

SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Aboriginal Studies

List new and newly-created programs (and include separate New Program Form for each one):
No new programs
List closed programs (and include separate Program Closure Form for each one):
No deleted programs
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)
<ul style="list-style-type: none">• Indigenous Studies Major (Arts Program) - Program name change: The term "Aboriginal" is no longer the current term in use.• Indigenous Studies Minor (Arts Program) - Program name change: The term "Aboriginal" is no longer the current term in use.• Indigenous Studies Specialist (Arts Program) - Program name change: the term "Aboriginal" is no longer the current term in use.
List new course numbers and titles (and enclose separate New Course Form for each one)
No new courses
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.
No deleted courses
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)
No course renumberings or reweightings
Title Changes
No title changes

SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Economics

List new and newly-created programs (and include separate New Program Form for each one):	
No new programs	
List closed programs (and include separate Program Closure Form for each one):	
No deleted programs	
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.	
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)	
No changed programs	
List new course numbers and titles (and enclose separate New Course Form for each one)	
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)	
ECO341H1	The economic history of the 20th century: Trade, migration, money, and finance before 1945
ECO342H1	Twentieth Century Economic History: Institutions, Growth and Inequality
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.	
No deleted courses	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)	
No course renumberings or reweightings	
Title Changes	
No title changes	

SUMMARY OF CHANGES for the Social Science COMMITTEE

New Course Form: ECO341H1

Designator	Number + Y1/H1	Course Title	L / S / P / T		
ECO	341H1	The economic history of the 20th century: Trade, migration, money, and finance before 1945	[24L/12T]		
Course description --50 words maximum (text will be edited if too long). Please use present tense.					
Tailored to advanced students in Economics, Commerce, International Relations and History. The focus is on growth and fluctuations in Europe and North America between roughly 1870 and 1939, with a particular emphasis on international trade and payments, migration, investment, and monetary arrangements.					
Prerequisite:	ECO200Y1/ECO204Y1/ECO206Y1/(ECO230Y1, POL208Y1)				
Corequisite:					
Exclusion:	ECO342Y1				
Recommended Preparation:					
Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some , Much or All .					
	Critical and Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social and Ethical Responsibility
Level (None, Notably or Extensively)	None	None	None	None	None
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.					
	Research		Other Experiential Learning		
Level (None, Notably or Extensively)	None		None		
Also, if the course includes other experiential learning, please specify the nature of the learning					
OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca .					
Distribution Requirement Status: This is a Social Science course					
NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.					
Breadth Requirement: Society and its Institutions (3)					
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):					
Econ History of 20th Century					
Academic Relevance: State the reason for creating the course, and its place in your program(s):					
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.					
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).					
Enrolment: State an estimated number, and limitation if any.					
"Revived" Courses: If listed previously, state last session it appeared in the Calendar:					
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:					
NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR					
Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.					
Instructor(s):					
Teaching Assistant(s):					
Laboratory Equipment:					
Computing Resources:					
Other:					

New Course Form: ECO341H1

I will provide these resources from my existing budget.	
DATE:	Feb 5, 2016
Approved by CHAIR/PROGRAM DIRECTOR?	Yes

New Course Form: ECO342H1

Designator	Number + Y1/H1	Course Title	L / S / P / T
ECO	342H1	Twentieth Century Economic History: Institutions, Growth and Inequality	[24L/12T]

Course description--50 words maximum (text will be edited if too long). Please use present tense.

Tailored to advanced students in Economics, Commerce, International Relations and History. The focus is on institutions, growth and inequality in countries across the world.

Prerequisite: ECO200Y1/ECO204Y1/ECO206Y1/(ECO230Y1, POL208Y1)

Corequisite:

Exclusion: ECO342Y1

Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be **Some, Much or All**.

	Critical and Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social and Ethical Responsibility
Level (None, Notably or Extensively)	Extensively	None	Notably	Notably	None

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

	Research	Other Experiential Learning
Level (None, Notably or Extensively)	None	None

Also, if the course includes other experiential learning, **please specify the nature of the learning**

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Social Science course

NEW Breadth Requirement Status: Specify in which **one** or **two** categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly **one** category; a Y course can be designated as either 1.0 FCE breadth credit in exactly **one** category or 0.5 FCE breadth credit in each of exactly **two** categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):

Econ History: Institutions

Academic Relevance: State the reason for creating the course, and its place in your program(s):

We split a full year course (ECO342Y1) into two-halves. This change allows students greater flexibility in choosing courses and allows the department greater flexibility in staffing courses. This is a third year elective course in economics and a required course in the International Relations specialist program.

Overlap: If course content overlaps with current courses offered by other departments/programs, you **MUST** include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Economics Majors and Specialists; International Relations Major and Specialists.

Enrolment: State an estimated number, and limitation if any.

limit 130

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

New Course Form: ECO342H1

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):	Professor Shari Eli
Teaching Assistant(s):	commensurate with enrolment
Laboratory Equipment:	
Computing Resources:	
Other:	

I will provide these resources from my existing budget.

DATE:	Feb 5, 2016
Approved by CHAIR/PROGRAM DIRECTOR?	Yes

LATE NEW COURSES (ALREADY IN THE 2015-16 CALENDAR):

ECO324H1

ECO336H1

ECO337H1

ECO339H1

ECO340H1

ECO368H1

ECO446H1

ECO465H1

**FACULTY OF ARTS & SCIENCE
NEW COURSE FORM for CALENDAR**

Designator	Number + Y1/H1	Course Title	L / S / P / T																	
ECO	324H1	Economic Development	24L/12T																	
<p>This course critically analyzes issues related to economic development and the associated policy responses. Tools from micro and macroeconomic theory are employed, as well as the critical assessment of empirical evidence. Topics may include education, health, credit markets, inequality, and the role of foreign aid.</p>																				
Prerequisite:	ECO200Y1/ECO204Y1/ECO206Y1 , ECO220Y1/ECO227Y1 / (STA220H1,STA255H1) / (STA257H1,STA261H1)																			
Exclusion:	ECO324Y1																			
Recommended Preparation:																				
Competencies: Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly, Notably, or Extensively																				
	Critical & Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social & Ethical Responsibility															
Slightly, Notably, or Extensively	E		N	E																
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively . Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive.																				
	Research			Other Experiential Learning																
Notably or Extensively																				
Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST).																				
	C	DP	ES	F	I	IE	ISX	S	SA	ST										
Mark an "x" in applicable boxes																				
OLD Distribution Requirement Status: Underline the appropriate category. If uncertain, please email kelly.jay@utoronto.ca .																				
Humanities	Science	<u>Social Science</u>																		
NEW Breadth Requirement Status: Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca .																				
Creative & Cultural Representations	Thought, Belief, & Behaviour	<u>Society & Its Institutions</u>			Living Things & Their Environment	The Physical & Mathematical Universes														
<p>If the course is not categorized, please briefly state the pedagogical reason:</p>																				
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):																				
XX	E	C	O	N	O	M	I	C	D	E	V	E	L	O	P	M	E	N	T	XX
Academic Relevance: State the reason for creating the course, and its place in your program(s):																				
<p>We transformed a full-year course in development economics (ECO324Y1) into a half course. This change allows students greater flexibility in choosing their timetable and allows the department greater flexibility in staffing courses. This is a third year elective course.</p>																				
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.																				

n/a	
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).	
Primarily Economics Majors and Economics Specialists, as well as Economics and Mathematics Specialists and Financial Economics specialists. It is also suitable for International Relations Majors.	
Enrolment: State an estimated number, and limitation if any.	Limit 100
"Revived" Courses: If listed previously, state last session it appeared in the <i>Calendar</i> .	N/A
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:	
NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR	
Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.	
Instructor(s):	Kripa Freitas, Assistant Professor, Teaching stream
Teaching Assistant(s):	Commensurate with enrolment
Laboratory Equipment:	N/A
Computing Resources:	N/A
Other:	None
Delete the Statement below that DOES NOT apply:	
1. I will provide these resources from my existing budget.	
2. I received Decanal approval for additional resources required (attach documentation).	
DATE: October 21, 2015	
Approved by CHAIR/PROGRAM DIRECTOR?	<u>Yes</u>

**FACULTY OF ARTS & SCIENCE
NEW COURSE FORM for CALENDAR**

Designator	Number + Y1/H1	Course Title	L / S / P / T													
ECO	336H1	Public Economics	24L/12T													
Theory of taxation and public goods, and quantitative methods for program evaluation. Additional topics include taxation and income distribution; environmental policy; and the political economy of government policy.																
Prerequisite:	ECO200Y1/ECO204Y1/ECO206Y1 ; ECO220Y1/ECO227Y1/(STA220H1,STA255H1)/(STA257H1,STA261H1)															
Exclusion:	ECO336Y1, ECO337H1															
Recommended Preparation:																
Competencies: Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly , Notably , or Extensively																
	Critical & Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social & Ethical Responsibility											
Slightly, Notably, or Extensively	E		N	E												
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively . Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive.																
	Research			Other Experiential Learning												
Notably or Extensively																
Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST)).																
	C	DP	ES	F	I	IE	ISX	S	SA	ST						
Mark an "x" in applicable boxes																
OLD Distribution Requirement Status: Underline the appropriate category. If uncertain, please email kelly.jay@utoronto.ca .																
Humanities	Science	<u>Social Science</u>														
NEW Breadth Requirement Status: Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca .																
Creative & Cultural Representations	Thought, Belief, & Behaviour	<u>Society & Its Institutions</u>		Living Things & Their Environment	The Physical & Mathematical Universes											
If the course is not categorized, please briefly state the pedagogical reason:																
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):																
XX	P	U	B	L	I	C	E	C	O	N	O	M	I	C	S	XX
Academic Relevance: State the reason for creating the course, and its place in your program(s):																
We transformed a full-year course in public economics (ECO336Y1) into two halves (ECO336H1 and ECO446H1). This change allows students greater flexibility in choosing their timetable and allows the department greater flexibility in staffing courses. This is a third year elective course.																
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.																

n/a	
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).	
Primarily Economics Majors and Economics Specialists. It is also suitable for Public Policy Majors as well as Economics and Mathematics Joint Specialists and Financial economics specialists.	
Enrolment: State an estimated number, and limitation if any.	Limit 55
"Revived" Courses: If listed previously, state last session it appeared in the <i>Calendar</i> .	N/A
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:	
NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR	
Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.	
Instructor(s):	Professor Michael Smart
Teaching Assistant(s):	Commensurate with enrolment
Laboratory Equipment:	N/A
Computing Resources:	N/A
Other:	None
Delete the Statement below that DOES NOT apply:	
1. I will provide these resources from my existing budget.	
2. I received Decanal approval for additional resources required (attach documentation).	
DATE: October 21, 2015	
Approved by CHAIR/PROGRAM DIRECTOR?	<u>Yes</u>

**FACULTY OF ARTS & SCIENCE
NEW COURSE FORM for CALENDAR**

Designator	Number + Y1/H1	Course Title	L / S / P / T															
ECO	337H1	Public Economics for Commerce	24L/12T															
<p>An introduction to the economics of government similar to ECO336H1, but with greater focus on issues in business and financial economics. Additional topics include business tax planning and corporate financial policy; taxation of saving and risk-taking; and government business enterprises.</p>																		
Prerequisite:	ECO200Y1/ECO204Y1/ECO206Y1 ; ECO220Y1/ECO227Y1 / (STA220H1,STA255H1) / (STA257H1,STA261H1)																	
Exclusion:	ECO336Y1, ECO336H1																	
Recommended Preparation:																		
Competencies: Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly , Notably , or Extensively																		
	Critical & Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social & Ethical Responsibility													
Slightly, Notably, or Extensively	E			E														
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively . Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive.																		
	Research			Other Experiential Learning														
Notably or Extensively																		
Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST).																		
	C	DP	ES	F	I	IE	ISX	S	SA	ST								
Mark an "x" in applicable boxes																		
OLD Distribution Requirement Status: Underline the appropriate category. If uncertain, please email kelly.jay@utoronto.ca .																		
Humanities		Science			<u>Social Science</u>													
NEW Breadth Requirement Status: Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca .																		
Creative & Cultural Representations		Thought, Belief, & Behaviour			<u>Society & Its Institutions</u>			Living Things & Their Environment		The Physical & Mathematical Universes								
If the course is not categorized, please briefly state the pedagogical reason:																		
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):																		
XX	P	U	B	L	I	C	E	C	O	N	F	O	R	C	O	M	M	XX
Academic Relevance: State the reason for creating the course, and its place in your program(s):																		
We transformed a full-year course in public economics (ECO336Y1) by splitting it into two halves (ECO336H1 and ECO446H1) and added this new section specifically for students of the commerce program. This will enhance commerce students' understanding of the economics of government policy that is most relevant to them, such as corporate tax policy. It is a third year elective course.																		

Overlap: If course content overlaps with current courses offered by other departments/programs, you **MUST** include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

n/a

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Rotman Commerce (all streams, but it will be of particular interest to students in the Finance&Economics and Public Accounting streams).

Enrolment: State an estimated number, and limitation if any.	Limit 55
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"Revived" Courses: If listed previously, state last session it appeared in the <i>Calendar</i> .	N/A
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Instructor: If not a permanent appointment in the University, his/her name and appointment are required:	
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NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):	Professor Michael Smart
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Teaching Assistant(s):	Commensurate with enrolment
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Laboratory Equipment:	N/A
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Computing Resources:	N/A
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Other:	None
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Delete the Statement below that DOES NOT apply:

1. I will provide these resources from my existing budget.

~~2. I received Decanal approval for additional resources required (attach documentation).~~

DATE: October 21, 2015	
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Approved by CHAIR/PROGRAM DIRECTOR?	<u>Yes</u>
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**FACULTY OF ARTS & SCIENCE
NEW COURSE FORM for CALENDAR**

Designator	Number + Y1/H1	Course Title	L / S / P / T														
ECO	339H1	Labour Economics I	24L/12T														
<p>Using tools from microeconomic theory and statistics, this course introduces students to the study of labour markets, focusing on employment and wage determination, and the application of labour economics to public policy. Topics may include: Labour supply, labour demand, estimating the impact of welfare programs, minimum wages, and other labour market interventions.</p>																	
Prerequisite:	ECO200Y1/ECO204Y1/ECO206Y1 ; ECO220Y1/ECO227Y1 / (STA220H1,STA255H1) / (STA257H1,STA261H1)																
Exclusion:	ECO239Y1, ECO339Y1, ECO343Y5, ECO344Y5																
Recommended Preparation:																	
Competencies: Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly , Notably , or Extensively																	
	Critical & Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social & Ethical Responsibility												
Slightly, Notably, or Extensively	E		N	E													
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively . Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive.																	
	Research			Other Experiential Learning													
Notably or Extensively																	
Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST).																	
	C	DP	ES	F	I	IE	ISX	S	SA	ST							
Mark an "x" in applicable boxes																	
OLD Distribution Requirement Status: Underline the appropriate category. If uncertain, please email kelly.jay@utoronto.ca .																	
Humanities	Science	<u>Social Science</u>															
NEW Breadth Requirement Status: Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca .																	
Creative & Cultural Representations	Thought, Belief, & Behaviour	<u>Society & Its Institutions</u>		Living Things & Their Environment	The Physical & Mathematical Universes												
If the course is not categorized, please briefly state the pedagogical reason:																	
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):																	
XX	L	A	B	O	U	R	E	C	O	N	O	M	I	C	S	I	XX
Academic Relevance: State the reason for creating the course, and its place in your program(s):																	
We transformed a full-year course in labour economics (ECO339Y1) into two halves (ECO339H1 and ECO340H1). This change allows students greater flexibility in choosing their timetable and allows the department greater flexibility in staffing courses. This is a third year elective course.																	

Overlap: If course content overlaps with current courses offered by other departments/programs, you **MUST** include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

n/a

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Primarily Economics Majors and Economics Specialists, as well as Economics and Mathematics Specialists and Financial Economics specialists. It is also suitable for Public Policy Majors and Employment Relations Majors and Specialists.

Enrolment: State an estimated number, and limitation if any. Limit 100

"Revived" Courses: If listed previously, state last session it appeared in the *Calendar*. N/A

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):	Professor Michael Baker
Teaching Assistant(s):	Commensurate with enrolment
Laboratory Equipment:	N/A
Computing Resources:	N/A
Other:	None

Delete the Statement below that DOES NOT apply:

1. I will provide these resources from my existing budget.
- ~~2. I received Decanal approval for additional resources required (attach documentation).~~

DATE: October 21, 2015

Approved by CHAIR/PROGRAM DIRECTOR? Yes

**FACULTY OF ARTS & SCIENCE
NEW COURSE FORM for CALENDAR**

Designator	Number + Y1/H1	Course Title	L / S / P / T							
ECO	340H1	Labour Economics: The Distribution of Earnings	24L/12T							
<p>Using tools from microeconomic theory and statistics, this course studies the determinants of wages across labour markets. Topics include the theory of compensating differentials, human capital, discrimination, immigration, unions, and alternative models of compensation. In addition, students are introduced to microeconomic models of unemployment. Throughout the course, there is an emphasis on the evaluation of empirical evidence.</p>										
Prerequisite:	ECO200Y1/ECO204Y1/ECO206Y1 ; ECO220Y1/ECO227Y1 / (STA220H1,STA255H1) / (STA257H1,STA261H1)									
Exclusion:	ECO239Y1, ECO339Y1, ECO343Y5, ECO344Y5									
Recommended Preparation:										
Competencies: Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly , Notably , or Extensively										
	Critical & Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social & Ethical Responsibility					
Slightly, Notably, or Extensively	E		N	E						
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively . Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive.										
	Research			Other Experiential Learning						
Notably or Extensively										
Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST).										
	C	DP	ES	F	I	IE	ISX	S	SA	ST
Mark an "x" in applicable boxes										
OLD Distribution Requirement Status: Underline the appropriate category. If uncertain, please email kelly.jay@utoronto.ca.										
Humanities		Science		<u>Social Science</u>						
NEW Breadth Requirement Status: Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca.										
Creative & Cultural Representations		Thought, Belief, & Behaviour		<u>Society & Its Institutions</u>			Living Things & Their Environment		The Physical & Mathematical Universes	
If the course is not categorized, please briefly state the pedagogical reason:										
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):										
XX L A B O U R E C O N O M I C S II XX										
Academic Relevance: State the reason for creating the course, and its place in your program(s):										
We transformed a full-year course in labour economics (ECO339Y1) into two halves (ECO339H1 and ECO340H1). This change allows students greater flexibility in choosing their timetable and allows the department greater flexibility in staffing courses. This is a third year elective course.										

Overlap: If course content overlaps with current courses offered by other departments/programs, you **MUST** include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

n/a

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Primarily Economics Majors and Economics Specialists, as well as Economics and Mathematics Specialists and Financial Economics specialists. It is also suitable for Public Policy Majors and Employment Relations Majors and Specialists.

Enrolment: State an estimated number, and limitation if any.	Limit 100
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"Revived" Courses: If listed previously, state last session it appeared in the <i>Calendar</i> .	N/A
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Instructor: If not a permanent appointment in the University, his/her name and appointment are required:	Maripier Isabelle (PhD student) Jean-William P. Laliberté (PhD student)
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NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):	Maripier Isabelle and Jean-William P. Laliberté
Teaching Assistant(s):	Commensurate with enrolment
Laboratory Equipment:	N/A
Computing Resources:	N/A
Other:	None

Delete the Statement below that DOES NOT apply:

- I will provide these resources from my existing budget.
- I received Decanal approval for additional resources required (attach documentation).

DATE: October 21, 2015

Approved by CHAIR/PROGRAM DIRECTOR?	<u>Yes</u>
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**FACULTY OF ARTS & SCIENCE
NEW COURSE FORM for CALENDAR**

Designator	Number + Y1/H1	Course Title	L / S / P / T												
ECO	368H1	Economics of Conflict	24L/12T												
Course description: 50 words maximum (text will be edited if too long). Please use present tense.															
This course explores the links between violent conflict and socioeconomic development. It focuses on micro-level processes leading to conflict, and how conflict and political violence affect people's lives at the household and community levels. It also examines how these processes are linked to wider political and economic issues including governance and the role of institutions. Tools from economic theory are applied alongside country-specific and cross-country empirical evidence.															
Prerequisite:	ECO200Y1/ECO204Y1/ECO206Y1 , ECO220Y1/ECO227Y1 / (STA220H1,STA255H1) / (STA257H1,STA261H1) Note: Students with ECO100Y1 (67%)/ ECO105Y1 (80%), plus a full-year of quantitative methods/statistics (e.g., POL242Y1), and who are enrolled in the International Relations or Peace, Conflict and Justice Major or Specialist programs may take this course with Permission of the Instructor.														
Exclusion:															
Recommended Preparation:															
Competencies: Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly , Notably , or Extensively															
	Critical & Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social & Ethical Responsibility										
Slightly, Notably, or Extensively	E	N		N											
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively . Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive.															
	Research			Other Experiential Learning											
Notably or Extensively															
Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST)).															
	C	DP	ES	F	I	IE	ISX	S	SA	ST					
Mark an "x" in applicable boxes															
OLD Distribution Requirement Status: Underline the appropriate category. If uncertain, please email kelly.jay@utoronto.ca.															
Humanities	Science	<u>Social Science</u>													
NEW Breadth Requirement Status: Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca.															
Creative & Cultural Representations	Thought, Belief, & Behaviour	<u>Society & Its Institutions</u>			Living Things & Their Environment	The Physical & Mathematical Universes									
If the course is not categorized, please briefly state the pedagogical reason:															
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):															
XX	E	C	O	N	O	F	C	O	N	F	L	I	C	T	XX

Academic Relevance: State the reason for creating the course, and its place in your program(s):

We have never offered a course in the economics of conflict, hence it broadens the department's course offerings. We anticipate that it will appeal to a broad array of students – not just within economics, but outside economics as well. It is a third year elective course. It draws on research from a number of fields beyond economics – including political science and peace and conflict studies. It also offers a unique experience for students who spend the term working on a group project that involves both empirical work and research on the relevant literature.

Overlap: If course content overlaps with current courses offered by other departments/programs, you **MUST** include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

n/a

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Economics Major, Economics Specialist, Economics Minor; Peace, Conflict and Justice; International Relations.

Enrolment: State an estimated number, and limitation if any.

Limit 50

"Revived" Courses: If listed previously, state last session it appeared in the *Calendar*.

N/A

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

Paola Salardi, CLTA

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):	Paola Salardi
Teaching Assistant(s):	Commensurate with enrolment
Laboratory Equipment:	N/A
Computing Resources:	N/A
Other:	None

Delete the Statement below that DOES NOT apply:

1. I will provide these resources from my existing budget.

~~2. I received Decanal approval for additional resources required (attach documentation).~~

DATE: October 21, 2015

Approved by CHAIR/PROGRAM DIRECTOR?

Yes

**FACULTY OF ARTS & SCIENCE
NEW COURSE FORM for CALENDAR**

Designator	Number + Y1/H1	Course Title	L / S / P / T																
ECO	446H1	Advanced Public Economics	24L/12T																
<p>An advanced treatment of public economics. Theoretical and empirical methods for public policy analysis. These methods are applied to real-world issues in public economics, including tax avoidance and optimal tax design, valuing public goods, and other topics.</p>																			
Prerequisite:	Prerequisite: ECO336H1 (60%)/ ECO337H1 (60%)																		
Exclusion:	ECO336Y1																		
Recommended Preparation:																			
Competencies: Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly, Notably, or Extensively																			
	Critical & Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social & Ethical Responsibility														
Slightly, Notably, or Extensively	E		N	E															
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively . Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive.																			
	Research			Other Experiential Learning															
Notably or Extensively																			
Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST).																			
	C	DP	ES	F	I	IE	ISX	S	SA	ST									
Mark an "x" in applicable boxes																			
OLD Distribution Requirement Status: Underline the appropriate category. If uncertain, please email kelly.jay@utoronto.ca .																			
Humanities	Science	<u>Social Science</u>																	
NEW Breadth Requirement Status: Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca .																			
Creative & Cultural Representations	Thought, Belief, & Behaviour	<u>Society & Its Institutions</u>			Living Things & Their Environment	The Physical & Mathematical Universes													
<p>If the course is not categorized, please briefly state the pedagogical reason:</p>																			
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):																			
XX	A	D	V	A	N	C	E	D	P	U	B	L	I	C	E	C	O	N	XX
Academic Relevance: State the reason for creating the course, and its place in your program(s):																			
<p>We transformed a full-year course in public economics (ECO336Y1) into two halves (ECO336H1 and ECO446H1). This change allows students greater flexibility in choosing their timetable and allows the department greater flexibility in staffing courses. This is a fourth year elective course.</p>																			
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.																			

n/a	
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).	
Primarily Economics Majors and Economics Specialists. It is also suitable for Public Policy Majors as well as Economics and Mathematics Joint Specialists and Financial economics specialists.	
Enrolment: State an estimated number, and limitation if any.	Limit 35
"Revived" Courses: If listed previously, state last session it appeared in the <i>Calendar</i> .	N/A
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:	
NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR	
Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.	
Instructor(s):	Professor Michael Smart
Teaching Assistant(s):	Commensurate with enrolment
Laboratory Equipment:	N/A
Computing Resources:	N/A
Other:	None
Delete the Statement below that DOES NOT apply:	
1. I will provide these resources from my existing budget.	
2. I received Decanal approval for additional resources required (attach documentation).	
DATE: October 21, 2015	
Approved by CHAIR/PROGRAM DIRECTOR?	<u>Yes</u>

**FACULTY OF ARTS & SCIENCE
NEW COURSE FORM for CALENDAR**

Designator	Number + Y1/H1	Course Title	L / S / P / T							
ECO	465H1	International Finance	24L/12T							
<p>An advanced course that addresses topics in international finance and macroeconomics. Potential topics include: foreign exchange market; exchange rate determination; empirical models of exchange rates; international financial markets and uncertainty; international CAPM and home bias; sovereign debt; optimal capital controls.</p>										
Prerequisite:	ECO365H1 (80%) OR (ECO325H1 (60%) AND ECO374H1 (60%)/ ECO375H1 (60%))									
Exclusion:	ECO419H1									
Recommended Preparation:										
Competencies: Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly , Notably , or Extensively										
	Critical & Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social & Ethical Responsibility					
Slightly, Notably, or Extensively	E			E						
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively . Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive .										
	Research			Other Experiential Learning						
Notably or Extensively										
Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST).										
	C	DP	ES	F	I	IE	ISX	S	SA	ST
Mark an "x" in applicable boxes										
OLD Distribution Requirement Status: Underline the appropriate category. If uncertain, please email kelly.jay@utoronto.ca .										
Humanities		Science		<u>Social Science</u>						
NEW Breadth Requirement Status: Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca .										
Creative & Cultural Representations		Thought, Belief, & Behaviour		<u>Society & Its Institutions</u>			Living Things & Their Environment		The Physical & Mathematical Universes	
If the course is not categorized, please briefly state the pedagogical reason:										
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):										
XX I N T E R N A T I O N F I N A N C E XX										
Academic Relevance: State the reason for creating the course, and its place in your program(s):										
This course expands our offerings at the more advanced (400-level) level, building on third-year courses in macroeconomics and international monetary economics. This is a burgeoning area of interest among students. It will appeal to economics majors and specialists interested in macroeconomics as well as financial economics specialists. It is a fourth-year elective course.										

Overlap: If course content overlaps with current courses offered by other departments/programs, you **MUST** include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

n/a

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Economics Major, Economics Specialist, Financial Economics Specialist, Economics and Mathematics Specialist, Rotman Commerce (Finance and Economics Stream).

Enrolment: State an estimated number, and limitation if any. Limit 40

"Revived" Courses: If listed previously, state last session it appeared in the *Calendar*. N/A

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s): Jordi Mondria, Associate Professor

Teaching Assistant(s): Commensurate with enrolment

Laboratory Equipment: N/A

Computing Resources: N/A

Other: None

Delete the Statement below that DOES NOT apply:

1. I will provide these resources from my existing budget.

~~2. I received Decanal approval for additional resources required (attach documentation).~~

DATE: October 21, 2015

Approved by CHAIR/PROGRAM DIRECTOR? Yes

SUMMARY OF CHANGES for the Social Science COMMITTEE

SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Centre for Industrial Relations and Human Resources

List new and newly-created programs (and include separate New Program Form for each one):

No new programs

List closed programs (and include separate Program Closure Form for each one):

No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program,
OR
if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

No changed programs

List new course numbers and titles (and enclose separate New Course Form for each one)

New Course Number (e.g., SWE) Title (e.g., Swedish Novellas)

IRE473H1

Sociology of Industrial Relations

New Course Form: IRE473H1

Designator	Number + Y1/H1	Course Title	L / S / P / T		
IRE	473H1	Sociology of Industrial Relations	[24S]		
Course description --50 words maximum (text will be edited if too long). Please use present tense.					
This course introduces students to sociological approaches to work and industrial relations. Students are introduced to classical theories and then these perspectives are applied to analyze current labour market and employment relationships. The objective of this course is first to demonstrate how an understanding of industrial relations can be informed and enriched by classical and contemporary sociological perspectives. Second, it is to enable students to familiarise themselves with sociological perspectives so that they can compare and contrast, support or oppose, distinct approaches to industrial relations and the nature of work. This will facilitate a critical view of the theories that will be explored and applied in the course.					
Prerequisite:	SOC101Y1 or equivalent, 300H level IRE FCE				
Corequisite:					
Exclusion:	IRE1611H1				
Recommended Preparation:					
Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some , Much or All .					
	Critical and Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social and Ethical Responsibility
Level (None, Notably or Extensively)	Extensively	Notably	Notably	Notably	Notably
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.					
	Research		Other Experiential Learning		
Level (None, Notably or Extensively)	None		None		
Also, if the course includes other experiential learning, please specify the nature of the learning					
OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca .					
Distribution Requirement Status: This is a Social Science course					
NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.					
None selected					
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):					
Sociology of Industr					
Academic Relevance: State the reason for creating the course, and its place in your program(s):					
The field of Employment Relations is a multidisciplinary one. The key fields include Economics, Law, Psychology and Sociology. This course recognizes the importance of the Sociology of Work to our understanding of employment relations.					
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.					
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).					
Enrolment: State an estimated number, and limitation if any.	30				
"Revived" Courses: If listed previously, state last session it appeared in the Calendar:					
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:	Faculty				

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):	Faculty
Teaching Assistant(s):	None
Laboratory Equipment:	None
Computing Resources:	None
Other:	This is an existing graduate course which we wish to offer as a joint undergraduate and graduate course in 20169/20171.

I will provide these resources from my existing budget.

DATE:	Feb 5, 2016
Approved by CHAIR/PROGRAM DIRECTOR?	Yes

SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: New College

List new and newly-created programs (and include separate New Program Form for each one):	
No new programs	
List closed programs (and include separate Program Closure Form for each one):	
No deleted programs	
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.	
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)	
No changed programs	
List new course numbers and titles (and enclose separate New Course Form for each one)	
New Course Number (e.g., SWE) Title (e.g., Swedish Novellas)	
NEW338H1	Cultivating Consciousness
NEW371H0	International Field Course

New Course Form: NEW338H1

Designator	Number + Y1/H1	Course Title			L / S / P / T
NEW	338H1	Cultivating Consciousness			[36L]
Course description--50 words maximum (text will be edited if too long). Please use present tense.					
Mindfulness meditation is a systematic investigation of subjective experience. Classic and modern descriptions of mindfulness and the recent scientific literature are surveyed. Students explore a number of meditative techniques such as concentration and insight meditation and are required to maintain an ongoing meditation practice during the course.					
Prerequisite:		NEW232Y1/NEW332H1/NEW333H1/NEW334H1/NEW335H1/NEW339H1			
Corequisite:					
Exclusion:		NEW432H1: Advanced Special Topics: Cultivating Consciousness			
Recommended Preparation:					
Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some , Much or All .					
	Critical and Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social and Ethical Responsibility
Level (None, Notably or Extensively)	Notably	Extensively	None	None	None
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.					
	Research		Other Experiential Learning		
Level (None, Notably or Extensively)	Notably		Extensively		
Also, if the course includes other experiential learning, please specify the nature of the learning					
<ul style="list-style-type: none"> • Distinctive Practicals or Laboratories • Experiential Study 					
OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca .					
Distribution Requirement Status: This is a Social Science course					
NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.					
Breadth Requirement: Thought, Belief and Behaviour (2)					
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):					
Cultivating Consciou					
Academic Relevance: State the reason for creating the course, and its place in your program(s):					
This course as been a Special Topics course for several years. It has been a very popular course and fills a gap in the Buddhism, Psychology and Mental Health program by providing a direct experiential encounter with meditation rather than a purely academic focus characteristic of other courses in the program.					
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.					

New Course Form: NEW338H1

No overlap.	
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).	
Buddhism, Psychology and Mental Health Religion	
Enrolment: State an estimated number, and limitation if any.	30
"Revived" Courses: If listed previously, state last session it appeared in the Calendar:	
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:	Sessional Instructor
NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR	
Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.	
Instructor(s):	Sessional Instructor
Teaching Assistant(s):	
Laboratory Equipment:	
Computing Resources:	
Other:	
I will provide these resources from my existing budget.	
DATE:	Feb 5, 2016
Approved by CHAIR/PROGRAM DIRECTOR?	Yes

New Course Form: NEW371H0

Designator	Number + Y1/H1	Course Title	L / S / P / T		
NEW	371H0	International Field Course	[TBA]		
Course description --50 words maximum (text will be edited if too long). Please use present tense.					
Provides opportunities for students to engage in an international experiential learning program related to their academic areas of study. The course involves seminars, group exercises, site visits and a final project. Some sessions will be held in Toronto prior to and following the trip. Not eligible for CR/NCR option.					
Prerequisite:	Foundational course from participating programs (Aboriginal Studies; African Studies; Buddhism, Psychology and Mental Health; Caribbean Studies; Equity Studies; Human Biology)				
Corequisite:					
Exclusion:					
Recommended Preparation:					
Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All .					
	Critical and Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social and Ethical Responsibility
Level (None, Notably or Extensively)	Extensively	Extensively	Slightly	None	Extensively
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.					
	Research			Other Experiential Learning	
Level (None, Notably or Extensively)	None			Extensively	
Also, if the course includes other experiential learning, please specify the nature of the learning					
<ul style="list-style-type: none"> • Community involvement • Experiential Study • International Experience • Study Abroad 					
OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca .					
Distribution Requirement Status: This is a Social Science course					
NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.					
None selected					
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):					
International Field					
Academic Relevance: State the reason for creating the course, and its place in your program(s):					
Provides an optional half course and international cohort experience for students in New College programs.					
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.					
No overlap					
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).					
NEW Programs (African Studies; Buddhism, Psychology and Mental Health; Caribbean Studies; Equity Studies), Aboriginal Studies and Human Biology					
Enrolment: State an estimated number, and limitation if any.				12	
"Revived" Courses: If listed previously, state last session it appeared in the Calendar:					
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:				New College Faculty	

New Course Form: NEW371H0

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):	New College Faculty
Teaching Assistant(s):	
Laboratory Equipment:	
Computing Resources:	
Other:	
I will provide these resources from my existing budget.	
DATE:	Feb 5, 2016
Approved by CHAIR/PROGRAM DIRECTOR?	Yes

SUMMARY OF CHANGES for the Social Science COMMITTEE

SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Political Science

List new and newly-created programs (and include separate New Program Form for each one):	
No new programs	
List closed programs (and include separate Program Closure Form for each one):	
No deleted programs	
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.	
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)	
No changed programs	
List new course numbers and titles (and enclose separate New Course Form for each one)	
New Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)	
none	
List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.	
Deleted Course Number (e.g., SWE 209Y1) Title (e.g., Swedish Novellas)	
none	
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)	
Old number/weight	Proposed number/weight
POL344H1	POL344Y1

SUMMARY OF CHANGES for the Social Science COMMITTEE

SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Rotman Commerce

List new and newly-created programs (and include separate New Program Form for each one):	
No new programs	
List closed programs (and include separate Program Closure Form for each one):	
No deleted programs	
If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.	
Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)	
No changed programs	
List new course numbers and titles (and enclose separate New Course Form for each one)	
New Course Number (e.g., SWE 209Y1)	Title (e.g., Swedish Novellas)
MGT100H1	Introduction to Management (Formerly RSM100Y1)
RSM100H1	Introduction to Management (Formerly RSM100Y1)

List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.	
Deleted Course Number (e.g., SWE 209Y1)	Title (e.g., Swedish Novellas)
RSM100Y1	Introduction to Management
Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)	
No course renumberings or reweightings	

SUMMARY OF CHANGES for the Social Science COMMITTEE

New Course Form: MGT100H1

Designator	Number + Y1/H1	Course Title	L / S / P / T		
MGT	100H1	Introduction to Management (Formerly RSM100Y1)	[24L]		
Course description --50 words maximum (text will be edited if too long). Please use present tense.					
Introduction to management and its subdisciplines. Themes include business in a Canadian context, the nature of corporations, corporate governance, organizational behavior, operations, and strategy.					
Prerequisite:					
Corequisite:					
Exclusion: RSM100H1, RSM100Y1					
Recommended Preparation:					
Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some , Much or All .					
	Critical and Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social and Ethical Responsibility
Level (None, Notably or Extensively)	Slightly	Notably	Extensively	Slightly	Notably
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.					
	Research		Other Experiential Learning		
Level (None, Notably or Extensively)	None		None		
Also, if the course includes other experiential learning, please specify the nature of the learning					
OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca .					
Distribution Requirement Status: This is a None course					
NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.					
Breadth Requirement: None					
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):					
Introduction to Mana					
Academic Relevance: State the reason for creating the course, and its place in your program(s):					
Provides an introduction to management for non-Rotman Commerce students. Intended as a replacement for RSM100Y1. The course will be largely similar to the proposed RSM100H, but since it is intended for students who will not be taking further Rotman Commerce courses, it will cover certain area more broadly. This course will remain a requirement (with a minimum final mark of 67%) to apply to transfer into second year of Rotman Commerce.					
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.					
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).					
All FAS students, except Rotman Commerce					
Enrolment: State an estimated number, and limitation if any.				300	
"Revived" Courses: If listed previously, state last session it appeared in the Calendar:					
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:				John Oesch, Associate Professor, RSM and/or Michael Khan, Associate Professor, RSM	
NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR					
Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.					
Instructor(s):		Prof. John Oesch, Prof Michael Khan			
Teaching Assistant(s):					
Laboratory Equipment:					
Computing Resources:					

New Course Form: MGT100H1

Other:	
I will provide these resources from my existing budget.	
DATE:	Feb 8, 2016
Approved by CHAIR/PROGRAM DIRECTOR?	Yes

New Course Form: RSM100H1

Designator	Number + Y1/H1	Course Title	L / S / P / T		
RSM	100H1	Introduction to Management (Formerly RSM100Y1)	[24L]		
Course description--50 words maximum (text will be edited if too long). Please use present tense.					
Introduction to management and its subdisciplines. Themes include business in a Canadian context, the nature of corporations, corporate governance, organizational behavior, operations, and strategy. Enrolment limited to students entering the University with an expressed interest in studying at Rotman Commerce.					
Prerequisite:					
Corequisite:					
Exclusion:	MGT100H1, RSM100Y1				
Recommended Preparation:					
Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All .					
	Critical and Creative Thinking	Communication	Information Literacy	Quantitative Reasoning	Social and Ethical Responsibility
Level (None, Notably or Extensively)	Slightly	Notably	Extensively	Slightly	Notably
Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.					
	Research		Other Experiential Learning		
Level (None, Notably or Extensively)	None		None		
Also, if the course includes other experiential learning, please specify the nature of the learning					
OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca .					
Distribution Requirement Status: This is a None course					
NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.					
Breadth Requirement: None					
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):					
Introduction to Mana					
Academic Relevance: State the reason for creating the course, and its place in your program(s):					
Provides an introduction to management upon which the Rotman Commerce curriculum builds. Intended as a replacement for RSM100Y1. The change to a half-year course is part of the curriculum redesign that requires specific courses in management subdisciplines, and thus needs for a slimmed down version of RSM100.					
Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.					
Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).					
Rotman Commerce					
Enrolment: State an estimated number, and limitation if any.				800	
"Revived" Courses: If listed previously, state last session it appeared in the Calendar:					
Instructor: If not a permanent appointment in the University, his/her name and appointment are required:				John Oesch, Associate Professor, RSM and/or Michael Khan, Associate Professor, RSM	
NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR					

New Course Form: RSM100H1

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):	Prof. John Oesch, Prof. Michael Khan
Teaching Assistant(s):	
Laboratory Equipment:	
Computing Resources:	
Other:	

I will provide these resources from my existing budget.

DATE:	Feb 8, 2016
Approved by CHAIR/PROGRAM DIRECTOR?	Yes

**Summary of curriculum revision proposal for Curriculum Committee
David Goldreich
Rotman Commerce
January 2016**

Summary of proposals

(These proposed changes will apply to students entering in 2016. Students entering earlier are governed by the previous calendar.)

- 1) Create RSM100H1 and MGT100H1. Delete RSM100Y1.**
- 2) Replace RSM100Y1 with RSM100H1 (or MGT100H1) with a final grade of at least 67% as a requirement to enroll in Y2 or Rotman Commerce.**
- 3) Remove RSM100Y1 as a prerequisite for later RSM courses. Require RSM100H1 or MGT100H1 as a co-requisite for RSM219H1, RSM230H1, RSM250H1, and as a prerequisite for RSM225H1, RSM260H1, RSM270H1, and RSM340H1 (which all currently have RSM100Y as a prerequisite).**
- 4) Add RSM332H1 as a prerequisite for RSM330H1.**
- 5) Replace the breadth requirements with the standard FAS breadth requirement.**

Requirements for specialists:

Accounting Specialist

- 6) Replace requirement for RSM100Y1 with RSM100H1 or MGT100H1**

Accounting specialist (Public Accounting stream)

- 7) Require RSM230H1, RSM250H1**
- 8) Eliminate requirement of 0.5FCE from RSM230H1/250H1/260H1/270H1/392H1**

Accounting specialist (Financial Reporting and Control stream)

- 9) Require RSM230H1, RSM250H1**
- 10) Replace requirement of 1.0 FCE from RSM250H1/260H1/270H1/392H1 with 0.5 FCE from RSM260H1/270H1/392H1**

Management specialist

- 11) Replace requirement for RSM100Y1 with RSM100H1 or MGT100H1**
- 12) Require RSM230H1**

Finance and Economics specialist

13) Replace requirement for RSM100Y1 with RSM100H1 or MGT100H1

14) Require RSM250H1

15) Replace requirement of 0.5 FCE from RSM250H1/260H1/270H1/392H1 with 0.5FCE from RSM260H1/270H1/392H1

SUMMARY OF CHANGES for the Social Science COMMITTEE

SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: University College

List new and newly-created programs (and include separate New Program Form for each one):

No new programs

List closed programs (and include separate Program Closure Form for each one):

No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program,
OR
if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

- **Cognitive Science (Science Program) Major** - change in admission requirements

Cognitive Science (Science Program) Major

(8 FCE)

This is a Type 2 program. Enrolment is limited and admission requires the completion of either [COG250Y1](#), or a combination of 1.5 FCE in CSC, LIN, PHL, PSY (no more than 1 FCE from a single department). Please note that meeting the minimum admission requirements does not guarantee one a spot in any one of our programs, depending on the number of program spaces available.

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/CSC120H1](#) (recommended option); [CSC148H1](#); [MAT135H1](#) and [MAT136H1](#) (or [MAT137Y1](#)); [COG250Y1](#) (may be taken as a corequisite in Year 2)

Second Year:

[STA220H1/STA257H1/PSY201H1](#)

Second Year and Higher:

[PHL342H1](#); [PSY473H1/PSY493H1](#); and 3 FCEs from one of Stream 1 or 2:

Stream 1: Computational Cognition

Computational cognition is the interdisciplinary study of the information-processing underpinnings of cognitive mental processes. It seeks an understanding of cognition in mathematical terms and to apply this understanding to debates in artificial intelligence, cognitive psychology, and beyond.

No more than 1.5 FCEs of the 3 FCEs 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 FCE and up to 2 FCEs may be chosen. At least 1 FCE of the 3 FCEs must be at the 300+-

level. [CSC207H1](#); [CSC304H1](#); [CSC321H1](#); [CSC324H1](#); [CSC384H1](#); [CSC401H1](#); [CSC420H1](#); [CSC485H1](#); [CSC486H1](#); [COG341H1/COG342H1](#); [LIN100Y1](#); [LIN228H1](#); [LIN232H1](#); [LIN241H1](#); [JLP315H1](#); [LIN323H1](#); [LIN331H1](#); [LIN341H1](#); [JLP374H1](#); [JLP471H1](#); [PHL240H1](#); [PHL245H1/CSC330H1](#); [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](#); [NEW232Y1](#); [NEW333H1](#); [NEW438H1](#)

[COG499H1](#)

Stream 2: Cognition and the Brain

Today's cognitive scientists are more interested than ever before in the way the brain implements the information-processing underpinnings of cognitive mental processes. The study of cognition and the brain is the study, grounded in cognitive neuroscience, of those aspects of brain activity directly relevant to the performance of cognitive functions.

[BIO120H1](#) and [BIO220H1](#) (or [BIO150Y1](#)); and 2 FCEs of the following courses, with at least 1 FCE coming from PSY courses. At least 0.5 FCE of the 2 FCEs must be at the 300+ level. [CSC207H1](#); [CSC321H1](#); [PHL355H1](#); [PHL357H1](#); [PSY270H1](#); [PSY280H1](#); [PSY290H1](#); [PSY312H1](#); [PSY316H1](#); [PSY331H1](#); [PSY362H1](#); [PSY380H1](#); [PSY390H1](#); [PSY396H1](#); [PSY397H1](#); [PSY473H1](#); [PSY492H1](#); [PSY494H1](#); [COG341H1](#)/[COG342H1](#); [NEW232Y1](#); [NEW333H1](#); [NEW438H1](#); [JLP471H1](#); [JLS472H1](#); [JLS473H1](#)
[COG499H1](#)

Fourth Year:

[COG402H1](#)

University of Toronto

Major Modification Proposal: Combined Degree Programs

Combined Degree Programs Proposed:						
	Campus	Undergraduate Program Option	Undergrad Degree	Second Entry Undergraduate Degree Program	Graduate Degree and Program (#1)	Graduate Degree and Program (#2)
1.	FAS/OISE	Minor in Education and Society; Major in English	Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)		Master of Teaching (MT), Teaching	
2.	FAS/OISE	Minor in Education and Society; Major in History	Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)		Master of Teaching (MT)	
3.	FAS/OISE	Minor in Education and Society; Major in Mathematics	Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)		Master of Teaching (MT)	
4.	FAS/OISE	Minor in Education and Society; Major in Psychology	Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)		Master of Teaching (MT)	
5.	FAS/OISE	Minor in Education and Society; Major in Sociology	Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)		Master of Teaching (MT)	

Faculty(s):	Faculty of Arts and Science (FAS) Ontario Institute for Studies in Education (OISE)
Dean's Office Contact in both Faculties:	<ul style="list-style-type: none"> • Joshua Barker, Vice-Dean, Graduate Education & Program Reviews, FAS • Poppy Lockwood, Acting Associate Dean, Undergraduate, FAS • Teresa Nicoletti , Administrative Coordinator teresa.nicoletti@utoronto.ca • Douglas McDougall, Professor & Associate Dean, Programs, OISE • Biljana Cuckovic, Assistant to the Dean, Policy & Planning biljana.cuckovic@utoronto.ca
Department(s) / Unit(s) (if applicable):	<ul style="list-style-type: none"> • Victoria College • Department of English • Department of History • Department of Mathematics • Department of Psychology • Department of Sociology • Department of Curriculum, Teaching, and Learning, OISE
Proponent in each Department / Unit:	<ul style="list-style-type: none"> • Angela Esterhammer, Principal, Victoria College • Undergraduate Chair in each of the participating departments, Faculty of Arts and Science • Jim Hewitt, Acting Chair, Department of Curriculum, Teaching and Learning
Version Date of Proposal (please change as you edit proposal):	January 28 , 2016

1 Summary

This is a proposal to create 5 Combined Degree Programs combining programs that involve either the Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.B.A.) and Master of Teaching (MT). Every combination of degree programs is understood as a unique Combined Degree Program, thus this proposal an omnibus proposal for 5 distinct CDPs. The following undergraduate program options at the Faculty of Arts and Science may be in combination with the MT:

1) Minor in Education and Society offered by the Faculty of Arts and Science in association with Victoria College (critical undergraduate element that will be part of each combined degree program).

The Minor in Education and Society allows students interested in education to explore topics such as child and adolescent development, equity and diversity in education, communication and conflict resolution; get hands-on experience in classrooms through local placements and international internships; and gain strong background for admission to a graduate teacher education program.

2) And any one of the following major programs:

- Major in English
- Major in History
- Major in Mathematics
- Major in Psychology
- Major in Sociology

3) Students must also enrol in one additional minor program which will allow them to complete both the requirements for their undergraduate degree, and the requirements for their second teaching subjects. Therefore all CDP students must complete one Major and 2 Minors at the undergraduate level.

The formal name of the Combined Degree programs approved in governance will be:

- Combined Degree Program: STG, Honours Bachelor of Arts, Major in English/Master of Teaching
- Combined Degree Program: STG, Honours Bachelor of Arts, Major in History/Master of Teaching
- Combined Degree Program: STG, Honours Bachelor of Science, Major in Mathematics/Master of Teaching
- Combined Degree Program: STG, Honours Bachelor of Science, Major in Psychology/Master of Teaching
- Combined Degree program: STG, Honours Bachelor of Arts, Major in Sociology/Master of Teaching

All above listed undergraduate minor and major programs and the MT are existing University of Toronto programs.

The Minor in Education and Society allows students interested in education to explore topics such as

child and adolescent development, equity and diversity in education, communication and conflict resolution; get hands-on experience in classrooms through local placements and international internships; and gain strong background for admission to a graduate teacher education program.

This Combined Degree Program requires that students applying to the MT have two teaching subjects regardless of the concentration they are applying to (i.e. Intermediate/Senior, Junior/Intermediate or Primary/Junior). This means that they are required to have six full-year university courses (6.0 FCE) in the first teaching subject, and a minimum of three full-year courses in the second teaching subject (3.0 FCE). Note: French as a Second Language, International Languages and Science subjects require more than 3 full-year university courses. The table below presents the teaching subject associated with each program of study. The major will be the first (a minimum of 6.0 FCE) teaching subject in each combination

<i>Program of Study</i>	<i>Teaching Subjects completed with required courses</i>
Major in English	English
Major in History	History
Major in Mathematics	Mathematics
Major in Psychology	Social Science – General
Major in Sociology	Social Science – General

The following additional minor programs are recommended:

- Major in English, with a minor in History, Psychology, Sociology, Anthropology or Math
- Major in History, with a minor in English, Psychology, Sociology, Anthropology or Math
- Major in Mathematics, with a minor in English, Psychology, Sociology, Anthropology or History
- Major in Psychology, with a minor in English, History or Math
- Major in Sociology, with a minor in English, History, or Math

Students will be carefully advised to ensure that they fulfil teaching subject requirements when selecting their additional minor programs (in addition to the Education and Society minor and one of the above listed five major programs). In addition to the Teaching Subjects Prerequisites for Intermediate/Senior Candidates in the MT (see Appendix A), OISE will develop comprehensive guidelines that will assist the Combined Degree Program students in making decisions regarding selecting additional Minor programs that will help them meet the prerequisites for their second teaching subjects.

The Master of Teaching program is a full-time professional program of education that leads to a master degree and eligibility to become a certified teacher in Ontario.

Once approved by both Faculty Councils, the Combined Degree Programs being brought forward in this proposal will provide students with the opportunity to gain early (conditional) graduate admission (in Year 3 of undergraduate study), a clear pathway towards the teaching profession, and access to an enriched combination of academic programs. For example, the above-mentioned undergraduate minor program in Education and Society provide the students interested in applying to the Combined Degree Program an exceptional content background required for teaching

preparation. This includes education focused courses in child and adolescent development, equity and diversity and communication and conflict resolution in education coupled with an internship experience in educational settings such as schools or community organizations, etc.

Students who successfully complete the Combined Degree Program, will have earned two University of Toronto degrees (i.e. H.B.Sc. or H.BA and MT), and be recommended to the Ontario College of Teachers for a Certificate of Qualification, which certifies them to teach in Ontario schools.

Currently, students who are interested at the outset of their undergraduate studies in pursuing a degree in teacher education have applied to and registered in one of the existing Concurrent Teacher Education programs (CTEP). With the restructuring of teacher education in the Province, and the move from a one year to a two-year program for teacher education, these programs have been closed to new admissions. In their place, the Faculty of Arts and Science and OISE are bringing forward the proposed Combined Degree Program that builds on Victoria College's and OISE's long standing partnership in teacher education.

2 Effective Date: September 2016

- First date students will apply to the Combined Degree Program: **April 2016**
- The date the first cohort will be registered in the Combined Degree Program: **September 2016**
- First year CDP students will be unconditionally in the Graduate Degree Program (where applicable): **September 2017**

3 Academic Rationale

The Ontario Government has confirmed that, commencing in September 2015, a two-year B.Ed. program will replace the current one year B.Ed. programs in the Province. As the B.Ed. within CTEP is the equivalent of a one-year program, the University of Toronto has ceased admission into CTEP. All Students currently registered in CTEP programs are expected to graduate in June 2018.

OISE has explored possibilities to continue and build on the fruitful collaboration in teacher education that it has maintained with its undergraduate partners. The proposed Combined Degree Program, H.B.Sc. or H.BA/Master of Teaching builds on that collaboration, and is intended to allow students interested in the teaching profession to apply to the master's program in Year 3 of undergraduate study, get an excellent foundation in a range of educational issues and teaching strategies combined with a deep knowledge of curriculum and research with an opportunity to develop as teacher-researchers ready to both engage in classrooms and/or continue their academic career through doctoral study.

A Combined Degree Program (CDP) is a program category that allows a student to be registered in two approved degree programs at the same time and complete the requirements of both in a manner that provides a benefit to the student beyond what would result from completing the two degree programs separately. The Combined Degree Program offers several advantages to students. The Vic One Egerton Ryerson Stream, which is the Education Stream for Year 1 Students

(recommended) and the Education and Society Minor provide enriched background preparation for graduate studies in Education. Students will benefit from the additional focus and direction offered by conditional early admission to the MT. By taking 1.0 FCE in the MT at OISE in their fourth year, they will be integrated into graduate study earlier and have fewer required courses to complete during their two years of graduate-only study, thus allowing additional time for independent research or optional areas of specialization.

As a graduate teacher education program, the MT will provide students with a broader range of career options in Canada and internationally (not only in the school system but also in public or private sectors including health care, governmental and non-governmental organizations, business and community). For example, MT graduates are eligible to apply for admission to doctoral programs in education at OISE, other Ontario universities, as well as at leading universities in Canada and around the world.

Owing to their intensive exposure to courses and practical experiences that explore general issues in education and also develop strong subject matter knowledge in their areas of study, students enrolled in the Education and Society minor program and any one of the above listed major programs are ideally suited to a Combined Degree Program with the Master of Teaching (MT) program.

4 Need and Demand

The existing CTEP programs have admitted up to 160 students per year distributed across six partner divisions. At the same time, demand for OISE's master's level teacher education programs has been increasing. For example, in 2014-2015, OISE had 862 applications for 262 places in the Master of Teaching program.

It is expected that the proposed Combined Degree Program will be popular with students as it will provide them with the opportunity to gain early (conditional) graduate admission, a clear academic pathway, and an enriched combination of academic programs that will support career success. Specifically, students in the Combined Degree Program will explore topics in education such as child and adolescent development and get hands-on experiences in classrooms, which are embedded in their undergraduate degree and represent an ideal preparation for a professional teacher education program at the graduate level.

Research shows that the quality of teaching is the most significant factor affecting student achievement, and its impact can directly be influenced by initial and continuing teacher education. Like other professions at the "human interface", such as psychology and speech pathology—through teacher education at a graduate level—we can educate teacher leaders and teacher researchers who are well prepared to use data to construct tailored interventions for individual students in diverse learning environments. The Master of Teaching program involves rigorous academic standards, high expectations for students, integrated, comprehensive and sophisticated learning outcomes. The Combined Bachelors/Master's program leading towards teaching certification will be unique in Ontario, and it is expected that it will be highly competitive and in high demand.

Students will be admitted to the MT on a competitive basis as part of the overarching MT target.

There will be no minimum or maximum number of students in the total MT enrolment target that may come from the Combined Degree Program.

5 Program Requirements

Students complete full academic program requirements for their selected applicable major and the second minor program while carrying a full course load of 5.0 FCE each year. All students must also enrol and complete the Minor in the Education and Society offered by Victoria College. Currently the requirements for the Minor are to complete 4.0 FCEs including at least 1.0 FCE at 300+ level,

1. [PSY100H1](#) (Introductory Psychology)
2. All of: [JSV200H1 \(Communication and Conflict Resolution in Education\)](#), [JSV201H1 \(Child and Adolescent Development in Education\)](#), [JSV202H1 \(Equity and Diversity in Education\)](#)
3. [VIC360H1/VIC360Y1](#) (Education Internship)
4. [VIC362H1](#) (Introduction to Teaching)
5. One FCE from: [VIC361H0](#), [VIC363H1](#) (A Study of Chinese Literature and Culture), a course related to Education and Society at the 300+ level selected from the offerings in Sociology, Anthropology or Geography (Arts). The requirement for the Minor in Education and Society Minor for students in one of the 5 Combined Degree Programs will include the same undergraduate courses as the current minor and requirement 5 will be completed through successful completion of the double counted graduate courses CTL7001H1, CTL7009H1

In Year 3, students interested in one of the Combined Degree Programs will apply to the Master of Teaching and the Combined Degree Program through the SGS Graduate Online Admission Application system. Successful students will be conditionally admitted into the Master of Teaching program and the Combined Degree Program. Graduate admission at this point, when the student has not yet completed the undergraduate degree program, is conditional. Once students have accepted a conditional offer of admission to the MT program, they are in the Combined Degree Program. During Year 4 of undergraduate study, they will be eligible to take 1.0 graduate FCE at OISE – CTL7001H (Educational Professionalism, Ethics and the Law) and CTL7009H (Anti-Discriminatory Education), in addition to completing the requirements of their undergraduate degree. The 1.0 graduate FCE will be graded as graduate courses, as per the UAGPP. The graduate courses double count both towards the undergraduate degree (satisfying degree requirements) and the Master of Teaching degree. Students who successfully complete the undergraduate degree program with appropriate grade standing (B+; CGPA of 3.3) and meet the other admission criteria of the MT will at this stage be admitted unconditionally to the MT. In Year 5, these students will continue in their graduate level studies following the normal path to completion with the exception of the two half courses they completed in Year 4. Students will complete the MT in the usual program length of 5 continuous sessions.

5.1 Comparison of Curricular Path

<i>The Programs Taken Separately</i>					<i>Combined Degree Program</i>					
		Term	FCE Requirements	Registration in ROSI/ACORN FT or PT		Term	FCE Requirements		Registration in ROSI/ACORN FT and / or PT	
							Degree 1	Degree 2		
FAS H.B.A. or H.B.Sc.	1st year	<i>f</i>	2.5	FT	1st year	<i>f</i>	2.5		FT	
		<i>w</i>	2.5	FT		<i>w</i>	2.5		FT	
		<i>s</i>				<i>s</i>				
	2nd year	<i>f</i>	2.5	FT	2nd year	<i>f</i>	2.5		FT	
		<i>w</i>	2.5	FT		<i>w</i>	2.5		FT	
		<i>s</i>				<i>s</i>				
	3rd year	<i>f</i>	2.5	FT	3rd year	<i>f</i>	2.5		FT	
		<i>w</i>	2.5	FT		<i>w</i>	2.5		FT	
		<i>s</i>				<i>s</i>				
	4th year	<i>f</i>	2.5	FT	4th year	<i>f</i>	2.0		FT	
		<i>w</i>	2.5	FT		<i>w</i>	2.0	1.0	FT	
		<i>s</i>				<i>s</i>				
MT	1st year	<i>f</i>	5.0	FT	5th year	<i>f</i>		3.5 or 4.0	FT	
		<i>w</i>		FT		<i>w</i>			1.5 or 2.0	FT
		<i>s</i>		FT		<i>s</i>				
	2nd year	<i>f</i>	5.0	FT	6th year	<i>f</i>		3.5 or 4.0	FT	
		<i>w</i>		FT		<i>w</i>				FT
		<i>s</i>				<i>s</i>				

6 Admission Process

Students in the third year of the H.B.Sc. or H.B.A. will be eligible to apply through the School of Graduate Studies Online Application System to the proposed Combined Degree Program. Students interested in the Combined Degree Program will apply during the Fall term of their Year 3, and if eligible, will receive a conditional offer of admission to the MT program by the end of the Winter term of their 3rd year in the undergraduate program.

For students to be given full, unconditional admission to the MT program, they must maintain at least a B+ (3.3) average in their final year or over senior courses; achieve a grade of at least B+ average in the 1.0 FCE graduate courses taken in Year 4; successfully complete the requirements for the H.B.Sc./H.B.A. program and have the degree conferred. If at the end of 4th year the student has not met the requirement of completing 6.0 FCEs in the first teaching subject and 3.0 FCEs in the second teaching subject, the offer of conditional admission to the Combined Degree Program will be rescinded. Students in this position could apply separately to the Master of Teacher outside of the Combined Degree Program.

7 Admission Requirements

The proposal for the Combined Degree Program does not affect the approved admission requirements for the H.B.Sc. or H.B.A. degree.

To be considered for conditional admission to the Master of Teaching and the Combined Degree Program, students must meet the following admission requirements:

1. Be enrolled in the Education and Society Minor Program at Victoria College.
2. Be registered in the 3rd year of the H.B.Sc. or H.B.A. Degree Program, in one of the above listed major programs.
3. Have completed—or be on the course to complete—the education-focused courses and practical experiences embedded in the undergraduate degree.
4. Have an average grade equivalent of at least B+ or better, normally demonstrated by an average grade in the 2nd year.
5. Provide at least two letters of reference.
6. Be on course to complete the prerequisites for two teaching subjects irrespective of whether they ultimately intended registering in the Intermediate/Senior, Junior/Intermediate or Primary/Junior concentration (Note: candidates must have completed at least half of the teaching subjects prerequisite courses [i.e. 3.0 FCE in 1st teaching subject, and 1.5 FCE in 2nd teaching subject] by the time they are conditionally admitted to the MT program, that is, by the 2nd term of 3rd year in the undergraduate program).
7. Meet other qualifications as specified by the MT program:
 - Applicants are admitted under the General Regulations of the School of Graduate Studies.
 - Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
 - Applicants must have an appropriate bachelor's degree with the equivalent of a University of Toronto B+ or better in the final year. Note: all students admitted to the MT via the Combined Degree Program must have a higher average grade requirement than that required for admission to the MT alone.
 - In their Statement of Intent, applicants should indicate their preferred concentration (i.e., Primary/ Junior, Junior/Intermediate, or Intermediate/Senior) and describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Included in their resumé, applicants are requested to list, in chart form, the extent of their teaching experiences. The chart should include dates, location of experience, role, and number of hours working with students.
 - A police record check is required in a practicum setting in both Year 1 and 2 of the program.

Note: all students must meet the requirements for two teaching subjects. In order to meet the admissions requirements for their two teaching subjects, applicants must be on the course to

completing the required number of prerequisite courses in each of their subject areas as part of their undergraduate studies. Specifically, applicants must have six full university courses (or equivalent) in their first teaching subject, and three full university courses (or equivalent) in their second teaching subject. Note: French as a Second Language, International Languages and Science subjects require more than 3 full-year university courses (see Appendix A).

Note: If at the end of 4th year the student has not met the requirement of completing 6.0 FCEs in the first teaching subject and 3.0 FCEs in the second teaching subject, the offer of conditional admission to the Combined Degree Program will be rescinded. Students in this position could apply separately to the Master of Teacher outside of the Combined Degree Program.

8 Calendar Copy

- *Please complete highlighted yellow section in the Graduate Calendar template below*

Every combination of degree programs is understood as a unique Combined Degree Program, thus this proposal an omnibus proposal for 5 distinct CDPs. Each combination will have a discreet SGS Calendar entry. The entry below is for the Combined Degree Program: STG, Honours Bachelor of Arts, Major in English/Master of Teaching. As each combination has the same admission and graduate program requirements, the entry below is representative of the different combinations.

2016-17 SGS Calendar

English (Major), Honours Bachelor of Arts / Master of Teaching

Overview

The **Combined Degree Program (CDP): Honours Bachelor of Arts, Major in English / Master of Teaching (MT)** is designed for students interested in studying the intersections of English and Education, coupled with professional teacher preparation.

Students earn an honour's bachelor's degree from the Faculty of Arts and Science and an accredited professional Master of Teaching (MT) degree at the Ontario Institute for Studies in Education (OISE). They will be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualifications as elementary or secondary school teachers. Distinct advantages include:

- early application to the MT program (in Year 3) and conditional admission to the MT program;
- eligibility for certification as a teacher in Ontario; and
- eligibility to apply for doctoral study.

This CDP permits the completion of both degrees in six years with a limited number of courses that may be counted towards both the undergraduate and graduate degrees (i.e., 1.0 full-course equivalent [FCE]).

For a general description of CDPs, see General Regulations section 1.5.3.

Degree Programs in This Combination

English, HBA
Teaching, MT

Application Process

- Applicants apply to the HBA program, the MT program, and the CDP.

Requirements

Minimum Admission Requirements

- Applicants must have been admitted to the HBA degree program and the English major program.
- Applicants must meet the admission requirements of the School of Graduate Studies and the MT program.
- In addition, applicants to the MT program must have an average grade of at least B+ (3.3).
- Applicants must complete two undergraduate minors: one in Education and Society, and the second to fulfil the admission requirements for a second teaching subject as part of the MT.
- At least two letters of reference.
- Please see the contact information below to find details on each program's admission requirements.
- In their Statement of Intent, applicants should indicate their preferred concentration (i.e., Primary/Junior, Junior/Intermediate, or Intermediate/Senior) and describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Included in their resumé, applicants are requested to list, in chart form, the extent of their teaching experiences. The chart should include dates, location of experience, role, and number of hours working with students.
- Applicants to each concentration will have completed a minimum of 6.0 full-course equivalents (FCEs) as part of the English major requirements in the first teaching subject, and a minimum of 3.0 FCEs in the second teaching subject, from a recognized university. The 22 eligible teaching subjects are:
 - Business studies: accounting, general
 - Dramatic arts
 - English
 - French as a second language
 - Geography
 - Health and physical education
 - History
 - International languages: German, Italian, Spanish, other
 - Mathematics
 - Music: instrumental, vocal
 - Religious education
 - Science: biology, chemistry, physics, general
 - Social science: general
 - Visual arts.

Academic Path to Completion

Every CDP involves a specific combination of approved degree programs. The CDP requirements build on those of the two separate degree programs. Each CDP has a unique pattern of academic activity year by year.

Year	Curricular Path	Specific Requirements*
1 to 4	<ul style="list-style-type: none"> • HBA program requirements. • In Year 4, complete 1.0 full-course equivalent (FCE) in graduate courses. • By the end of Year 4, fulfil both the undergraduate program requirements and the undergraduate degree requirements. 	<ul style="list-style-type: none"> • 19.0 FCEs in undergraduate courses, including all requirements for the major in English, minor in Education and Society, and a second minor selected to fulfil the MT admission requirements of a second teaching subject. <ul style="list-style-type: none"> ○ This includes a minimum of 6.0 FCEs as part of the English major requirements in the in the first teaching subject, and a minimum of 3.0 FCEs in the second teaching subject. • Courses required for the minor in Education and Society include: PSY100H1, JSV200H1, JSV201H1, JSV202H1, VIC360H1, VIC360Y1, VIC362H1, one of VIC361H1, VIC363H1, or a 300/400-level course related to Education and Society. • CTL 7001H and CTL 7009H, to be taken in Year 4, and which is double counted towards the program requirements for the HBA and MT programs.
5	<ul style="list-style-type: none"> • Remaining courses from Year 1 of the MT program 	<ul style="list-style-type: none"> • 4.5 FCEs of Year 1 MT program requirements
6	<ul style="list-style-type: none"> • Remaining courses from Year 2 of the MT program 	<ul style="list-style-type: none"> • 4.5 FCEs of Year 2 MT program requirements

*The MT has three concentrations: Primary/Junior, Junior/Intermediate, and Intermediate/Senior. The specific

requirements vary based on which concentration is selected. For details, see the MT calendar entry [link].

Time Limit

The calculation of the time limit for the graduate degree in the CDP begins with full, unconditional admission to the graduate program.

Contact

Honours Bachelor of Arts in English Program, Faculty of Arts and Science

Web: www.english.utoronto.ca

Email: english@chass.utoronto.ca

Minor in Education and Society Program, Victoria College

Web: www.vic.utoronto.ca/students/academics/education.htm

Email: pavi.chandrasegaram@utoronto.ca

Master of Teaching Program, Ontario Institute for Studies in Education

Web: www.oise.utoronto.ca/mt

Email: mtinfo@utoronto.ca

9 Consultation

This proposal is the product of extensive consultation between the Dean's Offices of the Faculty of Arts and Science and the Ontario Institute for Studies in Education, the Master of Teaching program, and Victoria College.

This proposal document captures the curricular arrangements of the Combined Degree Program. The specific arrangements between OISE and FAS are outlined in the appended MOU.

10 Governance Process

Steps	Approval
Development of proposal in close consultation between Dean's Offices	<ul style="list-style-type: none"> • Associate Dean, Programs, OISE • Vice-Dean, Graduate Education & Program Reviews, FAS • Associate Dean, Undergraduate, FAS
Consultation with Provost's Office	<ul style="list-style-type: none"> • Office of the Vice Provost, Academic Programs • Provost's Advisory Group
	<p>Approval by units – OISE:</p> <ul style="list-style-type: none"> • CTL Council: January 18, 2016 • OISE Academic Programs Committee: January 29, 2016 • OISE: Faculty Council: February 17, 2016 <p>Approval by units – FAS:</p> <ul style="list-style-type: none"> • FAS Undergraduate Curriculum Committees (Humanities, Social Sciences, Sciences): February 8, 2016 and February 12, 2016 • FAS Faculty Council: February 24, 2016
Submission to Provost's Office	
Report to AP&P (by P.O.)	
Report to Ontario Quality Council (by P.O.)	

Appendix A Intermediate/Senior Teaching Subject Prerequisites – Master of Teaching, 2016-17

Applicants who apply to the Master of Teaching Program must specify which concentration and corresponding teaching subject(s) they would like to apply for.

A course will be counted as a prerequisite toward your teaching subject(s) chosen if you have completed and received credit for the course or if you can prove you are currently enrolled in the prerequisite course on your transcript. Note that the course you are enrolled in must be completed before the start of the Master of Teaching Program.

Intermediate/ Senior Concentration (I/S)

Applicants who apply to this concentration will be eligible to teach children from grades seven to twelve. Please note that you must select **two** teaching subjects from the list below. Please ensure that you have the required number of courses in the subjects listed below prior to applying to this concentration.

Important Notes:

- Applicants may choose only one of Music-Instrumental **or** Music-Vocal, not both
- If candidates select two science teaching subjects, they must have a minimum of 10 full-year university courses in the sciences and these must include the prerequisite courses for each of the two science teaching subjects.

Intermediate/Senior Teaching Subjects & Prerequisites	
Teaching Subject	Prerequisite
English (First Language)	Six full-year university courses in English if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject
History	<p>Six full-year university courses in History if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject.</p> <ul style="list-style-type: none"> • Up to 1 full-year course in Political Science, Philosophy, or subject-specific history such as Art History or Music History, may be counted towards this prerequisite.

Religious Education	Six full-year university courses in Theology or Religious Studies if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject. <i>(This course is primarily intended to prepare teachers of Religious Education in Roman Catholic Secondary Schools)</i>
Mathematics	Six full-year university courses in Mathematics if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject <ul style="list-style-type: none"> • Up to 1 full-year course in Statistics may be counted towards this prerequisite
Science - Biology	Six full-year university courses in Science, with a minimum of four full-year courses in Biology <i>(regardless of whether it is the first or second choice teaching subject)</i> <ul style="list-style-type: none"> • Biochemistry is accepted as Chemistry or Biology • Courses in Botany, Zoology, and life sciences such as Anatomy, Physiology, Immunology, and Genetics are accepted as Biology • Psychology courses are not accepted towards this prerequisite
Science - Chemistry	Six full-year university courses in Science, with a minimum of four full-year courses in Chemistry <i>(regardless of whether it is the first or second choice teaching subject)</i> <ul style="list-style-type: none"> • Biochemistry is accepted as Chemistry or Biology
Science - Physics	Six full-year university courses in Science, with a minimum of four full-year courses in Physics <i>(regardless of whether it is the first or second choice teaching subject)</i> <ul style="list-style-type: none"> • Astrophysics and Geophysics are acceptable
Science - General	Psychology courses are not accepted towards this prerequisite. Six full-year university courses in Science, with a minimum of one full-year course in each area of Biology, Chemistry, and Physics <i>(regardless of whether it is the first or second choice teaching subject)</i>

Social Science - General	Six full-year university courses in any of Psychology, Sociology or Anthropology if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice
Music-Instrumental	<p>Six full-year university courses in Instrumental Music if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject.</p> <ul style="list-style-type: none"> Applicants may choose only one of: Music-Instrumental or Music-Vocal
	<p>Six full-year university courses in Vocal Music if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject.</p> <ul style="list-style-type: none"> Applicants may choose only one of: Music-Instrumental or Music-Vocal
Health and Physical Education	Six full-year university courses in Health and Physical Education if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject.
French (Second Language)	<p>Six full-year university courses in French and demonstrated written and oral proficiency (<i>regardless of whether it is the first or second choice teaching subject</i>).</p> <ul style="list-style-type: none"> If admissible to the program, applicants who select French as a Second Language as a teaching subject must demonstrate oral and written proficiency in French prior to registering in the program through testing administered at the time of admission. Applicants who fail to demonstrate proficiency will be deemed to have NOT satisfied the prerequisite for the French teaching subject even if they have the required number of academic courses. Refer to the OISE Proficiency Test in French & International Languages (OPTFIL) for detailed information about the test.

**Not all teaching subjects may be offered in a given year. OISE reserves the right to cancel courses for which enrolment or resources are insufficient.*