FOR FINAL APPROVAL

TO: Arts & Science Council

SPONSOR: Pamela Klassen, Vice-Dean, Undergraduate & International

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DATE: February 6, 2017 for Feb 13, 2017

AGENDA ITEM: 3

ITEM OF BUSINESS:
Major Modifications to Undergraduate Programs

JURISDICTIONAL INFORMATION:
Arts & Science Council has delegated authority to approve modifications to existing degree programs that are defined in the University of Toronto Quality Assurance Process (UTQAP) as major modifications as the creation of streams within an existing program and the establishment of a Major where there is an existing Specialist or Major.

GOVERNANCE PATH:
2. Arts & Science Council [For final approval], February 13, 2017.
3. Committee on Academic Policy & Programs [For information in annual report]

HIGHLIGHTS:
The following undergraduate major modifications to programs are proposed:

a) History Specialist Program, Department of History

The proposal seeks to rejuvenate the Specialist program by defining two key senior (400-level) class options, a Methodology Option and a Thesis Option. The Methodology Option reflects closely the learning experience currently in the curriculum, with its focus on academic skills. This option gives students options for smaller classes where current research tools and methods are presented, and students may creatively present their research and findings.

The Thesis Option represents the new option for students: in either a half- or full-course, students can work on longer papers requiring deeper research and advanced analysis/presentation, and to prepare students explicitly for graduate study. This option is also seen to engage senior students in an academic community of their peers and more deeply into the academic life of the Department.

The change responds to a need expressed by faculty and students that the current History Specialist does not support enough the majority of students who advance to graduate studies in History or related disciplines. A further level of consultation occurred in this current year, pilot thesis seminars are in effect piloted under independent study projects. In addition, A&S Deans have endorsed this proposal. No accommodation or significant resource implications expected,
though a tour of the Fisher Rare Books Library is needed, and other assistance from specialist librarians is will be requested.

b) Jewish Studies Specialist Program, Anne Tanenbaum Centre for Jewish Studies

This proposal aims to make the current four areas of concentration in Jewish Studies optional rather than mandatory, which significantly affects the path options for students, providing needed flexibility. In the new proposal, only students who enter the program with requisite language skills will be required to select a cluster of courses (3.0 FCE) from an area of study.

Historically, the areas of concentration were intended to help focus students on the path to graduate studies, but would be too constrained for students with no such plan. Moreover, since the offerings in each area of concentration relied on course offerings in other units, often it was difficult for students to fulfill the requirements, and the Undergraduate Coordinator would have to make regular exceptions to complete the degree.

With these changes, students have wide options across the areas of concentration, and in-person counseling will be offered to help students who are considering graduate studies in terms of the best course-choices they could make.

The changes come from years of student feedback, with recommendation from the Undergraduate Coordinator and approved by the CJS Executive Committee. There are no expected resource implications.

c) Jewish Studies Major Program, Anne Tanenbaum Centre for Jewish Studies

Like the proposal for the specialist, this proposal for the major in Jewish Studies concerns making the areas of concentration wholly optional for students. Here too, requiring key courses from one area of concentration did not prove helpful for many students who did not intend graduate studies in the discipline, and would often be difficult to fulfill, relying on the offerings from many other departments.

Students who do intend graduate studies will receive direct advising on best options, much like their peers in the specialist program.

The changes come from years of student feedback, with recommendation from the Undergraduate Coordinator and approved by the CJS Executive Committee. There are no expected resource implications.

d) Sociology Specialist Program, Department of Sociology

Changes proposed to the Specialist program focus around the recasting of core courses and a rigorous, scaffolded learning experience for students. This begins with the 100-level foundational courses and revised series of 200-level courses, and continues with the addition of special “program only” versions of 300-level course offerings that will be taught with more of an active learning component.

In terms of core courses, students begin with two new 100-level half courses that have been reshaped to provide, first, an introduction to sociology and the sociological perspective, and then, in the next course, an introduction to social research processes, drawing on some course material previously offered in a 200-level course. The 200-level courses retain courses on classical theory
and quantitative methods, but have been supplemented by courses in qualitative methods, contemporary theory, and two courses that focus on quantitative and qualitative methods at the intermediate level.

With the existing 300-level course offerings, new “program only” versions of the same courses have been introduced. These courses share the scope of the usual versions of the courses, but the course will contain many active learning components and skills building that flows from the 200-level core courses. A subset of 300-level courses each year will be these “program only” versions, rotating each year, and a specialist must take 2.0 FCEs of their 300-level courses from “program only” versions.

Another dimension of the recasting of courses, for specialists, is that specialist will no longer enjoy exclusive courses; specialists will proceed through the same core series of courses as students in the major, but must complete the whole core 100- and 200-level series.

The Department consulted with 17 academic units and Colleges who would be impacted by the changes, and all provided positive feedback and support. Students in all three Sociology programs (from second to fourth year) were consulted and the response shaped key aspects of the changes. Finally, these changes are felt to help fulfil the aims arising from a 2011 departmental review: the training and learning will be directed, scaffolded, and better articulated for students, allowing them to obtain a rich understanding of the discipline in scope and methodology. There are no resource implications.

e) Sociology Major Program, Department of Sociology

The proposed changes to the major program in Sociology follow closely on those for the specialist, being substantially based in the recasting of the core curriculum at the 100- and the 200-level, and likewise students in the major program will be required to take at least 1.0 credit of their 300-level courses from the new “program only” courses.

The core 100- and 200-level courses provide a systematic, scaffolded learning experience in method and theory. What is of more obvious notice, in terms of the changes to the major, is that students in the major no longer enjoy as much choice in the courses they select: in addition to the 100-level foundational courses, they must take classical theory, introductory quantitative methods, and the new introductory qualitative methods course. Of the remaining core 200-level courses, which concern contemporary theory, or intermediate quantitative/qualitative methods, they must pick two.

As indicated in the overview of the proposal for the specialist, the curricular changes reflected in this program proposal come as the result of wide consultation with students and with other academic units who will be affected. The rigorous learning experience across a tight sequence of courses, along with program-only 300-level courses, will provide a continuity of training and understanding of the discipline. There are no resource implications.

f) Neuroscience Specialist Program, Human Biology Program

The proposal concerning the specialist program in Neuroscience (and the major, below) continues a process of refining the program offerings arising from a self-study in March 2014 and which resulted in a series of major modifications to programs approved in February 2015. Part of this process has been ongoing revisions of key programs to bring them in line with teaching strengths and resources of the unit. The proposal for Neuroscience accommodates new lab-based resources
for teaching and increased staff and teaching support.

The completion requirements for the specialist have been reorganized to understand better the program requirements and their categorization, and the total number of credits has been reduced (13.5 to 12.0) to be better managed in four years and to allow students better opportunity for courses in other disciplines, even perhaps a minor program in another discipline. An introductory course in systems neuroscience and an additional course concerned with the molecular and cellular basis of brain structure is no longer required, but a course with neuroimaging is, and capacity is ensured with a newly created neuroimaging course in conjunction with Psychology.

The requirements to enroll in the specialist program have been adjusted, with higher minimum grades in one biology course, slightly lower minimum grade in first year chemistry; a math course and the other biology course no longer factor into admission to program. The requirements have also been expanded to provide a specific set of options for students who have completed at least 8.0 FCEs. The program remains a limited “Type 3” program.

Consultation included both the Faculty of the Human Biology Program along with Vice-Deans Pamela Klassen and Poppy Lockwood. Students were also surveyed and their feedback helped in the shaping of the new lab course. Current resources largely can accommodate these changes, especially with the new neuroimaging course, and with a new faculty hire approved for July 2017.

g) Neuroscience Major Program, Human Biology Programs

Changes in the major program follow a similar trajectory to the changes in the specialist, stemming from the self-study of 2014 and changes approved in February 2015.

While the total FCEs to complete the major are unchanged, the completion requirements have been reorganized to be clearer to students. Those requirements now require an upper year, neuro-related lab course; a course emphasizing neuro structure; and the current course on neurobiology of behavior (previously an option).

The requirements to enroll in the major have changed significantly, with the program moving from being unlimited (Type 1) to limited (Type 2L) – this change being needed to ensure every student may be able to access the programs own upper-year lab course in the new facilities. As such, the requirements are now specified with a first year biology and first year chemistry (first year psychology no longer required). The requirements have been expanded to provide entry options for students with 8.0 FCEs or more.

Consultation, as with the specialist, involved two Vice-Deans, the program faculty, and students. Resource implications are covered by the addition of a new course, and a new faculty hire approved for July 2017.

NOTION OF MOTIONS:

a. MOTION
THAT the proposed changes to the History Specialist program, as described in the attached proposal, be approved effective for the academic year 2017-18.
b. **MOTION**
   THAT the proposed changes to the Jewish Studies Specialist program, as described in the attached proposal, be approved effective for the academic year 2017-18.

c. **MOTION**
   THAT the proposed changes to the Jewish Studies Major program, as described in the attached proposal, be approved effective for the academic year 2017-18.

d. **MOTION**
   THAT the proposed changes to the Sociology Specialist program, as described in the attached proposal, be approved effective for the academic year 2017-18.

e. **MOTION**
   THAT the proposed changes to the Sociology Major program, as described in the attached proposal, be approved effective for the academic year 2017-18.

f. **MOTION**
   THAT the proposed changes to the Neuroscience Specialist program, as described in the attached proposal, be approved effective for the academic year 2017-18.

g. **MOTION**
   THAT the proposed changes to the Neuroscience Major program, as described in the attached proposal, be approved effective for the academic year 2017-18.