



UNIVERSITY OF TORONTO  
15 KING'S COLLEGE CIRCLE  
TORONTO, ON, M5S 3H7  
[www.uc.utoronto.ca](http://www.uc.utoronto.ca)

Office of the Principal  
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Tel. 416-978-7516  
Fax. 416-978-8854

## **College Council | Friday, January 31, 2025 | 1:30-3:30pm | Hybrid: PCCC & Zoom**

### **Present:**

Sali Tagliamonte	Emily Gilbert	John Marshall	Sania Ahmad
Naeem Ordóñez	Kristina Cỏ-Đoàn	Maria Papaconstantinou	Tiffany Kwong
Yvonne MacNeil	Siobhan O'Flynn	Yamini Coomar	James Szabo
Adam Hess	Hillary Sunberg	Jared Boland	Samina Sami
Ryan Woolfrey	Dirk Bernhardt-Walther	Smaro Kamboureli	Behram Hathi
Margaret Fulford	Stacey Upton	Cody Stipelman	Kartikey Jain
Ary Kwun			

### **Regrets:**

Jane Wolff	Barbara Fischer	Suzann Stevenson	Seika Boye
Kathleen Gallagher	Divi Gupta	Walid Saleh	Cynthia Goh
Dana Seitler	George Elliott Clarke	Paul Hamel	Katelyn Nguyen
Simon Lewsen	Sebastian Sobecki	Michael Cobb	Philip Sohm
Leanne de Souza	Dominic Le		

### **Officers:**

Christina Kramer	Abigayhil Aponte		
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**Guests:**

Bonnie Huang	Dimitry Anastakis	Kerise O'Neil Cole	Georgia Laidlaw
Timothy Cherian	Sarah Head	Rebecca Smith	Arabelle Arcaina
Lauren Shaw	Danielle Meade		

***Quorum (1/3 of College Council Voting Members) – Met.***

**1. COLLEGE COUNCIL ZOOM/VOTING PROTOCOL**

(By: Acting Principal, Sali Tagliamonte)

If joining virtually via Zoom:

- Please ensure microphone remains muted unless speaking
- 'Raise hand' function for seconding motions, and signaling comment or question
- Motions voted upon by using 'yes' and 'no' buttons, with 'go slower' as abstention
- Chat comments monitored by the Secretary

If joining in person:

- Speak into microphone so those joining via Zoom can hear reports and questions
- Please note that only elected council members and ex-officio members can vote/second motions.



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## **2. REMARKS AND MINUTE OF SILENCE FOR THE PASSING OF PROF. PETER RICHARDSON**

(By: Council Member, Prof. Jhon W. Marshall)

Peter Richardson (1935-2025) completed a degree in Architecture at the University of Toronto (1952-57). After practicing as an architect, he returned to campus to study at Knox College (1959-62), then at the University of Cambridge, England, where he completed a PhD in Theology (1962-65). After serving as an Assistant Professor at Loyola College in Montreal (now Concordia University), he came to Scarborough College in 1974 (now the University of Toronto at Scarborough) where he served as Chairman of the Division of Humanities. In 1977 he became Principal of University College and joined the Department for the Study of Religion.

Peter was a renowned scholar of early Christianity. He published numerous articles and multiple book length works on the apostle Paul, on Herod the Great and his architecture, on religion in the ancient world, and on the complex process of early Christianity's emergence from and relations with Judaism. He was also a tireless organizer and editor, serving several scholarly societies, including as President of the Canadian Society of Biblical Studies. Peter was known and widely admired for his sharp intellect, his ready joy in the good scholarly work of others as well as his own, and for his dependable capacity for immense amounts of responsibility and work.

Those qualities served him well as Principal of University College from 1977-89. Peter guided the college through its most significant renovation in the twentieth century. His training as an architect was a signal asset during that process. Throughout his career, Peter was also a dedicated teacher, not only in the classroom, but also in graduate supervision and what we now call "experiential learning," taking students on study tours



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of contemporary and ancient sites in the middle east or mentoring them in the course of field archaeology. He, with evident joy, served as site architect for digs in Israel at Yodfat and Cana.

Peter was a Fellow of the Royal Society of Canada, an Honorary Fellow of the Royal Architectural Institute of Canada, and an Honorary Member of the Ontario Association of Architects. His impact on his discipline, on those who knew him and studied with him, and on his institution was enormous.

For my part, I knew Peter was a mentor to me as an MA student, as supervisor of my post-doc, senior colleague in my department and at my college, and family friend as well. I spoke to him by phone in December 2024 in order to arrange an in person meeting this month. That was not to be, but I can report that in December he was on point, generous, and self-deprecating about not scheduling too far ahead. Yesterday, I spoke to Glenn Loney, whom Peter hired as UC College registrar in the 1970s. When I asked if the work "A Not Unsightly Building," the architectural history of UC might detail Peter's role in renovating our building, Glenn said something along the lines of "Well, yes, but you'll have to read between the lines and edit out the modesty." This captures Peter for me. He is deeply missed by his colleagues, friends, and family for all his virtues, including his quiet and yet substantial contribution to every community in which he was involved.

***Memorial motion:*** *Be it resolved that the Council of University College mourns the passing, on 6 January 2025, of Peter Richardson, Professor Emeritus, Department for the Study of Religion, and former Principal of University College.*



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**3. MOTION:** To approve the amendments to the minutes from March 1, 2024

Motion called by Sali Tagliamonte

Motion seconded by Kristina Cồ-Đoàn

Motion passes

**4. MOTION:** To approve minutes of the meeting held on January 31<sup>st</sup>, 2025

Motion called by Sali Tagliamonte

Motion seconded by Emily Gilbert

Motion carried

**5. REPORTS**

**I. Update from Acting Principal, Sali Tagliamonte**

**Welcome and Land Acknowledgement**

- Let us come together in a good way. We are a diverse community who brings many different ancestries and life stories to this gathering.
- We come from many places but work here at the University of Toronto, on the north shore of Lake Ontario in a place that has for thousands of years been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many indigenous people from across North and Central America, a region of our earth called Turtle Island.
- Let us take a moment to express gratitude toward the Indigenous people who have and will continue to steward this land.



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### **Seasonal Reflections**

- Meeting started with reflection on the transition from darker days of the year (winter solstice) into a period associated with hope and growth. Attention was drawn to planetary alignment occurring between January 15th and February 21st.
- Principal noted that while the scientific impact of this alignment remains unproven, the visual spectacle was noted for its potential to positively influence morale.

### **Report**

- Hillary Sunberg was introduced as new Graduate Student Representative (Drama).
- Samina Sami was introduced as the new alumni representative. Samina's extensive 26-year career in the public sector was highlighted, including roles in government, higher education and community services.
- Search for a new Librarian is in progress. An announcement regarding the appointment is anticipated at the next College Council meeting.
- Margaret Fulford assumed the role of Head Librarian on an interim basis.
- Sali attended the Alumni of Influence Event (AOI) on January 15th and noted successful event.

## **II. Update from UC Lit President, Kristina Cồ-Đoàn**

- New Year and Lunar New Year greetings extended, welcoming new council members Samina Sami and Hillary Sunberg.
- De-stressing events were held during late November and December 2024, including a holiday social, games night, and JCR study sessions.



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- All Night Fung event, in collaboration with UCRC achieved high student attendance and collaborative study.
- Fundraising efforts raised over \$3000 for humanitarian aid in Sudan and Gaza, with contributions from various student groups.
- New UC merchandise is being developed by the Spirits and Social Commissioner. The Athletics Commission will be procuring new shirts for athletes.
- Orientation Co-Chair offers extended, and executive hiring is underway with Commuter Orientation Chair hiring schedule currently being finalized.
- UC Lit recognized clubs' membership lists reviewed, revealing UCDBC non-compliance with student registration requirements.
- Critical discussions were held with UCDBC regarding funding at UC student engagement. UCDBC recognition extended until January 2026 for further review.
- Support voted for the Gargoyle's referendum question at the next UC Lit election, with a get-out-the-vote campaign planned.
- Fireball event details were finalized, with ticket sales processing and event being anticipated after a year's absence.
- Valentine's Mixer planned to facilitate new connections as well as a scheduled Karaoke Social.

### **III. Update from Chief Administrative Officer, Yvonne McNeil**

#### **Human Resources**



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- Kerise O'Neil-Cole joined the CAO office as Administrative & Financial Assistant managing front-line inquiries, mail, and processing overflow for HR/Finance office.

### **Construction**

- Laidlaw project remains on schedule with Drama Department relocation planned for June/July 2025.
- UC roof repairs nearing completion with final inspection and scaffolding removal pending.
- University of Toronto Deferred Maintenance Plan addressed three areas and third-floor window replacements.

### **Printers & Copiers**

- Main copier/printer in UC158 replaced, with reconnection process underway. Review of leased printers/copiers initiated, with plan to transition to cost-effective purchased units.
- Departmental needs assessment and leased machine replacement with newer purchased units planned.

### **Financials**

- 2025/2026 operating budget process initiated with Faculty Office, Program Directors and Vice Principal meetings.
- Last year's budget distribution to Program Directors and Vice Principal as well as Administrative Director's took place prior to budget meetings being scheduled.
- Short turnaround between budget bundling receipt and balanced budget plan submission, requiring potential plan adjustments.





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- 2025/2026 Ancillary Budgets submitted to Service Ancillary Review Board and approved, pending Business Board approval. Favorable 2025/2026 budget outcomes projected for Residence Operations and Food Services.
- Operating and Ancillary year-end processing for 2024/2025 underway, with invoice and payment processing prioritized. Project and invoice submissions to Maricar/Susan encouraged for inclusion in 2024/2025 budget.
- Operating budget carryforward from 2024/2025 to 2025/2026 not permitted, requiring timely payment processing.

### **Events**

- Event spaces actively utilized, with four UC student events, twelve college events, four Faculty of Arts & Science events, and two Simcoe Hall unit events all held since last council meeting.
- Reception for past Principal Peter Richardson scheduled for March 1<sup>st</sup>, 2025, including ringing of the UC Richardson's Bell.
- Ongoing smaller meeting bookings for UC faculty and staff. Program and College events, and lecture series scheduled for March.

## **IV. Update from Advancement Director, Adam Hess**

### **Fundraising**

- Close to \$4M have now been raised by Advancement to support UC, it's students and their experience.
- Fund Goal for Judy Bolton Memorial was reached. Judy was a UC alumna and double graduate who passed away in 2019. Family and classmates created fun in her honor with funds to be used in partnership with Central Naming/Memorial Team.



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- Bench outside of Whitney Hall will be named in Judy's honor.

### **Alumni Relations**

- Alumni of Influence (AOI) Awards took place on January 15. Event celebrated contributions and impact of alumni during 2023-2024 and over 100 alumni were recognized for impact in our world. The program was founded in 2012.
- One of the alumnae recognized at the event was Dr. Julie Drolet, Professor in the Faculty of Social Work at the University of Calgary's Central and Northern Alberta Region in Edmonton.
- Dr. Drolet was key Investigator of the SSHRC-funded study "In the Aftermath of the 2016 Alberta Wildfire: Experiences of Social Work Practitioners and Human Service Professionals in Long-term Disaster Recovery".
- Inaugural issue of new alumni e-news digest "InTouch" was distributed to 14,000 alumni and will continue to be delivered quarterly.
- Latest edition of e-news digest was published featuring notable university achievements such as:
  - Professor Emeritus Geoffrey Hinton, awarded Nobel prize in recognition of pioneering work in artificial intelligence.
  - Professor Silvia Bashevkin, honored with the Governor General's Award for her distinguished contributions.
  - Successful fundraising and alumni engagement in Class of 1980's campaign and a note on Daniel Menendez (16) youngest UC graduate since 1979.



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## **V. Update from UC Registrar, Ryan Woolfrey (see Appendix 1)**

### **Service and Advising Updates**

- Winter Term commenced January 6<sup>th</sup>, following newly aligned Tri-Campus sessional dates.
- Increased student contact and advising requests observed compared to recent years.
- Drop-in advising model implemented for the first ten days of classes to address student demand. Over 250 students received one-on-one advising during the initial drop-in period.
- Primary advising issues included: academic standing, Credit/No Credit, graduation eligibility, re-registration, leaves of absence, course planning, financial aid, academic integrity, and petitions.
- Over 370 students were supported with petition requests since December 2024, encompassing deferred examinations, exam re-writes, term work extensions, and course withdrawals.
- Advisors assisted over 300 students with Fall Term course withdrawals and Winter Term enrollment adjustments in December.
- Graduate studies application workshops were conducted in January and February 2025, in collaboration with the On Location Career Educator.
- Academic Advisors to support Arts & Science Program Exploration Days on February 25<sup>th</sup>, 26<sup>th</sup>, and 27<sup>th</sup>.
- UC-specific program selection and enrollment advising opportunities for first-year students in development.



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- AARO staff to attend U of T Registrarial Conference on February 19<sup>th</sup>, resulting in office closure.
- Spring Graduation ceremonies are scheduled by Office of Convocation for June 19<sup>th</sup>, with science and arts programs in morning and afternoon ceremonies respectively.

### **Fall 2024 Admissions Cycle**

- 2025-2026 admission cycle commenced in February and continues through May with Arts & Science application deadline extended until February 3<sup>rd</sup>.

### **Financial Aid and Awards Updates**

- In-Course scholarships assessment completed, with recipient notifications scheduled for next week.
- Annual list of award expenditures for the 2023-2024 fiscal year was circulated by Scholarship Committee prior to meeting.
- UC Leadership Awards applications opened, with a deadline of February 28<sup>th</sup> and UC Travel Awards competition to open in early February, with a deadline of March 15<sup>th</sup>.
- Harcourt Brown Travel Fellowship recipients are being finalized by the Scholarship Committee with recipients to be notified shortly.
- U of T Grant applications are ongoing, with over \$350,000 being distributed to students in need since the start of the fiscal year.

### **VI. Update from Dean of Students, Naeem Ordóñez**

- Special thanks to UC Lit and UCRC for All Night Fung event, providing valuable study space for both residence and off-campus students.
- Winter break housing successfully supported 85 UC students with extended stays, late departures, and early arrivals. Thank you to Dons and porter/desk staff.



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- UConnect student leadership conference was held on January 25<sup>th</sup> with great success thanks to the planning committee, particularly Eeman and Jonathan.
- Recruitment of UC Orientation 2025 co-chairs is ongoing in collaboration with UC Lit.
- Student staff hiring is ongoing, including Dons, Community Assistants, Community Coordinators and Residence Porters. The carousel phase of Don Hiring is to be completed by February 1<sup>st</sup>.
- SARG Meeting was held on January 24<sup>th</sup>, reviewing UC Residence Fees and UC Meal Plan Fees for Fall/Winter 2025/2026 and Summer 2025.
- CAO, Finance team and UC Residence Council were thanked for contributions to the fee review process and discussion on facilities upgrades.
- African Drumming Circle activity scheduled for February 4<sup>th</sup> and is open to students, staff and faculty.

### **Staffing Updates**

- Alnoor Gowani departed as Assistant Dean, Senior Administration Coordinator, to join Harvard University in residence admissions role. Appreciation expressed for his contributions and service to UC and its students.
- Clayon Levy to return to UC as Assistant Dean and Senior Administration Coordinator on February 10<sup>th</sup>.
- Sunny Mi started a new role as Student Life Coordinator on January 20<sup>th</sup>, focusing on student leadership, mentorship and awards.

### **VII. Update from UC Vice-Principal, Emily Gilbert (see Appendix 2)**



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### **Committee on Equity, Diversity, Inclusion and Accessibility**

- Initial meetings scheduled for next week, with two sessions to accommodate volunteer participation. Further EDIA committee updates to be provided after the March Council meeting.

### **Programs**

- UC One Program underway with robust enrollment and two new instructors.
- Plenary session featuring Dr. Jacqueline Scott, discussing race and nature, held with high attendance.
- Dr. Maria Papaconstantinou welcomed as Acting Director of Health Studies/Public Health.
- Health Studies and Cognitive Science Research and Practice Day scheduled for April 14<sup>th</sup>, showcasing capstone projects. Cognitive Science email list established for community communication.
- Canadian Studies program held successful alumni showcase, featuring five graduates.
- Awards ceremony and ImagiNATIONS student journal launch was scheduled.
- Asian Canadian Studies event organized by Professor Larissa Lai is planned for the end of the month.
- Two Black Canadian Studies events are scheduled for March, featuring alumni, students and faculty research.

### **Curriculum Changes**

- Curriculum changes proposed in November 2024 were approved through Arts & Science governance.
- New courses to be available for the 2025-2026 academic year and program changes to be implemented for the 2026-2027 academic year.



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- Final suite of curriculum changes to be presented to Arts & Science governance in March.
- Curriculum proposals approved by UC Curriculum Committee on January 13, 2025.

**MOTION:** Be it resolved that University College Council approves the CDN and COG Program Changes 2025-2026

Motion called by Emily Gilbert

Motion seconded by Smaro Kamboureli

Motion carried

- 6. GUEST PRESENTATION:** Introduction to the SVPS Centre, SVSH Policy & Supportive Referrals  
*(Presentation attached – see Appendix 3)*

**Comment and Question:** Thank you for making time to share with us the important work that you do. I am aware that the policy is undergoing review, and I am curious how the University College Community can provide feedback or have a consultation or how? I would like to know about that:

**Response:** *The Policy for Sexual Violence and Sexual Harassment is currently being reviewed, and it's reviewed every 3 years, it as last reviewed in 2022. We participate in the review as per university's initiative and consultations are avail until the end of march at the end of February there will be open sessions where individuals can attend open consultation meetings along with private consultations that you can attend by filing out an online anonymous form. There will be identify specific consultations from members of the racialized community, indigenous community and LGBTQ+ community, and other individuals with lived experiences of disability. We really encourage you to use your*



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*voice and provide your feedback because that is the best way to build a culture of consent, so please share. Thanks.*

## 7. OTHER BUSINESS

- **R. K. Teetzel Lecture in Architecture.**

Professor Esra Akcan, Director of Graduate Studies (DGS) Department of Architecture, Cornell University.

**Title:** “*Right to Heal: Resettler Nationalism and Architecture after Conflicts and Disasters*”.

**Date:** Fri. February 7, 2025, at 4:30pm - In-person and online

- **F.E.L. Priestley Memorial Lectures in the History of Ideas.**

Professor Sanjay Subrahmanyam, Distinguished Professor & Irving and Jean Stone Endowed Chair in Social Sciences, UCLA.

**Title:** TBC

**Date:** Tuesday March 18 through Thursday 20, 2025 at 4:30pm - In-person and online

Please check our website for event details:

<https://www.uc.utoronto.ca/about-uc-connect-us-events>

## 8. ADJOURNMENT

Council adjourned at 3:11 pm



# Appendix 1

**UC Scholarship Committee Expenditure Report to College Council**  
**2023-24 Fiscal Year**

<b>Scholarship Name</b>	<b>2023-24 Fiscal Year Expenditures</b>
AINSLIE DONALD C LEADERSHIP AWARDS IN UC	\$10,000
ALLEN G BURS	\$950
ALLEN-MCKELLAR MEML PZ	\$128
ALTSTEDTER NORMAN OTSS SCHOLARSHIP	\$2,000
ANDERSON B C MEML AWARD	\$400
APOLLONI EMPEROR I SCHOLARSHIP	\$980
ARRIBA TRAVEL AWARD FOR COGNITIVE SCIENC	\$1,000
ART MUSEUM AT THE UNIVERSITY OF TORONTO	\$6,000
BALMER (J) SCHP	\$135
BENNETT DR. CAROLYN SCHP	\$1,400
BEVERLY A & A MEML FSHP	\$5,000
BEVERLY A & A SCHP	\$7,500
BING JANE LEE LEADERSHIP AWARD AT UC	\$6,180
BRENDA EVANS MEMORIAL SCHOLARSHIP	\$47,760
BROWN G SCHP - MOD LANGS	\$129
BROWN TRAVEL AWARD	\$4,300
BURTON C L OPEN SCHP	\$23,550
BURTON C L SCHP	\$5,500
BURTON C L SCHP (MOD LANGUAGES)	\$4,429
CALLENDER VICTOR MEMORIAL AWARD	\$1,311
CAMERON PZ - MODERNS	\$140
CAMPBELL DAVID VIVIAN SCHP IN CDN STUDIE	\$10,000
CANADIAN STUDIES AWARD IN GLOBALIZATION	\$1,000
CANADIAN STUDIES INTERDISCIPLINARY PRIZE	\$900
CANADIAN STUDIES SCHOLARSHIP FUND	\$2,000
CHACHRA FAMILY OSOTFII SCHOLARSHIP	\$2,000
CHANT SCHP	\$350
CLOISTER EDUCATIONAL FOUNDATION AWARD	\$19,450
COATSWORTH, ALLAN MEM'L SCHP	\$19,350
CODY F L MEML SCHP	\$880
CODY M ADM SCHP - FIRST	\$600
CODY M ADM SCHP - SECOND	\$600
CODY M MEML SCHP - IN-CRS	\$500
COHEN A ADM SCHP	\$1,386
COHEN A SCHP - ENGLISH	\$706
COHEN J ADM SCHP	\$977
COOPERSTOCK RUTH MEMORIAL SCHP	\$2,400
COSENS BESSIE G SCHP	\$1,400
COUTTS KATHERINE BALLANTINE SCHP	\$4,761
COWAN WILLIAM AND SHEILA (UC'41) SCHP	\$12,000
CRICHTON JOHN AND ANNIE AWARD	\$1,200
CRICHTON MARY C AWARD	\$3,942
CROCKETT WILLIAM MABON (UC'42) AWARD	\$5,500

**UC Scholarship Committee Expenditure Report to College Council**  
**2023-24 Fiscal Year**

CROLL SALLY TRAVELLING AWD	\$650
DADSON PATRICIA & DOUGLAS SCHP	\$5,485
DALY R O SCHOLARSHIP	\$400
DANIEL/BLAKE SCHLP	\$1,561
DAVIDSON EDWARD MOSS AWARD FUND	\$2,250
DAVIDSON FREDERIC WRITING AWARDS	\$3,625
DAVIS GERMAN EXCHANGE FSHP	\$2,400
DAVIS KATHLEEN & WILLIAM SCHP	\$958
DEARDEN MICHAEL AND EDWARD SCHOLARSHIPS	\$2,469
DESTOUT ELISABETH TRAVELLING SCHOLARSHIP	\$3,700
DICKSON, J A & C P	\$56,952
DOW, BEATRICE BOTT BURSARY	\$1,500
DOW, MARGUERITE RUTH BURSARY	\$1,850
DOW,GORDON RUSSELL BURSARY	\$7,000
DUNLOP W J AWD-ASSOC.OF ADM ASSISTANTS	\$549
EISEN DAVID AND HELEN SCHP	\$5,525
ELIZABETH ENNIS AWARD FOR INDIGEN	\$6,000
ELMSLIE CHRISTINE FELLOWSHIP	\$2,400
EPSTEIN NORMA FOUNDATION AWARD	\$8,000
EZRIN HERSHELL AWARD	\$2,000
FARRAR HARRY LOUDON HOUSE BURSARY	\$2,500
FERGUSON GRANT H SCHOLARSHIP	\$270
FERGUSON H SCHP	\$108,000
FERGUSON HOWARD SCHOLARSHIP	\$117,000
FIRST MALCOLM WALLACE SCHP	\$4,000
FITZMAURICE, LILIAN FDN AWARDS	\$12,700
FLETCHER GRACE AGNES SCHP	\$817
FLETCHER-CLARK SCHOLARSHIPS	\$51,950
FLETCHER-CLARK SCHOLARSHIPS SCI/ECO EDI	\$15,800
FLORENCE AND EDWARD CHANG AND PH CHIEN A	\$1,750
FORGUSON LYND MEMORIAL AWARD UTAPS	\$5,818
FORGUSON, LYND RESIDENCE SCHP	\$60,000
FORSTER, DON RESIDENCE SCHP	\$23,000
FRASER GEORGE RODERICK - RENEWAL	\$12,000
FRASER GEORGE RODERICK ADM SCHP	\$3,000
FRIEDLANDER SCHP	\$3,595
FRISBY W G AWD-ASSOC.OF ADM ASSISTANTS	\$549
FRISBY, WALTER AND HYACINTH SCHP	\$886
FUKAKUSA SCHOLARSHIP	\$3,150
GALE PEGGY WHITNEY HALL RESIDENCE SCHP	\$1,020
GALOIS AWARDS IN MATH	\$19,000
GALOIS FUND	\$4,650
GAMMA PHI BETA SCHP	\$489
GIBSON MAUDE CHARLTON SCHP	\$246

**UC Scholarship Committee Expenditure Report to College Council**  
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GIBSON SIR JOHN ADM SCHP-UC	\$607
GOLDRING WARREN RESIDENCE SCHOLARSHIP	\$2,641
GORDON W AND CONNIE YOUNG MARIGOLD AWARD	\$12,250
GRADITUDE '97 AWARD	\$500
GRAHAM N D SCHP - UC	\$2,400
GRANATSTEIN S J SCHP	\$676
GRASETT MEML SCHP	\$1,157
GREENSTEIN MEYER (MIKE) WRITING AWARD	\$1,000
GUILD CARMAN SCHP	\$1,388
HALLAM JACK UC'52 UNDERGRAD SCHPS	\$6,181
HALLET A C HOLLIS SCHP	\$500
HARRIS J SCHP	\$6,400
HENDRIE M J MEML BURS	\$942
HERMANT SYDNEY SCHP/BURS	\$2,000
HILTZ, HILDA CLARA RES. AWARD	\$31,500
HUNE DON AND GAR YIN (XU) ESSAY	\$1,000
IANNUCCI, SUSAN MEM'L SCHP	\$36,500
INDIGENOUS ACADEMIC EXCELLENCE AWARD	\$750
JANET TUPPER UNDERWOOD AWARD UTAPS	\$2,679
JEANNERET K MEML SCHP	\$316
JERMEY GRACE MEM AWD	\$7,100
KAPLAN, ROBERT P SCHP IN CAN. STUDIES	\$3,000
KORMAN MARLENE K MEML SCHP	\$3,500
KRUH ERIC SCHOLARSHIP	\$4,485
LAVENGRO SOCIETY BURS	\$400
LAWLER G SCHP - ENGLISH	\$424
LEFFLER PAOLO CINI AND WILLIAM AWARDS	\$1,351
LEONARD R W FSHP	\$2,250
LEONARD R W SCHP - ADM	\$14,000
LEONARD R W SCHP - DRAMA	\$700
LEONARD R W SCHP - IN-CRS	\$8,000
LEONARD R W SCHP FOR CDN STUDIES	\$700
LEPAN-SHEPHERD BURS	\$400
LEPPINTON SCHOLARSHIP	\$3,250
LERANBAUM, MIRIAM AWARD FUND	\$33,750
LEYERLE JOHN/PLUM FOUNDATION SCHOLARSHIP	\$5,000
LGBTOUT SCHOLARSHIP IN SEXUAL DIVERSITY	\$892
LGBTOUT SCHP OSOTFII SCHP SEXUAL DIV	\$1,000
LGBTQ STUDENTS SCHOLARSHIPS AND AWARDS	\$4,305
LOWRY BERYL PRIZE IN ENGLISH LIT	\$405
LUCAS L SCHP - ENGLISH	\$1,500
LUCAS LUCY MEMORIAL AWARD	\$346
LUSCOMBE, WILLIAM ROBERT BURSARY	\$13,250
LYLE MEDAL	\$1,000

**UC Scholarship Committee Expenditure Report to College Council**  
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MACDONALD J SCHP - UC	\$214
MACGILLIVRAY, PROF J.R. FSHP	\$2,500
MACLACHLAN SISTERS SCHP	\$7,050
MACMURCHY A MEML SCHP	\$22,000
MAIN, NANCY E.A. SCHOLARSHIP	\$37,429
MALINS MAURICE AND KATHERINE SCHP	\$5,000
MARINELLI PETER V MEM'L SCHP	\$1,727
MARJORIE REYNOLDS SCHOLARSHIP	\$2,500
MARSHALL A BURS	\$532
MARY ELSON SCHOLARSHIP	\$18,750
MCANDREW FAMILY SCHOLARSHIP	\$44,000
MCCAUL SCHP - CLASSICS	\$323
MCCOMBIE, ALEN MILNE AWARD FUND	\$9,769
MCDONALD SCHP	\$2,554
MCLARTY SCHP	\$1,328
MCLEAN ADM SCHP	\$45,000
MCLEAN J S SCHOLARSHIPS	\$18,000
MCLEAN J. S. SUPP CANC	-\$1,000
MCLEAN J. S. SUPPLEMENTARY	\$25,000
MCWHORTER M SCHP	\$431
MEEK T J BURS	\$49,011
MICHELL SCHP-BURS	\$50,105
MILLARD FDN AWD	\$2,820
MILNER SCHP - CLASSICS	\$1,982
MINNEMA BONTE AWARDS	\$2,381
MIRVISH ANNE AWARDS	\$4,500
MOSS SCHP - CLASSICS	\$305
MOSSMAN T SCHP	\$14,184
MOSSMAN, TED SCHOLARSHIP	\$41,930
MOUCKLEY EUNICE CROLL AWARD UTAPS	\$2,813
MOWBRAY BURS	\$1,000
MUIR MEMORIAL SCHOLARSHIP	\$500
MULLIN SCOTT BURSARY IN SEXUAL DIVERSITY	\$924
MULOCK W PZ - CLASSICS	\$123
MUSTARD W P SCHP	\$486
NEELAM, GURDEV MEM'L AWARD	\$2,508
NEELANDS F M PZ - FRENCH	\$93
PERRON JANE MCADAMS SCHOLARSHIP	\$4,000
PERRON PAUL AND JACQUELINE RES SCHP	\$7,040
PERRON, PAUL OSOTFII SCHP IN UC	\$8,600
PLAYFAIR, DORA BURKE LEADERSHIP AWARDS	\$27,000
PLAYFAIR, DORA BURKE RESIDENCE AWARDS	\$32,500
PRATT, DOROTHY F.P. SCHP	\$1,600
PRIDE AND REMEMBRANCE ASSOCIATION SCHP	\$2,500

**UC Scholarship Committee Expenditure Report to College Council**  
**2023-24 Fiscal Year**

PRODANOU MICHAEL BURSARY IN SEXUAL DIVER	\$2,084
PULLAN, EARLE AND VIVIAN AWARD	\$533
RAE, SAUL AND LOIS SCHOLARSHIP	\$7,900
RAINBOW TRIANGLE ASSOC AWARD	\$638
RAYSIDE, DAVID SCHOLARSHIPS	\$1,521
ROBERTSON, RILLA SCHOLARSHIP	\$1,072
ROBERTSON-PERCY AWARD UTAPS	\$1,757
ROCHON JOHN/MARY KAY SCHP	\$735
ROSENFELD L ADM SCHP	\$627
ROSSIN J SCHP MOD LANG	\$123
RUSSELL T A ADM SCHP	\$1,000
RYCKMAN OLIVE (UC '51) BOOK PRIZE	\$347
SAVLOV LOUIS (UC'37) SCHP	\$31,449
SCHENKER MICHAEL MEMORIAL SCHOLARSHIP	\$2,246
SCHWARTZ L N PZ	\$84
SCHWARTZ MILDRED A AWARD	\$2,500
SCOTT LORRAINE BURSARY	\$3,500
SCOTT-THOMAS MEML SCHP	\$1,900
SECOND MALCOLM WALLACE SCHP	\$3,000
SHEARD, GAIL FERRISS SCHOLARSHIP	\$2,200
SHEPARD A MEML SCHP	\$2,100
SHIMIZU K & H MEM'L SCHP	\$1,915
SINDEN M J SCHP	\$1,180
SMITH M S & L F BURSARY	\$7,000
SMITH S L MEML BURS	\$500
SOBEL SOCIAL JUSTICE SCHOLARSHIP	\$5,000
SOUTHAM, GORDON SCHOLARSHIP	\$52,000
SQUAIR FRENCH PROSE PZ	\$39
ST MARGARET'S ALUMNAE PZ	\$400
STEWART H W MEML SCHP	\$4,800
STUBBS FELLOWSHIP	\$22,050
SURGEY JUNE RESIDENCE AWARD	\$1,240
TAIWAN SOCIETY OF TAIPEI/TORONTO(TESTT)	\$1,000
TARTICK MOSES AND ANNE SCHP	\$684
TAYLOR W R MEML SCHP	\$1,298
THANIEL GEORGE MEMORIAL FSHP	\$2,000
THE CHRISTINE TODD DEACON AND GWEN LUSTI	\$2,500
THIRD MALCOLM WALLACE SCHP	\$3,000
THOMSON PROFESSOR DOUGLAS F S SCHP	\$4,000
TRACY SCHP - ETHICS	\$383
TRANSITIONAL YEAR PROGRAM GRADUATE	\$69,300
UC ALUMNI/ALUMNAE SCHP/BURS	\$36,026
UC LITERARY AND ATHLETIC SOCIETY BURS	\$9,500
UC RESIDENCE OSOTFII SCHP IN UC	\$18,350

**UC Scholarship Committee Expenditure Report to College Council**  
**2023-24 Fiscal Year**

UNIVERSITY COLLEGE ALUMNI SCHPS	\$54,700
UNIVERSITY COLLEGE STUDENT LIFE BURSARY	\$1,544
VAN DER SMISSEN SCHP GERMAN	\$415
WALSH, DOROTHY STERLING DOW BURS	\$2,500
WARNE, ISABEL C. FELLOWSHIP	\$3,450
WICKETT M SCHP	\$314
WILSON LEE AND ELSIE MEMORIAL BURSARY	\$28,500
WINTERCORBYN E A SCHP	\$1,149
WONG CHEUK AND ANNE SCHOLARSHIP	\$750
WOODHOUSE SCHP FUND-ADMISSION	\$3,000
WOODHOUSE SCHP FUND-GRADUATING	\$5,000
WOODHOUSE SCHP FUND-IN COURSE	\$6,000
WOODS FRANK W. BURSARIES	\$2,700
WOODSIDE M & E PZ FOR HISTORY	\$2,382
ZWAIGENBAUM JACK SCHP	\$355
<b>Grand Total</b>	<b>\$1,936,806</b>

# Appendix 2



# Faculty of Arts & Science

## Minor Program Modification Form

### Faculty of Arts & Science Minor Modification to Program Form

<b>Program Title</b>		<b>POSt Code</b>
Minor in Asian Canadian Studies		ASMIN2728
<b>Division</b>	<b>Associated with (Division)</b>	
Arts & Science		
<b>Unit</b>	<b>Associated with (Unit)</b>	
University College	Canadian Studies	
<b>Program Information</b> <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
<b>Current Calendar Copy</b>		
<b>Description</b>  <p>The Minor in Asian Canadian Studies focuses on community-engaged learning that explores how to understand the historical, social, cultural, economic, and political forces that affect people of Asian heritage in Canada. Our interdisciplinary courses connect students with local communities, and every course provides opportunities for students to pursue a choice of research interests. Together we critically investigate and add to knowledge about Asian Canadians.</p> <p>The category "Asian Canadian" is widely understood to refer to people in Canada of East Asian, South Asian, Southeast Asian, and West Asian ancestry.</p> <p>Students take two required 0.5 credit core courses in Asian Canadian Studies; select from an array of courses in Asian Canadian Studies; and take additional courses related to the larger contexts of Asian Canadian Studies. The Minor in Asian Canadian Studies is easily combined with other disciplines, such as Anthropology, Art, Economics, English, Geography, History, Political Science and Sociology, as well as with interdisciplinary studies such as Contemporary Asian Studies, Diaspora and Transnational Studies, Equity Studies, East Asian Studies, South Asian Studies, and Near Eastern Studies.</p> <p>Students will be encouraged to take full advantage of the opportunities available through the Canadian Studies Program, including its journal, ImagiNATIONS, produced by and for undergraduate students and its annual undergraduate student conference. The Canadian Studies Student Union is a focal point for social as well as academic pursuits, and is open to students pursuing a Minor in Asian Canadian Studies. Students also can participate in Asian Canadian Studies student events and in the tri-campus Asian Canadian Studies Research network. The Research network brings together professors and students to discuss current research related to Asian Canadian Studies, Asian diasporas, and global Asian migrations. Students in the minor are also invited to participate in the Asian Institute's Asian Pathways Research Lab that offers research opportunities in Toronto.</p>		
<b>Admission Requirements (if applicable)</b>		

None.

### Enrolment Requirements *(if applicable)*

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

### Completion Requirements

(4.0 credits, including 1.0 credit at the 300+ level).

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

Subsequent year requirements:

Required courses (1.0 credit):

1. [CDN307H1](#) Asian Cultures in Canada
2. [CDN325H1](#)/ [CDN225H1](#) Asian Canadian Space & Place

Additionally, 1.0 credit each from Requirements 3 & 4.

3. Asian Canadians and Asian Diasporas in Canada:

[ANT477H1](#); [CAS413H1](#); [CAS450H1](#); [CDN230H1](#) / [HIS266H1](#); [CDN305H1](#); [CDN307H1](#); [CDN367H1](#); [CDN390H1](#); [CDN395H1](#); [CDN420Y1](#); [EAS315H1](#); [ENG268H1](#); [ENG368H1](#); [ENG369H1](#); [SAS114H1](#); [SOC218H1](#); [WGS369H1](#); [WGS376H1](#); [WGS482H1](#).

4. Contexts of Asian Canadian Studies:

[CDN202H1](#); [CDN205H1](#); [CDN218H1](#); [CDN221H1](#); [CDN267H1](#); [CDN268H1](#); [CDN280H1](#); [CDN305H1](#); [CDN335H1](#); [CDN355H1](#); [CDN367H1](#); [CDN368H1](#); [CDN380H1](#); [CDN385H1](#); [CDN405H1](#); [CDN406H1](#); [CDN420Y1](#); [CDN425H1](#); [CDN435Y1](#).

Additionally 1.0 credit from requirement 5.

5. Other Courses:

[INS201Y1](#); [INS261H1](#); [INS301Y1](#); [INS302H1](#); [INS350H1](#); [INS351Y1](#); [INS352H1](#); [INS353H1](#); [INS360Y1](#); [INS403H1](#); [INS407H1](#); [ABS401H1](#); [JFP450H1](#); [ANT204H1](#); [ANT315H1](#); [ANT322H1](#); [ANT365H1](#); [ANT412H1](#); [CAS201H1](#); [CAS202H1](#); [CAS413H1](#); [CIN332Y1](#); [CIN370H1](#); [CSC300H1](#); [DRM230Y1](#); [DRM268H1](#); [DTS200Y1](#); [EAS105H1](#); [EAS210Y1](#); [EAS211Y1](#); [EAS212H1](#); [EAS219H1](#); [EAS220Y1](#); [EAS221H1](#); [EAS300Y1](#); [EAS310Y1](#); [EAS320Y1](#); [EAS401H1](#); [EAS402H1](#); [EAS410Y1](#); [EAS460H1](#); [EAS461H1](#); [EAS474H1](#); [ECO321H1](#); [ECO322H1](#); [ENG215H1](#); [ENG252Y1](#); [ENG350H1](#); [ENG352H1](#); [ENG353H1](#); [ENG354Y1](#); [ENG357H1](#); [ENG359H1](#); [ENG424H1](#); [ENG425H1](#); [ENG428H1](#); [FAH248H1](#); [FAH262H1](#); [FAH345H1](#); [FAH367H1](#); [FAH457H1](#); [FAH458H1](#); [FAH482H1](#); [FAH485H1](#); [FAH486H1](#); [FAH495H1](#); [FIN320H1](#); [FRE210H1](#); [FRE314H1](#); [FRE379H1](#); [FEE410H1](#); [FRE410H1](#); [GGR124H1](#); [GGR246H1](#); [GGR320H1](#); [GGR357H1](#); [HIS262H1](#); [HIS264H1](#); [HIS283Y1](#); [HIS307H1](#); [HIS311Y1](#); [HIS312H1](#); [HIS313H1](#); [HIS314H1](#); [HIS318H1](#); [HIS350H1](#); [HIS363H1](#); [HIS365H1](#); [HIS366H1](#); [HIS402H1](#); [HIS405Y1](#); [HIS410H1](#); [HIS429H1](#); [HIS420H1](#); [HIS462H1](#); [HIS464H1](#); [HIS466H1](#); [HIS469H1](#); [HIS472H1](#); [INI308H1](#)/ [WRR308H1](#); [INI337H1](#)/ [URB337H1](#); [INI385H1](#) / [CIN370H1](#); [INI387H1](#) / [CIN389H1](#); [INI437Y1](#)/ [URB437Y1](#); [ITA233H1](#); [ITA334H1](#); [ITA493H1](#); [JFP450H1](#); [JGI346H1](#)/ [JGU346H1](#); [ITA233H1](#); [ITA334H1](#); [ITA493H1](#); [JFP450H1](#); [JGI346H1](#)/ [JGU346H1](#); [JQR360H1](#); [LIN201H1](#); [LIN458H1](#); [MUS306H1](#); [NEW240Y1](#); [NEW346H1](#)/ [CSE346H1](#); [NEW429H1](#)/ [CAR429H1](#); [NMC278H1](#); [NMC315H1](#); [NML110Y1](#); [NML210Y1](#); [NML360Y1](#); [NML370Y1](#); [NML470Y1](#); [POL214Y1](#); [POL224H1](#); [POL306H1](#); [POL308H1](#); [POL312Y1](#); [POL314H1](#); [POL316Y1](#); [POL334H1](#); [POL336H1](#); [POL344Y1](#); [POL349H1](#); [POL356H1](#); [POL382H1](#); [POL425Y1](#); [POL439H1](#); [POL462H1](#); [POL463H1](#); [POL467H1](#); [POL473H1](#); [POL474H1](#); [POL490H1](#); [POL490Y1](#); [POL491H1](#); [POL491Y1](#); [PRT234H1](#); [PPG301H1](#); [RLG261H1](#); [RLG262H1](#); [RLG308H1](#); [RLG426H1](#); [SLA238H1](#); [SMC291H1](#); [SMC315H1](#); [SMC320H1](#); [SMC366H1](#); [SMC376H1](#)/ [CLT376H1](#); [SMC377H1](#)/ [CLT377H1](#); [SMC385H1](#); [SMC413H1](#)/ [CLT413H1](#); [SMC416H1](#)/ [CLT416H1](#); [SMC428H1](#); [SMC466H1](#); [SOC220H1](#); [SOC253H5](#); [SOC311H1](#); [SOC336H1](#); [SOC383H1](#); [TRN160Y1](#); [TRN235H1](#); [TRN419Y1](#); [UNI101H1](#)/ [UNI101Y1](#); [UNI102H1](#)/ [UNI106H1](#)/ [UNI102Y1](#); [UNI103H1](#)/ [UNI103Y1](#); [UNI104H1](#)/ [UNI104Y1](#); [VIC119H1](#); [VIC351H1](#); [WGS380H1](#); [SOC220H1](#); [SOC311H1](#);

[SOC336H1](#); [SOC383H1](#); [TRN160Y1](#); [TRN235H1](#); [TRN419Y1](#); [UNI101H1](#)/ [UNI101Y1](#); [UNI102H1](#)/ [UNI106H1](#)/ [UNI102Y1](#); [UNI103H1](#)/ [UNI103Y1](#); [UNI104H1](#)/ [UNI104Y1](#); [VIC119H1](#); [WGS380H1](#).

A full list of approved Asian Canadian Studies courses and the approved list of courses related to the contexts of Asian Canadian Studies can be found on the website at [www.utoronto.ca/canadianstudies/](http://www.utoronto.ca/canadianstudies/). Please note that not all courses are offered on a regular basis. Students are responsible for checking co- and prerequisites for all courses. Courses that are in the current academic Calendar that include significant Canadian content may be considered, in consultation with the Canadian Studies Program Director. Consult the Canadian Studies Program Office, Room UC173, University College, 416-946-4025, E-mail: [uc.academicsservices@utoronto.ca](mailto:uc.academicsservices@utoronto.ca).

Notes:

- Effective Fall 2021, courses associated with Innis College's Urban Studies and Writing and Rhetoric programs will have the new "URB" and "WRR" designators respectively. Joint JGI courses will see their designator changed to "JGU."
- Effective Fall 2021, courses associated with New College's Caribbean Studies and Critical Studies in Equity and Solidarity programs will have the new "CAR" and "CSE" designators respectively.
- Effective Fall 2021, courses associated with St. Michael's College's Celtic Studies program will have the new "CLT" designator.

**Proposed Calendar Copy**

**Description**

~~The Minor in Asian Canadian Studies focuses on community-engaged learning that explores how to understand the historical, social, cultural, economic, and political forces that affect people of Asian heritage in Canada. Our interdisciplinary courses connect students with local communities, and every course provides opportunities for students to pursue a choice of research interests. Together we critically investigate and add to knowledge about Asian Canadians.~~

The Minor in Asian Canadian Studies is an interdisciplinary program focused on understanding and productively engaging with the social, political, historical, economic and cultural conditions that lead Asian Canadians to come to understand themselves as such, and thus what it means to be Asian Canadian. The program addresses how Asian Canadians have participated in the making of their own communities and contributed to the building of contemporary Canadian society. It is concerned with issues of social, political and ecological justice, especially with regards to historical and contemporary exclusion, violence and rupture. In addition, the program addresses Asian migration, hybridity, globality, movement, displacement and diaspora, particularly as they unfold in Canadian and Turtle Island contexts. Conversations about cultural and political agency and responsibility are key, as are conversations about relationships, especially with Indigenous and Black communities and individuals. Some of our interdisciplinary courses connect students with local communities, and every course provides opportunities for students to pursue a choice of research interests. Together we critically investigate and add to knowledge for and about Asian Canadians.

The category "Asian Canadian" is widely understood to refer to people in Canada of East Asian, South Asian, Southeast Asian, and West Asian ancestry.

Students ~~take two required 0.5 credit core courses in Asian Canadian Studies~~ choose from an array of courses in Asian Canadian Studies; and take additional courses related to the larger contexts of Asian Canadian Studies. The Minor in Asian Canadian Studies is easily combined with other disciplines, such as Anthropology, Art, Economics, English, Geography, History, Political Science and Sociology, as well as with interdisciplinary studies such as Contemporary Asian Studies, Diaspora and Transnational Studies, Critical Studies in Equity and Solidarity, East Asian Studies, South Asian Studies, and Near Eastern Studies.

Students will be encouraged to take full advantage of the opportunities available through the Canadian Studies Program, including its journal, *ImagiNATIONS*, produced by and for undergraduate students and its annual undergraduate student conference. The Canadian Studies Student Union is a focal point for social as well as academic pursuits, and is open to students pursuing a Minor in Asian Canadian Studies. ~~Students also can participate in Asian Canadian Studies student events and in the tri-campus Asian Canadian Studies Research network. The Research network brings together professors and students to discuss current research related to Asian Canadian Studies, Asian diasporas, and global Asian migrations. Students in the minor are also invited to participate in the Asian Institute's Asian Pathways Research Lab that offers research opportunities in Toronto.~~

### **Admission Requirements (if applicable)**

None.

### **Enrolment Requirements (if applicable)**

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

### **Completion Requirements**

(4.0 credits, including 1.0 credit at the 300+ level).

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

Subsequent year requirements:

1. 0.5 credit from [CDN307H1](#) / [CDN450H1](#) / [CDN455H1](#)
2. 1.0 additional credit from Asian Canadians and Asian Diasporas in Canada which has not previously been taken to fulfill program requirements.
3. 0.5 credit from Contexts of Asian Canadian Studies.
4. 2.0 additional credit from Asian Canadians and Asian Diasporas in Canada and/or Contexts of Asian Canadian Studies and/or from the additional list of approved courses for the Minor in Asian Canadian Studies as listed on the Canadian Studies Program website ([www.uc.utoronto.ca/canadianstudies](http://www.uc.utoronto.ca/canadianstudies)). Please note that not all courses are offered on a regular basis. Courses that include significant Canadian or Asian Canadian content not on the list may be considered for approval by the Canadian Studies Program Director at [canadian.studies@utoronto.ca](mailto:canadian.studies@utoronto.ca). Students are responsible for checking co- and prerequisites for all courses.

Asian Canadians and Asian Diasporas in Canada:

[ANT477H1](#); [CAS413H1](#); ~~[CAS450H1](#)~~; ~~[CDN230H1](#)~~; [CDN225H1/CDN325H1](#); [CDN305H1](#); [CDN307H1](#); [CDN367H1](#); [CDN390H1](#); [CDN395H1](#); [CDN420Y1](#); [CDN450H1](#); [CDN455H1](#); [DTS415H1](#); [EAS315H1](#); [EAS388H1](#); [EAS389H1](#); ~~[ENG268H1](#)~~; [ENG368H1](#); [ENG369H1](#); [HIS266H1](#); [HIS285H1](#); [HIS307H1](#); [HIS380H1](#); [SAS114H1](#); [SOC218H1](#); ~~[WGS369H1](#)~~; ~~[WGS376H1](#)~~; ~~[WGS482H1](#)~~; [WGS420H1](#)

Contexts of Asian Canadian Studies:

[BMS354H1](#); [CAS201H1](#); [CAS413H1](#); [CDN202H1](#); [CDN205H1](#); [CDN218H1](#); [CDN221H1](#); [CDN267H1](#); [CDN268H1](#); [CDN280H1](#); [CDN235H1](#); [CDN305H1](#); [CDN335H1](#); [CDN355H1](#); [CDN367H1](#); [CDN368H1](#); [CDN380H1](#); [CDN385H1](#);

[CDN320H1](#); [CDN405H1](#); [CDN406H1](#); [CDN420Y1](#); [CDN425H1](#); [CDN435Y1](#); [CDN440H1](#); [DTS200Y1](#); [EAS236H1](#); [EAS279H1](#); [HIS262H1](#); [HIS264H1](#); [HIS312H1](#); [INS200H](#); [SOC311H1](#); [SOC336H1](#); [POL467H1](#).

#### 5. Other Courses:

[INS201Y1](#); [INS261H1](#); [INS301Y1](#); [INS302H1](#); [INS350H1](#); [INS351Y1](#); [INS352H1](#); [INS353H1](#); [INS360Y1](#); [INS403H1](#); [INS407H1](#); [ABS401H1](#); [JFP450H1](#); [ANT204H1](#); [ANT315H1](#); [ANT322H1](#); [ANT365H1](#); [ANT412H1](#); [CAS201H1](#); [CAS202H1](#); [CAS413H](#); [CIN332Y1](#); [CIN370H1](#); [CSC300H1](#); [DRM230Y1](#); [DRM268H1](#); [DTS200Y1](#); [EAS105H1](#); [EAS210Y1](#); [EAS211Y1](#); [EAS212H1](#); [EAS219H1](#); [EAS220Y1](#); [EAS221H1](#); [EAS300Y1](#); [EAS310Y1](#); [EAS320Y1](#); [EAS401H1](#); [EAS402H1](#); [EAS410Y1](#); [EAS460H1](#); [EAS461H1](#); [EAS474H1](#); [ECO321H1](#); [ECO322H1](#); [ENG215H1](#); [ENG252Y1](#); [ENG350H1](#); [ENG352H1](#); [ENG353H1](#); [ENG354Y1](#); [ENG357H1](#); [ENG359H1](#); [ENG424H1](#); [ENG425H1](#); [ENG428H1](#); [FAH248H1](#); [FAH262H1](#); [FAH345H1](#); [FAH367H1](#); [FAH457H1](#); [FAH458H1](#); [FAH482H1](#); [FAH485H1](#); [FAH486H1](#); [FAH495H1](#); [FIN320H1](#); [FRE210H1](#); [FRE314H1](#); [FRE379H1](#); [FEE410H1](#); [FRE410H1](#); [GGR124H1](#); [GGR246H1](#); [GGR320H1](#); [GGR357H1](#); [HIS262H1](#); [HIS264H1](#); [HIS283Y1](#); [HIS307H1](#); [HIS311Y1](#); [HIS312H1](#); [HIS313H1](#); [HIS314H1](#); [HIS318H1](#); [HIS350H1](#); [HIS363H1](#); [HIS365H1](#); [HIS366H1](#); [HIS402H1](#); [HIS405Y1](#); [HIS410H1](#); [HIS429H1](#); [HIS420H1](#); [HIS462H1](#); [HIS464H1](#); [HIS466H1](#); [HIS469H1](#); [HIS472H1](#); [INI308H1](#); [WRR308H1](#); [INI337H1](#); [URB337H1](#); [INI385H1](#); [CIN370H1](#); [INI387H1](#); [CIN389H1](#); [INI437Y1](#); [URB437Y1](#); [ITA233H1](#); [ITA334H1](#); [ITA493H1](#); [JFP450H1](#); [JGI346H1](#); [JGU346H1](#); [ITA233H1](#); [ITA334H1](#); [ITA493H1](#); [JFP450H1](#); [JGI346H1](#); [JGU346H1](#); [JQR360H1](#); [LIN201H1](#); [LIN458H1](#); [MUS306H1](#); [NEW240Y1](#); [NEW346H1](#); [CSE346H1](#); [NEW429H1](#); [CAR429H1](#); [NMC278H1](#); [NMC315H1](#); [NML110Y1](#); [NML210Y1](#); [NML360Y1](#); [NML370Y1](#); [NML470Y1](#); [POL214Y1](#); [POL224H1](#); [POL306H1](#); [POL308H1](#); [POL312Y1](#); [POL314H1](#); [POL316Y1](#); [POL334H1](#); [POL336H1](#); [POL344Y1](#); [POL349H1](#); [POL356H1](#); [POL382H1](#); [POL425Y1](#); [POL439H1](#); [POL462H1](#); [POL463H1](#); [POL467H1](#); [POL473H1](#); [POL474H1](#); [POL490H1](#); [POL490Y1](#); [POL491H1](#); [POL491Y1](#); [PRT234H1](#); [PPG301H1](#); [RLG261H1](#); [RLG262H1](#); [RLG308H1](#); [RLG426H1](#); [SLA238H1](#); [SMC291H1](#); [SMC315H1](#); [SMC320H1](#); [SMC366H1](#); [SMC376H1](#); [CLT376H1](#); [SMC377H1](#); [CLT377H1](#); [SMC385H1](#); [SMC413H1](#); [CLT413H1](#); [SMC416H1](#); [CLT416H1](#); [SMC428H1](#); [SMC466H1](#); [SOC220H1](#); [SOC253H5](#); [SOC311H1](#); [SOC336H1](#); [SOC383H1](#); [TRN160Y1](#); [TRN235H1](#); [TRN419Y1](#); [UNI101H1](#); [UNI101Y1](#); [UNI102H1](#); [UNI106H1](#); [UNI102Y1](#); [UNI103H1](#); [UNI103Y1](#); [UNI104H1](#); [UNI104Y1](#); [VIC119H1](#); [VIC351H1](#); [WGS380H1](#); [SOC220H1](#); [SOC311H1](#); [SOC336H1](#); [SOC383H1](#); [TRN160Y1](#); [TRN235H1](#); [TRN419Y1](#); [UNI101H1](#); [UNI101Y1](#); [UNI102H1](#); [UNI106H1](#); [UNI102Y1](#); [UNI103H1](#); [UNI103Y1](#); [UNI104H1](#); [UNI104Y1](#); [VIC119H1](#); [WGS380H1](#).

#### Other Courses

A full list of approved Asian Canadian Studies courses and the approved list of courses related to the contexts of Asian Canadian Studies can be found on the website at [www.utoronto.ca/canadianstudies/](http://www.utoronto.ca/canadianstudies/). Please note that not all courses are offered on a regular basis. Students are responsible for checking co- and prerequisites for all courses. Courses that are in the current academic Calendar that include significant Asian Canadian or Canadian content may be considered, in consultation with the Canadian Studies Program Director. Consult the Canadian Studies Program Office, Room UC173, University College, 416-946-4025, E-mail: [canadian.studies@utoronto.ca](mailto:canadian.studies@utoronto.ca) [uc.academicservices@utoronto.ca](mailto:uc.academicservices@utoronto.ca).

#### Notes:

- Effective Fall 2021, courses associated with Innis College's Urban Studies and Writing and Rhetoric programs will have the new "URB" and "WRR" designators respectively. Joint JGI courses will see their designator changed to "JGU."
- Effective Fall 2021, courses associated with New College's Caribbean Studies and Critical Studies in Equity and Solidarity programs will have the new "CAR" and "CSE" designators respectively.
- Effective Fall 2021, courses associated with St. Michael's College's Celtic Studies program will have the new "CLT" designator.

#### Proposal Questions – General

<b>Brief Description of the Proposed Changes</b> <i>(Provide a brief summary.)</i>
<p>The program description had not been updated in a decade. It now better reflects current course offerings and overall program objectives.</p> <p>The courses available to students have been significantly revised to reflect new courses on Asian Canadian topics added in the last ten years, as well as removing courses that are no longer offered or relevant. Among the additions are three new Asian Canadian courses created within Canadian Studies thanks to a new faculty appointment in the field</p>
<b>Details of the Proposed Changes</b> <i>(Changes to program description, requirements, and program learning outcomes.)</i>
<p>As a result of the many new courses that are offered, the program requirements have been amended to be much more focused and on topic than they were previously. This has led to changes in programs requirements so that students will now take many more courses directly related to Asian Canadian topics.</p> <p>The long list of “Other Courses” has been removed as many had nothing to do with Asian Canadian topics. An updated and streamlined list of “Other Courses” will be made available on the Canadian Studies website.</p>
<b>Rationale</b> <i>(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit’s priorities, recent reviews or institutional planning, or alignment with other programs.)</i>
<p>These changes have been made to reflect a new faculty appointment in Canadian Studies; new courses that have been created; and courses that have been removed because they are no longer relevant.</p>
<b>Impact</b> <i>(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)</i>
<p>Students minoring in Asian Canadian Studies will have a much more robust engagement with the topic thanks to the proliferation of courses that directly deal with Asian Canadian content.</p>
<b>Consultation</b> <i>(Describe consultation that has already been done with students, faculty, and other units.)</i>
<p>Extensive consultation has been undertaken with all budgetarily-appointed faculty in Canadian Studies. Units whose courses may be used towards the minor are being consulted for their approval to be listed.</p> <p>All budgetary faculty in CDN (Fall 2024)</p> <p>All units with cross-listed courses (Fall 2024 and ongoing)</p> <p>UC Curriculum Committee (approved January, 2025)</p> <p>UC Council (upcoming January, 2025)</p>
<b>Diversity</b> <i>(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)</i>

<p>Strengthening and supporting Asian Canadian Studies helps to ensure that students of Asian Canadian descent—and Asian students studying in Canada—see themselves and their experiences reflected in the curriculum. It also ensures that Canadian Studies more broadly is seen as open and expansive, with Asian Canadian Studies having a core role and place in the field.</p>
<p><b>Resource Implications</b> <i>(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean<sup>1</sup>.)</i></p>
<p>None</p>
<p><b>Arts &amp; Science - Divisional Data:</b> <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i></p>
<p><b>Academic Context</b> <i>(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)</i></p>
<p>No change.</p>
<p><b>Learning Outcomes</b> <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)<sup>2</sup></i></p>
<p>No change.</p>
<p><b>Depth of Knowledge</b> <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i></p>
<p>No change.</p>
<p><b>Competencies:</b> <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i></p>
<p><b>Critical and Creative Thinking</b></p>
<p>No change.</p>
<p><b>Communication</b></p>

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<sup>1</sup> Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

<sup>2</sup> Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.

No change.	
<b>Information Literacy</b>	
No change.	
<b>Quantitative Reasoning</b>	
No change.	
<b>Social and Ethical Responsibility</b>	
No change.	
<b>Integrative, Inquiry-based Activity</b>	
No change.	
<b>UTQAP Process</b>	
<b>Steps</b>	<b>Approvals</b>
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	



# Faculty of Arts & Science

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## Minor Program Modification Form

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### Faculty of Arts & Science Minor Modification to Program Form

<b>Program Title</b>		<b>POSt Code</b>
Canadian Studies Major (Arts Program)		ASMAJ0728
<b>Division</b>	<b>Associated with (Division)</b>	
Arts & Science		
<b>Unit</b>	<b>Associated with (Unit)</b>	
University College	Canadian Studies	
<b>Program Information</b> <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
<b>Current Calendar Copy</b>		
<b>Description</b>  <p>The Canadian Studies program offers opportunities to study contemporary Canada in an interdisciplinary manner and to explore cultural, social, economical and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the requirements of the Program.</p> <p>Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at <a href="http://www.uc.utoronto.ca/canadianstudies/">www.uc.utoronto.ca/canadianstudies/</a>. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: <a href="mailto:uc.academicsservices@utoronto.ca">uc.academicsservices@utoronto.ca</a></p> <p><b>Admission Requirements (if applicable)</b></p> <p>None</p> <p><b>Enrolment Requirements (if applicable)</b></p> <p>This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.</p> <p><b>Completion Requirements</b></p> <p>(7.0 credits in Canadian Studies approved courses with 2.0 credits at the 300+ level, of which a 0.5 credit must be at the 400-level)</p> <p>First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)</p> <p>1. ( <a href="#">CDN267H1</a>, <a href="#">CDN268H1</a> )</p>		

2. 1.0 credit from the following: [DRM268H1](#)/ [ENG215H1](#)/ [ENG252H1](#)/ [ENG254H1](#)/ [FOR200H1](#)/ [FAH248H1](#)/ [FRE210H1](#)/ [GGR240H1](#)/ [GGR246H1](#)/ [HIS262H1](#)/ [HIS264H1](#)/ [INS201H1](#)/ [INS210H1](#)/ [INS220H1](#)/ [INS231H1](#)/ [LIN201H1](#)/ [POL214Y1](#)/ [POL224Y1](#)/ [SLA238H1](#)/ [SOC218H1](#)/ [SOC220H1](#)/ [TRN235H1](#)
3. ( [CDN367H1](#), [CDN368H1](#) )
4. 0.5 credit from the following: [CDN307H1](#)/ [CDN335H1](#)/ [CDN380H1](#)/ [CDN385H1](#)/ [CDN390H1](#)/ [JSU325H1](#)
5. [CDN405H1](#)/ [CDN406H1](#) or another fourth-year Canadian Studies course approved by the Program Director.
6. Students will take another 3.0 credits offered by the Canadian Studies Program, or in the list of courses approved by the Canadian Studies Program (see: [www.uc.utoronto.ca/canadianstudies](http://www.uc.utoronto.ca/canadianstudies)). Suitable courses not on the list may be considered for approval by the Program Director.
- Students are responsible for checking co- and prerequisites for all courses.

## Proposed Calendar Copy

### Description

The Canadian Studies program offers opportunities to study contemporary Canada from multidisciplinary perspectives across cultural, social, economic and political frameworks. A wide variety of courses examine community- and identity-formation to better understand structural and systemic forms of discrimination, as well as resistance and empowerment. Students gain a critical understanding of contemporary issues and opportunities to make lasting, constructive contributions to the communities in which we live.

Students will be encouraged to take full advantage of the extra-curricular offerings available through the Canadian Studies Program, including its journal, *ImagiNATIONS*, produced by and for undergraduate students as well as the annual undergraduate student conference. The Canadian Studies Student Union is a focal point for social as well as academic pursuits.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at [www.uc.utoronto.ca/canadianstudies/](http://www.uc.utoronto.ca/canadianstudies/). Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: [uc.academicsservices@utoronto.ca](mailto:uc.academicsservices@utoronto.ca) – [canadian.studies@utoronto.ca](mailto:canadian.studies@utoronto.ca)

### Admission Requirements (if applicable)

None.

### Enrolment Requirements (if applicable)

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

### Completion Requirements

(7.0 credits in Canadian Studies approved courses with 2.5 credits at the 300+ level, of which a 0.5 credit must be at the 400-level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

~~1. ( [CDN267H1](#), [CDN268H1](#) )~~

1. 0.5 credit from the following: [CDN265H1](#) / [CDN267H1](#)/ [CDN268H1](#)

2. [INS200H1](#)

3. 1.0 **additional** credit from the following, which has not previously been used to meet program requirements: ~~CDN202H1 / CDN205H1 / CDN218H1 / CDN221H1 / CDN225H1 / CDN235H1 / CDN240H1 / CDN265H1 / CDN267H1 / CDN268H1 / CDN280H1 / JCI250H1 /~~ ~~ENG215H1 / ENG252H1 / ENG254H1 / FOR200H1 / FAH248H1 / FRE210H1 / GGR240H1 / GGR246H1 / HIS262H1 / HIS264H1 / INS201H1 / INS210H1 / INS220H1 / INS231H1 / LIN201H1 / POL214Y1 / POL224Y1 / SLA238H1 / SOC218H1 / SOC220H1 / TRN235H1~~

0.5 Credit from ~~(CDN367H1, CDN368H1)~~

4. 0.5 credit from CDN307H1 / CDN450H1 / CDN455H1

5. 0.5 credit from CDN335H1 / CDN440H1

6. 1.5 credit from the following, which has not previously been used to meet program requirements: ~~CDN307H1 /~~ ~~CDN335H1 /~~ CDN305H1 / ~~CDN320H1 /~~ CDN340H1 / CDN355H1 / CDN367H1 / CDN368H1 / CDN370H1 / CDN380H1 / CDN385H1 / CDN390H1 / ~~CDN395H1 /~~ JCI350H1 / JSU325H1 / CDN405H1 / ~~CDN406H1 / CDN420Y / CDN425H /~~ ~~CDN430Y /~~ ~~CDN440H1 /~~ ~~CDN450H1 /~~ ~~CDN455H1 /~~

7. Students will take another 2.5 credits to fulfill program requirements, which may be taken from any of the above courses not previously taken to fulfill program requirements, or from the list of approved courses from other units as listed on the Canadian Studies Program website ([www.utoronto.ca/canadianstudies](http://www.utoronto.ca/canadianstudies)). Please note that not all courses are offered on a regular basis. Courses that include significant Canadian content not on the list may be considered for approval by the Canadian Studies Program Director at [canadian.studies@utoronto.ca](mailto:canadian.studies@utoronto.ca). Students are responsible for checking co- and prerequisites for all courses.

### Proposal Questions - General

#### Brief Description of the Proposed Changes *(Provide a brief summary.)*

As a result of two new hires, the Canadian Studies program has been able to significantly augment its course offerings. The new courses that have been created have been added to the program requirements. As a result of all these courses, some of the program requirements have been amended.

#### Details of the Proposed Changes *(Changes to program description, requirements, and program learning outcomes.)*

First, the program description has been updated to better reflect the topics, issues and concepts that students will engage with in their courses and across their program.

Second, students are now required to take INS200H1: Introduction to Indigenous Truth and Resilience—this has been done after consultation with and support from the Centre for Indigenous Studies.

Third, there are now three foundational courses at the second year, and students will be required to take at least one of them. The new course is CDN265H1: Race and Racialization in Canada.

Fourth, students are required to take at least 0.5 FCE in both Asian Canadian Studies and Black Canadian Studies courses in their upper years. This is made possible by the creation of new courses as a result of new faculty appointments (CDN440H1; CDN450H1; CDN455H1).

Finally, overall students are required to take more CDN courses (including joint courses), rather than relying on courses from other units. There is still some flexibility, however, so that students can fulfill their program requirements with some courses in other units.

**Rationale** *(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.)*

<p>These changes have been made to reflect two new faculty appointments in Canadian Studies and the creation of new courses, as well as to address the changing shape of the field of Canadian Studies more broadly.</p>
<p><b>Impact</b> <i>(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)</i></p>
<p>Students will be able and required to take more CDN courses, for which they will have priority access. For flexibility, students will still be able to take a wide array of courses from other units to meet some of their program requirements.</p>
<p><b>Consultation</b> <i>(Describe consultation that has already been done with students, faculty, and other units.)</i></p>
<p>Extensive consultation has been undertaken with all budgetarily-appointed faculty in Canadian Studies (Fall, 2024). Several conversations were had with CANSSU, the Students Union, about curriculum (Fall, 2024). Consultation was undertaken with Professor Susan Hill, Director, Centre for Indigenous Studies (Fall 2024). Units whose courses may be used towards degree requirements are being consulted for their approval to be listed. UC Curriculum Committee (approved, January 2025) UC Council (upcoming, January 2025)</p>
<p><b>Diversity</b> <i>(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)</i></p>
<p>Students in the Major will be required to take at least 0.5 FCE in Indigenous Studies, Asian Canadian Studies and Black Canadian Studies. This will ensure that more students see themselves and their experience at the core of Canadian Studies, and that the field is understood in more broad and expansive terms, which better reflects the diversity of Canadians. Further, students have the opportunity to take an array of courses that address diversity in Canada from various perspectives. Diversity—conceptually and in practice—is a feature of all CDN courses.</p>
<p><b>Resource Implications</b> <i>(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean<sup>1</sup>.)</i></p>
<p>None</p>
<p><b>Arts &amp; Science - Divisional Data:</b> <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i></p>
<p><b>Academic Context</b> <i>(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)</i></p>

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<sup>1</sup> Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

No changes.
<b>Learning Outcomes</b> <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)<sup>2</sup></i>
No changes.
<b>Depth of Knowledge</b> <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>
No changes.
<b>Competencies:</b> <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>
<b>Critical and Creative Thinking</b>
No changes.
<b>Communication</b>
No changes.
<b>Information Literacy</b>
No changes.
<b>Quantitative Reasoning</b>
No changes.
<b>Social and Ethical Responsibility</b>
No changes.
<b>Integrative, Inquiry-based Activity</b>

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<sup>2</sup> Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.

No changes.

#### UTQAP Process

Steps	Approvals
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

# Faculty of Arts & Science

## Minor Program Modification Form

### Faculty of Arts & Science Minor Modification to Program Form

<b>Program Title</b>		<b>POSt Code</b>
Canadian Studies Minor (Arts Program)		ASMIN0728
<b>Division</b>	<b>Associated with (Division)</b>	
Arts & Science		
<b>Unit</b>	<b>Associated with (Unit)</b>	
University College	Canadian Studies	
<b>Program Information</b> <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
<b>Current Calendar Copy</b>		
<b>Description</b>  <p>The Canadian Studies program offers opportunities to study contemporary Canada in an interdisciplinary manner and to explore cultural, social, economical and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the requirements of the Program.</p> <p>Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at <a href="http://www.uc.utoronto.ca/canadianstudies/">www.uc.utoronto.ca/canadianstudies/</a>. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: <a href="mailto:uc.academicsservices@utoronto.ca">uc.academicsservices@utoronto.ca</a></p>		
<b>Admission Requirements (if applicable)</b>  <p>None</p>		
<b>Enrolment Requirements (if applicable)</b>  <p>This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.</p>		
<b>Completion Requirements</b>  <p>(7.0 credits in Canadian Studies approved courses with 2.0 credits at the 300+ level, of which a 0.5 credit must be at the 400-level)</p> <p>First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)</p> <p>1. ( <a href="#">CDN267H1</a>, <a href="#">CDN268H1</a> )</p>		

2. 1.0 credit from the following: [DRM268H1](#)/ [ENG215H1](#)/ [ENG252H1](#)/ [ENG254H1](#)/ [FOR200H1](#)/ [FAH248H1](#)/ [FRE210H1](#)/ [GGR240H1](#)/ [GGR246H1](#)/ [HIS262H1](#)/ [HIS264H1](#)/ [INS201H1](#)/ [INS210H1](#)/ [INS220H1](#)/ [INS231H1](#)/ [LIN201H1](#)/ [POL214Y1](#)/ [POL224Y1](#)/ [SLA238H1](#)/ [SOC218H1](#)/ [SOC220H1](#)/ [TRN235H1](#)
3. ( [CDN367H1](#), [CDN368H1](#) )
4. 0.5 credit from the following: [CDN307H1](#)/ [CDN335H1](#)/ [CDN380H1](#)/ [CDN385H1](#)/ [CDN390H1](#)/ [JSU325H1](#)
5. [CDN405H1](#)/ [CDN406H1](#) or another fourth-year Canadian Studies course approved by the Program Director.
6. Students will take another 3.0 credits offered by the Canadian Studies Program, or in the list of courses approved by the Canadian Studies Program (see: [www.uc.utoronto.ca/canadianstudies](http://www.uc.utoronto.ca/canadianstudies)). Suitable courses not on the list may be considered for approval by the Program Director.
- Students are responsible for checking co- and prerequisites for all courses.

## Proposed Calendar Copy

### Description

The Canadian Studies program offers opportunities to study contemporary Canada from multidisciplinary perspectives across cultural, social, economic and political frameworks. A wide variety of courses examine community- and identity-formation to better understand structural and systemic forms of discrimination, as well as resistance and empowerment. Students gain a critical understanding of contemporary issues and opportunities to make lasting, constructive contributions to the communities in which we live.

Students will be encouraged to take full advantage of the extra-curricular offerings available through the Canadian Studies Program, including its journal, *ImagiNATIONS*, produced by and for undergraduate students as well as the annual undergraduate student conference. The Canadian Studies Student Union is a focal point for social as well as academic pursuits.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at [www.uc.utoronto.ca/canadianstudies/](http://www.uc.utoronto.ca/canadianstudies/). Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: [uc.academicsservices@utoronto.ca](mailto:uc.academicsservices@utoronto.ca) – [canadian.studies@utoronto.ca](mailto:canadian.studies@utoronto.ca)

### Admission Requirements (if applicable)

None.

### Enrolment Requirements (if applicable)

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

### Completion Requirements

(4.0 credits, including 1.0 credit at the 300+ level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

~~1. ( [CDN267H1](#), [CDN268H1](#) )~~

1. 0.5 credit from the following: [CDN265H1](#) / [CDN267H1](#)/ [CDN268H1](#) / [INS200H1](#)

2. 1.0 **additional** credit from the following, which has not previously been used to meet program requirements:

[CDN202H1](#) / [CDN205H1](#) / [CDN218H1](#) / [CDN221H1](#) / [CDN225H1](#) / [CDN235H1](#) / [CDN240H1](#) / [CDN265H1](#) / [CDN267H1](#) / [CDN268H1](#) / [CDN280H1](#) / [INS200H1](#) / [JCI250H1](#) / ~~[ENG215H1](#)/ [ENG252H1](#)/ [ENG254H1](#)/ [FOR200H1](#)/ [FAH248H1](#)/~~



<p><a href="#">FRE210H1</a> / <a href="#">GGR240H1</a> / <a href="#">GGR246H1</a> / <a href="#">HIS262H1</a> / <a href="#">HIS264H1</a> / <a href="#">INS201H1</a> / <a href="#">INS210H1</a> / <a href="#">INS220H1</a> / <a href="#">INS231H1</a> / <a href="#">LIN201H1</a> / <a href="#">POL214Y1</a> / <a href="#">POL224Y1</a> / <a href="#">SLA238H1</a> / <a href="#">SOC218H1</a> / <a href="#">SOC220H1</a> / <a href="#">TRN235H1</a></p> <p>0.5 Credit from (<del>CDN367H1</del>, <del>CDN368H1</del>)</p> <p>3. 2.0 credits from the following: <del>CDN307H1</del> / <del>CDN335H1</del> / CDN305H1 / <del>CDN320H1</del> / CDN340H1 / CDN355H1 / CDN367H1 / CDN368H1 / CDN370H1 / CDN380H1 / CDN385H1 / CDN390H1 / <del>CDN395H1</del> / <del>JCI350H1</del> / JSU325H1 / CDN405H1 / <del>CDN406H1</del> / <del>CDN420Y</del> / <del>CDN425H</del> / <del>CDN430Y</del> / <del>CDN440H1</del> / <del>CDN450H1</del> / <del>CDN455H1</del> /</p> <p>4. Students will take another 0.5 credits to fulfill program requirements, which may be taken from any of the above courses not previously taken to fulfill program requirements, or from the list of approved courses from other units as listed on the Canadian Studies Program website (<a href="http://www.utoronto.ca/canadianstudies">www.utoronto.ca/canadianstudies</a>). Please note that not all courses are offered on a regular basis. Courses that include significant Canadian content not on the list may be considered for approval by the Canadian Studies Program Director at <a href="mailto:canadian.studies@utoronto.ca">canadian.studies@utoronto.ca</a>. Students are responsible for checking co- and prerequisites for all courses.</p>
<b>Proposal Questions - General</b>
<b>Brief Description of the Proposed Changes</b> <i>(Provide a brief summary.)</i>
<p>As a result of two new hires, the Canadian Studies program has been able to significantly augment its course offerings. The new courses that have been created have been added to the program requirements. As a result of all these courses, some of the program requirements have been amended.</p>
<b>Details of the Proposed Changes</b> <i>(Changes to program description, requirements, and program learning outcomes.)</i>
<p>First, the program description has been updated to better reflect the topics, issues and concepts that students will engage with in their courses and across their program.</p> <p>Second, students now have a broader choice of second year foundational courses to choose from. INS200H1: Indigenous Truth and Reconciliation is included alongside 3 CDN courses.</p> <p>Third, in their upper years, students are required to take more CDN or CDN joint courses, rather than relying on courses from other units. There is still some flexibility, however, so that students can fulfill their program requirements with some courses in other units.</p>
<b>Rationale</b> <i>(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.)</i>
<p>These changes have been made to reflect two new faculty appointments in Canadian Studies and the creation of new courses, as well as to address the changing shape of the field of Canadian Studies more broadly.</p>
<b>Impact</b> <i>(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)</i>
<p>Students will be able and required to take more CDN courses, for which they will have priority access. For flexibility, students will still be able to take a wide array of courses from other units to meet some of their program requirements.</p>

<p><b>Consultation</b> <i>(Describe consultation that has already been done with students, faculty, and other units.)</i></p> <p>Extensive consultation has been undertaken with all budgetarily-appointed faculty in Canadian Studies (Fall, 2024). Several conversations were had with CANSSU, the Students Union, about curriculum (Fall, 2024). Consultation was undertaken with Professor Susan Hill, Director, Centre for Indigenous Studies (Fall 2024). Units whose courses may be used towards degree requirements are being consulted for their approval to be listed. UC Curriculum Committee (in progress) UC Council (January 2025)</p>
<p><b>Diversity</b> <i>(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)</i></p> <p>Students have the opportunity to take an array of courses that address diversity in Canada from various perspectives. Diversity—conceptually and in practice—is a feature of all CDN courses.</p>
<p><b>Resource Implications</b> <i>(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean<sup>1</sup>.)</i></p> <p>None.</p>
<p><b>Arts &amp; Science - Divisional Data:</b> <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i></p>
<p><b>Academic Context</b> <i>(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)</i></p> <p>No changes.</p>
<p><b>Learning Outcomes</b> <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)<sup>2</sup></i></p> <p>No changes.</p>
<p><b>Depth of Knowledge</b> <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i></p> <p>No changes.</p>

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<sup>1</sup> Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

<sup>2</sup> Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.

<b>Competencies:</b> <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>	
<b>Critical and Creative Thinking</b>	
No changes.	
<b>Communication</b>	
No changes.	
<b>Information Literacy</b>	
No changes.	
<b>Quantitative Reasoning</b>	
No changes.	
<b>Social and Ethical Responsibility</b>	
No changes.	
<b>Integrative, Inquiry-based Activity</b>	
No changes.	
<b>UTQAP Process</b>	
<b>Steps</b>	<b>Approvals</b>
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

# Faculty of Arts & Science

## Minor Program Modification Form

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### Faculty of Arts & Science Minor Modification to Program Form

<b>Program Title</b>		<b>POSt Code</b>
Canadian Studies Specialist (Arts Program)		ASSPE0728
<b>Division</b>	<b>Associated with (Division)</b>	
Arts & Science		
<b>Unit</b>	<b>Associated with (Unit)</b>	
University College	Canadian Studies	
<b>Program Information</b> <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
<b>Current Calendar Copy</b>		
<b>Description</b>  <p>The Canadian Studies program offers opportunities to study contemporary Canada in an interdisciplinary manner and to explore cultural, social, economical and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the requirements of the Program.</p> <p>Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at <a href="http://www.uc.utoronto.ca/canadianstudies/">www.uc.utoronto.ca/canadianstudies/</a>. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: <a href="mailto:uc.academicsservices@utoronto.ca">uc.academicsservices@utoronto.ca</a></p> <p><b>Admission Requirements (if applicable)</b></p> <p>None</p> <p><b>Enrolment Requirements (if applicable)</b></p> <p>This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.</p> <p><b>Completion Requirements</b></p> <p>(11.0 credits in Canadian Studies approved courses with 2.0 credits at the 300+ level, of which a 0.5 credit must be at the 400-level)</p> <p>First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)</p> <p>1. ( <a href="#">CDN267H1</a>, <a href="#">CDN268H1</a> )</p>		

2. 1.0 credit from the following: [DRM268H1](#)/ [ENG215H1](#)/ [ENG252H1](#)/ [ENG254H1](#)/ [FOR200H1](#)/ [FAH248H1](#)/ [FRE210H1](#)/ [GGR240H1](#)/ [GGR246H1](#)/ [HIS262H1](#)/ [HIS264H1](#)/ [INS201H1](#)/ [INS210H1](#)/ [INS220H1](#)/ [INS231H1](#)/ [LIN201H1](#)/ [POL214Y1](#)/ [POL224Y1](#)/ [SLA238H1](#)/ [SOC218H1](#)/ [SOC220H1](#)/ [TRN235H1](#)
3. ( [CDN367H1](#), [CDN368H1](#) )
4. 0.5 credit from the following: [CDN307H1](#)/ [CDN335H1](#)/ [CDN380H1](#)/ [CDN385H1](#)/ [CDN390H1](#)/ [JSU325H1](#)
5. [CDN405H1](#)/ [CDN406H1](#) or another fourth-year Canadian Studies course approved by the Program Director.
6. Students will take another 3.0 credits offered by the Canadian Studies Program, or in the list of courses approved by the Canadian Studies Program (see: [www.uc.utoronto.ca/canadianstudies](http://www.uc.utoronto.ca/canadianstudies)). Suitable courses not on the list may be considered for approval by the Program Director.
- Students are responsible for checking co- and prerequisites for all courses.

## Proposed Calendar Copy

### Description

The Canadian Studies program offers opportunities to study contemporary Canada from multidisciplinary perspectives across cultural, social, economic and political frameworks. A wide variety of courses examine community- and identity-formation to better understand structural and systemic forms of discrimination, as well as resistance and empowerment. Students gain a critical understanding of contemporary issues and opportunities to make lasting, constructive contributions to the communities in which we live.

Students will be encouraged to take full advantage of the extra-curricular offerings available through the Canadian Studies Program, including its journal, *ImagiNATIONS*, produced by and for undergraduate students as well as the annual undergraduate student conference. The Canadian Studies Student Union is a focal point for social as well as academic pursuits.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at [www.uc.utoronto.ca/canadianstudies/](http://www.uc.utoronto.ca/canadianstudies/). Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: [uc.academicsservices@utoronto.ca](mailto:uc.academicsservices@utoronto.ca) – [canadian.studies@utoronto.ca](mailto:canadian.studies@utoronto.ca)

### Admission Requirements (if applicable)

None.

### Enrolment Requirements (if applicable)

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

### Completion Requirements

(11.0 credits in Canadian Studies approved courses, including 4.0 credits at the 300+ level, of which 1.0 credit must be at the 400-level.)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

~~1. ( [CDN267H1](#), [CDN268H1](#) )~~

1. 0.5 credit from the following: [CDN265H1](#) / [CDN267H1](#)/ [CDN268H1](#)

2. [INS200H1](#)

3. 1.0 **additional** credit from the following, which has not previously been used to meet program requirements: ~~CDN202H1 / CDN205H1 / CDN218H1 / CDN221H1 / CDN225H1 / CDN235H1 / CDN240H1 / CDN265H1 / CDN267H1 / CDN268H1 / CDN280H1 / JCI250H1 /~~ ~~[ENG215H1](#) / [ENG252H1](#) / [ENG254H1](#) / [FOR200H1](#) / [FAH248H1](#) / [FRE210H1](#) / [GGR240H1](#) / [GGR246H1](#) / [HIS262H1](#) / [HIS264H1](#) / [INS201H1](#) / [INS210H1](#) / [INS220H1](#) / [INS231H1](#) / [LIN201H1](#) / [POL214Y1](#) / [POL224Y1](#) / [SLA238H1](#) / [SOC218H1](#) / [SOC220H1](#) / [TRN235H1](#)~~
- 0.5 Credit from (~~CDN367H1, CDN368H1~~)
4. 0.5 credit from ~~CDN307H1 / CDN450H1 / CDN455H1~~
5. 0.5 credit from ~~CDN335H1 / CDN440H1~~
6. 1.5 credit from the following, which has not previously been used to meet program requirements: ~~CDN307H1 /~~ ~~CDN335H1~~ / ~~CDN305H1 /~~ ~~CDN320H1 /~~ ~~CDN340H1 /~~ ~~CDN355H1 /~~ ~~CDN367H1 /~~ ~~CDN368H1 /~~ ~~CDN370H1 /~~ ~~CDN380H1 /~~ ~~CDN385H1 /~~ ~~CDN390H1 /~~ ~~CDN395H1 /~~ ~~JCI350H1 /~~ ~~JSU325H1 /~~ ~~CDN405H1 /~~ ~~CDN406H1 /~~ ~~CDN420Y /~~ ~~CDN425H /~~ ~~CDN430Y /~~ ~~CDN440H1 /~~ ~~CDN450H1 /~~ ~~CDN455H1 /~~
7. Students will take another 4.0 credits from any of the above courses which have not already been taken to meet program requirements.
8. Students will take another 2.5 credits to fulfill program requirements, which may be taken from any of the above courses not previously taken to fulfill program requirements, or from the list of approved courses from other units as listed on the Canadian Studies Program website ([www.utoronto.ca/canadianstudies](http://www.utoronto.ca/canadianstudies)). Please note that not all courses are offered on a regular basis. Courses that include significant Canadian content not on the list may be considered for approval by the Canadian Studies Program Director at [canadian.studies@utoronto.ca](mailto:canadian.studies@utoronto.ca). Students are responsible for checking co- and prerequisites for all courses.

### Proposal Questions - General

#### Brief Description of the Proposed Changes (Provide a brief summary.)

As a result of two new hires, the Canadian Studies program has been able to significantly augment its course offerings. The new courses that have been created have been added to the program requirements. As a result of all these courses, some of the program requirements have been amended.

#### Details of the Proposed Changes (Changes to program description, requirements, and program learning outcomes.)

First, the program description has been updated to better reflect the topics, issues and concepts that students will engage with in their courses and across their program.

Second, students are now required to take INS200H1: Introduction to Indigenous Truth and Resilience—this has been done after consultation with and support from the Centre for Indigenous Studies.

Third, there are now three foundational courses at the second year, and students will be required to take at least one of them. The new course is CDN265H1: Race and Racialization in Canada.

Fourth, students are required to take at least 0.5 FCE in both Asian Canadian Studies and Black Canadian Studies courses in their upper years. This is made possible by the creation of new courses as a result of new faculty appointments (CDN440H1; CDN450H1; CDN455H1).

Finally, overall students are required to take more CDN courses (including joint courses), rather than relying on courses from other units. There is still some flexibility, however, so that students can fulfill their program requirements with some courses in other units.

<b>Rationale</b> <i>(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.)</i>
These changes have been made to reflect two new faculty appointments in Canadian Studies and the creation of new courses, as well as to address the changing shape of the field of Canadian Studies more broadly.
<b>Impact</b> <i>(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)</i>
Students will be able and required to take more CDN courses, for which they will have priority access. For flexibility, students will still be able to take a wide array of courses from other units to meet some of their program requirements.
<b>Consultation</b> <i>(Describe consultation that has already been done with students, faculty, and other units.)</i>
Extensive consultation has been undertaken with all budgetarily-appointed faculty in Canadian Studies (Fall, 2024). Several conversations were had with CANSSU, the Students Union, about curriculum (Fall, 2024). Consultation was undertaken with Professor Susan Hill, Director, Centre for Indigenous Studies (Fall 2024). Units whose courses may be used towards degree requirements are being consulted for their approval to be listed. UC Curriculum Committee (in progress) UC Council (January 2025)
<b>Diversity</b> <i>(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)</i>
Students in the Major will be required to take at least 0.5 FCE in Indigenous Studies, Asian Canadian Studies and Black Canadian Studies. This will ensure that more students see themselves and their experience at the core of Canadian Studies, and that the field is understood in more broad and expansive terms, which better reflects the diversity of Canadians. Further, students have the opportunity to take an array of courses that address diversity in Canada from various perspectives. Diversity—conceptually and in practice—is a feature of all CDN courses.
<b>Resource Implications</b> <i>(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean<sup>1</sup>.)</i>
None.
<b>Arts &amp; Science - Divisional Data:</b> <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i>

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<sup>1</sup> Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

<b>Academic Context</b> <i>(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)</i>
No changes.
<b>Learning Outcomes</b> <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)<sup>2</sup></i>
No changes.
<b>Depth of Knowledge</b> <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>
No changes.
<b>Competencies:</b> <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>
<b>Critical and Creative Thinking</b>
No changes.
<b>Communication</b>
No changes.
<b>Information Literacy</b>
No changes.
<b>Quantitative Reasoning</b>
No changes.
<b>Social and Ethical Responsibility</b>
No changes.
<b>Integrative, Inquiry-based Activity</b>

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<sup>2</sup> Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.



No changes.	
<b>UTQAP Process</b>	
<b>Steps</b>	<b>Approvals</b>
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

# Faculty of Arts & Science

## Minor Program Modification Form

### Faculty of Arts & Science Minor Modification to Program Form

<b>Program Title</b>		<b>POSt Code</b>
Certificate in Black Canadian Studies		ASCER0828
<b>Division</b>	<b>Associated with (Division)</b>	
Arts & Science		
<b>Unit</b>	<b>Associated with (Unit)</b>	
University College	Canadian Studies	
<b>Program Information</b> <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
<b>Current Calendar Copy</b>		
<b>Description</b>  <p>The Certificate in Black Canadian Studies will provide students with an opportunity to study and research the social construction of race in Canada, with a focus on Black Canada and Black Canadians, past and present. This will include attending to structural and systemic discrimination in areas including politics, judicial systems, and the arts, as well as considering counter-narratives and forms of resistance and empowerment enacted by Black Canadian communities. This certificate also offers a specialization that considers the historical roots and contemporary implications of anti-Black racism, as well as movements that are building towards social equity, and future imaginings. While this certificate addresses local and national contexts, it also situates diasporic and transnational frameworks for understanding Blackness in Canada. As a result, the certificate also examines a comparative approach to meaning-making and belonging in solidarity with other forms of racism and oppression.</p>		
<b>Admission Requirements (if applicable)</b>  <p>None.</p>		
<b>Enrolment Requirements (if applicable)</b>  <p>This is an open enrolment Certificate. A student who has completed 4.0 credits may enrol in the Certificate.</p>		
<b>Completion Requirements</b>  <p>(2.5 credits)</p> <ol style="list-style-type: none"> <li><a href="#">HIS265Y1</a></li> <li>0.5 credit from <a href="#">CAR429H1</a>/ <a href="#">CDN335H1</a>/ <a href="#">CSE347H1</a>/ <a href="#">ENG356Y1</a>/ <a href="#">WGS390H1</a></li> <li>1.0 additional credit, either from courses not already taken to fulfill Requirement 2, or from any of the following: <ul style="list-style-type: none"> <li>African Studies: <a href="#">AFR150Y1</a>/ <a href="#">AFR353H1</a></li> <li>Caribbean Studies: <a href="#">CAR120Y1</a>/ <a href="#">CAR220H1</a>/ <a href="#">CAR221H1</a>/ <a href="#">CAR315H1</a>/ <a href="#">CAR316H1</a>/ <a href="#">CAR428H1</a></li> <li>Cinema Studies: <a href="#">CIN337H1</a></li> </ul> </li> </ol>		

- Criminology and Sociolegal Studies: [CRI210H1](#)/ [CRI322H1](#)/ [CRI383H1](#)
- Critical Studies in Equity and Solidarity: [CSE240H1](#)/ [CSE340H1](#)/ [CSE341H1](#)/ [CSE344H1](#)/ [CSE344Y1](#)/ [CSE447H1](#)
- Drama, Theatre and Performance Studies: [DRM462H1](#)
- Diaspora and Transnational Studies: [DTS200Y1](#)
- Geography and Planning: [GGR456H1](#)
- History: [HIS106Y1](#)/ [HIS312H1](#)/ [HIS391Y1](#)/ [HIS429H1](#)/ [HIS446H1](#)
- Joint Course: [JQR360H1](#)
- Political Science: [POL467H1](#)
- Sexual Diversity Studies: [SDS382H1](#)
- Sociology: [SOC210H1](#)/ [SOC311H1](#)/ [SOC347H1](#)/ [SOC367H1](#)/ [SOC484H1](#)
- Urban Studies: [URB339H1](#)
- Women and Gender Studies: [WGS463H1](#)/ [WGS481H1](#)

**Notes:**

- An elective course (maximum of 1.0 credit) dealing with some aspect of Black Canadian Studies not captured in the above list may be accepted with approval of the Canadian Studies program director at University College.
- Where applicable, students may also count up to 0.5 credit from courses at UTM and UTSC towards the certificate, in accordance with the regulations of the Faculty of Arts & Science and those at UTM and UTSC, and with approval of the Canadian Studies program director at University College.
- Effective Fall 2021, courses associated with New (NEW) College's African Studies, Caribbean Studies, and Critical Studies in Equity and Solidarity programs will have the new "AFR," "CAR," and "CSE" designators respectively. In addition, courses associated with Innis (INI) College's Urban Studies program will have the new "URB" designator.

**Proposed Calendar Copy**

**Description**

The Certificate in Black Canadian Studies will provide students with an opportunity to study and research the social construction of race in Canada, with a focus on Black Canada and Black Canadians, past and present. This will include attending to structural and systemic discrimination in areas including politics, judicial systems, and the arts, as well as considering counter-narratives and forms of resistance and empowerment enacted by Black Canadian communities. This certificate also offers a specialization that considers the historical roots and contemporary implications of anti-Black racism, as well as movements that are building towards social equity, and future imaginings. While this certificate addresses local and national contexts, it also situates diasporic and transnational frameworks for understanding Blackness in Canada. As a result, the certificate also examines a comparative approach to meaning-making and belonging in solidarity with other forms of racism and oppression.

**Admission Requirements (if applicable)**

None.

**Enrolment Requirements (if applicable)**

This is an open enrolment Certificate. A student who has completed 4.0 credits may enrol in the Certificate.

**Completion Requirements**

(2.5 credits)

1. [HIS265Y1](#)

2. 0.5 credit from [CAR429H1](#)/ [CDN335H1](#)/ [CDN440H1](#)/ [CSE347H1](#)/ [ENG356Y1](#)/ [WGS390H1](#)

3. 1.0 additional credit, either from courses not already taken to fulfill Requirement 2, or from any of the following:

- Anthropology: [ANT464H1S](#)
- African Studies: [AFR150Y1](#)/ [AFR250Y1](#) / [AFR351Y1](#) / [AFR353H1](#)
- Art History: [FAH251H](#) / [FAH451H1](#)
- Canadian Studies: [CDN235H1](#) / [CDN265H1](#)
- Caribbean Studies: [CAR120Y1](#)/ [CAR215H1](#) /[CAR220H1](#)/ [CAR221H1](#)/ [CAR315H1](#)/ [CAR316H1](#)/ [CAR317H1](#)/ [CAR32H1](#) / [CAR428H1](#) / [JLN327H1](#) / [JLN427H1](#)
- Cinema Studies: [CIN332Y1](#)/ [CIN337H1](#)
- Criminology and Sociolegal Studies: [CRI210H1](#)/ [CRI322H1](#)/ [CRI383H1](#)
- Critical Studies in Equity and Solidarity: [CSE240H1](#)/ [CSE340H1](#)/ [CSE341H1](#)/ [CSE344H1](#)/ [CSE344Y1](#)/ [CSE555H1](#)/ [CSE447H1](#)
- Drama, Theatre and Performance Studies: [DRM308H](#) / [DRM462H1](#)
- Diaspora and Transnational Studies: [DTS200Y1](#)
- Geography and Planning: [GGR456H1](#) / [JGC439H1](#)
- History: [HIS106Y1](#)/ [HIST222H1](#)/ [HIS230H1](#)/ [HIS231H1](#)/ [HIS312H1](#)/ [HIS359H1](#) / [HIS360H1](#) / [HIS391Y1](#)/ [HIS413H](#) / [HIS429H1](#)/ [HIS446H1](#) / [HIS49SH1](#)
- Joint Course: [JQR360H1](#)
- Political Science: [POL467H1](#)
- Religion: [RLG217H1](#)
- Sexual Diversity Studies: [SDS382H1](#)
- Sociology: [SOC210H1](#)/ [SOC311H1](#)/ [SOC347H1](#)/ [SOC367H1](#)/ [SOC484H1](#)
- Urban Studies: [URB333H1](#) / [URB339H1](#)
- Women and Gender Studies: [WGS381H1](#) / [WGS390H1](#) / [WGS463H1](#)/ [WGS481H1](#)

**Notes:**

- An elective course (maximum of 1.0 credit) dealing with some aspect of Black Canadian Studies not captured in the above list may be accepted with approval of the Canadian Studies Program Director at University College at [canadian.studies@utoronto.ca](mailto:canadian.studies@utoronto.ca).
- Where applicable, students may also count up to 0.5 credit from courses at UTM and UTSC towards the certificate, in accordance with the regulations of the Faculty of Arts & Science and those at UTM and UTSC, and with approval of the Canadian Studies Program Director at University College.

**Proposal Questions – General**

**Brief Description of the Proposed Changes** (*Provide a brief summary.*)

Some new courses have been added, others have been removed.

**Details of the Proposed Changes** (*Changes to program description, requirements, and program learning outcomes.*)

The only changes that are being proposed are to add to and update the list of courses that students may take towards completion of the Certificate in Black Canadian Studies. There are no changes to program requirements.

<p><b>Rationale</b> <i>(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.)</i></p>
<p>In the last five years, several new courses have been created that are on topic, including three in CDN, thanks to a new faculty appointment. Some courses are being removed as they are no longer offered and are not listed in the Calendar.</p>
<p><b>Impact</b> <i>(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)</i></p>
<p>Students will have a wider array of courses to take from within CDN and other units. This will ensure that more students are able to enrol in the Certificate.</p>
<p><b>Consultation</b> <i>(Describe consultation that has already been done with students, faculty, and other units.)</i></p>
<p>Extensive consultation has been undertaken with all budgetarily-appointed faculty in Canadian Studies. Units whose courses may be used towards the Certificate are being consulted for their approval to be listed.</p> <p>All budgetary faculty in CDN (Fall 2024)  CANSSU—the Canadian Studies Students' Union (Fall 2024)  All units with cross-listed courses (Fall 2024 and ongoing)  UC Curriculum Committee (approved, January 2025)  UC Council (upcoming, January, 2025)</p>
<p><b>Diversity</b> <i>(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)</i></p>
<p>Strengthening and supporting Black Canadian Studies helps to ensure that students who are Black see themselves and their experiences reflected in the curriculum. It also ensures that Canadian Studies more broadly is seen as open and expansive, with Black Canadian Studies having a core role and place in the field.</p>
<p><b>Resource Implications</b> <i>(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean<sup>1</sup>.)</i></p>
<p>None</p>
<p><b>Arts &amp; Science - Divisional Data:</b> <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i></p>
<p><b>Academic Context</b> <i>(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)</i></p>

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<sup>1</sup> Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

No change.
<b>Learning Outcomes</b> <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)<sup>2</sup></i>
No change.
<b>Depth of Knowledge</b> <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>
No change.
<b>Competencies:</b> <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>
<b>Critical and Creative Thinking</b>
No change.
<b>Communication</b>
No change.
<b>Information Literacy</b>
No change.
<b>Quantitative Reasoning</b>
No change.
<b>Social and Ethical Responsibility</b>
No change.
<b>Integrative, Inquiry-based Activity</b>

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<sup>2</sup> Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.

No change.

#### UTQAP Process

Steps	Approvals
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

# Faculty of Arts & Science

## Minor Program Modification Form

**Faculty of Arts & Science**  
**Minor Modification to Program Form**

<b>Program Title</b>		<b>POST Code</b>
Language and Cognition; Perception and Attention; Thinking and Reasoning		ASMAJ1445A, ASMAJ1445B, ASMAJ1445C
<b>Division</b>	<b>Associated with (Division)</b>	
Arts & Science		
<b>Unit</b>	<b>Associated with (Unit)</b>	
University College	Cognitive Science	
<p align="center"><b>Program Information</b>  <i>(Provide the proposed text as it will appear in the Calendar.)</i></p>		
<b>Current Calendar Copy</b>		
<b>Description</b>		
<p><b>Admission Requirements</b> <i>(if applicable)</i></p>		
<p><b>Enrolment Requirements</b> <i>(if applicable)</i></p>		
<p><b>Completion Requirements</b></p> <p>(8.0 credits)</p> <p>Note that some Computer Science courses included below under Streams 1 and 2 have unlisted co- or prerequisites. Please consult the Faculty of Arts and Science Course Calendar. Those interested in the Science Major are advised to consider also registering for a Computer Science Specialist, Major, or Minor (for Stream 1) or a Human Biology Neuroscience Specialist or Major (for Stream 2).</p> <p>First Year:  <a href="#">CSC108H1</a>/ <a href="#">CSC120H1</a> (recommended option); <a href="#">CSC148H1</a>; <a href="#">MAT135H1</a> and <a href="#">MAT136H1</a> (or <a href="#">MAT137Y1</a>)</p> <p>Second Year:  <a href="#">COG250Y1</a> (may be taken in Year 1); <a href="#">STA220H1</a>/ <a href="#">STA257H1</a>/ <a href="#">PSY201H1</a>; <a href="#">PSY270H1</a></p> <p>(8.0 credits)</p> <p>Where noted below, please consult the Faculty of Arts &amp; Science Course Calendar on prerequisites.</p>		



<p>First Year:  <a href="#">CSC108H1</a>/ <a href="#">CSC120H1</a>/ <a href="#">CSC148H1</a>; <a href="#">LIN102H1</a> (note: <a href="#">LIN200H1</a> does not serve as prerequisite for upper year LIN courses)</p> <p>Second Year:  <a href="#">COG250Y1</a> (may be taken in Year 1); <a href="#">STA220H1</a>/ <a href="#">PSY201H1</a>; <a href="#">PSY270H1</a></p> <p>Second Year and Higher:  [varies by stream, not subject to this minor modification]</p>
<p><b>Proposed Calendar Copy</b></p> <p><b>Description</b></p> <p><b>Admission Requirements</b> (<i>if applicable</i>)</p> <p><b>Enrolment Requirements</b> (<i>if applicable</i>)</p> <p><b>Completion Requirements</b>  (8.0 credits)</p> <p>Where noted below, please consult the Faculty of Arts &amp; Science Course Calendar on prerequisites.</p> <p>First Year:  <a href="#">CSC108H1</a>/ <a href="#">CSC110Y1</a>/ <a href="#">CSC120H1</a>/ <a href="#">CSC148H1</a>; <a href="#">LIN102H1</a> (note: <a href="#">LIN200H1</a> does not serve as prerequisite for upper year LIN courses)</p> <p>Second Year:  <a href="#">COG250Y1</a> (may be taken in Year 1); <a href="#">STA220H1</a>/ <a href="#">STA237H1</a>/ <a href="#">STA247H1</a>/ <a href="#">STA255H1</a>/ <a href="#">STA257H1</a>/ <a href="#">PSY201H1</a>; <a href="#">PSY270H1</a></p> <p>Second Year and Higher:  [not subject to this minor modification]</p>
<p><b>Proposal Questions - General</b></p> <p><b>Brief Description of the Proposed Changes</b> (<i>Provide a brief summary.</i>)</p> <ol style="list-style-type: none"> <li>1. Added CSC110Y1 as an alternative to CSC108H1 in year 1</li> <li>2. Removed CSC120H1 as it is no longer offered by CSC.</li> <li>3. Added STA237H1/ STA247H1/ STA255H1 as alternatives to fulfill the statistics requirement in year 2</li> </ol> <p><b>Details of the Proposed Changes</b> (<i>Changes to program description, requirements, and program learning outcomes.</i>)</p> <p>Adding alternative courses to fulfill the <i>Instruction to Computation</i> and <i>Statistics</i> requirements increases scheduling flexibility and alleviates enrollment pressure, while preserving the substance of these requirements as equipping students with the computational and statistical training to succeed in upper-year courses.</p>

<b>Rationale</b> <i>(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.)</i>
These additions are introduced to increase choice and scheduling flexibility for students and to alleviate enrollment pressure for introductory computer science courses (points 1) and introductory statistics courses (point 2).
<b>Impact</b> <i>(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)</i>
These changes will ensure that students enrolled in ASMAJ1445[A,B,C] have more options available when scheduling introductory courses.
<b>Consultation</b> <i>(Describe consultation that has already been done with students, faculty, and other units.)</i>
<ul style="list-style-type: none"> <li>• Nov. 2024: Proposed changes discussed among program staff and the Vice Principal of University College.</li> <li>• Dec. 2024: changes were discussed and approved by the Cognitive Science Advisory Committee with representatives from Psychology, Philosophy, Linguistics, Computer Science, as well as University College</li> <li>• [Jan. 13<sup>th</sup>, 2025: changes approved by the University College Curriculum Committee] - TBD</li> <li>• [Jan. 31<sup>st</sup>, 2025: changes approved by the University College Council] - TBD</li> </ul>
<b>Diversity</b> <i>(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)</i>
These changes provide a broader range of options to suit their own interests and curricular needs. It gives them more flexibility in compiling their curriculum within the confines of ASMAJ1445[A,B,C].
<b>Resource Implications</b> <i>(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean<sup>1</sup>.)</i>
We can meet these requirements through our existing resources.
<b>Arts &amp; Science - Divisional Data:</b> <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i>
<b>Academic Context</b> <i>(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)</i>
Cognitive Science teaches aspects of human, animal, and machine cognition, drawing on the existing strengths of Psychology, Philosophy, Linguistics, and Computer Science at the University of Toronto. The proposed minor modifications increase scheduling flexibility for introductory computer science and statistics courses.

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<sup>1</sup> Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

<b>Learning Outcomes</b> <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)</i> <sup>2</sup>
The proposed changes will not directly affect learning outcomes aside from providing student with more choice in their course selections.
<b>Depth of Knowledge</b> <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>
The proposed modifications will ensure student are adequately prepared for upper-year courses while providing them more choice in fulfilling the introductory course requirements.
<b>Competencies:</b> <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>
<b>Critical and Creative Thinking</b>
Critical thinking and creative problem-solving are core objectives of the Cognitive Science Program, and are key elements in all of our program courses. Our courses push students to question their assumptions about minds, both biological and artificial, and give them an opportunity to think critically and creatively about what they are learning.
<b>Communication</b>
Communication skills – both oral and written – are emphasized in the program. Because of the smaller class sizes and relatively generous level of Teaching Assistant (TA) support in our upper year classes, instructors are able to ask students to submit substantive pieces of writing in the vast majority of our courses. Instructors also emphasize group work (supporting interpersonal communication) and in-class presentations, so that by the end of their degree, Cognitive Science students will have had significant opportunities to develop a wide range of communication skills.
<b>Information Literacy</b>
Courses throughout the Cognitive Science curriculum encourage students to find, evaluate and present information from a variety of sources, including but not limited to library resources. Many of our courses emphasize research design and implementation.
<b>Quantitative Reasoning</b>
Students in the Cognitive Science Program gain a grounding in quantitative reasoning through the mathematical, computational, and statistics requirements of the program in years 1 and 2 as well as in core courses such as COG260H1 (Data, Computation, and the Mind). All of these courses are made available in years 1-3 and, therefore, students can apply this knowledge in their fourth-year topics courses, as required.
<b>Social and Ethical Responsibility</b>

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<sup>2</sup> Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.

Central to the study of the brain, the mind, and artificial intelligence is a critical reflection on the role and responsibilities of individuals and groups in society, and of society as a whole in ensuring an ethical approach to studying human and animal intelligence and a socially responsible use of artificial intelligence.

#### **Integrative, Inquiry-based Activity**

All Cognitive Science students are required to learn the study and research skills needed follow demanding upper-year courses. These skills come from a combination of empirical approaches in Psychology and Linguistics, computational and analytical methods in Computer Science, as well as analysis and argumentation skills in Philosophy, depending on the chosen stream. In acquiring and learning how to use these combinations of skills, Cognitive Science students develop core competencies that allow them to succeed not only in upper-year courses but also in their future roles in industry, government, or academia.

#### **UTQAP Process**

<b>Steps</b>	<b>Approvals</b>
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

# Faculty of Arts & Science

## Minor Program Modification Form

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### Faculty of Arts & Science Minor Modification to Program Form

<b>Program Title</b>		<b>POSt Code</b>
Cognition and the Brain Stream		ASMAJ1446B
<b>Division</b>	<b>Associated with (Division)</b>	
Arts & Science		
<b>Unit</b>	<b>Associated with (Unit)</b>	
University College	Cognitive Science	
<b>Program Information</b> <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
<b>Current Calendar Copy</b>		
<b>Description</b>  <b>Admission Requirements</b> <i>(if applicable)</i>  <b>Enrolment Requirements</b> <i>(if applicable)</i>  <b>Completion Requirements</b>  (8.0 credits)  Note that some Computer Science courses included below under Streams 1 and 2 have unlisted co- or prerequisites. Please consult the Faculty of Arts and Science Course Calendar. Those interested in the Science Major are advised to consider also registering for a Computer Science Specialist, Major, or Minor (for Stream 1) or a Human Biology Neuroscience Specialist or Major (for Stream 2).  First Year:  <a href="#">CSC108H1</a> / <a href="#">CSC120H1</a> (recommended option); <a href="#">CSC148H1</a> ; <a href="#">MAT135H1</a> and <a href="#">MAT136H1</a> (or <a href="#">MAT137Y1</a> )  Second Year:  <a href="#">COG250Y1</a> (may be taken in Year 1); <a href="#">STA220H1</a> / <a href="#">STA257H1</a> / <a href="#">PSY201H1</a> ; <a href="#">PSY270H1</a>  Second Year and Higher:  [not subject to this minor modification]		

<b>Proposed Calendar Copy</b>
<b>Description</b>  <b>Admission Requirements</b> <i>(if applicable)</i>  <b>Enrolment Requirements</b> <i>(if applicable)</i>  <b>Completion Requirements</b>  (8.0 credits)  Note that some Computer Science courses included below under Streams 1 and 2 have unlisted co- or prerequisites. Please consult the Faculty of Arts and Science Course Calendar. Those interested in the Science Major are advised to consider also registering for a Computer Science Specialist, Major, or Minor (for Stream 1) or a Human Biology Neuroscience Specialist or Major (for Stream 2).  First Year:  <a href="#">CSC108H1</a> / <a href="#">CSC110Y1</a> / <a href="#">CSC120H1</a> (recommended option); <a href="#">CSC111H1</a> / <a href="#">CSC148H1</a> ; <a href="#">MAT135H1</a> and <a href="#">MAT136H1</a> (or <a href="#">MAT137Y1</a> / <a href="#">MAT157Y1</a> )  Second Year:  <a href="#">COG250Y1</a> (may be taken in Year 1); <a href="#">STA220H1</a> / <a href="#">STA237H1</a> / <a href="#">STA247H1</a> / <a href="#">STA255H1</a> / <a href="#">STA257H1</a> / <a href="#">PSY201H1</a> ; <a href="#">PSY270H1</a>  Second Year and Higher:  [not subject to this minor modification]
<b>Proposal Questions - General</b>
<b>Brief Description of the Proposed Changes</b> <i>(Provide a brief summary.)</i>

<ol style="list-style-type: none"> <li>1. Added CSC110Y1 as an alternative to CSC108H1 in year 1</li> <li>2. Added CSC111H1 as an alternative to CSC148H1 in year 1</li> <li>3. Removed CSC120H1 as it is no longer offered by CSC</li> <li>4. Added STA237H1/ STA247H1/ STA255H1 as alternatives to fulfill the statistics requirement in year 2</li> </ol>
<b>Details of the Proposed Changes</b> ( <i>Changes to program description, requirements, and program learning outcomes.</i> ) Adding alternative courses to fulfill the <i>Instruction to Computation</i> and <i>Statistics</i> requirements increases scheduling flexibility and alleviates enrollment pressure, while preserving the substance of these requirements as equipping students with the computational and statistical training to succeed in upper-year courses.
<b>Rationale</b> ( <i>Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.</i> ) These additions are introduced to increase choice and scheduling flexibility for students and to alleviate enrollment pressure for introductory computer science courses (points 1 and 2) and introductory statistics courses (point 3).
<b>Impact</b> ( <i>Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.</i> ) These changes will ensure that students enrolled in ASMAJ1446B have more options available when scheduling introductory courses.
<b>Consultation</b> ( <i>Describe consultation that has already been done with students, faculty, and other units.</i> ) <ul style="list-style-type: none"> <li>• Nov. 2024: Proposed changes discussed among program staff and the Vice Principal of University College.</li> <li>• Dec. 2024: changes were discussed and approved by the Cognitive Science Advisory Committee with representatives from Psychology, Philosophy, Linguistics, Computer Science, as well as University College</li> <li>• [Jan. 13<sup>th</sup>, 2025: changes approved by the University College Curriculum Committee] - TBD</li> <li>• [Jan. 31<sup>st</sup>, 2025: changes approved by the University College Council] - TBD</li> </ul>
<b>Diversity</b> ( <i>How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.</i> ) These changes provide a broader range of options to suit their own interests and curricular needs. It gives them more flexibility in compiling their curriculum within the confines of ASMAJ1446B.
<b>Resource Implications</b> ( <i>Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean<sup>1</sup>.</i> ) We can meet these requirements through our existing resources.
<b>Arts &amp; Science - Divisional Data:</b> <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i>
<b>Academic Context</b> ( <i>Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.</i> )

<sup>1</sup> Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

Cognitive Science teaches aspects of human, animal, and machine cognition, drawing on the existing strengths of Psychology, Philosophy, Linguistics, and Computer Science at the University of Toronto.
<b>Learning Outcomes</b> <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)<sup>2</sup></i>
The proposed changes will not directly affect learning outcomes aside from providing student with more choice in their course selections.
<b>Depth of Knowledge</b> <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>
The proposed modifications will ensure student are adequately prepared for upper-year courses while providing them more choice in fulfilling the introductory course requirements.
<b>Competencies:</b> <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>
<b>Critical and Creative Thinking</b>
Critical thinking and creative problem-solving are core objectives of the Cognitive Science Program, and are key elements in all of our program courses. Our courses push students to question their assumptions about minds, both biological and artificial, and give them an opportunity to think critically and creatively about what they are learning.
<b>Communication</b>
Communication skills – both oral and written – are emphasized in the program. Because of the smaller class sizes and relatively generous level of Teaching Assistant (TA) support in our upper year classes, instructors are able to ask students to submit substantive pieces of writing in the vast majority of our courses. Instructors also emphasize group work (supporting interpersonal communication) and in-class presentations, so that by the end of their degree, Cognitive Science students will have had significant opportunities to develop a wide range of communication skills.
<b>Information Literacy</b>
Courses throughout the Cognitive Science curriculum encourage students to find, evaluate and present information from a variety of sources, including but not limited to library resources. Many of our courses emphasize research design and implementation.
<b>Quantitative Reasoning</b>
Students in the Cognitive Science Program gain a grounding in quantitative reasoning through the mathematical, computational, and statistics requirements of the program in years 1 and 2 as well as in core courses such as COG260H1 (Data, Computation, and the Mind). All of these courses are made available in years 1-3 and, therefore, students can apply this knowledge in their fourth-year topics courses, as required.

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<sup>2</sup> Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.



<b>Social and Ethical Responsibility</b>	
Central to the study of the brain, the mind, and artificial intelligence is a critical reflection on the role and responsibilities of individuals and groups in society, and of society as a whole in ensuring an ethical approach to studying human and animal intelligence and a socially responsible use of artificial intelligence.	
<b>Integrative, Inquiry-based Activity</b>	
All Cognitive Science students are required to learn the study and research skills needed follow demanding upper-year courses. These skills come from a combination of empirical approaches in Psychology and Linguistics, computational and analytical methods in Computer Science, as well as analysis and argumentation skills in Philosophy, depending on the chosen stream. In acquiring and learning how to use these combinations of skills, Cognitive Science students develop core competencies that allow them to succeed not only in upper-year courses but also in their future roles in industry, government, or academia.	
<b>UTQAP Process</b>	
<b>Steps</b>	<b>Approvals</b>
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

# Faculty of Arts & Science

## Minor Program Modification Form

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### Faculty of Arts & Science Minor Modification to Program Form

<b>Program Title</b>		<b>POSt Code</b>
Computational Cognition Stream		ASMAJ1446A
<b>Division</b>	<b>Associated with (Division)</b>	
Arts & Science		
<b>Unit</b>	<b>Associated with (Unit)</b>	
University College	Cognitive Science	
<b>Program Information</b> <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
<b>Current Calendar Copy</b>		
<b>Description</b>  <b>Admission Requirements</b> <i>(if applicable)</i>  <b>Enrolment Requirements</b> <i>(if applicable)</i>  <b>Completion Requirements</b>  (8.0 credits)  Note that some Computer Science courses included below under Streams 1 and 2 have unlisted co- or prerequisites. Please consult the Faculty of Arts and Science Course Calendar. Those interested in the Science Major are advised to consider also registering for a Computer Science Specialist, Major, or Minor (for Stream 1) or a Human Biology Neuroscience Specialist or Major (for Stream 2).  First Year:  <a href="#">CSC108H1</a> / <a href="#">CSC120H1</a> (recommended option); <a href="#">CSC148H1</a> ; <a href="#">MAT135H1</a> and <a href="#">MAT136H1</a> (or <a href="#">MAT137Y1</a> )  Second Year:  <a href="#">COG250Y1</a> (may be taken in Year 1); <a href="#">STA220H1</a> / <a href="#">STA257H1</a> / <a href="#">PSY201H1</a> ; <a href="#">PSY270H1</a>  Second Year and Higher: <ul style="list-style-type: none"> <li><a href="#">PSY290H1</a> and <a href="#">PHL342H1</a></li> <li>2.5 credits from Computational Cognition Stream courses:</li> </ul>		

- [COG260H1](#)/[COG341H1](#)/[COG342H1](#)/[COG343H1](#)/[COG344H1](#)/[COG345H1](#)/[COG415H1](#)/[COG498H1](#)/[COG499H1](#)/[CSC207H1](#)/[CSC304H1](#)/[CSC311H1](#)/[CSC324H1](#)/[CSC384H1](#)/[CSC401H1](#)/[CSC413H1](#)/[CSC420H1](#)/[CSC485H1](#)/[CSC486H1](#)/[JLP315H1](#)/[JLP374H1](#)/[JLP471H1](#)/[LIN102H1](#)/[LIN228H1](#)/[LIN232H1](#)/[LIN241H1](#)/[LIN323H1](#)/[LIN331H1](#)/[LIN341H1](#)/[NEW333H1](#)/[BPM333H1](#)/[NEW438H1](#)/[BPM438H1](#)/[PHL240H1](#)/[PHL245H1](#)/[PHL246H1](#)/[PHL345H1](#)/[PHL347H1](#)/[PHL348H1](#)/[PHL349H1](#)/[PHL355H1](#)/[PSY210H1](#)/[PSY220H1](#)/[PSY230H1](#)/[PSY260H1](#)/[PSY270H1](#)/[PSY280H1](#)/[PSY290H1](#)/[PSY312H1](#)/[PSY305H1](#)/[PSY316H1](#)/[PSY330H1](#)/[PSY331H1](#)/[PSY362H1](#)/[PSY370H1](#)/[PSY371H1](#)/[PSY372H1](#)/[PSY378H1](#)/[PSY379H1](#)/[PSY380H1](#)/[PSY414H1](#)/[PSY475H1](#)
- No more than 1.5 credits of the 2.5 credits required from this list of options may come from any single 3-letter course designator, except for CSC courses.
- For CSC courses, a minimum of 1.0 credit and up to 2.0 credits must be chosen. At least 1.0 credit of the 2.5 credits must be at the 300-level.

Fourth Year:

[COG402H1](#)/[COG403H1](#)/[COG404H1](#)/[COG497Y1](#)/[COG498H1](#)/[COG499H1](#)

### Proposed Calendar Copy

#### Description

**Admission Requirements** (*if applicable*)

**Enrolment Requirements** (*if applicable*)

#### Completion Requirements

(8.0 credits)

Note that some Computer Science courses included below under Streams 1 and 2 have unlisted co- or prerequisites. Please consult the Faculty of Arts and Science Course Calendar. Those interested in the Science Major are advised to consider also registering for a Computer Science Specialist, Major, or Minor (for Stream 1) or a Human Biology Neuroscience Specialist or Major (for Stream 2).

First Year:

[CSC108H1](#)/[CSC110Y1](#)/[CSC120H1](#) (recommended option); [CSC111H1](#)/[CSC148H1](#); [MAT135H1](#) and [MAT136H1](#) (or [MAT137Y1](#) / [MAT157Y1](#))

Second Year:

[COG250Y1](#) (may be taken in Year 1); [STA220H1](#)/[STA237H1](#)/[STA247H1](#)/[STA255H1](#)/[STA257H1](#)/[PSY201H1](#); [PSY270H1](#)

Second Year and Higher:

- [PSY290H1](#) and [PHL342H1](#)
- 2.5 credits from Computational Cognition Stream courses:

- [COG260H1](#)/[COG341H1](#)/[COG342H1](#)/[COG343H1](#)/[COG344H1](#)/[COG345H1](#)/[COG415H1](#)/[COG498H1](#)/[COG499H1](#)/[CSC165H1](#)/[CSC207H1](#)/[CSC271H1](#)/[CSC304H1](#)/[CSC311H1](#)/[CSC320H1](#)/[CSC324H1](#)/[CSC384H1](#)/[CSC401H1](#)/[CSC412H1](#)/[CSC413H1](#)/[CSC420H1](#)/[CSC485H1](#)/[CSC486H1](#)/[JLP315H1](#)/[JLP374H1](#)/[JLP471H1](#)/[LIN102H1](#)/[LIN228H1](#)/[LIN232H1](#)/[LIN241H1](#)/[LIN323H1](#)/[LIN331H1](#)/[LIN341H1](#)/[NEW333H1](#)/[BPM333H1](#)/[NEW438H1](#)/[BPM438H1](#)/[PHL240H1](#)/[PHL245H1](#)/[PHL246H1](#)/[PHL345H1](#)/[PHL347H1](#)/[PHL348H1](#)/[PHL349H1](#)/[PHL355H1](#)/[PSY210H1](#)/[PSY220H1](#)/[PSY230H1](#)/[PSY260H1](#)/[PSY270H1](#)/[PSY280H1](#)/[PSY290H1](#)/[PSY312H1](#)/[PSY305H1](#)/[PSY316H1](#)/[PSY330H1](#)/[PSY331H1](#)/[PSY362H1](#)/[PSY370H1](#)/[PSY371H1](#)/[PSY372H1](#)/[PSY378H1](#)/[PSY379H1](#)/[PSY380H1](#)/[PSY414H1](#)/[PSY475H1](#)
- At least 1.0 credit of the 2.5 credits must be at the 300-level.
- No more than 1.5 credits of the 2.5 credits required from this list of options may come from any single 3-letter course designator, except for CSC courses.
- For CSC courses, a minimum of 1.0 credit and up to 2.0 credits must be chosen.

Fourth Year:

[COG402H1](#)/[COG403H1](#)/[COG404H1](#)/[COG497Y1](#)/[COG498H1](#)/[COG499H1](#)

### Proposal Questions - General

#### Brief Description of the Proposed Changes *(Provide a brief summary.)*

1. Added CSC110Y1 as an alternative to CSC108H1 in year 1
2. Added CSC111H1 as an alternative to CSC148H1 in year 1
3. Removed CSC120H1 as it is no longer offered by CSC
4. Added STA237H1/ STA247H1/ STA255H1 as alternatives to fulfill the statistics requirement in year 2
5. Added CSC165H1, CSC271H1, CSC320H1, and CSC412H1 as options to fulfill the program requirements in years 2-4.
6. Clarified language in the program requirements to make clear that “At least 1.0 credits of the 2.5 credits must be at the 300-level.” does not apply to CSC course only but to all courses in the program requirements.

#### Details of the Proposed Changes *(Changes to program description, requirements, and program learning outcomes.)*

Adding alternative courses to fulfill the *Instruction to Computation and Statistics* requirements (points 1-3 above) increases scheduling flexibility and alleviates enrollment pressure, while preserving the substance of these requirements as equipping students with the computational and statistical training to succeed in upper-year courses.

The Department of Computer Science is adding CSC165H1 as a prerequisite for CSC384H1 for students enrolled in ASMAJ1446A. Consequently, we are adding CSC165H1 to the courses that can be used to fulfill the program requirements.

CSC217H1, CSC320H1, and CSC412H1 are added as additional options to fulfill program requirements at the recommendation of the Department of Computer Science. They increase choices for students and alleviate enrollment pressure and scheduling conflicts while still being aligned with the mission of the program.

**Rationale** *(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.)*

Cognitive Science students are so far exempt from some of the prerequisites for CSC345H1, which frequently causes them to struggle with the class. In consultation with the DCS we agreed that CSC165H1 will be added as a prerequisite for CSC384H1 for students enrolled in ASMAJ1446A. We are therefore adding CSC165H1 to the list of courses that can be used to fulfill the program requirements.

<p>The other additions are introduced to increase choice and scheduling flexibility for students and to alleviate enrollment pressure for introductory computer science courses (points 1 and 2) and introductory statistics courses (point 3) and for upper-year courses to fulfill program requirements (point 4).</p> <p>Point 5 clarifies language that was frequently misunderstood. There are no changes in the wording, only in the formatting of the bullet points.</p>
<p><b>Impact</b> <i>(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)</i></p>
<p>These changes will ensure that students enrolled in ASMAJ1446A are adequately prepared when taking CSC384H1 and that they have more options available when scheduling introductory and upper-year courses.</p>
<p><b>Consultation</b> <i>(Describe consultation that has already been done with students, faculty, and other units.)</i></p>
<ul style="list-style-type: none"> <li>• Nov. 2024: Proposed changes discussed and agreed on between the DCS and the Cognitive Science Program; discussion among program staff and the Vice Principal of University College.</li> <li>• Dec. 2024: changes were discussed and approved by the Cognitive Science Advisory Committee with representatives from Psychology, Philosophy, Linguistics, Computer Science, as well as University College</li> <li>• [Jan. 13<sup>th</sup>, 2025: changes approved by the University College Curriculum Committee] - TBD</li> <li>• [Jan. 31<sup>st</sup>, 2025: changes approved by the University College Council] - TBD</li> </ul>
<p><b>Diversity</b> <i>(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)</i></p>
<p>These changes provide a broader range of options to suit their own interests and curricular needs. It gives them more flexibility in compiling their curriculum within the confines of ASMAJ1446A.</p>
<p><b>Resource Implications</b> <i>(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean<sup>1</sup>.)</i></p>
<p>We can meet these requirements through our existing resources.</p>
<p><b>Arts &amp; Science - Divisional Data:</b> <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i></p>
<p><b>Academic Context</b> <i>(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)</i></p>
<p>Cognitive Science teaches aspects of human, animal, and machine cognition, drawing on the existing strengths of Psychology, Philosophy, Linguistics, and Computer Science at the University of Toronto. The Computational Cognition Stream (ASMAJ1446A) specifically has strong ties to the Department of Computer Science. The proposed modification better align prerequisites for an important class, CSC384H1 (Introduction to Artificial Intelligence).</p>
<p><b>Learning Outcomes</b> <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)<sup>2</sup></i></p>

<sup>1</sup> Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

<sup>2</sup> Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.

The proposed changes will not directly affect learning outcomes aside from providing student with more choice in their course selections.
<b>Depth of Knowledge</b> <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>
The proposed modifications will ensure student are better prepared for CSC384H1, providing them with a more in-depth learning experience.
<b>Competencies:</b> <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>
<b>Critical and Creative Thinking</b>
Critical thinking and creative problem-solving are core objectives of the Cognitive Science Program, and are key elements in all of our program courses. Our courses push students to question their assumptions about minds, both biological and artificial, and give them an opportunity to think critically and creatively about what they are learning.
<b>Communication</b>
Communication skills – both oral and written – are emphasized in the program. Because of the smaller class sizes and relatively generous level of Teaching Assistant (TA) support in our upper year classes, instructors are able to ask students to submit substantive pieces of writing in the vast majority of our courses. Instructors also emphasize group work (supporting interpersonal communication) and in-class presentations, so that by the end of their degree, Cognitive Science students will have had significant opportunities to develop a wide range of communication skills.
<b>Information Literacy</b>
Courses throughout the Cognitive Science curriculum encourage students to find, evaluate and present information from a variety of sources, including but not limited to library resources. Many of our courses emphasize research design and implementation.
<b>Quantitative Reasoning</b>
Students in the Cognitive Science Program gain a grounding in quantitative reasoning through the mathematical, computational, and statistics requirements of the program in years 1 and 2 as well as in core courses such as COG260H1 (Data, Computation, and the Mind). All of these courses are made available in years 1-3 and, therefore, students can apply this knowledge in their fourth-year topics courses, as required.
<b>Social and Ethical Responsibility</b>
Central to the study of the brain, the mind, and artificial intelligence is a critical reflection on the role and responsibilities of individuals and groups in society, and of society as a whole in ensuring an ethical approach to studying human and animal intelligence and a socially responsible use of artificial intelligence.
<b>Integrative, Inquiry-based Activity</b>
All Cognitive Science students are required to learn the study and research skills needed follow demanding upper-year courses. These skills come from a combination of empirical approaches in Psychology and Linguistics, computational and analytical methods in Computer Science, as well as analysis and argumentation skills in Philosophy, depending on the chosen stream. In acquiring and learning how to use these combinations of skills, Cognitive Science students develop core competencies that allow them to succeed not only in upper-year courses but also in their future roles in industry, government, or academia.

<b>UTQAP Process</b>	
<b>Steps</b>	<b>Approvals</b>
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

## **UC Curriculum Changes Overview Winter 2025**

### **Canadian Studies (CDN)**

Changes are being proposed for:

#### **The Canadian Studies Specialist (ASSPE0728), Major (ASMAJ0728) and Minor (ASMIN0728)**

The proposed changes to the Specialist and Major are similar, expect that Specialists are required to take more CDN courses (11.0 FCE compared to 7.0 FCE). Both POSTs are now required to take INS200H1: Introduction to Indigenous Truth and Reconciliation. In addition, at the second year, students must take one of CDN265H1, CDN267H1, or CDN268H1—of these, CDN265H1: Race and Racialization in Canada is a new course. In their upper years, students must take at least 0.5 FCE in upper year courses in each Asian Canadian Studies and Black Canadian Studies. The remaining courses will be taken mostly from existing CDN courses (including joint courses) with a small number for the approved list of courses from other units.

The proposed changes for the Minor give students more choice with respect to their foundational second-year courses, including INS200H1, and in their upper years students are required to take more CDN or CDN joint courses, rather than courses from other units.

#### **Minor in Asian Canadian Studies (ASMIN2728)**

The program description has been updated, and courses have been significantly revised to reflect new (and retired) courses. The long list of “Other Courses” has been removed—a new and streamlined list will be on the CDN website. Program requirements have been amended somewhat to reflect the above changes.

#### **Certificate in Black Canadian Studies (ASCER0828)**

The only changes that are being proposed are to add to and update the list of courses that students may take towards completion of the Certificate in Black Canadian Studies. There are no changes to program requirements

#### **Consultation**

Extensive consultation has been undertaken with all budgetarily-appointed faculty in Canadian Studies. Meetings were held with the student organization, CANSSU and their feedback sought. Consultation was undertaken with Professor Susan Hill, Director, Centre for Indigenous Studies (Fall 2024). Other units whose courses may be used towards the minor are being consulted for their approval to be listed.

- Changes were approved by the UC Curriculum Committee on January 13, 2025.

### **Cognitive Science (COG)**

COG has five streams. The largest changes being proposed are to the computational stream: ASMAJ1446A: Computational Cognition Stream.



1. The Department of Computer Science (CSC) has informed COG that students in CSC384: Introduction to Artificial Intelligence were not well enough prepared. Previously, COG students were exempt from many of the prereqs that the CSC students had to take. At the suggestion of and in agreement with CSC:

- CS will modify the prereqs for CSC384H1 for COG students so that it includes either MAT137H1: Calculus with Proofs or CSC165H1: Mathematical Expression and Reasoning for Computer Science.
- CSC will give COG students in the computational stream priority enrollment for CSC165H1.
- CSC165H1 will be added as one of the courses to fulfill the COG program requirements.

Also on the recommendation of CSC, the following CSC courses are being added to give COG students in the computational stream more options in fulfilling their program requirements:

- CSC271H1: Computational Principles and Methods for Data Science: this is a new course that was just approved last year; it would play the same role as CSC207H1 in the program requirements in giving students more experience in computing
- CSC320H1: Introduction to Visual Computing: this course introduces computer vision and is a prerequisite for CSC420H1, which is a CSC course
- CSC412H1: Probabilistic Learning and Reasoning: this is another course within the “machine learning” group of courses in CSC

The program requirements remain the same but the wording has been revised slightly for clarity.

2. In addition, more alternative courses are being suggested for students to complete their program requirements which has implications for all five COG streams:

- CSC110Y1 and CSC11H1 as alternatives to CSC108H1 and CSC148H1
- MAT157Y1 as an alternative to MAT135H1 and MAT136H1 or MAT137Y1
- STA237H1, STA247H1, or STA255H1 as an alternative to STA220H1 / STA257H1 / PSY201H1.

3. CSC120H1 has been removed from the first year completion requirements for all streams as it is no longer offered by CSC.

#### Consultations:

- Nov. 2024: Proposed changes discussed and agreed on between the CSC and COG; discussed among program staff and the Vice Principal of University College.
- Dec. 2024: changes were discussed and approved by the COG Advisory Committee with representatives from Psychology, Philosophy, Linguistics, Computer Science, as well as University College
- Changes were approved by the UC Curriculum Committee on January 13, 2025.

# Appendix 3

January 31, 2025

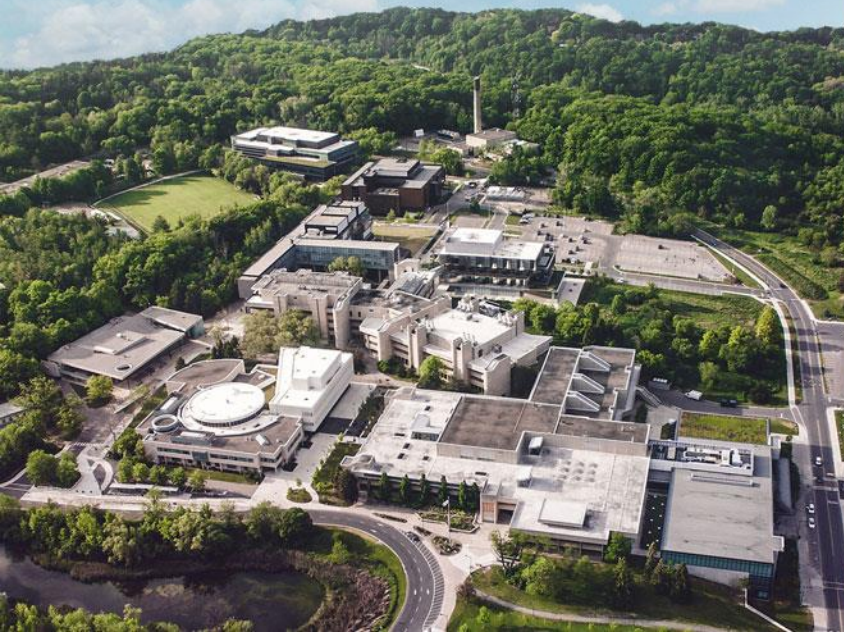
# Introduction to the SVPS Centre, SVSH Policy & Supportive Referrals

**Angela Treglia**

Executive Director, Sexual Violence Strategy,  
Prevention, Support & Response

**Nicole McFadyen**

Assistant Director, Education &  
Communication





# Workshop Outcomes

1. Review the Sexual Violence Prevention and Support (SVPS) Centre's overview, team, services, and guiding framework
2. Identify reasons why you would reach out to the SVPS Centre
3. Enhance understanding of *Policy on Sexual Violence and Sexual Harassment (Policy)*, how it is being operationalized and the University's process for responding to and addressing incidents and complaints of sexual violence
4. Discuss steps in providing a supportive referral in response to a disclosure of sexual violence

# Self-Care Note



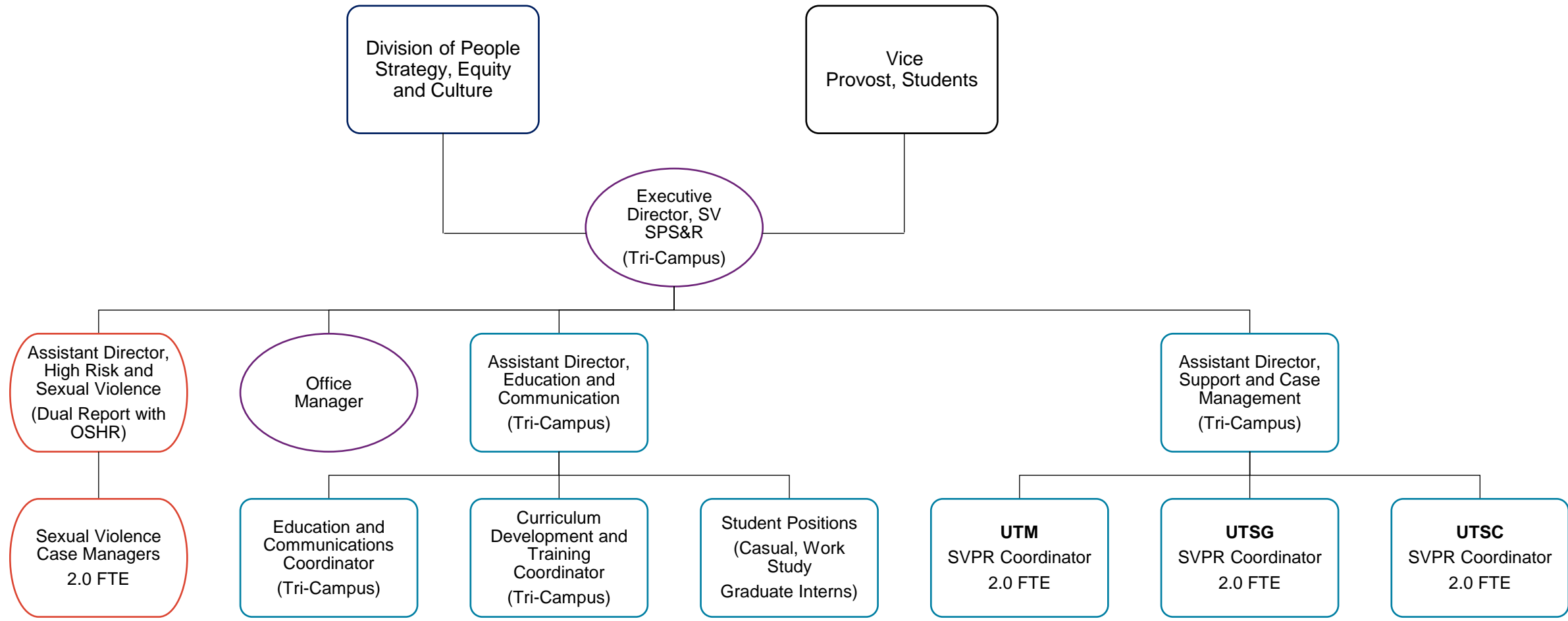
- Listening to a workshop on sexual violence can be heavy
- It is important to take care of yourself
- You are welcome to reach out to the SVPS Centre for support anytime
- Please take care today as you decompress from today's workshop

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# Introduction

- i. SVPS Centre Overview
- ii. Guiding Framework
- iii. Access and Refer

# Sexual Violence Prevention, Support & Response Portfolio



# Sexual Violence Prevention and Support Centre

## Scarborough



## St. George



## Mississauga





# SVPS Centre Overview: Who We Are

Our team has extensive experience in directly supporting survivors of sexualized violence and prevention work.

Collectively, it spans a wide range of activities, from community-based case management, research, and policy-making to training, support services, and academic administration.

Our staff have graduate degrees in relevant disciplines, such as sociology and social work and have previously worked for community based anti- sexual and gender-based violence organizations.



# Guiding Framework



**1) Trauma-Informed**



**(2) Anti-Oppressive**



**(3) Survivor/Client-Centred**

# SVPS Centre Overview: We Support With



## Disclosing and Healing

Identifying individual needs and exploring support and healing options



## Reporting and Accountability

Understanding the *Policy* and reporting options (criminal and non-criminal)



## Learning and Preventing

Education, training, and programming to build and reinforce a Culture of Consent



## Responding

Available to consult with community, departments, faculties, and groups

# Direct Survivor Support

- Emotional support and connection to counselling
- Coordinate academic, workplace, and financial accommodations
- Information about reporting options and assistance making a report (if someone chooses)
- Support and assistance connecting with resources
- Advocacy with various offices in the institution that are sources of logistical support
- Safety planning
- Assistance with navigating institutional, judicial, and medical systems





# Disclosure & Support Consultations

- Available for any U of T Community Member who needs support with navigating sexual violence
- Bringing in educational initiatives
- Referring to external agencies when needed
- Referring to the SVPS Centre
- Providing advice and strategizing with an individual who has come forward through a third party or a situation in a program, group, etc.



# Education

## Primary

- Strategies to stop violence from happening and address root causes
- Awareness raising campaigns
- Asynchronous online training
- Facilitated trainings
- Large-scale outreach events (e.g., Orientation Keynotes)

## Secondary

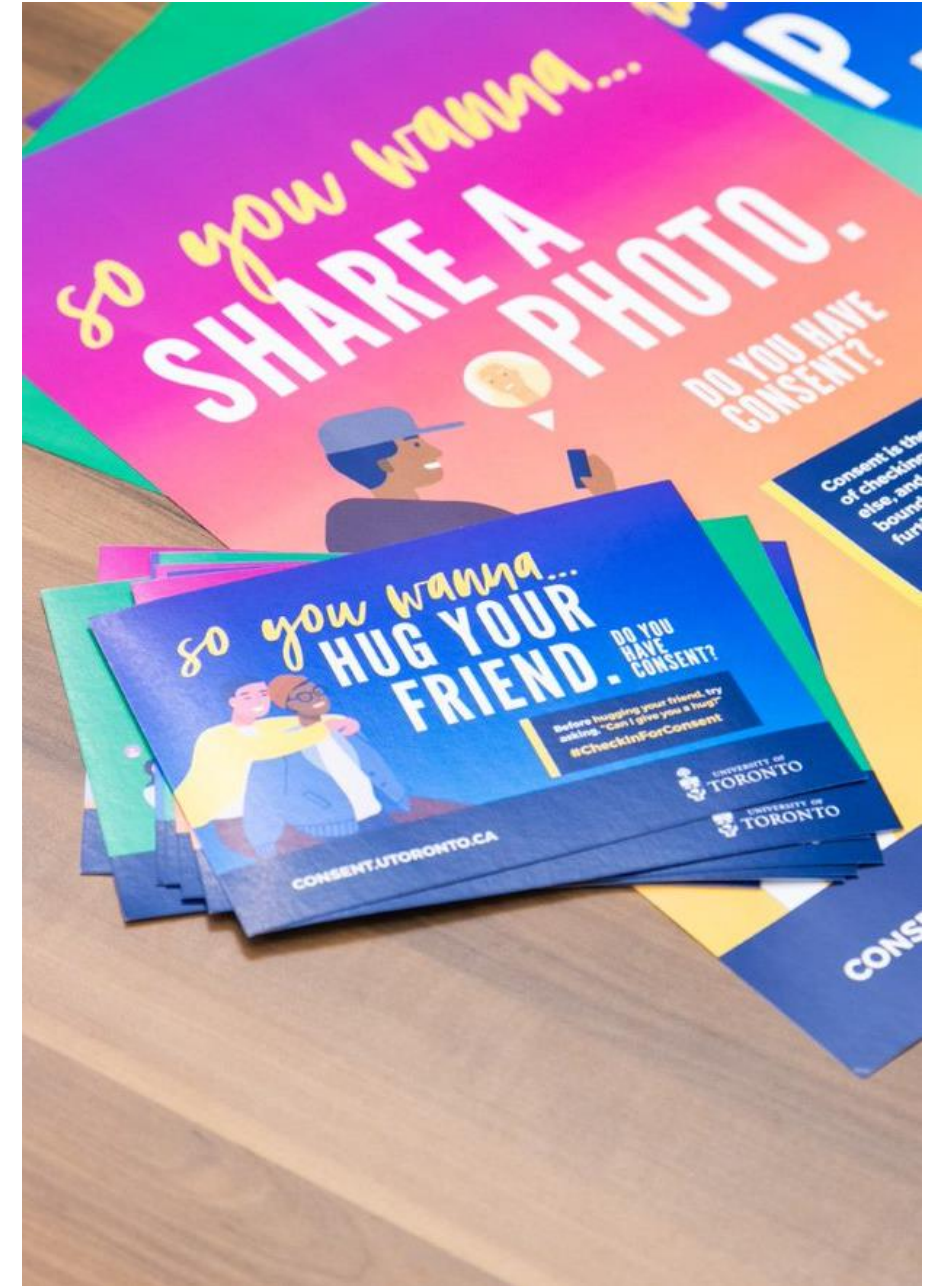
- Strategies that target immediate responses after violence has occurred
- Direct support for survivors
- Targeted training for divisions resulting from disclosures and reports
- Education for Respondents

## Tertiary

- Addressing long-term impacts of violence
- Programming focused on supporting survivors and building communities of care on campus
- Healing Hearts Drop-In Group for Survivors
- Education and consultations around supports and accommodations

# Achievements

- Campaign and print resources focused on raising awareness and building trust and collaboration
- Online module for students and mandate for students living in residence
- Graduate student module under development
- Staff and faculty online module updates underway
- Established direct referral process for legal and/or counselling support with Barbra Schlifer Commemorative Clinic
- Now offering Safety Planning for clients
- Full Institutional report on the *Policy* released in Fall 2024 and presented to UAB in Cycle 1





# How to Access and Refer



W: [www.svpscentre.utoronto.ca](http://www.svpscentre.utoronto.ca)



E: [svpscentre@utoronto.ca](mailto:svpscentre@utoronto.ca)



P: 416.978.2266





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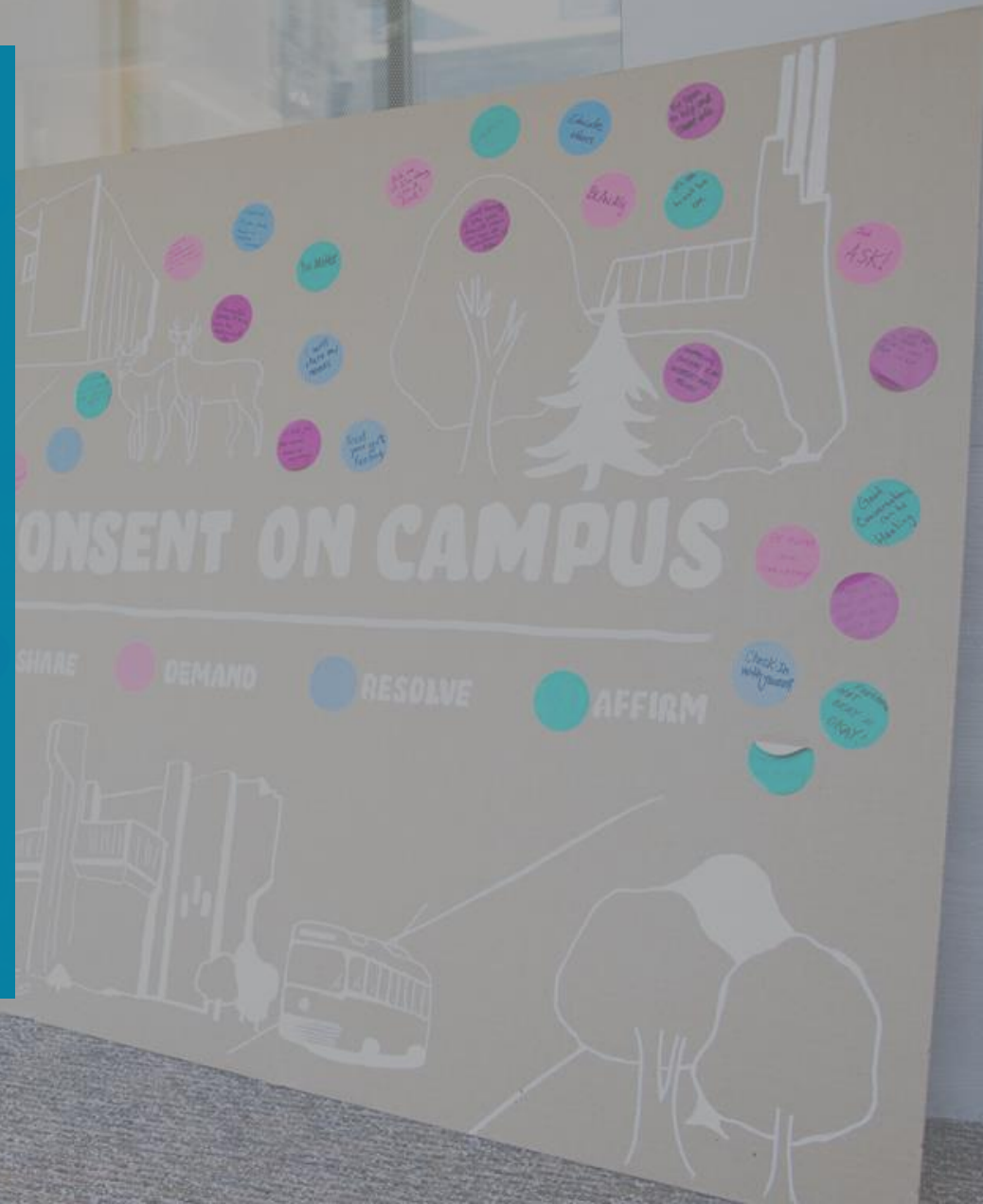
# The *Policy on Sexual Violence & Sexual Harassment*

- i.* Policy Overview
- ii.* Disclosing vs. Reporting
- iii.* Policy in Practice

“

**Sexual Violence:** Any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes Sexual Assault, Sexual Harassment, stalking, indecent exposure, voyeurism, gender-based harassment or violence, cyber sexual violence, and sexual exploitation.

*Policy on Sexual Violence and Sexual Harassment*



“

**Consent:** The voluntary agreement of an individual to engage in a sexual act. Consent is positive, active and ongoing, and can be revoked at any time. Consenting to one kind of sexual act does not mean that consent is given for another sexual act or kind of activity. Consent is NOT obtained where a person is incapable of consenting – for example due to intoxication, or where a person is induced to engage in the activity by someone abusing a position of trust, power or authority.

*Policy on Sexual Violence and Sexual Harassment*



# How is the *Policy on Sexual Violence & Sexual Harassment* Operationalized?



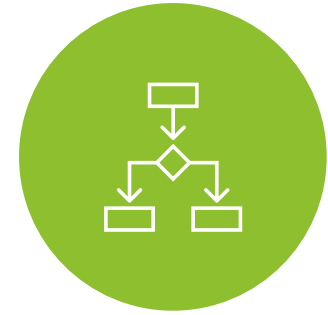
**University  
Commitment**



**Support and  
Accommodations**

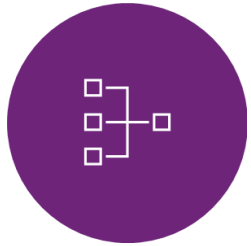


**Education**



**Report and  
Accountability  
Pathways**

# About the *Policy*



## **Consistent System**

Establishes a consistent system for responding to incidents and getting support



## **All Members**

Applies to all members of the U of T community and makes available the same services to everyone



## **Between Members**

Encompasses incidents between members of the University community, whether they take place on campus, off campus or online



## **Reduces Barriers**

Reduces the barriers to Disclosure and Reporting by minimizing the number of times complainants have to tell their story; maintains confidentiality.

# About the *Policy*



## Retaliation Not Tolerated

Emphasizes that retaliation against a person who Discloses an incident of Sexual Violence or who participates in a process outlined in the Policy will not be tolerated.



## Report Not Required

States there is no requirement to make a Report to access support or to receive academic, employment, or other accommodations.



## Due Process

Includes a commitment to due process and procedural fairness.



## SVPS Centre

Created a tri-campus Sexual Violence Prevention and Support Centre, which has a physical location and presence on all three campuses.



# Disclosing and Reporting



## Disclosing:

- Telling a Member of the University Community about an Incident of Sexual Violence



## Reporting:

- **University Report:** Telling a Designated Member of the University Community about an Incident of Sexual Violence to Initiate a Formal Process
- **Police Report:** Making a report to Campus Safety and/or local police about a criminal act (e.g., sexual assault, criminal harassment)

# Reports

The decision to report is an individual choice, and it is important that people have the ability to make an informed decision as to whether, and when to, make a report.





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# Supportive Referrals

- i. CALM Model
- ii. Characteristics of Unsupportive Responses
- iii. Characteristics of Supportive Responses

# Power Dynamics Present During Disclosures

## Discloser's Identity:

- Discloser's identity, background, or situation can impact their access to support
- May influence how others respond to their disclosure
- Influences whether they choose to report to the authorities

## Listener's Identity:

- Understanding the dynamics of intersectionality does not require us to become experts on the culture and backgrounds of all students and employees
- Reflecting on myths, misconceptions, and beliefs we may hold and how this may influence our response to a disclosure
- Self-reflection can help us examine our own social positions of privilege and the ways that our various forms of formal and informal power shape our interaction with others, our teaching, and the systems in our institutions

# CALM Model



Create a safe environment



Ask “How can I support?”



Listen and validate



Make connections



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# Characteristics of Unsupportive Responses

## Avoid:

- Minimizing the violence (“Well, at least you weren’t...” / “It could have been worse.” / Don’t worry, it will all be fine.”)
- Taking over and making decisions on the person’s behalf
- Trying to “fix” it
- Making promises that cannot be kept
- Taking a questioning approach (“Why did you...?”)
- Treating the person differently or avoiding them later
- Over-reacting
- Distractions
- Siding with the respondent
- Blaming statements
- Self-centred responses
- Investigating

# Characteristics of Supportive Responses

## Include:

- Listening without judgement
- Communicating that sexual violence is never the responsibility of the survivor
- Respecting the survivor's right to choose the services they feel are most appropriate and to decide whether to report to the police or the University
- Helping identify and access available on- or off-campus services
- Respecting the survivor's choices as to what and how much they disclose about their experience
- Recognizing that disclosing can be traumatic and a survivor's ability to recall the events may be limited
- Making every effort to respect confidentiality, privacy, and anonymity

# Sample Response

**Empathetic Listening:** Thank you for sharing this with me. I am so sorry to hear that happened.

**Make Connections with Consent:** I want you to know that the University has a policy and that support is available on campus, such as the Sexual Violence Prevention and Support Centre. With your permission, I can connect you to the SVPS Centre for further support.

**Restoring Choice:** Would that feel okay?

**Tangible Support:** Please let me know if there are other ways I can support you?. To do this, I may have to consult others in offices like [Registrar, HR, etc.]. Would that be okay with you?



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# Wrap-Up

- i. Question and Answer Session



A wooden bookshelf with three shelves. The top shelf holds several books, a small wooden box, and a white ceramic pot. The middle shelf has two small potted plants and a pen holder. The bottom shelf features a stack of papers, a book, a glass jar filled with coins, and a small stack of books.

## Question and Answer



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# Thank You!

## Contact Us:

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