed changes to admission requirements by considering the changes tracked in the calendar copy relative to the following:

a) Discuss the appropriateness of the program's admission requirements as they are articulated in section 3 above, given the program's objectives and program-level learning outcomes.
b) Provide a sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience).

This proposed minor is looking to attract a broad range of students including those enrolled in programs in GGE, particularly those in the Human Geography and Environmental Management programs, and students in other programs with an interest in health topics (e.g. Anthropology, Biology, Economics, Criminology, Sociology). Students enrolled in other programs offered by GGE are allowed to enrol in the Minor. Given the study of health is interdisciplinary in nature, most of GGE's existing Health Geography courses have limited prerequisites thereby enabling non-program students the opportunity to enroll and contribute their interdisciplinary

perspectives to the learning environment. To encourage enrolment from a diverse and interdisciplinary group of students, the Minor Program will maintain open and accessible admission, building on the fact that students from non-GGE programs already take Health Geography courses as electives. Thus, the proposed admission requirements are the completion of 4.0 credits.

5.2 Program Structure and Requirements

Addressing the prompts below in **one response**, please discuss the proposed changes to requirements, including any changes to milestone assessments, by considering the changes relative to the following criteria:

5.3 All Programs

a) With reference to the change proposed, discuss the appropriateness of the offering's structure and the requirements to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate).
b) Appropriateness of the offering's structure, requirements and program-level learning outcomes in meeting the institution's applicable undergraduate or graduate Degree Level Expectations.
c) State the mode of delivery and the appropriateness and effectiveness of the mode(s) of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, flexible-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery) to facilitate students' successful completion of the program-level learning outcomes.
d) If the offering's structure will be an online or hybrid mode of delivery, please discuss the following as appropriate:
e) Maintenance of and/or changes to the program objectives and program-level learning outcomes
f) Adequacy of the technological platform and tools
g) Sufficiency of support services and training for teaching staff
h) Sufficiency and type of support for students in the new learning environment
i) Access

j) Discuss the ways in which the proposed curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.
k) Please provide details on any experiential learning that is part of the offering, including confirmed and interested partners, duration of experiential learning component in a program, and anticipated number of placements.

Program Learning Outcomes:

At the completion of this program, successful students will be able to:

- PLO1: Explain core theories and concepts in health geography, including spatial determinants of health, place-based disparities, and socio-environmental frameworks.
- PLO2: Apply qualitative, quantitative, and geospatial methods to examine how diverse environments influence health outcomes across local and global contexts.
- PLO3: Evaluate health geography literature, research practices, and health indicators in terms of their strengths, limitations, and geographic relevance.
- PLO4: Explain how structural factors, including racism, colonialism, and socio-political systems, shape health inequities across populations and places.
- PLO5: Explain how physical, social, political, cultural, and healthcare environments influence health outcomes and contribute to inequities.
- PLO6: Communicate information about health, environments, and society in written, oral, and visual formats (e.g., maps, policy briefs, community reports) for diverse audiences using appropriate and inclusive language.

Mode of Delivery:
The primary mode of delivery for the Minor is in-person. Courses will include lectures, discussion-based instruction, practicals, and seminar-based instruction in 4th year courses.

State of the Field:
Health Geography is a thriving geographic subdiscipline in Canada, yet the dynamism of scholarship in the area has not translated into specific programs at the undergraduate level. While several institutions such as the University of British Columbia, Simon Fraser University and the University of Waterloo offer graduate programs in Health Geography, there is deficit of focus at undergraduate levels. Comparatively, in the United States, undergraduate Minor programs and Certificates in Health or Medical geography are more numerous, but much of the

attention lies in providing training in spatial disease ecology and geostatistical approaches to public health, lacking attention to the broader socio-structural drivers of health inequities within and between people and places locally and globally, along with the importance of place in producing uneven opportunities for health and wellbeing. McGill University recently launched a Health Geography Minor Concentration, to "introduce students to both local and global health issues", yet its focus is centered on "spatial and statistical analyses of diverse health outcomes in populations." The proposed HES Minor will fill a large educational void at the undergraduate level by providing students with the opportunity to gain knowledge, community partnerships, and transferrable skills, while supporting their opportunities to pursue further graduate studies in Health Geography.

The proposed minor will support community-engaged learning and research locally and globally by providing students with opportunities to engage and learn from community-based organizations, national and international scholars, and by participating in research projects. The Health Geography faculty in the Department have strong research and community collaborations in Peel Region, nationally, and internationally, which will provide the opportunity to enhance integrated teaching and research opportunities for students. For example, Professor Rishworth has expertise in 'virtual field trips' where she invites colleagues from Sub Saharan Africa to visually show and discuss realities in real time, which she plans to integrate in GGR375H5. Faculty also have a strong track record of supporting students and the research needs of local community organizations and services through the ROP, Honours Thesis projects, and the Network for Healthy Populations (NHP) Summer research program, providing a strong foundation to support experiential learning and student engagement on campus and beyond.

Given the profound economic injustices and their uneven impacts on the determinants of health in Peel, this proposed minor will leverage the strengths of UTM's unique location to continue fostering collaborative partnerships with non-governmental organizations, institutions, government, and departments in the tri-campus system to provide students opportunities that address the disproportionate burden of disease in the region. Several community partners, including the Newcomer Center of Peel, The Family & Child Health Center, Transforming Lives through Sustainable and Inclusive Development (TRANSID) Ghana, and Reach One Touch One (ROTOM) Uganda have identified interest in supporting experiential learning in our courses.

Table 1: Degree Level Expectations, Program Learning Outcomes and Requirements

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
Expectations: The Health, Environments, and Society Minor is awarded to students who have demonstrated the following program objectives:		
1. **Breadth & Depth of Knowledge** Breadth of Knowledge: In the course of their studies, students will gain an awareness and appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields. Students will engage in critical thinking and analytical skills – including with respect to equity, diversity, and inclusion – through courses within	Breadth of Knowledge is defined in the minor of **Health, Environments, and Society** as an awareness and appreciation of a wide range of topics in the geography of health. Depth of Knowledge is understood as an in-depth understanding of health geography, the links between various health outcomes and environments, and the application of geographic concepts, techniques and methods through a progression of introductory, core, and specialized courses.	The program design and requirements that ensure these student outcomes for depth and breadth of knowledge are: In terms of breadth, students will acquire foundational knowledge in the geographies of health in the required foundation course **GGR253H5: Health, Environments, and Society** (PLO1, PLO3). Additional breadth of knowledge, in theoretical and applied approaches in Health Geography, will be acquired through the completion of GGR277H5 (or a suitable introductory course in social research methods) (PLO2). Additional

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
and beyond their core field(s) of study, across the humanities, the social and behavioural sciences, and the natural sciences. Depth of Knowledge: Students will attain depth of knowledge in their core field(s) of study through a progression of introductory, core, and specialized courses.	These goals are reflected in the following program learning outcomes: PLO1: Explain core theories and concepts in health geography, including spatial determinants of health, place-based disparities, and socio-environmental frameworks. PLO2: Apply qualitative, quantitative, and geospatial methods to examine how diverse environments influence health outcomes across local and global contexts. PLO3: Evaluate health geography literature, research practices, and health indicators in terms of their strengths, limitations, and geographic relevance. PLO4: Explain how structural factors, including racism, colonialism, and socio-political systems,	breadth will be acquired through completion of an additional 3.0 FCE in upper-level courses (PLO4, PLO5). The structure of the program ensures breadth by requiring students to take 3.0 in topical courses in the field to ensure students engage fully with the geographic perspectives and topics in health. With respect to depth, students will complete at least 3.0FCE in upper-level (third and fourth year courses). These courses expand the foundation built in GGR253H5, ensuring a depth of knowledge (PLO3, PLO4, PLO5). In addition, given the program's foundational focus on inequities in

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
	shape health inequities across populations and places. PLO5: Explain how physical, social, political, cultural, and healthcare environments influence health outcomes and contribute to inequities.	health, equity diversity and inclusion are core components in upper-year courses (GGR301H5, GGR363H5, GGR364H5, GGR366H5, GGR375H5, GGR415H5) (PLO4, PLO5).
2. Knowledge of Methodologies Students will have knowledge of and experience with different methodologies and approaches relevant to their core field(s) of study.	Knowledge of Methodologies is defined in **Health, Environments, and Society** as the students' ability to demonstrate their knowledge of methodologies (both quantitative and qualitative) and data analysis in health geography through a wide variety of course-based work. Knowledge of methodologies in health geography is achieved through several courses that provide students with a range of	The program design and requirements that ensure these student outcomes for research and scholarship are: Students in GGR277H5 will, for example, be exposed to research design and research methods including survey-based research methods, textual and discourse-based research, community-based research approaches, in-depth interviews, and focus groups (PLO2). Students in GGR380H5 will gain an in-depth understanding of the range of

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
	qualitative and quantitative approaches to the study of health geography. The goal is reflected in the program learning outcomes: PLO2: Apply qualitative, quantitative, and geo-spatial methods to examine how diverse environments influence health outcomes across local and global contexts. PLO5: Explain how physical, social, political, cultural, and healthcare environments influence health outcomes and contribute to inequities.	qualitative and quantitative methods of data collection and research design used within the field of Health Geography. This includes spatial analysis and mapping, statistical analysis of secondary health data sets, methods that place emphasis on geography and scale including participatory mapping, body mapping interviews', journey map interviews, go-along (mobile) interviews and community-based research approaches applied to the study of hard-to-reach and marginalized populations. Important emphasis will be placed on ethical and critical frameworks including decolonizing methodologies and anti-racist research practices and approaches (PLO2). Students in GGR322H5 will gain skills and experience using GIS and mapping to

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
		study health data and information (PLO2, PLO5). Students in GGR363H5 will discuss the application of secondary health data sets and quantitative data analysis to the understanding of migration and health (PLO2, PLO5). Students in GGR415H5 will learn about Indigenous methodologies, decolonizing methodologies, and participatory research (PLO2, PLO5). Students in GGR366H5 will engage with core concepts and approaches to development and health, critically analyze competing methodologies used in development, and understand the importance of decolonizing approaches to health and development (PLO2, PLO5).

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
		Students in GGR364H5 will engage with and critically analyze historical and contemporary methodologies employed in global health, apply qualitative and quantitative approaches to diverse global health topics, and understand the importance of decolonizing global health research practices (PLO2, PLO5).
3. Application of Knowledge Students will be able to frame relevant questions for further inquiry within or beyond the core field(s) of study. They will be able to identify and apply the appropriate tools with which they can address such questions effectively. This includes a knowledge of how historical and present discrimination (including, but not	Application of Knowledge is defined in **Health, Environment, and Society** as the ability to apply critical analysis to evaluate health research and the familiarity and ability to apply and use the appropriate theories and methods to address key research questions in the field. PLO2: Apply qualitative, quantitative, and geo-spatial methods to examine how diverse environments influence health outcomes across local and global contexts.	The program design and requirements that ensure these student outcomes for application of knowledge are: GGR253H5 – through lectures, active-based learning tutorials, class discussions, and assignments, students will acquire skills in applying appropriate theoretical, conceptual, and research tools. Importantly, given the program's focus on health inequities, students will acquire

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
limited to, discrimination on the basis of race, religion, sexuality, gender, and ability) affect these questions, problems, and solutions.	PLO3: Evaluate health geography literature, research practices, and health indicators in terms of their strengths, limitations, and geographic relevance. PLO4: Explain how structural factors, including racism, colonialism, and socio-political systems, shape health inequities across populations and places. PLO5: Explain how physical, social, political, cultural, and healthcare environments influence health outcomes and contribute to inequities.	knowledge of how historical and present racism and discrimination, including systemic and structural), impacts individual and population wellbeing (PLO2, PLO3, PLO4). GGR322H5 – will focus on the application of GIS and spatial analysis to understand health inequities and determinants of health (PLO2, PLO4) GGR363H5 – will focus on the application of knowledge to intersectional immigrant populations (PLO2, PLO3, PLO4, PLO5) GGR364H5 – through lectures, in class discussions, case studies assignments, and virtual field trips, students will acquire skills in applying theoretical,

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
		conceptual and methodological tools to diverse global health problems. Students will acquire knowledge of how historical and contemporary processes of discrimination, marginalization and exploitation perpetuate global health inequities and identify strategies capable of generating solutions (PLO3, PLO4, PLO5). GGR366H5 – through lectures, in class discussions, case studies, assignments and capstone projects, students will develop skills to apply theories, concepts, and methods of development and health to historical and contemporary issues in Sub-Saharan Africa. Students will learn how global systems of development have historically marginalized, exploited and

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
		discriminated against the SSA region, and develop an understanding of how historical processes of exploitation continue to shape patterns and experiences of (under)development and health inequities. Students will also develop skills to identify appropriate, context specific strategies capable of generating sustainable solutions (PLO3, PLO4, PLO5). GGR415H5 – will focus on the application of knowledge to Indigenous populations and communities in Canada (PLO4, PLO5)
4. Communication Skills Students will be able to effectively communicate and critically evaluate information, arguments, and	Communication Skills is defined in **Health Environment and Society** as the importance of developing written, oral, and visual communication skills that enable our graduates to write and speak clearly and to critically	The program design and requirements that ensure these student outcomes for communication skills are:

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
analyses, using a range of modes of communication.	evaluate and present health information, data and analyses. PLO1: Explain core theories and concepts in health geography, including spatial determinants of health, place-based disparities, and socio-environmental frameworks. PLO4: Explain how structural factors, including racism, colonialism, and socio-political systems, shape health inequities across populations and places. PLO5: Explain how physical, social, political, cultural, and healthcare environments influence health outcomes and contribute to inequities. PLO6: Communicate information about health, environments, and society in written, oral, and	Individual and group-based work where students communicate and collaborate (GGR253H5, GGR301H5, GGR318H5; GGR363H5, GGR366H5) (PLO1, PLO4, PLO6). Informal presentations in GGR364H5, GGR366H5 (PLO6). Formal presentations in GGR301H5, GGR364H5, GGR363H5, GGR366H5 (PLO1, PLO4, PLO6). Data-based communication through maps, charts/graphs will be the focus in GGR301H5, GG322H5, GGR363H5, GGR380H5 (PLO6).

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
	visual formats (e.g., maps, policy briefs, community reports) for diverse audiences using appropriate and inclusive language.	
5. Awareness of Limits of Knowledge Students will acknowledge and appreciate the limits of their own knowledge. They will also gain an awareness of the uncertainty, ambiguity, and limits of our collective knowledge and how these might influence analyses and interpretations. Outcomes: a. Identify the limits of their own knowledge and ability. b. Recognize the uncertainty, power relations, ambiguity, and limits of knowledge and how this might influence analyses and interpretations.	Not Applicable	Not Applicable

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
6. Autonomy and Professional Capacity Students will acquire the skills, knowledge, and critical problem solving they need to become informed, ethical, inclusive, independent, and creative thinkers and decision-makers; gain an awareness and appreciation that knowledge and its applications are influenced by and contribute to society as a whole; and lay the foundation for learning as a life-long endeavour. Outcomes: a. Manage and critically reflect on their own learning within and beyond the core field(s) of study. b. Uphold the ethical values of the University, including freedom of expression and	Not Applicable	Not Applicable

UTM Undergraduate DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
scholarly inquiry, academic integrity, equity, diversity, and inclusion, sustainability, and global citizenship. c. Exercise initiative, personal responsibility and accountability in personal and group problem solving and decision-making contexts. d. Identify how their areas of study relate to their personal and professional development.		

6 Assessment

a) Discuss the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.
b) Discuss the appropriateness of the plans to monitor and assess the following:
l) The overall quality of the offering's structure
m) Whether the program and/or the offering within the program is achieving in practice its proposed objectives
n) Whether its students are achieving the program-level learning outcomes
o) How the resulting information will be documented and subsequently used to inform continuous program improvement.

List of Program-Level Learning Outcomes and Assessments

List of PLOs	Tests and exams	Literature Reviews	Individual and Group Oral Presentations	Research Proposals and Projects	Assignments
PLO1: Explain core theories and concepts in health geography, including spatial determinants of health, place-based disparities, and socio-environmental frameworks.	*X*	*X*			
PLO2: Apply qualitative, quantitative, and geospatial methods to examine how diverse environments influence health outcomes across local and global contexts.				*X*	*X*
PLO3: Evaluate health geography literature, research practices, and health indicators in terms		*X*		*X*	*X*

of their strengths, limitations, and geographic relevance.					

PLO4: Explain how structural factors, including racism, colonialism, and socio-political systems, shape health inequities across populations and places.	*X*	*X*	*X*	*X*	*X*

PLO5: Explain how physical, social, political, cultural, and healthcare environments influence health outcomes and contribute to inequities.	*X*	*X*	*X*	*X*	*X*

PLO6: Communicate information about health, environments, and society in written, oral, and visual formats (e.g., maps, policy briefs, community reports) for diverse audiences using appropriate and inclusive language.			*X*	*X*	*X*

In the 200-level introductory course GGR253H5: Health, Environments, and Society, breadth of knowledge, knowledge of methodologies, and the application of knowledge will be assessed through tests, exams, participation, and short assignments.

In the upper year courses including GGR301H5, GGR318H5, GGR322H5, GGR363H5, GGR364H5, GGR366H5, GGR380H5, GGR415H5, assessments will focus on depth of knowledge, the application of knowledge, knowledge of methodologies, awareness of limits of knowledge, and communication skills. Building on assessments in lower-year courses, upper year courses will include tests, exams, participation in tutorials and online discussions, critical reading responses, analytical papers and case studies/research projects where students will apply knowledge and skills from their studies to a real-world problem. In addition, some courses will include scaffolded in-depth project-based work of specific topics (e.g., immigration and health, pandemics, Indigenous health, health and development, global health). For these assessments, student will select a health-focused research question or problem to investigate, apply Health Geography methodologies and analyses, and produce a final report/paper that integrates text, graphics and figures, oral presentation (group-based) and/or poster presentation.

The range of assessment used in individual courses and the Minor program embraces principles of Universal Design for Learning by ensuring multiple means of action and expression to enable students to demonstrate their knowledge in diverse ways. These assessments are consistent with modes of assessment in the Human Geography minor and major programs in the department.

The department plans to assess the success of the Health, Environments, and Society minor by monitoring enrolments, time to completion, and rates of completion. Student satisfaction will be assessed using student opinion surveys linked to individual program courses. In addition, the department will conduct surveys of program student satisfaction during and upon completion of the program.

7 Need and Demand

Provide a brief description of the need and demand for the proposed offering, including information on student demand and internal cognate and external comparator programs as relevant.

In Fall 2024, our department conducted a survey of students to gather further insight on offering a minor program in Health Geography that will examine the role of place, landscape, and environments (social, physical, ecological, political) in shaping health and its determinants; enhance knowledge on spatial variations in health and disease locally and globally; and unpack reasons why some people and places are healthier than others. The survey was disseminated via various channels (i.e., Quercus, courses), and through the Student Association for Geography and the Environment (SAGE) between November 28-December 14, 2025. In total, we received 140 responses to the survey, which expressed great enthusiasm and interest from our students for the proposed minor program. Overall, the majority of students who responded were in 2nd, 3rd, and 4 year of their undergraduate studies (Fig 1). They were also enrolled in major and minor degree programs in GGE (57%), and outside of GGE (43%)□ a diverse mix of major and minors in various programs across UTM. Students found the “Health, Environment, and Society” name to be most fitting for the minor program (Fig 2). Additionally, nearly half (42%) and one-third (31%) of students surveyed expressed that they were ‘interested’ and ‘very

interested', respectively, in the proposed minor program (Fig 3). As well, students were interested in a variety of topics for the program, some of which included, "Environment (urban and rural) and health" (84%), "Disease and pandemics" (75%) and "Health care systems and health policy" (71%), to name a few and as shown in Fig 4. Overall, the survey findings showed that students who are interested in the proposed program are from various social sciences programs across UTM, emphasizing the importance of an interdisciplinary approach to developing the minor program. The survey also revealed the diverse variety of courses students are interested in, the majority of which are already being offered by the department.

Fig 1. Progress in Degree Programs

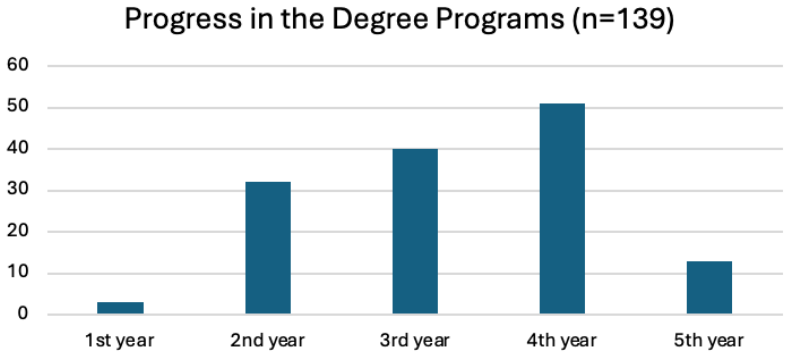
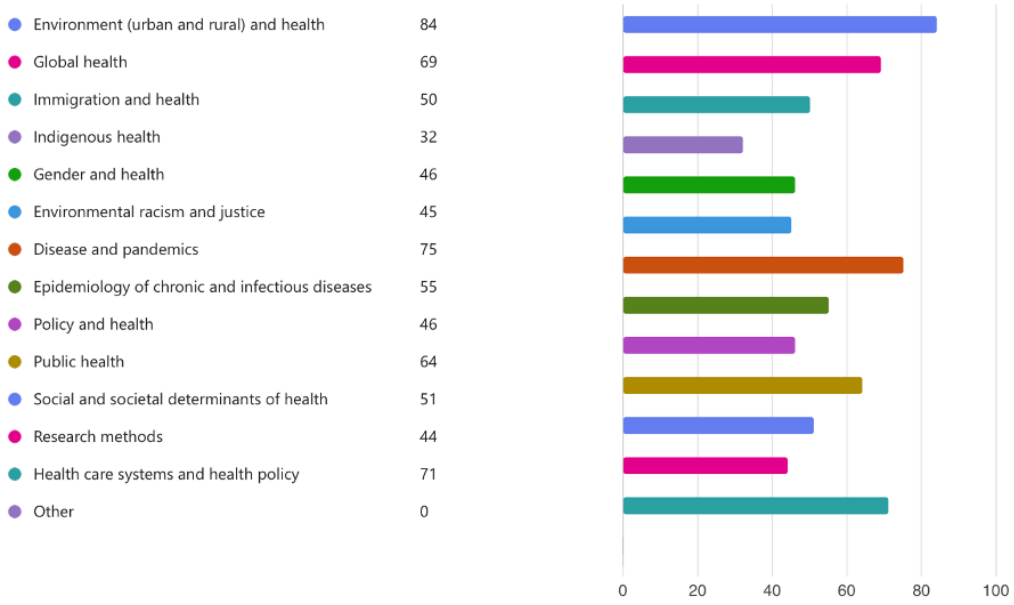


Fig 2. Proposed name for the minor program

Fig 3. Level of interest in a Health and Geography Minor.

Fig 4. Examples of topics of interest for the program



Comparable Programs:

In Canada, the study of health and its determinants remains the primary focus of most of medical, population health or epidemiological undergraduate programs. While these are important to increase knowledge of the biological aspects of health, very few programs incorporate critical and theoretical approaches to the study of health and wellbeing. Even fewer take a spatial lens to the study of health and its determinants, thus negating the ways space, place and time inform the production and distribution of health inequities across geographic scales.

These gaps present an untapped potential for UTM to develop the new HES minor. As societies are increasingly grappling with complex and emerging health challenges, there is increasing evidence that the demand for graduates with skills related to health geography and related fields (e.g., public health, environmental health, global health) is growing across Canada (University of Waterloo, 2025; Government of Canada, 2025 a,b). This is evident in high health related job vacancy rates, significant job creation in the environmental health sector, and increasing demand for data-driven, preventive health approaches. For instance, in Canada, the health-related occupation vacancy rate nearly doubled from 2.1% to 5.8% between 2016 and 2024, with 78,600 unfilled positions in the third quarter of 2024, highlighting a growing need for graduates with health-related knowledge. Likewise, the environmental-health sector in Canada is expected to have high demand, with job growth and retirements accounting for approximately 173,000 net new job openings by 2025 (Government of Canada, 2025 a,b). Since the labour market demand for individuals with an education in health geography and related fields is promising, the proposed minor provides students with a cutting-edge education and the skills (e.g. knowledge of social and structural determinants of health, health systems and policy, GIS and spatial analysis, data visualization and mapping, critical thinking, teamwork) needed to fill growing employment gaps.

Existing health focused programs offered by peer universities:

University of Toronto Scarborough's Department of Human Health and Disease offers a major in Population Health. This program aims to "explore the biological and environmental determinants of health, epidemiology, aging and the life cycle." Consequently, the minor program stresses the "biological basis for health and disease, including infectious, non-communicable, environmental diseases and the social determinants of health." Likewise, the program is housed in a Science program and does not have the sustained focus on the social, structural, environmental factors or critical qualitative and quantitative analysis that our program does.

The *UTSC Health and Society* program offers four interlinked majors in Health Policy (BA), Co-op in Health Policy (BA), Population Health (BSc), Co-op in Population Health (BSc). The Health Policy programs "cultivate a sophisticated understanding of the structure and effectiveness of health care systems," whereas the Population Health programs "anchor their knowledge in a sophisticated understanding of health and illness's biological determinants, including epidemiology, aging and the life cycle." Although these programs provide students with various

options to study health and illness, focus is centered on biological determinants and health policy, neglecting the ways environments across space and scales shape the social, structural and biological determinants of health, in Canada and internationally.

The *University College* Public Health program, offered in close collaboration with the Dalla Lana School of Public Health (DLSPH), offers an undergraduate program that "tackle[s] complex health challenges using interdisciplinary tools rooted in equity, systems thinking, and real-world impact." The program offers avenues where "students explore how environments, systems, and institutions shape population well-being." While such a focus is important, this program is focused on public health, not health geography, and thus courses and assignments focused on place, environments, scale, and geographic approaches to health research are not included.

McGill University's Department of Global and Public Health offers a Faculty Program in Population and Global Health to undergraduate students. While this minor offers a more comprehensive perspective to the study of health from a geographical perspective, critical topics/issues proposed in UTM's Health Geography Minor including the study of particular health inequities experienced among certain populations (e.g. indigenous populations, racialized communities, immigrants, temporary workers, asylum seekers), and regions (e.g., Sub-Saharan Africa) are absent.

The Department of Cell and Systems Biology, FAS, UoT, offers a Major in Health and Disease which provides "students with a solid foundation in the biological sciences as it relates to basic human physiology and the mechanisms of disease and to facilitate the integration of concepts from across the life sciences, social sciences and humanities." The core focus of this minor is biological understandings of health.

The *University of Ottawa* offers a Minor in Health Sciences, where students are "exposed to the interactions of bioscience, social and environmental health determinants and their combined influences on health, disease, disability, longevity and health equity." While the Minor offers opportunities to learn about the sociopolitical and economic perspectives in health, the dominant focus is in life sciences (e.g., Microbiology and Immunology, Molecular Mechanisms of Disease), missing a more holistic and critical approach to the study of health locally and internationally.

The *University of Waterloo's Health Science* supports a variety of Major and Minor programs related to health, such as public health; addictions, mental health, and policy, and aging studies. Its curriculum is heavily weighed towards health systems, health services and infrastructure, with few courses in critical health scholarship, methods, or global health inequalities.

University of Florida's College of Liberal Arts and Sciences houses a Minor in Medical Geography and Global Health. This minor does provide hands on experience, similar to our proposed UTM Minor, yet training is in geospatial analysis through lab-based applications, lacking any community engaged, experiential learning.

8 Enrolment

a) Please provide details regarding the anticipated in-take by year, reflecting the expected increases to reach steady state. Include approximate domestic/international mix. This table should reflect normal estimated program length. (Please adjust the table as necessary.)
b) Please provide an explanation of the numbers shown and their relationship to the Faculty/division's enrolment plan. Please be specific where this may differ from approved enrolment plans

Table 2: Enrolment Projections

Year of Study	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32*
Year 2	25	35	40	60	60	60
Year 3	-	25	35	40	60	60
Year 4	-	-	25	35	45	60
Total	25 (18 dom.; 7 intl.)	60 (42 dom.; 18 intl.)	100 (70 dom.; 30 intl.)	135 (95 dom.; 40 intl.)	165 (116 dom.; 49 intl.)	180 (126 dom.; 54 intl.)

*Program is expected to reach steady state in 2031/32.

Current total enrolment in the Minor in Human Geography is 135 students and total enrolment in the Minor in Environmental Management is 65 students. Our projected enrolment is thus aligned with current enrolments. We do anticipate higher levels of interest in the proposed Minor program given it will be of interest to students from a broad range of disciplines.

The mix of international vs. domestic students is anticipated to reflect current GGE program enrolments, at ~70% domestic and ~30% international students.

9 Impact of the Change

c) Please assess the impact the proposed modification will have on the program's students and/or other units or divisions.

We anticipate a positive change for the Human Geography program in terms of increasing enrolments vis-à-vis the minor. The minor provides an important opportunity for students outside the Department who are interested in a stronger background in health and health research but these opportunities are not available within their home departments.

i. As part of the minor, we are creating three new courses:
    a. a new foundational course for the program, **GGR253H5: Health, Environments, and Society**. A second-year introductory course ensures students gain foundational knowledge earlier in their academic trajectory (i.e., second year), and allows them to integrate core concepts learned in GGR253H5 in subsequent upper-year courses, which are more focused on specific topics. Creating a gateway course at the second-year level promotes accessibility and open enrolment for students outside GGE, encouraging participation from a broad interdisciplinary cohort.
    b. **GGR364H5: Geographies of Global Health**. The creation of GGR364H5 fills a critical gap by introducing students to key principles and theoretical frameworks in global health, providing students with foundational knowledge in understanding how place, environments and scale shape health disparities and patterns of inequality globally. This course will interrogate the impacts of colonial legacies and neoliberal policies on health and disease globally, explore ethical and legal issues surrounding global health policies, priorities and practices, and critically analyze why global health initiatives often fail. By learning how historical and contemporary socio-political, economic and environmental forces interact to shape health

inequities globally, students will explore some of the world's most pressing health challenges such as climate change, pandemics, disease and social inequality that transcend borders, build data literacy skills, and develop the capacity to evaluate competing evidence sources. This will give students the tools to understand the spatial patterns and underlying processing driving global health disparities, and allow them to engage legal, ethical and place-based solutions to improve health worldwide. By engaging with issues of global importance, GGR364 will foster critical awareness and ethical reasoning among students, not only giving them the tools to engage with diverse communities in their local context, but also allowing them to develop transferable skills such as interdisciplinary problem solving, policy analysis and communication – all competencies that are highly valued across fields such as public health, global development, environmental policy, healthcare, and beyond.

c. **GGR380H5: Geographic Approaches to Health Research: Methods and Ethics**. The creation of GGR380H5 fills a critical gap by introducing students to the distinctive methodological toolkit of health geography, with a strong emphasis on place-based approaches. Beyond conventional quantitative and qualitative techniques, this course incorporates innovative methods such as go-along interviews, journey map interviews, participatory mapping, and geospatial analysis. These approaches allow students to capture lived experiences of health in context, analyze spatial patterns, and understand how to engage communities in co-producing knowledge. Coupled with ethical frameworks like decolonizing methodologies and anti-racist practices, GGR380H5 equips students to design rigorous, socially responsive research that addresses health disparities.

ii. **GGR265H5: (Under)development and Health** will be modified and renumbered to **GGR366H5: (Under)development and Health)**. Modifying GGR265H5 to 300-level as GGR366H5 reflects the advanced conceptual and critical engagement required to analyze the intersections of underdevelopment, health systems, and socio-political structures in Sub-Saharan Africa. Positioning this course later in the program ensures students have acquired foundational knowledge in health geography and global health determinants, enabling them to approach complex issues such as structural inequalities, historical legacies, and policy frameworks with greater depth.

iii. **GGR353H5: Disease and Death will be retired.** This course served an introduction to Health Geography. It has been replaced by GGR253H5: Health, Environments, and Society which better reflects the approach to and understandings of health, wellbeing, inequities and the social determinants of health espoused in the Minor.

In-progress students in second year or above may opt into the new minor and we will accept prior courses taken (GGR353H5 and GGR265H5) despite the changes made to them.

The new courses will be available to students outside the Minor and the Department, providing students from other programs and fields the opportunity to take courses focused on global health and health research methods to enhance their skills and knowledge about the interconnections among health and various environments at the both the individual and societal level.

10 Resources

10.1 Faculty

Please fill out the table below.

Table 3: Faculty Complement (please list alphabetically)

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and % (n/a)**	**Graduate Faculty Membership Status and Graduate Unit**	**Commitment to Other Programs**	**Nature of Contribution to This Program** *(Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)*
Tenure Stream: Full Professor					
Kathi Wilson	GGE 100%		Full, Geography and Planning		CI, TS; teach GGR277H5, GGR363H5; and GGR415H5; supervise students in GGR399Y5 and JEG417Y5 (ROP/Internship courses; supervision only).
Tenure Stream: Associate Professor					
Vincent Kuuire	GGE 100% (on leave)		Full, Geography and Planning		CI, TS; teach GGR364H5, GGR366H5, and GGR380H5.
Tenure Stream: Assistant Professor					
Ghazal Fazli	GGE 100%		Geography and Planning	50% course release buyout each year as Novo Nordisk Research Chair in Social and Environmental Determinants	CI, TS; teach GGR253H5 in Year 1; and GGR253H5 and GGR301H5 in Year 2. Supervise students in GGR399Y5 and JEG417Y5 (ROP/Internship courses; supervision only).

				of Health. Teaches one undergrad and one grad course in Year 1; and two undergrad courses in Year2	
Jue Wang	GGE 100%		Full, Geography and Planning		CI, TS; teach GGR322H5; primary instructor for this course in the department. On research & study leave in 2026-2027; anticipate the course will be taught by a sessional instructor during the leave. Supervise students through placements in GGR399Y5 and GGR417Y5 (ROP/Internship courses; supervision only).
Non-Tenure Stream (CLTA, Part-time)					
Andrea Rishworth	GGE 75%				CI, TS; instructor for health geography courses while V. Kuuire is on leave. Supervise students in GGR399Y5 and JEG417Y5 (ROP/Internship courses; supervision only).
Sessional Lecturer					
					ENV311H5; ENV356H5

Three core faculty in the minor are responsible for teaching 4.0 FCE, including the two core courses. We do not anticipate a disruption to the minor linked to research & study leaves (RSL) given the recency of leaves taken by the three core faculty. In addition, the leave schedules for

all three are staggered and the earliest a faculty member is eligible for leave is Fall 2029. During a RSL or other leave, there will still be an adequate number of courses taught by core and non-core faculty including two ENV courses and the addition of 1.5FCE courses combined from faculty in the Departments of Anthropology and Sociology. Existing Health Geography courses enjoy healthy enrolments, and the department will be setting enrolments caps for the new courses offered at the same level (i.e., 75 or more students). If enrolment in the Minor surpasses our expectations, the department can use enrolment controls to give priority enrolment to students registered in the Minor.

10.2 Resources: All Programs

Given the offering's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes please discuss:

a) Participation of a sufficient number and quality of core (i.e., appointed) faculty who are competent to teach and/or supervise in and achieve the goals of the offering and foster the appropriate academic environment.

The Department of Geography, Geomatics, and Environment has three tenure-stream faculty and one part-time faculty member who have the expertise and skills to teach the existing program courses, to develop and deliver the 3 new proposed courses, and supervise student research projects (GGR399Y5; JEG417Y5). New courses will be taught on load and not require additional resources.

The required second year courses will be offered each academic year and some 300/400 level courses will be offered in alternating years.

b) If applicable, discuss the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the offering and the associated plans to ensure the sustainability of the offering and quality of the student experience.

Two courses listed in the minor, ENV311H5 and ENV356H5, are currently being taught by sessional instructors and this will continue.

When necessary (e.g., a faculty member on leave), and to ensure access to learning opportunities across the academic year, sessional instructors will be hired to teach some courses during the summer sessions.

c) If required, provision of supervision of experiential learning opportunities.

All faculty who are part of the program have experience supervising undergraduate experiential learning opportunities through GGR399Y5 and JEG417Y5 and work-study.

d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources.

The proposed minor will not result in new requirements for physical facilities or administrative staff. GGR380H5: Geographic Approaches to Health Research: Methods and Ethics will require the use of an existing active learning classroom.

e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

The proposed minor does not require additional space or the renovation of existing spaces that is related to research activities. GGR380H5 will have tutorials and needs to be taught in an active learning classroom.

f) If necessary, additional institutional or divisional resource commitments to support the offering in step with its ongoing implementation.

TA resources will be required for GGR380H5 to assist with running tutorials, grading assignments, and marking exams. GGR364H5 and GGR253H5 will require TA resources for grading assignments and marking exams.

11 Consultation

Describe consultation with internal (faculty, students, cognate units, etc., as appropriate) and external stakeholders (alumni, community, or professional organizations, etc., as appropriate).

Consultation with Faculty
The Minor has been discussed at several GGE department meetings with final approval on January 14, 2026.

Consultation with UTM Academic Units
The proposed Minor has been shared with faculty in the UTM Departments of Anthropology, Biology, Economics, and Sociology in February 2026. Feedback received from all four Departments was overwhelmingly positive, noting the carefully thought-out structure of the program, and faculty expressed support for the new minor. Three faculty members (one in Anthropology; and two in Sociology) offered to have their health courses included as electives in the minor and with support from the offering departments, we are very happy to include these courses (ANT220H5, SOC318H5, and SOC451H5).

The proposed Minor was shared with the UTM Department of Historical Studies due to the listing of GGR353H5 Disease and Death, which is planned for retirement as part of this program proposal, as one of several elective course options in their Diaspora and Transnational Studies programs. The Program Director responded with no concerns and that the course could be replaced with GGR363H5 in the program requirements.

One faculty member from Sociology suggested the proposal be reviewed by the Office of Indigenous Initiatives as they thought the Minor planned to expand on our current Indigenous health course. The program includes one course, GGR415H5: Geographies of Indigenous Health, however no new Indigenous courses are proposed as part of the minor and we are not

expanding Indigenous course content. When GGR415H5 was first developed it was reviewed by UTM's Indigenous Advisor. We have revised the proposal to clarify that no new Indigenous content is part of this proposal. Should any new Indigenous content be planned, we will be certain to consult with the Office of Indigenous Initiatives.

Broad consultation

The proposal for the minor was shared with the Offices of the Dean at the Faculty of Arts and the University of Toronto Scarborough in February 2026. Comments received were all positive, and no changes were made to the proposal as a result of feedback received.

At the Faculty of Arts and Science, the proposal was circulated to Gillian Hamilton (Vice-Dean, Academic Planning), Randy Boyagoda (Vice-Dean, Undergraduate), Don Boyes (Associate Dean, Teaching and Learning), and Special Advisors to the Dean on Computation & Data Science Education Nathan Taback and on Experiential Learning Franco Taverna.

The proposal was also shared with the following academic units:

- Department of Anthropology
- Department of Cell & Systems Biology
- Department of Earth Sciences
- Department of Ecology and Evolutionary Biology
- Department of Economics
- Department of Geography and Planning
- Department of Political Science
- Department of Psychology
- Department of Sociology (with Social Contexts of Health Research Centre)
- Department of Statistical Sciences
- Munk School of Global Affairs & Public Policy
- Centre for African Studies
- Centre for Criminology & Sociolegal Studies
- Centre for Diaspora & Transnational Studies
- Centre for Indigenous Studies
- School of Cities
- School of the Environment

- Women & Gender Studies Institute
- New College (Critical Studies in Equity and Solidarity)
- University College (Canadian Studies, Public Health & Sexual Diversity Studies)

The Chair of the Department of Geography and Planning, Professor Matthew Farish, indicated that he is in full support of the proposal, and no changes were recommended.

At the University of Toronto Scarborough, the proposal was shared with the following academic units:

- Department of Anthropology
- Department of Biological Sciences
- Department of Health and Society
- Department of Human Geography
- Department of Management
- Department of Sociology

The Department of Anthropology indicated that, based on internal consultation, no concerns were raised regarding the proposal. The Chair of the Department of Human Geography discussed the proposed program with the Chair of GGE, Laura Brown, and conveyed strong support for the program. No changes to the proposal were recommended.

Tri-Campus

At the Tri-Campus Deans' meeting (April 9, 2026), the proposal was received positively, with some discussion regarding whether additional consultation on Indigenous content would be beneficial. While recognizing the value of such consultation, it was determined that further review was not required, as the relevant course had already undergone prior consultation through appropriate Indigenous channels. The proponents have committed that any new courses or content will undergo full consultation. A copy of the proposal was also shared with the Deans' Special Advisors for their awareness.

Appendix A: Course Descriptions

New Courses:

GGR253H5: Health, Environments, and Society: This course introduces students to geographic perspectives on health outcomes, wellbeing, and access to health care. It examines current theoretical, conceptual, and methodological underpinnings in health geography through an examination of the role of various environments (e.g., social, economic, political, physical, health care, etc.) in shaping individual and societal health and wellbeing. Importantly, the course focuses on inequities in health by paying particular attention to marginalized populations and those living in vulnerable circumstances.
Contact hours: 24 LEC
Prerequisites: 4.0 credits
Exclusions: GGR353H5

GGR364H5: Geographies of Global Health: While global health prioritizes achieving health equity for all people worldwide, huge inequities in health exist and continue to grow between and within countries globally. This course aims to provide students with an understanding of global health through a geographic lens. This means examining the spatial processes and interconnections between people and places in different global regions that drive health inequities. We will draw on a range of theoretical frameworks and case studies to examine interrelated health problems that transcend national boundaries; unpack the environmental, political and social conditions at various scales that produce uneven outcomes of health and wellbeing, and critically analyze why, despite seemingly best intentions, global health initiatives often fail. We will also unpack the role of international organizations in the production of health priorities; the impact of colonial legacies and neoliberal policies on health and disease, and explore challenging ethical issues surrounding global policies, priorities and practices.
Contact hours: 24 LEC
Prerequisites: 9.0 credits
Exclusions: none

GGR380H5: Geographic Approaches to Health Research: Methods and Ethics: This course introduces students to the diverse geographic approaches and research methods used to study

health, environments, and society. Students will explore quantitative and qualitative methodologies, including spatial analysis, participatory mapping, mobile interviews, and community-engaged research. Emphasis is placed on ethical and critical frameworks such as decolonizing methodologies and anti-racist research practices. Through hands-on exercises and case studies, students will learn to design and implement research projects that address health disparities and promote equity, while critically reflecting on the power dynamics inherent in knowledge production. This course fulfills 1 field day.
Contact hours: 12 LEC, 24 TUT
Prerequisites: GGR277H5 or approved equivalent
Exclusions: none
Resources: Active learning classroom

Modified Course:

GGR366H5 (Under)development and Health: (formerly GGR265H5) In this course students will be introduced to contemporary development and health issues by examining historical experiences, social, political, economic and environmental processes. This approach will help highlight the vast diversity and address some of the many questions about the region including: What processes underlie famine and food insecurity? What are the underlying causes of the conflict and genocide in some regions? What processes explain spatial disparities in health, or regional and gender differences in HIV rates and the outbreak of rare diseases like Ebola? The course will rely on case studies from the Sub-Saharan (SSA), one of the most diverse and intriguing regions in the world, to provide an understanding of the complexity in each topic.
Contact hours: 24 LEC
Prerequisites: 9.0 credits
Exclusions: GGR265H5

Retired Course:

GGR353H5 Disease and Death: This course will provide a geographical perspective on patterns of mortality, morbidity and access to health care among populations. It will outline current theoretical and empirical underpinnings in health geography and emphasize the links between health and place. The course covers some traditional themes in health geography including spatial dissuasion of diseases and access to health care. Using illustrations from evolving fields

such as Global Health, Aboriginal Health, and Immigrant Health the course delves into the important theme of health inequalities.

Existing Courses:

GGR277H5: Social Research Methods in Geography: This course introduces students to the range of social research methods and approaches used in the field of human geography. The course will cover research design, research ethics, data collection methods including interviews, focus groups, surveys, etc., ethics in conducting research with human subjects, and data analysis and interpretation. This course fulfills 1 field day.

GGR301H5: Pandemics, Inequality, and Health: **Exploring the Nexus of Health Disparities in Crisis**: Through an interdisciplinary lens, this course will examine the unequal distribution of health outcomes during pandemics and how social, economic, and political factors contribute to these disparities. In doing so, this course will explore existing and historical political, social, and systemic inequalities that have persisted and widened during pandemics and health crises with a particular focus on marginalized populations that are disproportionately affected by pandemics and social inequities. Using case studies and contemporary examples, this course will analyze how socioeconomic factors, including access to healthcare, education, housing, and economic stability influence and worsen health outcomes and wellbeing during pandemics. Students will also explore the science that inform local and global interventions and policy responses aimed at reducing disparities and promoting resilience in communities facing the dual burden of pandemics and social inequities.

GGR322H5: GIS and Population Health: The purpose of this course will be to develop an appreciation for the conceptual and methodological intersections that exist between geographical information systems and population health. While population health can include incidence and prevalence of disease and ill-health, as well as concerns about service provision, this course will focus mainly on disease, injury, illness more broadly. The course will include both lectures, where foundational concepts will be introduced and related to practical lab sessions, where students will gain experience using GIS to map and study health information. Topics will include: spatial databases for population health, mapping health data, analyzing the spatial clustering of disease and/or injury, mapping and analyzing environmental and social risk factors.

GGR363H5: Global Migration and Health: International migration is an important global issue. Hundreds of millions of individuals currently live outside their country of origin. Most migrants leave their country of origin in search of better economic and social opportunities while others are forced to flee crises including political unrest, violence, and natural disasters. Migration poses numerous challenges for individuals, families, communities and governments including those related to health and access to health care services. This course examines contemporary international migration from a geographic perspective with a specific focus on the complex relationships among global (im)migration, health, and broader social determinants of health. Topics covered may include: migration theories, immigration trends and policies, integration and citizenship, social determinants of health, and health care policy.

GGR415H5 Geographies of Indigenous Health: Indigenous people of Canada - the First Nations, Metis and Inuit peoples - have very rich and diverse histories. However, common to most are large disparities in health compared to the non-Indigenous population. This seminar course will examine the health conditions of Indigenous peoples in Canada including a focus on the geographic, historic, and contemporary factors leading to health disparities and inequalities. The course will also examine health and well-being through an Indigenous worldview. [24L]

GGR489H5: Special Topics in Human Geography: An advanced seminar dealing with topics in human geography, to be selected according to staff and student interests. The contact hours for this course may vary in terms of contact type (L,S,T,P) from year to year, but will be between 24-36 contact hours in total. See the UTM Timetable.

ENV311H5: Environmental Issues in the Developing World: The Earth is one, but the world is not. We all depend on one biosphere for sustaining our lives. Yet each community, each country, strives for survival and prosperity with little regard for its impact on others. These are the opening words from the report of the UN World Commission on Environment and Development, which first popularized the concept of sustainable development. In this course we examine 'environment' and 'development' and 'human well-being' as inseparable challenges. We consider global, regional, and local environmental problems from the perspectives of developing nations, and investigate the economic, social, and political roots of these problems.

ENV356H5: Environmental Justice: Environmental Justice is about the fair treatment of all people in the creation and implementation of environmental policies. It also provides a critical

framework to analyze and understand inequalities of an environmental kind. These inequalities are often based around identities of race, class and gender, such that marginalized groups are made to bear the burden of environmental externalities like pollution. Why are First Nations in Canada less likely to have access to safe drinking water? Why are industrial plants often in low-income neighborhoods? After critical examinations of the theories and foundations of environmental justice, this course uses a case study approach to understanding the concepts and the ways in which it has shaped modern society.

ANT220H5: Introduction to the Anthropology of Health: This course introduces students to the many strategies anthropologists use to understand patterns of health and disease in human populations through time. It will serve as an entry point into the Anthropology of Health focus and will be a prerequisite for later courses in Growth and Development, Infectious Disease, and the Advanced Seminar in the Anthropology of Health. In this course, the concept of health is examined using bioarchaeology, biomedicine, medical anthropology, and epidemiology. The course examines evolutionary, epigenetic, and life history approaches to understanding chronic disease risk in human populations, culminating in an investigation of the role of poverty and social inequality on disease burden. Although the course is designed as an introduction to the Health focus, it is suitable for students seeking training in pre-health disciplines and is open to all students possessing the necessary prerequisites.

SOC318H5: Mental Health and Illness: A Sociological Lens: An overview of the link between social inequality and inequality in distress, focusing on differences in mental health across social groups and the role of stress and coping resources in explaining group differences.

SOC451H5: Settler Colonialism and Health: This course explores the pervasiveness of settler colonialism and the health outcomes it creates for Indigenous people and other marginalized populations. It introduces contemporary sociological and interdisciplinary approaches to understanding the relationship between settler colonialism and health outcomes more broadly while also highlighting strategies and possibilities for change.