January 16, 2007

MEMORANDUM AND NOTICE OF MEETING
To: Members of Graduate Education Council  
From: Jane Alderdice, Secretary, Graduate Education Council  

I am advising members of the following notice of meeting and agenda. Please note that the meeting will take place in the Galbraith Council Chambers. If you have any questions or comments about this agenda or comments in general, you may contact Ms. Adrienne Teo, SGS Governance Officer, at 416-946-3427 or sgs.pplgeneral@utoronto.ca. If you would like to discuss Council matters in general, I would be pleased to hear from you at jane.alderdice@utoronto.ca.

Notice of Meeting  
Graduate Education Council  
Tuesday, January 23, 2007  
3:00 p.m. - 6:00 p.m.

The Council Chambers  
Room 202, Galbraith Building  
35 St. George Street

AGENDA

1. Minutes of the Graduate Education Council meeting of November 21, 2006  
   (Documentation attached)

2. Business Arising from the Minutes

3. Dean’s Remarks

4. Report of the Vice-Dean, Program Matters

5. Report of the Vice-Dean, Student Matters

...
6. **SGS Final Oral Examination, Revision to Degree Regulations, Doctor of Philosophy**  
   *(Documentation attached)*

7. **Proposal from the Faculty of Medicine for a Collaborative Master’s and Doctoral Program in Women’s Health**  
   *(Documentation attached)*

8. **Occupational Therapy Program, Closure of Advanced Standing Option, M.Sc. O.T.**  
   *(Documentation attached)*

9. **New Flexible-Time Option within Existing Program: Human Development and Applied Psychology Department, Developmental Psychology and Education Program, Ph.D.**  
   *(Documentation attached)*

10. **Cessation of Admission and Closure of Degree Program (Ed.D. level only): Curriculum, Teaching and Learning Department, Curriculum Studies and Teacher Development Program, Ed.D.**  
    *(Documentation attached)*

11. **Program and Admission Requirement Changes**  
    *(Documentation attached)*  
    11.1. **Computer Science Program, M.Sc.**  
    11.2. **Chemical Engineering and Applied Chemistry Program, M. Eng.**  
    11.3. **Curriculum, Teaching and Learning Department, Second Language Education Program, M. Ed.**  
    11.4. **Forestry, Master of Forest Conservation Program, M.F.C.**  
    11.5. **Laboratory Medicine and Pathobiology Program, M.Sc., Ph.D.**  
    11.6. **Slavic Language and Literature Program, M.A. and Ph.D.**  
    11.7. **History of Art Department, Visual Studies Program, M.V.S.**

12. **Other Business**

13. **For Information**  
    *(Documentation attached)*  
    13.1. **Name change, Graduate Department of History of Art**  
    13.2. **Admission and Program Committee Report, 2006-07**  
    13.3. **Registration Statistics, 2006-07**  
    13.4. **Fall by-election results, Graduate Education Council Membership, 2006-07**

*Regrets only* to Ms. Adrienne Teo, SGS Governance Officer, at 946-3427; e-mail: sgs.pplgeneral@utoronto.ca

SGS Office of Quality Assessment and Governance  
The meeting was called to order at 3:30 p.m. Dean Susan Pfeiffer welcomed Graduate Education Council members and visitors.

**Agenda Approval of the Graduate Education Council Meeting of November 21, 2006**

**MOTION** *(duly moved and seconded)*

THAT the meeting of the Graduate Education Council will adjourn no later than 5:00 p.m.

The motion was **CARRIED**.

1. **Minutes of the Graduate Education Council Meeting of October 24, 2006**

The minutes of the October 24, 2006 meeting were circulated with the agenda.

**MOTION** *(duly moved and seconded)*

THAT the minutes of the October 24, 2006 Graduate Education Council meeting be approved.

The motion is **CARRIED**.

2. **Business Arising from the Minutes**

Corrections to the Attendance List were suggested. The minutes will be revised accordingly.

The new program proposal from the Faculty of Music, which was on the agenda of the October meeting of Council, has been forwarded to the Provost’s Office. The proposal is on the agenda of the December 6, 2006 meeting of the Academic Policy and Programs Committee, and the December 5, 2006 meeting of Planning and Budget Committee. The proposal has also been sent to the Ontario Council on Graduate Studies (OCGS) for appraisal.
A member asked for an update on student awards committees. Vice-Dean Smith noted that he would be speaking to the issue during his remarks.

3. **Dean’s Remarks**

3.1 **Approach to Professional Graduate Program Structure**

A memo titled “An Approach to Professional Graduate Program Structures” was distributed to Faculty and Campus Deans on October 30, 2006, and to Council members as part of their November agenda package. The item appears on the agenda for information. In 2003, a policy document regarding the governing structure of the three University of Toronto campuses was presented for consideration and assessed via the University governance process. It envisioned an approach that would allow professional master’s degree programs to operate and be managed on UTM and UTSC campuses. Accordingly, the administrative framework of professional master’s programs needs to be examined under SGS policies.

There are graduate programs that are managed by a program director, as distinct from a graduate director or chair. Sometimes more than one program chair reports to a single graduate chair or director. The memo suggests that each campus Dean, or their designate, could operate as the graduate director, and thus all of the professional master’s programs would function under their supervision. Each program would also have a program director, who would report to the graduate director. Accordingly, professional master’s programs can develop in a coherent and structured way without the establishment of “department-like” units to support each program. This topic will be revisited later in the meeting.

3.2 **Collaborative Programs: Changes to administrative procedures**

Revisions to the Collaborative Program Guidelines are on the Council agenda for information, and will be discussed later in the meeting.

The administrative structures for collaborative programs have been aligned with the new governance structures. Collaborative Programs often involve more than one Faculty, and the guidelines have been revised to acknowledge all participating Faculties within the same framework. A lead Faculty has been identified for each collaborative program. The revisions will provide collaborative program directors with the necessary vehicle to make adjustments to programs in accordance with new governance procedures, as necessary.
3.3 **Revisions to SGS Booklets**

The booklets on Graduate Supervision and Intellectual Property will be revised, and may be reprinted for distribution. Current booklet information is available online, but SGS will be updating the content and will inform the U of T community when revisions are complete.

3.4 **Graduate Professional Student Survey (GPSS)**

The Graduate Professional Student Survey (GPSS) will be administered in January 2007. The survey will be used as a tool to aid in aspects of graduate expansion, and thus, since the survey was last administered in 2005, the provincial government has come to expect the participation of all Ontario universities.

The administrative procedure of the survey will remain unchanged; however, its broader administration is likely to become more complicated with greater participation from many university communities.

3.5 **Winter by-election**

SGS is now accepting nominations to fill a Division I faculty position, and a Division IV Chair position on the Graduate Education Council. The deadline for receipt of nominations is November 29, 2006. Forms can be found on the SGS website.

The Dean asked Council members if there are any questions regarding her remarks. A member questioned if the issue of how the funding guarantee has changed the supervisory relationship will be addressed during the meeting. The Dean answered that she would consider the topic for a future meeting of Council, but since only approximately a third of graduate students are affected by the funding guarantee, the topic may not be appropriate for broad discussion by the Graduate Education Council.

4. **Report of the Vice-Dean, Programs**

Vice-Dean Cowper noted that there are several new programs in discussion.

Streamlining of Final Oral Exams (FOE) is currently underway, and a report will be provided to Council during a future Graduate Education Council meeting.
5. Report of the Vice-Dean, Students

5.1 New Awards Committee

Membership is pan-divisional, and consists of graduate coordinators who are not currently members of the Committee on Program Matters or the Committee on Student Matters, as well as a number of "permanent members" from units that traditionally submit many applications for Natural Sciences and Engineering Research Council (NSERC) and Social Sciences and Humanities Research Council (SSHRC) awards.

The Awards Committee has come to a consensus regarding the adjudication process. There will be four sub-committees: two sub-committees for SSHRC, and two sub-committees for NSERC. Meetings to discuss the distribution of NSERC awards are currently in progress. Sub-committees have had constructive and productive discussions.

The Awards Committee has identified the theme of consistency as of principle importance. All members will be provided with a package consisting of applications to be evaluated prior to the meetings; each application will be assessed by at least two members. At the meetings, anomalous scores will be discussed and final rankings or a list of nominees for awards will be decided, as relevant.

Vice-Dean Smith noted that students will not be included in the evaluation process of awards for the 2006-07 year. It can be difficult to find appropriate student members since there is a conflict of interest when students evaluate their peers.

A member noted that there should be student members on the Award Committees. Although there may exist a conflict of interest when students evaluate their peers for awards, the same conflict can exist for faculty members since professors may be evaluating students who represent their departments. The member suggested that the recruitment of student members from specific divisional committees might eliminate conflicts of interests. Vice-Dean Smith noted the member’s comments and explained that issues regarding student membership may be revisited in the future.

A member asked which awards are covered by the Awards Committee. Vice-Dean Smith explained that the Committee will consider any award that has to be centrally adjudicated, such as SSHRC and NSERC. Canadian Institute of Health Research (CIHR) awards will not be considered because they do not need to be adjudicated. There is a range of other awards that the University is required to rank and support, and the Vice-Dean will soon be calling meetings to discuss the specifics.

5.2 Electronic Thesis Project

Discussions are ongoing, and the electronic thesis project is proceeding well. There is a plan to have a proposal in the spring of 2007 which will introduce the possibility of
students submitting theses electronically. A period of transition will allow students to have the option of submitting their theses electronically or in hard copy.

5.3 The Grad Room

The project to create a facility for graduate students at the old SpaHa restaurant, situated in Graduate House, is proceeding. The new establishment will be named the Grad Room and anticipated opening is January 2007. The Grad Room will be staffed at all times that it is open. Considerations regarding furniture and food choices are being discussed.

A member noted that Council has previously discussed the possibility of restricting access to the Grad Room. Dean Pfeiffer said that SGS explored the idea of a card-entry system; however, the University has deemed restricted access to spaces as inappropriate for a publicly funded institution. However, SGS will encourage usage of the space by graduate students by displaying announcements related to graduate education. Vice-Dean Smith noted that the Graduate Students’ Union operate in a similar fashion.

A member commended the electronic thesis project. There are increasing numbers of students who want to submit a thesis electronically, but not all faculty members are supportive of the endeavour, since there are many associated challenges. Some departments have instituted guidelines for paper submissions. Vice-Dean Smith noted that the purpose of the electronic thesis project is not to create restrictions in how these are handled at the department level. The project only covers the “official submissions” to SGS and beyond. The Vice-Dean commented that electronic versions allow thesis to be more than printed material, including colours, graphics, animation, performances, and anything else that can be converted to a digital format. Depending on area of study, printed documents may be restrictive for some students, and may not provide them with the formats that they may require to explain their thesis.

A member asked if a budget will be available to aid units during the transition from hard copy to electronic thesis submissions. Vice-Dean Smith explained that the cost for transitioning is not yet known but will be considered during the pilot project.

6. Program Requirement Changes

6.1 Industrial Relations and Human Resources, M.I.R.H.R. Program

The supporting documents were circulated with the agenda package. The proposal was posted on the Graduated Webposting System (GWS) for 28 days. Feedback and suggestions as a result of the posting related to: (1) clarification of the documentation to reflect that the proposed 12-month program option is an alternative to the regular two-year program; (2) deletion of reference to “direct-entry”, since the term usually refers to admission into a Ph.D. program from a bachelor’s degree; (3) number of courses required
for the advanced standing option; and, (4) a request for clarification of time to completion of degree requirements for part-time students in the calendar entry.

The proposal was approved at the Committee on Centre and Institute Programs (CCIP) on November 10, 2006. Feedback from the GWS was addressed at the meeting: (1) supporting documentation would be revised and clarified to reflect the proposal as an alternative option, not an addition to the two-year program; (2) reference to “direct-entry” would be deleted from the supporting documentation; (3) requirements should be understood as “sessions”, instead of requirements or semesters – calendar entry will be revised accordingly; and, (4) references to part-time students, and time to completion of degree requirements, would be clarified.

At the CCIP meeting, members also discussed minor textual clarifications of the governance form and calendar entry. The agenda package for Graduate Education Council members contains revised supporting documentation.

The CCIP approved the revised proposal. With the Graduate Education Council’s approval, the proposal will be forwarded to the Academic Policy and Programs Committee for information in an annual summary report.

Ms. Deborah Campbell was present at Council to answer question should they arise.

The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)
THAT the Graduate Education Council approve the proposal from the Centre for Industrial Relations and Human Resources to change program requirements of the Master of Industrial Relations and Human Resources (MIRHR) program. As an alternative to the regular two-year program, a 12-month program option is proposed, effective September 2007.

A member asked if compressing the program from two years to one year will negatively affect the quality of education. Ms. Campbell explained that the proposed change is replacing the existing advanced standing option, during which some students were able to complete the two-year program in as few as eight months. Thus, the change eliminates the eight-month option. The 12-month option will be offered over 12 consecutive months. Thus, the proposed changes actually expand the requirements. In the past, students were able to receive advanced standing status, thus the changes do not propose replacing the two-year program, but provide an alternative option for students depending on their experience and background.

A member noted the rationale section of the governance form indicates that more optional courses will be offered during May through August. The member questioned the anticipated number of part-time students in the program, and if the Centre will have to offer more courses to accommodate the number of students. Ms. Campbell replied that, currently, the proposal details increasing the number of courses offered during summer
months from one to four. Final considerations for adding the courses will be confirmed. There are approximately 60 students enrolled in the program, and fewer than half are part-time students. In keeping with graduate expansion, the first phase of changes will be geared towards full-time students. Predicted enrolment in the program is anticipated to be similar to current enrolment statistics.

A member noted that the revised documentation is an improvement compared to the online version. Regarding the calendar entry, there appears to be a list of nine required courses, however the heading explains that there are ten required courses. A member explained that there are ten courses listed, but one course is indented and does not appear to be a part of the list. The list will be revised to clarify the course offerings.

A member suggested inserting a list of optional courses.

The Dean called the question.

The motion was CARRIED, unanimously.

6.2 Mechanical and Industrial Engineering, Ph.D. Program

The supporting documents were circulated with the agenda package. The proposal was posted on the GWS, and the proposal received positive and supportive feedback. No changes were made to the proposal as a result of the GWS posting. The proposal was approved unanimously by the Engineering Graduate Education Committee (EGEC) on November 2, 2006. Members discussed reasons for eliminating program requirements, and no changes were made to the proposal as a result of the EGEC meeting.

The Graduate Education Council’s approval is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Pierre Sullivan was present at Council to answer question should they arise

The Dean calls upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)

THAT the Graduate Education Council approve the proposal from the Faculty of Applied Science and Engineering to change program requirements in the Mechanical and Industrial Engineering Ph.D. program. Students with appropriate backgrounds will no longer be required to complete two of their five half-course requirements from the list of specified core courses. Changes are effective September 1, 2007.
A member asked if OCGS approval is required. Dean Pfeiffer replied in the negative, but noted that the change will be recorded as part of the program in the next periodic appraisal.

The Dean called the question.

The motion was CARRIED, unanimous.

6.3 Social Work, M.S.W. Program

The supporting documents were circulated with the agenda package. The proposal was posted on the GWS for 28 days. There was no feedback as a result of posting on the GWS. The proposal was approved unanimously by the Faculty Council for the Faculty of Social Work on October 17, 2006. Members supported changes to program requirement options. No changes were made to the proposal as a result of the Faculty Council meeting.

The Graduate Education Council’s approval is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Cheryl Regehr was present at Council to answer question should they arise.

The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)
THAT the Graduate Education Council approve the proposal from the Faculty of Social Work to change program requirements in the Master of Social Work (M.S.W.) program. Students specializing in Mental Health and Health will have the option of completing SWK 4631H Advanced Social Work Practice in Mental Health and SWK 4632H Advanced Social Work Practice in Health as part of program requirements. Changes are effective September 1, 2007.

A member commented that the program requirement change will benefit students in the program. The member noted that there is a minor typographical error in the calendar entry. Professor Regehr noted that the calendar entry would be revised.

The Dean called the question.

The motion was CARRIED, unanimous.

7. Program Name Change: Russian and East European Studies, M.A. Program

The supporting documents were circulated with the agenda package. The proposal was posted on the GWS for 28 days. There has been no feedback thus far as a result of posting on the GWS. The Faculty of Arts and Science provided the following report:
On October 12, 2006, the Three Campus Graduate Curriculum Committee (3CGC) of the Faculty of Arts and Science met to approve changes in curriculum. Along with various minor course and program changes, the following major program change and program initiative were approved at the meeting.

Jeffrey Kopstein, Director of the Centre, explained at the 3CGC meeting that the Centre for European, Russian and Eurasian Studies (CERES) came together after a merger of European Studies and the Centre for Russian and East European Studies (CREES) two years ago. At the time the Centre was formed, external reviewers suggested the name change of the program from ‘Russian and European Studies’ to ‘European, Russian and Eurasian Studies’. This change is supported by the Centre and by the students, following a process of wide consultation.

Posting of this proposal on the Graduate Webposting System was not complete before the proposal was approved by the 3CGC. Thus it was approved at 3CGC on condition of successful completion of its posting on the GWS. At the time that the agenda package was distributed, no feedback had been received.

With Graduate Education Council’s approval the proposal will go to the Academic Policy and Programs Committee for information and to OCGS for approval.

Professor Jeffrey Kopstein was present at Council to answer question should they arise.

The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)

THAT the Graduate Education Council approve the proposal from the Faculty of Arts and Science to change the name of the Russian and East European Studies Master of Arts (M.A.) program to the European, Russian, and Eurasian Studies Master of Arts (M.A.) program. Changes are effective September 1, 2007.

The Dean noted that the name change would provide a new acronym for the program, which is in line with the name change of the Centre. Professor Kopstein noted that the program acronym will change from REES to ERES.

The Dean called the question.

The motion was CARRIED, unanimous.
8. **Proposal from the Faculty of Arts and Science for a Master of Arts (MA) in Cinema Studies Program**

The supporting documentation was circulated with the agenda package. The proposal was posted on the Graduate Webposting System (GWS) for 28 days, and received positive feedback.

The Faculty of Arts and Science provided the following report:

On October 12, 2006, the Three Campus Graduate Curriculum Committee (3CGC) of the Faculty of Arts and Science met to approve changes in curriculum. Along with various minor course and program changes, the following major program change and program initiative were approved at the meeting.

**New graduate degree program – Master of Arts in Cinema Studies**

Currently, Cinema Studies is following a parallel approval process, in that the Cinema Studies Institute is also being established as an EDU. At the 3CGC meeting, a member asked if having the graduate program and the EDU being created at the same time is a problem, to which Vice-Dean Gertler replied that it is not uncommon. Susan Pfeiffer added that the approval of the program and the EDU will reach Simcoe Hall (AP&P) for approval at the same time.

The establishment of a Master of Arts in Cinema Studies was approved by the 3CGC conditional on successful completion of its posting on the Graduate Webposting System.

With Graduate Education Council’s approval this item will go to the Academic Policy and Programs Committee, the Planning and Budget Committee, and Academic Board and Governing Council for approval, and to the Ontario Council on Graduate Studies (OCGS) for a standard appraisal with consultants.

Members received two proposal documents for approval. One is the U of T submission document – this document addresses all aspects of the proposal, from resource issues to academic matters. The second document is the OCGS appraisal brief, Volume I, which is forwarded to OCGS for final approval. The other proposal document will go through four more considerations at U of T.

OCGS requires the approval of the Graduate Education Council prior to submission of a proposal for appraisal.

Professors Janet Paterson, Kay Armatage, and Charlie Keil were present to speak to the item.

The Dean calls upon Vice-Dean Elizabeth Cowper to present the motion.

**MOTION (duly moved and seconded)**

**THAT** the Graduate Education Council approve the proposal from the Faculty of
Arts and Science for a Master of Arts (M.A.) in Cinema Studies program, effective September 1, 2007, pending the identification and approval of an appropriate administrative structure to house the program.

Vice-Dean Cowper invited Professor Keil to speak to the item. Dean Pfeiffer asked Professor Keil to explain the overall rationale for the creation of an M.A. program in Cinema Studies. Professor Keil replied that many universities across North America offer a Master of Arts program in Cinema Studies, and the University of Toronto has an undergraduate program that has been in operation for more than 30 years. Therefore, the creation of a graduate opportunity is a natural progression. There is also strong faculty support and student interest in the program.

Dean Pfeiffer asked how the program will be managed administratively. Professor Keil indicated that the program will operate out of the administrative structures of Innis College, but with a separate structure responsible for assessing issues related to the graduate program.

Dear Pfeiffer asked Professor Gertler who will be the Graduate Chair or Director. Professor Gertler replied that the Dean of Arts and Science will serve as the Graduate Chair and there will be a Program Director. This administrative structure will facilitate the creation of the new program and fulfill its academic aims while keeping the administrative structure relatively light. It was noted that if a Ph.D. is developed in this area in future, the administrative structures will be revisited.

A member wanted to know why the proposal for the extra departmental unit (EDU) was not being presented to Council along with the program proposal. Professor Keil replied that it is not within the terms of reference for the Graduate Education Council to review the proposal for an EDU within a Faculty; Council’s responsibility rests with the graduate program proposal.

A member requested information on qualities that distinguish the Cinema Studies M.A. program from the undergraduate program and the distinguishing features of graduate scholarship in the curriculum. Professor Keil explained that the M.A. program would build on knowledge obtained at the undergraduate level, thus, courses offered as part of the graduate program are more in-depth and sophisticated, and many credits can be obtained by completing special topic courses. Additionally, students enrolled in the M.A. program will have the options of completing a major research paper or completing an internship plus a research paper in order to fulfill requirements.

A member questioned the number of graduate courses in which undergraduate students will be registered. Professor Keil noted that a maximum of one or two students in the Cinema Studies courses will be from outside the Cinema Studies program, perhaps only one graduate or undergraduate student.
A member said that the references to “mainframe” within the UT document and the OCGS proposal are archaic. Professor Keil noted that the references will be updated.

A member questioned the possibility of long-term funding for students. Professor Keil replied that students will be covered by the Faculty of Arts and Science funding guarantee.

Dean Pfeiffer inquired how Cinema Studies fits the description of a discipline. Professor Keil explained that the usual “scholarly apparatus” considered for disciplines exists for Cinema Studies including international research centres, journals and university press series devoted to Cinema Studies. These activities provide appropriate external verification of the subject as a discipline. Cinema Studies is also composed of technological, aesthetic, economic, and social features that differentiate it from other associated areas of study such as visual and cultural studies. The features that qualify Cinema Studies as a unique entity drive scholarship from a distinctive disciplinary standpoint.

The Dean called the question.

The motion was CARRIED, unanimous.

9. Other Business

There was no other business.

10. For Information: Closures

10.1 Collaborative Program Guidelines – Revised

The supporting documentation was circulated with the agenda package. Guidelines required revision in the context of the new governance model and other changes over the past few years.

The summary of major changes are: identification of “lead” Faculty Dean’s Office responsibilities with respect to collaborative programs; removal of the requirement for three-year initial University reviews; removal of regular review requirements, including removal of review procedures; revision of the procedures for adding new graduate programs into existing collaborative programs; and, editorial changes for ease of reading, consistency, and accurate reflection of current structures.

Previous Guidelines were approved by SGS Council in March 2003, and can be accessed via the SGS website.
The revised guidelines are being distributed broadly and will be posted on the SGS website for reference under Policies and Guidelines.

A member asked if there will be any changes regarding budget structures for collaborative programs, since the programs tend to require more funding than is currently provided. Dean Pfeiffer noted that the University of Toronto offers 36 collaborative programs – some have budgets, some do not. Many of the programs operate on “good will”. A collaborative program’s budget can be dependent on contributions from admitting programs, thus, contributions can vary. As the University moves into the new budget model, it has become apparent that although collaborative program activities supplement the pursuits of home programs, they do not generate a great deal of income for participating units. Interested parties need to explore institution-wide solutions for aforementioned challenges.

A member commended the changes to the guidelines, and requested clarification regarding when the provision of reports to Faculties and to SGS would be necessary. Dean Pfeiffer replied that SGS may request reports regarding the number of students enrolled in each collaborative program. Ms. Heather Kelly, Director of Student Services at SGS noted that every year SGS circulates a list of student enrolments to collaborative programs for confirmation.

A member asked if the end of a collaborative program’s director’s term and the review of the collaborative program occur simultaneously. The Dean replied that the review and the end of the director’s term may or may not occur at the same time.

A member inquired about the role of staff in a collaborative program since there is no mention of administrative staff in the guidelines. The Dean said that all collaborative programs have a memorandum of agreement, which acknowledges roles and responsibilities of staff. However, since some collaborative programs do not employ regular staff, specific roles could not be listed as part of the guidelines.

Vice-Dean Smith noted that the guidelines do not clearly define a “lead Faculty” and a “lead Faculty Dean”. Dean Pfeiffer noted that the guidelines would be revised to include the aforementioned definitions.

A member asked if the closure of a collaborative program follows the same procedures as the closure of non-collaborative programs. Dean Pfeiffer noted that closures of all programs follow the same procedures. Collaborative programs often make closure decisions at the point of their OCGS appraisal since discussion arises related to the number of students registered in the program, and whether the future of the program is viable. At this point, the collaborative program may decide to continue or discontinue the program.

Associate Dean Liu noted that the guidelines suggest that the SGS Dean has the authority to request a review of a collaborative program, and that the lead Faculty Dean can also make a request to the SGS Dean for a review. Guidelines should delegate the authority
for a review request to one individual. Dean Pfeiffer explained that the individual who provides the resources for the collaborative program should have authority to request a review. The Dean noted Associate Dean Liu’s suggestion; however, she indicated that the guidelines, as proposed, allow flexibility for a review based on the assessment of scholarly content or to discuss concerns regarding resources.


The supporting documentation was circulated with the agenda package. The Dean approved the closure of this program on behalf of the Graduate Education Council.

The program is closing because the original rationale of facilitating entry to a Ph.D. program is no longer valid due to the revision of requirements within the Graduate Department of Rehabilitation Sciences. As well, the degree does not facilitate timely completion of licensing exams. The only student enrolled in the program will graduate in November 2006.

For information only: Program Closure – Physical Therapy and Rehabilitation Science Combined M.Sc.P.T. / M.Sc. Program

10.3 An Approach to Professional Graduate Program Structure

The supporting documentation was circulated with the agenda package.

There was some confusion regarding categories of graduate faculty members as described in the memorandum and its appendix. The Dean clarified that a graduate director is responsible for tracking faculty and administrative responsibilities for a program.

A member commented that at the October meeting of Council, the Dean spoke to approaches on UTM and UTSC campuses issues; however, many professional programs operate on St. George campus. The supporting documentation suggests that all programs will be governed by the same approach. Regarding the section that notes “the Dean [of the Faculty] would be identified as the Graduate Director…” the member remarked that, as a director of a graduate unit, he is responsible for obtaining approval of appointments from the Dean within the same Faculty as the faculty member that requires approval. The member requested clarification about how a conflict of interest can be avoided.

A member noted that the Faculty Dean may encounter a conflict of interest by approving proposals for resources from one graduate unit, while rejecting proposals from another. The Dean explained that on the St. George campus, it is unlikely that the proposed structure will be implemented, save for exceptional circumstances. If necessary, the Faculty Dean can designate the task to another individual, such as the Vice-Dean of Graduate Studies. Dean Pfeiffer indicated that she will consider a more complete
response to answer the member’s concerns. The Dean noted that the approach in question is being applied to the new Cinema Studies program, and although a Master of Arts is not a professional degree, the program likely will rely on instructors whose appointments need to obtain approval from the relevant authority. Conflicts may exist in theory, but are unlikely to exist in practice. Vice-Dean Smith added that many faculty members currently perform multiple functions that may result in conflicts of interests and no serious issues have arisen. However, the Vice-Dean agreed that the discussion could be revisited in the future, if problems arise.

A member asked if existing professional programs have the option of adopting the new model, or if they have to remain affiliated with their current graduate unit. Vice-Dean Cowper noted that, for some programs it is not practical to secede from the affiliated department. Although it is possible for the structure of an existing professional program to change, the approach is most applicable to new programs without an obvious affiliation.

A member asked why the item is not being presented to Council as a proposal to be approved. The Dean replied that the document in question is conceptual, and Council is asked to provide a response of agreement or disagreement since it is possible that a Faculty or campus may bring forward a relevant proposal, and Council will have to consider how it will function in the proposed context. It is important for all units to consider the approach, and thus including it on the Council agenda for information is a method of obtaining consideration by units. It is important for the Graduate Education Council to consider the approach because of members’ high degree of understanding of graduate programs.

The Dean welcomed feedback from members, and encouraged members to communicate concerns about the premise described in the memorandum.

11. **Meeting is Adjourned**

The meeting was adjourned at 4:40 p.m.
Appendix to the Minutes

UNIVERSITY OF TORONTO

GRADUATE EDUCATION COUNCIL

Record of Attendance

November 21, 2006

In attendance:
Abrams, Peter
Acker, Sandra
Aloqaily, Arafat
Allen, Grant
Chapman-Smith, Josie
Corts, Kenneth
Cowper, Elizabeth
Brett, Clare
Davis, Karen
Desloges, Joseph
Dubé, Philip
Dungey, Alison
Gertler, Meric
Goode, Christopher

Graham, Ian
Hilder, Yvonne
Hirst, Graeme
Larson, Katherine Rebecca
Mannolson, Morris
Mingyao Liu
Pfeiffer, Susan (Chair)
Pietropaulo, Domenico
Rennie, Michael
Smith, Berry
Smyth, Ron
Sullivan, Pierre
Alderdice, Jane (Secretary, GE Council)
Teo, Adrienne (Assistant Secretary, GE Council)

Present:
Armatage, Kay
Campbell, Deborah
Chan, Tammy
Kelly, Heather
Keil, Charlie

Kopstein, Jeffrey
Makarovska, Vesna
Paterson, Janet
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Item 6

MOTION ( / ) THAT the Graduate Education Council approve the proposal from the School of Graduate Studies to revise the SGS Degree Regulations, Doctor of Philosophy, Final Oral Examination, in the SGS Calendar, effective September 2007.

See supporting documentation attached.

Note:
With the approval of the Graduate Education Council, this item will be forwarded to the Academic Policy Programs Committee and the Academic Board for information.
ITEM IDENTIFICATION:  SCHOOL OF GRADUATE STUDIES - REVISION TO DEGREE REGULATIONS, DOCTOR OF PHILOSOPHY – FINAL ORAL EXAMINATION

Graduate Program/s involved in proposal, if any:

Brief Summary of Proposed Change:  
See attached revised Calendar entry.

Rationale:
In anticipation of an electronic thesis submission pilot project commencing in winter 2007, the final oral examination section in the SGS Calendar was reviewed. In order to make a clear distinction between academic policy and administrative guidelines we recommend that the detailed guidelines concerning the preparation and submission of the thesis be removed from the calendar text. As in the past, the guidelines will continue to be subject to change from time to time. The Guidelines for the Preparation of Theses on the SGS Web site should be consulted for further details.

Prior Approvals/Actions:  
Approved by the Council of SGS Graduate Deans and Directors (CoD) on January 9, 2007.

Proposed Effective Date:
09  2007
Month Year

Financial and/or Planning Implications:
There are no financial implications as this is a proposed change in language.

Contact name, e-mail address and telephone #:
Vice-Dean Berry Smith, School of Graduate Studies
E-mail: berry.smith@utoronto.ca
Telephone: 416-978-5986

Submitted by:
Vice-Dean Berry Smith, School of Graduate Studies

Date:  January 9, 2007
Final Oral Examination

1 The candidate shall defend the thesis at a final oral examination organized by the graduate unit with the cooperation of SGS. The process of scheduling the examination, allowing time for professional appraisal, can be expected to take at least eight weeks at the best of times, and candidates should discuss the timing with the graduate administration of their unit. Candidates should also ascertain whether or not their unit imposes regulations over and above the minimal conditions required by SGS.

2 The graduate unit will notify SGS eight weeks prior to the examination when the thesis is ready to go forward for examination. In the absence of any particular local procedure, the candidate's supervising committee will advise SGS that the thesis is ready to proceed. In rare cases, a thesis may proceed to examination without the approval of the supervising committee: candidates should contact the Vice-Dean of SGS.

3 The thesis will be sent to an appraiser external to the University of Toronto, appointed by SGS on the recommendation of the graduate unit. (The Supervisor of the thesis will propose a list of three or more names of possible external appraisers to the graduate coordinator or Chair, who will choose one and send the recommendation to SGS for approval. The graduate unit will certify that the external appraiser has an arm's-length relationship to the candidate and Supervisor.) The external appraiser should be a recognized expert on the subject of the thesis and should be external to the University as well as to its affiliated teaching hospitals and research institutes. Such an individual must be an associate or full professor at the home institution or, if the individual comes from outside the academic sector, must possess the qualifications to be appointed to an academic position at this level. Arrangements with external appraisers are the responsibility of the graduate unit. In particular, the graduate unit must allow the external appraiser sufficient time to act. The graduate unit must have a copy of the thesis delivered to the appraiser at least six weeks, and preferably longer, in advance of the examination date. Appraisals must be submitted to SGS at least two weeks in advance of the examination date; if they are not, the examination may have to be rescheduled. The graduate unit must also ensure that copies of the thesis are made available to all other voting members of the Examination Committee at least four weeks in advance of the examination date.

4 An Examination Committee, appointed by SGS on the recommendation of the graduate unit, will conduct the Final Oral Examination. The Examination Committee must include at least four, but no more than six, voting members: one to three of the voting members will have served on the candidate's Supervisory Committee, and at least one voting member will not have been closely involved in the supervision of the thesis. Eligible for inclusion in the latter group are the external appraiser (in person or by audio connection), members of the graduate faculty of the candidate's graduate unit, and members of the graduate faculty of other departments, centres, or institutes of the University. The Examination Committee may include, in addition, up to two non-voting members, who will be members of the graduate faculty of the candidate's graduate unit or members of the graduate faculty of another graduate unit of the University. A quorum is four voting members. Graduate units must ascertain in advance the willingness of the persons named to act.

The Vice-Dean of SGS may modify the composition of the Examination Committee to fit exceptional circumstances.

5 SGS will appoint a non-voting Chair to the Examination Committee. The Chair will be a full member or member emeritus of the graduate faculty, holding no appointment to the graduate faculty of the candidate's graduate unit.

6 The graduate unit is responsible for scheduling the examination, booking a room, and making appropriate technical arrangements.
7 The graduate unit must submit to SGS a Certificate of Completion together with the nomination form confirming completion of all other academic requirements, such as language and field requirements; an abstract of the thesis not longer than 350 words; and a copy of the Examination Program.

8 The graduate unit will send a copy of the external appraisal of the thesis to SGS as soon as it is received. The graduate unit is responsible for the distribution of copies of the external appraisal to the candidate (two weeks before the examination) and members of the Examination Committee. To avoid prejudicing the result of the examination, the external appraisal is not to be discussed with the candidate by members of the Examination Committee until the examination takes place, nor should it be distributed beyond that group and the relevant administrative officers.

9 Members of the graduate faculty are entitled to attend the examination, and with the permission of the Chair, they may ask questions of the candidate, but they must withdraw before the Committee's discussion and vote. A qualified observer may attend, subject to the same restrictions, if the graduate unit has received approval for such attendance in writing beforehand from the Vice-Dean of SGS. Otherwise the examination is closed to the public. The vote at the examination takes into account both the thesis and the oral defence itself.

10 The Examination Committee represents the Council of the School of Graduate Studies and through it the University. It is therefore responsible for the standard of the Ph.D. degree in this University. Graduate unit examinations held immediately in advance of the final oral must not therefore interfere with attendance at, or thoroughness of, the final examination.

The Committee must evaluate the external appraisal of the thesis, which is to be considered only as an individual opinion to be employed as the committee sees fit. It must examine the candidate on the content and implications of the thesis. Where someone other than the candidate is a co-author of any portion of the thesis, the Examination Committee must be satisfied that the candidate's personal contribution to the thesis is sufficient to fulfil the requirements of the Ph.D. degree. In addition to determining the adequacy of the thesis, the committee must satisfy itself that the thesis document meets the proper standards of scholarship.

The committee possesses the full authority of the School with respect to the examination.

11 A quorum for the final examination is four voting members, plus the Examination Committee Chair who has no vote. Voting shall be by signed ballot, and the names of the examiners and their respective votes shall be read to the Examination Committee by the Chair. If a quorum is not present the Chair may delay the examination to obtain a quorum or may postpone the examination to another date.

12 The candidate passes on the first examination:
   a. if the decision is unanimous, OR
   b. if there is not more than one negative vote or abstention.

If there is more than one negative vote or abstention, adjournment is mandatory.

In the event of adjournment, the Examination Committee must provide the candidate, as soon as possible, with a written statement that indicates the reasons for adjournment and the committee's requirements for the reconvened oral examination. In addition, the Examination Committee must decide the approximate date of the reconvened examination. The time between the adjourned examination and the reconvened examination should be as short as circumstances will permit and in no case shall exceed one year.
At the reconvened examination, no new committee members shall be added, except for necessary replacements. It is the obligation of the examiners to attend the reconvened examination.

The candidate passes on the reconvened examination:

a. if the decision is unanimous, OR  
b. if there is not more than one negative vote or abstention.

No further adjournment will be allowed.

If a candidate is not recommended for the degree by the committee in charge of the second examination, the candidate is ineligible for further Ph.D. candidacy at the University. The Examination Committee must provide the candidate, as soon as possible, with a written statement that explains clearly and directly why the examiners found the candidate's performance unsatisfactory on the written and/or oral components of the examination, as may be relevant.

13 If minor corrections in style are a condition of acceptance of the thesis, the candidate must complete the corrections within one month of the date of the examination, and the supervisor will inform the candidate of the necessary corrections. The supervisor must notify the School of Graduate Studies directly in writing that the required corrections have been made by the candidate, with a copy of the correspondence sent to the graduate coordinator of the graduate unit, before the candidate is recommended for the degree.

14 If minor modifications are a condition of acceptance of the thesis, the Chair of the Examination Committee will appoint a Subcommittee of the Examination Committee (to be approved by the Examination Committee) to supervise the proposed modifications. One member of the Subcommittee is designated by the Chair, with the approval of the Examination Committee, as the Convenor. The Convenor will be responsible for the preparation of a statement detailing the modifications required. Modifications must be completed within three months of the date of the oral examination. The members of the Subcommittee will report on the acceptability of the completed modifications to the Convenor. If all members of the Subcommittee approve the completed modification, the candidate will be passed without the necessity of reconvening the Examination Committee. The Convenor of the Subcommittee must certify in writing to the School of Graduate Studies, within three months of the original examination, that the modifications have or have not been satisfactorily completed. If one or more members of the Subcommittee do not approve the completed modifications, the final oral examination must be reconvened within a year of the date of the original examination.

The Examination Committee must decide the nature of minor modifications, but it is intended that minor modifications should be more than corrections in style and less than major changes in the thesis. A typical example of minor modifications might be clarification of textual material or qualification of research findings and conclusions. The option of acceptance with minor modifications does not apply to the reconvened examination.

If major changes are required, the examination must be adjourned and the Committee reconvened after the changes have been made.

15 The University Library authorization form and publication agreement must be signed by the candidate when the final thesis is submitted. The format of the submitted thesis must comply with the School of Graduate Studies guidelines.

16 The School requires that every Ph.D. thesis be published substantially as it is accepted.
It is the intention of the University of Toronto that there be no restriction on the distribution and publication of theses. However, in exceptional cases, the author, in consultation with the thesis supervisor and with the approval of the chair of the graduate unit, shall have the right to postpone distribution and publication for a period up to two years from the date of acceptance of the thesis. In exceptional circumstances and on written petition to the Dean of the School of Graduate Studies, the period might be extended, but in no case for more than five years from the date of acceptance of the thesis unless approved by the Council of the School of Graduate Studies.

For further details, students should consult the Guidelines for the Preparation of Theses on the SGS Web site at www.sgs.utoronto.ca/current/thesis.
Motion

Graduate Education Council
Tuesday, January 23, 2007

Item 7

**MOTION** (     /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Medicine for a Collaborative Master’s and Doctoral program in Women’s Health, effective September 2007.

*See supporting documentation attached.*

**NOTE:**
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There was no feedback as a result of posting on the GWS.

This proposal was approved by the Faculty Graduate Education Committee of the Faculty of Medicine at its meeting of November 9, 2006. Members were pleased with the proposed Program’s already secure financial infrastructure. The question of adopting existing courses into the program was raised, and answered that yes, courses were already in existence; they will be altered to fit with the objectives of the program. Proposals may result.

With Graduate Education Council’s approval this item will be sent for information to the Academic Policy and Programs Committee and the Planning and Budget Office, and to the Ontario Council on Graduate Studies for a standard appraisal.
ITEM IDENTIFICATION: PROPOSAL FROM THE FACULTY OF MEDICINE FOR A COLLABORATIVE MASTER’S AND DOCTORAL PROGRAM IN WOMEN’S HEALTH

Collaborative Master’s and Doctoral program in Women’s Health

Name of Graduate Unit:
Department of Public Health Sciences

Graduate Program/s involved in proposal, if any:
- Dentistry (MSc, PhD)
- English (MA, PhD)
- Exercise Sciences (MSc, PhD)
- Health Policy, Management and Evaluation (MSc, PhD)
- Immunology (MSc, PhD)
- Information Studies (MSt, PhD)
- Medical Science (MSc, PhD)
- Nursing Science (MN, PhD)
- Pharmacology (MSc, PhD)
- Psychology (MA, PhD)
- Public Health Sciences (MHSc, PhD)
- Religion

Brief Summary of Proposed Change:
See Executive Summary attachment

Prior Approvals/Actions:
Three program committee meetings have been held for faculty / departments that have indicated interest in participating in a collaborative program in Women’s Health. Working documents have been circulated to the interested persons during the developmental stages of the program proposal for comment and approval. Contact has been made with the Deans and Chairs of the relevant home programs asking for feedback and the chairs of each participating department has signed the Memorandum of Agreement. In addition non-graduate admitting programs have been consulted along with several supporting centres (The Women and Gender Studies Institute (Arts and Sciences), The Centre for Girls’ and Women’s Health and Physical Education (Exercise Sciences) and The International Programme on Reproductive and Sexual Health Law (Law)), and the Head of Status of Women’s Office; Connie Guberman. The Philosophy
Governance Form: Collaborative Graduate Program Proposal in Women's Health

Department is also a supporting academic unit. The document has been read and commented upon by the former SGS Executive Committees for Divisions I, II, and IV. As a result, the document has been modified according to comments made and consultation with other interested departments has been added.

Graduate students in courses taught by members of the Executive Committee have been consulted and to date, all have been enthusiastic. We have attached examples of letters from a number of the students consulted. In addition, two students are members of the executive / program committee.

Minutes from the committee meetings and email correspondence between the program committee members and between the interim Director (Gillian Einstein) and head and deans of the home programs are available upon request.

This proposal was approved by the Faculty Graduate Education Committee of the Faculty of Medicine at its meeting of November 9, 2006.

Program Executive Committee/Core Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Department/Program</th>
<th>SGS Status</th>
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<tbody>
<tr>
<td>Arlene Bierman</td>
<td>Assoc Prof</td>
<td>Nursing Faculty St. Michael's Hospital/ Health Policy, Management and Evaluation</td>
<td>Full</td>
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<tr>
<td>TBA</td>
<td></td>
<td>Pharmacology</td>
<td>Full</td>
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<tr>
<td>Mary Jane De Souza</td>
<td>Assoc Prof</td>
<td>Exercise Sciences</td>
<td>Full</td>
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<tr>
<td>Gillian Einstein</td>
<td>Assoc Prof</td>
<td>Public Health Sciences/ Psychology Women's College Research Institute</td>
<td>Full</td>
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<tr>
<td>Alison Fleming</td>
<td>Prof</td>
<td>Psychology (UTM)</td>
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<tr>
<td>Elizabeth Harvey</td>
<td>Assoc Prof</td>
<td>English</td>
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<td>Pamela Klassen</td>
<td>Assoc Prof</td>
<td>Study of Religion</td>
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<tr>
<td>Rhonda Love</td>
<td>Assoc Prof</td>
<td>Public Health Sciences</td>
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<tr>
<td>Margaret MacNeill</td>
<td>Assoc Prof</td>
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<tr>
<td>Kathryn Morgan</td>
<td>Prof</td>
<td>Philosophy/ Women and Gender Studies Institute</td>
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<tr>
<td>Dana Philpott</td>
<td>Asst Prof</td>
<td>Immunology</td>
<td>Assoc</td>
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<tr>
<td>Janet Polivy (UTM)</td>
<td>Prof</td>
<td>Psychology</td>
<td>Full</td>
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<tr>
<td>Ze'ev Seltzer</td>
<td>Prof</td>
<td>Dentistry</td>
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### Governance Form: Collaborative Graduate Program Proposal in Women’s Health

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<td>CRC in Pain Genetics</td>
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<tr>
<td>Donna Stewart</td>
<td>Prof</td>
<td>Institute of Medical Sciences</td>
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<tr>
<td>Love Chair in</td>
<td></td>
<td>Toronto General Hospital</td>
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<tr>
<td>Women’s Health and University Professor</td>
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<tr>
<td>Nadine Wathen</td>
<td>Asst Prof</td>
<td>Information Studies</td>
<td>Assoc</td>
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Two or three graduate students or post-doctoral fellows also will be members of the program committee.

**Proposed Effective Date:**
- September 2007
- Month Year

**Contact name, e-mail address and telephone #:**

**Contact name, e-mail address and telephone #:**
- Gillian Einstein, PhD
- Associate Professor

**Submitted by:**
- Dean Catherine Whiteside, Medicine

**Date:**
- September 12, 2006
UNIVERSITY OF TORONTO

Proposal for a

Collaborative Master’s and Doctoral Program
in
Women’s Health

December, 2006
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1 Executive Summary

This proposed Collaborative Graduate Program in Women’s Health has as its goal to provide a nexus for the enormously accomplished community of Women’s Health scholars, educators, and practitioners at the University of Toronto (UofT) and to foster a generation of Women’s Health scholars with the conceptual and methodological tools necessary to investigate questions from the cell to society and devise solutions that will be meaningful in the many contexts in which women’s lives evolve.

The Collaborative Graduate Program in Women’s Health (hereafter referred to as, “the Program”) involves the graduate programs in Dentistry; English; Exercise Sciences; Health Policy, Management and Evaluation; Immunology; Information Studies; Medical Science; Nursing Science; Pharmacology; Psychology; Public Health Sciences; and, Religion; as well as numerous Centres and Institutes including: The Centre for Girls’ and Women’s Health and Physical Education, The Women and Gender Studies Institute, and the International Programme on Reproductive and Sexual Health Law. The main objective of the Program is to provide an interdisciplinary education in women’s health research and practice for graduate students at the University of Toronto while enhancing mutually beneficial relationships with researchers and practitioners of women’s health across the University of Toronto.

Resources and support will be provided by The Women’s College Research Institute (WCRI), (formerly The Centre for Research in Women’s Health (CRWH)) at Women’s College Hospital, a fully affiliated hospital in the Faculty of Medicine. Because of the interdisciplinary nature of Women’s Health, the Program spans three SGS Divisions—I, II and IV—and all three UofT campuses, embracing faculty from the Scarborough, Mississauga, and St. George campuses.

The proposed Program will provide a focus for students interested in women’s health to interact and learn from each other in a manner currently unavailable in their home departments or faculties. It will expose them to a broad scope of faculty expertise in terms of substantive content areas, methodologies, geographical locations of research site, and philosophical orientations. The interactions among students, and between students and faculty, will occur through the core course, the research seminar series, the WCRI’s Graduate Research Day, workshops, and mentoring activities. Such common learning experiences might be especially valuable for students in the biomedical/biophysical sciences who train with researchers who may acknowledge explicitly the women’s health context of their research.

One of the primary goals of the Collaborative Graduate Program in Women’s Health is to help students develop shared understandings of the complex interactions of biology and environment, sex and gender and provide a shared skill set to undertake and lead interdisciplinary, collaborative health care research projects. It is the objective of the Program to enrich the learning experience without extending the duration of students’ graduate education. It is anticipated that most competencies will be completed as part of a student’s Home Program. Extensive student advising will be undertaken to help students choose courses appropriate for their disciplinary course of study that will also be relevant to women’s health. To do this and still provide skills in interdisciplinary scholarship and practice the following common learning experiences will be integrated into the student’s departmental requirements.
Students pursuing both the Masters and PhD degrees will participate in:

i) the core course: Gender and Health, CHL5109H which will consist of topics in Women’s Health as well as different methodologies for doing Women’s Health research;

ii) the research seminar series held monthly where both students and faculty will present their work in progress

iii) WCRI’s Graduate Student Research Day, and workshops;

Students pursuing the PhD degree will also:

iv) select both a primary and an adjunct mentor; The student’s supervisor will be a member of the Collaborative Graduate Program. For purposes of the Collaborative Graduate Program, the student’s supervisor will be referred to as their ‘primary mentor’. In addition students will choose an adjunct mentor who is also a member of the Collaborative Graduate Program whose own methodologies represent a different approach than that used by the student’s primary mentor. The adjunct mentor may, but is not required to, serve on the student’s dissertation/dissertation committee. The student will establish a research plan with the primary and adjunct mentors who will both sign that plan;

v) write a dissertation relevant to women’s health.

All students must apply to and be accepted by the home degree program before applying to the Program. Once admitted to the Program students must follow a program of studies acceptable to both their home department and the Program. Students who have completed the Collaborative Graduate Program at the Master’s level will be eligible to apply for admission at the Doctoral level; students who are entering their course of study at the PhD level are also eligible to apply to the Program.

The Program will be administered through WCRI at WCRI offices, which are located on the Seventh Floor of 790 Bay Street (corner of Bay and College). WCRI is committed to providing or fundraising moneys for graduate student travel, curriculum development, speakers, special workshops and graduate student stipends.

An interdisciplinary Collaborative Graduate Program in Women’s Health will place the University of Toronto at the forefront of Women’s Health training establishing it as the first University, internationally, to house an interdisciplinary program for training the next generation of Women’s Health scholars, educators, and practitioners.

2 Academic

2.1 Description and rationale for the proposed program

2.1.1 Description of the proposed program

The proposed Program is designed to train Master’s and PhD students engaged in women’s Health Research in interdisciplinary education to equip them for futures as scholars, educators and policy makers in women’s health.

Master’s and Doctoral Program Requirements:

All master’s and doctoral students in the Program are required to:

- Participate in the mechanisms for interdisciplinary training as described above.
Common learning experience for both Master’s and Doctoral programs:

During the course of their Master’s and/or Doctoral program, students must participate in the following educational activities depending on whether they are working toward a Master’s or a Doctorate:

- **Core Course (CHL5109H)** – held weekly, the core course will expose students to a common set of research issues and methods in women’s health. The course will cover topics such as the biology of sexual differentiation, how body systems differ between the sexes with special emphasis placed on the brain, cardiovascular and immune systems, psycho-social determinants—including contemporary images of women—of conditions resulting from sculpting the body (e.g., eating and athletic disorders), methods of health outcomes research, feminist bioethics, and current understandings of the impact of economics, violence, and gender on women’s health. Students will be expected to attend regularly and fulfill all the requirements of the course. (The Core Course is required of all students).

With the growth of the Program and its resources it may be possible to develop new courses with participating graduate programs that could serve both the needs of the collaborating programs as well as those of the students participating in the Program. For example, courses on sex and gender in the etiology of autoimmune conditions or on research topics in multiple sclerosis could be developed in collaboration with the Department of Immunology. A course on conceptualizing women’s bodies and the development of the biomedical model could be developed in collaboration with faculty from the English Department. A course of information use and culture could be developed with the Program members from the Faculty of Information Studies.

- **Research Seminar Series** – held monthly during the academic year, non-credit, but required attendance for the duration of the graduate program. This will feature faculty members, invited speakers, and students presenting results of completed projects, progress reports of on-going projects, plans for future research, and overviews, current concepts and controversies in selected topics. Students may also be asked to be respondents or moderators of the presentations. (*Participation in the Research Seminar Series is required on both Master’s and Doctoral students.*)

- **WCRI Graduate Student Research Day** – held yearly. Students will be expected to submit their work for presentation when it is ready and before that, actively participate in WCRI’s cross-disciplinary research day. (*Participation in the WCRI Graduate Student Research Day is required of both Master’s and Doctoral students.*)

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*(Participation will be encouraged but not required of either Master’s or Doctoral Students.)*

### 2.1.2 Rationale

This proposed Program in Women’s Health has as its goal to provide an intellectual hub for the community of women’s health scholars, educators, and practitioners at the University of Toronto (UofT) and to foster a generation of Women’s Health scholars with Master’s and PhD degrees encompassing the conceptual and methodological tools necessary to investigate questions from the cell to society and devise solutions that will be meaningful in the many contexts in which women’s lives evolve.

*Health Canada: Women’s Health Strategy 2000* states as Objective #2: “...to increase the knowledge and understanding of women’s health and women’s health needs, as part of the overall goal to make the health system more responsive to women and women’s health.” To do this will require scholars, educators, and practitioners trained in Women’s Health. Such programs will need to take into account: i) the wide variety of different and new understandings about how diversity interacts with technology to affect health; ii) the movement of what were once untreatable illnesses into chronic conditions; iii) new understandings of sex and gender; iv) the social and physical impact of long-term treatments; v) the increasing neuro-pharmacological treatment of what use to be considered problems of character and will; and vi) the normative, legal, and ethical dimensions of being a woman.

Resources and support will be provided by The Women’s College Research Institute (WCRI, formerly, The Centre for Research in Women’s Health), at Women’s College Hospital a fully affiliated hospital in the Faculty of Medicine. The proposed Program in Women’s Health (hereafter referred to as: the Program) comprises graduate programs in the Faculties of Arts and Science, Dentistry, Information Studies, Medicine, Nursing, and Physical Education and Exercise Sciences, and involves graduate programs in Dentistry; English; Exercise Sciences; Immunology; Health Policy, Management and Evaluation; Information Studies; Medical Science; Nursing Science; Pharmacology; Psychology; Public Health Sciences; and Religion. Because of the interdisciplinary nature of Women’s Health, the Program will span three SGS Divisions—I, II and IV—and all three UofT campuses, embracing faculty from Scarborough, Mississauga, and St. George.

*Alignment with Priorities, Resources, and Need: At the local level*, the goals of the Program in Women’s Health align strongly the University of Toronto priorities as outlined in its strategic plan, “Stepping Up.” The proposed program will develop and nurture an interdisciplinary perspective on the health of women through the core course, seminars and workshops and will enhance the student experience by providing a teaching and learning environment that will foster intellectual growth. By participating in the core course, graduate student research day, and the Program’s seminar series (common learning experiences) students will be exposed to
faculty from disciplines other than their own and become trained in interdisciplinary research.

Intellectual resources abound. The University of Toronto has a depth and breadth of research in women’s health that is unacknowledged publicly and untapped outside of the particular departments or hospitals in which these researchers reside. Faculty doing research in Women’s Health are represented at all three UofT campuses and UofT already has three academic chairs in women’s health held by outstanding researchers: The Love Chair (Donna Stewart); The Ontario Women’s Health Council Chair (Arlene Bierman), and the Shirley Brown Chair (Sarah Romans).

Each of the Fully Affiliated Hospitals has divisions with women’s health as a focus, most notably, the University Health Network (UHN) has an outstanding group carrying out interdisciplinary research on the lives of women across the lifespan; it includes undergraduate, graduate, and postgraduate trainees under the directorship of Donna Stewart. In addition, The Department of Psychiatry has a Women’s Mental Health program under the direction of Brenda Toner, Sunnybrook Health Sciences Centre has an outstanding breast cancer group and Women’s College Hospital has established the Reproductive Life Stages programs. The Faculty of Law hosts an internationally renowned International Programme on Reproductive and Sexual Health Law, a unique program that trains graduate students at the Master’s level (LLM), as well as spearheading curriculum development, research, and legal advisory and advocacy work. The Women’s College Research Institute (UofT and Women’s College Hospital) supports directly research programs in Inherited Reproductive Cancers, Violence Against Women, Osteoporosis, Maternal and Infant Health, Reproductive Anesthesiology, Mental Health, Globalization and Women’s Health, and Knowledge Exchange.

The Women and Gender Studies Institute (WGSI) in the Faculty of Arts and Sciences, The Women’s College Research Institute (WCRI) at Women’s College Hospital, and The Centre for Girls’ and Women’s Health and Physical Education (CGWHPE) a centre located in the Faculty of Physical Education and Exercise Sciences, already have graduate students (master’s and PhD) working with their faculty members. As well, since the inception of all three units there has been an acknowledgement of common purpose with members from each unit serving on the other’s advisory board or group of informal advisors. In the past, there has been sharing of seminar speakers, students, student research days, collaboration on grants, and membership of faculty in both. Faculty in all of these academic units will participate in the Program, which will serve as a mechanism to bring these researchers together further the student experience. A major goal of the Program is to provide hub around which these individuals can formulate ideas, projects and grant proposals as well as provide graduate students with in-depth, interdisciplinary training.

At the provincial level, the establishment of the Ontario Women’s Health Council (OWHC) provides an Ontario-wide platform for influencing medical education and research in Women’s Health. In addition, the proposed Ontario-wide Women’s Health Institute will highlight the health needs of women across the Province. Nationally and Perhaps most critically, the recent establishment of the Canadian Institute of Health Research’s Institute of Gender and Health (CIHR-IGH) underscores the need for interdisciplinary training; IGH’s mandate is to, “…support research that addresses how sex (biologic-genetic dimensions) and gender (social-cultural dimensions) interact with other socio-cultural, bio-physical, and political-economic factors to influence health and create conditions that differ with respect to risk factors or effective interventions for males and females throughout the lifespan.”1 To have researchers, educators

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1 CIHR, IGH website: www.cihr-irsc.gc.ca
and scholars who will be able to contribute to this mandate will require high quality training across all 4 CIHR Pillars—biomedical, clinical, health systems and services, population and public health—providing the skills necessary to function at an integrative level across the Pillars. The Program will provide that training through its interdisciplinary approach and the common learning experiences.

At the international level, the establishment of Women’s Health clinics that can deliver culturally sensitive and meaningful care is of tremendous concern. The health of women is threatened by violence, work, and even the duties of making a home; there is an urgent need to train women’s health scholars, educators, and practitioners who can understand the context of women’s lives. In the face of this, women’s health clinics focus on reproductive health and cancers when they need to treat women in the context of mental, sociological, sexual, legal, genetic, and economic status. Through its common learning experiences and faculty mentorship in women’s health, the proposed Program will train future scholars, educators, and practitioners in a multi-perspectival view of the body which would include the impact of culture, biology, and economics on health.

In spite of the urgent need, interdisciplinary training opportunities for scholars, educators, and practitioners in Women’s Health are scarce. The US National Institutes of Health have started such programs at the level of post graduate training and the Harvard School of Public Health is in the process of starting a PhD program in Women’s Health for graduate students in the School of Public Health. As well, the Key Centre for Women’s Health at the University of Melbourne has a Master’s and PhD as a women’s health stream through Public Health.

Thus, UofT has a tremendous opportunity to be on the cutting edge of establishing interdisciplinary training for scholars, educators, and practitioners to conduct women’s health research and improve the lives of women.

2.2 Pedagogical and other academic objectives, including expected benefits of the proposed program

This proposed Program in Women’s Health has as its goal to provide an intellectual hub for the community of women’s health scholars, educators, and practitioners at the University of Toronto (UofT) and to foster a generation of Women’s Health scholars with Master’s and PhD degrees encompassing the conceptual and methodological tools necessary to investigate questions from the cell to society and devise solutions that will be meaningful in the many contexts in which women’s lives evolve.

The proposed program will provide a focus for students interested in women’s health to interact and learn from each other in a manner currently unavailable in their home departments or faculties. It will expose them to a broad scope of faculty expertise in terms of substantive content areas, methodologies, geographical locations of research site, and philosophical orientations. The interactions among students, and between students and faculty, will occur through the core course, the research seminar series, Graduate Student Research Day, workshops, and mentoring activities. None of these, with the exception of WCRI’s Graduate Research Day, are currently available. Such common learning experiences might be especially valuable for students in the biomedical/biophysical sciences who work within research groups that tend to not acknowledge the women’s health context for their research.

3 The BIRCWH (Building Interdisciplinary Careers in Women’s Health)F Scholars Program
2.3 Projected student demand

Interest in women's health is already high, based on several indicators and student participation seems assured. In the first year of The Program we expect to attract at least one student (either master’s or PhD) from each of the participating programs for a total of 11 students in year one building to a total of no more than 75 in the first five years of the Program.

*Indicators:*

- For the past four years WCRI has invited abstracts for an annual "Graduate Student Research Day in Women’s Health." In each of the four years since its inception, the Research Day has increased in size and scope; in 2005 42 students submitted abstracts (we could only accommodate 30) and 150 students attended the event. The 2006 Student Graduate Research Day is expected to attract between 150-170 students.
- When the possibility of starting a Program arose students, both nationally and internationally, expressed enormous interest and those whose graduate careers are soon to be completed regretted that there was no such program during their tenure.
- Many undergraduates complete a specialist degree in 'Women and Gender Studies' (New College) or ‘Sexual Diversity Studies’ (University College).
- The high enrollment of a number of outstanding senior level undergraduate courses in Arts and Sciences (NEW 261Y1, Scientific Perspectives of Sex and Gender; HIS202H1, Gender, Race and Society; HMB 420H, Sex and the Brain; PSY354H5, The Biopsychology of Sex, PSY396H1, Neurochemical Basis of Behaviour and PSY333H1, Health Psychology), Physical Education (PHE 426H, The Role of Physical Activity in Girls’ and Women’s Health), and Law (LAW 386H, Reproductive Health Law) speaks to the potential numbers of applicants from the University with a declared interest in Women’s Health.
- There already exist undergraduate streams of study that could serve as ‘feeder’ streams into a Program in Women’s Health. Some examples:
  - **Social Sciences:**
    - Anthropology: ANT 348Y (Anthropology of Health), ANT 434H (Health, Diet and Disease in the Past), ANT 455Y1Y (International Health and Anthropological Perspectives),
    - Health Studies: UNI 300Y (Introduction to Social and Health Care Policy), UNI 365H (Sexuality and Law), UNI 471H (Physical Activity, Health and the Media)
  - **Biological Sciences:**
    - Pharmacology: PCL 474Y1 (Projects in Toxicology), PCL 477H1 (DNA Damage Response Pharmacology and Toxicology), PCL 475Y1 (Nerorpsychopharmacology)
    - Immunology: IMM334/335Y1 (Introductory Immunology), IMM 429H (Developmental Immunology), IMM430H1 (The Immune Response)
  - **Humanities:**
    - Sexual Diversity Studies: UNI 255H (History and Perspectives in Sexual Diversity) and UNI 256H (Sexualities: Social, Organizational, and Legal Contexts), UNI 354H (Theories of Sexuality: The Foundations) and UNI 355H (Theories of Sexuality: Contemporary Perspectives), ENG273 (Introduction to Gay and Lesbian Literature)
Women and Gender Studies: NEW 349H1 (Selected Topics in Disability Studies), NEW 367H (Women and Health), NEW 374H1 (Feminist Studies in Sexuality), NEW 463S (Advanced Topics in Gender Theory)

Philosophy: PHL 240H1 (Persons. Minds and Bodies), PHL 243H1 (Philosophy of Human Sexuality), PHL 355H1 (Philosophy of Natural Science)

- Graduate courses relevant to any study of women’s health are already on the books and include: CHL 5109H (Gender and Health); NUR1058H (Aging, Gender and Equity) and NUR1040H (Issues in Women’s Health Care); CHL5118H (International Health, Human Rights, and Peace Building); SES1958H (The Internet and Cyberspace: Issue of Access and Control); JPM1008H (Psychopharmacology and Women’s Health); PSL1024H (Endocrinology and Neuroendocrinology); JCV3061H (Advanced Topics in CV Sciences Hormones); EXS5511H (Hormonal Aspects of Women’s Health and Exercise: A Focus on Reproductive and Bone Health Issues); JPV2049H (Women’s Rights in International Law).

- WGSI is a potential source of interested students; a Program in Women’s Health should attract students in their forthcoming master’s program (not yet named).

- The number of graduate and postdoctoral fellowships offered to UofT scholars is good indication of demand–from among the 49 in total that have been offered since 1998, over one third (18) have gone to UofT.

- A review of all abstracts of graduate theses/dissertations at the University of Toronto containing the words women/woman/girls/girl/gender shows that the number of those on women’s health topics increased steadily from 1995 to 2004. In 1995 there were 23 such documents; in 1996, 35; 1997, 46; 1998, 50; 2004, 52 with the high number being in 2003 with 58. Professor Janet Polivy in Psychology (Program Committee) has had three completed PhD theses since 1995 on body image in women:
  - Randi McCabe, 1999, Cognitive aspects of restraint: Situational and task influences on memory for body shape-related information in (female) dieters and non-dieters.
  - In addition, a current PhD student of Dr. Polivy is writing her dissertation on the effects of viewing thin peers on young women’s own body image and eating behavior.
  - A current MA student of Dr. Polivy’s is writing her dissertation on how women respond to seeing other women who are fat or thin eating a large or small amount and using eating behavior as the main measure.

Once a Program is established it is expected that the already strong interest will increase. Furthermore, we expect the Program to:

- attract students currently here who have not previously considered a research topic in the area of women’s health or who might not have considered their topic as being in this field of women’s health. For example a graduate student in the Department of Immunology working on autoimmunity might begin to understand his/her work as belonging within the larger scope of Women’s Health.
attract students with a confirmed interest in women’s health who are contemplating applying to other universities with programs in women’s health such as Harvard, the University of British Columbia or the Key Centre for Women’s Health at the University of Melbourne. Note the letters of support from graduate students in different departments from across the University of Toronto. (See Attachment, Student Support).

2.4 Impact on the Department’s and Division’s program of study, including impact on other divisions

Programs for the collaborative course in Women’s Health are already in existence in the proposed collaborating departments and faculties, the new training and workshops that will become part of the collaborative program will help to further enhance the courses already available to students through the various home programs. This coincides with the UofT mandate to enhance student experience, through promoting individual research and thus should have a positive impact on Collaborating Departments and Faculties.

2.5 Evidence of consultation with other affected divisions

Three program committee meetings have been held for faculty / departments that have indicated interest in participating in a collaborative program in Women’s Health. Working documents have been circulated to the interested persons during the developmental stages of the program proposal for comment and approval. Initial contact has been made with the Deans and Chairs of the relevant home programs asking for feedback. In addition Non-graduate admitting programs have been consulted along with several supporting centres (The Women and Gender Studies Institute (Arts and Sciences), The Centre for Girls’ and Women’s Health and Physical Education (Exercise Sciences) and The International Programme on Reproductive and Sexual Health Law (Law)), and the Head of Status of Women’s Office; Connie Guberman.

Minutes from the committee meetings and email correspondence between the program committee members and between the interim Director (Gillian Einstein) and head and deans of the home programs are available upon request.

2.6 Appropriateness of the name and designation of the new program

The collaborative program in Women’s Health will not result in an additional qualification to the students registered in the program; instead the students will receive a certificate on completion of the program as well as notation on their degree transcript of participation in the course. In light of this and due to the interdisciplinary nature of the proposed course and common learning experience the inclusive title of “Women’s Health” has been chosen for the Program title. A title such as this reflects the all-encompassing aims of the new program, and allows for the program to be expanded at a later date to include other departments without excluding any future possible inclusions into the course content. The title allows for both clinical basic science and social aspects of women’s health to be explored.

2.7 Program description and requirements, course titles/numbers, and faculty members

2.7.1 Program description and requirements
Admission requirements

Each graduate student in the Program shall be enrolled in a participating degree program in the graduate unit in which the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program. The required core course in the Collaborative Program can be taken as an elective within regular departmental degree requirements in most cases but may have to be taken as an additional course in others.

Program requirements

The student shall register in the School of Graduate Studies through the home graduate unit and shall:

a) meet all respective degree requirements of the School of Graduate Studies and the home graduate unit; and

b) meet the requirements of the Collaborative Program.

i. Complete the core course on women’s health [CHL 5109H] (if you are a PhD level student)

ii. Participate in a non-credit research seminar series for the equivalent of one academic year

iii. Participate in WCRI Graduate Student Research Day on women’s health research issues every year

iv. Write their thesis or dissertation on a topic in women’s health

v. If enrolled in a course-based master’s program, the thesis requirement can be fulfilled by taking an elective course that allows the writing of a significant paper on the topic of women’s health with a member of the home department who is also a member of the Program’s program committee.

(For a fuller description of program requirements for each course see appendix 1)

2.7.2 Course titles/numbers

During the course of their Master’s and/or Doctoral program, students must participate in ALL of the following educational activities:

- **Core Course (CHL5109H)** – held weekly, the core course will expose students to a common set of research issues and methods in women’s health. The course will cover topics such as the biology of sexual differentiation, how body systems differ between the sexes with special emphasis placed on the brain, cardiovascular and immune systems, psycho-social determinants—including contemporary images of women—of conditions resulting from sculpting the body (e.g., eating and athletic disorders), methods of health outcomes research, feminist bioethics, and current understandings of the impact of economics, violence, and gender on women’s health. PhD Students will be expected to attend regularly and fulfill all the requirements of the course. Masters students can take this course if they wish.

With the growth of the Program and its resources it may be possible to develop new courses with participating graduate programs that could serve both the needs of the collaborating
programs as well as those of the students participating in the Program. For example, courses on sex and gender in the etiology of autoimmune conditions or on research topics in Multiple Sclerosis could be developed in collaboration with the Department of Immunology. A course on conceptualizing women’s bodies and the development of the biomedical model could be developed in collaboration with faculty from the English Department. A course of information use and culture could be developed with the Program members from the Faculty of Information Studies.

- **Research Seminar Series** – held monthly during the academic year, non-credit, but required attendance for the duration of the graduate program. This will feature faculty members, invited speakers, and students presenting results of completed projects, progress reports of on-going projects, plans for future research, and overviews, current concepts and controversies in selected topics. Students may also be asked to be respondents or moderators on the presentations.

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2.7.3 Faculty members

Program Committee/Core Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Department/Program</th>
<th>SGS Status</th>
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<tbody>
<tr>
<td>Arlene Bierman</td>
<td>Assoc Prof</td>
<td>Nursing Faculty, St. Michael's Hospital, Health Policy, Management and Evaluation</td>
<td>Full</td>
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<tr>
<td>Ontario Women's Health Council Chair in Women's Health</td>
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<tr>
<td>TBA</td>
<td></td>
<td>Pharmacology</td>
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<tr>
<td>Mary Jane De Souza</td>
<td>Assoc Prof</td>
<td>Exercise Sciences</td>
<td>Full</td>
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<tr>
<td>Director, Centre for Girls' and Women's Health and Physical Education</td>
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<tr>
<td>Gillian Einstein</td>
<td>Assoc Prof</td>
<td>Public Health Sciences, Psychology</td>
<td>Full</td>
</tr>
<tr>
<td>Alison Fleming</td>
<td>Prof</td>
<td>Psychology (UTM)</td>
<td>Full</td>
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<tr>
<td>Elizabeth Harvey</td>
<td>Assoc Prof</td>
<td>English</td>
<td>Full</td>
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<tr>
<td>Pamela Klassen</td>
<td>Assoc Prof</td>
<td>Study of Religion</td>
<td>Full</td>
</tr>
<tr>
<td>Rhonda Love</td>
<td>Assoc Prof</td>
<td>Public Health Sciences</td>
<td>Full</td>
</tr>
<tr>
<td>Margaret MacNeill</td>
<td>Assoc Prof</td>
<td>Exercise Sciences</td>
<td>Full</td>
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<tr>
<td>Kathryn Morgan</td>
<td>Prof</td>
<td>Philosophy/ Women and Gender Studies Institute</td>
<td>Full</td>
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<tr>
<td>Eleanor Fish</td>
<td>Prof</td>
<td>Immunology</td>
<td>Full</td>
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<tr>
<td>Director of Arthritis and Autoimmune Research Centre</td>
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<tr>
<td>Janet Polivy (UTM)</td>
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<td>Psychology</td>
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<tr>
<td>Ze’ev Seltzer</td>
<td>Prof</td>
<td>Dentistry</td>
<td>Full</td>
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<td>CRC in Pain Genetics</td>
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<tr>
<td>Donna Stewart</td>
<td>Prof</td>
<td>Institute of Medical Sciences, Toronto General Hospital</td>
<td>Full</td>
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<tr>
<td>Love Chair in Women’s Health and University Professor</td>
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<tr>
<td>Nadine Wathen</td>
<td>Asst Prof</td>
<td>Information Studies</td>
<td>Assoc</td>
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</tbody>
</table>

Two or three graduate students or post-doctoral fellows will also be members of the program committee.
3 Planning and Budget

3.1 Resource implications

3.1.1 Staffing

[Discuss Faculty Member resource requirements, include administrative staff requirements, and identify approvals for new faculty/staff resources.]

Sufficient resources to support the operation and administration of the Program will be provided by The Women’s College Research Institute, which has set aside a budget of $75,585/year for the Program as follows:

- $30,085 for a half-time program coordinator (Administrative Assistant 1) to ensure core operation/management and program promotion/recruitment;
- $42,000 for the Women’s Health Student Experience;
- $3,500 for the Graduate Student Research Day;
- $2,000 for miscellaneous expenses related to committee meetings, program promotion, office expenses, and inter-departmental communication.

In addition, in 2006/2007 WCRI will have approximately $70,000 in committed graduate student support as follows:

- $25,000 Enid Walker Fellowship in Women’s Health;
- $17,000 Mitchell and Venn Graduate Fellowship in Women’s Mental Health (to be decided jointly with the Women’s Mental Health Program in the Department of Psychiatry);
- $15,000 Dorothy and Bill Palm Graduate Scholarship in Science and Technology (for a student in the Faculty of Nursing);
- $10,000 Helen Marion Walker - Soroptomist Fellowship in Women’s Health

In each subsequent year for three years another Enid Walker Fellowship will be added until there are a total of four of those held yearly ultimately leading to $142,000 in total support for graduate students.

In addition to WCRI funds for graduate fellowships, OWHC offers Women’s Scholar Awards in partnership with the Ontario Council on Graduate Studies. From 1998-2005 they funded 25 individuals, including six who have received renewals. The OWHC has also funded 16 individuals through CIHR-IGH Fellowship and Mid-Career Awards and two individuals for research in collaboration with the Ministry of Health and Long-Term Care. Starting this year, two new types of Provincial awards are also being offered: OWHC/CIHR-IGH Master’s Awards, OWHC/CIHR-IGH Doctoral Research Awards. Because of the broad base of excellence in women’s health research at the University of Toronto, we fully expect U of T students to do well in these competitions.

4. Since its inception in 1998, the OWHC has granted a total of 49 awards, 18 of have been made to Women’s Health scholars at the University of Toronto.
As well, UHN Women's Health Program currently has funding for two master's and two doctoral students and for three postdoctoral fellows.

WCRI is committed to fundraising for additional moneys for graduate student travel, curriculum development, speakers, special workshops and graduate student stipends. We anticipate that the formation of the Provincial Women's Health Institute will enable WCRI to continue to secure funding to run this program. In addition, as CIHR strategic initiatives in graduate student training are announced, we will apply for these funds.

Participating home programs will not incur additional administrative expenses. There is also no add-on faculty teaching time commitments as the core course is already in existence and being taught by two of the participating faculty (Love and Einstein). Faculty participation in the research seminar series, Graduate Student Research Day, and the Women's Health Student Experience (two of which are underway already) contribute to the faculty member’s own academic development.

The Program will be administered through WCRI at WCRI offices, which are located on the 7th Floor of 790 Bay Street (corner of Bay and College). A library of books, statistical reports, grey literature and journal reprint collection located on the 7th floor of WCRI has been assembled, is growing and will be available for consultation by students in the Program. Three seminar rooms are also available for booking at this site. As well, this location has AV equipment including a VCR, DVD player, digital projector and laptop with technical support.

3.1.2 Space

Space will be required for administration as well as for academic events such as classes, seminars, meetings and workshops. The Women’s College Research Institute has 3 floors of office and meeting space located at 790 Bay Street as well as the opportunity to use the meeting rooms and Cummings Auditorium at Women’s College Hospital.

3.1.2.1 Administration of the Program: An office equipped with computer and files will be provided by WCRI at 790 Bay Street for Administration of the Program.

3.1.2.2 Teaching: Three seminar rooms are available at no cost with advanced booking on the 7th floor of 790 Bay Street (offices of WCRI) and two more of various size on the 8th floor of 790 Bay Street. Also available for no charge with advanced booking at Women’s College Hospital are a Board Room suitable for seminars and Cummings Auditorium suitable for lectures and classes of up to 150 people. All the mentioned rooms have the capacity for projection of slides, movies, and videos. WCRI and Women’s College Hospital have technical support personnel who can provide assistance in setting up and running audio-visual equipment. As well, for meetings of 8 or fewer

5. Women’s Health Student Experience is a summer internship in women’s health sponsored by the Women’s College Research Institute. Faculty and members of WCRI devise projects for students and these placements are full-time (37.5 hours a week) for a 16-week period from May to August. Students receive a modest salary in return for their work in this program. In addition to the specific project tasks, students in the WHSE program will attend a series of Interactive Sessions in which current research is presented by WCRI researchers and WHSE students. Also as part of this series, each student will make a brief presentation of their summer research project to their peers, followed by an interactive discussion.
people, a library is available with advanced booking on the 7th floor of 790 Bay Street.

3.1.2.3 Meetings and Events: The same rooms as described above are available for meetings and events as well.

3.1.3 Libraries

There should be no lack of scholarly resources for students enrolled in the Program in Women’s Health. The University of Toronto Libraries have an ongoing commitment to providing access to their collections as well as to building their collections in areas of scholarly inquiry: http://www.library.utoronto.ca/aboutlibraries/service-commitment.pdf. They already are well-stocked with scholarly journals, books, and electronic records that contain publications on women's health. A search of the electronic data base covering women’s health shows a total of over 40,000 published works consisting of 13,134 articles in journals, 6,786 articles in peer-reviewed journals, 176 conference proceedings, and 135 books. New College (Ivey) library has holdings specializing in women’s studies and feminist theory that would be particularly useful to students in the Program. WCRI, itself, has a small library at 790 Bay Street with journals on women’s health as well as a collection of books dealing specifically with the topic of women’s health and The Marion Powell Health Information Centre at Women’s College Hospital has a collection of more than 4,000 titles covering the psychosocial and biological aspects of women and relationships, sexuality, aging, parenting, birth control, and Alzheimer disease through a wide variety of books, magazines, videos, DVDs, information files and online resources: http://www.womenscollegehospital.ca/index.asp?navid=88

3.1.4 Computing facilities

Students will have access to computers through their home departments. However, on an occasional basis there may be computers available for temporary use at WCRI. One member of the program committee is a faculty member in the Faculty of Information Studies where there will also be occasional opportunities to take advantage of computer and technology resources. There should be no extra need for computing facilities since all students admitted to the Program are already admitted as graduate students in their home departments.

3.1.5 Enrolment/admissions [Explain resource expectations for new enrolments, and indicate approvals, e.g., if enrolments are projected to increase, explain how adequate faculty and space resources will be provided.]

We anticipate an initial enrolment of about one student each from each of the 11 participating graduate units, five at the Master’s and five at the Doctoral levels, with an increase to ten Master’s and ten Doctorates by year three. We will expand the number of students after year three to fit the demand up to a total of 25 Master’s and 50 PhD students. The first year’s intake will consist of students in existing programs who have already identified women’s health as their dissertation topic or area of interest. The contribution to the student pool from the participating units is not expected to be equal every year.

3.1.6 Revenues/costs

There is no proposed tuition for the Program in Women’s Health. Regular tuition and fees will be dealt with through home departments and SGS.

3.1.6.1 Graduate Student Support:
In 2006/2007 WCRI will have approximately $70,000 in committed graduate student support as follows:

- $25,000 Enid Walker Fellowship in Women’s Health;
- $17,000 Mitchell and Venn Graduate Fellowship in Women’s Mental Health (to be decided jointly with the Women’s Mental Health Program in the Department of Psychiatry);
- $15,000 Dorothy and Bill Palm Graduate Scholarship in Science and Technology (for a student in the Faculty of Nursing);
- $10,000 Helen Marion Walker - Soroptomist Fellowship in Women’s Health

In each subsequent year for 3 years another Enid Walker Fellowship will be added until there are a total of four of those held yearly ultimately leading to $142,000 in total support for graduate students.

3.1.6.2 Programmatic Support:

3.1.6.2.1 Teaching: The core course is currently being taught in one of the home graduate units (Public Health Sciences) by two members of the Program Committee (Love and Einstein) and will not incur additional costs or faculty release time.

3.1.6.2.2 Administrative Budget: The Women’s College Research Institute through its administrative budget and will provide clerical support to coordinate the activities of the program committee and the operation of the research seminar series and the Graduate Student Research Day, the Women’s Health Student Experience.

3.1.6.2.3 Support for Future Directions and Expansion: Future directions and expansion of the Program are envisioned as specified below:

- Invited external speakers’ travel expenses - $10,000 per year
- Faculty release time to develop curriculum - $9,000 per faculty X 3 years = $27,000
- Practicum experiences for students - $10,000/student X 3 students = $30,000/year
- Student travel to conferences - $1000 per diem + fees for 2 students = $2000/year

The above, well as other activities, will be supported by WCRI fundraising and in this way we envision the growth of the Program in Women’s Health.

3.1.7 Financial aid

In 2006/2007 WCRI will have approximately $70,000 in committed graduate student support as follows:

- $25,000 Enid Walker Fellowship in Women’s Health;
- $17,000 Mitchell and Venn Graduate Fellowship in Women’s Mental Health (to be decided jointly with the Women’s Mental Health Program in the Department of Psychiatry);
• $15,000 Dorothy and Bill Palm Graduate Scholarship in Science and Technology (for a student in the Faculty of Nursing);
• $10,000 Helen Marion Walker - Soroptomist Fellowship in Women’s Health

In each subsequent year for 3 years another Enid Walker Fellowship will be added until there are a total of four of those held yearly ultimately leading to $142,000 in total support for graduate students.

In addition to WCRI funds for graduate fellowships, OWHC offers Women’s Scholar Awards in partnership with the Ontario Council on Graduate Studies. From 1998-2005 they funded 25 individuals, including six who have received renewals. The OWHC has also funded 16 individuals through CIHR-IGH Fellowship and Mid-Career Awards and two individuals for research in collaboration with the Ministry of Health and Long-Term Care. Starting this year, two new types of Provincial award are also being offered: OWHC/CIHR-IGH Master’s Awards, OWHC/CIHR-IGH Doctoral Research Awards. Because of the broad base of excellence in women’s health research at the University of Toronto, we fully expect U of T students to do well in these competitions.

As well, UHN Women’s Health Program currently has funding for 2 master's and 2 doctoral students and for 3 postdoctoral fellows.

WCRI is committed to fundraising for additional moneys for graduate student travel, curriculum development, speakers, special workshops and graduate student stipends. We anticipate that the formation of the Provincial Women’s Health Institute will enable WCRI to continue to secure funding to run this program. In addition, as CIHR strategic initiatives in graduate student training are announced, we will apply for these funds.

4 Space and Facilities

4.1 Requirements for physical facilities

The space currently assigned to each home program is suitable and sustainable for the new graduate program in Women’s Health; in addition there will be available conference / seminar space at WCRI offices and access to the WCRI library.

4.2 Capital projects for approvals

None.

5 Students

5.1 Student affairs and services

All the usual facilities and services that are available to graduate students will also be available to students on the collaborative course in Women’s Health.

5.2 Student conduct and discipline

6. Since its inception in 1998, the OWHC has granted a total of 49 awards, 18 of have been made to Women’s Health scholars at the University of Toronto.
5.2.1 **Required Activities:** Attendance will be taken or sign-in made available at activities of the Program that are required of its students.

5.2.2 **Conduct:** All students in the Program will be subject to the University’s Code of Student Conduct as formulated by Governing Council and described at [http://www.utoronto.ca/govcncl/pap/policies/studentc.html](http://www.utoronto.ca/govcncl/pap/policies/studentc.html)

5.2.3 **Academic Honesty:** All students in the Program will be subject to the policies governing academic honesty as formulated by SGS and described at [http://www.sgs.utoronto.ca/oldlinks/intellectualpropertyguidelines.asp](http://www.sgs.utoronto.ca/oldlinks/intellectualpropertyguidelines.asp).

In addition, these policies will be enforced according to the Intellectual Property Regulations formulated by SGS and described at [http://www.sgs.utoronto.ca/current/calendar/regulations13.asp](http://www.sgs.utoronto.ca/current/calendar/regulations13.asp). Members of the Program will be expected to familiarize themselves with the University’s “Policies Relevant to Research and Related Activities” as described at [http://www.sgs.utoronto.ca/oldlinks/intellectualpropertyguidelines.asp#Appendix%201](http://www.sgs.utoronto.ca/oldlinks/intellectualpropertyguidelines.asp#Appendix%201).

5.3 **Financial Support**

See section 3.1.7

5.4 **Student registration and information systems**

All students interested in participating in the Program at either the Master’s or PhD level must first apply to and be accepted by a departmental degree program before applying to the Program. Once accepted into a home department, application can be made to the Program in Women’s Health by submitting to the program administrator (i) photocopies or digital records of their curriculum vitae, (ii) transcripts, and (iii) letters of reference.

Applicants must also submit a statement of no more than 3 pages in length describing:

- relevant personal and/or professional experiences, a career plan, motivation in seeking advanced training in Women’s Health,
- a brief sketch of their proposed project and
- a letter of support indicating willingness to supervise the student’s training in Women’s Health, from
  - their supervisor and
  - a potential adjunct mentor.

During their graduate studies, students must follow a program of study acceptable to both the home degree program and the Program. Students will be registered in both their home departments and with the administrator for the Program.

The Program encourages diversity in academic disciplines and life experiences. The program is open to all qualified applicants. Its approach can greatly benefit those working on critical theory of the body by introducing them to the cellular workings of biological organisms and those using cellular and molecular approaches by introducing them to the study of theory and metaphor.
Appendix I

School of Graduate Studies
University of Toronto

COLLABORATIVE MASTER’S AND PH.D PROGRAM IN
WOMEN’S HEALTH

MEMORANDUM OF AGREEMENT

June 2006

SIGNATURE PAGE
UNIT AGREES TO PARTICIPATE IN ACCORDANCE WITH ALL TERMS OUTLINED IN THIS
MEMORANDUM OF AGREEMENT
(All signatures received and on file)

Host Faculty:

_______________________________________  Date:  __________________________

Catherine Whiteside, Dean
Faculty of Medicine

Host Academic Unit:

_______________________________________  Date:  __________________________

Heather Maclean, Vice President for Research and Interprofessional Learning
Women’s College Research Institute

Interim Director:

_______________________________________  Date:  __________________________

Gillian Einstein
Associate Professor of Psychology & Associate Professor of Public Health Sciences
Participating Graduate Units:

David Mock, Dean
Dentistry
[MSc, PhD in Dentistry]

Date: _______________________

Brian Corman, Chair
English
[MA, PhD in English]

Date: _______________________

Bruce Kidd, Dean
Physical Education and Exercise Sciences
[MSc, PhD in Exercise Science]

Date: _______________________

Louise Lemieux-Charles, Chair
Health Policy, Management, and Evaluation
[MSc, PhD in Health Administration]

Date: _______________________

Michael Ratcliffe, Chair
Immunology
[MA, PhD in Immunology]

Date: _______________________

Brian Cantwell Smith, Dean
Information Studies
[MSt, PhD in Information Studies]
Ori D. Rotstein, Chair
Institute of Medical Sciences
[MSc, PhD in Medical Sciences]

Sioban Nelson, Dean
Nursing
[MN, PhD in Nursing Science]

Denis Grant, Chair
Pharmacology
[MSc, PhD in Pharmacology]

Franco Vaccarino, Chair
Psychology
[MA, PhD in Psychology]

James Stafford, Chair
Public Health Sciences
[MHSc, PhD in Public Health Sciences]

James DiCenzo, Chair
Centre for the Study of Religion
[MA, PhD in the Study of Religion]
Supporting Departments, Centres, Institutes, and Programs:

Mary Jane De Souza, Director
The Centre for Girls’ and Women’s Health and Physical Education

Date: ____________________

Donald Ainslie, Chair
Department of Philosophy

Date: ____________________

Rebecca Cook, Director
International Programme on Reproductive and Sexual Health Law

Date: ____________________

Shahrzad Mojab, Director
Women and Gender Studies Institute, New College

Date: ____________________

School of Graduate Studies

Professor Susan Pfeiffer, Dean
School of Graduate Studies
APPENDIX II

APPRAISAL BRIEF FOR THE COLLABORATIVE MASTER’S AND PH.D PROGRAM IN WOMEN’S HEALTH

PROGRAM REQUIREMENTS FOR HOME PROGRAMS

* NOTE: Please describe the degree and collaborative program requirements for each home program, and indicate whether the collaborative program requirements are in addition to, or may count in part or fully towards, the home program requirements.

GRADUATE DEPARTMENT OF DENTISTRY
http://www.sgs.utoronto.ca/current/calendar/entries/den.asp

- MSc in Dentistry

The M.Sc. degree is intended to reflect mastery of a field, including the ability to teach that field using a continually current, evidence-based approach. Although candidates are required to spend a minimum of one academic year of study, to take required courses and to submit a dissertation, the M.Sc. program is normally targeted for completion in two years. Programs entail completion of coursework requirements and dissertation submission and defense. Permission for part-time studies may be given if the proposed research is determined to be of a nature that can best be accommodated by part-time studies. In addition to the dental specialty programs leading to the M.Sc. degree, the department offers MSc level education in all biomedical research fields relevant to dentistry. Students in the MSc program may take a transfer examination to qualify for direct entry in the Ph.D. program.

Required courses:
  * DEN 1001Y - Master’s Seminars in Oral Health Sciences
  * Successful completion of an additional half-course

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Dentistry by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

- PhD in Dentistry

The Ph.D. degree is intended to prepare candidates for a career as a principal research investigator. Candidates will undertake approved customized programs, requiring a minimum of one year of full-time attendance. Requirements include completion of the Doctoral Seminars in Oral Health Sciences course plus additional courses, and submission of a dissertation, which constitutes a distinct contribution to knowledge in the field. Specialty dental education may be combined with a Ph.D. for those seeking a research/academic career as a clinician-scientist.

Required courses:
*DEN 1100Y* - Doctoral Seminars in Oral Health Sciences
*ONE additional full course

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Dentistry by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the Collaborative Program. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

**GRADUATE DEPARTMENT OF ENGLISH**
http://www.sgs.utoronto.ca/current/calendar/entries/eng.asp

The program for advanced study in English aims to provide graduate students with a broad background in English, Canadian, American, and World Literature in English, as well as a knowledge of literary and cultural theory.

- **MA in English**

The MA program usually requires twelve months to complete for students who are graduates of a four-year program in English or English and another subject at this University, or a similar program elsewhere. Credit for the equivalent of four full graduate courses is normally required for the M.A.

**MA by Course Work**
*For most students, and especially those going on to the Ph.D., this is the preferred option. Candidates are required to earn a credit in Bibliography I and to complete four approved, full graduate courses or the equivalent in English.*

**MA by Dissertation**
*The dissertation option may be preferable for some students, especially those not intending to proceed to the Ph.D. It requires Bibliography I, two full graduate courses in English, or the equivalent, and a dissertation of approximately 30,000 words on a topic approved by the Department.*

**Required courses:**

- ENG 8000H - *Bibliography I*
- Two full graduate courses in English or the equivalent

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MA in English by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

- **PhD in English**
A candidate admitted to the PhD program will pursue a program of study and research approved by the Department. The equivalent of four full graduate courses is required if no MA. Three more full-year courses (or the equivalent in full or half-year courses) are normally required for the doctorate. Non-credit (CR/NCR) courses are excluded from this count. PhD candidates' programs must include at least two full graduate courses (or the equivalent) outside their fields of specialization. Students are encouraged to combine these courses (some or all of which may have been taken in the MA program) into one of the minor fields listed in the brochure. The minor area is especially useful when a student or recent graduate is applying for academic jobs. Minor fields demonstrate a candidate’s intellectual and pedagogical versatility, and potential employers often seek this kind of flexibility. Although coursework is one way of substantiating expertise in a minor field, it is also possible to establish conversancy with an area of knowledge through publications or teaching experience.

The Department requires Ph.D. candidates to have some knowledge of the history and development of the English language, especially in the early period. Accordingly, students who have not already completed a full-year undergraduate course in Old English with at least a B standing are required to take either English 240Y, which is an introductory undergraduate course in Old English, or English 1001F, or to pass a special examination in Old English, or to take English 6361F (History & Structure of the English Language I).

A candidate admitted on the basis of a four-year bachelor's degree must take:

**Required courses:**
- * ENG 8000H - Bibliography I*
- * ENG 9500Y - Professional Development*
- * ENG 9900H - Professing Literature*
- * ENG 1001H - Old ENG I, or ENG 6361H - History and Structure of the English Language I - or to pass a special examination in Old English, and*
- * Six additional full-course equivalents in English, as approved by the Department.*

**Specialty courses:**
- * two full-course equivalents outside the field of specialization (A candidate’s selection of courses must meet the approval of the Department).*

**Students in the Collaborative Graduate Program in Women’s Health** can satisfy the requirements for both the CP and the PhD in English by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

**GRADUATE DEPARTMENT OF EXERCISE SCIENCES**

- **MSc in Exercise Sciences**

The major emphasis for a student in the MSc program is learning the craft of research, and the development and execution of a theoretical framework for conducting research. It is the intent of the program to broaden the students’ level of understanding of the various interdisciplinary aspects of the Exercise Sciences as well as to provide students with scholarly and technical
research skills to pursue a high quality research project culminating in the presentation of a formal written dissertation and oral defense.

The MSc program is designed as a two-year program, and involves a combination of course work (2.5 Full Course Equivalents [FCE]) and original research.

Required Courses:
- ONE of the following 0.5 FCE courses:
  * EXS 5516H - Exercise Psychology
  * EXS 5503H - Adaptations to Habitual Activity
  * EXS 5518H - Theoretical Issues in the Study of Physical Activity and Health
  * ONE 0.5 FCE graduate level statistics/research methods course
  * ONE 0.5 FCE from another graduate department of the University of Toronto.

Elective courses:
- a minimum of 1.5 FCE elective courses - at least 0.5 FCE from the Exercise Sciences course offerings, and the remainder from the graduate level course offerings of all graduate programs, including EXS.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Exercise Sciences by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

PhD in Exercise Sciences
The Ph.D. candidate strives to demonstrate the ability to conduct research independently, and develop a program of research that is both original and capable of making a significant contribution to the candidate's field. The Ph.D. program is designed as a four-year program involving a combination of course work (3.0 Full Course Equivalents [FCE]), written and oral comprehensive examinations, and original research. Students are encouraged to develop a program of study that will both enhance their basic understanding of critical areas of study within Exercise Sciences which would have a direct impact on their research program and further develop scholarly and technical research skills so that they may pursue a high quality research project culminating in the presentation of a major formal written dissertation.

Required Courses:
- ONE of the following 0.5 FCE courses:
  * EXS 5516H - Exercise Psychology
  * EXS 5503H - Adaptations to Habitual Activity
  * EXS 5518H - Theoretical Issues in the Study of Physical Activity and Health
  * ONE 0.5 FCE graduate level statistics/research methods course
  * ONE 0.5 FCE from another graduate department of the University of Toronto.

Elective courses:
- a minimum of 2 FCE elective courses - at least 1 FCE from the Exercise Sciences course offerings, and the remainder from the graduate level course offerings of all graduate programs, including EXS.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the
requirements for both the CP and the PhD in Exercise Sciences by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF HEALTH POLICY, MANAGEMENT, AND EVALUATION
http://www.sgs.utoronto.ca/current/calendar/entries/had.asp

MSc in Clinical Epidemiology and Health Care Research or in Health Administration
The Department of Health Policy, Management and Evaluation offers two programs leading to the Master of Science:
1. Clinical Epidemiology and Health Care Research
2. Health Administration

1. Clinical Epidemiology and Health Care Research
The MSc degree program in Clinical Epidemiology and Health Care Research is undertaken by health professionals interested in research and academic careers in health care.

Program Requirements
Dissertation MSc
* Completion of all degree requirements within five years
* Writing a dissertation under the supervision of a dissertation committee (supervisor and at least one additional faculty member) and its defence before an examination committee appointed by the Department of HPME
* Completion of six half courses; three required (HAD 5307H, HAD 5301H or equivalent) and one of HAD 5303H, HAD 5304H or HAD 5309H), and six optional

Students in the Collaborative Graduate Program in Women's Health can satisfy the requirements for both the CP and the MSc in Clinical Epidemiology and Health Care Research by taking the core course, CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

2. Health Administration
This MSc degree program is undertaken by students interested in research and academic careers in health care research.

Program Requirements
* Completion of all degree requirements within five years
* The writing of a dissertation under the supervision of a dissertation committee (supervisor and at least one additional faculty member) and its defense before an examination committee appointed by the Department of Health Policy, Management and Evaluation)
* The completion of six half courses; two of which must be research methodology courses and two of which must be in an area of specialization
Students in the Collaborative Graduate Program in Women's Health can satisfy the requirements for both the CP and the MSc in Health Administration by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

Degree of Doctor of Philosophy
The Ph.D. degree program is undertaken by students interested in research and academic careers in health care research. Current research areas include outcomes and evaluation, health policy, health services organization and management, eHealth and information management and clinical epidemiology and health care research.

Program Requirements
* Full time registration for the first four years of the doctoral program
* Completion of all degree requirements within six years from first registration
* Completion of a comprehensive course in the area of specialization
* Completion of 10 half courses
* Writing of a Ph.D. dissertation under the supervision of an approved dissertation committee (supervisor plus two additional faculty members)
* Oral defense of the dissertation before an examination committee appointed by the School of Graduate Studies

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Health Policy by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF IMMUNOLOGY
http://www.sgs.utoronto.ca/current/calendar/entries/imm.asp

- MSc (Master of Science in Immunology)

The purpose of the MSc. degree is to provide advanced training in an area of specialization, with a particular emphasis on the acquisition of experience in the strategies and experimental methods of modern, original, scientific research. To qualify for the M.Sc. degree each candidate must complete specified course work, submit a satisfactory dissertation based on his/her research, and successfully defend it in a Departmental examination. The M.Sc. dissertation should contain research demonstrating that the student has mastered the techniques in a specialized area of research and can design and carry out controlled informative experiments in this area. The MSc. dissertation should not be required to contain a finished piece of research but should be a competent report of the student's mastery of certain relevant techniques and their application to a specific problem. Within the dissertation and its defense, the student should also demonstrate a command of the subject matter in his/her area of research and in related areas of Immunology. In the Department of Immunology, the typical time to completion of the MSc degree is between two and two and one-half years. Students may choose to
reclassify directly into the Ph.D. program within 18 months of entering the Department rather than completing their master's degree (see below).

The Department requires students to complete IMM 1016H (Recent Advances Part I), IMM 1019L (Seminar Course), and IMM 2021L (Special Topics). IMM 1019L and 2021L continue throughout the student's MSc program. This requirement assumes that the student enters the program with a basic knowledge of Immunology equivalent to that of the University of Toronto undergraduate Introductory Immunology course (IMM 334Y) as well as third-year courses in biochemistry and molecular biology. If this is not the case, then additional remedial work may be required for the MSc as specified by the Graduate Coordinator in consultation with the student and his/her supervisor. All students are expected to enroll in IMM 1019L, IMM 2021L and either IMM 1016H or remedial courses as described above in their first year. Students planning to reclassify from the MSc to the PhD program must complete IMM 1016H and IMM 1017H prior to reclassification. After successful reclassification, these courses will then be applied to the PhD course requirement.

Required courses:
* IMM 1016H - Recent Advances Part I
* IMM 1019L - Seminar Course
* IMM 2021L - Special Topics

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Immunology by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

**PhD in Immunology**

The PhD degree is an advanced research degree intended to reflect a level of training consistent with the ability of the candidate to function as an independent research scientist. This involves successful completion of course work reflecting a knowledge of modern Immunology, as well as a demonstrated ability to carry out research of publishable quality. To qualify for the degree each candidate must submit a satisfactory dissertation based on his/her original research, and successfully defend it in a Senate examination. The PhD dissertation should contain a body of original research roughly corresponding in quantity to that which would be appropriate for two or three publications in a recognized refereed journal. Normally, at least one of these manuscripts should have been accepted for publication at the time of the exam. In the Department, students typically spend about 5 years in the PhD degree program. There are 3 routes to entering the Ph.D. program:

1. Direct entry from the BSc—students with outstanding undergraduate records are encouraged to enter the PhD program directly. Students entering via this route undergo a qualifying exam within 18-24 months of initiating their program. This exam is similar in format to the reclassification exam described below.

2. Transfer from the MSc program. Students may transfer to the PhD program from the MSc program by undergoing a reclassification exam 18 months after admission to the PhD program. This exam involves preparing and defending a dissertation proposal and demonstrating a general knowledge of Immunology. Continuation in the PhD program is dependent on the student demonstrating that they have the foundation of knowledge, insight into the aims and significance of the proposed project and the data interpretation skills that
would collectively indicate an aptitude for independent research.

3. Entry after completion of an MSc degree: Students accepted into our program with an MSc degree from another department/University enter into the PhD program directly. Students who complete a MSc degree within the Immunology Department and who wish to continue in the PhD program are evaluated at the MSc exam as to their admissibility for the PhD program. Only students approved during the examination process will be admissible to reenter as a PhD student. All students entering the PhD program with an MSc degree must undergo a qualifying exam, normally within 2 years of entry into the PhD program. This exam is similar in format to the reclassification exam, described above.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Immunology by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF INFORMATION STUDIES
http://www.sgs.utoronto.ca/current/calendar/entries/fis.asp

- MISt (Master of Information Studies)

The Faculty offers a program of two academic years leading to the Master of Information Studies degree. It is available on either a full-time or a part-time basis. The MISt. degree program offers three specializations: library and information studies, archival studies, and information systems.

Degree Requirements
The MISt program consists of 16 half-courses or the equivalent. All students, regardless of specialization, will take the same three core courses. In addition, students must complete the four required courses in their area of specialization and four electives at the 2000-level. The remaining courses may be chosen at the student's discretion.

Core courses:
* FIS 1210H Information and Its Social Contexts
* FIS 1230H Management of Information Organizations
* FIS 1240H Research Methods
* Final Oral Exam [dissertation stream students only]

Required courses:
- Library and Information Science
  * FIS 1310H - Information Resources and Services
  * FIS 1311H - Information Technology Applications
  * FIS 1320H - Introduction to Bibliographic Control
  * FIS 1325H - Online Information Retrieval

Archives
* FIS 1311H - Information Technology Applications
* FIS 1330H - Archives Concepts and Issues
* FIS 1331H - Archival Arrangement and Description
* FIS 1332H - Archives Programs and Services

Information Systems
* FIS 1340H - Introduction to Information Systems
* FIS 1341H - Analyzing Information Systems
* FIS 1342H - Designing Information Systems
* FIS 1343H - Introduction to Database Management and Design

Specialty courses:
* Any of the 2000 level electives listed in the SGS Calendar entry, but in particular those related to health information practices, including but not limited to:
  FIS2135H – Introduction to Information Practices in Health Care
  FIS23xx - Evidence Based Health Care for Information Professionals
* One Full or 2 Half Courses in the Student’s Minor Area

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MIST by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

PhD in Information Studies

Doctoral study in the field of information studies is concerned with both theoretical and applied scholarship. The discipline has its own area of human experience to analyze, its own body of descriptive and factual data to gather, and its own conceptual schemes to formulate and test. The objective of the Ph.D. program is to prepare graduates to assume leadership roles in information and knowledge-based environments. The program is designed to provide opportunities for advanced scholarly research in the theoretical bases of information studies and in the application of such knowledge to professional practice in various functions (e.g., research, systems analysis and design, administration) in private and public institutions (e.g., higher education, government, libraries, archives, corporations).

The goals are: to produce in Canada highly qualified graduates for careers in research and teaching; to contribute to the development of theory in the field of information studies and to the body of knowledge on which theory and practice are based, both through original and scholarly dissertations and faculty research; to stimulate a scholarly interest in research within the information community in Ontario and throughout Canada.

Required courses:
* FIS 3004Y Advanced Topics in Information Studies,
* FIS 3005Y Advanced Seminar in Research Methodologies,

Specialty courses:
* FIS3015H Reading Course
* FIS3016H Reading Course
* FIS3020Y Independent Study in Information Studies

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Information Studies by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research
Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF INSTITUTE OF MEDICAL SCIENCES
http://www.sgs.utoronto.ca/current/calendar/entries/msc.asp

- **MSc in Medical Science**

  The MSc program usually requires two years and includes both course work and research. To qualify for this degree, one full graduate course in addition to MSC 1010Y “MSc Student Seminars” is required. Candidates lacking adequate background in biological, natural, or social sciences may be required to take undergraduate or graduate courses considered necessary to provide a proper basis for their research. Each candidate must submit a dissertation on their research and pass an oral dissertation examination.

  A Master’s dissertation is generally considered to be the equivalent of one full peer-reviewed research paper, with a historical introduction.

  Required courses:
  * MSC 1010Y - MSc Student Seminars
  * One full graduate course credit
  * Each candidate must submit a dissertation on their research and pass an oral dissertation examination.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Medical Sciences by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

- **PhD in Medical Science**

  The PhD graduate program emphasizes research work. Depending on the students background preparation, in consultation with the supervisor and Program Committee members, additional course may be recommended. Students may be required to take extra courses in addition to the degree requirements listed above. A dissertation must be submitted and the student must pass an internal examination before proceeding to the final PhD oral examination conducted by the School of Graduate Studies. Generally, speaking, a PhD dissertation is considered to be a body of work roughly equivalent to three peer-reviewed research papers, with an appropriate scholarly introduction. Ultimately, the expectation is that the dissertation work will reflect an original contribution to knowledge and that the candidate should have demonstrated an appropriate level of scholarship in his/her chosen field.

  Required courses:
  * MSC 1011Y – PhD Student Seminars
  * a minimum of two full graduate course credits

Students in the Collaborative Graduate Program in Women’s Health can satisfy the
requirements for both the CP and the PhD in Medical Sciences by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF NURSING SCIENCE
http://www.sgs.utoronto.ca/current/calendar/entries/nur.asp

• **MN in Nursing**

The purpose of the Master of Nursing (MN) program is to prepare advanced nursing practitioners with specialized knowledge, skills, and expertise in a defined area of nursing to design programs and influence practice in that area. The program offers three fields of study, the most appropriate for students in the Collaborative Program in Women’s Health is (2a) Clinical Nursing – Health in the Community.

For Clinical Nursing fields, the program requirement is 9 half-courses, including one clinical course, plus a “guided elective”:

**Foundation courses:**
* NUR 1016H – Health Systems, Policy, and the Profession
* NUR 1017H – History of Ideas in Nursing
* NUR 1022H – Research Design, Appraisal, and Utilization

**Required courses:**
* NUR 1072Y – Practice Scholarship
* NUR 1034H – Program Planning and Evaluation in Nursing
* NUR 1032H – Group Process and Professional Practice, OR
* NUR 1021H – Nursing Ethics

**Specialty courses:**
* NUR 1047H – Community Participation and Health
* NUR 1048H – Politics of Health in the Community
* elective

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MN by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

• **PhD in Nursing**

The PhD degree is designed to prepare scientists with the analytical and research skills required for the study of clinical or administrative nursing problems. The completion of a dissertation forms a major component of the program. Each candidate will choose to study in
one of three research fields. The field most appropriate for students in the Collaborative Program in Women’s Health would be (1) Nursing Science of Healthy Individuals, Families and Communities.

This field has its roots in health education, social support, and health promotion, from micro (nurse-client) to macro (community development) level.

The program of study will include a minimum of 4 half-courses, student/faculty research seminars, and a dissertation based upon an approved research problem. The courses will include:

* One required course, NUR1080H – Theoretical Perspectives in Nursing Science.
* One elective from the student’s major field of study.
* A minimum of one elective in research methodology to support the student’s research.
* A minimum of one elective to expand the student’s knowledge base in the chosen field of study.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Nursing by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF PHARMACOLOGY
http://www.sgs.utoronto.ca/current/calendar/entries/pcl.asp

- **MSc in Pharmacology**

Pharmacology is a broadly based and integrative discipline of biology dealing with the properties of chemical compounds and their interactions with living systems. The discipline provides the scientific basis and principles for a variety of special applications, such as the study of drug actions in the health sciences, the use of drugs as therapeutic agents in medicine or as tools in scientific research, the development and control of pharmaceuticals, the investigation and control of poisons and pollutants in natural and social environments, and as yet unforeseen applications in the future.

**Required courses:**

* PCL 1002Y – Graduate Pharmacology
* Additional Courses as Required

**Specialty courses:**

* Participation in a Research Program
* Presentation of a Written Dissertation

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Pharmacology by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within
the field of Women’s Health.

- **PhD in Pharmacology**

The goal of Pharmacology, as presently defined, is the design or identification of chemical agents to cure, ameliorate, or prevent disease; to understand and explain the mechanisms of their actions; and to contribute to the maintenance of health, well-being and productiveness of society. To be a pharmacologist requires a solid knowledge of the biological sciences, and also of mathematics, chemistry, and many aspects of medicine. The techniques and methods of investigation employed by pharmacologists are those used in biological and physical sciences.

**Required courses:**
- PCL 1002Y – Graduate Pharmacology (major subject)
- One elective from the student’s major field of study.
- PCL 1003Y – Seminars in Pharmacology (Credit/No Credit course)
- A minimum of one elective to expand the student's knowledge base in the chosen field of study (minor course).
- Any other courses advised by the Graduate Education Committee.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Pharmacology by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

**GRADUATE DEPARTMENT OF PSYCHOLOGY**

Because the goal of the UofT graduate program in psychology is to educate researchers, course load is kept quite light to permit plenty of time for carrying out research. Most of the course work is concentrated in the MA year.

**MA in Psychology**

**Required courses:**
- PSY 1000H – Directed Studies
- PSY 2001H – Design of Experiments I
- Three other half-courses

Completion of the M.A. research project and submission of the M.A. dissertation at the end of the MA year.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Psychology by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

**PhD in Psychology**
Assuming adequate performance, students normally proceed to the Ph.D. program after their MA year.

Required courses:
* PSY 3001H – Professional Psychology
* PSY 3000H – Research project course
* An Advanced Statistics Course
* PSY 30000 series – Four additional half courses in the Department
* PSY 4000H – Research leading to the doctoral proposal

Breadth courses:
- Two half courses in two different areas not in the major area

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Psychology by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

Graduate Department of Public Health Sciences
http://www.sgs.utoronto.ca/current/calendar/entries/chl.asp

- MHSc in Public Health Sciences

The MHSc degree program in Public Health Sciences is undertaken by students interested in professional and/or research careers in the community, academic, public or private sectors. Students may specialize in one of five areas and are required to take several field specific courses:

* Community Health and Epidemiology
* Health Promotion
* Community Nutrition
* Family and Community Medicine
* Occupational and Environmental Health

1. An approved program of study includes the equivalent of 10 full courses, of which 0.5 course equivalent is a core subject and at least 1.0 course equivalent is a field practicum.
2. The academic program of each student (i.e., the specific courses and the nature of the practicum) can emphasize a research or professional orientation.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MHSc by taking CHL5109 as one of their elective courses. In addition, they are expected to participate in the non-credit seminar, and the Graduate Student Research Day, as well as undertaking at least one practicum directly relevant to Women’s Health issues. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.
• **PhD in Public Health Sciences**

The PhD degree program in the Public Health Sciences is undertaken by students interested in research and academic careers in one of three disciplines: biostatistics, epidemiology and, Social & Behavioural Health Sciences. The course requirements vary by specialization and are related to the student's knowledge of the field. All PhD programs consist of (1) coursework; (2) comprehensive examination; and (3) a dissertation.

Students in the Collaborative Graduate Program in Women's Health can satisfy the requirements for both the CP and the PhD in Public Health by taking CHL5109 as one of their elective courses. In addition, they are expected to participate in the non-credit seminar, and the Graduate Student Research Day. The PhD dissertation topic must address a topic relevant to women's health and the dissertation committee must include at least one core faculty member of the Collaborative Program. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

**GRADUATE DEPARTMENT FOR THE STUDY OF RELIGION**

http://www.sgs.utoronto.ca/current/calendar/entries/rlg.asp

• **MA in the Study of Religion**

The M.A. program has two components: courses and languages. In consultation with the student and his or her assigned Academic Advisor, the Graduate Director approves the courses to be taken, and the language or languages needed to fulfill the language requirement.

Courses: The regular M.A. program requires FOUR full-year graduate courses, or the equivalent combination of half-year courses. Included in this total are the MA Method and Theory Group (RLG 1200HY, a half-credit course that meets every other week for a full year), and the Major Research Paper.

Major Research Paper: M.A. students must produce a Major Research Paper, which is credited under the designation of RLG 2000Y. The Major Research Paper is written under the supervision of the Academic Advisor, and is usually completed in the summer.

Languages: Before completing the M.A. degree, students are required to give evidence of reading knowledge of at least one language, in addition to English, selected from languages of modern scholarship and/or necessary source languages. To satisfy the language requirements, students must pass a language requirement examination conducted by the Centre. Language courses are not accepted as equivalent.

**Required courses:**

* REL 1200HY - MA Method and Theory
* REL 2000Y - the major research paper
* Successful completion of an additional four full-year graduate courses/half

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MA in the Study of Religion by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.
PhD in the Study of Religion

The Ph.D. program is dissertation-oriented, and has six components: (1) courses, (2) languages, (3) dissertation proposal, (4) general examinations, (5) dissertation dissertation and (6) final oral examination. Decisions about the contents of the student’s program, notably the courses to be taken and languages required, are made jointly by the student’s Advisory Committee and the Graduate Director. Decisions are made in full consultation with the student and under the direction provided by the student’s projected dissertation subject. These decisions are to be recorded in the student’s Program Memorandum. Any important changes in a student’s plan of study are to be recorded in a revised or amended memorandum. The Program Memorandum identifies the following: (1) a projected dissertation subject; (2) a designated area of research specialization, and at least one cognate area or field, each to be subsequently covered in the General Examinations; (3) the specific languages required for the dissertation research, and such as might be recommended for general study; and (4) the courses that are to be taken.

Courses:
Students must complete a minimum of THREE full-year graduate courses, or the equivalent combination of half-year courses. This total will include: (1) the mandatory RLG 1000Y Method and Theory in the Study of Religion, and (2) at least one half-course in a subject other than that designated as the subject of specialization, usually in the cognate subject. In some cases, students will be required to take additional courses, either to meet the needs of their proposed subjects of study, or to fulfill prerequisites as stipulated in their offer of admission.

RLG 1000Y is the Centre’s doctoral seminar on Method and Theory in the Study of Religion. Successful completion of the course satisfies the Centre’s expectation that all doctoral students be professionally conversant with the general issues of interpretation, explanation, and analysis that govern and orient the academic study of religion. This course is thus foundationally preparatory for the epistemological challenges that will be encountered in the research process that leads to the production of an original dissertation. The Centre thus regards any previous study of method and theory in a student’s career to be a benefit, rather than a reason for exemption from the seminar. Undergraduate courses and TST Basic Degree courses may be included in a student’s Ph.D. program as prerequisite or extra courses, but they may not count as courses fulfilling the normal course requirements.

Required courses:
* RLG 1000Y - Method and Theory in the Study of Religion
* AT LEAST one half-course in a subject other than that designated as the subject of specialization

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in the Study of Religion by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of women’s health.
APPENDIX III

APPRAISAL BRIEF FOR THE
COLLABORATIVE MASTER’S AND DOCTORAL PROGRAM IN
WOMEN’S HEALTH

CORE FACULTY RESEARCH SYNOPSES

The following is a list of the collaborative program’s core faculty and two of their relevant publications:

**Dentistry**

**Seltzer, Ze’ev**

Publications:


**English**

**Harvey, Elizabeth D.**

Publications:


**Exercise Sciences**

**De Souza, Mary Jane**

Publications:


**MacNeill, Margaret**

Publications:


**Health Policy, Management and Evaluation**

**Bierman, Arlene**

**Publications:** *(see Nursing)*

**Immunology**

**Fish, Eleanor**

**Publications:**


**Information Studies**

**Wathen, Nadine**

**Publications:**


**Institute of Medical Sciences**

**Stewart, Donna**

**Publications:**


**Nursing Science**

**Bierman, Arlene**

**Publications:**


**Pharmacology**

**Burnham, Mac**

**Publications:**


**Philosophy**

**Morgan, Kathryn P.**

**Publications:**


**Psychology**

**Fleming, Alison**

**Publications:**


**Polivy, Janet**

Publications:


**Public Health Sciences**

**Einstein, Gillian**

Publications:


**Love, Rhonda**

Publications:


2. Love, R., L. Jackson, R. Edwards, and A. Pederson (1997) Gender and its relationship with other determinants of health. Presented at the Fifth Health Promotion Research Conference, Dalhousie University, Halifax, NS (July 4-5)

**Religion**

**Klassen, Pamela**

Publications:


APPENDIX IV

CALENDAR ENTRY

Women’s Health (Collaborative Program)

Program Committee
A. Bierman, MD, MPH/Nursing
TBA, /Pharmacology
M. De Souza, PhD/Physical Education and Exercise Sciences
G. Einstein, PhD/Public Health Sciences (Interim Director)
A. Fleming, PhD/Psychology
E. Harvey, PhD/English
P. Klassen, PhD/Religion
R. Love, PhD/Public Health Sciences
M. MacNeill, PhD/Exercise Sciences
K. Morgan, PhD/Philosophy
E. Fish, PhD/Immunology
J. Polivy, PhD/Psychology
Z. Seltzer, DDS/Dentistry
D. Stewart, MD/Institute of Medical Sciences
N. Wathen, PhD/Faculty of Information Studies

Address:
Women’s Health Collaborative Program
c/o Women’s College Research Institute
University of Toronto

Nature of Collaborative Graduate Program
The Collaborative Graduate Program in Women’s Health involves the graduate programs in Dentistry, English, Exercise Sciences, Health Policy, Management, and Evaluation, Immunology, Information Studies, Institute of Medical Sciences, Nursing Science, Pharmacology, Psychology, Public Health Sciences, and Religion. The main objective of the program is to provide interdisciplinary training in women’s health research and practice for graduate students at the University of Toronto while enhancing mutually beneficial relationships with researchers and practitioners of women’s health across the University of Toronto.

Application Procedures
Students must be registered with the School of Graduate Studies through one of the collaborating graduate units before applying to the Collaborative Graduate Program in Women’s Health. Applicants must comply with the admission procedures of that unit. Applicants must submit the following to the Program Committee of the Collaborative Graduate Program in Women’s Health:
1) A personal statement, a letter of no more than 3 pages in length to describe relevant personal and/or professional experiences, a career plan, and motivation in seeking advanced training in women’s health;
2) Photocopies of application materials submitted to their home unit including curriculum vitae,
transcripts, and letters of reference.

**Master's Degrees**
Master’s students enrolled in the Collaborative Graduate Program in Women’s Health must take the core course, CHL5109H, participate in the *Research Seminar Series* (held monthly) and the Graduate Student Research Day. In home graduate units where a dissertation is required, it is desirable, but not required, for the dissertation to be relevant to women’s health. Students must complete the requirements of the Program in addition to those requirements for the degree program in their home graduate unit.

**Doctoral Degrees**
Doctoral students enrolled in the Collaborative Graduate Program in Women’s Health must take the core course, CHL5109H, participate in the *Research Seminar Series* (held monthly) and the Graduate Student Research Day. Their dissertation should be on a topic relevant to women’s health. At least one member of the student’s dissertation committee should be a core faculty member of the Program. Doctoral students who have previously satisfactorily completed the core course during their Master’s program are not required to take the course again during their Doctoral program.

**Course of Instruction**
CHL 5109H Gender and Health/*R. Love, G. Einstein and members of the core faculty*.

Held weekly, the core course will expose students to a common set of research issues and methods in women’s health. The course will cover topics such as the biology of sexual differentiation, how body systems differ between the sexes with special emphasis placed on the brain, cardiovascular and immune systems. As well it will cover topics in psycho-social determinants of women’s health such as contemporary images of women and power relationships/gender. Biomedical conditions more common in women such as autoimmune, eating and athletic disorders will be covered as will the methodologies underlying health outcomes research, feminist bioethics, and current understandings of the impact of economics, violence, and gender on women’s health. In this way, students in the Program will gain an appreciation for the multiple perspectives necessary to ask important questions about what is women’s health, what are the bodies of women in particular, and what is the range of diversities—biological, social, and political—of women’s bodies, in general.
APPENDIX V

Summary Report for Graduate Research Day ’04

The third annual graduate student research conference in women’s health was held May 20, 2004 at the Women’s College Research Institute at 790 Bay St., Toronto.

The theme for this year’s conference was Diversity in Research. The objectives for the conference remained the same as in previous years, namely to a) increase interest in women’s health b) encourage interdisciplinary dialogue about women’s health and research c) provide the opportunity for discussions about diverse research methodologies in conducting women’s health research d) enable graduate students engaged in women’s health research to gain the experience of a peer reviewed conference presentation in a supportive atmosphere.

A total of 98 participants formally signed in and an estimated additional 5-10 persons attended without signing in. This represents 27 presenters, 6 facilitators, and 65 general participants. Despite greatly expanded outreach and multiple mass emailing in advance of the day, this approximates last year’s total of 107 participants (25 presenters, 8 facilitators, and 74 general participants). There were 27 papers delivered over the course of 6 sessions. There were 2 concurrent sessions in each 1½ hour slot. We had 6 facilitators, just one of whom had attended and facilitated at a prior Grad Research Day. At least one facilitator requested additional information about developing a collaboration with the WCRI. This year’s facilitators were: M. Fitch (CBCRI), S. Laredo (MIRU), S. Horton (UTSC), P. McDonough (PHS), M. McNeill (Centre for Girls and Women’s Health), MJ DeSouza (Physical Ed. & Health).

This was the first year we had a formal keynote to open the conference and it was an important step in our development. Dr. Arlene Bierman’s keynote address was featured in advance advertising and publicity materials and was specifically alluded to in the evaluations as a highlight of the day. Both H. Maclean and C. Whitesides also welcomed participants and contributed to setting the tone of the day.

Presenters represented 15 different faculties or departments, up from last year’s 12. These were (U of T, unless otherwise noted):

- Exercise Science
- Pharmacy
- Health Policy, Management & Evaluation
- Sociology
- Theory & Policy Studies (OISE)
- Psychology (Wilfred Laurier University, York University)
- Institute of Medical Science
- Dentistry
- Medicine
- Public Health Sciences
- Nutritional Sciences
- Pharmacology
- Sociology & Equity Studies (OISE)
- Biochemistry
- Anthropology

Summary Report for Graduate Research Day ’05
The fourth annual graduate student research day in women’s health was successfully held May 17, 2005 at the Women’s College Research Institute at 790 Bay St., Toronto.

The theme for this year’s conference was Women’s Health Research: From Cell to Society. The objectives for the conference remained the same as in previous years, namely to a) increase interest in women’s health b) encourage interdisciplinary dialogue about women’s health and research c) provide the opportunity for discussions about diverse research methodologies in conducting women’s health research d) enable graduate students engaged in women’s health research to gain the experience of a peer reviewed conference presentation in a supportive atmosphere.

A total of 183 people had signed up for the conference and a total of 127 participants formally signed in at registration (an estimated, additional 5-10 people attended without officially signing in). This represents 29 presenters, 6 facilitators, and 92 general participants. This was our most successful GSR Day (number wise) to date. There was an 18% increase in participation and registration when compared to last two years. There were 29 papers delivered over the course of 6 sessions. There were 2 concurrent sessions in each 1½ hour slot. We had 6 facilitators. This year’s facilitators were: Professor Jan Angus (University of Toronto, Faculty of Nursing); Dr. Arlene Bierman (University of Toronto, Faculty of Nursing, St. Michael’s Hospital); Dr. Jennifer Blake (University of Toronto, Department of Obstetrics and Gynaecology Sunnybrook and Women’s College Health Sciences Centre); Professor Nadia Caidi (University of Toronto, Faculty of Information Studies); Dr. Janet Chappell (Ryerson University, Department of Nutrition); and Professor Kathryn Morgan (University of Toronto, Institute of Women’s Studies and Gender Studies, Department of Philosophy). We also had 3 judges. They judges were: Gillian Einstein, Carla Rice and Suzanne Sicchia.

This was the second year we had a formal keynote to open the conference and it was a major attraction for some. Dr. Margaret MacNeill’s (Centre for Girls’ and Women’s Health and Physical Activity, Faculty of Physical Health and Education) keynote address was featured in advance advertising and publicity. Both Heather Maclean and Catharine Whiteside also welcomed participants and contributed to setting the tone of the day.

This is also the second year that we have distributed awards to students for outstanding student presentations. Four awards were conferred on students who presented high-quality work in a clear and concise way and who effectively contextualized their work within a women's health research framework. These students received a WCRI Portfolio and $200.00. The other two awards were conferred on students who demonstrated the ability to take risks and reach beyond the expected in their presentations. The second award consisted of a WCRI Portfolio.

All Graduate Student Research Day attendees received a GSR Day package that included:
- WCRI tote bag
- WCRI note pad
- WCRI pen
- Graduate Student Research Day agenda with abstracts
- S & W news – featuring several WCRI articles
- U of T article reprint about WCRI
- WHM Forum and Expo post card
- WCRI Graduate Student Research Day Evaluation
- Kelloggs Raisin Bran Cereal Bars

This is also the second year that Kelloggs Canada has donated over 150 Kelloggs Raisin Bran Cereal Bars to include in our student packages. Other generous donations include:
- Sandford Canada – Waterman Pen with a retail value of $150.00
- Timothy’s World Coffee – 2 packages of chocolate covered goodies.

Presenters represented several different faculties or departments, up from last year’s 15 and the previous year’s 12. A few guests also represented surrounding Universities and Hospitals such as: McMaster University, Ryerson University, York University and Queens University; The Toronto General, St. Michaels and Mount Sinai.
Centre for Global eHealth Innovations
Centre for Health Promotion
Centre for Research in Inner City Health, St. Mike's
The Centre for Research in Women’s Health
Centre of Criminology
Department of Anthropology
Department of Biochemistry
Department of Family and Community Medicine
Department of Immunology
Department of Nursing
Department of Nutritional Sciences
Department of Obstetrics and Gynaecology
Department of Physical Education and Health
Department of Physical Therapy
Department of Physiology/Surgery
Department of Psychiatry
Department of Public Health Sciences
Department of Sociology
Department of Speech-Language Pathology
Faculty of Information Studies
Faculty of Law
Faculty of Medicine
Faculty of Nursing
Faculty of Pharmacy
Graduate Department of Rehabilitation Science
Institute of Biomaterials and Biomedical Engineering
Joint Centre for Bioethics
Maternal Fetal Medicine, Mount Sinai Hospital
McMaster University
Ontario Institute for Studies in Education
Queens University
Ryerson University
Social Work - Women's Studies
Toronto Genera Hospital
York University
(14 December 2006 version)

UNIVERSITY OF TORONTO

Brief for the Standard Appraisal

of the

Collaborative Master’s and Doctoral Program

in

Women’s Health

Submitted to the

Ontario Council on Graduate Studies

December 2006
EXECUTIVE SUMMARY

This proposed Collaborative Graduate Program in Women’s Health has as its goal to provide a nexus for the enormously accomplished community of Women’s Health scholars, educators, and practitioners at the University of Toronto (UofT) and to foster a generation of Women’s Health scholars with the conceptual and methodological tools necessary to investigate questions from the cell to society and devise solutions that will be meaningful in the many contexts in which women’s lives evolve.

The Collaborative Graduate Program in Women’s Health (hereafter referred to as, “the Program”) involves the graduate programs in Dentistry; English; Exercise Sciences; Health Policy, Management and Evaluation; Immunology; Information Studies; Medical Science; Nursing Science; Pharmacology; Psychology; Public Health Sciences; and, Religion; as well as numerous Centres and Institutes including: The Centre for Girls’ and Women’s Health and Physical Education, The Women and Gender Studies Institute, and the International Programme on Reproductive and Sexual Health Law. The main objective of the Program is to provide an interdisciplinary education in women’s health research and practice for graduate students at the University of Toronto while enhancing mutually beneficial relationships with researchers and practitioners of women’s health across the University of Toronto.

Resources and support will be provided by The Women’s College Research Institute (WCRI), (formerly The Centre for Research in Women’s Health (CRWH)) at Women’s College Hospital, a fully affiliated hospital in the Faculty of Medicine. Because of the interdisciplinary nature of Women’s Health, the Program spans three SGS Divisions–I, II and IV–and all three UofT campuses, embracing faculty from the Scarborough, Mississauga, and St. George campuses.

The proposed Program will provide a focus for students interested in women’s health to interact and learn from each other in a manner currently unavailable in their home departments or faculties. It will expose them to a broad scope of faculty expertise in terms of substantive content areas, methodologies, geographical locations of research site, and philosophical orientations. The interactions among students, and between students and faculty, will occur through the core course, the research seminar series, the WCRI’s Graduate Research Day, workshops, and mentoring activities. Such common learning experiences might be especially valuable for students in the biomedical/biophysical sciences who train with researchers who may acknowledge explicitly the women’s health context of their research.

One of the primary goals of the Collaborative Graduate Program in Women’s Health is to help students develop shared understandings of the complex interactions of biology and environment, sex and gender and provide a shared skill set to undertake and lead interdisciplinary, collaborative health care research projects. It is the objective of the Program to enrich the learning experience without extending the duration of students’
graduate education. It is anticipated that most competencies will be completed as part of a student’s Home Program. Extensive student advising will be undertaken to help students choose courses appropriate for their disciplinary course of study that will also be relevant to women’s health. To do this and still provide skills in interdisciplinary scholarship and practice the following common learning experiences will be integrated into the student’s departmental requirements.

Students pursuing both the Masters and PhD degrees will participate in:

i) the core course: Gender and Health, CHL5109H which will consist of topics in Women’s Health as well as different methodologies for doing Women’s Health research;

ii) the research seminar series held monthly where both students and faculty will present their work in progress

iii) WCRI’s Graduate Student Research Day, and workshops;

Students pursuing the PhD degree will also:

iv) select both a primary and an adjunct mentor; The student’s supervisor will be a member of the Collaborative Graduate Program. For purposes of the Collaborative Graduate Program, the student’s supervisor will be referred to as their ‘primary mentor’. In addition students will choose an adjunct mentor who is also a member of the Collaborative Graduate Program whose own methodologies represent a different approach than that used by the student’s primary mentor. The adjunct mentor may, but is not required to, serve on the student’s dissertation/dissertation committee. The student will establish a research plan with the primary and adjunct mentors who will both sign that plan;

v) write a dissertation relevant to women’s health.

All students must apply to and be accepted by the home degree program before applying to the Program. Once admitted to the Program students must follow a program of studies acceptable to both their home department and the Program. Students who have completed the Collaborative Graduate Program at the Master’s level will be eligible to apply for admission at the Doctoral level; students who are entering their course of study at the PhD level are also eligible to apply to the Program.

The Program will be administered through WCRI at WCRI offices, which are located on the Seventh Floor of 790 Bay Street (corner of Bay and College). WCRI is committed to providing or fundraising moneys for graduate student travel, curriculum development, speakers, special workshops and graduate student stipends.

An interdisciplinary Collaborative Graduate Program in Women’s Health will place the University of Toronto at the forefront of Women’s Health training establishing it as the first University, internationally, to house an interdisciplinary program for training the next generation of Women’s Health scholars, educators, and practitioners.
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1. Introduction and Rationale

This proposed Collaborative Graduate Program in Women’s Health has as its goal to provide an intellectual hub for the community of women’s health scholars, educators, and practitioners at the University of Toronto (UofT) and to foster a generation of Women's Health scholars with Master's and PhD degrees encompassing the conceptual and methodological tools necessary to investigate questions from the cell to society and devise solutions that will be meaningful in the many contexts in which women’s lives evolve.

Health Canada: Women’s Health Strategy 2000 states as Objective #2: “…to increase the knowledge and understanding of women’s health and women’s health needs, as part of the overall goal to make the health system more responsive to women and women’s health.” To do this will require scholars, educators, and practitioners trained in Women’s Health. Such programs will need to take into account: i) the wide variety of different and new understandings about how diversity interacts with technology to affect health; ii) the movement of what were once untreatable illnesses into chronic conditions; iii) new understandings of sex and gender; iv) the social and physical impact of long-term treatments; v) the increasing neuro-pharmacological treatment of what used to be considered problems of character and will; and vi) the normative, legal, and ethical dimensions of being a woman.

Resources and support will be provided by The Women’s College Research Institute (WCRI, formerly, The Centre for Research in Women’s Health), at Women’s College Hospital a fully affiliated hospital in the Faculty of Medicine. The proposed Collaborative Graduate Program in Women’s Health (hereafter referred to as: the Program) comprises graduate programs in the Faculties of Arts and Science, Dentistry, Information Studies Medicine, Nursing, and, Physical Education and Exercise Sciences; and involves the following graduate programs:

- Dentistry (MSc, PhD);
- English (MA, PhD);
- Exercise Sciences (MSc, PhD);
- Immunology (MSc, PhD);
- Health Policy, Management and Evaluation (MSc, PhD);
- Information Studies (MISt, PhD);
- Medical Science (MSc, PhD);
- Nursing Science (MN, PhD);
- Pharmacology (MSc, PhD);
- Psychology (MA, PhD);
- Public Health Sciences (MHSc, PhD); and,
- Religion (MA, PhD).

Because of the interdisciplinary nature of Women’s Health, the Program will span three SGS Divisions –I, II and IV– and all three UofT campuses, embracing faculty from Scarborough, Mississauga, and St. George.
Alignment with Priorities, Resources, and Need:

At the local level, the goals of the proposed Collaborative Graduate Program in Women’s Health align strongly the University of Toronto priorities as outlined in its strategic plan, “Stepping Up.” The proposed program will develop and nurture an interdisciplinary perspective on the health of women through core course, seminars and workshops and enhance the student experience by providing a teaching and learning environment that will foster intellectual growth. By participating in the core course, graduate student research day, and the Program’s seminar series (common learning experiences) students will be exposed to faculty from disciplines other than their own and become trained in interdisciplinary research.

Intellectual resources abound. The University of Toronto has a depth and breadth of research in women’s health that is unacknowledged publicly and untapped outside of the particular departments or hospitals in which these researchers reside. Faculty doing research in Women’s Health are represented at all three UofT campuses and UofT already has three academic chairs in women’s health held by outstanding researchers: The Love Chair (Donna Stewart); The Ontario Women’s Health Council Chair (Arlene Bierman), and the Shirley Brown Chair (Sarah Romans).

Each of the Fully Affiliated Hospitals has divisions with women’s health as a focus, most notably, the University Health Network (UHN) has an outstanding group carrying out interdisciplinary research on the lives of women across the lifespan; it includes undergraduate, graduate, and postgraduate trainees under the directorship of Donna Stewart. In addition, The Department of Psychiatry has a Women’s Mental Health program under the direction of Brenda Toner, Sunnybrook Health Sciences Centre has an outstanding breast cancer group and Women’s College Hospital has established the Reproductive Life Stages programs. The Faculty of Law hosts an internationally renowned International Programme on Reproductive and Sexual Health Law, a unique program that trains graduate students at the Master’s level (LLM), as well as spearheading curriculum development, research, and legal advisory and advocacy work. The Women’s College Research Institute (UofT and Women’s College Hospital) supports directly research programs in Inherited Reproductive Cancers, Violence Against Women, Osteoporosis, Maternal and Infant Health, Reproductive Anesthesiology, Mental Health, Globalization and Women’s Health, and Knowledge Exchange.

The Women and Gender Studies Institute (WGSI) in the Faculty of Arts and Sciences, The Women’s College Research Institute (WCRI) at Women’s College Hospital, and The Centre for Girls’ and Women’s Health and Physical Education (CGWHPE) a centre located in the Faculty of Physical Education and Exercise Sciences, already have graduate students (master’s and PhD) working with their faculty members. As well, since the inception of all three units there has been an acknowledgement of common purpose with members from each unit serving on the other’s advisory board or group of informal advisors. In the past, there has been sharing of seminar speakers, students, student research days, collaboration on grants, and membership of faculty in both. Faculty in all of these academic units will participate in the Program, which will serve as a mechanism to bring these researchers together further the student experience. A major goal of the Program is to provide hub around which these individuals can
formulate ideas, projects and grant proposals as well as provide graduate students with in-depth, interdisciplinary training.

**At the provincial level**, the establishment of the Ontario Women’s Health Council (OWHC) provides an Ontario-wide platform for influencing medical education and research in Women’s Health. In addition, the proposed Ontario-wide Women’s Health Institute will highlight the health needs of women across the Province. Nationally, and perhaps most critically, the recent establishment of the Canadian Institute of Health Research’s Institute of Gender and Health (CIHR-IGH) underscores the need for interdisciplinary training; IGH’s mandate is to, “…support research that addresses how sex (biologic-genetic dimensions) and gender (social-cultural dimensions) interact with other socio-cultural, bio-physical, and political-economic factors to influence health and create conditions that differ with respect to risk factors or effective interventions for males and females throughout the lifespan.”¹ To have researchers, educators and scholars who will be able to contribute to this mandate will require high quality training across all 4 CIHR Pillars—biomedical, clinical, health systems and services, population and public health—providing the skills necessary to function at an integrative level across the Pillars. The Collaborative Graduate Program will provide that training through its interdisciplinary approach and the common learning experiences.

**At the international level**, the establishment of Women’s Health clinics that can deliver culturally sensitive and meaningful care is of tremendous concern. The health of women is threatened by violence, work, and even the duties of making a home²; there is an urgent need to train women’s health scholars, educators, and practitioners who can understand the context of women’s lives. In the face of this, women’s health clinics focus on reproductive health and cancers when they need to treat women in the context of mental, sociological, sexual, legal, genetic, and economic status. Through its common learning experiences and faculty mentorship in women’s health, the proposed Program will train future scholars, educators, and practitioners in a multi-perspectival view of the body which would include the impact of culture, biology, and economics on health.

In spite of the urgent need, interdisciplinary training opportunities for scholars, educators, and practitioners in Women’s Health are scarce. The US National Institutes of Health have started such programs at the level of post graduate training³ and the Harvard School of Public Health is in the process of starting a PhD program in Women’s Health for graduate students in the School of Public Health. As well, the Key Centre for Women’s Health at the University of Melbourne has a Master’s and PhD as a women’s health stream through Public Health.

Thus, UofT has a tremendous opportunity to be on the cutting edge of establishing interdisciplinary training for scholars, educators, and practitioners to conduct women’s health research and improve the lives of women.

¹ CIHR, IGH website: www.cihr-irsc.gc.ca
³ The BIRCWH (Building Interdisciplinary Research Careers in Women’s Health) Program
2. Objectives and Added Value

Objectives

As stated earlier: The broad objective of the Collaborative Graduate Program in Women’s Health is to provide a nexus for the enormously accomplished University of Toronto (UofT) community of women’s health researchers to foster a generation of Women’s Health scholars with the conceptual and methodological tools necessary to investigate questions from the cell to society and devise solutions that will be meaningful in the many contexts in which women’s lives evolve.

More specifically the objectives are to:

- build capacity in Women’s Health scholarship and practice for the next generation by providing training in women’s health research and practice for graduate students at the Master’s and Doctoral levels and postdoctoral fellows;
- enhance the quality and breadth of training in Women’s Health by teaching and learning experiences that cut across existing academic disciplinary and administrative boundaries;
- provide students with mentorship opportunities by committed and experienced faculty in Women’s Health with a diversity of theoretical, substantial and methodological perspectives;
- organize the already outstanding faculty at UofT to capitalize on group funding opportunities for training and research support grants in Women’s Health offered through the Institute of Gender and Health of the Canadian Institutes of Health Research (CIHR) and the Ontario Women’s Health Council;
- create an environment within the University that can network with other women’s health organizations across Ontario and the rest of Canada such as the Ontario Women’s Health Council, the various Centres of Excellence, and the proposed Women’s Health Institutes in both British Columbia and Ontario as well as work internationally to formulate new paradigms in women’s health for the 21st century.

Potential Demand

Interest in women’s health is already high, based on several indicators and student participation seems assured. In the first year of The Collaborative Graduate Program we expect to attract at least one student (either Master’s or PhD) from each of the participating programs for a total of 11 students in year one building to a total of no more than 75 in the first five years of the Program.

Indicators:

- For the past four years WCRI has invited abstracts for an annual “Graduate Student Research Day in Women’s Health.” In each of the four years since its inception, the Research Day has increased in size and scope; in 2005 42 students submitted abstracts (we could only accommodate 30) and 150 students

4 OWHC Website, funding programs: http://www.womenshealthcouncil.on.ca/English/The-Women-s-Health-Research-Awards.html
attended the event (see Appendix VI). The 2006 Student Graduate Research Day is expected to attract between 150-170 students.

- When the possibility of starting a collaborative graduate program arose students, both nationally and internationally, expressed enormous interest (see Appendix VII) and those whose graduate careers are soon to be completed regretted that there was no such program during their tenure.
- Many undergraduates complete a specialist degree in ‘Women and Gender Studies’ (New College) or ‘Sexual Diversity Studies’ (University College).
- The high enrollment of a number of outstanding senior level undergraduate courses in Arts and Sciences (NEW 261Y1, Scientific Perspectives of Sex and Gender; HIS202H1, Gender, Race and Society; HMB 420H, Sex and the Brain; PSY354H5, The Biopsychology of Sex, PSY396H1, Neurochemical Basis of Behaviour and PSY333H1, Health Psychology), Physical Education (PHE 426H, The Role of Physical Activity in Girls’ and Women’s Health), and Law (LAW 386H, Reproductive Health Law) speaks to the potential numbers of applicants from the University with a declared interest in Women’s Health.
- There already exist undergraduate streams of study that could serve as ‘feeder’ streams into a Collaborative Graduate Program in Women’s Health. Some examples:
  - Social Sciences:
    - Anthropology: ANT 348Y (Anthropology of Health), ANT 434H (Health, Diet and Disease in the Past), ANT 455Y1Y (International Health and Anthropological Perspectives),
    - Health Studies: UNI 300Y (Introduction to Social and Health Care Policy), UNI 365H (Sexuality and Law), UNI 471H (Physical Activity, Health and the Media)
  - Biological Sciences:
    - Pharmacology: PCL 474Y1 (Projects in Toxicology), PCL 477H1 (DNA Damage Response Pharmacology and Toxicology), PCL 475Y1 (Neuropsychopharmacology)
    - Immunology: IMM334/335Y1 (Introductory Immunology), IMM 429H (Developmental Immunology), IMM430H1 (The Immune Response)
  - Humanities:
    - Sexual Diversity Studies: UNI 255H (History and Perspectives in Sexual Diversity) and UNI 256H (Sexualities: Social, Organizational, and Legal Contexts), UNI 354H (Theories of Sexuality: The Foundations) and UNI 355H (Theories of Sexuality: Contemporary Perspectives), ENG273 (Introduction to Gay and Lesbian Literature)
    - Women and Gender Studies: NEW 349H1 (Selected Topics in Disability Studies), NEW 367H (Women and Health), NEW 374H1 (Feminist Studies in Sexuality), NEW 463S (Advanced Topics in Gender Theory)
    - Philosophy: PHL 240H1 (Persons. Minds and Bodies), PHL 243H1 (Philosophy of Human Sexuality), PHL 355H1 (Philosophy of Natural Science)
- Graduate courses relevant to any study of women’s health are already on the books and include: CHL 5109H (Gender and Health); NUR1058H (Aging, Gender
and Equity) and NUR1040H (Issues in Women’s Health Care); CHL5118H (International Health, Human Rights, and Peace Building); SES1958H (The Internet and Cyberspace: Issue of Access and Control); JPM1008H (Psychopharmacology and Women’s Health); PSL1024H (Endocrinology and Neuroendocrinology); JCV3061H (Advanced Topics in CV Sciences Hormones); EXS5511H (Hormonal Aspects of Women’s Health and Exercise: A Focus on Reproductive and Bone Health Issues); JPJ2049H (Women’s Rights in International Law).

- WGSI is a potential source of interested students; a Collaborative Graduate Program in Women’s Health should attract students in their forthcoming master’s program (not yet named).
- The number of graduate and postdoctoral fellowships offered to UofT scholars is a good indication of demand—from among the 49 in total that have been offered since 1998, over one third (18) have gone to UofT.
- A review of all abstracts of graduate theses/dissertations at the University of Toronto containing the words women/woman/girls/girl/gender shows that the number of those on women’s health topics increased steadily from 1995 to 2004. In 1995 there were 23 such documents; in 1996, 35; 1997, 46; 1998, 50; 2004, 52 with the high number being in 2003 with 58. Professor Janet Polivy in Psychology (Program Committee) has had three completed PhD theses since 1995 on body image in women:
  - Randi McCabe, 1999, *Cognitive aspects of restraint: Situational and task influences on memory for body shape-related information in (female) dieters and non-dieters.*
  - In addition, a current PhD student of Dr. Polivy is writing her dissertation on the effects of viewing thin peers on young women’s own body image and eating behavior.
  - A current MA student of Dr. Polivy’s is writing her dissertation on how women respond to seeing other women who are fat or thin eating a large or small amount and using eating behavior as the main measure.

Once a Program is established it is expected that the already strong interest will increase. Furthermore, we expect the Collaborative Graduate Program to:

- attract students currently here who have not previously considered a research topic in the area of women’s health or who might not have considered their topic as being in this field of women’s health. For example a graduate student in the Department of Immunology working on autoimmunity might begin to understand his/her work as belonging within the larger scope of Women’s Health.
- attract students with a confirmed interest in women’s health who are contemplating applying to other universities with programs in women’s health such as Harvard, the University of British Columbia or the Key Centre for Women’s Health at the University of Melbourne.
**Added Value**

The proposed program will provide a focus for students interested in women’s health to interact and learn from each other in a manner currently unavailable in their home departments or faculties. It will expose them to a broad scope of faculty expertise in terms of substantive content areas, methodologies, geographical locations of research site, and philosophical orientations. The interactions among students, and between students and faculty, will occur through the core course, the research seminar series, Graduate Student Research Day, workshops, and mentoring activities. None of these, with the exception of WCRI’s Graduate Research Day, are currently available. Such common learning experiences might be especially valuable for students in the biomedical/biophysical sciences who work within research groups that tend to not acknowledge the women’s health context for their research.

Given the number of collaborative graduate programs with the word “health” in the title—Collaborative Graduate Programs in Environment and Health, Aboriginal Health, Health Care, Technology and Place (HCTP)—it is important to explain how a collaborative graduate program in women’s health would add value to the University community. None of the above collaborative graduate programs has a focus on women’s health, nor, with the exception of HCTP (which does not explicitly focus on women’s health), are they designed to offer the kind of combination of social science, humanities, and biological science that are all necessary to have a firm grounding in Women’s Health scholarship. The proposed Collaborative Graduate Program will not be focused on teaching health care on yet one more type of body but will instead deal substantively with issues of diversity in bodies bringing to bear on this issue perspectives and methodologies from all 4 CIHR Pillars and the Humanities. It is our understanding that none of the above mentioned programs are formulated around this paradigm.

While it is often assumed that the WGSI offers a women’s health stream in its collaborative graduate program, this is not the case. WGSI has no graduate courses in the biological or medical sciences. WGSI does not have a program in Women’s Health research nor do they offer any graduate courses on Women’s Health. The proposed Collaborative Graduate Program will *provide* students in the IWGS the opportunity to engage critically and actively with the health care system, biomedicalization, and the notion of women’s health itself. Thus, the IWGS Collaborative Graduate Program and the proposed Collaborative Graduate Program are mutually supportive, enhancing the student experience for students in both programs.

To our knowledge, our Program would be the only graduate study opportunity, with the exception of women’s health stream being started at the Harvard School of Public Health, to educate PhD candidates in women’s health. As well, it would be the only such opportunity that cuts across key domains of the sciences—bio-physical/medical, behavioral, psycho-social—and the humanities. The proposed Program that will be the only opportunity for graduate study in women’s health in the world to:

- Combine key domains of the sciences—biophysical, biomedical, behavioral, socio-cultural—with key domains of the humanities—history and philosophy of medicine, feminist theory, and bioethics.
• Provide its graduates with the training necessary to pursue a variety of government jobs (federal, provincial and territorial) concerned with health care, social service, community development, and policy. As well, it will provide entrée to administrative levels of hospitals and pharmaceutical companies. More generally, hospitals, non-governmental organizations, and activist organizations all over the world are urgently in need of expertise in interdisciplinary approaches to health care with trained scholars and educators who appreciate the breadth of the field of Women’s Health and the value of interdisciplinary research while maintaining specific, high quality research expertise are going to be of increasing value to the entire health care enterprise.

3. Admission Requirements

All students interested in participating in the Collaborative Graduate Program at either the Master’s or PhD level must first apply to and be accepted by a departmental degree program before applying to the Collaborative Graduate Program. Once accepted into a home department, application can be made to the Program by submitting to the program administrator (i) photocopies or digital records of their curriculum vitae, (ii) transcripts, and (iii) letters of reference. They must also submit a statement of no more than three pages in length describing:

• relevant personal and/or professional experiences, a career plan, motivation in seeking advanced training in Women’s Health,
• a brief sketch of their proposed project and
• a letter of support indicating willingness to supervise their training in Women’s Health from
  o their supervisor and
  o a potential adjunct mentor.

During their graduate studies, students must follow a program of study acceptable to both the home degree program and the Collaborative Graduate Program. Students will be registered in both their home departments and with the administrator for the Collaborative Graduate Program.

The Collaborative Graduate Program encourages diversity in academic disciplines and life experiences. The program is open to all qualified applicants.

4. Program Requirements and Common Learning Experience

One of the primary goals of the Program is to present opportunities for students from the social sciences and humanities to gain ‘scientific literacy’ in clinical and laboratory research methods and reductionist approaches while providing the complementary opportunity for the students from the sciences to help them think more expansively and theoretically about the implications of their work. The Program is designed to help students develop a shared understanding of the complexities of biology and environment, sex and gender and a shared skill set to undertake and lead interdisciplinary, collaborative health care research projects.
Because of the diversity of backgrounds of the students, a unique feature of the program is the opportunity for students at different levels to learn from one another and share knowledge and experiences.

It is the objective of the Program to enrich the learning experience without unduly extending the duration of students’ graduate education. It is anticipated that most competencies will be completed as part of a student’s home program. Extensive student advising will be undertaken to help students choose courses appropriate for their disciplinary course of study that will also be relevant to women’s health. To do this while also providing skills in interdisciplinary scholarship and practice mechanisms for training will be integrated into the student’s departmental requirements.

**Mechanisms for interdisciplinary training**

Students pursuing both the Masters and PhD degrees will participate in:

i) the core course: Gender and Health, CHL5109H which will consist of topics in Women’s Health as well as different methodologies for doing Women’s Health research;

ii) the research seminar series held monthly where both students and faculty will present their work in progress;

iii) WCRI’s Graduate Student Research Day, and workshops.

Students pursuing the PhD degree will also:

iv) select both a primary and an adjunct mentor; the student’s supervisor will be a member of the Collaborative Graduate Program. For purposes of the Collaborative Graduate Program, the student’s supervisor will be referred to as their ‘primary mentor’. In addition students will choose an adjunct mentor who is also a member of the Program whose own methodologies represent a different approach than that used by the student’s primary mentor. The adjunct mentor may, but is not required to, serve on the student’s dissertation/dissertation committee. The student will establish a research plan with the primary and adjunct mentors who will both sign that plan;

v) write a dissertation relevant to women’s health.

Appendix II describes overall course requirements of the participating graduate programs. All participating departments are committed to making relevant courses available to students in the Program. A memorandum of agreement signed by the chairs/directors of all participating departments is provided in Appendix I.

**Master’s and Doctoral Program Requirements:**

All master’s and doctoral students in the Program are required to participate in the mechanisms for interdisciplinary training as described above.

**Common learning experience for both Master’s and Doctoral programs:**

During the course of their Master’s and/or Doctoral program, students must participate in the following educational activities depending on whether they are working toward an Master’s or a Doctorate:
• **Core Course (CHL5109H)** – held weekly, the core course will expose students to a common set of research issues and methods in women’s health. The course will cover topics such as the biology of sexual differentiation, how body systems differ between the sexes with special emphasis placed on the brain, cardiovascular and immune systems, psycho-social determinants—including contemporary images of women—of conditions resulting from sculpting the body (e.g., eating and athletic disorders), methods of health outcomes research, feminist bioethics, and current understandings of the impact of economics, violence, and gender on women’s health. Students will be expected to attend regularly and fulfill all the requirements of the course. *(The Core Course is required of all students)*

With the growth of the Program and its resources it may be possible to develop new courses with participating graduate programs that could serve both the needs of the collaborating programs as well as those of the students participating in the Program. For example, courses on sex and gender in the etiology of autoimmune conditions or on research topics in multiple sclerosis could be developed in collaboration with the Department of Immunology. A course on conceptualizing women’s bodies and the development of the biomedical model could be developed in collaboration with faculty from the English Department. A course of information use and culture could be developed with the Program members from the Faculty of Information Studies.

• **Research Seminar Series** – held monthly during the academic year, non-credit, but required attendance for the duration of the graduate program. This will feature faculty members, invited speakers, and students presenting results of completed projects, progress reports of on-going projects, plans for future research, and overviews, current concepts and controversies in selected topics. Students may also be asked to be respondents or moderators of the presentations. *(Participation in the Research Seminar Series is required of both Master’s and Doctoral students.)*

• **WCRI Graduate Student Research Day** – held yearly, students will be expected to submit their work for presentation when it is ready and before that, actively participate in WCRI’s cross-disciplinary research day. *(Participation in the WCRI Graduate Student Research Day is required of both Master’s and Doctoral students.)*

• **Workshops and Conferences** – held occasionally, workshops and conferences will be collaborative efforts between WCRI and other academic units across the University. Participation in these will ensure that students: 1) interact with other faculty members from across the University; 2) interact with scholars and activists in women’s health from across the world; 3) gain experience in playing a role in such endeavours; 4) experience the heat of intellectual debate when participants are working out new paradigms. Examples of the types of workshop in which students may participate:
  o Knowledge Exchange (October 2005): HCTP, the Change Foundation, and WCRI organized a workshop for 40 participants – students, faculty and postdoctoral fellows – on Knowledge Exchange and Translation to consider the role of evidence and theory underlying the transmission of ‘knowledge.’
Re-theorizing Women’s Health (May 2006): WCRI with Warwick University, and Queen’s College, Belfast hosted a workshop for 50 participants including students, researchers and clinicians to consider how to do justice to the politics of the original women’s health movement while taking into account new biomedical technologies and understandings of the body. *(Participation will be encouraged but not required of either Master’s or Doctoral students.)*

**Completion of program requirements:**

All students enrolled in the Program must complete the Program’s requirements in concert with degree requirements of their home graduate program. The Program Director and/or Program Committee (see Memorandum of Agreement, Appendix I) are responsible for certifying the completion of the Program requirements. The home graduate unit is solely responsible for the approval of the student’s home degree requirements.

5. **Participation of Home Graduate Units**

The Collaborative Program’s core faculty members are available to students in the home program as advisors or supervisors. If a student’s program includes a thesis or dissertation, it is expected that a member of the student’s home department will serve as their supervisor as well as their primary mentor. Faculty members of the Program will contribute through participating in the core course and the delivery of seminar series, mentoring students, acting as discussants at the Graduate Student Research Day, and engaging in the planning of special workshops, as well as in other multidisciplinary learning experiences. Not all faculty members will participate each year and, in many cases, may simply remain available to interested students. Some faculty may teach courses in the subject area of the Program in the home program. The list of the collaborative program’s core faculty members is available in Appendix III. Each participating degree program contributes to the Program through student enrolments, though not necessarily every year.

6. **Administration**

The Program will have a Director. It will also have a Program Committee comprising a faculty representative from each participating graduate unit and supporting department as well as two graduate students representing all participating academic units. The Program Committee will initiate and recommend the appointment of a new Director to the Dean of the School of Graduate Studies, who approves such appointments after consultation with deans/chairs/directors of participating graduate units. The initial term is normally three years, with subsequent terms normally up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the deans/chairs/directors of participating graduate units, and approval of the Dean of SGS.

The Director and the Program Committee of the Collaborative Program are responsible for the approval of admissions to the Program and the completion of Collaborative Program requirements, including the granting of the Collaborative Program designation.
on students’ diplomas. The Committee and Director are also responsible for recommending changes to the Program, as required, approving advertising, etc.

The Program Committee has elected an interim Director, Professor Gillian Einstein, from both the Faculties of Medicine and Arts and Science to serve during proposal development and initial start-up phase. Her appointment will be confirmed within one year of the approval of the program by OCGS.

**Interim Director**
Gillian Einstein, Associate Professor of Psychology and Public Health Sciences
Senior Scientist, Women’s College Research Institute

**Program Committee/Core Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Department/Program</th>
<th>SGS Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlene Bierman</td>
<td>Assoc Prof</td>
<td>Nursing Faculty</td>
<td>Full</td>
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<tr>
<td>Ontario Women’s Health Council Chair in Women’s Health</td>
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<td>St. Michael’s Hospital/Health Policy, Management and Evaluation</td>
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<td>TBA</td>
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<td>Pharmacology</td>
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<tr>
<td>Mary Jane De Souza</td>
<td>Assoc Prof</td>
<td>Exercise Sciences</td>
<td>Full</td>
</tr>
<tr>
<td>Director, Centre for Girls’ and Women’s Health and Physical Education</td>
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<tr>
<td>Gillian Einstein</td>
<td>Assoc Prof</td>
<td>Public Health Sciences/Public Health Sciences/ Psychology</td>
<td>Full</td>
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<tr>
<td>Alison Fleming</td>
<td>Prof</td>
<td>Psychology (UTM)</td>
<td>Full</td>
</tr>
<tr>
<td>Elizabeth Harvey</td>
<td>Assoc Prof</td>
<td>English</td>
<td>Full</td>
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<tr>
<td>Pamela Klassen</td>
<td>Assoc Prof</td>
<td>Study of Religion</td>
<td>Full</td>
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<tr>
<td>Rhonda Love</td>
<td>Assoc Prof</td>
<td>Public Health Sciences</td>
<td>Full</td>
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<tr>
<td>Margaret MacNeill</td>
<td>Assoc Prof</td>
<td>Exercise Sciences</td>
<td>Full</td>
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<tr>
<td>Kathryn Morgan</td>
<td>Prof</td>
<td>Philosophy/Women and Gender Studies Institute</td>
<td>Full</td>
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<tr>
<td>Eleanor Fish</td>
<td>Prof</td>
<td>Immunology</td>
<td>Full</td>
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<tr>
<td>Director of Arthritis and Autoimmune Research Centre</td>
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<tr>
<td>Janet Polivy (UTM)</td>
<td>Prof</td>
<td>Psychology</td>
<td>Full</td>
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<tr>
<td>Ze’ev Seltzer</td>
<td>Prof</td>
<td>Dentistry</td>
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<td>CRC in Pain Genetics</td>
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<td>Institute of Medical Sciences</td>
<td>Full</td>
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<tr>
<td>Donna Stewart Love Chair in Women’s Health and University Professor</td>
<td>Prof</td>
<td>Toronto General Hospital</td>
<td>Full</td>
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<tr>
<td>Nadine Wathen</td>
<td>Asst Prof</td>
<td>Information Studies</td>
<td>Assoc</td>
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</tbody>
</table>
Two or three graduate students or post-doctoral fellows also will be members of the program committee.

7. **Resource Issues**

Sufficient resources to support the operation and administration of the Program will be provided by The Women's College Research Institute, at Women's College Hospital, which has set aside a budget of $77,585/year for the Program as follows:

- $30,085 for a half-time program coordinator (Administrative Assistant 1) to ensure core operation/management and program promotion/recruitment;
- $42,000 for the Women’s Health Student Experience;
- $3,500 for the Graduate Student Research Day;
- $2,000 for miscellaneous expenses related to committee meetings, program promotion, office expenses, and inter-departmental communication.

In addition, in 2006/2007 WCRI will have approximately $70,000 in committed graduate student support as follows:

- $25,000 Enid Walker Fellowship in Women’s Health;
- $17,000 Mitchell and Venn Graduate Fellowship in Women’s Mental Health (to be decided jointly with the Women's Mental Health Program in the Department of Psychiatry);
- $15,000 Dorothy and Bill Palm Graduate Scholarship in Science and Technology (for a student in the Faculty of Nursing);
- $10,000 Helen Marion Walker - Soroptomist Fellowship in Women’s Health

In each subsequent year for three years another Enid Walker Fellowship will be added until there are a total of four of those held yearly ultimately leading to $142,000 in total support for graduate students.

In addition to WCRI funds for graduate fellowships, OWHC offers Women’s Scholar Awards in partnership with the Ontario Council on Graduate Studies. From 1998-2005 they funded 25 individuals, including six who have received renewals. The OWHC has also funded 16 individuals through CIHR-IGH Fellowship and Mid-Career Awards and two individuals for research in collaboration with the Ministry of Health and Long-Term Care. Starting this year, two new types of Provincial award are also being offered: OWHC/CIHR-IGH Master’s Awards, OWHC/CIHR-IGH Doctoral Research Awards. Because of the broad base of excellence in women’s health research at the University of Toronto, we fully expect U of T students to do well in these competitions.

As well, UHN Women's Health Program currently has funding for two master's and two doctoral students and for three postdoctoral fellows.

WCRI is committed to fundraising for additional moneys for graduate student travel, curriculum development, speakers, special workshops and graduate student stipends.

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5 Since its inception in 1998, the OWHC has granted a total of 49 awards, 18 of have been made to Women’s Health scholars at the University of Toronto.
We anticipate that the formation of the Provincial Women’s Health Institute will enable WCRI to continue to secure funding to run this program. In addition, as CIHR strategic initiatives in graduate student training are announced, we will apply for these funds.

Participating home programs will not incur additional administrative expenses. There is also no add-on faculty teaching time commitments as the core course is already in existence and being taught by two of the participating faculty (Love and Einstein). Faculty participation in the research seminar series, Graduate Student Research Day, and the Women’s Health Student Experience\textsuperscript{6} (two of which are underway already) contribute to the faculty member’s own academic development.

The Program will be administered through WCRI at WCRI offices, which are located on the 7\textsuperscript{th} Floor of 790 Bay Street (corner of Bay and College). A library of books, statistical reports, grey literature and journal reprint collection located on the 7\textsuperscript{th} floor of WCRI has been assembled, is growing and will be available for consultation by students in the Program. Three seminar rooms are also available for booking at this site. As well, this location has AV equipment including a VCR, DVD player, digital projector and laptop with technical support.

8. Registration Information/Enrolment Projections

We anticipate an initial enrolment of about one student each from each of the 11 participating graduate units, five at the Master’s and five at the Doctoral levels, with an increase to ten Master’s and ten Doctorates by year three. We will expand the number of students after year three to fit the demand up to a total of 25 Master’s and 50 PhD students. The first year’s intake will consist of students in existing programs who have already identified women’s health as their dissertation topic or area of interest. The contribution to the student pool from the participating units is not expected to be equal every year.

\textsuperscript{6}Women’s Health Student Experience is a summer internship in women’s health sponsored by the Centre for Research in Women’s Health. Faculty and members of WCRI devise projects for students and these placements are full-time (37.5 hours a week) for a 16-week period from May to August. Students receive a modest salary in return for their work in this program. In addition to the specific project tasks, students in the WHSE program will attend a series of Interactive Sessions in which current research is presented by WCRI researchers and WHSE students. Also as part of this series, each student will make a brief presentation of their summer research project to their peers, followed by an interactive discussion.
APPENDIX I

School of Graduate Studies
University of Toronto

COLLABORATIVE MASTER’S AND DOCTORAL PROGRAM IN
WOMEN’S HEALTH

MEMORANDUM OF AGREEMENT

May 2006

Memorandum of Agreement concerning a Collaborative Graduate Program in Women’s Health among the Graduate Faculties or Departments of: Dentistry, English, Exercise Sciences, Health Policy, Management, and Evaluation, Immunology, Information Studies, Institute of Medical Sciences, Nursing Science, Pharmacology, Psychology, Public Health Sciences, and Religion.

1. Brief Description

In order to develop cooperative and interdisciplinary graduate education and research in Women’s Health, the following collaborating units agree to participate in a Collaborative Program at the Master’s and Doctoral levels:

Dentistry (MSc, PhD)
English (MA, PhD)
Exercise Sciences (MSc, PhD)
Health Policy, Management, and Evaluation (MSc, PhD)
Immunology (MSc, PhD)
Information Studies (MIST, PhD)
Institute of Medical Sciences (MSc, PhD)
Nursing Science (MN, PhD)
Pharmacology (MSc, PhD)
Psychology (MA, PhD)
Public Health Sciences (MHSc, PhD)
Religion (MA, PhD)

2. Admission and Program Requirements and Completion

2.1 Admission Requirements
Each graduate student in the Program shall be enrolled in a participating degree program in the graduate unit in which the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Program. For Doctoral students, the required core course in the Program can be taken as an elective within regular departmental degree requirements in most cases but may have to be taken as an additional course in others.
2.2 Program Requirements

Master’s

The student shall register in the School of Graduate Studies through the home graduate unit and shall:

a) meet all respective degree requirements of the School of Graduate Studies and the participating graduate unit; and

b) meet the requirements of the Program by:
   i. taking the core course, CHL5109H; the participating in the research seminar series held monthly;
   ii. participating in WCRI’s Graduate Student Research Day and workshops;
   iii. If there is a thesis requirement in their home department, choosing to pursue a topic relevant to women’s health

Doctoral

The student shall register in the School of Graduate Studies through the home graduate unit and shall:

a) meet all respective degree requirements of the School of Graduate Studies and the participating graduate unit; and

b) meet the requirements of the Program by:
   i. taking the core course, CHL5109H; participating in the research seminar series held monthly
   ii. participating in WCRI Graduate Student Research Day;
   iii. writing a dissertation relevant to women’s health.

2.3 Program Completion

With the approval of the Program Director, the designation “Completed the Collaborative Graduate Program in Women’s Health” shall be shown on the transcript, upon certification that all requirements of the Program have been fulfilled.

3. Role of Participating Graduate Units

Each participating graduate unit shall retain its statutory control over admissions and home program requirements, and its statutory duty to provide adequate research supervision by a member of the graduate faculty in the unit. The home graduate unit shall recommend the granting of the degree. Students in the Program will normally have as their primary supervisor a member of the Program from their home department. Participating graduate units will include reference to the Program in the SGS Calendar entry, on the department website, and in other related advertising of the home program. Core faculty members shall remain available to contribute to the Program through teaching of the core course and participating in the delivery of seminar series and other common learning elements. Not all faculty members participate each year and, in many cases, may simply remain available to interested students. Some faculty may teach courses in the subject area of the Program in the home program.
4. **Administration of the Program**

4.1 **Program Director**

The Program Committee initiates and recommends the appointment of a new Director after consultation with deans/chairs/directors of participating graduate units. The Dean of the School of Graduate Studies approves appointments of Directors of Collaborative Programs. The initial term normally is three years, with subsequent terms normally up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the deans/chairs/directors of participating graduate units, and approval of the Dean of SGS.

The Director shall be responsible for certifying for each collaborative program student that the requirements of the Program have been fulfilled.

4.2 **Program Committee**

It is agreed that the Program shall be administered by a Program Committee consisting of one or more graduate faculty members from each participating home program (recommended by each dean/chair/director), two graduate students from participating units, and one postdoctoral or medical fellow. The Program Committee shall be chaired by the Program Director. The Program Committee shall meet at least once per year and shall be responsible for the following activities:

   a) review of all applications and admissions to the Program

   b) nomination of a new Director from amongst its membership, as required

   c) review of curriculum

4.3 **Administration: General**

The Women’s College Research Institute, through its mandate to foster the next generation of women’s health researchers, shall provide the administrative support of the Collaborative Program, including clerical assistance, inter-departmental communications, program promotion and hosting of committee meetings.

5. **Supporting Institutes, Centres, and Departments**

Academic units other than departments and single-department faculties are lending their intellectual support to the Program. They will be involved in supporting the Program through providing advice to the Program Committee on curriculum, potential faculty, the seminar series, and student selection. “Support” as described here does not entail any financial contribution to the Program. These academic units are:

- The Women and Gender Studies Institute (Arts and Sciences)
- The Centre for Girls’ and Women’s Health and Physical Education (Exercise Sciences)
- The International Programme on Reproductive and Sexual Health Law (Law)
- The Department of Philosophy
6. **Resource Issues**

The core course is currently being taught in one of the home graduate units (Public Health Sciences) by two members of the Program Committee (Love and Einstein) and will not incur additional costs or faculty release time.

The Women’s College Research Institute through its administrative budget will provide clerical support to coordinate the activities of the program committee and the operation of the research seminar series, the Graduate Student Research Day, and the Women’s Health Student Experience.

Future directions and expansions of the Program are envisioned as specified below:

- Invited external speakers’ travel expenses - $10,000/year
- Faculty release time to develop curriculum - $9,000/faculty X 3 years = $27,000
- Practicum experiences for students - $10,000/student X 3 students = $30,000/year
- Student travel to conferences - $1000 per diem + fees for 2 students = $2000/year

The above, as well as other activities, will be supported by WCRI fundraising and in this way, we envision the growth of the Program.
Appendix I

School of Graduate Studies
University of Toronto

COLLABORATIVE MASTER’S AND PH.D PROGRAM IN
WOMEN’S HEALTH

MEMORANDUM OF AGREEMENT

June 2006

SIGNATURE PAGE
UNIT AGREES TO PARTICIPATE IN ACCORDANCE WITH ALL TERMS OUTLINED IN THIS
MEMORANDUM OF AGREEMENT

Host Faculty:

_________________________________________ Date: ____________________________

Catherine Whiteside, Dean
Faculty of Medicine

Host Academic Unit:

_________________________________________ Date: ____________________________

Heather Maclean, Vice President for Research and Interprofessional Learning
Women’s College Research Institute

Interim Director:

_________________________________________ Date: ____________________________

Gillian Einstein
Associate Professor of Psychology & Associate Professor of Public Health Sciences
Participating Graduate Units:

David Mock, Dean
Dentistry
[MSc, PhD in Dentistry]

Date: ____________________________

Brian Corman, Chair
English
[MA, PhD in English]

Date: ____________________________

Bruce Kidd, Dean
Physical Education and Exercise Sciences
[MSc, PhD in Exercise Science]

Date: ____________________________

Louise Lemieux-Charles, Chair
Health Policy, Management, and Evaluation
[MSc, PhD in Health Administration]

Date: ____________________________

Michael Ratcliffe, Chair
Immunology
[MA, PhD in Immunology]

Date: ____________________________

Brian Cantwell Smith, Dean
Information Studies
[MiSt, PhD in Information Studies]

Date: ____________________________
Ori D. Rotstein, Chair
Institute of Medical Sciences
[MSc, PhD in Medical Sciences]

Sioban Nelson, Dean
Nursing
[MN, PhD in Nursing Science]

Denis Grant, Chair
Pharmacology
[MSc, PhD in Pharmacology]

Franco Vaccarino, Chair
Psychology
[MA, PhD in Psychology]

James Stafford, Chair
Public Health Sciences
[MHSc, PhD in Public Health Sciences]

James DiCenso, Chair
Centre for the Study of Religion
[MA, PhD in the Study of Religion]
Supporting Departments, Centres, Institutes, and Programs:

Mary Jane De Souza, Director
The Centre for Girls’ and Women’s Health and Physical Education

Date: __________________________

Donald Ainslie, Chair
Department of Philosophy

Date: __________________________

Rebecca Cook, Director
International Programme on Reproductive and Sexual Health Law

Date: __________________________

Shahrzad Mojab, Director
Women and Gender Studies Institute, New College

School of Graduate Studies

Professor Susan Pfeiffer, Dean
School of Graduate Studies

Date: __________________________
APPENDIX II

APPRAISAL BRIEF FOR THE
COLLABORATIVE MASTER’S AND PH.D PROGRAM IN
WOMEN’S HEALTH

PROGRAM REQUIREMENTS FOR HOME PROGRAMS

* NOTE: Please describe the degree and collaborative program requirements for each home program, and indicate whether the collaborative program requirements are in addition to, or may count in part or fully towards, the home program requirements.

GRADUATE DEPARTMENT OF DENTISTRY
http://www.sgs.utoronto.ca/current/calendar/entries/den.asp

- **MSc in Dentistry**

The M.Sc. degree is intended to reflect mastery of a field, including the ability to teach that field using a continually current, evidence-based approach. Although candidates are required to spend a minimum of one academic year of study, to take required courses and to submit a dissertation, the M.Sc. program is normally targeted for completion in two years. Programs entail completion of coursework requirements and dissertation submission and defense. Permission for part-time studies may be given if the proposed research is determined to be of a nature that can best be accommodated by part-time studies. In addition to the dental specialty programs leading to the M.Sc. degree, the department offers MSc level education in all biomedical research fields relevant to dentistry. Students in the MSc program may take a transfer examination to qualify for direct entry in the Ph.D. program.

**Required courses:**

* DEN 1001Y* - Master's Seminars in Oral Health Sciences
* Successful completion of an additional half-course

*Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Dentistry by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.*

- **PhD in Dentistry**

The Ph.D. degree is intended to prepare candidates for a career as a principal research investigator. Candidates will undertake approved customized programs, requiring a minimum of one year of full-time attendance. Requirements include completion of the Doctoral Seminars in Oral Health Sciences course plus additional courses, and submission of a dissertation, which constitutes a distinct contribution to knowledge in the field. Specialty dental education may be combined with a Ph.D. for those seeking a research/academic career as a clinician-scientist.
Required courses:
* DEN 1100Y - Doctoral Seminars in Oral Health Sciences
* ONE additional full course

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Dentistry by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the Collaborative Program. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF ENGLISH
http://www.sgs.utoronto.ca/current/calendar/entries/eng.asp

The program for advanced study in English aims to provide graduate students with a broad background in English, Canadian, American, and World Literature in English, as well as a knowledge of literary and cultural theory.

- MA in English

The MA program usually requires twelve months to complete for students who are graduates of a four-year program in English or English and another subject at this University, or a similar program elsewhere. Credit for the equivalent of four full graduate courses is normally required for the M.A.

**MA by Course Work**
For most students, and especially those going on to the Ph.D., this is the preferred option. Candidates are required to earn a credit in Bibliography I and to complete four approved, full graduate courses or the equivalent in English.

**MA by Dissertation**
The dissertation option may be preferable for some students, especially those not intending to proceed to the Ph.D. It requires Bibliography I, two full graduate courses in English, or the equivalent, and a dissertation of approximately 30,000 words on a topic approved by the Department.

Required courses:
* ENG 8000H - Bibliography I
* Two full graduate courses in English or the equivalent

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MA in English by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.
• PhD in English
A candidate admitted to the PhD program will pursue a program of study and research approved by the Department. The equivalent of four full graduate courses is required if no MA Three more full-year courses (or the equivalent in full or half-year courses) are normally required for the doctorate. Non-credit (CR/NCR) courses are excluded from this count. PhD candidates' programs must include at least two full graduate courses (or the equivalent) outside their fields of specialization. Students are encouraged to combine these courses (some or all of which may have been taken in the MA program) into one of the minor fields listed in the brochure. The minor area is especially useful when a student or recent graduate is applying for academic jobs. Minor fields demonstrate a candidate's intellectual and pedagogical versatility, and potential employers often seek this kind of flexibility. Although coursework is one way of substantiating expertise in a minor field, it is also possible to establish conversancy with an area of knowledge through publications or teaching experience.

The Department requires Ph.D. candidates to have some knowledge of the history and development of the English language, especially in the early period. Accordingly, students who have not already completed a full-year undergraduate course in Old English with at least a B standing are required to take either English 240Y, which is an introductory undergraduate course in Old English, or English 1001F, or to pass a special examination in Old English, or to take English 6361F (History & Structure of the English Language I).

A candidate admitted on the basis of a four-year bachelor's degree must take:

Required courses:
* ENG 8000H - Bibliography I
* ENG 9500Y - Professional Development
* ENG 9900H - Professing Literature
* ENG 1001H - Old ENG I, or ENG 6361H - History and Structure of the English Language I - or to pass a special examination in Old English, and
* Six additional full-course equivalents in English, as approved by the Department.

Specialty courses:
* two full-course equivalents outside the field of specialization (A candidate's selection of courses must meet the approval of the Department).

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in English by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF EXERCISE SCIENCES
http://www.sgs.utoronto.ca/current/calendar/entries/exs.asp

• MSc in Exercise Sciences

The major emphasis for a student in the MSc program is learning the craft of research, and the development and execution of a theoretical framework for conducting research. It is the intent of
the program to broaden the students' level of understanding of the various interdisciplinary 
aspects of the Exercise Sciences as well as to provide students with scholarly and technical 
research skills to pursue a high quality research project culminating in the presentation of a 
formal written dissertation and oral defense.

The MSc program is designed as a two-year program, and involves a combination of course 
work (2.5 Full Course Equivalents [FCE]) and original research.

Required Courses:
ONE of the following 0.5 FCE courses:
* EXS 5516H - Exercise Psychology
* EXS 5503H - Adaptations to Habitual Activity
* EXS 5518H - Theoretical Issues in the Study of Physical Activity and Health
* ONE 0.5 FCE graduate level statistics/research methods course
* ONE 0.5 FCE from another graduate department of the University of Toronto.

Elective courses:
• a minimum of 1.5 FCE elective courses - at least 0.5 FCE from the Exercise Sciences 
course offerings, and the remainder from the graduate level course offerings of all graduate 
programs, including EXS.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the 
requirements for both the CP and the MSc in Exercise Sciences by taking the core 
course, CHL5109H as an elective and participating in the non-credit seminar and 
Graduate Student Research Day during their program of studies. Value added for 
students will be training in interdisciplinary work and a contextualization of their 
academic work within the field of Women’s Health.

PhD in Exercise Sciences
The Ph.D. candidate strives to demonstrate the ability to conduct research independently, and 
develop a program of research that is both original and capable of making a significant 
contribution to the candidate's field. The Ph.D. program is designed as a four-year program 
involving a combination of course work (3.0 Full Course Equivalents [FCE]), written and oral 
comprehensive examinations, and original research. Students are encouraged to develop a 
program of study that will both enhance their basic understanding of critical areas of study within 
Exercise Sciences which would have a direct impact on their research program and further 
develop scholarly and technical research skills so that they may pursue a high quality research 
project culminating in the presentation of a major formal written dissertation.

Required Courses:
ONE of the following 0.5 FCE courses:
* EXS 5516H - Exercise Psychology
* EXS 5503H - Adaptations to Habitual Activity
* EXS 5518H - Theoretical Issues in the Study of Physical Activity and Health
* ONE 0.5 FCE graduate level statistics/research methods course
* ONE 0.5 FCE from another graduate department of the University of Toronto.

Elective courses:
• a minimum of 2 FCE elective courses - at least 1 FCE from the Exercise Sciences course offerings, and the remainder from the graduate level course offerings of all graduate programs, including EXS.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Exercise Sciences by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF HEALTH POLICY, MANAGEMENT, AND EVALUATION
http://www.sgs.utoronto.ca/current/calendar/entries/had.asp

MSc in Clinical Epidemiology and Health Care Research or in Health Administration
The Department of Health Policy, Management and Evaluation offers two programs leading to the Master of Science:
1. Clinical Epidemiology and Health Care Research
2. Health Administration

1. Clinical Epidemiology and Health Care Research
The MSc degree program in Clinical Epidemiology and Health Care Research is undertaken by health professionals interested in research and academic careers in health care.

Program Requirements
Dissertation MSc
* Completion of all degree requirements within five years
* Writing a dissertation under the supervision of a dissertation committee (supervisor and at least one additional faculty member) and its defence before an examination committee appointed by the Department of HPME
* Completion of six half courses; three required (HAD 5307H, HAD 5301H or equivalent) and one of HAD 5303H, HAD 5304H or HAD 5309H), and six optional

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Clinical Epidemiology and Health Care Research by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

2. Health Administration
This MSc degree program is undertaken by students interested in research and academic careers in health care research.

Program Requirements
* Completion of all degree requirements within five years
* The writing of a dissertation under the supervision of a dissertation committee (supervisor and at least one additional faculty member) and its defense before an examination committee appointed by the Department of Health Policy, Management and Evaluation
* The completion of six half courses; two of which must be research methodology courses and two of which must be in an area of specialization

**Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Health Administration by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.**

**Degree of Doctor of Philosophy**
The Ph.D. degree program is undertaken by students interested in research and academic careers in health care research. Current research areas include outcomes and evaluation, health policy, health services organization and management, eHealth and information management and clinical epidemiology and health care research.

**Program Requirements**
* Full time registration for the first four years of the doctoral program
* Completion of all degree requirements within six years from first registration
* Completion of a comprehensive course in the area of specialization
* Completion of 10 half courses
* Writing of a Ph.D. dissertation under the supervision of an approved dissertation committee (supervisor plus two additional faculty members)
* Oral defense of the dissertation before an examination committee appointed by the School of Graduate Studies

**Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Health Policy by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.**

**GRADUATE DEPARTMENT OF IMMUNOLOGY**
http://www.sgs.utoronto.ca/current/calendar/entries/imm.asp

- **MSc (Master of Science in Immunology)**
The purpose of the MSc. degree is to provide advanced training in an area of specialization, with a particular emphasis on the acquisition of experience in the strategies and experimental methods of modern, original, scientific research. To qualify for the M.Sc. degree each candidate must complete specified course work, submit a satisfactory dissertation based on his/her research, and successfully defend it in a Departmental examination. The M.Sc. dissertation should contain research demonstrating that the student has mastered the techniques in a
specialized area of research and can design and carry out controlled informative experiments in this area. The MSc. dissertation should not be required to contain a finished piece of research but should be a competent report of the student's mastery of certain relevant techniques and their application to a specific problem. Within the dissertation and its defense, the student should also demonstrate a command of the subject matter in his/her area of research and in related areas of Immunology. In the Department of Immunology, the typical time to completion of the MSc degree is between two and two and one-half years. Students may choose to reclassify directly into the Ph.D. program within 18 months of entering the Department rather than completing their master's degree (see below).

The Department requires students to complete IMM 1016H (Recent Advances Part I), IMM 1019L (Seminar Course), and IMM 2021L (Special Topics). IMM 1019L and 2021L continue throughout the student's MSc program. This requirement assumes that the student enters the program with a basic knowledge of Immunology equivalent to that of the University of Toronto undergraduate Introductory Immunology course (IMM 334Y) as well as third-year courses in biochemistry and molecular biology. If this is not the case, then additional remedial work may be required for the MSc as specified by the Graduate Coordinator in consultation with the student and his/her supervisor. All students are expected to enroll in IMM 1019L, IMM 2021L and either IMM 1016H or remedial courses as described above in their first year. Students planning to reclassify from the MSc to the PhD program must complete IMM 1016H and IMM 1017H prior to reclassification. After successful reclassification, these courses will then be applied to the PhD course requirement.

**Required courses:**
- IMM 1016H - Recent Advances Part I
- IMM 1019L - Seminar Course
- IMM 2021L - Special Topics

*Students in the Collaborative Graduate Program in Women's Health can satisfy the requirements for both the CP and the MSc in Immunology by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.*

- **PhD in Immunology**

The PhD degree is an advanced research degree intended to reflect a level of training consistent with the ability of the candidate to function as an independent research scientist. This involves successful completion of course work reflecting a knowledge of modern Immunology, as well as a demonstrated ability to carry out research of publishable quality. To qualify for the degree each candidate must submit a satisfactory dissertation based on his/her original research, and successfully defend it in a Senate examination. The PhD dissertation should contain a body of original research roughly corresponding in quantity to that which would be appropriate for two or three publications in a recognized refereed journal. Normally, at least one of these manuscripts should have been accepted for publication at the time of the exam. In the Department, students typically spend about 5 years in the PhD degree program. There are 3 routes to entering the Ph.D. program:
1. Direct entry from the BSc—students with outstanding undergraduate records are encouraged to enter the PhD program directly. Students entering via this route undergo a qualifying exam within 18-24 months of initiating their program. This exam is similar in format to the reclassification exam described below.

2. Transfer from the MSc program. Students may transfer to the PhD program from the MSc program by undergoing a reclassification exam 18 months after admission to the PhD program. This exam involves preparing and defending a dissertation proposal and demonstrating a general knowledge of Immunology. Continuation in the PhD program is dependent on the student demonstrating that they have the foundation of knowledge, insight into the aims and significance of the proposed project and the data interpretation skills that would collectively indicate an aptitude for independent research.

3. Entry after completion of an MSc degree: Students accepted into our program with an MSc degree from another department/University enter into the PhD program directly. Students who complete a MSc degree within the Immunology Department and who wish to continue in the PhD program are evaluated at the MSc exam as to their admissibility for the PhD program. Only students approved during the examination process will be admissible to reenter as a PhD student. All students entering the PhD program with an MSc degree must undergo a qualifying exam, normally within 2 years of entry into the PhD program. This exam is similar in format to the reclassification exam, described above.

**Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Immunology by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.**

**GRADUATE DEPARTMENT OF INFORMATION STUDIES**

http://www.sgs.utoronto.ca/current/calendar/entries/fis.asp

- **MISt (Master of Information Studies)**

  The Faculty offers a program of two academic years leading to the Master of Information Studies degree. It is available on either a full-time or a part-time basis. The MISt. degree program offers three specializations: library and information studies, archival studies, and information systems.

**Degree Requirements**

The MISt program consists of 16 half-courses or the equivalent. All students, regardless of specialization, will take the same three core courses. In addition, students must complete the four required courses in their area of specialization and four electives at the 2000-level. The remaining courses may be chosen at the student's discretion.

**Core courses:**

* FIS 1210H Information and Its Social Contexts
* FIS 1230H Management of Information Organizations
* FIS 1240H Research Methods
* Final Oral Exam [dissertation stream students only]
Required courses:

**Library and Information Science**
* FIS 1310H - Information Resources and Services
* FIS 1311H - Information Technology Applications
* FIS 1320H - Introduction to Bibliographic Control
* FIS 1325H - Online Information Retrieval

**Archives**
* FIS 1311H - Information Technology Applications
* FIS 1330H - Archives Concepts and Issues
* FIS 1331H - Archival Arrangement and Description
* FIS 1332H - Archives Programs and Services

**Information Systems**
* FIS 1340H - Introduction to Information Systems
* FIS 1341H - Analyzing Information Systems
* FIS 1342H - Designing Information Systems
* FIS 1343H - Introduction to Database Management and Design

Specialty courses:
* Any of the 2000 level electives listed in the SGS Calendar entry, but in particular those related to health information practices, including but not limited to:
  FIS2135H – Introduction to Information Practices in Health Care
  FIS23xx - Evidence Based Health Care for Information Professionals
* One Full or 2 Half Courses in the Student's Minor Area

*Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MIS by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.*

- **PhD in Information Studies**

  Doctoral study in the field of information studies is concerned with both theoretical and applied scholarship. The discipline has its own area of human experience to analyze, its own body of descriptive and factual data to gather, and its own conceptual schemes to formulate and test. The objective of the Ph.D. program is to prepare graduates to assume leadership roles in information and knowledge-based environments. The program is designed to provide opportunities for advanced scholarly research in the theoretical bases of information studies and in the application of such knowledge to professional practice in various functions (e.g., research, systems analysis and design, administration) in private and public institutions (e.g., higher education, government, libraries, archives, corporations).

  The goals are: to produce in Canada highly qualified graduates for careers in research and teaching; to contribute to the development of theory in the field of information studies and to the body of knowledge on which theory and practice are based, both through original and scholarly
dissertations and faculty research; to stimulate a scholarly interest in research within the information community in Ontario and throughout Canada.

Required courses:
* FIS 3004Y Advanced Topics in Information Studies,
* FIS 3005Y Advanced Seminar in Research Methodologies,

Specialty courses:
* FIS 3015H Reading Course
* FIS 3016H Reading Course
* FIS 3020Y Independent Study in Information Studies

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Information Studies by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF INSTITUTE OF MEDICAL SCIENCES
http://www.sgs.utoronto.ca/current/calendar/entries/msc.asp

- MSc in Medical Science
The MSc program usually requires two years and includes both course work and research. To qualify for this degree, one full graduate course in addition to MSC 1010Y “MSc Student Seminars” is required. Candidates lacking adequate background in biological, natural, or social sciences may be required to take undergraduate or graduate courses considered necessary to provide a proper basis for their research. Each candidate must submit a dissertation on their research and pass an oral dissertation examination.

A Master’s dissertation is generally considered to be the equivalent of one full peer-reviewed research paper, with a historical introduction.

Required courses:
* MSC 1010Y - MSc Student Seminars
* One full graduate course credit
* Each candidate must submit a dissertation on their research and pass an oral dissertation examination.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Medical Sciences by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

- PhD in Medical Science
The PhD graduate program emphasizes research work. Depending on the students background preparation, in consultation with the supervisor and Program Committee members, additional course may be recommended. Students may be required to take extra courses in addition to the degree requirements listed above. A dissertation must be submitted and the student must pass a n internal examination before proceeding to the final PhD oral examination conducted by the School of Graduate Studies. Generally, speaking, a PhD dissertation is considered to be a body of work roughly equivalent to three peer-reviewed research papers, with an appropriate scholarly introduction. Ultimately, the expectation is that the dissertation work will reflect an original contribution to knowledge and that the candidate should have demonstrated an appropriate level of scholarship in his/her chosen field.

**Required courses:**
- * MSC 1011Y – PhD Student Seminars
- * a minimum of two full graduate course credits

*Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Medical Sciences by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.*

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**GRADUATE DEPARTMENT OF NURSING SCIENCE**

- **MN in Nursing**

The purpose of the Master of Nursing (MN) program is to prepare advanced nursing practitioners with specialized knowledge, skills, and expertise in a defined area of nursing to design programs and influence practice in that area. The program offers three fields of study, the most appropriate for students in the Collaborative Program in Women’s Health is (2a) Clinical Nursing – Health in the Community.

For Clinical Nursing fields, the program requirement is 9 half-courses, including one clinical course, plus a “guided elective”:

**Foundation courses:**
- * NUR 1016H – Health Systems, Policy, and the Profession
- * NUR 1017H – History of Ideas in Nursing
- * NUR 1022H – Research Design, Appraisal, and Utilization

**Required courses:**
- * NUR 1072Y – Practice Scholarship
- * NUR 1034H – Program Planning and Evaluation in Nursing
- * NUR 1032H – Group Process and Professional Practice, OR
- * NUR 1021H – Nursing Ethics

**Specialty courses:**
Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MN by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

- PhD in Nursing

The PhD degree is designed to prepare scientists with the analytical and research skills required for the study of clinical or administrative nursing problems. The completion of a dissertation forms a major component of the program. Each candidate will choose to study in one of three research fields. The field most appropriate for students in the Collaborative Program in Women’s Health would be (1) Nursing Science of Healthy Individuals, Families and Communities.

This field has its roots in health education, social support, and health promotion, from micro (nurse-client) to macro (community development) level.

The program of study will include a minimum of 4 half-courses, student/faculty research seminars, and a dissertation based upon an approved research problem.

The courses will include:
* One required course, NUR1080H – Theoretical Perspectives in Nursing Science.
* One elective from the student’s major field of study.
* A minimum of one elective in research methodology to support the student’s research.
* A minimum of one elective to expand the student’s knowledge base in the chosen field of study.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Nursing by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT OF PHARMACOLOGY
http://www.sgs.utoronto.ca/current/calendar/entries/pcl.asp

- MSc in Pharmacology

Pharmacology is a broadly based and integrative discipline of biology dealing with the properties of chemical compounds and their interactions with living systems. The discipline provides the scientific basis and principles for a variety of special applications, such as the study of drug
actions in the health sciences, the use of drugs as therapeutic agents in medicine or as tools in scientific research, the development and control of pharmaceuticals, the investigation and control of poisons and pollutants in natural and social environments, and as yet unforeseen applications in the future.

**Required courses:**
- PCL 1002Y – Graduate Pharmacology
- Additional Courses as Required

**Specialty courses:**
- Participation in a Research Program
- Presentation of a Written Dissertation

**Students in the Collaborative Graduate Program in Women’s Health** can satisfy the requirements for both the CP and the MSc in Pharmacology by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

- **PhD in Pharmacology**

The goal of Pharmacology, as presently defined, is the design or identification of chemical agents to cure, ameliorate, or prevent disease; to understand and explain the mechanisms of their actions; and to contribute to the maintenance of health, well-being and productiveness of society. To be a pharmacologist requires a solid knowledge of the biological sciences, and also of mathematics, chemistry, and many aspects of medicine. The techniques and methods of investigation employed by pharmacologists are those used in biological and physical sciences.

**Required courses:**
- PCL 1002Y – Graduate Pharmacology (major subject)
- One elective from the student’s major field of study.
- PCL 1003Y – Seminars in Pharmacology (Credit/No Credit course)
- A minimum of one elective to expand the student’s knowledge base in the chosen field of study (minor course).
- Any other courses advised by the Graduate Education Committee.

**Students in the Collaborative Graduate Program in Women’s Health** can satisfy the requirements for both the CP and the PhD in Pharmacology by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.
Because the goal of the UofT graduate program in psychology is to educate researchers, course load is kept quite light to permit plenty of time for carrying out research. Most of the course work is concentrated in the MA year.

**MA in Psychology**

**Required courses:**
- * PSY 1000H – *Directed Studies*
- * PSY 2001H – *Design of Experiments I*
- Three other half-courses

Completion of the M.A. research project and submission of the M.A. dissertation at the end of the MA year.

*Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MSc in Psychology by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.*

**PhD in Psychology**

Assuming adequate performance, students normally proceed to the Ph.D. program after their MA year.

**Required courses:**
- * PSY 3001H – *Professional Psychology*
- * PSY 3000H – *Research project course*
- An Advanced Statistics Course
- * PSY 30000 series – Four additional half courses in the Department*
- * PSY 4000H – Research leading to the doctoral proposal*

**Breadth courses:**
- Two half courses in two different areas not in the major area

*Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Psychology by taking CHL 5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. The topic of the dissertation must be relevant to women’s health and the dissertation committee must include one core faculty member of the CP. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.*

**GRADUATE DEPARTMENT OF PUBLIC HEALTH SCIENCES**

*MHSc in Public Health Sciences*
The MHSc degree program in Public Health Sciences is undertaken by students interested in professional and/or research careers in the community, academic, public or private sectors. Students may specialize in one of five areas and are required to take several field specific courses:

* Community Health and Epidemiology
* Health Promotion
* Community Nutrition
* Family and Community Medicine
* Occupational and Environmental Health

1. An approved program of study includes the equivalent of 10 full courses, of which 0.5 course equivalent is a core subject and at least 1.0 course equivalent is a field practicum.
2. The academic program of each student (i.e., the specific courses and the nature of the practicum) can emphasize a research or professional orientation.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MHSc by taking CHL5109 as one of their elective courses. In addition, they are expected to participate in the non–credit seminar, and the Graduate Student Research Day, as well as undertaking at least one practicum directly relevant to Women’s Health issues. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

• PhD in Public Health Sciences

The PhD degree program in the Public Health Sciences is undertaken by students interested in research and academic careers in one of three disciplines: biostatistics, epidemiology and, Social & Behavioural Health Sciences. The course requirements vary by specialization and are related to the student's knowledge of the field. All PhD programs consist of (1) coursework; (2) comprehensive examination; and (3) a dissertation.

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the PhD in Public Health by taking CHL5109 as one of their elective courses. In addition, they are expected to participate in the non–credit seminar, and the Graduate Student Research Day. The PhD dissertation topic must address a topic relevant to women’s health and the dissertation committee must include at least one core faculty member of the Collaborative Program. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

GRADUATE DEPARTMENT FOR THE STUDY OF RELIGION
http://www.sgs.utoronto.ca/current/calendar/entries/rlg.asp

• MA in the Study of Religion
The M.A. program has two components: courses and languages. In consultation with the student and his or her assigned Academic Advisor, the Graduate Director approves the courses to be taken, and the language or languages needed to fulfill the language requirement. Courses: The regular M.A. program requires FOUR full-year graduate courses, or the equivalent combination of half-year courses. Included in this total are the MA Method and Theory Group (RLG 1200HY, a half-credit course that meets every other week for a full year), and the Major Research Paper.

Major Research Paper: M.A. students must produce a Major Research Paper, which is credited under the designation of RLG 2000Y. The Major Research Paper is written under the supervision of the Academic Advisor, and is usually completed in the summer.

Languages: Before completing the M.A. degree, students are required to give evidence of reading knowledge of at least one language, in addition to English, selected from languages of modern scholarship and/or necessary source languages. To satisfy the language requirements, students must pass a language requirement examination conducted by the Centre. Language courses are not accepted as equivalent.

Required courses:
* REL 1200HY - MA Method and Theory
* REL 2000Y - the major research paper
* Successful completion of an additional four full-year graduate courses/half

Students in the Collaborative Graduate Program in Women’s Health can satisfy the requirements for both the CP and the MA in the Study of Religion by taking the core course, CHL5109H as an elective and participating in the non-credit seminar and Graduate Student Research Day during their program of studies. Value added for students will be training in interdisciplinary work and a contextualization of their academic work within the field of Women’s Health.

PhD in the Study of Religion

The Ph.D. program is dissertation-oriented, and has six components: (1) courses, (2) languages, (3) dissertation proposal, (4) general examinations, (5) dissertation dissertation and (6) final oral examination. Decisions about the contents of the student's program, notably the courses to be taken and languages required, are made jointly by the student's Advisory Committee and the Graduate Director. Decisions are made in full consultation with the student and under the direction provided by the student's projected dissertation subject. These decisions are to be recorded in the student's Program Memorandum. Any important changes in a student's plan of study are to be recorded in a revised or amended memorandum. The Program Memorandum identifies the following: (1) a projected dissertation subject; (2) a designated area of research specialization, and at least one cognate area or field, each to be subsequently covered in the General Examinations; (3) the specific languages required for the dissertation research, and such as might be recommended for general study; and (4) the courses that are to be taken.

Courses:
Students must complete a minimum of THREE full-year graduate courses, or the equivalent combination of half-year courses. This total will include: (1) the mandatory RLG 1000Y Method
and Theory in the Study of Religion, and (2) at least one half-course in a subject other than that
designated as the subject of specialization, usually in the cognate subject.
In some cases, students will be required to take additional courses, either to meet the needs of
their proposed subjects of study, or to fulfill prerequisites as stipulated in their offer of
admission.

RLG 1000Y is the Centre’s doctoral seminar on Method and Theory in the Study of Religion.
Successful completion of the course satisfies the Centre’s expectation that all doctoral students
be professionally conversant with the general issues of interpretation, explanation, and analysis
that govern and orient the academic study of religion. This course is thus foundationally
preparatory for the epistemological challenges that will be encountered in the research process
that leads to the production of an original dissertation. The Centre thus regards any previous
study of method and theory in a student’s career to be a benefit, rather than a reason for
exemption from the seminar. Undergraduate courses and TST Basic Degree courses may be
included in a student’s Ph.D. program as prerequisite or extra courses, but they may not count
as courses fulfilling the normal course requirements.

Required courses:
* RLG 1000Y - Method and Theory in the Study of Religion
* AT LEAST one half-course in a subject other than that designated as the subject of
specialization

Students in the Collaborative Graduate Program in Women’s Health can satisfy the
requirements for both the CP and the PhD in the Study of Religion by taking CHL 5109H
as an elective and participating in the non-credit seminar and Graduate Student
Research Day during their program of studies. The topic of the dissertation must be
relevant to women’s health and the dissertation committee must include one core faculty
member of the CP. Value added for students will be training in interdisciplinary work and
a contextualization of their academic work within the field of women’s health.
APPENDIX III

APPRAISAL BRIEF FOR THE COLLABORATIVE MASTER’S AND DOCTORAL PROGRAM IN WOMEN’S HEALTH

CORE FACULTY RESEARCH SYNOPSIS

The following is a list of the collaborative program’s core faculty and two of their relevant publications:

**Dentistry**

**Seltzer, Ze’ev**

Publications:


**English**

**Harvey, Elizabeth D.**

Publications:


Exercise Sciences

De Souza, Mary Jane
Publications:

MacNeill, Margaret
Publications:

Health Policy, Management and Evaluation

Bierman, Arlene
Publications: (see Nursing)

Immunology

Fish, Eleanor
Publications:
**Information Studies**

**Wathen, Nadine**  
**Publications:**


**Institute of Medical Sciences**

**Stewart, Donna**  
**Publications:**


**Nursing Science**

**Bierman, Arlene**  
**Publications:**


**Pharmacology**

**Burnham, Mac**  
**Publications:**


**Philosophy**

**Morgan, Kathryn P.**

Publications:


**Psychology**

**Fleming, Alison**

Publications:


**Polivy, Janet**

Publications:


Public Health Sciences

Einstein, Gillian
Publications:


Love, Rhonda
Publications:


2. Love, R., L. Jackson, R. Edwards, and A. Pederson (1997) Gender and its relationship with other determinants of health. Presented at the Fifth Health Promotion Research Conference, Dalhousie University, Halifax, NS (July 4-5)

Religion

Klassen, Pamela
Publications:


APPENDIX IV

CALENDAR ENTRY

Women’s Health (Collaborative Program)

Program Committee
A. Bierman, MD, MPH/Nursing
M. Burnham, PhD/Pharmacology
M. De Souza, PhD/Physical Education and Exercise Sciences
G. Einstein, PhD/Public Health Sciences (Interim Director)
A. Fleming, PhD/Psychology
E. Harvey, PhD/English
P. Klassen, PhD/Religion
R. Love, PhD/Public Health Sciences
M. MacNeill, PhD/Exercise Sciences
K. Morgan, PhD/Philosophy
E. Fish, PhD/Immunology
J. Polivy, PhD/Psychology
Z. Seltzer, DDS/Dentistry
D. Stewart, MD/Institute of Medical Sciences
N. Wathen, PhD/Faculty of Information Studies

Address:
Women’s Health Collaborative Program
c/o Women’s College Research Institute
University of Toronto
790 Bay Street
M5G 1N8

Telephone: (416) 351-3732 ext 2723 (for general inquiries)
Fax: (416) 351-3746

Nature of Collaborative Graduate Program
The Collaborative Graduate Program in Women’s Health involves the graduate programs in Dentistry, English, Exercise Sciences, Health Policy, Management, and Evaluation, Immunology, Information Studies, Institute of Medical Sciences, Nursing Science, Pharmacology, Psychology, Public Health Sciences, and Religion. The main objective of the program is to provide interdisciplinary training in women’s health research and practice for graduate students at the University of Toronto while enhancing mutually beneficial relationships with researchers and practitioners of women’s health across the University of Toronto.
Application Procedures
Students must be registered with the School of Graduate Studies through one of the collaborating graduate units before applying to the Collaborative Graduate Program in Women’s Health. Applicants must comply with the admission procedures of that unit. Applicants must submit the following to the Program Committee of the Collaborative Graduate Program in Women’s Health:
1) A personal statement, a letter of no more than 3 pages in length to describe relevant personal and/or professional experiences, a career plan, and motivation in seeking advanced training in women’s health;
2) Photocopies of application materials submitted to their home unit including curriculum vitae, transcripts, and letters of reference.

Master’s Degrees
Master’s students enrolled in the Collaborative Graduate Program in Women’s Health must take the core course, CHL5109H, participate in the Research Seminar Series (held monthly) and the Graduate Student Research Day. In home graduate units where a dissertation is required, it is desirable, but not required, for the dissertation to be relevant to women’s health. Students must complete the requirements of the Program in addition to those requirements for the degree program in their home graduate unit.

Doctoral Degrees
Doctoral students enrolled in the Collaborative Graduate Program in Women’s Health must take the core course, CHL5109H, participate in the Research Seminar Series (held monthly) and the Graduate Student Research Day. Their dissertation should be on a topic relevant to women’s health. At least one member of the student’s dissertation committee should be a core faculty member of the Program. Doctoral students who have previously satisfactorily completed the core course during their Master’s program are not required to take the course again during their Doctoral program.

Course of Instruction
CHL 5109H Gender and Health/R. Love, G. Einstein and members of the core faculty.

Held weekly, the core course will expose students to a common set of research issues and methods in women’s health. The course will cover topics such as the biology of sexual differentiation, how body systems differ between the sexes with special emphasis placed on the brain, cardiovascular and immune systems. As well it will cover topics in psycho-social determinants of women’s health such as contemporary images of women and power relationships/gender. Biomedical conditions more common in women such as autoimmune, eating and athletic disorders will be covered as will the methodologies underlying health outcomes research, feminist bioethics, and current understandings of the impact of economics, violence, and gender on women’s health. In this way, students in the Program will gain an appreciation for the multiple perspectives necessary to ask important questions about what is women’s health, what are the bodies of women in particular, and what is the range of diversities—biological, social, and political—of women’s bodies, in general.
APPENDIX V

Summary Report for Graduate Research Day ’04

The third annual graduate student research conference in women’s health was held May 20, 2004 at the Women’s College Research Institute at 790 Bay St., Toronto.

The theme for this year’s conference was Diversity in Research. The objectives for the conference remained the same as in previous years, namely to a) increase interest in women’s health b) encourage interdisciplinary dialogue about women’s health and research c) provide the opportunity for discussions about diverse research methodologies in conducting women’s health research d) enable graduate students engaged in women’s health research to gain the experience of a peer reviewed conference presentation in a supportive atmosphere.

A total of 98 participants formally signed in and an estimated additional 5-10 persons attended without signing in. This represents 27 presenters, 6 facilitators, and 65 general participants. Despite greatly expanded outreach and multiple mass emailing in advance of the day, this approximates last year’s total of 107 participants (25 presenters, 8 facilitators, and 74 general participants). There were 27 papers delivered over the course of 6 sessions. There were 2 concurrent sessions in each 1½ hour slot. We had 6 facilitators, just one of whom had attended and facilitated at a prior Grad Research Day. At least one facilitator requested additional information about developing a collaboration with the WCRI. This year’s facilitators were: M. Fitch (CBCRI), S. Laredo (MIRU), S. Horton (UTSC), P. McDonough (PHS), M. McNeill (Centre for Girls and Women’s Health), MJ DeSouza (Physical Ed. & Health).

This was the first year we had a formal keynote to open the conference and it was an important step in our development. Dr. Arlene Bierman’s keynote address was featured in advance advertising and publicity materials and was specifically alluded to in the evaluations as a highlight of the day. Both H. Maclean and C. Whitesides also welcomed participants and contributed to setting the tone of the day.

Presenters represented 15 different faculties or departments, up from last year’s 12. These were (U of T, unless otherwise noted):
Exercise Science
Pharmacy
Health Policy, Management & Evaluation
Sociology
Theory & Policy Studies (OISE)
Psychology (Wilfred Laurier University, York University)
Institute of Medical Science
Dentistry
Medicine
Summary Report for Graduate Research Day ’05

The fourth annual graduate student research day in women’s health was successfully held May 17, 2005 at the Women’s College Research Institute at 790 Bay St., Toronto.

The theme for this year’s conference was Women’s Health Research: From Cell to Society. The objectives for the conference remained the same as in previous years, namely to a) increase interest in women’s health b) encourage interdisciplinary dialogue about women’s health and research c) provide the opportunity for discussions about diverse research methodologies in conducting women’s health research d) enable graduate students engaged in women’s health research to gain the experience of a peer reviewed conference presentation in a supportive atmosphere.

A total of 183 people had signed up for the conference and a total of 127 participants formally signed in at registration (an estimated, additional 5-10 people attended without officially signing in). This represents 29 presenters, 6 facilitators, and 92 general participants. This was our most successful GSR Day (number wise) to date. There was an 18% increase in participation and registration when compared to last two years. There were 29 papers delivered over the course of 6 sessions. There were 2 concurrent sessions in each 1½ hour slot. We had 6 facilitators. This year’s facilitators were: Professor Jan Angus (University of Toronto, Faculty of Nursing); Dr. Arlene Bierman (University of Toronto, Faculty of Nursing, St. Michael’s Hospital); Dr. Jennifer Blake (University of Toronto, Department of Obstetrics and Gynaecology Sunnybrook and Women’s College Health Sciences Centre); Professor Nadia Caidi (University of Toronto, Faculty of Information Studies); Dr. Janet Chappell (Ryerson University, Department of Nutrition); and Professor Kathryn Morgan (University of Toronto, Institute of Women’s Studies and Gender Studies, Department of Philosophy). We also had 3 judges. They judges were: Gillian Einstein, Carla Rice and Suzanne Sicchia.

This was the second year we had a formal keynote to open the conference and it was a major attraction for some. Dr. Margaret MacNeill’s (Centre for Girls’ and Women’s Health and Physical Activity, Faculty of Physical Health and Education) keynote address was featured in advance advertising and publicity. Both Heather Maclean and Catharine Whiteside also welcomed participants and contributed to setting the tone of the day.
This is also the second year that we have distributed awards to students for outstanding student presentations. Four awards were conferred on students who presented high-quality work in a clear and concise way and who effectively contextualized their work within a women's health research framework. These students received a WCRI Portfolio and $200.00. The other two awards were conferred on students who demonstrated the ability to take risks and reach beyond the expected in their presentations. The second award consisted of a WCRI Portfolio.

All Graduate Student Research Day attendees received a GSR Day package that included:
- WCRI tote bag
- WCRI note pad
- WCRI pen
- Graduate Student Research Day agenda with abstracts
- S & W news – featuring several WCRI articles
- U of T article reprint about WCRI
- WHM Forum and Expo post card
- WCRI Graduate Student Research Day Evaluation
- Kelloggs Raisin Bran Cereal Bars

This is also the second year that Kelloggs Canada has donated over 150 Kelloggs Raisin Bran Cereal Bars to include in our student packages. Other generous donations include:
- Sandford Canada – Waterman Pen with a retail value of $150.00
- Timothy’s World Coffee – 2 packages of chocolate covered goodies.

Presenters represented several different faculties or departments, up from last year’s 15 and the previous year’s 12. A few guests also represented surrounding Universities and Hospitals such as: McMaster University, Ryerson University, York University and Queens University; The Toronto General, St. Michaels and Mount Sinai.

Cardiovascular Sciences Collaborative Program
Centre for Global eHealth Innovations
Centre for Health Promotion
Centre for Research in Inner City Health, St. Mike's
The Centre for Research in Women's Health
Centre of Criminology
Department of Anthropology
Department of Biochemistry
Department of Family and Community Medicine
Department of Immunology
Department of Nursing
Department of Nutritional Sciences
Department of Obstetrics and Gynaecology
Department of Physical Education and Health
Department of Physical Therapy
Department of Physiology/Surgery
Department of Psychiatry
Department of Public Health Sciences
Department of Sociology
Department of Speech-Language Pathology
Faculty of Information Studies
Faculty of Law
Faculty of Medicine
Faculty of Nursing
Faculty of Pharmacy
Graduate Department of Rehabilitation Science
Institute of Biomaterials and Biomedical Engineering
Joint Centre for Bioethics
Maternal Fetal Medicine, Mount Sinai Hospital
McMaster University
Ontario Institute for Studies in Education
Queens University
Ryerson University
Social Work - Women's Studies
Toronto General Hospital
York University
Motion

Graduate Education Council
Tuesday, January 23, 2007

Item 8

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Medicine to close the Advanced Standing Option in the Occupational Therapy Program (M.Sc.O.T.), effective September 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There was no feedback as a result of posting on the GWS.

This proposal was approved by the Faculty Graduate Education Committee of the Faculty of Medicine at its meeting of December 14, 2006. There was no discussion regarding this proposal.

The approval of the Graduate Education Council is final. With Graduate Education Council’s approval this item will be sent for information to the Academic Policy and Programs Committee and the Planning and Budget Committee.
ITEM IDENTIFICATION: OCCUPATIONAL THERAPY PROGRAM - PROPOSAL FOR CLOSURE OF ADVANCED STANDING OPTION, M.Sc. O.T.

Faculty Affiliation:
Medicine

Name of Graduate Unit:
Occupational Science and Occupational Therapy

Graduate Program/s involved in proposal, if any:
MSc OT (Advanced Standing Option)

Brief Summary of Proposed Change:
The Department of Occupational Science and Occupational Therapy proposes to close the Advanced Standing Option (ASO) for entry into the MSc OT degree program.

Rationale:
We have had only one student enrol in this program since it was approved in 2004. There is not adequate interest in this program to continue offering it. Our departmental curriculum committee is considering other options for qualified occupational therapists to earn a graduate degree.

Prior Approvals/Actions:
The Departmental Affairs Committee in the Department of Occupational Science and Occupational Therapy approved the closure of the Advanced Standing Option during their meeting in May, 2006

This proposal was approved by the Faculty Graduate Education Committee of the Faculty of Medicine at its meeting of December 14, 2006.

Proposed Effective Date:
09 07

Financial and/or Planning Implications:

Contact name:
Dr. Helene Polatajko, Chair, Department of Occupational Science and Occupational Therapy.

Date: September 14, 2006
Degree of Master of Science in Occupational Therapy

The objective of the professional Master of Science program in Occupational Therapy (M.Sc.OT) is to prepare graduates to:
a practice independently in a variety of roles, such as consultants and case managers, and in a range of settings, such as acute care, interdisciplinary programs, private practice, and primary health care,
b supervise rehabilitation assistants, OT aides, or other support workers,
c use principles of research-based practice to guide and evaluate service delivery,
d contribute to research that will advance the knowledge base of the discipline,
e assume management roles,
f take leadership roles in the profession,
g take leadership roles in health care and other sectors including social services, education, and labour,
h fill academic-practitioner positions, and
i pursue doctoral studies and careers in academia or clinical research.

The M.Sc.OT program prepares students in advanced academic and professional knowledge and applied research skills for leadership in occupational therapy practice. The program emphasizes the application of theory and research evidence to clinical practice through rigorous studies in occupational therapy and research production and utilization. Graduates are eligible to write the certification examination of the Canadian Association of Occupational Therapists, a requirement for registration with the College of Occupational Therapists of Ontario and most other professional regulatory colleges in Canada. Practice in another country generally requires the graduate to pass the licensing requirement specific to that country.

Admission Requirements
Apply to the Department using the Ontario Rehabilitation Sciences Programs Application Service (ORPAS) at www.ouac.on.ca/orpas/, a centralized service of the Ontario Universities' Application Centre. The application (COMPASS.ORPAS) and complete instructions are available online. All admission requirements are outlined in the application. Applications are available approximately mid-October each year, and the submission deadline is approximately mid-May.

Facility in the English language must be demonstrated by all applicants educated outside Canada whose primary language is not English and who graduated from a university where the language of instruction and examination was not English. This requirement is a condition of admission and must be met by the end of April. This requirement may be satisfied through the successful completion of one of the English language proficiency tests listed in the School of Graduate Studies Calendar with at least the minimum acceptable scores listed therein. The Department strongly prefers the Test of English as a Foreign Language (TOEFL) and requires a minimum score of 600 on the paper-based test or 250 on the computer-based test, accompanied by a minimum score of 5 on the Test of Written English.

Admission is determined through an evaluation of academic and non-academic materials, with heavier weighting placed on the academic materials. Eligible applicants must have a four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, with a minimum mid-B average in the final year. To determine initial ranking only, the Department will review the last 10 full-course equivalents completed at the undergraduate level by the application deadline. It is recommended that students consider taking prior study in statistics, physiology/biology (vertebrate), and psychology as this may enhance their learning in the program.

Program Requirements
This is a two-year program of continuous study. The curriculum is presented in six consecutive sessions, with a range of four to six concurrent courses in each session. First year courses include research; foundations of occupational science; occupational therapy practice; assessment in occupational therapy; structure and function; psychological, neuro-motor and neuro-cognitive perspectives. Second year students engage in intensive research projects and
three parallel courses in enabling occupation across childhood, adulthood, and older adulthood, respectively. There are four full-time block fieldwork components within the program of study. Methods of study include interactive classes, divergent case method, skill labs, self-study, computer-assisted instruction, and fieldwork placements. Students enter the program in September, complete the required 23-course program in 24 consecutive months through full-time study, and graduate at Fall Convocation.

**Required Courses of Instruction**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>OCT 1111Y</td>
<td>Occupational Science: Foundations for Occupational Therapy/R. Renwick</td>
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<tr>
<td>OCT 1121H</td>
<td>Research Issues and Approaches in Occupational Therapy/B. Kirsh, J. Davis</td>
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<tr>
<td>OCT 1122H</td>
<td>Methods in Practice-Based Research/S. Friefeld</td>
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<tr>
<td>OCT 1123H</td>
<td>Framing Practice-Based Research/J. Cameron</td>
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<tr>
<td>OCT 1131H</td>
<td>Occupational Therapy Practice I/ S. Rappolt</td>
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<tr>
<td>OCT 1132H</td>
<td>Occupational Therapy Practice II/D. Cameron, B. Secker</td>
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<tr>
<td>OCT 1133H</td>
<td>Occupational Therapy Practice III/A. Duncan</td>
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<tr>
<td>OCT 1141H</td>
<td>Assessment in Occupational Therapy/M. Keightley, R. Stack</td>
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<tr>
<td>OCT 1152Y</td>
<td>Musculoskeletal Structure and Function/P. McKee</td>
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<tr>
<td>OCT 1162Y</td>
<td>Psychosocial Perspectives in Occupational Therapy/B. Kirsh</td>
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<tr>
<td>OCT 1172Y+</td>
<td>Neuro-motor/Neuro-cognitive Perspectives in Occupational Therapy/D. Hebert, D. Cameron</td>
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<tr>
<td>OCT 1183Y</td>
<td>Occupational Therapy Fieldwork I/D. Barker</td>
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</tr>
<tr>
<td>OCT 1190Y‡</td>
<td>Building Practice Through Mentorship/A. Fourt, S. Farrow</td>
<td></td>
</tr>
<tr>
<td>OCT 1220Y‡</td>
<td>Graduate Research Project/A. Mihailidis</td>
<td></td>
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<tr>
<td>OCT 1251H</td>
<td>Enabling Occupation with Children: Part I/P. Rigby</td>
<td></td>
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<tr>
<td>OCT 1252H</td>
<td>Enabling Occupation with Children: Part II/D. Reid</td>
<td></td>
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<tr>
<td>OCT 1261H</td>
<td>Enabling Occupation with Adults: Part I/M. Iwama</td>
<td></td>
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<tr>
<td>OCT 1262Y</td>
<td>Enabling Occupation with Adults: Part II/L. Cockburn, D. Dawson, P. McKee</td>
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<tr>
<td>OCT 1271H</td>
<td>Enabling Occupation with Older Adults: Part I/A. Colantonio</td>
<td></td>
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<tr>
<td>OCT 1272H</td>
<td>Enabling Occupation with Older Adults: Part II/B. Trentham</td>
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<td>OCT 1281Y</td>
<td>Occupational Therapy Fieldwork II/D. Barker</td>
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<tr>
<td>OCT 1282Y</td>
<td>Occupational Therapy Fieldwork III/R. Stack</td>
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<tr>
<td>OCT 1283Y</td>
<td>Occupational Therapy Fieldwork IV/R. Stack</td>
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‡ Courses which may continue over a program. The course is graded when completed.

‡ Extended course. For academic reasons, course work is extended into session following academic session in which course is offered.
Motion

Graduate Education Council
Tuesday, January 23, 2007

Item 9

MOTION ( / ) THAT the Graduate Education Council approve the proposal from the Ontario Institute for Studies in Education, Department of Human Development and Applied Psychology, to introduce a flexible-delivery option to the Developmental Psychology and Education program (Ph.D.), effective September 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. As a result, there was one feedback response from an SGS Student Services Officer indicating support of the proposal.

This proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education at its meeting of December 13, 2006.

The Ontario Institute for Studies in Education provided the following report:
Faculty Council members wanted to know if the Ed.D. degree in the Developmental Psychology and Education Program would be offered concurrently with the flexible-time Ph.D. Council was assured that there were no immediate plans to discontinue the Ed.D. degree. However, the small number of applicants to the Ed.D. degree (4 – 6 per year) may have an impact on the future viability of the Ed.D. degree.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: PROPOSAL FOR A NEW FLEXIBLE-TIME OPTION WITHIN EXISTING PROGRAM: HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY, Ph.D. PROGRAM

Faculty Affiliation: Ontario Institute for Studies in Education

Name of Graduate Unit: Human Development and Applied Psychology

Graduate Program/s involved in proposal: Developmental Psychology and Education, Ph.D.

Brief Summary of Proposed Change: Flexible-delivery option to the Ph.D.

Rationale:
Doctoral students in Developmental Psychology and Education predominantly enter directly from a Masters degree program or enter from employed positions in organizations related to education and child development. Those who have been employed in the education system predominantly held positions as classroom teachers and school administrators. Some doctoral students have held positions related to educational policy. Other students have extensive experience working in child development institutes, hospitals, treatment centres and research departments or have held positions as faculty members in community colleges or other post-secondary institutions. To date, students have needed to take extended leaves from their places of employment in order to pursue a Ph.D. There is currently no system available to prospective students in Developmental Psychology and Education who wish to continue working while pursuing a Ph.D. The maturity and practical experience of candidates who wish to remain employed while pursuing a Ph.D. are desirable attributes for the program in Developmental Psychology and Education. To capitalize fully on the strengths of such candidates, the Department of Human Development and Applied Psychology at OISE/UT proposes to offer the flexible-time Ph.D. in Developmental Psychology and Education, beginning in September 2007.

Prior Approvals/Actions:
Three meetings about the flexible-time Ph.D. program were held in the department.

- The first was held on March 8, 2006 with the HDAP Executive Committee, comprised of the Department Chair, Associate Chair, Program Chair-Child Study and Education, Program Chair-School and Child Clinical Psychology, Program Chair-Developmental Psychology and Education, Director-Institute of Child Study and B.Ed. Coordinator, Psychological Foundations of Learning and Development. At that meeting it was unanimously decided to bring the proposal forward to the next HDAP full faculty meeting.

- The next meeting, on April 5, 2006, was held with 25 faculty and staff members in HDAP and 2 graduate students of the Developmental Psychology and Education program. A
summary of the proposal was distributed and discussed. A vote was taken in which 25 of 27 voted to support the proposal and 2 faculty members abstained.

- The next meeting was held later on April 5, 2006 with faculty members in the Developmental Psychology and Education program. There were 16 faculty members and two DPE graduate students present at this meeting. The flexible-time PhD was discussed in more depth and the decision to proceed with the proposal to SGS was unanimous.
- The proposal was approved at the Faculty Council of the Ontario Institute for Studies in Education on December 13, 2006.

**Proposed Effective Date:**

September 2007  
Month Year

**Financial and/or Planning Implications:**

The addition of a flexible-time Ph.D. program option will have no impact on the full-time Ph.D. program. The admission process will be the same for flexible-time Ph.D. applicants as for full-time applicants with the exception that in their statement of intent flexible-time Ph.D. applicants will demonstrate that they are in a career related to the proposed field of study. Applicants for the flexible-time Ph.D. program option must apply specifically to this Ph.D. option to be considered. Flexible-time Ph.D. students will not be eligible for guaranteed funding.

It is possible that the flexible-time Ph.D. program option will have an impact on the Ed.D. program. While some students who choose the Ed.D. program do so because the Ed.D. is appropriate for their future career paths, other students have been obliged to undertake an Ed.D. because there is no flexible-time Ph.D. degree option available to them. These students may prefer a Ph.D. because they plan to seek academic positions in universities. The small number of applicants to the Ed.D. program in recent years has led to Departmental discussions about the possibility of discontinuing the Ed.D.; those discussions continue.

As governed by the university regulations, flexible-time students must be registered full-time and pay full-time fees for four years and may apply to be registered part-time thereafter. They will be subject to the same requirements as the full-time Ph.D. candidates in the Developmental Psychology and Education program. The number of courses, comprehensive examination and thesis requirements will be the same as those required for the full-time Ph.D. The difference is that students enrolled in the flexible-time Ph.D. will have the flexibility of a part-time course load and will have an overall time limit to completion of 8 years rather than 6 years.

The Developmental Psychology and Education Program expects to admit about five flexible-time Ph.D. students each year.

**Submitted by:**  
Janet W. Astington, Chair,  
Human Development and Applied Psychology

**Date:** Friday October 27, 2006
Faculty Affiliation: Ontario Institute for Studies in Education
Name of Graduate Unit: Human Development and Applied Psychology
Graduate Program/s involved in proposal: Developmental Psychology and Education, Ph.D.
Brief Summary of Proposed Change: Flexible-delivery option to the Ph.D.

SGS Calendar 2006-2007 Entry for the Developmental Psychology and Education Program within the Department of Human Development and Applied Psychology

Developmental Psychology and Education
The Developmental Psychology and Education program offers studies leading to the M.A., M.Ed., Ph.D., and Ed.D. degrees. Students have an opportunity to construct an overall perspective on human development and its implications for practice with children in different applied settings.

Students are required to take core courses in human development and research methodology. Core courses emphasize typical and atypical development in the cognitive and emotional domains and the impact of culture, family, and social relationships on development. Elective courses cover a range of research areas, including early childhood development and education, applied cognitive science, quantitative research methodology, psychometric theory, adaptive instruction and special education, social and personality development, language, literacy and mathematics development, school readiness, instruction and learning, strategies for modifying developmental outcomes and accommodating individual differences, and other applications to contexts such as schools, day cares, and families. The M.A. and Ph.D. programs are designed for students wishing to pursue an academic or research-based career. The M.Ed. and Ed.D. programs are designed for the reflective teacher or other practitioner in education or related fields.

Admission Requirements
Admission to the M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree. Although most applicants will have a degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Occupational Therapy, Speech-Language Pathology, Physiotherapy, Nursing, Social Work or other area relevant to their specific program of study are also eligible to apply for admission. The usual admission standard is equivalency to a University of Toronto A- or better.

The Developmental Psychology and Education program offers both a full-time and a flexible-time Ph.D. program option. Applicants must declare the option for which they are interested in applying.

Admission to the full-time Ph.D. program normally requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Developmental Psychology and Education, Developmental Psychology, Cognitive Psychology, Applied Developmental Psychology or Child Study with standing equivalent to a University of Toronto
A- or better in the master's degree. Applicants with master's degrees in other areas such as Adult Education, Anthropology, Computer Science, Curriculum, Philosophy, or a profession such as Speech-Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy may be eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements equivalent to the Master of Arts in Developmental Psychology and Education. Students who have not completed a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Applicants to the flexible time Ph.D. option are accepted under the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible Ph.D. must include in their statement of intent that they are currently in a career related to the proposed field of study, have a desire to continue with their current career, and have the capacity to secure blocks of time to enable concentrated study (e.g., through the employer’s leave policy or study incentive system).

Admission to the M.Ed. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto mid-B or better. Applicants normally possess a teaching certificate and have one year of relevant professional experience.

Admission to the Ed.D. program normally requires a University of Toronto master's degree in Developmental Psychology and Education, Educational Psychology, Special Education or the equivalent. The usual admission standard is equivalency to a University of Toronto A- or better in the master's degree. Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfill master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements

M.A./Ph.D. Programs
The M.A. program, comprising six half-courses and a thesis, is normally undertaken on a full-time basis and completed in one year. Since an apprenticeship approach is favoured, students are expected to become closely involved in the research of their faculty advisor/supervisor. Courses should be chosen in consultation with the advisor. Students are required to take HDP 1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology, HDP 1288H Intermediate Statistics and Research Design, and HDP 2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level. Students must take two half-courses from the Required Menu appearing on the department Web site at [http://hdap.oise.utoronto.ca/pages/dpe_ma.html](http://hdap.oise.utoronto.ca/pages/dpe_ma.html), and in the Human Development and Applied Psychology Program Guidelines. The sixth half-course is an elective.

Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. program, comprises six half-courses, a comprehensive examination, and
a thesis. Students are required to take HDP 3200H *Research Proseminar in Human Development and Applied Psychology*, one half-course in statistics and research methods from an approved menu, two half-courses from the DPE doctoral program electives list, and two additional half-courses chosen in consultation with the student's faculty advisor. A listing of approved statistics and research methods courses as well as DPE doctoral elective courses is available on the department Web site at [http://hdap.oise.utoronto.ca/pages/dpe_phd.html](http://hdap.oise.utoronto.ca/pages/dpe_phd.html), and in the Human Development and Applied Psychology Program Guidelines.

*M.Ed./Ed.D. Programs*

The M.Ed. program, comprising ten half-courses and a comprehensive examination, may be undertaken on a full-time or part-time basis. The length of time required to complete the program will vary depending on full-time or part-time status. In the first year of the program, students are required to take HDP 1200H *Foundations of Human Development and Education* as well as HDP 2293 *Interpretation of Educational Research*. Four additional half-courses must be selected from the Department Electives list, available on the departmental Web site or in the Human Development and Applied Psychology Program Guidelines. The remaining four elective half-courses may be taken from within or outside the department. Elective courses must be chosen in consultation with the student's faculty advisor. Students are asked to meet with their faculty advisor in the first session of their program.

The Ed.D. program comprises eight half-courses, an internship, and a thesis. While students may begin the program on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from their outside employment into their Ed.D. schedule; it is recommended that students use such time to complete the thesis requirement, not course work. Students are required to take HDP 3200H *Research Proseminar in Human Development and Applied Psychology* as well as a half-course in Statistics and Research Methods from an approved menu. Students must take at least three additional half-courses from the DPE doctoral program electives list. A listing of approved statistics and research methods courses as well as DPE doctoral program electives is available on the department's Web site at [http://hdap.oise.utoronto.ca/pages/dpe_phd.html](http://hdap.oise.utoronto.ca/pages/dpe_phd.html) and in the Human Development and Applied Psychology Program Guidelines. The remaining courses should be chosen in consultation with the student's faculty advisor.
Motion

Graduate Education Council
Tuesday, January 23, 2007

Item 10

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Ontario Institute for Studies in Education, Department of Curriculum, Teaching, and Learning, to cease admission to the Curriculum Studies and Teacher Development Program, Ed.D. and that Council approve the closure of the Ed.D. program when no students are registered in it. The entry for the program will be removed from the School of Graduate Studies calendar on a permanent basis, effective September 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There was no feedback as a result of posting on the GWS.

The Ontario Institute for Studies in Education provided the following report:
The Graduate Education Committee – OISE (GECO) discussed the proposal. There are currently eight students registered in the program. There was concern about the program to which students would be reinstated if their registration lapsed. The advice of the Registrar’s Office (RO) was sought. The RO responded to GECO with this information: If a student is permitted to reinstate for the purpose of defense, he/she will be reinstated to his/her original program. While the program will be suspended for new admissions, the POST code will remain on ROSI, such that lapsed students will complete and graduate from the original degree program.

The proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education on December 13, 2006. Discussion related to the reduction of variety in doctoral programs. There was concern that students would regret the loss of choice. A departmental representative reminded Faculty Council that admission to the Ed.D. had been suspended for quite sometime before the flexible-time Ph.D. had been introduced. Students had welcomed the addition of the flexible-time option and the number of applicants to the Ed.D. had dropped significantly.

The approval of the Graduate Education Council will be conveyed to the Provost’s Office. Closure of a degree program requires the approval of the Academic Policy and Programs Committee, the Planning and Budget Committee, the Academic Board, and Governing Council.

Faculty Affiliation: OISE/UT

Name of Graduate Unit: Department of Curriculum, Teaching and Learning

Graduate Program/s involved in proposal, if any: Curriculum Studies and Teacher Development

Brief Summary of Proposed Change: Discontinuation of the CSTD Program Doctor of Education (Ed.D.)

Rationale: Prior to the current suspension of the Doctor of Education degree, students wanting to combine their professions with further study applied for the professional doctorate, (Ed.D.). Since the Curriculum Studies and Teacher Development (CSTD) Program application for the flexible-time Ph.D. option was approved by UofT governance, CSTD students wishing to pursue doctoral study to combine their professions with further study can now apply for a flexible time Ph.D. option. CSTD suspended the Ed.D. to determine if it could be reformulated to meet the needs of professional practitioners differently than that of the flexible-time Ph.D. However, after review, it has been determined that the flexible-time Ph.D. is an effective and desirable option for both future researchers and professional practitioners. The CSTD Program therefore proposes to discontinue the Ed.D. degree after the last current Ed.D. student in CSTD completes. CSTD makes this proposal with the intention of concentrating its resources on developing the research focus and activities of its Ph.D. full-time and flexible time options

Prior Approvals/Actions:
Approved by CSTD Program Committee, Nov. 2nd 2006
Approved by CTL Council (unanimous), Nov. 15th 2006

Proposed Effective Date: September 2007

Financial and/or Planning Implications: Cessation of the Ed.D. degree will cause a drop in tuition revenue. However, the flexible-time PhD has proven to be as popular, if not more so, than the Ed.D. among practicing professionals seeking part-time doctoral study. Consequently, the net tuition revenues should remain constant. Therefore, the proposal is cost neutral.

Contact name, e-mail address and telephone #:
Prof. Doug McDougall, Associate Chair, Graduate Studies, CTL
GS \text{ SGS} Calendar 2006-2007

Curriculum, Teaching and Learning CTL

| Faculty | Contact | General Information | Programs | Collaborative Programs |

Graduate Faculty

Full Members
- A. T. Anderson, BA, MEd, PhD
- M. Beattie, BA, MA, MEd, EdD
- L. Bencze, BSc, BEd, MSc, PhD
- B. Bennett, BPE, MEd, PhD
- K. Bickmore, BA, MA, PhD
- M. C. Brett, BA, MA, PhD
- L. M. Cameron, BA, MEd, EdD
- E. Campbell, BA, BEd, MEd, PhD
- R. S. Cohen, MSc, PhD
- C. E. Conle, BA, MA, PhD
- K. Cooper, BA, MA, PhD
- A. H. Cumming, BA, MA, PhD
- J. P. Cummins, BA, PhD
- M. Danesi, BA, MA, PhD, FRSC
- L. E. Davie, Professor Emeritus
- L. M. Earl, PhD
- G. Feuerverger, BA, MA, PhD
- A. Gagne, BEd, MEd, PhD
- K. M. Gallagher, BA, BEd, MEd, PhD
- D. Gerin-Lajoie, BSC, MA, PhD
- T. Goldstein, BA, PhD (Associate Chair, Teacher Education)
- L. M. Hannay, BA, MEd, PhD
- J. G. Hewitt, BM, BEd, MEd, PhD
- S. E. Hidi, BA, MA, PhD
- D. Hodson, BSc, MEd, PhD
- A. J. Jordan, BA, MA, PhD
- B. S. Kilbourn, BS, MA, PhD
- M. Kooy, BA, MA, PhD
- C. Kosnik, BA, BEd, MEd, PhD
- N. Labrie, BA, MA, PhD
- T. Lam, BA, PhD
- S. J. Lapkin, BA, MA, PhD
- D. McDougall, BEd, BM, M.Ed, EdD (Graduate Coordinator; Associate Chair, Graduate Studies)
- J. P. Miller, BA, MAT, PhD
- M. Nieswandt, BA, MA, PhD
- E. Pedretti, BSc, BEd, MEd, PhD
- N. C. Rolheiser, BEd, MEd, PhD
- J. A. Ross, BA, MA, PhD
M. L. Scardamalia, BA, MS, PhD
R. I. Simon, BS, PhD
J. Slotta, PhD
E. M. Smyth, BA, BEd, MA, EdD
N. Spada, BA, MA, PhD
S. Stagg Peterson, BA, BEd, MEd, PhD
P. J. Stanovich, BSEd, MA, PhD
M. K. Swain, BA, PhD
H. Sykes, B.Sc, P.G.C.E., MEd., Ph.D
D. Thiessen, BA, MEd, DPhil
(C)Chair
P. Trifonas, BA, BEd, MA, PhD
M. W. Wahlstrom, BEd, MEd, PhD
J. W. Wallace, PhD
J. A. Wilkinson, BA, BEd, MA, PhD
D. M. Willows, BA, MA, PhD, CPsych
D. N. Wilson, Professor Emeritus
R. G. Wolfe, BA, PhD

Members Emeriti
J. L. Aitken, PhD
J. P. Allen, BA, MA, PhD
C. M. Beck, Professor Emeritus
D. G. Bogdan, BA, MA, PhD
D. W. Booth, BA, MEd
S. Churchill, PhD
F. M. Connelly, BEd, BSc, MSc, PhD
V. L. Darroch-Lozowski, Professor Emeritus
P. Diamond, BA, PhD, Professor Emeritus
J. P. Farrell, BSc, PhD, Professor Emeritus
N. J. Frenette, BA, MA, MEd, PhD
G. Hanna, BA, MA, MEd, PhD
M. B. Harley, BA, MA, PhD, CCDF
B. G. Kelly, BSc, MSc, PhD, EdD
R. K. Logan, BSc, PhD
L. D. McLean, PhD
R. S. Mclean, BA, MA, PhD
R. J. Morgan, BA, MEd, PhD
G. Nagy, BSc, MEd, PhD
S. Nishisato, BA, MA, PhD
H. Russell, EdD
R. J. Silvers
R. E. Traub, PhD
J. Weiss, BA, MA, PhD

Associate Members
G. P. Allen
N. Belanger, BA, MA, PhD
J. B. Bernhard, BA, MEd, PhD
M. J. Botelho, PhD
K. Broad
N. Byrne, Dr.
L. Dean
T. D. Derwing, BA, MSc, PhD
J. Dillabough, BA, MA, PhD
J. Eldridge
M. Evans, PhD
S. Folk
W. Gitari, PhD
R. Helms-Park, BA, MA, PhD
M. F. He, BA, MA, MEd, PhD
D. Heywood, PhD
I. Hundey, BA, MA
J. Hurst, PhD
E. Jang, PhD
M. Y. Johnson, BA, MA, PHD
J. Kerekes, PhD
R. Lancaster, MMath
R. Maclure, Ph.D, MA, P.G.C. Ed.
J. Mason
L. Nasmith, BA, M.ED
M. Nayer
S. Niyozov, PhD
A. Pavlenko, PhD, MA, BA
R. Penfield, PhD, MA, BSc
M. R. Procter
M. F. Rossi
N. Scarfo
W. O. Seller, BA, MEd
L. Shore, BA, DiP ED, MED, EdD
J. Steele, BA, MA, PhD
L. Stewart Rose, MA
S. Stiegelbauer, BS, AM, MA, PhD
A. Taylor
S. Todd
M. Turnbull, BA, MA, PhD
E. Ushioda, BA, MPh, PhD
E. Woodruff, BSc, BEd, MA, PhD

Address:
Department of Curriculum, Teaching and Learning
The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)
Eleventh Floor, 252 Bloor Street West
Toronto, Ontario
Canada
M5S 1V6

Telephone:(416) 923-6641 ext. 2601
Enquiries
Initial enquiries regarding admission to graduate studies in the Department of Curriculum, Teaching and Learning (CTL) should be made directly to:
The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)
Registrar's Office
Graduate Studies, Admissions Unit
Fourth Floor, 252 Bloor Street West
Toronto, Ontario
Canada
M5S 1V6

Such enquiries should be made well in advance of the December 1 regular deadline for receipt of applications. Given the limited number of students the Department may accept into the majority of its programs, not all eligible applicants can be admitted. Program and admission details are printed in the OISE/UT Bulletin, available from the OISE/UT Registrar's Office. Not all courses are offered every year; consult the Department each session for course offerings.

Degree Programs
The following graduate programs are offered by the CTL Department:
1 Curriculum Studies and Teacher Development (M.Ed., M.A., Ph.D.)
2 Elementary and Intermediate Education (M.T.)
3 Second Language Education (M.Ed., M.A., Ph.D.)

Collaborative Programs
CTL participates in the following collaborative graduate degree programs:
2 Knowledge Media Design (M.Ed., M.A., Ed.D., Ph.D.)
3 Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)
For further information, consult the separate collaborative program entries in this calendar.

Notes
1 The Doctor of Education (Ed.D) degree in the Curriculum Studies and Teacher Development Program is discontinued. The Department will maintain the program and its courses until all current students have graduated.
2 The Master of Arts in Teaching program or M.A.(T.) is discontinued. The Department will maintain the program and its courses until all current students have graduated.
3 The Measurement and Evaluation program will be discontinued and is no longer accepting new applicants.
4 The Teacher Development (TD) program will be discontinued and is no longer accepting new applicants. The CTL Department will continue its strong commitment to teacher development research through studies conducted, coordinated through, or supported by faculty and students associated with the Centre for Teacher Development. Furthermore the Curriculum Studies and Teacher Development Program will offer a wide range of courses in teacher development, some of which will be transferred from the TD program and some of which are already available in the Curriculum Studies and Teacher...
Development Program. Both current and future students will be able to pursue in-depth studies in this area, though no longer in a separate program devoted exclusively to teacher development.

1 CURRICULUM STUDIES AND TEACHER DEVELOPMENT PROGRAM
The Curriculum Studies and Teacher Development (CSTD) Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: What should be studied? Why? By whom? In what ways? And in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Curriculum Studies and Teacher Development Program course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas.

Curriculum Studies and Teacher Development Program faculty guide student work in a wide range of inquiry and data analysis methodologies, including qualitative and quantitative research, action research, naturalistic inquiry, teacher inquiry, computer-supported analysis, performed and critical ethnography, and life history.

The interest areas below reflect overlapping and intersecting areas of strength in the whole Curriculum Studies and Teacher Development Program, not separate sub-programs. Faculty and students each pursue diverse overlapping combinations of these interests. To show the general dimensions of the Curriculum Studies and Teacher Development Program, the interest descriptors are arranged in categories: broad perspectives on education in various contexts (where and why we teach), curriculum content and pedagogy (what and how we teach), and intersections of curriculum with particular diverse learners (who we teach).

Curriculum Theories, Perspectives and Contexts include broad orientations and diverse settings for research in curriculum, schooling, teaching/learning, educational change.
- Curriculum and Program Development and Implementation
- School and District Policy, Environments, Change and Reform
- Assessment and Evaluation
- Teacher Professional Learning, Teachers as Change Agents
- Teachers' Work, Lives, Narratives, Beliefs, and Knowledge
- Teacher Knowledge/Teacher Identity
- Teacher Leadership
- Pre-service and In-service Education
- Holistic Education, Imagination, and Spirituality
- Feminist and/or Queer Theories in Education
- Cultural Studies and Critical Theory in Education
- Dialogic and Social Constructivist Approaches to Curriculum
- Education in Non-school Settings
- Distance Education and On-line Learning Environments
- Knowledge Media/Technology, Knowledge Building and Innovation
- Comparative Education and Education in International Settings

Curriculum Subject Matter and Teaching/Learning Processes include subject area content and/or pedagogical approaches:
- Pedagogy, Instructional Design and Student Assessment
- Student and/or Teacher Problem Solving and Critical Thinking
Diverse Student Populations and Curriculum Equity include challenges and issues in constructing and delivering curriculum for particular diverse students and/or for social change:
- Adaptive Instruction and Inclusive Classrooms
- French-Language Minority Education
- Educating Immigrant and English as a Second Language Students
- Gender and Education
- Sexuality and Anti-homophobia Education
- Anti-Racist, Multicultural and Anti-discriminatory Education
- Students' Identity Construction
- Urban Youth
- Early Childhood Education
- Gifted Learners

Diversity and Equity Challenges in Curriculum include challenges in constructing and delivering curriculum for diverse students:
- Special Education, Adaptive Instruction and Inclusive Classrooms
- Franco-Ontarian and French-language Minority Education
- Educating Immigrant and English as a Second Language Students
- Gender and Girls' Education
- Sexuality and Anti-homophobia Education
- Equity Teaching, Anti-racist, Multicultural and Anti-discriminatory Education

Degree of Master of Education
The M.Ed. degree program is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto mid-B or better in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying.

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies and teacher development should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml). The Admissions Committee reviews this Statement to determine the kind of focus or area of study in which an applicant is most interested and to link the applicant to appropriate faculty advisors.
The M.Ed. program of study consists of ten half-courses, at least five of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and may be taken on a full-time or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL 1000H. All requirements for the degree must be completed within six calendar years from first enrolment.

Degree of Master of Arts
The M.A. degree program is designed to provide academic study and research training related to curriculum studies. Applicants are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto mid-B or better in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum or teacher development. The chief academic interests and experience, professional concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml). The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link the applicant to appropriate faculty advisors.

The M.A. may be taken on a full-time or part-time basis and consists of eight half-courses, at least four of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL 1000H, and a course in research methods from an approved course listing. A listing of approved research methods courses is available on the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml).

Note: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation, and ethical review. All requirements for the degree must be completed within five years from first enrolment.

Degree of Doctor of Education
Admission to the Ed.D. degree program in Curriculum Studies and Teacher Development has been suspended. Students currently enrolled in the program will complete their course of studies after which time the Ed.D. program will close.

Degree of Doctor of Philosophy
The Ph.D. is intended primarily as preparation for academic positions in universities; the program demands a strong commitment to curriculum research. The Curriculum Studies and Teacher
Development Program offers both full-time and flexible-time Ph.D. program options. Applicants must declare the option for which they wish to apply.

Admission Requirements

Full time Ph.D. Option
Applicants are accepted under the SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto B+ or better is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Applicants are required to submit, along with the application:

- a Their masters thesis or a sample of single-authored scholarly writing. Details of what constitutes an appropriate writing sample can be found on the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml).
- b A Statement of Intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.
- c Two letters of reference, one academic and one professional.

Flexible-time Ph.D. Option
Applicants to the flexible-time Ph.D. option are accepted under the SGS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible-time Ph.D. must include in their Statement of Intent the outline of a plan that demonstrates:

- a that the applicant is in a career related to the field of study;
- b that the applicant has three or more years with the same employer;
- c a desire to continue with current career path;
- d the capacity to secure blocks of time to enable concentrated study (e.g., reference to the employer's leave policy, study incentive system, etc.)

Degree Requirements
Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. program of study normally consists of six half-courses, at least four of which are ordinarily CTL 1000-level courses undertaken in the program. Additional courses may be required of some students. Students are expected to take CTL 1000H if they did not complete it at the master's level, and one course in research methods from an approved course listing. This listing is available on the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml). Students must successfully complete a comprehensive examination. In addition, a thesis, embodying the results of an original investigation, and a final oral examination, on the content and implications of the thesis, are also required.

Note: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation, and ethical review.

Courses of Instruction
Not all courses are offered every year. Please consult the Department for course offerings.
Master's Level
CTL 1000H Fondements du l'étude des programmes scolaires/Staff
CTL 1001H Values and Schooling/E. Campbell, Staff
CTL 1002H Planification de la programmation pour un enseignement efficace/Staff
CTL 1002H Curriculum Development for Effective Teaching/Staff
CTL 1003H Language Arts in Primary Education/D. M. Willows, L. Cameron
CTL 1005H Language, Literacy, and the School Curriculum/S. Peterson, Staff
CTL 1006H English at the Secondary School Level/M. Kooy, Staff
CTL 1008H Children's Literature as a Foundation of Literate Behaviour Across the Curriculum/L. Cameron, Staff
CTL 1009H Theory and Practice in Elementary Literacy Instruction/S. Peterson
CTL 1010H Children's Literature Within a Multicultural Context/G. Feuerverger
CTL 1011H Anti-Discriminatory Education in School Settings/T. Goldstein
CTL 1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues/E. Smyth
CTL 1013H Instructional Innovation in the Elementary and Secondary Schools/J. A. Ross, Staff
CTL 1014H Evaluation of Curriculum and Instruction/J. A. Ross, Staff
CTL 1015H Curriculum and Student Evaluation/Staff
CTL 1016H Cooperative Learning Research and Practice/J. A. Ross, Staff
CTL 1018H Introduction to Qualitative Inquiry in Curriculum, Teaching, and Learning/D. Thiessen, Staff
CTL 1019H Authentic Assessment/J. Ross, Staff
CTL 1020H Teaching High Ability Students/E. Smyth
CTL 1023H Technology and Education: Critical Perspectives on Theory and Practice/P. Trifonas
CTL 1024H Poststructuralism and Education/P. Trifonas
CTL 1026H Improving Teaching/B. S. Kilbourn
CTL 1027H Facilitating Reflective Professional Development/L. M. Hanna
CTL 1028H Constructive Feedback in Teaching/B. S. Kilbourn
CTL 1029H From Student to Teacher: Professional Induction/M. Kooy
CTL 1030H Arts-Based Approaches to Teacher Development/C. T. P. Diamond
CTL 1031H Language, Culture, and Identity: Using the Literary Text in Teacher Development/G. Feuerverger
CTL 1032H Knowing and Teaching/B. S. Kilbourn
CTL 1033H Multicultural Perspectives in Teacher Development: Reflective Practicum/G. Feuerverger
CTL 1034H Action Research in Language and Learning/Staff
CTL 1035H Teaching and School Renewal/C. M. Beck
CTL 1036H Thoughtful Teaching and Practitioner Inquiry/E. Campbell, Staff
CTL 1037H Comparative and Cross-Cultural Perspectives/J. P. Farrell, Staff
CTL 1038H Change and Curriculum Implementation/W. Sceller
CTL 1039H Teaching Writing in the Classroom/S. Peterson
CTL 1040H Fundamentals of Program Planning and Evaluation/T. Lam or Staff
CTL 1041H Research Methods In Education/T. Lam or Staff
CTL 1042H Instrument Development in Education/R. E. Traub or Staff
CTL 1043H Research Issues in Alternative Assessments/T. Lam and Staff
CTL 1060H Education and Social Development/J. P. Farrell, Staff
CTL 1061H Comparative Education: The Development of Third World Educational Systems/Staff
CTL 1102H Arts and Education: Planning and Implementation of Arts Programs/Staff
CTL 1104H Play, Drama, and Arts Education/Staff
CTL 1105H Research and Inquiry in Arts Education/M. J. Beattie
CTL 1106H Spirituality in Education/J. Miller
CTL 1110H The Holistic Curriculum/J. Miller
CTL 1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives/M. Beattie
CTL 1116H Holistic Approaches in the Elementary Mathematics Curriculum/R. Cohen
CTL 1117H Liberatory Practices in Drama and Education/K. Gallagher
CTL 1118H The Visual Arts as a Teaching and Learning Strategy/S. Stiegelbauer
CTL 1119H Gaining Confidence in Mathematics: A Holistic Approach to Rebuilding Math Knowledge and Overcoming Anxiety/R. Cohen
CTL 1200H Science in the School Curriculum/L. Bencze, Staff
CTL 1202H Mathematics in the School Curriculum: Elementary/D. McDougall
CTL 1204H Making Mathematics Learning Meaningful: Secondary/R. Cohen
CTL 1206H Teaching and Learning Science/D. Hodson
CTL 1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society, and Environment (STSE) Education/E. Pedretti
CTL 1208H Curriculum Issues in Science and Technology: An Historical Perspective/D. Hodson
CTL 1209H Current Issues in Science and Technology Education/D. Hodson, Staff
CTL 1211H Action Research in Science, Mathematics, and Technology Education/D. Hodson, E. Pedretti, L. Bencze, W. Gitari
CTL 1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science/D. Hodson
CTL 1214H Equity Issues in Science Education/D. Hodson
CTL 1215H Teaching and Learning About Science and Technology: Beyond Schools/E. Pedretti
CTL 1302H Media Studies and Education/Staff
CTL 1304H Cultural Studies and Education/Staff
CTL 1306H La recherche qualitative en éducation: bases théoriques et pratiques/D. Gérin-Lajoie
CTL 1306H Qualitative Research Methods in Education: Concepts and Methods/D. Gérin-Lajoie, Staff
CTL 1307H Identité collective et éducation minoritaire de langue française/D. Gérin-Lajoie
CTL 1307H Identity Construction and Education of Minorities/D. Gérin-Lajoie
CTL 1309H Les stéréotypes sexuels dans les programmes scolaires/D. Gérin-Lajoie
CTL 1312H Democratic Citizenship Education/K. Bickmore
CTL 1313H Gender Equity in the Classroom/Staff
CTL 1316H Global Education: Theory and Practice/Staff
CTL 1318H Teaching Conflict and Conflict Resolution/K. Bickmore
CTL 1400H Classroom Adaptations and Instructional Strategies/A. Jordan
CTL 1402H Adaptive Instruction in Inclusive Classrooms/A. Jordan
CTL 1403H Special Education and Social Representation of Difference/N. Bélanger or Staff
CTL 1600H Implementing Dynamic Web Interaction for Education/Staff
CTL 1602H Introduction to Computers in Education/J. Hewitt, E. Woodruff
CTL 1603H Introduction to Knowledge Building/J. Hewitt
CTL 1604H Video/Multimedia Design/Staff
CTL 1605H Internet Resources and Education/Staff
CTL 1606H Computers in the Curriculum/D. McDougall
CTL 1608H Constructive Learning and Design of Online Environment/C. Brett
CTL 1609H Educational Applications of Computer-Mediated Communication/C. Brett
CTL 1611H Computer-Mediated Distance Education/Staff
CTL 1612H The Virtual Library (Non-Credit)/Staff
CTL 1797H Practicum in Curriculum: Master's Level/Staff
CTL 1798H Individual Reading and Research in Curriculum: Master's Level/Staff
CTL 1799H Special Topics in Curriculum: Master's Level/Staff

Doctoral Level
CTL 1800H Research Colloquium in Curriculum and Instruction/Staff
CTL 1801H Action Research and Professional Practice/Staff
CTL 1802H The Conceptualization of Curriculum Problems/Staff
CTL 1805H Advanced Seminar in Language and Learning: Theory and Practice/S. Peterson, L. Cameron
CTL 1808H Curriculum Innovation in Teacher Education/D. Thiessen, Staff
CTL 1809H Narrative and Story in Research and Professional Practice/C. Conle
CTL 1811H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development/C. T. P. Diamond, M. Kooy, K. Cooper
CTL 1812H Professional Ethics of Teaching and Schooling/E. Campbell
CTL 1819H Critical Multicultural Analysis of Children's Literature/M. J. Botelho
CTL 1823H Arts and Education: Play, Drama, and Thought/K. Gallagher
CTL 1825H The Teacher as a Contemplative Practitioner/J. Miller
CTL 1840H Gender Issues in Mathematics, Science, and Technology/M. Nieswandt
CTL 1841H Research Seminar in Science Education/D. Hodson, E. Pedretti, L. Bencze, M. Nieswandt
CTL 1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries/E. E. Jang
CTL 1843H Models and Issues in Program Evaluation/T. Lam and Staff
CTL 1844H Seminar in Evaluation Problems/Staff (Prerequisite: CTL2803H or equivalent)
CTL 1845H Performance Assessment/T. Lam
CTL 1861H Critical Ethnography/T. Goldstein
CTL 1863H Controversial Issues in Development Education/D. Wilson, Staff
CTL 1864H Methodologies for Comparing Educational Systems/Staff
CTL 1880H Analysis of Instruction/A. Jordan, Staff
CTL 1921H Knowledge Building Environments/M. Scardamalia
CTL 1922H Seminar in Interactive Video/Graphics/Staff
CTL 1923H Technology Supported in Situ Learning/E. Woodruff, Staff
CTL 1924H Research Issues in Educational Computer-Mediated Communication/Staff
CTL 1997H Practicum in Curriculum: Doctoral Level/Staff
CTL 1998H Individual Reading and Research in Curriculum: Doctoral Level/Staff
CTL 1999H Special Topics in Curriculum: Doctoral Level/Staff

2 MASTER OF TEACHING IN ELEMENTARY AND INTERMEDIATE EDUCATION PROGRAM
The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year full-time program of study leading to a Master of Teaching degree. Upon successful completion of this program, students will be recommended to the Ontario College of Teachers for an Ontario Teacher certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching program offers students a unique opportunity for teacher qualification with advanced theoretical knowledge and research skills. The program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigour in conjunction with increased practicum and
Internship opportunities serve to enhance the theoretical and practical experiences of students preparing to teach. Program objectives are achieved through a combination of course work, teaching and research seminars, internships and practica, along with independent and collaborative research and major research papers.

Admission Requirements
Applicants are admitted under the general regulations of the School of Graduate Studies. Applicants must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto mid-B or better in the final year. In their Statement of Intent, applicants should 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. Final selection will be based on an interview by a panel of faculty, teachers, and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program, the following items must be submitted with the application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada, including date and place of birth
b) a photocopy of a certificate of change of name where applicable

Note: A police record check is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Program Requirements
The two-year M.T. degree comprises the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the course work (including practica), all students must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Courses of Instruction

Core Courses - Year 1
CTL 7000H Curriculum and Teaching in Literacy
CTL 7002H Curriculum and Teaching in Mathematics
CTL 7003H Curriculum and Teaching in Social Studies and Science
CTL 7004Y Practicum in the Schools
CTL 7006H Reflective Teaching and Inquiry into Research in Education
CTL 7007H Authentic Assessment

Core Courses - Year 2
CTL 7001H Educational Professionalism, Ethics and the Law
CTL 7005Y Practicum Internship
CTL 7008H introduction to Special Education and Adaptive Instruction
Elective Courses
Two elective courses are selected from course offerings in the Department of Curriculum Teaching and Learning. Choice of electives is contingent upon the approval of the student's faculty advisor.

3 SECOND LANGUAGE EDUCATION PROGRAM
Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy.

Degree of Master of Education
Applicants are accepted under the general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university completed with an academic standing equivalent to a University of Toronto mid-B or better in the final year. Ordinarily, applicants will have at least one year of relevant successful professional experience prior to applying.

The M.Ed. program consists of ten-half courses. A minimum of five CTL3000-level courses must be taken within the SLE program. One of the courses must be either CTL3000H – Foundations of Bilingual and Multicultural Education or CTL3002Y – Methodology and Organization of Language Teaching. The M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrollment.

Degree of Master of Arts
Applicants are accepted under the general regulations. Admission requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto mid-B or better in the final year. Ordinarily, applicants will have at least one year of relevant successful professional experience prior to applying. Enrolment in the M.A. (rather than M.Ed.) program is advisable for applicants expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, and particular personal or professional interests.

The M.A. program may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. Part-time students are expected to be available to take CTL 3001H during day-time hours (usually Friday afternoons). Students must take a minimum of four CTL 3000-level half-courses within the SLE program. Courses must include CTL 3001H plus a course in research methods relevant to the topic of the thesis. Any of the following courses can fulfil this requirement: CTL 1018H, CTL 1030H, CTL 1041H, CTL 1306H, CTL 1810H, CTL 3019H, CTL 3800H, CTL 3803H, CTL 3807H, AEC 1400H, HDP 1287H, HDP1288H or SES 1905H. Students wishing to propose an alternative course to fulfil one of the SLE course requirements will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or their thesis supervisor. Students are
responsible for meeting deadlines to complete their course requirements, thesis committee formation, and ethical review. Additional courses may be required of some applicants. All requirements for the degree must be completed within five calendar years from first enrolment.

Degree of Doctor of Education
Admission to the Ed.D. degree program in Second Language Education has been suspended. Students currently enrolled in the program will complete their course of studies after which time the Ed.D. program will close.

Degree of Doctor of Philosophy
Individuals pursuing the Ph.D. typically wish to be university professors in this field. The Second Language Education program offers both full-time and flexible-time Ph.D. options. Applicants must declare their preferred option when applying.

Admission Requirements

Full-time Ph.D. Option
Applicants are accepted under the SGS general regulations. A University of Toronto master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto B+ or better is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a scholarly piece of writing. Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

Flexible-time Ph.D. Option
Applicants to the flexible-time Ph.D. option are accepted under the SGS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible Ph.D. must include in their Statement of Intent the outline of a plan that demonstrates the following:
- the applicant is in a career related to the field of study;
- the applicant has three or more years with the same employer;
- a need and desire to continue with current career path;
- the capacity to secure blocks of time to enable concentrated study (e.g., reference to the employer's leave policy, study incentive system, etc.)

Degree Requirements

Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL 3001H Research Colloquium in Second Language Education, Master's Level), as well as a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL 1018H, CTL 1030H, CTL 1041H, CTL 1306H, CTL 1810H,
A student wishing to propose an alternative course to fulfil one of the SLE course requirements will be required to obtain the approval of the SLE Program coordinator and either her or his faculty advisor or thesis supervisor. For the full-time Ph.D., a minimum of two consecutive years of full-time study are required at the beginning of the Program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal, and form a thesis committee.

Courses of Instruction
Not all courses are offered every year. Please consult the Department for course offerings.

Master's Level
JHC 1251H Reading in a Second Language/E. Geva
JTE 1952H Language Culture and Education/M. Heller
CTL 3000H Foundations of Bilingual and Multicultural Education/Staff
CTL 3001H Research Colloquium in Second Language Education: Master's Level/S. Lapkin, M. K. Swain
CTL 3002Y Methodology and Organization of Second-Language Teaching/A. Cumming, B. Harley, or Staff
CTL 3004H Language Awareness and its Role in Teacher Development/J. P. B. Allen
CTL 3005H Current Issues in English as a Second Language/J. P. B. Allen
CTL 3007H Seminar in Language and Communication/J. P. B. Allen
CTL 3007H Séminaire sur le langage et la communication/N. Labrie
CTL 3008H Critical Pedagogy, Language, and Cultural Diversity/J. P. Cummins
CTL 3010H Second-Language Learning/N. Spada
CTL 3011H Bilingual Education and Bilingualism/J. P. Cummins
CTL 3011H Bilinguisme et éducation/N. Labrie ou membre de la faculté à déterminer
CTL 3012H Communicative Competence/N. Labrie
CTL 3013H Second Language Assessment/A. Cumming or S. Lapkin
CTL 3015H Seminar in Second-Language Literacy Education/B. Burnaby, A. Cumming, J. Cummins
CTL 3018H Language Planning and Policy/N. Labrie
CTL 3018H Politique et aménagement linguistique/N. Labrie
CTL 3019H Research Themes in Canadian French as a Second Language Education/S. Lapkin
CTL 3020H Writing in a Second Language/A. Cumming or S. Lapkin
CTL 3021H Pedagogical Grammar of French/ S. Lapkin
CTL 3023H Sociolinguistique du français canadien/N. Labrie
CTL 3024H Second Language Teacher Education/A. Gagné
CTL 3797H Practicum Second Language Education: Master's Level/Staff
CTL 3798H Individual Reading and Research in Second Language Education: Master's Level/Staff
CTL 3799H Special Topics Second Language Education: Master's Level/Staff

Doctoral Level
CTL 3800H Second Language Classroom Research/M. K. Swain
CTL 3801H Research Colloquium in Second Language Education: Doctoral Level/M. K. Swain, S. Lapkin
CTL 3803H Ethnographic Research in the Language Disciplines/Staff
CTL 3805H Aspects of Second-Language Acquisition/N. Spada
CTL 3806H Sociocultural Theory and Second Language Learning/M. K. Swain
CTL 3807H Processing Second Language Data/A. Cumming
CTL 3808H The Role of Instruction in Second Language Learning/N. Spada
CTL 3809H Research Seminar in Sociocultural Theory and Second Language Learning/M. Swain
CTL 3997H Practicum Second Language: Doctoral Level/Staff
CTL 3998H Individual Reading and Research in Second Language: Doctoral Level/Staff
CTL 3999H Special Topics in Second Language Program: Doctoral Level/Staff

Other Courses
EAS 1353H Theory and Practice of Japanese Language Instruction/Y. Johnson
FRE 1108H Théorie linguistique et acquisition du français langue seconde
Motion

Graduate Education Council
Tuesday, January 23, 2007

Item 11.1

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Arts and Science to replace the thesis requirement with a research paper requirement (1.0 FCE) in the Computer Science, M.Sc. program, effective September 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There was one comment as a result of posting on the GWS, and it noted an inconsistency in the documentation. The governance form referred to a “research project”, and the calendar entry referred to a “research paper”. The governance form was revised for consistency, and the revised documentation is attached.

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee Faculty Graduate Education Committee at its meeting of January 8, 2007. There was no discussion regarding the proposal at the meeting.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
Faculty Affiliation:
Arts & Science

Name of Graduate Unit:
Computer Science

Graduate Program/s involved in proposal, if any:
MSc

Brief Summary of Proposed Change:
The proposal is to replace our current MSc thesis requirement with a smaller research paper requirement. The main difference between the two lies in the expected length of the document. Whereas the thesis was typically 60-80 pages, our guidelines for the research paper is that it be in the range of 20-35 pages.

There will be only one MSc option, 5 half-credit graduate courses and a major research paper. A thesis will no longer be an option. The major research paper replaces the thesis.

The course weight for the major research paper will be 1.0.

Rationale:
Our MSc students are on average taking too long to complete their degree requirements. Since most of our graduate students do the MSc prior to entering the PhD program, we are finding that is also causing delays in the total time our students take to complete the PhD. A considerable amount of time in the MSc program is occupied by writing the thesis document. With the change to a shorter research paper we expect to reduce this time, thus reducing our average time to completion.

Prior Approvals/Actions:
Proposal designed by Departmental committee consisting of 5 faculty members and a graduate student representative.

Graduate students were consulted in the following ways:

a) Distribution of the committee's report and the detailed proposal to all graduate students.
b) Open meeting with graduate student held, where the proposal was presented and the floor opened for discussion.
c) Graduate Students represented at some of the faculty meetings where the proposal was discussed.

Proposal discussed at a number of faculty meetings, and finally voted on by all faculty.
The proposal was approved by a faculty vote, and all feedback from the graduate students was positive.

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee Faculty Graduate Education Committee at its meeting of January 8, 2007.

**Proposed Effective Date:**
Sept 2007

**Financial and/or Planning Implications:**
The financial implications. The stated length of our MSc program is unchanged, so the period students are eligible for funding is unchanged. The change simply achieves a better alignment of the program requirements and its stated length.

**Contact name, e-mail address and telephone #:**
Richard Zemel, Associate Chair, Graduate Studies.

**Submitted by:**
Rich Zemel, Associate Chair, Graduate Studies

**Date:** November 13, 2006
DEPARTMENT OF COMPUTER SCIENCE

PROPOSED CHANGES TO SGS CALENDAR ENTRY 2007-2008

Degree of Master of Science
The Master of Science degree program will consist of three to five computer science graduate half-courses and a major research paper which comprises an additional half-course credit. The courses must satisfy a breadth requirement to ensure a broad and well-balanced knowledge of computer science. The number of courses required will be determined in consultation with the supervisor and the graduate coordinator. The major research paper should demonstrate the student's ability to do independent work in organizing existing concepts and in suggesting and developing new approaches to solving problems in a research area. This degree is offered on either a full-time or part-time basis.
Item 11.2

MOTION (    /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Applied Science and Engineering to change program requirements in the Chemical Engineering and Applied Chemistry program, M.Eng, so that students have the option of completing either a course-work only option, or completing a course-work and project option. The non-technical course program requirements limit will be raised from one to two or three. Changes are effective May 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There was positive feedback as a result of posting on the GWS.

This proposal was approved by the Engineering Graduate Education Committee on December 7, 2006. At the meeting, representatives from the Department of Chemical Engineering and Applied Chemistry explained that the proposed changes would bring program requirements of the M.Eng in-line with program requirements of other programs offered at the Faculty of Applied Science and Engineering. The proposal was unanimously approved.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
University of Toronto  
School of Graduate Studies  

Governance Form  
2006-2007 (Version #1)

ITEM IDENTIFICATION: CHEMICAL ENGINEERING AND APPLIED CHEMISTRY – PROPOSAL TO CHANGES TO THE M.Eng. PROGRAM REQUIREMENTS

Faculty Affiliation: Faculty of Applied Science and Engineering

Name of Graduate Unit: Department of Chemical Engineering and Applied Chemistry

Graduate Program/s involved in proposal, if any: Master of Engineering (M.Eng.)

Brief Summary of Proposed Change:
The main change from our current M.Eng. is that we will now allow the M.Eng. to be completed in a course (10 courses) only option instead of requiring all students to do a project (3 course weight) plus 7 courses. The 3 course weight project option will still be available. In addition, we will be allowing two or three of the courses to be non-technical, while before the maximum was 1 non-technical course.

Rationale:
The change is being proposed to bring Chemical Engineering and Applied Chemistry in line with the other M.Eng. programs in the Faculty of Applied Science and Engineering that allow the course only option. This will also allow us to participate fully in the Faculty’s initiative that will offer a twelve month M.Eng., including courses taken during the summer. The Faculty’s program includes several non-technical courses in subjects like Project Management, Entrepreneurship and Business for Engineers, Financial Engineering, Teaching and Learning in Engineering, Leadership and Public Policy.

Prior Approvals/Actions:
This change was approved by our Department’s Graduate Studies Committee on October 26, 2006, as well as at a Departmental meeting on November 8, 2006. The proposal has been actively discussed by a group consisting of the Engineering graduate coordinators which has been chaired by the Vice-Dean, Research and Graduate Studies, and more recently by the Vice-Dean, Graduate Studies. It has been submitted for approval to the recently formed Graduate Curriculum Committee within the Faculty of Applied Science and Engineering.

The proposal was approved at the December 7, 2006 meeting of the Engineering Graduate Education Committee.

Proposed Effective Date: May 2007

Financial and/or Planning Implications:
The financial implications are expected to be positive. We expect the 12 month M.Eng. to attract more graduate students into our Department and to meet our graduate expansion targets.

Contact name: Professor D. Grant Allen, Associate Chair (Graduate)

Date: Friday, November 10, 2006
Graduate Calendar Revisions for Masters of Engineering in Chemical Engineering and Applied Chemistry (noted with track changes)

Degree of Master of Engineering

The M.Eng. program differs from other graduate programs (M.A.Sc. and Ph.D) available in the Department in that it is oriented to learning through prescribed courses rather than through research. The program normally requires completion of a total of 10 half courses or 7 courses plus a 3 course equivalent project supervised by a faculty member. The M.Eng. can be completed either through full-time or part-time studies. The full-time M.Eng. is designed to be completed within 12 months, including the summer term. The part-time M.Eng. is primarily intended for engineers in full-time professional practice. Students may choose courses of interest to them and may also register in the Environmental Engineering collaborative program. Further information on registration may be obtained from the Coordinator of Graduate Studies.
Motion

Graduate Education Council
Tuesday, January 23, 2007

Item 11.3

MOTION ( / ) THAT the Graduate Education Council approve the proposal from the Ontario Institute for Studies in Education, Department of Curriculum, Teaching, and Learning, to change the program requirements of the Second Language Education Program, M.Ed. The course-work and research project option has been removed, and students must obtain requirements by completing ten half-courses. Changes are effective September 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There no feedback as a result of posting on the GWS.

The Ontario Institute for Studies in Education provided the following report:
The Graduate Education Committee – OISE (GECO) discussed the proposal. It was suggested that the proposal be modified so that the concept of “options” would be clearer for those reading the proposal on the GWS. Also, it was noted that the number of options for completion of the M.Ed. degree would be reduced for students. The proposal was modified to give an overview of the M.Ed. options available at OISE.

The proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education on December 13, 2006. Again, it was noted that the number of options for completion of the M.Ed. degree would be reduced for students. This observation did not deter approval of the motion.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: CURRICULUM, TEACHING AND LEARNING – PROPOSAL TO CHANGE THE SECOND LANGUAGE EDUCATION PROGRAM, M. Ed., PROGRAM REQUIREMENTS

Faculty Affiliation: OISE/UT

Name of Graduate Unit: Department of Curriculum, Teaching and Learning (CTL)

Graduate Program/s involved in proposal, if any: Second Language Education Program (SLE)

Brief Summary of Proposed Change: That the Master of Education (M.Ed.) degree requirement in the Second Language Education program be changed from two options (i.e. Option II - 8 half courses plus a masters research project and Option IV - 10 half-courses) to one option (i.e. Option IV 10 half-courses) effective September, 2007. Note: While in some OISE/UT departments additional requirements have been established, students entering into the Master of Education (M.Ed.) must undertake one of the following options to complete their degree. Not all Options are available in all departments.

- **Option I - Coursework and Comprehensive Requirement:** ten half-courses plus a comprehensive examination/requirement.
- **Option II - Research Project:** eight half-courses plus a research project or a Major Research Paper.
- **Option III - Thesis:** six half-courses plus a thesis.
- **Option IV - Coursework only:** ten half-courses

Rationale: For many years, only Option II (coursework plus MRP) was available to M.Ed. students in both programs in CTL. In the fall of 2003, Division II of SGS and SGS Council approved the proposal of the Second Language Education program to offer a second option for their M.Ed. degree - Coursework Only (Option IV). Since then, the overwhelming majority of students applying for the M.Ed. have selected Option IV. In the winter of 2005, Division II of SGS and SGS Council approved the proposal of the Curriculum Studies and Teacher Development program to offer only one option for their M.Ed. degree – Course Only (Option IV). Students who are interested in doing a focused research study apply to do the M.A. in Second Language Education or the M.A.
in Curriculum Studies and Teacher Development, both of which carry the thesis requirement.

The importance of theory and research in the M.Ed. program will continue, though no longer centered on the exit requirement of an MRP. The M.Ed. degree will also offer those students who want to carry out small-scale classroom research, or school-based inquiries the opportunity to do so within their coursework.

Prior Approvals/Actions:
Approved by SLE Program Committee, Sept. 26\textsuperscript{th} 2006
Approved by CTL Council (unanimous), Oct. 18\textsuperscript{th} 2006
The proposal was approved at the Faculty Council of the Ontario Institute for Studies in Education on December 13, 2006.

Proposed Effective Date: September 2007

Financial and/or Planning Implications: Students will require more courses than in Option II. Consequently, there may be a need to increase the number of students in courses or increase the number of courses offered. Therefore, there will be a slight increase in teaching needs. However, the supervision work load of individual faculty members will decrease, which is a more efficient and effective use of faculty resources.

Contact name, e-mail address and telephone #:
Prof. Doug McDougall, Associate Chair, Graduate Studies, CTL
Graduate Faculty

Full Members
A. T. Anderson, BA, MEd, PhD
M. Beattie, BA, MA, MEd, EdD
L. Bencze, BSc, BEd, MSc, PhD
B. Bennett, BPE, MEd, PhD
K. Bickmore, BA, MA, PhD
M. C. Brett, BA, MA, PhD
L. M. Cameron, BA, MEd, EdD
E. Campbell, BA, BEd, MEd, PhD
R. S. Cohen, MSc, PhD
C. E. Conle, BA, MA, PhD
K. Cooper, BA, MA, PhD
A. H. Cumming, BA, MA, PhD
J. P. Cummins, BA, PhD
M. Danesi, BA, MA, PhD, FRSC
L. E. Davie, Professor Emeritus
L. M. Earl, PhD
G. Feuerverger, BA, MA, PhD
A. Gagne, BEd, MEd, PhD
K. M. Gallagher, BA, BEd, MEd, PhD
D. Gerin-Lajoie, BSC, MA, PhD
T. Goldstein, BA, PhD (Associate Chair, Teacher Education)
L. M. Hannay, BA, MEd, PhD
J. G. Hewitt, BM, BEd, MEd, PhD
S. E. Hidi, BA, MA, PhD
D. Hodson, BSc, MEd, PhD
A. J. Jordan, BA, MA, PhD
B. S. Kilbourn, BS, MA, PhD
M. Kooy, BA, MA, PhD
C. Kosnik, BA, BEd, MEd, PhD
N. Labrie, BA, MA, PhD
T. Lam, BA, PhD
S. J. Lapkin, BA, MA, PhD
D. McDougall, BEd, BM, M.Ed, EdD (Graduate Coordinator; Associate Chair, Graduate Studies)
J. P. Miller, BA, MAT, PhD
M. Nieswandt, BA, MA, PhD
E. Pedretti, BSc, BEd, MEd, PhD
N. C. Rolheiser, BEd, MEd, PhD
J. A. Ross, BA, MA, PhD
M. J. Botelho, PhD
K. Broad
N. Byrne, Dr.
L. Dean
T. D. Derwing, BA, MSc, PhD
J. Dillabough, BA, MA, PhD
J. Eldridge
M. Evans, PhD
S. Folk
W. Gitari, PhD
R. Helms-Park, BA, MA, PhD
M. F. He, BA, MA, MEd, PhD
D. Heywood, PhD
I. Hundey, BA, MA
J. Hurst, PhD
E. Jang, PhD
M. Y. Johnson, BA, MA, PhD
J. Kerekes, PhD
R. Lancaster, MMath
R. Maclure, Ph.D, MA, P.G.C. Ed.
J. Mason
L. Nasmith, BA, M.ED
M. Nayer
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R. Penfield, PhD, MA, BSc
M. R. Procter
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N. Scarfo
W. O. Seller, BA, MEd
L. Shore, BA, DiP ED, MED, EdD
J. Steele, BA, MA, PhD
L. Stewart Rose, MA
S. Stiegelbauer, BS, AM, MA, PhD
A. Taylor
S. Todd
M. Turnbull, BA, MA, PhD
E. Ushioda, BA, MPh, PhD
E. Woodruff, BSc, BEd, MA, PhD

Address:
Department of Curriculum, Teaching and Learning
The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)
Eleventh Floor, 252 Bloor Street West
Toronto, Ontario
Canada
M5S 1V6

Telephone: (416) 923-6641 ext. 2601
Initial enquiries regarding admission to graduate studies in the Department of Curriculum, Teaching and Learning (CTL) should be made directly to:
The Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)
Registrar's Office
Graduate Studies, Admissions Unit
Fourth Floor, 252 Bloor Street West
Toronto, Ontario
Canada
M5S 1V6

Such enquiries should be made well in advance of the December 1 regular deadline for receipt of applications. Given the limited number of students the Department may accept into the majority of its programs, not all eligible applicants can be admitted. Program and admission details are printed in the OISE/UT Bulletin, available from the OISE/UT Registrar's Office. Not all courses are offered every year; consult the Department each session for course offerings.

Degree Programs
The following graduate programs are offered by the CTL Department:
1 Curriculum Studies and Teacher Development (M.Ed., M.A., Ph.D.)
2 Elementary and Intermediate Education (M.T.)
3 Second Language Education (M.Ed., M.A., Ph.D.)

Collaborative Programs
CTL participates in the following collaborative graduate degree programs:
2 Knowledge Media Design (M.Ed., M.A., Ed.D., Ph.D.)
3 Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)
For further information, consult the separate collaborative program entries in this calendar.

Notes
1 The Doctor of Education (Ed.D) degree in the Curriculum Studies and Teacher Development Program is discontinued. The Department will maintain the program and its courses until all current students have graduated.
2 The Master of Arts in Teaching program or M.A(T.) is discontinued. The Department will maintain the program and its courses until all current students have graduated.
3 The Measurement and Evaluation program will be discontinued and is no longer accepting new applicants.
4 The Teacher Development (TD) program will be discontinued and is no longer accepting new applicants. The CTL Department will continue its strong commitment to teacher development research through studies conducted, coordinated through, or supported by faculty and students associated with the Centre for Teacher Development. Furthermore the Curriculum Studies and Teacher Development Program will offer a wide range of courses in teacher development, some of which will be transferred from the TD program and some of which are already available in the Curriculum Studies and Teacher
Development Program. Both current and future students will be able to pursue in-depth studies in this area, though no longer in a separate program devoted exclusively to teacher development.

1 CURRICULUM STUDIES AND TEACHER DEVELOPMENT PROGRAM

The Curriculum Studies and Teacher Development (CSTD) Program is a forum for systematic reflection on the substance (subject matter, courses, programs of study), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: What should be studied? Why? By whom? In what ways? And in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation. Curriculum Studies and Teacher Development Program course offerings and guided research opportunities reflect the diverse interests of faculty in a range of areas.

Curriculum Studies and Teacher Development Program faculty guide student work in a wide range of inquiry and data analysis methodologies, including qualitative and quantitative research, action research, naturalistic inquiry, teacher inquiry, computer-supported analysis, performed and critical ethnography, and life history.

The interest areas below reflect overlapping and intersecting areas of strength in the whole Curriculum Studies and Teacher Development Program, not separate sub-programs. Faculty and students each pursue diverse overlapping combinations of these interests. To show the general dimensions of the Curriculum Studies and Teacher Development Program, the interest descriptors are arranged in categories: broad perspectives on education in various contexts (where and why we teach), curriculum content and pedagogy (what and how we teach), and intersections of curriculum with particular diverse learners (who we teach).

Curriculum Theories, Perspectives and Contexts include broad orientations and diverse settings for research in curriculum, schooling, teaching/learning, educational change.
- Curriculum and Program Development and Implementation
- School and District Policy, Environments, Change and Reform
- Assessment and Evaluation
- Teacher Professional Learning, Teachers as Change Agents
- Teachers' Work, Lives, Narratives, Beliefs, and Knowledge
- Teacher Knowledge/Teacher Identity
- Teacher Leadership
- Pre-service and In-service Education
- Holistic Education, Imagination, and Spirituality
- Feminist and/or Queer Theories in Education
- Cultural Studies and Critical Theory in Education
- Dialogic and Social Constructivist Approaches to Curriculum
- Education in Non-school Settings
- Distance Education and On-line Learning Environments
- Knowledge Media/Technology, Knowledge Building and Innovation
- Comparative Education and Education in International Settings

Curriculum Subject Matter and Teaching/Learning Processes include subject area content and/or pedagogical approaches:
- Pedagogy, Instructional Design and Student Assessment
- Student and/or Teacher Problem Solving and Critical Thinking
Diverse Student Populations and Curriculum Equity include challenges and issues in constructing and delivering curriculum for particular diverse students and/or for social change:
- Adaptive Instruction and Inclusive Classrooms
- French-Language Minority Education
- Educating Immigrant and English as a Second Language Students
- Gender and Education
- Sexuality and Anti-homophobia Education
- Anti-Racist, Multicultural and Anti-discriminatory Education
- Students' Identity Construction
- Urban Youth
- Early Childhood Education
- Gifted Learners

Diversity and Equity Challenges in Curriculum include challenges in constructing and delivering curriculum for diverse students:
- Special Education, Adaptive Instruction and Inclusive Classrooms
- Franco-Ontarian and French-language Minority Education
- Educating Immigrant and English as a Second Language Students
- Gender and Girls' Education
- Sexuality and Anti-homophobia Education
- Equity Teaching, Anti-racist, Multicultural and Anti-discriminatory Education

Degree of Master of Education
The M.Ed. degree program is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto mid-B or better in the final year. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying.

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans related to curriculum studies and teacher development should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml). The Admissions Committee reviews this Statement to determine the kind of focus or area of study in which an applicant is most interested and to link the applicant to appropriate faculty advisors.
The M.Ed. program of study consists of ten half-courses, at least five of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and may be taken on a full-time or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL 1000H. All requirements for the degree must be completed within six calendar years from first enrolment.

Degree of Master of Arts
The M.A. degree program is designed to provide academic study and research training related to curriculum studies. Applicants are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto mid-B or better in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. rather than an M.Ed. degree program.

In the Statement of Intent, applicants should state the reasons they wish to undertake a research-oriented program of study in curriculum or teacher development. The chief academic interests and experience, professional concerns, and career plans related to an aspect of curriculum studies should be discussed. In order to identify their research interests in their Statement of Intent, applicants should visit the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml). The Admissions Committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested and to link the applicant to appropriate faculty advisors.

The M.A. may be taken on a full-time or part-time basis and consists of eight half-courses, at least four of which are normally CTL 1000-level courses undertaken in the Curriculum Studies and Teacher Development Program, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL 1000H, and a course in research methods from an approved course listing. A listing of approved research methods courses is available on the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml).

Note: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation, and ethical review. All requirements for the degree must be completed within five years from first enrolment.

Degree of Doctor of Education
Admission to the Ed.D. degree program in Curriculum Studies and Teacher Development has been suspended. Students currently enrolled in the program will complete their course of studies after which time the Ed.D. program will close.

Degree of Doctor of Philosophy
The Ph.D. is intended primarily as preparation for academic positions in universities; the program demands a strong commitment to curriculum research. The Curriculum Studies and Teacher
Development Program offers both full-time and flexible-time Ph.D. program options. Applicants must declare the option for which they wish to apply.

Admission Requirements

Full time Ph.D. Option
Applicants are accepted under the SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto B+ or better is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Applicants are required to submit, along with the application:
- a Their masters thesis or a sample of single-authored scholarly writing. Details of what constitutes an appropriate writing sample can be found on the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml ).
- b A Statement of Intent describing their intellectual interests and concerns relevant to curriculum studies and teacher development, reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.
- c Two letters of reference, one academic and one professional.

Flexible-time Ph.D. Option
Applicants to the flexible-time Ph.D. option are accepted under the SGS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible-time Ph.D. must include in their Statement of Intent the outline of a plan that demonstrates:
- a that the applicant is in a career related to the field of study;
- b that the applicant has three or more years with the same employer;
- c a desire to continue with current career path;
- d the capacity to secure blocks of time to enable concentrated study (e.g., reference to the employer's leave policy, study incentive system, etc.)

Degree Requirements
Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. program of study normally consists of six half-courses, at least four of which are ordinarily CTL 1000-level courses undertaken in the program. Additional courses may be required of some students. Students are expected to take CTL 1000H if they did not complete it at the master's level, and one course in research methods from an approved course listing. This listing is available on the Curriculum Studies and Teacher Development Program Web page (www.oise.utoronto.ca/depts/ctl/programs/curriculum.shtml ). Students must successfully complete a comprehensive examination. In addition, a thesis, embodying the results of an original investigation, and a final oral examination, on the content and implications of the thesis, are also required.

Note: Candidates are responsible for meeting deadlines to complete their course requirements, thesis committee formation, and ethical review.

Courses of Instruction
Not all courses are offered every year. Please consult the Department for course offerings.
Master's Level

CTL 1000H Fondements du l'étude des programmes scolaires/Staff
CTL 1001H Values and Schooling/E. Campbell, Staff
CTL 1002H Planification de la programmation pour un enseignement efficace/Staff
CTL 1002H Curriculum Development for Effective Teaching/Staff
CTL 1003H Language Arts in Primary Education/D. M. Willows, L. Cameron
CTL 1005H Language, Literacy, and the School Curriculum/S. Peterson, Staff
CTL 1006H English at the Secondary School Level/M. Kooy, Staff
CTL 1008H Children's Literature as a Foundation of Literate Behaviour Across the Curriculum/L. Cameron, Staff
CTL 1009H Theory and Practice in Elementary Literacy Instruction/S. Peterson
CTL 1010H Children's Literature Within a Multicultural Context/G. Feuerverger
CTL 1011H Anti-Discriminatory Education in School Settings/T. Goldstein
CTL 1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues/E. Smyth
CTL 1013H Instructional Innovation in the Elementary and Secondary Schools/J. A. Ross, Staff
CTL 1014H Evaluation of Curriculum and Instruction/J. A. Ross, Staff
CTL 1015H Curriculum and Student Evaluation/Staff
CTL 1016H Cooperative Learning Research and Practice/J. A. Ross, Staff
CTL 1018H Introduction to Qualitative Inquiry in Curriculum, Teaching, and Learning/D. Thiessen, Staff
CTL 1019H Authentic Assessment/J. Ross, Staff
CTL 1020H Teaching High Ability Students/E. Smyth
CTL 1023H Technology and Education: Critical Perspectives on Theory and Practice/P. Trifonas
CTL 1024H Poststructuralism and Education/P. Trifonas
CTL 1026H Improving Teaching/B. S. Kilbourn
CTL 1027H Facilitating Reflective Professional Development/L. M. Hanna
CTL 1028H Constructive Feedback in Teaching/B. S. Kilbourn
CTL 1029H From Student to Teacher: Professional Induction/M. Kooy
CTL 1030H Arts-Based Approaches to Teacher Development/C. T. P. Diamond
CTL 1031H Language, Culture, and Identity: Using the Literary Text in Teacher Development/G. Feuerverger
CTL 1032H Knowing and Teaching/B. S. Kilbourn
CTL 1033H Multicultural Perspectives in Teacher Development: Reflective Practicum/G. Feuerverger
CTL 1034H Action Research in Language and Learning/Staff
CTL 1035H Teaching and School Renewal/C. M. Beck
CTL 1036H Thoughtful Teaching and Practitioner Inquiry/E. Campbell, Staff
CTL 1037H Comparative and Cross-Cultural Perspectives/J. P. Farrell, Staff
CTL 1038H Change and Curriculum Implementation/W. Sceller
CTL 1039H Teaching Writing in the Classroom/S. Peterson
CTL 1040H Fundamentals of Program Planning and Evaluation/T. Lam or Staff
CTL 1041H Research Methods In Education/T. Lam or Staff
CTL 1042H Instrument Development in Education/R. E. Traub or Staff
CTL 1043H Research Issues in Alternative Assessments/T. Lam and Staff
CTL 1060H Education and Social Development/J. P. Farrell, Staff
CTL 1061H Comparative Education: The Development of Third World Educational Systems/Staff
CTL 1102H Arts and Education: Planning and Implementation of Arts Programs/Staff
CTL 1104H Play, Drama, and Arts Education/Staff
CTL 1105H Research and Inquiry in Arts Education/M. J. Beattie
CTL 1106H Spirituality in Education/J. Miller
CTL 1110H The Holistic Curriculum/J. Miller
CTL 1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives/M. Beattie
CTL 1116H Holistic Approaches in the Elementary Mathematics Curriculum/R. Cohen
CTL 1117H Liberatory Practices in Drama and Education/K. Gallagher
CTL 1118H The Visual Arts as a Teaching and Learning Strategy/S. Stiegelbauer
CTL 1119H Gaining Confidence in Mathematics: A Holistic Approach to Rebuilding Math Knowledge and Overcoming Anxiety/R. Cohen
CTL 1200H Science in the School Curriculum/L. Bencze, Staff
CTL 1202H Mathematics in the School Curriculum: Elementary/D. McDougall
CTL 1204H Making Mathematics Learning Meaningful: Secondary/R. Cohen
CTL 1206H Teaching and Learning Science/D. Hodson
CTL 1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society, and Environment (STSE) Education/E. Pedretti
CTL 1208H Curriculum Issues in Science and Technology: An Historical Perspective/D. Hodson
CTL 1209H Current Issues in Science and Technology Education/D. Hodson, Staff
CTL 1211H Action Research in Science, Mathematics, and Technology Education/D. Hodson, E. Pedretti, L. Bencze, W. Gitari
CTL 1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science/D. Hodson
CTL 1214H Equity Issues in Science Education/D. Hodson
CTL 1215H Teaching and Learning About Science and Technology: Beyond Schools/E. Pedretti
CTL 1302H Media Studies and Education/Staff
CTL 1304H Cultural Studies and Education/Staff
CTL 1306H La recherche qualitative en éducation: bases théoriques et pratiques/D. Gérin-Lajoie
CTL 1306H Qualitative Research Methods in Education: Concepts and Methods/D. Gérin-Lajoie, Staff
CTL 1307H Identité collective et éducation minoritaire de langue française/D. Gérin-Lajoie
CTL 1307H Identity Construction and Education of Minorities/D. Gérin-Lajoie
CTL 1309H Les stéréotypes sexuels dans les programmes scolaires/D. Gérin-Lajoie
CTL 1312H Democratic Citizenship Education/K. Bickmore
CTL 1313H Gender Equity in the Classroom/Staff
CTL 1316H Global Education: Theory and Practice/Staff
CTL 1318H Teaching Conflict and Conflict Resolution/K. Bickmore
CTL 1400H Classroom Adaptations and Instructional Strategies/A. Jordan
CTL 1402H Adaptive Instruction in Inclusive Classrooms/A. Jordan
CTL 1403H Special Education and Social Representation of Difference/N. Bélanger or Staff
CTL 1600H Implementing Dynamic Web Interaction for Education/Staff
CTL 1602H Introduction to Computers in Education/J. Hewitt, E. Woodruff
CTL 1603H Introduction to Knowledge Building/J. Hewitt
CTL 1604H Video/Multimedia Design/Staff
CTL 1605H Internet Resources and Education/Staff
CTL 1606H Computers in the Curriculum/D. McDougall
CTL 1608H Constructive Learning and Design of Online Environment/C. Brett
CTL 1609H Educational Applications of Computer-Mediated Communication/C. Brett
CTL 1611H Computer-Mediated Distance Education/Staff
CTL 1612H The Virtual Library (Non-Credit)/Staff
CTL 1797H Practicum in Curriculum: Master's Level/Staff
CTL 1798H Individual Reading and Research in Curriculum: Master's Level/Staff
CTL 1799H Special Topics in Curriculum: Master's Level/Staff

Doctoral Level

CTL 1800H Research Colloquium in Curriculum and Instruction/Staff
CTL 1801H Action Research and Professional Practice/Staff
CTL 1802H The Conceptualization of Curriculum Problems/Staff
CTL 1805H Advanced Seminar in Language and Learning: Theory and Practice/S. Peterson, L. Cameron
CTL 1808H Curriculum Innovation in Teacher Education/D. Thiessen, Staff
CTL 1809H Narrative and Story in Research and Professional Practice/C. Conle
CTL 1811H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development/C. T. P. Diamond, M. Kooy, K. Cooper
CTL 1812H Professional Ethics of Teaching and Schooling/E. Campbell
CTL 1819H Critical Multicultural Analysis of Children's Literature/M. J. Botelho
CTL 1823H Arts and Education: Play, Drama, and Thought/K. Gallagher
CTL 1825H The Teacher as a Contemplative Practitioner/J. Miller
CTL 1840H Gender Issues in Mathematics, Science, and Technology/M. Nieswandt
CTL 1841H Research Seminar in Science Education/D. Hodson, E. Pedretti, L. Bencze, M. Nieswandt
CTL 1842H Mixed Methods Research in Education: Combining Qualitative and Quantitative Inquiries/E. E. Jang
CTL 1843H Models and Issues in Program Evaluation/T. Lam and Staff
CTL 1844H Seminar in Evaluation Problems/Staff (Prerequisite: CTL2803H or equivalent)
CTL 1845H Performance Assessment/T. Lam
CTL 1861H Critical Ethnography/T. Goldstein
CTL 1863H Controversial Issues in Development Education/D. Wilson, Staff
CTL 1864H Methodologies for Comparing Educational Systems/Staff
CTL 1880H Analysis of Instruction/A. Jordan, Staff
CTL 1921H Knowledge Building Environments/M. Scardamalia
CTL 1922H Seminar in Interactive Video/Graphics/Staff
CTL 1923H Technology Supported in Situ Learning/E. Woodruff, Staff
CTL 1924H Research Issues in Educational Computer-Mediated Communication/Staff
CTL 1997H Practicum in Curriculum: Doctoral Level/Staff
CTL 1998H Individual Reading and Research in Curriculum: Doctoral Level/Staff
CTL 1999H Special Topics in Curriculum: Doctoral Level/Staff

2 MASTER OF TEACHING IN ELEMENTARY AND INTERMEDIATE EDUCATION PROGRAM

The Master of Teaching (M.T.) degree program in Elementary and Intermediate Education is a two-year full-time program of study leading to a Master of Teaching degree. Upon successful completion of this program, students will be recommended to the Ontario College of Teachers for an Ontario Teacher certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools.

The Master of Teaching program offers students a unique opportunity for teacher qualification with advanced theoretical knowledge and research skills. The program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning. The high level of academic rigour in conjunction with increased practicum and
Internship opportunities serve to enhance the theoretical and practical experiences of students preparing to teach. Program objectives are achieved through a combination of course work, teaching and research seminars, internships and practica, along with independent and collaborative research and major research papers.

Admission Requirements
Applicants are admitted under the general regulations of the School of Graduate Studies. Applicants must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto mid-B or better in the final year. In their Statement of Intent, applicants should 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. Final selection will be based on an interview by a panel of faculty, teachers, and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program, the following items must be submitted with the application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada, including date and place of birth

b) a photocopy of a certificate of change of name where applicable

Note: A police record check is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Program Requirements
The two-year M.T. degree comprises the equivalent of 16 half-courses (14 core and 2 electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the course work (including practica), all students must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Courses of Instruction

Core Courses - Year 1
- CTL 7000H Curriculum and Teaching in Literacy
- CTL 7002H Curriculum and Teaching in Mathematics
- CTL 7003H Curriculum and Teaching in Social Studies and Science
- CTL 7004Y Practicum in the Schools
- CTL 7006H Reflective Teaching and Inquiry into Research in Education
- CTL 7007H Authentic Assessment

Core Courses - Year 2
- CTL 7001H Educational Professionalism, Ethics and the Law
- CTL 7005Y Practicum Internship
- CTL 7008H introduction to Special Education and Adaptive Instruction
Elective Courses
Two elective courses are selected from course offerings in the Department of Curriculum Teaching and Learning. Choice of electives is contingent upon the approval of the student's faculty advisor.

3 SECOND LANGUAGE EDUCATION PROGRAM
Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy.

Degree of Master of Education
Applicants are accepted under the general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university completed with an academic standing equivalent to a University of Toronto mid-B or better in the final year. Ordinarily, applicants will have at least one year of relevant successful professional experience prior to applying.

The M.Ed. program consists of ten-half courses. A minimum of five CTL3000-level courses must be taken within the SLE program. One of the courses must be either CTL3000H – Foundations of Bilingual and Multicultural Education or CTL3002Y – Methodology and Organization of Language Teaching. The M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrollment.

Degree of Master of Arts
Applicants are accepted under the general regulations. Admission requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto mid-B or better in the final year. Ordinarily, applicants will have at least one year of relevant successful professional experience prior to applying. Enrolment in the M.A. (rather than M.Ed.) program is advisable for applicants expecting to pursue a doctorate in the future. All applicants are required to submit a resumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, and particular personal or professional interests.

The M.A. program may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. Part-time students are expected to be available to take CTL 3001H during day-time hours (usually Friday afternoons). Students must take a minimum of four CTL 3000-level half-courses within the SLE program. Courses must include CTL 3001H plus a course in research methods relevant to the topic of the thesis. Any of the following courses can fulfil this requirement: CTL 1018H, CTL 1030H, CTL 1041H, CTL 1306H, CTL 1810H, CTL 3019H, CTL 3800H, CTL 3803H, CTL 3807H, AEC 1400H, HDP 1287H, HDP1288H or SES 1905H. Students wishing to propose an alternative course to fulfil one of the SLE course requirements will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or their thesis supervisor. Students are
responsible for meeting deadlines to complete their course requirements, thesis committee formation, and ethical review. Additional courses may be required of some applicants. All requirements for the degree must be completed within five calendar years from first enrolment.

Degree of Doctor of Education
Admission to the Ed.D. degree program in Second Language Education has been suspended. Students currently enrolled in the program will complete their course of studies after which time the Ed.D. program will close.

Degree of Doctor of Philosophy
Individuals pursuing the Ph.D. typically wish to be university professors in this field. The Second Language Education program offers both full-time and flexible-time Ph.D. options. Applicants must declare their preferred option when applying.

Admission Requirements

Full-time Ph.D. Option
Applicants are accepted under the SGS general regulations. A University of Toronto master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto B+ or better is required. Admission is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a scholarly piece of writing. Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the Program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

Flexible-time Ph.D. Option
Applicants to the flexible-time Ph.D. option are accepted under the SGS general regulations and are subject to the same admission requirements as applicants to the full-time Ph.D. option. However, in addition, applicants to the flexible Ph.D. must include in their Statement of Intent the outline of a plan that demonstrates the following:

a the applicant is in a career related to the field of study;
b the applicant has three or more years with the same employer;
c a need and desire to continue with current career path;
d the capacity to secure blocks of time to enable concentrated study (e.g., reference to the employer's leave policy, study incentive system, etc.)

Degree Requirements
Full-time Ph.D. students must complete their degree within six years. Flexible-time Ph.D. students must complete their degree within eight years. Degree requirements for both programs are the same. The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive examinations and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four CTL 3000-level half-courses within the SLE Program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level (unless they have previously taken CTL 3001H Research Colloquium in Second Language Education, Master's Level), as well as a research methods course relevant to the topic of the thesis. Any of the following courses can fulfil this requirement: CTL 1018H, CTL 1030H, CTL 1041H, CTL 1306H, CTL 1810H,
A student wishing to propose an alternative course to fulfil one of the SLE course requirements will be required to obtain the approval of the SLE Program coordinator and either her or his faculty advisor or thesis supervisor. For the full-time Ph.D., a minimum of two consecutive years of full-time study are required at the beginning of the Program, during which time students usually complete course requirements, pass the comprehensive examination, prepare a thesis proposal, and form a thesis committee.

Courses of Instruction
Not all courses are offered every year. Please consult the Department for course offerings.

Master's Level
JHC 1251H Reading in a Second Language/E. Geva
JTE 1952H Language Culture and Education/M. Heller
CTL 3000H Foundations of Bilingual and Multicultural Education/Staff
CTL 3001H Research Colloquium in Second Language Education: Master's Level/S. Lapkin, M. K. Swain
CTL 3002Y Methodology and Organization of Second-Language Teaching/A. Cumming, B. Harley, or Staff
CTL 3004H Language Awareness and its Role in Teacher Development/J. P. B. Allen
CTL 3005H Current Issues in English as a Second Language/J. P. B. Allen
CTL 3007H Seminar in Language and Communication/J. P. B. Allen
CTL 3007H Séminaire sur le langage et la communication/N. Labrie
CTL 3008H Critical Pedagogy, Language, and Cultural Diversity/J. P. Cummins
CTL 3010H Second-Language Learning/N. Spada
CTL 3011H Bilingual Education and Bilingualism/J. P. Cummins
CTL 3011H Bilinguisme et éducation/N. Labrie ou membre de la faculté à déterminer
CTL 3012H Communicative Competence/N. Labrie
CTL 3013H Second Language Assessment/A. Cumming or S. Lapkin
CTL 3015H Seminar in Second-Language Literacy Education/B. Burnaby, A. Cumming, J. Cummins
CTL 3018H Language Planning and Policy/N. Labrie
CTL 3018H Politique et aménagement linguistique/N. Labrie
CTL 3019H Research Themes in Canadian French as a Second Language Education/S. Lapkin
CTL 3020H Writing in a Second Language/A. Cumming or S. Lapkin
CTL 3021H Pedagogical Grammar of French/ S. Lapkin
CTL 3023H Sociolinguistique du français canadien/N. Labrie
CTL 3024H Second Language Teacher Education/A. Gagné
CTL 3797H Practicum Second Language Education: Master's Level/Staff
CTL 3798H Individual Reading and Research in Second Language Education: Master's Level /Staff
CTL 3799H Special Topics Second Language Education: Master's Level/Staff

Doctoral Level
CTL 3800H Second Language Classroom Research/M. K. Swain
CTL 3801H Research Colloquium in Second Language Education: Doctoral Level/M. K. Swain, S. Lapkin
CTL 3803H Ethnographic Research in the Language Disciplines/Staff
CTL 3805H Aspects of Second-Language Acquisition/N. Spada
CTL 3806H Sociocultural Theory and Second Language Learning/M. K. Swain
CTL 3807H Processing Second Language Data/A. Cumming
CTL 3808H The Role of Instruction in Second Language Learning/N. Spada
CTL 3809H Research Seminar in Sociocultural Theory and Second Language Learning/M. Swain
CTL 3997H Practicum Second Language: Doctoral Level/Staff
CTL 3998H Individual Reading and Research in Second Language: Doctoral Level/Staff
CTL 3999H Special Topics in Second Language Program: Doctoral Level/Staff

Other Courses
EAS 1353H Theory and Practice of Japanese Language Instruction/Y. Johnson
FRE 1108H Théorie linguistique et acquisition du français langue seconde
Motion

Graduate Education Council
Tuesday, January 23, 2007

Item 11.4

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Forestry to add FOR 3012H Analytical Methods in Forestry to the program requirements of the Master of Forest Conservation, M.F.C., program, effective September 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days.

This proposal was approved by the Council of the Faculty of Forestry on September 19, 2006, pending feedback from the GWS. There was no feedback as a result of posting on the GWS. At the meeting, members discussed the requirements and noted that the addition of the course to the program requirements would not greatly impact the student’s workload. Currently, students are currently completing the requirements as part of non-credit work in another course.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: FORESTRY – PROPOSAL TO CHANGES TO THE
MASTER OF FOREST CONSERVATION, M.F.C.,
PROGRAM REQUIREMENTS

Faculty Affiliation: Faculty of Forestry

Name of Graduate Unit: Faculty of Forestry

Graduate Program/s involved in proposal, if any: Master of Forest Conservation (MFC)

Brief Summary of Proposed Change:
Inclusion of a course – FOR 3012H Analytical Methods in Forestry – as a program requirement of
the Master of Forest Conservation (MFC) degree.

Rationale:
MFC is a professional program, and the graduates of this program should have analytical skills
required in forest management. In the previous years, some of these skills were imparted as a
part of other course – FOR3006H – Case Study Analysis. However, there are three issues related
to this practice. First, there is not enough time to include all aspects of required skills in this
course, and therefore analytical skills related to social aspects of forest conservation are not
included in FOR3006H. Second, there is not enough time left in the course for the main contents
of the course – Case Study Analysis. Third, students are not getting formal credit for what they
are learning related to analytical methods.

Hence, we have designed a new course on analytical methods in forestry. This will be a required
course for the MFC programme. The course is designed primarily for MFC students to impart
analytical skills which have become essential for forestry professionals.

Prior Approvals/Actions:
Faculty of Forestry Graduate Education Committee (GEC) has approved the proposal in its
meeting on August 18, 2006. Two graduate students, one from MFC and one from research
stream graduate programs, are on the GEC, and both participated in August 18 meeting. After
inputs through web-posting and their incorporation, the revised proposal will be submitted to the
Faculty Council on September 19, 2006 for its approval. Two graduate students are members of
the Faculty Council.

The Council of the Faculty of Forestry approved the proposal on September 19, 2006.

Proposed Effective Date: September 2007

Financial and/or Planning Implications: None

Contact name, e-mail address and telephone #:
Shashi Kant, Graduate Coordinator

Date: August 23, 2006
The Faculty of Forestry offers degree programs leading to the Master of Forest Conservation (M.F.C.), Master of Science in Forestry (M.Sc.F.), and the Doctor of Philosophy (Ph.D.).

Forestry also participates in the Environmental Studies Collaborative Program.

The M.F.C., the Faculty's professionally-oriented master's degree, is an intensive 16-month course-based program with a strong focus on field and laboratory practical training, Canadian and foreign residential field courses, practical internships and individual and group research. It provides a strong, coherent professional education in forest conservation to students from diverse backgrounds.

The M.Sc.F. and Ph.D. programs are research/thesis-based degrees in areas of specialization relevant to faculty expertise and funding including, but not limited to, biodiversity conservation, sustainable forest management, forest fragmentation, wildlife habitat conservation, community forestry, international forest trade and policy, forest ecological processes, fire management systems, forest soils and tree nutrition, tree physiology and biotechnology, biological pest control, wood composites, and forest value-added wood products.

For admission to its degree programs, the Faculty considers applicants from a variety of undergraduate backgrounds including forestry; applied science and engineering; and social, physical, and biological sciences.

**Degree of Master of Forest Conservation**

*Admission Requirements*
1. Applicants are admitted under the general regulations of the School of Graduate Studies.
2. Applicants must have an honours or specialist bachelor's degree with a minimum of mid-B standing in the final two years of the bachelor's program. The M.F.C. program is intended for students with a strong undergraduate background in ecology, environmental sciences forestry, natural sciences, biology, physical geography, geology, agricultural science, or relevant social sciences. Students from other disciplines will be considered by the Faculty but may be advised to take some appropriate background courses prior to admission.
3. Applicants must submit additional documentation to the department with completed application forms and transcripts, including three references, a letter of interest in the M.F.C. program, and a résumé. Full instructions and forms are available via the Faculty's Web site.

*Program Requirements*

The 16-month program (1.5 winter sessions) starts in September and requires full-time intensive involvement throughout. The program comprises a core of ten integrated half-courses, one residential field camp course (FOR 3011H), two elective half-courses, and an internship (FOR 3007H) during the summer session in which students will work on practical forest conservation projects, either in Canada or abroad.

Information on specific course requirements and program schedules is included on the Faculty's Web site.
Item 11.5

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Medicine for the following admission and program requirement changes to the Laboratory Medicine and Pathobiology program, effective September 2007:

M.Sc. program
i) Admission requirements be increased from B+ to A-

Ph.D. program
ii) Admission requirement for 'direct entry' be increased from A- to A average.

iii) Course requirement be reduced from Student Seminar Course LMP1001Y plus five half-courses to LMP1001Y plus four half-courses.

iv) Students who completed the undergraduate LMP Specialist Program to be permitted an additional half-course reduction (ie. LMP1001Y plus three half-courses).

v) A waiver of the Departmental thesis defense to be permitted for highly qualified Ph.D. candidates.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There was no feedback as a result of posting on the GWS.

This proposal was approved by the Faculty Graduate Education Committee of the Faculty of Medicine at its meeting of December 14, 2006. Members were strongly in favour of the proposed changes since many other departments hold similar practice. There was discussion concerning admission requirement changes and members agreed that the department should consider the wording "equivalent degree programs" be added to the calendar entry because the suggested entry makes admissions practice appear biased towards internal applicants. Some members were concerned about the reduction of coursework required for Bachelors-to-doctorate students, other members suggested that the research experience of these students was substantial and that the proposed coursework requirements were adequate and consistent with other programs.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: LABORATORY MEDICINE AND PATHO BIOLOGY - PROPOSAL TO CHANGES TO THE M.Sc., Ph.D. PROGRAM REQUIREMENTS

Faculty Affiliation: Medicine

Name of Graduate Unit: Laboratory Medicine and Pathobiology

Graduate Program/s involved in proposal, if any: PhD, MSc

Brief Summary of Proposed Change:
(1) Admission requirement for the MSc program to be increased from B+ to A-average. Admission requirement for 'direct entry' to the PhD program to be increased from A- to A average.

(2) Course requirement for the PhD program to be reduced from Student Seminar Course (LMP1001Y) plus five half-courses to LMP1001Y plus four half-courses. PhD students who completed the undergraduate LMP Specialist Program to be permitted an additional half-course reduction (ie. LMP1001Y plus three half-courses).

(3) A waiver of the Departmental thesis defense to be permitted for highly qualified PhD candidates.

Rationale:
(1) Admissions: The more stringent grade requirements for admissions are consistent with the Department's current practice and a trend over the past several years to admit the best applicants to the graduate program.

(2) Course requirements: Reducing the course requirement by one-half course would bring the LMP PhD course load more in line with those of several other Departments in the Faculty, and allow senior PhD students to focus their efforts on thesis research.

LMP Specialists represent a small fraction of the total number of students in the PhD program (currently < 5%) who have an extensive background in pathobiology, and an especially strong track record of academic achievement, typically 'A' averages in undergraduate and graduate coursework. Given the high level performance in coursework by this group of students, the Department feels
that a courseload consisting of the Graduate Student Seminar Course (LMP1001) plus three graduate half-course equivalents is appropriate.

(3) Waiver of the Departmental PhD defense: For those students who have an excellent thesis, are experienced in presenting their work at scientific meetings and are deemed 'ready' for the Final Oral Examination by their advisory committee, bypassing the Departmental defense would help streamline completion of the PhD program. The Departmental exam would be available to any student who requires or would benefit from additional review and feedback from her/ his advisory committee.

Prior Approvals/Actions:
Proposed changes were initially discussed ad hoc with LMP students and faculty. As there was general support for the proposals, they were presented more formally and supported at meetings with the graduate faculty and members of the Student Executive Council. Proposals were approved by the Graduate Curriculum Committee, and finally by vote at a meeting of the Chair and Departmental Executive Committee.

This proposal was approved by the Faculty Graduate Education Committee of the Faculty of Medicine at its meeting of December 14, 2006.

Proposed Effective Date: September 2007

Financial and/or Planning Implications: There are no financial implications

Contact name: Dr. Harry Elsholtz, Graduate Coordinator
Track Changes to LMP entry in the 2006 - 2007 SGS Calendar

Degree of Master of Science

Admission Requirements
1. Applicants must have completed, or be about to complete one of the following:
   a. Pathobiology Specialist Program;
   b. Four-year honours B.Sc. in Life Sciences;
   c. Professional degree (e.g., M.D., D.D.S., D.V.M., or equivalent).
2. A minimum A- average over the final two years of undergraduate study.
3. Research experience evidenced by publications, abstracts, or presentations is an asset.
4. Two strong letters of recommendation from faculty members familiar with the applicant's academic work. Departmental appraisal forms must be used.
5. A detailed curriculum vitae.
6. Statement of intent (approximately 250 words/one page).
7. Applicants for this degree program are selected by the Departmental Admissions Committee on the basis of academic excellence and successful performance at an interview with a member of the departmental graduate faculty. Admission to the program is finalized when a graduate faculty member agrees to supervise the student's research and guarantees a full stipend for the student.

Program Requirements
1. Students must be on campus and participating for the duration of their registration in the program.
2. Students who have not previously completed LMP 1404H Molecular and Cellular Mechanisms of Disease, or an approved equivalent, will be required to take this course in the first year of their program. Students exempted from LMP 1404H will take a departmental half-course as a substitute. The student's advisory committee may recommend additional courses.
3. Students must enroll and participate in a credit/no credit course, LMP 1001Y Graduate Seminars in Laboratory Medicine and Pathobiology, which must be taken throughout the program (75% attendance is required).
4. Students are required to attend the departmental guest lecture series, Seminars in Molecular Pathobiology, that immediately follows the student seminar course LMP1001Y.
5. A thesis is completed under the direction of the student's supervisor, assisted by the advisory committee.
6. The duration of the M.Sc. program is usually 18 months. Within 12 to 18 months of entry, students will be advised by their committee to do one of the following:
   a. write and orally defend a thesis on research completed,
   b. transfer to the Ph.D. program, or
   c. withdraw from the M.Sc. program.
7. The research content of the M.Sc. thesis is expected to generate the equivalent of one paper published in a peer-reviewed scientific journal.
Degree of Doctor of Philosophy

Admission Requirements
1 Two routes of entry are available:
   a Track A
   Direct entry into the Ph.D. program is available for highly qualified B.Sc. graduates having
   completed the Pathobiology Specialist Program or a four-year undergraduate program in the
   life sciences with a minimum A- average in the third and fourth years and relevant research
   experience. These students are encouraged to apply directly to the Ph.D. program.
   b Track B
   M.Sc. graduates and applicants with a M.D., D.D.S., D.V.M. (or equivalent) degree are eligible
   for the Ph.D. program. An A average or higher is required in graduate courses or in a four-year
   B.Sc. program if there were no course requirements in the M.Sc. program.
2 Research experience evidenced by peer-reviewed publications, abstracts, or presentations is
   an asset.
3 Two strong letters of recommendation from faculty members familiar with the applicant's
   academic work. Departmental appraisal forms must be used. Normally, one of the referees
   should be the applicant's research supervisor.
4 A detailed curriculum vitae.
5 Statement of intent (approximately 250 words/one page).
6 Applicants are selected by the Departmental Admissions Committee on the basis of academic
   excellence and successful performance at an interview with a member of the departmental
   graduate faculty. Admission to the program is finalized when a graduate faculty member agrees
   to supervise the student's research, and guarantees a full stipend for the student.

Program Requirements
1 Students must be on campus and participating for the duration of their registration in the
   program.
2 It is expected that doctoral students will complete their Ph.D. degrees within four years of
   registration in the program. However, short extensions for good cause may be permitted at the
   discretion of the Graduate Coordinator.
3 Students who have not previously completed LMP 1404H Molecular and Cellular
   Mechanisms of Disease, or an approved equivalent, will be required to take this course in the
   first year of their Ph.D. program. The student's advisory committee may recommend additional
   courses. Students exempted from LMP 1404H will take a departmental half-course as a
   substitute.
4 In addition, all students will be required to take three half-course equivalents plus an ongoing
   credit/no credit seminar course, LMP 1001Y (75% attendance is required). These courses must
   include at least one half-course in Laboratory Medicine and Pathobiology. Pathobiology
   Specialists in the PhD program are required to complete two half-course equivalents in addition
   to LMP1404 and LMP1001. Course work should be completed in the first two years of the
   program, the continuing seminar course excepted. The latter half of the program is focused on
   research.
5 Students who take additional graduate courses during the M.Sc. program at the University of
   Toronto and who continue their graduate studies in the Ph.D. program may receive a transfer
credit for M.Sc. courses toward doctoral course requirements. Credit for courses from universities other than the University of Toronto must be approved by the Graduate Coordinator; certain restrictions may apply.

6 Students are required to attend the departmental guest lecture series, Seminars in Molecular Pathobiology, that immediately follows the student seminar course LMP 1001Y.

7 Ph.D. students are expected to present at least one graduate research seminar in LMP 1001Y prior to defending their thesis.

8 The Ph.D. thesis is completed under the direction of the candidate's supervisor, assisted by the advisory committee. The candidate normally defends the thesis before a departmental committee, and subsequently before a committee approved by the School of Graduate Studies. Highly qualified candidates may with the recommendation of their advisory committee request a waiver of the Departmental defense, subject to approval by the Graduate Coordinator.

9 The Ph.D. thesis must demonstrate a substantial contribution to laboratory medicine and pathobiology, involving a systematic investigation of disease-related hypotheses. The emphasis is on quality of the science and its presentation. The Ph.D. thesis is normally expected to yield the equivalent of three publications in refereed scientific journals.
Motion

Graduate Education Council
Tuesday, January 23, 2007

Item 11.6

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Arts and Science for the following changes to the Slavic Language and Literature, M.A. and Ph.D. program requirements, effective September 2007:

i. Move the requirement for reading knowledge or French of German from the M.A. to the Ph.D. program
ii. Add “equivalent to a second year language course” to the definition of “working knowledge”
iii. Add SLA1040H Methods of Teaching Slavic Languages to M.A. program requirements
iv. Add Comparative Literature, Drama, History, Philosophy, and Cinema Studies to the list of cognate disciplines for Ph.D. minor course requirements

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There was one comment as a result of the posting on the GWS which noted concern at the limited number of spaces available in French and German reading knowledge courses.

The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee Faculty Graduate Education Committee at its meeting of January 8, 2007. Members expressed concern about dropping the language requirement from the Master’s Program. It was clarified that the French and German requirement would be dropped and not the Slavic language requirement. It was also added that this is in line with programs from other universities across North America.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: SLAVIC LANGUAGES AND LITERATURE - PROPOSAL TO CHANGES TO THE M.A. AND Ph.D. PROGRAM REQUIREMENTS

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Department of Slavic Languages and Literatures

Graduate Program/s involved in proposal, if any: Masters and PhD

Brief Summary of Proposed Change:
We wish to modify slightly our requirements for language competency in both degrees.

1. We wish to move the requirement for reading knowledge of French or German from the MA to the PhD requirements (thus delaying the requirement until the student’s second or third years in the program). In the text of our requirements, this means removing the requirement from the list of those required for the MA (it is repeated already among the PhD requirements.)

2. We also wish to define more clearly the requirement for a second Slavic language for students majoring in literature. We wish to add the following clarification. To the phrase “working knowledge,” we add the definition: “(equivalent to a second year language course).” Thus we add the phrase “(equivalent to a second year language course)” in two places in our program description, in the MA requirements and in the PhD requirements.

3. We are also adding the requirement that MA students must take SLA1040H Methods of Teaching Slavic Languages.

4. Finally, we are opening our minor requirement to cognate disciplines and will allow students to construct a minor from two courses in fields such as Comparative Literature, Drama, Cinema Studies, History or Philosophy, when the department consents. On the question of minor fields our program description would now read “All Ph.D. course programs in a Slavic literature must include a major and a minor. The minor should include the equivalent of at least two courses from any one of the six subjects listed above, or, with departmental approval, from a cognate discipline (e.g. Comparative Literature, Drama, History, Philosophy, Cinema Studies).”
Rationale:
1. The French/German change is necessary because students are simply unable to complete this requirement in the one year in which they complete their MA. They are already required to take four graduate courses. They are often required to take additional language courses in a Slavic language. Furthermore, the French and German for reading knowledge may already be over-subscribed (as happened this year). The change gives students more flexibility to meet the requirement without diluting it (since our Masters is not generally regarded as a terminal degree).
2. The second change is merely a clarification of the level of proficiency that we expect.
3. The requirement to take a course in language pedagogy reflects our conviction that language teaching is an essential skill for our students and should be studied, not merely left to chance or intuition.
4. The final change we propose is to fill a perceived need in the profession to produce scholars in Slavic with multidisciplinary skills beyond Slavic Languages and Literatures. This will allow our graduates to compete for positions that emphasize comparative, multidisciplinary, or area studies skills.

Prior Approvals/Actions:
The changes were approved by a vote of the full department, October 23, 2006, and April 3, 2006.

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee Faculty Graduate Education Committee at its meeting of January 8, 2007.

Proposed Effective Date:
09       2007

Financial and/or Planning Implications:
The change relieves financial pressures to provide more slots in any given year in already overburdened language reading courses.

Contact name: Maxim Tarnawsky
SGS Calendar 2006-2007

Slavic Languages and Literatures SLA

Graduate Faculty

Full Members
V. Ambros, BA, MA, PhD
C. J. Barnes, BA, MA, PhD
R. Bogert, BA, MA, PhD
T. Koznarsky, MA, PhD
C. E. Kramer, BA, MA, PhD (Chair)
L. Livak
D. Orwin, BA, MA, PhD
J. Schallert, BA, MA, MA, PhD
M. D. Tarnawsky, BA, PhD (Coordinator of Graduate Studies)
T. Trojanowska, BA, MA, PhD
K. B. Vahamaki, BA, MA, MA, PhLic, PhD, Docent
S. J. Young, BA, MA PhD

Members Emeriti
O. Bakich, BA, MA, PhD
C. H. Bedford, BA, MA, PhD
G. Bisztray, PhD
B. B. Budurowycz, BA, MA, PhD
L. Dolezel, BA, MA, PhD, FRSC
L. Iribarne, BA, MA, PhD
K. A. Lantz, BA, MA, PhD
R. Lindheim, BA, MA
N. Pavliuc, BA, MA, PhD
C. V. Ponomareff, BA, MA, PhD
R. D. Thomson, BA, MA, DPhil

Associate Members
J. Mikhailova, BA, MA, PhD

Address:
Department of Slavic Languages and Literatures
Room 431, 121 St. Joseph Street
Alumni Hall
St. Michael's College
University of Toronto
Toronto, Ontario
Canada
M5S 1J4
The Graduate Department of Slavic Languages and Literatures offers instruction leading to two degrees: M.A. and Ph.D.

Degree of Master of Arts

Admission Requirements
Normally, students are admitted to the Department having completed a B.A. in a cognate discipline. Four-year B.A. graduates of this University and students with equivalent qualifications from other universities may be accepted as applicants for the degree of Master of Arts. As a rule, an A- average or better in Slavic subjects taken in the third and fourth years of the B.A. program is required. All entering students are expected to demonstrate their level of proficiency in the language of their major during the first week of the session. If necessary, they may have to enrol in undergraduate language courses; these language courses do not count as part of the required graduate courses.

Program Requirements
Ordinarily, a student spends a full year in residence devoted to four graduate courses or, alternatively, three graduate courses and a research paper which must be written in English. All students majoring in one of the Slavic languages and literatures must have acquired a working knowledge of (equivalent to a second-year language course), or have completed by the end of residence an approved undergraduate course in, a Slavic language other than their major one. Most often it will be Russian. Students must satisfy departmental requirements in their major language.

All M.A. students are required to take SLA 1104H Introduction to Old Church Slavonic and SLA1040H Methods of Teaching Slavic Languages or present evidence to the Department that equivalent courses have been completed elsewhere. M.A. students who intend to have a major or minor in Slavic Linguistics must also take SLA 1109H Studies in Old Church Slavonic. A final grade of B or better is required in all language courses.

Degree of Doctor of Philosophy
The Department of Slavic Languages and Literatures offers the following subjects as both major and minor fields:

1 Croatian and Serbian Languages and Literatures
2 Czech and Slovak Languages and Literatures
3 Polish Language and Literature
4 Russian Language and Literature
5 Slavic Linguistics
6 Ukrainian Language and Literature
Admission Requirements
Applicants for the degree of Doctor of Philosophy must have completed the M.A. in this Department with at least an A- average in their graduate courses or provide evidence of having equivalent qualifications from a recognized university. All students must satisfy the Department of their capacity for independent scholarly work.

Program Requirements
1 During the first two years of the Ph.D. program, students are required to take courses and to be on campus full time and consequently to participate fully in the activities of the program. Completion of all requirements, including the thesis, should take five years at the most.

2 Students are required to take the equivalent of nine full courses including at least one half-course in Slavic linguistics. Credit for not more than three full courses may be given for work done in an M.A. program. All Ph.D. students are required to maintain a minimum annual average of at least A- in their graduate course work. Poor performance - below a B average - in one session may result in the termination of the student's Ph.D. candidacy in the program.

3 All Ph.D. students majoring in one of the Slavic languages and literatures must acquire a working knowledge of (equivalent to a second-year language course), or complete by the end of their second year at least two undergraduate courses in, a Slavic language other than their major one and must satisfy departmental requirements in their major language. Students who do not major in Russian most often choose it as their second Slavic language.

4 Students must demonstrate reading knowledge of French or German.

5 Students majoring in Slavic linguistics must take at least three full course equivalents (FCEs) in linguistics in the Slavic department. In addition, they should take two FCEs in theoretical linguistics from cognate disciplines, e.g., linguistics, anthropology. Linguistics students are also strongly advised to complete one FCE in the literature of their major language. Students majoring in Slavic linguistics must acquire reading knowledge of French or German and complete, by the end of their second year, at least one Slavic language course from each of the three groups: West Slavic, East Slavic, and South Slavic.

6 All Ph.D. course programs in a Slavic literature must include a major and a minor. The minor should include the equivalent of at least two courses from any one of the six subjects listed above, or, with departmental approval, from a cognate discipline (e.g. Comparative Literature, Drama, History, Philosophy, Cinema Studies).

7 After successful completion of course work and the French or German language requirement, students must pass written comprehensive examinations in the major field and written and oral comprehensive examinations in the special field. The major field exam cannot be taken if students have any outstanding course work.

8 By the time of their major field exam, students should have chosen their supervisor and the rest of their committee (in consultation with the supervisor).
Courses of Instruction
Not all courses are offered every year. Students should consult the departmental handbook for current course offerings.

Croatian and Serbian Literatures
SLA 1507H Modern Croatian Bards: Performance/R. Bogert
SLA 1517H Modern Serbian Bards: the Orphic Tradition/R. Bogert
SLA 1520Y Bosnia in Literature and Culture: Between Croats and Serbs/R. Bogert
SLA 1522Y Eros, Trauma and the Dark Identity: Desexualizing the Modern Serbian Novel/R. Bogert
SLA 1537H Political Drama from Dubrovnik to Danube/R. Bogert
SLA 1547H South Slavic Folklore/R. Bogert

Czech and Slovak Literature
SLA 1600Y Introduction to Czech and Slovak Literatures/V. Ambros
SLA 1601Y Journeys and Home in Modern Czech Fiction/V. Ambros
SLA 1602Y Czech Style and Syntax/V. Ambros
SLA 1604Y History of Czech Verbal Art from the Early Stages to Baroque/V. Ambros
SLA 1605Y Of Robots, Clowns and Poets: Modern Czech Drama and Theatre/V. Ambros
SLA 1606H Public Places and Private Spaces in Czech Short Story/V. Ambros
COL 5039H Of Laughter and Forgetting in Milan Kundera/Staff

Hungarian Literature
HUN 1440Y The Modern Hungarian Novel/Staff
HUN 1450H Hungarian Drama/Staff
HUN 1451H Three Hungarian Film Directors/Staff

Polish Literature
SLA 1304H Staging God, Man and History: Polish Drama/T. Trojanowska
SLA 1305H Polish Fiction or a Disrupted Funeral of the Novel/T. Trojanowska
SLA 1306H Polish Poetry: Shaping the National Canon/T. Trojanowska
SLA 1308Y Topics in Polish Literature/T. Trojanowska
SLA 1312Y Modernism and Post-Modernism in Polish Literature/ T. Trojanowska
SLA 1331H Imagining "The Other" in Polish Literature and Culture/T. Trojanowska

Russian Literature
SLA 1201H Studies in the Russian Novel/Z. Davydov
SLA 1202H Gulag Literature/S. J. Young
SLA 1203H The Self and Other in Russian Prose/D. Orwin
SLA 1204H Contemporary Russian Literature/Z. Davydov
SLA 1205H Russian Literary Scandals/Z. Davydov
SLA 1210H Studies in Medieval Russian Literature/J. Schallert
SLA 1211Y Studies in the Russian Drama: Eighteenth to Twentieth Century/Staff
SLA 1215H Studies in Russian Literature and Criticism in the Eighteenth Century/Z. Davydov
SLA 1216H From English to Russian Literature and Back/D. Orwin
SLA 1220H Nineteenth Century Russian Thinkers/J. S. Young
SLA 1225H Russian Literature and Criticism in the 1860s/Staff
SLA 1231H Twentieth Century Russian Prose I/L. Livak
SLA 1232H Russian Symbolism/L. Livak
SLA 1233H Studies in Modern Russian Poets/C. J. Barnes
SLA 1234H Dostoevsky/D. Orwin
SLA 1235H Pasternak/C. J. Barnes
SLA 1236H Pushkin
SLA 1237H Twentieth Century Russian Prose II/L. Livak
SLA 1238H Chekhov/Staff
SLA 1239H Vladimir Nabokov/L. Livak
SLA 1240H Tolstoy/D. Orwin
SLA 1250H Russian Journalism 1830-1860/Staff
SLA 1410H Gogol/T. Koznarsky
SLA 1411H Experiments in Art in the Late Russian Empire—Early Soviet Union/T. Koznarsky
SLA 1900H Russian Nineteenth-Century Poetry (mandatory for M.A. students)/C. J. Barnes

Slavic Linguistics
SLA 1101Y History of the Russian Language/J. Schallert
SLA 1102Y Advanced Russian Language Skills/C. J. Barnes
SLA 1103H Comparative South Slavic Linguistics/J. Schallert
SLA 1104H Introduction to Old Church Slavonic/J. Schallert
SLA 1105Y Structure of Russian/C. E. Kramer
SLA 1107H Comparative West Slavic Linguistics/J. Schallert
SLA 1108H Slavic Dialectology/J. Schallert
SLA 1109H Studies in Old Church Slavonic/J. Schallert
SLA 1110H Comparative Historical Slavic Linguistics/J. Schallert
SLA 1112H Tense, Aspect and Mood in Slavic/C. E. Kramer
SLA 1141H History of the Ukrainian Language/Staff
SLA 1142H Style and Structure of Ukrainian/Staff
SLA 1150H Russian Since the Revolution/C. E. Kramer
SLA 1161H Areal Linguistics/C. E. Kramer

Russian Language
SLA 1101Y History of the Russian Language/J. Schallert
SLA 1102Y Advanced Russian Language Skills/C. J. Barnes

Ukrainian Literature/Language
SLA 1141H History of Ukrainian Language/Staff
SLA 1142H Style and Structure of Ukrainian/Staff
SLA 1402Y Studies in Ukrainian Modernism/M. Tarnawsky
SLA 1403Y Studies in Contemporary Ukrainian Literature/T. Koznarsky
SLA 1404Y Studies in Ukrainian Poets/T. Koznarsky
SLA 1405Y Experiments in Ukrainian Prose/M. Tarnawsky
SLA 1406Y Studies in Ukrainian Literary Criticism/M. Tarnawsky
SLA 1407H Aspects of Literary Translation of Ukrainian/T. Koznarsky, M. Tarnawsky
SLA 1408H Taras Shevchenko/M. Tarnawsky
SLA 1409H Ukrainian Literature of the Seventeenth and Eighteenth Centuries/M. Tarnawsky
SLA 1412Y Literature of the Ukrainian Diaspora/M. Tarnawsky

General Slavic
SLA 1037H Theatre and Cinema in Extremis: Staging Twentieth Century Aesthetics and Politics /V. Ambros, T. Trojanowska
SLA 1039H Kyiv-Kiev-Kijow: A City through Cultures and Centuries/T. Koznarsky
SLA 1207H The Imaginary Jew/L. Livak
SLA 1310H Theatre in the Twentieth Century/T. Trojanowska
SLA 1421H Women in East European Fiction/Staff
SLA 1521H Post-Modernity and the Mythopoetic Legacy of Mitteleuropa/R. Bogert
SLA 2000Y Reading and Research/Staff
SLA 2001H One Term Reading and Research/Staff
SLA 2002Y Reading and Research (for Ph.D. students only)/Staff
SLA 2020Y Research Paper/Staff
COL 5012Y Readings in Czech/Russian Literary Theory/V. Ambros
COL 5037H Magic Prague: Question of Literary Cityscapes/V. Ambros
MOTION (   /   ) THAT the Graduate Education Council approve the proposal from the Faculty of Arts and Science to change the History of Art Department, Visual Studies, M.V.S. program requirements by replacing VIS 1000 *Current Ideas in Visual Practice* and VIS 1002 *Interpreting Visual Content* with VIS 1010/FAH 1930 *Issues in the History of Contemporary Art after 1960* and VIS 1020/FAH 1931, *Contemporary Art: Theory and Criticism* in the studio field. Changes are effective September 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There was no feedback as a result of posting on the GWS.

The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee Faculty Graduate Education Committee at its meeting of January 8, 2007. There was no discussion regarding this proposal.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
University of Toronto
School of Graduate Studies

Governance Form
2006-2007 (Version #1)

ITEM IDENTIFICATION: VISUAL STUDIES PROGRAM - PROPOSAL
TO CHANGES TO THE VISUAL STUDIES,
M.V.S. PROGRAM REQUIREMENTS

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Graduate Department of the History of Art

Graduate Program/s involved in proposal, if any: Masters of Visual Studies

Brief Summary of Proposed Change: The objective of the MVS program is to
develop and refine the student's professional abilities and skills in a) producing
contemporary visual art and b) producing exhibitions and writing incisively about
contemporary art. The MVS is a professional program designed to train both
artists and curators to participate in the contemporary art field

Students enrolled in the MVS (Studio) develop a visual art practice through
studio work augmented by critical and scholarly development. This objective is
achieved through studio practicum and critiques, an internship within a cultural
institution, course work at a graduate level, planning and implementing enhanced
tutorials for undergraduate studio students, and a combination of exhibition,
critical writing and developing a professional practice.

The existing studio field will have two new required courses: VIS1010/FAH1930,
Issues in the History of Contemporary Art after 1960 and VIS1020/FAH1931,
Contemporary Art: Theory and Criticism. These two new required courses
replace the previous required courses (VIS 1000 Current Ideas in Visual Practice
and VIS1002 Interpreting Visual Content) starting September 2007.

Rationale: The development of these 2 new required courses allows for a full
integration of the 2 fields of MVS students into the study of contemporary art from
both the perspective of the practicing studio artist and the perspective of the
practicing curator. The first - Contemporary Art Since 1960 - focuses on defining
moments in the development of contemporary art after 1960, both in Canada and
internationally. The second - Contemporary Art: Theory and Criticism - engages
major developments in contemporary theory and criticism as pertinent to the
history of contemporary art. The new courses also offer stronger engagement
with theoretical and historical concerns around contemporary art, and may be
taught by a broader range of graduate faculty.
Prior Approvals/Actions:
Plans for the changes were developed following a major curricular review initiated by the program director. An expanded discussion, including consultations with VIS faculty and students, took place in a series of meetings in 2005-2006, particularly in connection with a curricular review timed to coincide with an upcoming OCGS review, and the development of a new field.

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee Faculty Graduate Education Committee at its meeting of January 8, 2007.

Proposed Effective Date: September 1, 2007

Financial and/or Planning Implications: Staffing implications are minimal: the two required courses replace previously required courses. Further, the graduate faculty of the Department has expanded significantly in the last 3 years with additional complement in this field.

Contact name, e-mail address and telephone #:
Marc Gotlieb
Extract: History of Art Department, SGS Calendar Entry

FAH 3013H Readings in Renaissance and Baroque Art (Credit/No Credit)/Staff
FAH 3014H Readings in Modern and Contemporary Art (Credit/No Credit)/Staff

Research Paper
FAH 4000Y Research Paper/Staff

Joint Courses with Other Departments
JAI 1000H Joint Ancient Interconnections: The Eastern Mediterranean During the Middle and Late Bronze Age Period (Credit/No Credit)/Staff

Undergraduate/Graduate Courses
From time to time the Department may offer fourth-year undergraduate courses that have been recognized for graduate credit. Please visit the departmental Web Site and discuss with the Graduate Coordinator.

Relevant Courses in Other Departments
EAS 1229H Topics in Chinese Aesthetics/J. Liu
EAS 1339H Topics in Chinese Art Theories/J. Liu
MSL 2050H Artists in the Museum/E. M. M. Legge
NMC 2500Y Introduction to Islamic Art and Architecture/Staff
NMC 2520H Western Medieval Islamic Architecture/L. V. Golombek
NMC 2521H The Taj Mahal and Its Origins: Medieval Islamic Architecture in Iran, Central Asia, and India/L. V. Golombek
NMC 2526H Islamic Painting/L. V. Golombek
NMC 2527H Islamic Decorative Arts/L. V. Golombek

Graduate Faculty (Masters of Visual Studies)

Full Members
G. Hawken
S. Lloyd
T. Mars
S. Schelle
L. Steele () (Graduate Program Director)

K. Tomczak
S. Wiitasalo

Associate Members
B. Fischer
D. Hlynsky
L. Hutcheon
J. Massey
N. O’Laoghaire
E. Pien
J. Tod

Address:
Master of Visual Studies Program
University of Toronto
Room 6035, Sidney Smith Hall
Toronto, Ontario M5S 3G3
Canada

Telephone: (416) 946-3960
Fax: (416) 978-1491
Web: www.fineart.utoronto.ca/mvs/generalInfo.html

Degree of Master of Visual Studies
The objective of the MVS program is to develop and refine the student’s professional abilities and skills in a) producing contemporary visual art and b) producing exhibitions and writing incisively about contemporary art. The MVS is a professional program designed to train both artists and curators to participate in the contemporary art field. In support of these goals the MVS program has been developed around a range of academic instruments, including, a practicum, coursework, internships, research and writing, art fabrication (studio field) and curatorial experience (curatorial field).

a) Students enrolled in the MVS (Studio) develop a visual art practice through studio work augmented by critical and scholarly development. This objective is achieved through studio practicum and critiques, an internship within a cultural institution, course work at a graduate level, planning and implementing enhanced tutorials for undergraduate studio students, and a combination of exhibition, critical writing and developing a professional practice.

b) Students enrolled in the MVS (Contemporary Curatorial Studies) will develop skills in curatorial practice, art criticism, and exhibition practice in the field of contemporary art, again within an interdisciplinary environment appropriate to a University setting. Students in the curatorial field will have a thorough knowledge of the field of contemporary curating in an interdisciplinary environment, including not just traditional media but video, installation, film, off-site and interventionist, and dematerialized practices.

As in the cast of the studio field, the curatorial field is designed to engage other relevant discourses through relevant linkages elsewhere in the Department and elsewhere in the University and its diverse academic programs.
Admission Requirements
Applicants to the MVS program must have successfully completed a four-year U of T bachelor's degree (B.A., B.Sc.) with significant course work in the humanities and cultural theory, or an equivalent degree from another recognized university, or a four-year B.F.A. degree from a recognized university. Applicants with an overall average of at least a B+ will be considered. Applicants normally have an exceptional portfolio from an undergraduate program or a substantial exhibition record that accompanies their portfolio.

Applicants must have a good command of English. Facility in the English language must be demonstrated by all applicants educated outside Canada whose primary language is not English and who graduated from a university where the language of instruction and examination was not English.

Applications must include:

1. Completed SGS application form
2. Artist’s or curator’s statement that includes a description of the proposed body of work to be undertaken during the two-year program
3. Full curriculum vitae with details of exhibition, professional activity, and education
4. Documentation of recent studio or curatorial work (see A and B below for details)
5. Three letters of recommendation

A Applicants to the MVS (Studio) present a portfolio with documentation of their artworks (video on VHS or DVD) and/or up to 20 slides or images on CD, and/or video documentation of performance, or installation. Applicants will also include a fully annotated listing for all portfolio materials that provides detailed information about media, year of production, dimensions, part of a series, full running length (in the case of media artworks), circumstances of display (in the case of installation works and of performance works).

B Applicants to the MVS (Curatorial Studies) would normally have a demonstrated interest in contemporary art through curatorial practice with a portfolio of critical writing and/or curatorial projects in contemporary
Program Requirements – Master’s
The program of study will begin in September and normally extend over two years during which time the student is registered full-time. All students must complete a total of 4.5 FCEs in MVS and 1.5 FCE in outside electives.

A  MVS (Studio)
A candidate will be under the supervision of a Studio/Practicum Panel made up of: the Director of the MVS program, a member of the studio faculty of the MVS program who will be considered the candidate’s Principal Advisor, a second MVS studio faculty and possibly another member of the graduate faculty (not necessarily a member of the MVS program).

B  MVS (Curatorial Studies)
A candidate will be under the supervision of an Advisory Committee made up of a member of the graduate faculty who will be considered the candidate’s Principle Advisor; the director of the MVS program or their designate; and one of the University of Toronto’s curators or outside curator as appropriate.

All students will be expected to participate in the MVS Proseminar, a non-credit course that normally meets bi-weekly. The MVS Proseminar enhances the student experience through a series of presentations by visiting artists, curators, writers, and arts professionals, including the MVS faculty. In this setting, presenters are encouraged to discuss works of art or exhibitions in progress, new research in the visual arts, and related areas of investigation. Through seminar style discussions, the MVS students participate actively in a wide range of ideas, processes and practices at work within contemporary visual art and exhibitions. On occasion students will present their work in progress within this setting, either in a group critique with an outside visitor or in a one-on-one critique with faculty or visitors.

Collaborative Programs
The Department participates in the following collaborative programs:
1 Book History and Print Culture
2 Knowledge Media Design
For details, see the separate entries in this calendar.
A Courses of Instruction MVS (Studio)

Required (4.5 FCE)

MVS (studio) courses
VIS1010H Contemporary Art Since 1960 1 HCE (shared with Curatorial Studies) (This course replaces “Current ideas in Visual Practice”).
VIS1001H. Interdisciplinary Studio Practicum/Critiques I, 1 HCE
VIS1020H Contemporary Art: Theory and Criticism 1 HCE (shared with Curatorial Studies) This course replaces “Interpreting Visual Content,”).
VIS1003H. Interdisciplinary Studio Practicum/Critiques II, 1 HCE
VIS1004H Internship
VIS2001H Studio Practicum/Critiques III 1 HCE
VIS2002H MVS Contemporary Art Issues 1 HCE
VIS2003Y MVS Project: 2 HCEs

B Course of Instruction MVS (Curatorial)
Required (4 FCE)
VIS1010H Contemporary Art Since 1960 1 HCE (shared with Studio) (This course replaces “Current ideas in Visual Practice”).
VIS1101H Paradigmatic Exhibitions: History, Theory, Criticism
VIS1020H Contemporary Art: Theory and Criticism 1 HCE (shared with Studio) This course replaces “Interpreting Visual Content,”).
VIS1102H Curatorial Studies Collaborative Project
VIS1004H Internship
VIS2101Y MVS Curatorial Studies Exhibition Project
VIS2002H MVS Contemporary Art Issues 1 HCE

Back to Graduate Programs

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We welcome your comments!
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Item 13.1

For information only: Name Change – The name of the Graduate Department of History of Art is proposed to be changed to the “Graduate Department of Art”.

See supporting documentation attached.
ITEM IDENTIFICATION: NAME CHANGE - GRADUATE DEPARTMENT OF HISTORY OF ART

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Graduate Department of the History of Art

Graduate Program/s involved in proposal, if any: Visual Studies Program, History of Art Program, M.A., M.V.S and (Ph.D.)

Brief Summary of Proposed Change: The name “Graduate Department of the History of Art” to be changed to “Graduate Department of Art”

Rationale: The Department awards degree programs in the history of art and studio art (visual studies). The latter are not conveyed or described in a unit called “history of art.” The prospect of name change has been under active discussion since the launch in 2002 at the Master of Visual Studies program. There was a strong feeling that a new unit name should express a clear sense of disciplinary engagement and brand. There was also desire for name that would unite faculty, rather than divide the department into a range of sub-fields and programs.

Prior Approvals/Actions: The topic of name change has been an agenda item in graduate faculty meetings, graduate student town halls, and OCGS curricular review discussions for over five years. Over the course of the Spring and Summer 2006, the process concluded with faculty participating in a confidential vote. A strong (not unanimous) consensus emerged around “Graduate Department of Art.” The results were communicated to the Deans of both Arts and Science and the School of Graduate Studies.

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee Faculty Graduate Education Committee at its meeting of January 8, 2007.

Proposed Effective Date: July 1, 2007

Financial and/or Planning Implications: No financial implications in name change

Submitted by: Marc Gotlieb
GS Calendar 2006-2007

History of Art FAH
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Graduate Faculty Fine Art History)

Full Members
C. Anderson, BA, MA, PhD (Coordinator of Graduate Studies)
J. Caskey, AB, MA, MPh, PhD
M. Cheetham, BA, MA, PhD
A. S. Cohen, BA, MA, PhD
B. Ewald, BA, MA, PhD
E. Harney, BA, MA, PhD
M. Gotlieb, BA, MA, PhD (Chair)
L. Kaplan, BA, MA, PhD
E. M. Kavaler, BA, MA, PhD
E. M. Legge, BA, MA, PhD
E. Levy, MFA, PhD
A. Nagel, BA, MA, PhD
J. Purtle, BA, MA, PhD
D. Reid, BA, MA
J. Ricco, BA, AM, PhD
P. Sohm, BA, MA, PhD
A. Syme, BA, MA, PhD
J. T. Wollesen, PhD, Dr phil habil

Members Emeriti
L. Eileen
W. M. Johnson, MA, MFA, PhD
D. S. Richardson, BA, MA, PhD
G. Scavizzi
J. W. Shaw, BA, MAT, PhD, DHumLett
M. C. Shaw, BA, MA, PhD
R. Siebelhoff, BA, MA, PhD
B. Welsh- Ovcharov
F. E. Winter

Associate Members
D. Dewan, BA, MA PhD
B. Fischer
L. Safran, BA, MA, PhD
P. Scrivano, BA, MA, PhD

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Department of History of Art
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Canada

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Fax: (416) 978-1491
Web: www.fineart.utoronto.ca

The Department of History of Art offers graduate programs leading to the degrees of Master of Arts, Master of Visual Studies, and Doctor of Philosophy. The Department also participates in several collaborative programs.

Admission Requirements
Students are admitted to the M.A. and Ph.D. programs under the general regulations.
Applicants to the M.A. program should have a strong overall grade average in the history of art and closely related subjects, with at least a B+ average in recent senior art history courses. The Department also welcomes applications from outstanding students with a background other than art history.

Admission into the Ph.D. program will be based on the level of academic performance in the M.A. program including an average of at least A-.. Students can also be admitted directly into the Ph.D. program with a B.A. if they have an exceptionally strong academic record with a grade average of at least an A- in their art history and humanities courses during the last two years. Students in the M.A. program deemed to have achieved high academic performance can apply for transfer into the Ph.D. program at the end of the first year.

A reading knowledge of French, German, or Italian is required and will be tested at entrance. One or more additional language(s) may be required, as outlined below. Those unable to meet the language requirements for particular courses may be refused admission to them. Enrolment in all courses is limited and subject to the approval of the instructor.

All entering students will be required to take an Orientation to Art Historical Research Methods in their first year.

Students who do not hold a M.A. in the History of Art from the University of Toronto may be required to complete at least one full-course equivalent in addition to the program requirements specified for the Doctor of Philosophy degree.

Acceptances to the Ph.D. program will be limited to students who propose theses which correspond to the research expertise of the faculty. Please see departmental Web site for faculty research profiles (www.fineart.utoronto.ca/faculty/gradfac.htm).
Degree of Master of Arts
1 Students are normally admitted to a one-session M.A.
2 Students are required to pursue the equivalent of three full graduate courses. Course work must be chosen from at least three of the four areas, designated as Ancient, Medieval, Renaissance/Baroque, and Modern/Contemporary. No more than two full courses may be taken in any one of these areas. The equivalent of one full course may be taken in another graduate department (e.g., Medieval Studies, Near and Middle Eastern Civilizations), subject to the approval of the Department of History of Art and of the other department concerned.

Degree of Doctor of Philosophy
In addition to the general regulations, the following special regulations for the Ph.D. should be observed.

1 Course Requirements
All Ph.D. students who are admitted after completing the M.A. are required to take, in addition to the course work in the M.A. program, at least two full graduate courses. M.A. and Ph.D. courses in combination should be in three of the following four areas: Ancient, Medieval, Renaissance/Baroque, Modern/Contemporary. If a course cuts across boundaries between two areas, it shall count as one area only. Ph.D. students admitted on the basis of a four-year B.A. must take a minimum of 4.5 full-course equivalents in art history and maintain an average grade of at least an A-.

In addition to their required half-courses, all Ph.D. students must take the methodology course offered by the department. With the approval of the Director of Graduate Studies, a student may receive credit for a course taken previously at the University of Toronto or elsewhere.

2 Progress through the Program
An interim supervisor will be assigned upon entry into the program. Before the completion of all course work and language requirements, Ph.D. students, in consultation with the Director of Graduate Studies, will confirm the participation of a supervisor with whom they will discuss plans for the comprehensive examinations.

At the end of the first and second years, the students' progress will be reviewed to ensure that they have made satisfactory progress through the program; this includes maintaining full-time status with a GPA of A- and completion of all language requirements. Students who fail to make satisfactory progress may be required to transfer to the M.A. program with no loss of accumulated course credits.
Within the first two years for students entering with a M.A., or three years for students entering with a B.A., Ph.D. students are required to take two comprehensive examinations, one chosen from the four areas designated above and one chosen from the dissertation area. Upon the completion of all course work and language requirements, Ph.D. students must seek out and secure the participation of a prospective supervisor with whom they will discuss plans for the comprehensive examinations. The student will meet with the Examination Committee (made up of at least three members of the Department—one of whom will be the prospective dissertation supervisor—and chaired by the Graduate Coordinator or designate) in order to define the areas of the examination, the length of study, and such readings and special topics as deemed to be appropriate.

Immediately following the successful completion of the comprehensive examinations, students are expected to formally establish their Ph.D. Advisory Committee. A faculty member will have already been requested to act as the dissertation supervisor, and two other members of the graduate faculty to serve on their supervisory committee; these arrangements must be approved by the Department's Graduate Program Committee.

Working with the Advisory Committee, students will then develop a detailed proposal for their research. The length and specific nature of the proposal will be determined by the Advisory Committee and the Ph.D. student. The drafted proposal must be approved by, first, the Advisory Committee, and second, the Department's Graduate Program Committee. At some stage during the dissertation work, students will present their work to the faculty and students in an appropriate format and at a time to be determined by the supervisor in consultation with the Director of Graduate Studies.

3 Language Requirements
Ph.D. students are required to pass examinations in two languages (German, French, or Italian) if they have not already done so in the M.A. program. This requirement must be completed before taking the comprehensive exams. The appropriate languages will be set by the interim supervisor in consultation with the Director of Graduate Studies. Students focusing on Ancient, Medieval, and Renaissance/Baroque will normally be expected to pass the examination in German as one of their two languages. This requirement must be completed before taking the comprehensive exams. Additional languages may be required depending on the research needs of the student's dissertation topic.

4 Areas of Study
Subject to availability of staff supervision, acceptances will be limited to Ph.D. students who propose theses in the following areas:

a Ancient  
b Medieval  
c Renaissance and Baroque  
d Modern and Contemporary

Collaborative Programs
The Department participates in the following collaborative programs:
1 Book History and Print Culture  
2 Knowledge Media Design
For details, see the separate entries in this calendar.

Courses of Instruction
All courses are not offered each year. Please check the departmental Web site for course availability.

Ancient
FAH 2006H Art and Archaeology of the Prehistoric Aegean/Staff
FAH 2007H Archaeology of Homer/Staff
FAH 2009H Art and Archaeology of Prehistoric Cyprus/Staff
FAH 2012H The Appliance of Science: Art, Archaeology, and Science/Staff
FAH 2014H Greeks and the East/Staff
FAH 2015H The Arts of Fifth-Century Athens/Staff
FAH 2016H First Civilizations: East Mediterranean Prehistory/Staff
FAH 2019H Greek Sculpture/Staff
FAH 2020H Attic Vase Painting/Staff
FAH 2022H History and Myth/Staff
FAH 2033H Hellenistic Naturalism and Its Roman Legacy/Staff
FAH 2040H Monument and Epitaph/Staff
FAH 2050H Roman Portraiture/Staff
FAH 2055H The Art of Late Antiquity/L. Safran

Medieval
FAH 1120H Problems in Patronage/J. Caskey
FAH 1121H Twelfth-Century Renaissance?/A. S. Cohen
FAH 1122H Crusaders in the East: Art and Life/J. Wollesen
FAH 1123H The Art of the Medieval Book/A. S. Cohen
FAH 1124H Byzantine Church Decoration/L. Safran
FAH 1125H Problems in Medieval Pilgrimage/L. Safran
FAH 1126H Exceptional Cities of the Middle Ages/Staff
FAH 1127H Early Medieval Art/A. S. Cohen
FAH 1128H Byzantine Art and the West/J. T. Wollesen
FAH 1130Y The Classical Tradition in Western Medieval Art/J. T. Wollesen
FAH 1131H Profane Medieval Art/J. T. Wollesen
FAH 1133H The Normans in Southern Italy and Sicily/J. Caskey
FAH 1134H Communal Painting and Propaganda in Italy During the Thirteenth and Fourteenth Centuries/
J. T. Wollesen
FAH 1135H Naples in the Later Middle Ages/J. Caskey
FAH 1141H Words and Images in Medieval Art/ J. T. Wollesen
FAH 1171H Beginning of Modernism: From Images to Pictures/J. T. Wollesen
FAH 1228H Representation, Information, and Interpretation of Medieval Pictures/J. T. Wollesen

Renaissance and Baroque
FAH 1209H Art and Anachronism in the Renaissance/A. Nagel
FAH 1211H The Altarpiece in Renaissance Italy/A. Nagel
FAH 1212H The Institution of the Work of Art/A. Nagel
FAH 1213H Art Historiography in Italy, 1550-1750/P. L. Sohm
FAH 1215H History of Bad Art from Gothic to Rococo/P. L. Sohm
FAH 1218H Michelangelo/A. Nagel
FAH 1219H Renaissance Art Discovers the Icon/A. Nagel
FAH 1226H Architecture and Alchemy Before Modernism/C. Anderson
FAH 1241H The Artist's Body/P. L. Sohm
FAH 1243H The Economic Lives of Renaissance and Baroque Artists/P. Sohm
FAH 1245H Pieter Bruegel and Netherlandish Sixteenth-Century Painting/E. M. Kavaler
FAH 1246H Renaissance Gothic/E. M. Kavaler
FAH 1250H Renaissance Sculpture and Architecture in the Netherlands/E. M. Kavaler
FAH 1255H Caravaggio/P. Sohm
FAH 1280H Art and Reform in Early Sixteenth-Century Italy/A. Nagel
FAH 1285H The Art and Architecture of the Counter Reformation/E. Levy
FAH 1288H Gianlorenzo Bernini/E. Levy
FAH 1290H The Jesuit Baroque/E. Levy
FAH 1291H Architecture, Language, and Literature/C. Anderson
FAH 1292H Devotional Spaces in Early Modern Europe/C. Anderson
FAH 1293H Architecture of the English Renaissance and Baroque/C. Anderson

Modern/Contemporary
FAH 1300H French Architectural Theory, 1700-1900/Staff
FAH 1305H Administrations, Collectors, and Dealers in France, 1648-1824/Staff
FAH 1310H History Painting in France, 1648-1824/Staff
FAH 1311H Prints and the Ancien Régime/Staff
FAH 1320H Orientalism in French Nineteenth-Century Painting/M. Gotlieb
FAH 1410H Artwriting, Past and Present/M. Cheetham
FAH 1420H Theories of the Sublime in Art/M. Cheetham
FAH 1455H The Paris Salon, 1784-1900/M. Gotlieb
FAH 1465H Orientalism/M. Gotlieb
FAH 1468H The Enemies of Impressionism/M. Gotlieb
FAH 1472H Photography in South Asia/D. Dewan
FAH 1474H Avant-Garde, Neo-Avant-Garde/E. M. M. Legge
FAH 1475H Picasso/E. M. M. Legge
FAH 1476H Surrealism and Post-World War II Art in Europe, the United States, and Canada/E. M. M. Legge
FAH 1477H Psychoanalysis and the Visual/A. Syme
FAH 1478H Art and Animation/A. Syme
FAH 1510H Contemporary Theories of Photography/L. Kaplan
FAH 1515H Photography and Community/L. Kaplan
FAH 1520H Photography and Modernism/L. Kaplan
FAH 1751H Architectural Literature in the Nineteenth and Twentieth Centuries/P. Scrivano
FAH 1752H The Circulation of Architectural Knowledge/P. Scrivano
FAH 1800H James Wilson Morrice/D. Reid
FAH 1801H Portraiture in Canada, 1760-1860: Painting into Photography/R. Reid
FAH 1850H Cornelius Krieghoff: Images of Canada/D. Reid
FAH 1870H Recent Canadian Art in International Perspective/M. Cheetham
FAH 1901H Tom Thomson/D. Reid
FAH 1910H Contemporary Art of South Asia and Its Diaspora/D. Dewan
FAH 1920H Primitivism to Globalism: Theories of Otherness in Modern and Contemporary Arts/E. Harney
FAH 1922H Realms of Exile/E. Harney
FAH 1923H Modernist Exiles in Postcolonial Perspective/E. Harney
FAH 1925H Spectatorship and Narrative: the Politics of Exhibiting/E. Harney
FAH 1952H From Steppe to City: Art of the Mongols in China/J. Purtle
FAH 1953H Chinoiserie: China and Her Arts in the European Imagination/J. Purtle
FAH 1954H Mimesis, Perspective, Vanguardism, Test, and Other Strategies of Seeing Through Chinese Painting/J. Purtle
FAH 1955H Decoding Chinese Painting/J. Purtle

Exhibitions, Collections, and Museums
FAH 3004H Special Studies in Collections/Staff
FAH 3010H,Y Art and the Museum/Staff

Reading Courses
FAH 3000H,Y Special Studies in History of Art/Staff
Only one full-course equivalent with this prefix is permitted in any one degree program.
FAH 3011H Readings in Ancient Art (Credit/No Credit)/Staff
FAH 3012H Readings in Medieval Art (Credit/No Credit)/Staff
FAH 3013H Readings in Renaissance and Baroque Art (Credit/No Credit)/Staff
FAH 3014H Readings in Modern and Contemporary Art (Credit/No Credit)/Staff
Research Paper
FAH 4000Y Research Paper/Staff

Joint Courses with Other Departments
JAI 1000H Joint Ancient Interconnections: The Eastern Mediterranean During the Middle and Late Bronze Age Period (Credit/No Credit)/Staff

Undergraduate/Graduate Courses
From time to time the Department may offer fourth-year undergraduate courses that have been recognized for graduate credit. Please visit the departmental Web Site and discuss with the Graduate Coordinator.

Relevant Courses in Other Departments
EAS 1229H Topics in Chinese Aesthetics/J. Liu
EAS 1339H Topics in Chinese Art Theories/J. Liu
MSL 2050H Artists in the Museum/E. M. M. Legge
NMC 2500Y Introduction to Islamic Art and Architecture/Staff
NMC 2520H Western Medieval Islamic Architecture/L. V. Golombek
NMC 2521H The Taj Mahal and Its Origins: Medieval Islamic Architecture in Iran, Central Asia, and India/L. V. Golombek
NMC 2526H Islamic Painting/L. V. Golombek
NMC 2527H Islamic Decorative Arts/L. V. Golombek

Graduate Faculty (Masters of Visual Studies)

Full Members
G. Hawken
S. Lloyd
T. Mars
S. Schelle
L. Steele () (Graduate Program Director)
K. Tomczak
S. Wiitasalo

Associate Members
B. Fischer
D. Hlynsky
L. Hutcheon
J. Massey
N. O’Laoghaire
E. Pien
J. Tod

Address:
Master of Visual Studies Program
University of Toronto
Degree of Master of Visual Studies
The objective of the MVS program is to develop and refine the student’s professional abilities and skills in a) producing contemporary visual art and b) producing exhibitions and writing incisively about contemporary art. The MVS is a professional program designed to train both artists and curators to participate in the contemporary art field. In support of these goals the MVS program has been developed around a range of academic instruments, including, a practicum, coursework, internships, research and writing, art fabrication (studio field) and curatorial experience (curatorial field).

a) Students enrolled in the MVS (Studio) develop a visual art practice through studio work augmented by critical and scholarly development. This objective is achieved through studio practicum and critiques, an internship within a cultural institution, course work at a graduate level, planning and implementing enhanced tutorials for undergraduate studio students, and a combination of exhibition, critical writing and developing a professional practice.

b) Students enrolled in the MVS (Contemporary Curatorial Studies) will develop skills in curatorial practice, art criticism, and exhibition practice in the field of contemporary art, again within an interdisciplinary environment appropriate to a University setting. Students in the curatorial field will have a thorough knowledge of the field of contemporary curating in an interdisciplinary environment, including not just traditional media but video, installation, film, off-site and interventionist, and dematerialized practices.

As in the cast of the studio field, the curatorial field is designed to engage other relevant discourses through relevant linkages elsewhere in the Department and elsewhere in the University and its diverse academic programs.

Admission Requirements
Applicants to the MVS program must have successfully completed a four-year U of T bachelor's degree (B.A., B.Sc.) with significant course work in the humanities and cultural
theory, or an equivalent degree from another recognized university, or a four-year B.F.A. degree from a recognized university. Applicants with an overall average of at least a B+ will be considered. Applicants normally have an exceptional portfolio from an undergraduate program or a substantial exhibition record that accompanies their portfolio.

Applicants must have a good command of English. Facility in the English language must be demonstrated by all applicants educated outside Canada whose primary language is not English and who graduated from a university where the language of instruction and examination was not English.

Applications must include:

1. Completed SGS application form
2. Artist’s or curator’s statement that includes a description of the proposed body of work to be undertaken during the two-year program
3. Full curriculum vitae with details of exhibition, professional activity, and education
4. Documentation of recent studio or curatorial work (see A and B below for details)
5. Three letters of recommendation

A Applicants to the MVS (Studio) present a portfolio with documentation of their artworks (video on VHS or DVD) and/or up to 20 slides or images on CD, and/or video documentation of performance, or installation. Applicants will also include a fully annotated listing for all portfolio materials that provides detailed information about media, year of production, dimensions, part of a series, full running length (in the case of media artworks), circumstances of display (in the case of installation works and of performance works).

B Applicants to the MVS (Curatorial Studies) would normally have a demonstrated interest in contemporary art through curatorial practice with a portfolio of critical writing and/or curatorial projects in contemporary art or related areas.

Details are available on the program's Web site.

Program Requirements- Master’s
The program of study will begin in September and
normally extend over two years during which time the student is registered full-time. All students must complete a total of 4.5 FCEs in MVS and 1.5 FCE in outside electives.

A  **MVS (Studio)**
A candidate will be under the supervision of a Studio/Practicum Panel made up of: the Director of the MVS program, a member of the studio faculty of the MVS program who will be considered the candidate’s Principal Advisor, a second MVS studio faculty and possibly another member of the graduate faculty (not necessarily a member of the MVS program).

B  **MVS (Curatorial Studies)**
A candidate will be under the supervision of an Advisory Committee made up of a member of the graduate faculty who will be considered the candidate’s Principle Advisor; the director of the MVS program or their designate; and one of the University of Toronto’s curators or outside curator as appropriate.

All students will be expected to participate in the MVS Proseminar, a non-credit course that normally meets bi-weekly. The MVS Proseminar enhances the student experience through a series of presentations by visiting artists, curators, writers, and arts professionals, including the MVS faculty. In this setting, presenters are encouraged to discuss works of art or exhibitions in progress, new research in the visual arts, and related areas of investigation. Through seminar style discussions, the MVS students participate actively in a wide range of ideas, processes and practices at work within contemporary visual art and exhibitions. On occasion students will present their work in progress within this setting, either in a group critique with an outside visitor or in a one-on-one critique with faculty or visitors.

**Collaborative Programs**
The Department participates in the following collaborative programs:
1 Book History and Print Culture
2 Knowledge Media Design
For details, see the separate entries in this calendar.

A  **Courses of Instruction MVS (Studio)**

Required (4.5 FCE)

**MVS (studio) courses**
VIS1010H Contemporary Art Since 1960 1 HCE (shared with Curatorial Studies) (This course replaces “Current ideas in Visual Practice”).
VIS1001H. Interdisciplinary Studio Practicum/Critiques I, 1 HCE
VIS1020H Contemporary Art: Theory and Criticism 1 HCE (shared with Curatorial Studies) This course replaces "Interpreting Visual Content,").
VIS1003H. Interdisciplinary Studio Practicum/Critiques II, 1 HCE
VIS1004H Internship
VIS2001H Studio Practicum/Critiques III 1 HCE
VIS2002H MVS Contemporary Art Issues 1 HCE
VIS2003Y MVS Project: 2 HCEs
B Course of Instruction MVS (Curatorial)
Required (4 FCE)
VIS1010H Contemporary Art Since 1960 1 HCE (shared with Studio) (This course replaces “Current ideas in Visual Practice”).
VIS1101H Paradigmatic Exhibitions: History, Theory, Criticism
VIS1020H Contemporary Art: Theory and Criticism 1 HCE (shared with Studio) This course replaces “Interpreting Visual Content,").
VIS1102H Curatorial Studies Collaborative Project
VIS1004H Internship
VIS2101Y MVS Curatorial Studies Exhibition Project
VIS2002H MVS Contemporary Art Issues 1 HCE

Back to Graduate Programs

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Item 13.2

For information only: Admission and Program Committee Report, 2006-07

See supporting documentation attached. Additional documentation to be distributed at the meeting.
Mandate:
The SGS Admissions & Programs Committee and its delegates, the SGS Associate Deans and SGS Student Services Officers, are responsible for making decisions on various non-standard cases including admission cases, third program extension requests, requests for non-standard grade revisions, requests for second course extensions and requests for leaves which fall outside SGS policy. The Committee also heard requests for second candidacy extensions this past year. This report does not include statistics on daily, standard files that are acted upon by the Student Services Officers.

Committee Membership:
Members of the 2005-2006 A&P Committee were:

<table>
<thead>
<tr>
<th>SGS Associate Deans</th>
<th>Divisional Representatives</th>
<th>Student Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Cowper (Div. I)</td>
<td>Hugh Mason, Classics (Div. I)</td>
<td>Piers Brown, ENG*</td>
</tr>
<tr>
<td>Sandra Acker (Div.II)</td>
<td>Elizabeth Smyth, CTL (Div.II)</td>
<td>Bonnie Slade, AECP*</td>
</tr>
<tr>
<td>Grant Ferris (Div. III)</td>
<td>Grant Allen, CHE (Div.III)</td>
<td></td>
</tr>
<tr>
<td>Mingyao Liu (Div. IV)</td>
<td>Linda Wilson-Pauwels, BMC (Div.IV)</td>
<td></td>
</tr>
</tbody>
</table>

*Student members alternated attendance at the meetings.

ACTIVITY REPORT, SEPTEMBER 1, 2005 – AUGUST 31, 2006:

<table>
<thead>
<tr>
<th>Division</th>
<th>2004-05</th>
<th>2005-06</th>
<th>% Increase (Decrease)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>67</td>
<td>83</td>
<td>24%</td>
</tr>
<tr>
<td>Division II</td>
<td>283</td>
<td>461</td>
<td>63%†</td>
</tr>
<tr>
<td>Division III</td>
<td>10</td>
<td>65</td>
<td>550%</td>
</tr>
<tr>
<td>Division IV</td>
<td>50</td>
<td>63</td>
<td>26%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>410</td>
<td>672</td>
<td>64%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>307</td>
</tr>
<tr>
<td>Doctoral</td>
<td>98</td>
</tr>
<tr>
<td>Special Student</td>
<td>5</td>
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<tr>
<td>Other</td>
<td>0</td>
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<tr>
<td>TOTAL</td>
<td>410</td>
</tr>
<tr>
<td></td>
<td>672</td>
</tr>
</tbody>
</table>

The Admissions and Programs Committee or its delegates dealt with a total of 672 cases this past year. This represents an increase of 64% over last year and an increase of 13% over two years ago. This year we saw an increase in all four Divisions, as well as overall. The largest increase (550%)

† This figure includes 36 cases that were approved by the EMBA program admissions staff and 27 OISE/UT M.Ed. Pilot Project cases. This past year we agreed to use a scoring model for non-standard admission of M.Ed. applicants who otherwise would have required a non-standard case. The model is working well so far.
occurred in Division III. Division III reported a large number of non-standard transfer credit requests this year. We also had a significant increase (92%) in cases for doctoral students.

Of the total 672 cases, 448 (67%) were programs cases and 224 (33%) were admissions cases. This is very consistent with last year’s 66%/34% split between programs and admissions cases. Admissions cases have been increasing over the past couple of years; we had 139 admissions cases in 2004-2005 and 95 in 2003-2004. In the past, admissions cases have accounted for at least half or more of total cases. There was a brief period when admissions activity dropped, but there has been a resurgence over the last few years. It is possible that we will see an increase in non-standard admissions case in this upcoming admission cycle as we move towards increasing the graduate student population. Once again this year, as in all recent years, the largest volume of cases (69%) was from Division II. For two years in a row, Div. II has accounted for 69% of all non-standard activity; although it is steady over the past two years, Div. II’s actual share compared to previous years has increased. Div. II accounted for 54% of the overall numbers in 2003-2004.

Of the 672 total cases, 634 (94%) were approved and 38 (6%) were refused. This year we approved a larger percentage of cases compared to previous years; last year we had an approval/refusal ratio of 92%/8% and two years ago we approved 84% of cases and refused 16% of cases.

### Admissions: Non-Standard Admissions Cases

<table>
<thead>
<tr>
<th>Division</th>
<th>Approved</th>
<th>Refused</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>II</td>
<td>171</td>
<td>12</td>
</tr>
<tr>
<td>III</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>207</strong> (92%)</td>
<td><strong>17</strong> (8%)</td>
</tr>
</tbody>
</table>

Non-standard cases concerned applicants who do not meet minimum TOEFL/TWE requirements, or minimum degree or grade average requirements.

Of the 672 total cases that were dealt with by SGS, 224 were non-standard admissions cases compared to 139 last year and 95 cases two years ago. The increase from 139 to 224 cases this year is almost entirely accounted for by increases in cases from three Division II departments – Management (EMBA and MBA), CTL and TPS. Of the 224 cases, 207 (92%) were approved and 17 (8%) were refused by SGS. This is a similar approval/refusal ratio as last year and the year before. During the 2002-2003 cycle, 82% of non-standard admissions cases were approved and 18% were refused. As of September 6, 2006 there were a total of 7,507 admission offers made for the 2006-2007 admissions cycle and of these 207 (2.8%) were non-standard admissions. This year 82% of admissions cases were from Div. II; this is higher than last year’s 75% share of all admissions cases.

We had 25 Five-Year Rule admissions cases this year. (Five-year Rule applicants are people who have graduated with an undergraduate degree at least five years prior to application to graduate school and have significant post graduation achievements, such as additional academic work, publications and or have made significant professional contributions to their field.)

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2 This total includes the cases approved by EMBA staff and the OISE/UT M.Ed. Pilot Project cases.
3 “ ” “ ” “ ” “ ” “ ” “ ”
4 “ ” “ ” “ ” “ ” “ ” “ ”
Programs:

<table>
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<tbody>
<tr>
<td>I</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>II</td>
<td>268</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>IV</td>
<td>41</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>427 (95%)</td>
<td>21 (5%)</td>
</tr>
</tbody>
</table>

Programs cases include non-standard leaves, non-standard grade revisions, Second Course Extensions, Second Candidacy Extensions, non-standard transfer credit requests, etc. In programs activity this year we have had a significant 75% increase compared to last year. Of the total 672 cases, 448 were programs cases and of these 427 (95%) were approved and 21 (5%) were refused. Last year we approved 90% and refused 10% of programs cases; in previous years we had approval/refusal ratios of 86%/14% and 74%/26%. We have increased our rate of approved programs cases each year over the past few years.

The 448 programs cases represent 4% of the total 11,892 registered students in the 2005-2006 academic year. This is an increase compared to last year’s 2% but is the same as the 2003-2004 academic year when non-standard program cases were presented for 4% of the total registered student population. We continue to have greater numbers of programs cases compared to admissions cases. Second Course Extensions and non-standard grade revisions accounted for 261 (58%) of all programs cases. As a percentage of all programs cases, requests for grade revisions and second course extensions have decreased compared to last year when they accounted for 65% of all programs cases. In real number terms they have gone up from 177 to 265. Grade revision and course extension activity remain high and are significant work load items for graduate administrators. This year for the first time the Admissions and Programs Committee dealt with requests for Second Candidacy Extensions. We had a total of 31 requests this year. We also reported 26 non-standard transfer credit requests from Division III this year. Other programs activity has remained quite consistent with previous years’ numbers; for example, there were 45 non-standard leaves this year, 38 non-standard leaves last year and 41 two years ago. Third Program Extension requests continue to be quite rare. Both this year and last year we had 6 Third Program Extension requests; in 2001-2002 we had 33 requests.
The Student Services Officers of the School of Graduate Studies follow up on the progress of non-standard admits annually. Of the 147 admitted non-standard applicants for 2004-05, 121 registered and 26 did not register. Of the 121 who registered 57% maintained an A average and 33% maintained a B average. One student, who had not met minimum grade point average requirements, failed in the first year. We had no grades available for five students and three applicants opted to defer admission to September 2006. Three students withdrew from their programs. Students who did not meet the minimum mid-B or B+ average accounted for 41% of the accepted non-standard admits and of those for whom grades are available in this category, 47% maintained an A average while 30% maintained a B average. In this same category, 9 applicants did not accept our offer. The performance of students in this category has declined somewhat; last year 64% of these students had maintained an A average and 36% had a B average. Applicants who did not meet TOEFL/TWE requirements accounted for 25% of the total admitted non-standard applicants. In this category, 38% had an A average and 35% had a B average.
## Non-standard Admissions and Program Cases from September 1, 2005– August 31, 2006

### DIVISION I

<table>
<thead>
<tr>
<th>Issue</th>
<th>Cases Approved</th>
<th>Cases Refused</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant did not meet SGS minimum TOEFL/TWE requirement</td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Applicant did not have equivalent to 4 year degree (or master’s degree if applicable)</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Applicant did not meet SGS minimum mid B or B+ requirement</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request for Third Extension</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Request for non-standard Leave</td>
<td>8</td>
<td>2</td>
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<tr>
<td>Request for non-standard Program Transfer</td>
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<td></td>
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<tr>
<td>Request for change to program requirement</td>
<td>19</td>
<td></td>
<td>13 course substitutions from Museum Studies</td>
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<tr>
<td>Request for Second Course Work Extension</td>
<td>21</td>
<td></td>
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</tr>
<tr>
<td>Request for non-standard grade revision</td>
<td>12</td>
<td></td>
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<tr>
<td>Request for late course add/drop</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Request for Second Candidacy Extension</td>
<td>9</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>80</strong></td>
<td><strong>3</strong></td>
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### Department

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<td>Drama</td>
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<td>East Asian Studies</td>
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<td>English</td>
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<td>3</td>
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<td>French</td>
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<td>German</td>
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<td>History</td>
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<td>History &amp; Phil. of Science</td>
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<td>History of Art</td>
<td>1</td>
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<td>Italian</td>
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<td>Linguistics</td>
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<td>Medieval Studies</td>
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<td>Museum Studies</td>
<td>13</td>
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<td>Music</td>
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<td>Near &amp; Middle Eastern Civil.</td>
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<td>Slavic</td>
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<td>Comments</td>
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<td>----------------------------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>Applicant did not meet SGS minimum TOEFL/TWE requirement</td>
<td>35</td>
<td>2</td>
<td>14 cases from MBA and 9 cases from Law</td>
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<tr>
<td>Applicant did not have equivalent to 4 year degree (or master’s degree if applicable)</td>
<td>57</td>
<td>4</td>
<td>14 MBA cases; 19 EMBA cases; 6 M.Ed. Pilot Project cases</td>
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<tr>
<td>Applicant did not meet SGS minimum mid B or B+ requirement</td>
<td>72</td>
<td>5</td>
<td>21 M.Ed. Pilot Project cases; 17 EMBA cases</td>
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<tr>
<td>Ungraded previous degree</td>
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<td>Request to change program requirements</td>
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<td>Request for Third Extension</td>
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<td>Request for non-standard Leave</td>
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<td>Request for Second Course Work Extension</td>
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<td>Request for non-standard grade revision</td>
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<td>Request for Second Candidacy Extension</td>
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<td><strong>TOTAL</strong></td>
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<td>Law</td>
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<td>Management – MBA</td>
<td>33</td>
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<td>Management – EMBA(^1)</td>
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<td>Management – MMPA</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>TOTAL</td>
<td>171</td>
<td>268</td>
<td>12</td>
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**SUMMARY:**
Masters: 386  Doctoral: 74  Special Student: 1  TOTAL: 461

Five-year Rule Admission cases: 25

---

\(^{1}\) 36 of these admission cases were approved by the EMBA program, which has the authority to approve certain non-standard admission cases.
### DIVISION III

<table>
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<th>Cases Approved</th>
<th>Cases Refused</th>
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<tbody>
<tr>
<td>Applicant did not meet SGS minimum TOEFL/TWE requirement</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Applicant did not meet SGS minimum 4 year (honours) BA or MA requirement</td>
<td>4</td>
<td></td>
<td>1 five year rule</td>
</tr>
<tr>
<td>Applicant did not meet SGS minimum mid B or B+ requirement</td>
<td>5</td>
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<td>Request Second Course Work Extension</td>
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<td>Request for non-standard Transfer Credit</td>
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<td>These were mostly from Computer Science who has since revised their calendar entry to prevent so many occurrences.</td>
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**SUMMARY:** Masters: 18 PhD: 47 Special Student: 0 TOTAL: 65
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<td>4 five-year rule cases</td>
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<td>Request for reinstatement after time limit</td>
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**SUMMARY:**  Master's: 23  PhD: 40  Special Student: TOTAL: 63
### DIVISION I

<table>
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<tr>
<th>Reasons</th>
<th>A average in first year</th>
<th>B average in first year</th>
<th>Failed in first year</th>
<th>Withdrew from program</th>
<th>Deferred Admission to Sept. 2006</th>
<th>Did not register</th>
<th>Grades unavailable</th>
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<td>Applicant did not meet SGS minimum mid B or B+ requirement</td>
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**Comments:**
- Master’s: 3
- PhD: 2
- TOTAL: 5

### DIVISION II

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<th>Withdrew from program</th>
<th>Grades Unavailable</th>
<th>Deferred Admission to Sept. 2006</th>
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**Comments:**
- Masters: 108
- Doctoral: 7
- Special Student: 1
- TOTAL: 116

Five -Year Rule cases: 26

* one student has already graduated with MA; + one student in this category has an A+ average
## Division III

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<th>Did not register</th>
<th>No Grade available</th>
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Comments:
Masters: 4    PhD: 2    Other: TOTAL: 6

Five –Year Rule cases 0

## Division IV

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Comments:
Masters: 3    PhD: 17    TOTAL: 20

Five -Year rule case: 3
Item 13.3

For information only: Registration Statistics, 2006-2007

To be distributed at the meeting.
SGS Registration, 2006-2007  
(as of January 19, 2007)

- Total Graduate Students 12,205
- Increase over 2005-2006 2.6%

Admissions, 2006-2007 (as of January 19, 2007)

- Applications Received 2006-07 20,214
  % Change from 2005-06 +6.3%
- Offers Sent 7396
  % Change from 2005-06 +11.3%
- Offers Accepted (Reg.) 4415
  % Change from 2005-06 +12.0%

Registration by Degree Type, 2006-2007  
(as of January 19, 2007)

- Masters 22%
- Prof. Masters 36%
- Special Students 1%
- Doctoral 41%

- Doctoral 4964
- Doctoral-Stream Master 2716
- Professional Master 4410
- Special Students 115

Registration by Division, 2006-2007  
(as of January 19, 2006)

- Div 1 1391
- Div 2 4833
- Div 3 3284
- Div 4 3697

Registration by Faculty, 2006-2007  
(as of January 19, 2007)

- Management 9%
- Arts & Science 25%
- OISE/UT 15%
- Medicine 21%
- Engineering 11%
- Other Single Department, Faculties, Centres and Institutes 19%

Registration, Graduate Units, 2006-2007  
(as of January 19, 2007)

- Management 1057
- Curriculum, Teaching & Learning 626
- Electrical & Comp. Engineering 456
- Institute of Medical Science 412
- Information Studies 394
- Nursing 375
- Social Work 369
- Theory & Policy Studies 364
- Adult Ed & Counselling Psych. 360
- Architecture, Landscape & Design 286
Registration by Gender 2006-2007
(as of January 19, 2007)

- Male: 44%
- Female: 56%

Division Male Female
- Division I: 38% 62%
- Division II: 35% 65%
- Division III: 72% 28%
- Division IV: 38% 62%

Registration by Status 2006-2007
(as of January 19, 2007)

- Full-time: 10,409
- Part-time: 1,793

International (VISA) Students, 2006-2007
(as of January 19, 2007)

- SGS International: 14%
- SGS Domestic: 86%
- TOTAL: 1744

Where are the International (VISA) Students, 2006-2007?
(as of January 19, 2007)

- Management: 181
- Electrical & Computer Eng.: 111
- Computer Science: 96
- Economics: 67
- Chemistry: 60
- Physics: 60
- Medieval Studies: 56
- Mechanical & Ind. Eng.: 50
- Political Science: 47

International Students (VISA) as a % of Total Registration, 2006-2007
(as of January 19, 2007)

- Slavic Lang. & Literature: 65%
- Medieval Studies: 53%
- Astronomy: 50%
- European, Russian & Eurasian: 43%
- Classics: 42%
- Law: 41%
- Economics: 38%
- Physics: 37%
- Near & Middle Eastern: 35%
- Mathematics: 34%
- Computer Science: 34%

Where do 2006-2007 International (VISA) Students come from?
(as of January 19, 2007)

- USA: 347 (411)
- China: 289 (709)
- India: 117 (265)
- Iran: 88 (265)
- Germany: 70 (81)
- Mexico: 48 (67)
- Japan: 51 (68)
- South Korea: 44 (92)
- United Kingdom: 35 (73)
- Israel: 40 (79)
Enrollment, Collaborative Programs 2006-2007

- 907 students enrolled in 34 Collaborative Programs

Sample Collaborative Programs & enrolment:
- Neuroscience: 131
- Comp., Intl. & Dev. Education: 106
- Women’s Studies: 100
- Biomaterials & Biomedical Engineering: 70
- Aging and the Life Course: 48
- Book History and Print Culture: 37
- Cardiovascular Sciences: 37
- Environmental Engineering: 36

Registration, Collaborative Programs, 2006-2007 by degree type (as of January 19, 2007)

- Professional Master’s: 17%
- Doctoral-stream Master’s: 27%
- Doctoral: 56%

Registration, Postdoctoral Fellows 2005-2006

<table>
<thead>
<tr>
<th>Division</th>
<th>PDFs</th>
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</thead>
<tbody>
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<td>Division II</td>
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<tr>
<td>Division III</td>
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<tr>
<td>Physical Sciences &amp; Engineering</td>
<td>1219 (898 Hospital-based)</td>
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<td>Life Sciences</td>
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</table>

Graduation 2005-2006

- Doctoral: 663
- Masters: 1309
- Professional Masters: 1892
- Total: 3864
Information

Graduate Education Council
Tuesday, January 23, 2007

Item 13.4

For information only: Fall by-election results (#2), Graduate Education Council Membership, 2006-07

See attached supporting documentation.
There were two positions on the Graduate Education Council open for the second of two fall by-elections in the fall of 2006. A call for nominations was made in November. Balloting closed on November 27, 2006. Two faculty positions were filled by acclamation.

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Vacant Seats as of July 1, 2006</th>
<th>Election Results</th>
</tr>
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<tbody>
<tr>
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<td>Acclaimed: Professor Todd Lawson</td>
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<td>Humanities</td>
<td>1 graduate faculty</td>
<td>Department of Near and Middle Eastern Civilizations</td>
</tr>
<tr>
<td>Division IV</td>
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<td>Acclaimed: Professor Daphne Goring</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>1 graduate faculty (chair/director)</td>
<td>Department of Cell and Systems Biology</td>
</tr>
</tbody>
</table>

Terms of office: Faculty serve a three year, non-renewable term of office.

Jane Alderdice  
Secretary to the Graduate Education Council  
January 16, 2007