February 13, 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, February 20, 2007
3:00 p.m. - 6:00 p.m.

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

AGENDA

   (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

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6. Proposal from the Faculty of Medicine, Department of Public Health Science, for a Master of Science Community Health Program (M.Sc.C.H.), and a Graduate Diploma in Community Health (Dip.C.H.)
   (Documentation attached)

7. Program Requirement Changes
   (Documentation attached)
   7.2. Biomaterials and Biomedical Engineering, Biomedical Engineering Program, Ph.D.
   7.3. Computer Science Program, M.Sc. (previously referred back to the Faculty of Arts and Science)
   7.4. Criminology Program, Ph.D.

8. Other Business

9. For Information

Regrets only to Ms. Adrienne Teo, SGS Governance Officer, at 946-3427; e-mail: sgs.pplgeneral@utoronto.ca
The meeting was called to order at 3:05 p.m. Dean Susan Pfeiffer welcomed Graduate Education Council members and visitors.

Approval Agenda of the Graduate Education Council Meeting of January 23, 2007

MOTION (duly moved and seconded)
THAT the agenda of the Graduate Education Council meeting of January 23, 2007 be approved.

The motion is CARRIED.

1. Minutes of the Graduate Education Council Meeting of November 21, 2006

The minutes of the November 21, 2006 meeting were circulated with the agenda.

MOTION (duly moved and seconded)
THAT the minutes of the November 21, 2006 Graduate Education Council meeting be approved.

The motion was CARRIED.

2. Business Arising from the Minutes

2.1 Ontario Council of Graduate Studies (OCGS) approvals

Several new program proposals have recently been approved by OCGS: The Diploma in Forensic Accounting (DIFA), was approved on Nov. 3, 2006; the Master of Finance, M.F., was approved on Dec. 15, 2006 and; the Ph.D. in Planning was approved on Dec. 15, 2006.

2.2 Recent University of Toronto governance approvals

The Master of Arts in Cinema Studies was approved by the Academic Policy and Programs Committee on January 17, 2007.
3. **Dean’s Remarks**

3.1 **Graduate Grading Practices Policy**

There are discrepancies between the University Grading Practices Policy (UGPP) and the Graduate Grading Practices Policy (GGPP). The Provost’s Office will therefore accept a proposal for changes to the UGPP, which will include incorporating graduate regulations. The GGPP will eventually be rescinded, and the two policies will merge into a single policy addressing both undergraduate and graduate grading practices.

A discussion paper will be presented at the Standing Committees on Student Matters and on Program Matters. The Graduate Education Council will be kept informed, and ultimately will be asked to rescind the GGPP when a revised UGPP is prepared.

As the proposal progresses through higher levels at the University, discussions at Council will occur.

3.2 **Intellectual Property**

The Intellectual Property booklet that was published in 1999 by the University of Toronto requires revisions. Associate Dean Mingyao Liu and Ms. Angelique Plata are working together to: revise the booklet; revise Internet links; organize workshops for departments to discuss issues with panels to better implement the policies; and implement policies that will ensure responsible conduct in research.

Members will receive an update at the next Graduate Education Council meeting.

3.3 **Canadian Graduate Professional Survey (CGPSS)**

An article about the Canadian Graduate and Professional Student Survey (CGPSS) will be printed in the January 23, 2007 edition of *The Bulletin Newspaper*. Students will be invited to participate in the survey via e-mail, starting January 29, 2007. The survey will close on March 2, 2007, and results will be available in the fall, 2007.

The University of Toronto will administer the survey every two years as part of an agreement with the Ministry of Training Colleges and Universities (MTCU). Every full-time graduate student in a government-funded program who has an e-mail address on the Repository of Student Information (ROSI) will receive an invitation to participate in this survey.

There will be prizes of 12 gift certificates for the campus bookstore. A copy of the survey instrument can be obtained by contacting Ms. Helen Chang, the SGS Graduate Education Research Officer. It is also on the SGS website.

Vice-Dean Smith asked how communication about the CGPSS fits within the context of the Policy on Official Communication with Students. Mr. Rodney Branch, explained that
every graduate student should have a <utoronto.ca> e-mail address, however only about 30 percent do. A member noted that many students have an <utoronto.ca> e-mail address, but do not use it on a regular basis. The Dean remarked that communication regarding the CGPSS will be imparted to as many students as possible.

3.4 **Annual Collaborative Program Workshop**

The Workshop will take place on February 6, 2007 at 2:00 p.m. in the Galbraith Council Chambers. Invitees will include all those who are administering or developing a Collaborative Program.

3.5 **Flash video conversion tool**

Due to fall recruitment efforts, the University of Toronto is experiencing a substantial increase in the number of graduate applications for the 2007-08 academic year, compared to previous years. SGS is working with the Office of Strategic Communications to develop a brief advertisement that will work as a “conversion tool”. An Internet link to an advertisement will be sent via e-mail to students who have received an offer of admission. The advertisement will be completed by February, and it is also anticipated that, in the future, similar advertisements will be used as useful tools earlier in the recruitment process.

The Dean thanked Ms. Heather Kelly for her efforts.

3.6 **Fall Graduate Education Council by-election**

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.

The Election Committee, Professor Ron Smyth and Mr. Arafat Aloquaily, confirmed the results.

The Dean congratulated newly acclaimed members Professor Todd Lawson and Professor Daphne Goring.

3.7 **Spring Election**

A spring election to fill vacant seats on the Graduate Education Council for the 2007-08 academic year will commence in late February. Notice of the election will be distributed via e-mail. The Dean encouraged members to consider who might be interested in Council membership.

3.8 **Registration Statistics, 2006-07**

A report on registration statistics was made available at the meeting.
Ms. Heather Kelly, Director of SGS Student Services, displayed a slide presentation, and noted that there are some discrepancies between the slides and the handouts. The most recent statistics will be posted on the SGS website.

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

4.1 **Final Oral Exam (FOE) Committees Forms**

Vice-Dean Cowper noted that new forms are in the process of development and will be accessible on the SGS website when they are completed.

4.2 **Graduate Webposting System Reports**

Reports to track activity on the Graduate Webposting System (GWS) are being developed.

4.3 **University Grading Practices Policy**

A proposal for changes was discussed at the January 18, 2007 meeting of the Standing Committee on Program Matters. Overall, the proposal was well received. Most discussion related to whether or not a transcript should record course averages. There was lack of agreement on that issue. Feedback from the Standing Committee meeting will be communicated to those who are working on proposed revisions.

5. **Report of the Vice-Dean, Students**

5.1 **Grad Room**

A facility for graduate students at the old SpaHa restaurant, situated in Graduate House, will be open in February. The space will be used as a gathering place for graduate students and will be an attractive location for students from across the University of Toronto. Arrangements for food and beverage service are in negotiations. The facility will be staffed in part by part-time graduate students who will act as advisors and overseers of the space. The Dean added that another space currently used by graduate students in a similar capacity is the Graduate Student’s Union.

Associate Dean Liu asked if the name of the space could be changed. Vice-Dean Smith explained that the name was chosen consultatively from a number of options, and it reflects “Graduate House”, the building where it is located.

A member asked if there will be a designated area where exhibitions may be displayed. Vice-Dean Smith replied affirmatively. He noted that the Grad Room will probably be open from 10:00 a.m. to 6:00 p.m., outside of which the space can be used for student events. Initially, only the upper-level will be useable; however, a proposal has been sent
to the Academic Initiative Fund (AIF) for renovation and completion of the lower-level, which may in turn be booked for social events, meetings and other functions.

The Dean thanked Ms. Rebecca Spagnolo, Assistant Dean, Graduate House and the Graduate House Board of Directors for their efforts regarding the Grad Room project.

5.2 Report on Awards

The Social Sciences and Humanities Research Council (SSHRC) and Natural Sciences and Engineering Research Council (NSERC) award applications have been processed. During the 2006-07 academic year, the administration of the awards was more efficient compared to previous years since members of the committees read the proposals prior to meeting. Discussions focused on proposals in which there was lack of agreement regarding its assessment. The process is improving and there has been positive feedback from the committees.

5.3 Electronic Thesis Submission Project

There is a plan to have a proposal in the fall of 2007 which will introduce the possibility of students submitting theses electronically. A period of transition will increase flexibility by allowing students to have the option of submitting their theses electronically or in hard copy. Efforts are being concentrated on developing an interface where students can submit relevant information about their theses.

The option to submit a thesis in one of two formats will be available for two years. After the first year, student experiences will be assessed and a recommendation to require electronic theses submission may be brought forward.

6. SGS Final Oral Examination, Revision to Degree Regulations, Doctor of Philosophy

The supporting documents were circulated with the agenda package. With the approval of the Graduate Education Council, this item will be forwarded to the Academic Policy Programs Committee in the annual summary report for information. Academic Board was noted on the motion sheet in error.

Ms. Heather Kelly, Director of SGS Student Services was present at Council to answer questions should they arise. The Dean called upon Vice-Dean Berry Smith to present the motion.

MOTION (duly moved and seconded)
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.
Vice-Dean Smith explained that the present regulations regarding Final Oral Exams (FOEs) are a combination of policy and procedures. Generally, the University of Toronto separates policies and procedures since procedures may change on a regular basis, but policies do not. FOE procedures contain sections concerning format and presentation of theses. The Policy regarding submissions formats will be revised to reflect the era of electronic learning.

In order to adapt to future policy changes, the current proposal recommends the separation of FOE procedures from FOE policy. Changes noted in the attached documentation are minimal, and include deletions of paragraphs that outline archaic practices regarding microfilming and long-term storage of theses. There have been no changes to the policy. Procedures will be available on the SGS website in the near future.

A member noted that sections about restrictions on length of abstracts and copyrights have been deleted. The member remarked that student confusion occurs with regards to specific requirements of FOEs because they obtain conflicting information from various sources. The member asked if the information will be clarified, and if another source will be developed to outline specific requirements. Vice-Dean Smith explained that there are no immediate plans to change whether or not abstracts are required with the submission of a thesis. However, a single, central description of procedures will be created to aid students with the FOE process.

A member highlighted that a section regarding the option of submitting a hard copy or electronic copy of a thesis during the two-year pilot project was not included. Vice-Dean Cowper indicated that Clause 15 explained that the thesis submission must comply with SGS guidelines. The section that was deleted will be inserted into a different document that will be made available at a later date. The member questioned if the deleted information will be inserted in the SGS Calendar description. Vice-Dean Smith said that a separate document, not the SGS Calendar, is more suitable for the instructions in question. The instructions themselves will remain unchanged.

A member remarked that “published in microfilm” has been deleted from the documentation, and noted that, typically, a thesis is referred to as an “unpublished” document. Currently, the documentation refers to the thesis as a “publication”. The Dean replied that when a thesis is on file at the National Library of Canada, it qualifies as a “publication”. The definition of a “published” document remains unchanged within FOE policies and procedures.

A member noted “Vice-Dean” should be replaced with “Vice-Dean, Programs” throughout the documentation. The Dean noted that the documentation would be revised accordingly.

The Dean called the question.

The motion was CARRIED.
7. **Proposal from the Faculty of Medicine for a Collaborative Master’s and Doctoral Program in Women’s Health**

The supporting documentation was circulated with the agenda package. The first page of the Memorandum of Agreement was revised and made available at the meeting.

The proposal was posted on the 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. 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 (OCGS) for a standard appraisal.

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

Professor Gillian Einstein and Vice-Dean Andrea Sass-Kortsak were present to speak to the item. 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 Medicine for a Collaborative Master’s and Doctoral program in Women’s Health, effective September 2007.

Vice-Dean Cowper invited Professor Gillian Einstein to present the proposal. Professor Einstein explained the University of Toronto is a valuable source for research and teaching in the field of Women’s Health. The goal in creating the program is to connect students and investigators across various departments so they can gain significant experience in an active healthcare discipline.

The Dean noted that the proposal for a Collaborative Program on Women’s Health has been in development for more than two years.

A member commented that the proposal was well developed and that the program would be a welcome addition to those programs already offered at the University of Toronto.

The Dean called the question.

The motion was **CARRIED**.
8. **Occupational Therapy Program, Closure of Advanced Standing Option, M.Sc. O.T.**

The supporting documentation was 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.

This proposal was approved by the Faculty Graduate Education Committee of the Faculty of Medicine at its meeting of December 14, 2006. The approval of the Graduate Education Council is final. With Graduate Education Council’s approval this item will be sent for information in the annual report to the Academic Policy and Programs Committee, and the Planning and Budget Office will be informed.

Professor Helene Polatajko and Vice-Dean Andrea Sass-Kortsak were present to answer questions 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 Medicine to close the Advanced Standing Option in the Occupational Therapy Program (M.Sc.O.T.), effective September 2007.

The Dean questioned how students currently registered in the program would be managed. Professor Polatajko answered that there is currently one student registered in the option and she has already completed the final stages of the program. The Dean clarified that the program is no longer admitting new students in the option or advertising the availability of the option, but it remains available to the student who is currently registered.

Professor Polatajko explained that the option was created during a period when the discipline of Occupational Therapy was evolving within graduate education. Thus, the option was created at the request of students in the final year of their B.Sc.O.T. program because they wanted an opportunity to gain graduate experiences. However, there were no applicants to the program option, and student fears were dispelled when they entered the working world and found there were many prospects for those without graduate degrees. Thus, the program option is closing.

The Dean called the question.

The motion was CARRIED.

9. **New Flexible-Time Option within Existing Program: Human Development and Applied Psychology Department, Developmental Psychology and Education Program, Ph.D.**
The supporting documentation was circulated with the agenda package. The proposal was posted on the 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 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.

Professor Ruth Childs, Professor Glen Jones, and Ms. Nancy Smart were present to answer questions 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 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.

The Dean invited Professor Jones to comment on flexible delivery options within the Ontario Institute for Studies in Education (OISE). Professor Jones explained that a review occurred during the graduate expansion planning processes and as part of discussions with the Ontario Council for Graduate Studies (OCGS) regarding streams.

There are OISE departments that have decided to discontinue their Ed.D. programs due to low enrolment, however, other departments seek to clarify and differentiate between Ed.D. and Ph.D programs.

The Dean questioned the differentiation of an Ed.D. from a Ph.D. within the context of broad level advanced study. Professor Jones explained that the demarcation between the two degrees can be unclear. There are some differences in course requirements, but the main distinction occurs by means of full-time and part-time student status, since the Ed.D. is traditionally offered on a part-time basis. There are no clear national or international distinctions, but it is generally agreed that the Ed.D. is a more professional degree than the Ph.D. Some institutions only offer a Ph.D. program, but many leading North American universities, such as Harvard University, only offer an Ed.D.

A member asked about the status of students who transfer to the flexible-time program within the context of the funding guarantee. Professor Childs noted that the students would be expected to work full-time, and study part-time. Professor Childs replied that they will not receive funding because they are employed full-time.

A member asked if students will be permitted to switch from flexible-time to full-time programs. Professor Childs explained that flexible-time student status is dependent on the condition of full-time employment, thus students will not be permitted to transfer
between programs because of budgetary implications. The Dean noted that the information regarding transferring between programs is unclear in the proposal. A member said that SGS does not normally allow students to transfer from a flexible-time to a full-time Ph.D. program. However, students may experience confusion because there are those that have transferred from an Ed.D. program to a flexible-time Ph.D. program, but not from a flexible-time Ph.D. to a full-time Ph.D. program.

The Dean called the question.

The motion was CARRIED.

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.**

The supporting documentation was 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 by the Faculty Council of the Ontario Institute for Studies in Education on December 13, 2006.

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.

Professor Doug McDougall and Ms. Nancy Smart were present to answer questions 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 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.

The Dean questioned how current students registered in the program are being managed. Professor McDougall explained that with approval of the proposal, students will be given the opportunity to transfer from the Ed.D. to the Ph.D. program. However, most students currently registered in the Ed.D. program are in their fourth or fifth year of study, thus, considering financial implications, they may not elect to transfer out of the Ed.D. program. When suspension of admission to the Ed.D. program occurred two years ago,
students were given the opportunity to transfer from the Ed.D. to the Ph.D. program, and a total of 14 students have transferred thus far.

A member requested information about the status of students with regards to time-limit to completion and full-time requirements for flexible-time Ph.D. programs. Professor McDougall explained that registered Ed.D. students are in their fifth year of study, therefore the Department will work with the Registrar’s Office to resolve any related issues.

The Dean requested a summary of the distinctions between Ed.D. and Ph.D. programs within the Department of Curriculum, Teaching and Learning. Professor McDougall explained that distinctions between the programs are minimal since students fulfill identical requirements; the only difference relates to the number of years enrolled as a full-time student. However, some Ed.D. graduates have observed that employers prefer applicants with a Ph.D. degree. Thus, proposed changes will allow students to obtain better opportunities.

A member asked whether or not proposed changes will be retroactive. Professor McDougall replied in the negative.

The Dean called the question.

The motion was CARRIED.

11. Program and Admission Requirement Changes

11.1 Computer Science Program, M.Sc.

The supporting documentation was circulated with the agenda package. The proposal was posted on the 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 was distributed as part of the agenda package.

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of January 8, 2007. 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.

Vice-Dean Meric Gertler and Professor Richard Zemel were present to answer questions 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 replace the thesis requirement with a research paper requirement (1.0 FCE) in the Computer Science, M.Sc. program, effective September 2007.

A member noted that, if the proposal is approved, students enrolled in the program will not be completing typical training usually required of an M.Sc. degree. The member asked why the Department is not proposing a direct-entry option to the Ph.D. program, instead of reducing requirements for the Master’s program. Professor Gertler replied that the Master’s program is a good filter for the Ph.D. program since it is an opportunity to evaluate if students have the aptitude for higher-level advanced degrees. The purpose of the change is to provide the opportunity for students to develop research experience within a streamlined approach. Comparable changes have been successfully implemented in other programs.

A member was concerned that the requirement changes would reduce the quality of student education and asked if the proposal is guided by students who do not want to complete a thesis. Although students studying Computer Science may not be evaluated in the same way as in other programs, the high standard set by many departments is necessary. The member asked if the research paper would be evaluated as a Master’s thesis. Professor Zemel explained that the proposed research paper is considered a significant contribution. Professor Zemel confirmed that the research paper would be assessed by the student’s supervisor and a secondary reader. They will examine and discuss the paper with the student, ask necessary questions, and request revisions. The research paper will be assessed in the same way as a thesis, but the length requirement of the document will be shortened. The current thesis component is becoming a large “unwieldy document” that students find difficult to complete within specified timelines.

A member asked about the timeframe for completing current program requirements. Professor Zemel said that students are expected to graduate in 17 months, however most require approximately two years to achieve all requirements. The member asked about the program’s number of Full Course Equivalent (FCE) requirements, and Professor Zemel replied that the program has three to five FCEs coursework requirements. The member noted that the requirements seem low. Professor Zemel explained that the thesis requirement is evaluated as 1.0 FCE.

A discussion ensued regarding varying requirements of M.Sc. programs and research papers across the University. Professor Zemel explained that research papers within Computer Science are mathematics-based and thus length requirements are shorter compared to other Departments. A member explained that in the Department, it is necessary to impose tighter constraints so that requirement can be completed in the allotted 17-month timeframe since there are considerable penalties for not doing so, such as no automatic or semi-automatic progression into the Ph.D. program.

A member noted that the governance form indicated a requirement of 5 FCEs, while the calendar entry notes 3-5 FCEs. Professor Zemel noted that some courses are regarded as
transfer courses. The wording allows the Department to assess some courses themselves instead of sending all cases to SGS. The Dean noted that the governance form should read “normally 5 FCEs”.

A member asked about the approvals at the Faculty and Department level. Professor Zemel noted that at both levels, the proposal was approved unanimously.

Vice-Dean Smith noted that the calendar entry indicated that the research paper is worth .5 FCE. Professor Zemel noted that he would have to clarify whether the research paper is worth .5 or 1.0 FCE.

A member noted that in the M.Eng. program, there are more program requirements, and students must also complete a thesis. Additionally, M.Eng. students are not allowed to pursue a Ph.D. degree. Professor Zemel noted that the program is not intending to be a coursework based Master’s program. Vice-Dean Liu said that the supporting documentation notes that there is only one M.Sc. option. The Dean noted that Professor Zemel’s comments highlight that there is more than one M.Sc. option available, which is inconsistent with the information in the supporting documentation.

The Dean suggested that the proposal be referred back the Faculty of Arts and Science for clarification and re-submission at the next Graduate Education Council meeting.

**MOTION (duly moved and seconded)**

THAT the Graduate Education Council refer 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, back to the Faculty for revision.

The motion was **CARRIED**.

11.2 **Chemical Engineering and Applied Chemistry Program, M. Eng.**

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. Feedback indicated support of the proposal. This proposal was approved by the Engineering Graduate Education Committee on December 7, 2006.

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.

Professor Grant Allen and Vice-Dean Brenda McCabe were present to answer questions 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 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.

Vice-Dean Smith questioned why the non-technical requirements are “two or three”. Professor Allen explained that the Department is planning to accept up to three non-technical courses. Vice-Dean Smith suggested deleting “two or” from the motion and supporting documentation, to which Professor Allen concurred.

The Dean called the question.

**REVISED 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 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 three. Changes are effective May 2007.

The revised motion was **CARRIED**.

11.3 **Curriculum, Teaching and Learning Department, Second Language Education Program, M. Ed.**

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. There no feedback as a result of posting on the GWS. The proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education on December 13, 2006.

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.

Professor Douglas McDougall was present to answer questions 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 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 fulfill requirements by completing ten half-courses. Changes are effective September 2007.
The motion was **CARRIED**.

### 11.4 Forestry, Master of Forest Conservation Program, M.F.C.

The supporting documentation was circulated with the agenda package. 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.

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.

Professor Andy Kenney was present to answer questions 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 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.

A member requested clarification regarding whether or not the proposal is indicating that students must complete an extra course or half-course in their program. Professor Kenney replied affirmatively and noted that the proposal has been approved by a committee with student representation.

The member asked about the rationale for increasing program requirements. Professor Kenny explained that the proposed change transfers specific components in one course and separates them into another course. The change acknowledges students’ efforts by assigning credit for work performed.

The Dean called the question.

The motion was **CARRIED**.

### 11.5 Laboratory Medicine and Pathobiology Program, M.Sc., Ph.D.

The supporting documentation was circulated with the agenda package. The Calendar Entry was revised and made available at the meeting on pink coloured paper. The proposal was posted on the 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.
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.

Professor Harry Elsholtz and Vice-Dean Andrea Sass-Kortsak were present to answer questions 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 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 requirements 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.

A member asked if many programs within the Faculty of Medicine waive the Ph.D. defense. The Dean clarified that University exams cannot be waived, the exam in question is departmental.

A discussion ensued regarding admission requirements related to differences in advertised requisites, and minimum University requisites. Members also discussed the rationale for the proposal and how changes will affect the number of applicants to the program.

A member questioned the definition of “highly qualified”, since it can be maintained that all students admitted to the program can be described as “highly qualified”. Professor Elsholtz noted that decisions about who would be categorized as “highly qualified” will occur later in the students program. “Highly qualified” students are described as those who are doing well in their courses, and thus they will be given permission to forgo the departmental defense of their thesis.
A member said that the proposal can be interpreted to mean that all students in the program are considered to be highly qualified. The member also noted it may become a stigma within the department to engage in a thesis departmental defense since those students may be categorized as less than “highly qualified”.

Professor Elsholtz remarked that the waiver of the departmental defense has been implemented by other departments. The Department of Laboratory Medicine and Pathobiology has tested waiving the defense for the last two years, and approximately 80 percent of students are waived. Professor Elsholtz proposed that the option of waiving students from their departmental defense can be implemented internally, and thus waivers can be assessed on a case-by-case basis. A member noted that that more departments tend to require a thesis departmental defense because the experience is invaluable.

The Dean called a motion to extend the Graduate Education Council meeting.

**MOTION (duly moved and seconded)**

**THAT** the January 23, 2007 meeting of the Graduate Education Council be extended to 5:15 p.m.

The motion was **CARRIED**.

A member questioned the exact procedure for establishing which students would be categorized as “highly qualified”, and who would not. Professor Elsholtz answered that the assessment would be determined at the final committee meeting.

A member suggested replacing “highly qualified” with “as per approval of the supervisory committee” throughout the supporting documentation. The Dean noted that the documentation would be revised accordingly.

A member asked if those students who are waived from doing a departmental defense would engage in an informal presentation to prepare for their Final Oral Examination. Professor Elsholtz noted that many students have already given presentation and are well prepared for their final defense.

The Dean called the revised motion.

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

**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**
  - vi) Admission requirements be increased from B+ to A-

- **Ph.D. program**
vii) Admission requirement for 'direct entry' be increased from A- to A average.

viii) Course requirement be reduced from Student Seminar Course LMP1001Y plus five half-courses to LMP1001Y plus four half-courses.

ix) Students who completed the undergraduate LMP Specialist Program to be permitted an additional half-course reduction (i.e. LMP1001Y plus three half-courses).

x) A waiver of the Departmental thesis defense to be permitted as per approval of the supervisory committee.

The revised motion was CARRIED.

11.6 Slavic Language and Literature Program, M.A. and Ph.D.

The supporting documentation was circulated with the agenda package. The proposal was posted on the 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. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of January 8, 2007.

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.

Professor Maxim Tarnawsky and Vice-Dean Meric Gertler were present to answer questions 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 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 or 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
The Dean called the question.

The motion was CARRIED.

11.7 **History of Art Department, Visual Studies Program, M.V.S.**

The proposal was posted on the GWS for 28 days. There was no feedback as a result of posting on the GWS. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of January 8, 2007. 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.

Professor Marc Gotlieb, Professor Lisa Steele and Vice-Dean Meric Gertler were present to answer questions 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 History of Art Department, Visual Studies, M.V.S. program requirements by replacing *VIS 1000 Current Ideas in Visual Practice* and *VIS1002 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.

A member noted that there is a substantial amount of text that has been removed from the calendar entry, thus it appears as if the deletions constitute a substantial shift in the approach to the degree itself. The member questioned why the deletions have occurred. Professor Steele explained that the number of FCEs remains the same, but wording that seemed excessive was removed. The calendar entry is thus “crisper and clearer” and more focused on the description of the program. The introduction of the new courses allows flexibility that they can be taught by an M.V.S. studio faculty or another faculty member within the Department.

The Dean called the question.

The motion was CARRIED.

12. **Other Business**

None.
13. **For Information**

13.1 **Name change, Graduate Department of History of Art**

The proposal was posted on the GWS for 28 days. There was no feedback as a result of posting on the GWS. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of January 8, 2007.

The proposal is presented to the Graduate Education Council for information only. This item will be sent to the Academic Policy and Programs Committee, and the Planning and Budget Committee for approval.

Professor Marc Gotlieb, Professor Lisa Steele and Vice-Dean Meric Gertler were present to answer questions should they arise.

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”.

13.2 **Admission and Program Committee Report, 2006-07**

The supporting documentation was circulated with the agenda package. The documentation was revised and made available today. Ms. Heather Kelly, Director of SGS Student Services, was present at Council to answer questions should they arise.

For information only: 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**

14. **Meeting is Adjourned**

The January meeting of Graduate Education Council adjourned at 5:15 p.m.
Appendix to the Minutes

UNIVERSITY OF TORONTO

GRADUATE EDUCATION COUNCIL
Record of Attendance
January 23, 2007

**In attendance:**

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Aloqaily, Arafat</td>
<td>Khan, Al-Mansur</td>
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<td>Allen, Grant</td>
<td>Kola-Olusanga, Anthony</td>
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<td>Beaton, Brian</td>
<td>Larson, Katherine Rebecca</td>
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<td>Brett, Clare</td>
<td>Lawson, Todd</td>
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<td>Burns, Leah</td>
<td>McCabe, Brenda</td>
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<td>Cowper, Elizabeth</td>
<td>Mingyao Liu</td>
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<tr>
<td>Davis, Karen</td>
<td>Pfeiffer, Susan <em>(Chair)</em></td>
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<td>Dawe, Nancy</td>
<td>Pietropaolo, Domenico</td>
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<td>Desloges, Joseph</td>
<td>Rennie, Michael</td>
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<td>Dungey, Alison</td>
<td>Sass-Kortsak, Andrea</td>
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<td>Dyer, Charles</td>
<td>Smith, Berry</td>
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<td>Gertler, Meric</td>
<td>Solomon, Steven</td>
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<td>Goode, Christopher</td>
<td>Spagnolo, Rebecca</td>
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<td>Goring, Daphne</td>
<td>Sullivan, Pierre</td>
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<td>Hampson, David</td>
<td>Swier, Robert</td>
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<td>Hartenberger, Russell</td>
<td>Alderdice, Jane (Secretary, GE Council)</td>
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<tr>
<td>Hirst, Graeme</td>
<td>Teo, Adrienne (Assistant Secretary, GE Council)</td>
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**Present:**

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Branch, Rodney</td>
<td>Lynch, Maureen</td>
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<td>Chan, Tammy</td>
<td>McDougall, Goug</td>
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<td>Childs, Ruth</td>
<td>Makaroska, Vesna</td>
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<td>Einstein, Gillian</td>
<td>Polatajko, Helene</td>
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<td>Elsholtz, Harry</td>
<td>Smart, Nancy</td>
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<td>Golding, Joan</td>
<td>Song, Soobong</td>
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<td>Gotlieb, Marc</td>
<td>Steele, Lisa</td>
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<td>Jones, Glen</td>
<td>Tarnawsky, Maxim</td>
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<td>Kelly, Heather</td>
<td>Yee, Lily</td>
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<tr>
<td>Kenney, Andy</td>
<td>Zemel, Richard</td>
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</tbody>
</table>
**Regrets:**

| Abrams, Peter | Hillan, Edith |
| Acker, Sandra | Jones, Charles |
| Anderson, Christy | Kooy, Mary |
| Challis, John | Hilder, Yvonne |
| Chapman-Smith, Josie | Labrie, Normand |
| Corts, Kenneth | Mannolson, Morris |
| Buchweitz, Ragnar-Olaf | Moore, Carole |
| Challis, John | Naylor, David |
| Coleman, John | Pauly, Peter |
| Dubé, Philip | Robins, William |
| Fraser, John | Smyth, Ron |
| Graham, Ian | Zaky, Safwat |
Motion

Graduate Education Council
Tuesday, February 20, 2007

Item 6

MOTION (     /    )
THAT the Graduate Education Council approve the proposal from the Faculty of Medicine, Department of Public Health Sciences, for a Master of Science in Community Health (M.Sc.C.H.) Program, effective September 1, 2007, pending approval of the Faculty of Medicine Council.

MOTION (     /    )
THAT the Graduate Education Council approve the proposal from the Faculty of Medicine, Department of Public Health Sciences, for a Graduate Diploma in Community Health (Dip.C.H.) (OCGS Type 1) Program, effective September 1, 2007, pending approval of the Faculty of Medicine Council.

See supporting documentation attached:
• Governance Form (simplified) – for new program proposals
• U of T Submission document (Executive Summary included)
• Memorandum of Agreement
• Letters of support
• Chief Librarian’s Report
• OCGS Brief – Volume I (appendices not included since they are the same as for the U of T Submission document)
• Calendar entry

Background and main features of proposal

Background:
The original program proposal (M.A.H.Sc.) was initially conceived and developed in 2003 and approved through to SGS Executive Committee of Division IV (Life Sciences). It was withdrawn at that time from the SGS Council agenda because of a perceived overlap by OISE/UT in the Higher Education program (in the Department of Theory and Policy Studies - TPS) in which a field exists in “Health Professional Education”.

The Department of Public Health Sciences, Dr. Cathy Whiteside (then Vice-Dean, Graduate Studies, Faculty of Medicine), Professor Andrea Sass-Kortsak, Dr. Helen Batty, and Professor Dan Lang (TPS) engaged in lengthy consultations and discussions in an attempt to devise a joint master’s degree program. TPS wanted the program to have a strong research component and wanted it not to be mounted as a doctoral-stream degree program; this view was counter to the intention of the Faculty of Medicine which was working towards the creation of a new professional degree program. After much
discussion and several drafts, the attempt at a joint degree program was abandoned since
commons goals could not be clearly identified.

Following these discussions, OISE/UT (including its Dean) agreed that the Faculty of
Medicine would move forward with its original proposal for a professional Master of
Applied Health Sciences. The Faculty of Medicine began collaborative discussions with
the Department of Curriculum, Teaching and Learning (CTL) at OISE/UT with a view to
engaging that department’s support of the program proposal. Although CTL is not
directly involved in the proposed program delivery, it includes cross-listed courses in the
program.

After discussions with SGS and the Office of the Provost, the Faculty of Medicine
changed the proposed program name to Master of Science in Community Health.

Demand:
Demand arises from the M.H.Sc. in Public Health Sciences program, field of Family and
Community Medicine. The M.H.Sc. program does not meet the needs of some
applicants/students to that field and program who are more interested in a health
practitioner teacher-education type of program.

Integration with other programs in the Department of Public Health Sciences:
One of the main differences between the existing M.H.Sc. in Public Health Sciences
program and the proposed M.Sc.C.H. program is the length of the program: the M.H.Sc.
is a 10 FCE program; and the proposed M.Sc.C.H. is a 5 FCE program. Many of the
students come to the M.H.Sc. program with an undergraduate degree preparation and
receive in-depth training in one of the Public Health Sciences fields. The M.H.Sc. is a
well-recognized degree across Canada and North America as training for public health
professionals; it has been in existence for more than twenty-five years with graduates
across Canada and beyond. With a twenty-five year history, it is well-recognized
nationally as training for PH professionals.

The M.Sc.C.H. degree program would have a distinctive focus; it is designed for people
who already hold a professional credential and typically will have relevant professional
experience. As such, the proposed format of program is not the same as the M.H.Sc.

Distinctive features:
The program offers education and training for professionals in a modular-format through
5 FCE over a twelve month period for full-time students; there is a part-time option with
a three-year time limit. The program includes a practicum. The proposal offers the option
for a student who completes over half of the degree program requirements to leave the
degree program with a diploma (OCGS Type 1). These students would not be eligible to
re-enroll in the degree program in future. The program includes e-learning elements –
these would need to be spelled out more clearly. There are four fields proposed:

- Health Practitioner Teacher Education (HPTE)
- Family and Community Medicine (FCM)
- Public Health Nutrition (PHN)
- Wound Prevention and Care (WPC)
A number of the courses will be offered via e-learning, or will have an e-learning component. The program will not be offered as an e-learning program in itself, however.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There has been no feedback to date. Any additional feedback will be reported to GEC at the meeting.

This proposal was approved by the Faculty of Medicine, Faculty Council Standing Committee on Graduate Education at its meeting of January 31, 2007, pending feedback from the GWS. The Faculty of Medicine provided the following report:

In response to questions, it was noted that students in this professional Master's degree program would not be part of the "funded cohort" and therefore there was no 'guaranteed funding'. The distinction between the proposed M.Sc.C.H. and existing degree programs in Public Health Sciences was clarified - as the emphasis and content, intended audience and delivery model. One field (Family and Community Medicine) of the existing M.H.Sc. is being deliberately phased out in favour of the proposed program. It was also noted that the program in question is a non-thesis, professional program, not intended as a lead in to a doctoral program. The OCGS defined Type 1 Graduate Diploma (Dip.C.H) was described and it was explained that since the majority of students enrolled in the M.Sc.C.H. would be doing so for continuing professional development, it was appropriate that students could withdraw after completing a specified 70 percent of the program and be granted a Graduate Diploma.

The proposal is on the agenda of the February 26, 2007, meeting of the Faculty of Medicine’s Council.

With Graduate Education Council’s approval, and with the approval of the Faculty of Medicine Council, this item will be sent for information to the Academic Policy and Programs Committee, Planning and Budget Committee, Academic Board, Governing Council Committee for approval and to the Ontario Council on Graduate Studies for a standard appraisal with consultants.
Faculty Affiliation: Faculty of Medicine

Name of Graduate Unit: Department of Public Health Sciences

Graduate Program/s involved in proposal, if any:
Master of Science in Community Health (M.Sc.C.H.)
Graduate Diploma in Community Health (OCGS Type 1) (Dip.C.H.)

Brief Summary of Proposal:
This is a proposal for a distinct, new Master of Science in Community Health (M.Sc.C.H.) program in the Graduate Department of Public Health Sciences (PHS), together with an OCGS-defined Type 1 Diploma option. The program is intended for practising health professionals who already have, or plan to assume, teaching and public health/clinical leadership positions within their professional fields. Four fields are being proposed for the MScCH:
- Family and Community Medicine (FCM)
- Health Practitioner Teacher Education (HPTE)
- Public Health Nutrition (PHN)
- Wound Prevention and Care (WPC)

Prior Approvals/Actions:
Curriculum Committee, Department of Public Health Sciences: August 18, 2006
Faculty of Medicine, Graduate Curriculum Committee: November 9, 2006
Faculty of Medicine, Graduate Education Standing Committee of Council: January 31, 2007
Faculty of Medicine, Faculty Council: February 26, 2007 (approval pending)

Proposed Effective Date:
09 2007

Contact name:
Professor Jamie Stafford, Interim Chair, PHS.
Professor Andrea Sass-Kortsak, Vice Dean, Faculty of Medicine.

Submitted by:
Professor Andrea Sass-Kortsak, Vice Dean, Faculty of Medicine

Date: 15 January 2007
UNIVERSITY of TORONTO

Proposal for a

Master of Science in Community Health (M.Sc.C.H.)
Program

and a

Graduate Diploma in Community Health (Dip.C.H.) (OCGS Type 1)

Graduate Department of Public Health Sciences (PHS)
Faculty of Medicine

January 2007

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Appendices
I Agreements & Letters of Support
II Library
III Budget (provided for U of T Planning and Budget Committee only)
1. Executive Summary

Academic
This proposal for a distinct, new Master of Science in Community Health (MScCH) program in the Graduate Department of Public Health Sciences (PHS) addresses the critical and recognized need for established health professionals to acquire formal professional development through graduate studies, particularly to enhance their teaching and clinical/public health leadership expertise within their disciplines. The program will enable these health professionals to further develop their analytical, critical, scholarly, professional, and knowledge translation skills to promote changes in practice within a wide range of health science disciplines and professions. Since it is a unique program with few competitors, the program is expected to attract students from across Canada and internationally. The program will be offered, largely using a flexible, time-efficient, classroom-based, modular programmatic delivery model. It will use existing facilities and current faculty within the Faculty of Medicine.

Initially, four fields are being proposed for the MScCH:
- Family and Community Medicine (FCM)
- Public Health Nutrition (PHN)
- Health Practitioner Teacher Education (HPTE)
- Wound Prevention and Care (WPC)

The MScCH program is intended for, and entry will be limited to, established health professionals (i.e., highly academically and professionally qualified students). The program requires the completion of 5.0 full course credit equivalents (FCE). All students will complete at least one introductory public health course and the majority will complete one or more graduate courses addressing the theories and strategies of effective teaching. Field specific required courses, electives and one or two supervised field placements or practica round out the program. An OCGS-defined Type 1 Diploma option will consist of 3.5 FCEs, as a specified subset of the required courses. There is no thesis requirement.

This new program was included as a key initiative in the most recent (2004-10) PHS Departmental Academic Plan. The proposed program fits squarely within the Faculty of Medicines’ Academic Plan 2004-2010, which articulated the need to “Advance our scientific and professional training platform for the 21st century” as a major objective. Four fields are currently being proposed, although PHS views the MScCH as a training platform for a number of other potential, public health-relevant fields such as Infection Control and Global Health. PHS currently offers a Master of Health Science program, providing research and applied public health training, and a doctoral program. The proposed MScCH differs substantially from these existing PHS programs in its emphasis and content (PH core with an education theme), intended audience (health professional practitioners) and delivery model.

Conservative enrolment projections have been generated based on recent enrollment in the current MHSc in Family and Community Medicine field plus the Continuing Education courses in the Master Teacher Centre for Faculty Development Programs, Wound Prevention and Care Program, the Family and Community Medicine Academic Fellowship and the MHSc Community Nutrition Program. Once the MScCH is operational, the FCM field in the MHSc PHS will be phased out.

Planning and Budget
The resources necessary to offer the MScCH will come from the tuition and BIU revenue generated by student enrolment. A Memorandum of Agreement (MOA) has been negotiated between the Graduate Department of Public Health Sciences, its partner the clinical department of Family & Community Medicine, and the Graduate Department of Nutritional Science, which outlines the financial and administrative commitments and responsibilities relative to the implementation and delivery of the program (Appendix I). Startup and development funds for the PHN field have been secured through the AIF (Graduate Training with Public Health Nutrition, AIF 3, 2006-07). Faculty with primary appointments in the Department of FCM and holding graduate appointments in PHS already offer much of the content of the FCM and HPTE fields, as part of the current FCM field within the MHSc; therefore only limited development is necessary. The costs associated with the development of the WCP field have been covered by the International Interdisciplinary Wound Care Course.

Space and Facilities
The Departments of PHS and FCM recently moved to the shared Health Sciences Building complex (155 College and 263 McCaul Streets) with ample office, meeting and classroom space. Students in the MScCH will have full access to all common and shared study areas available to graduate students in Public Health Sciences. In addition, PHN students will also have access to work space in the Fitzgerald Building, with the Department of Nutritional
Workspace for overall program administration and the academic Program Director for the MScCH will be provided by the PHS and FCM within their current space. Other faculty associated with the program will continue to work from the office/research space already assigned to them in their respective clinical and/or academic settings.

Students
Students will have access to all the facilities and services available to graduate students in PHS and at the University of Toronto, on the same terms and conditions. Students will be subject to all the applicable University policies and procedures relating to graduate students. Students in professional Master's degree programs are not generally eligible for many external and internal awards. It is anticipated that a significant number of students will receive financial and practical support from their employers.

2. Academic

2.1 Description and rationale for the proposal

2.1.1 Description of proposed program

The proposed professional degree program described in this submission will lead to a Master of Science in Community Health (MScCH). This degree program with an OCGS-defined Type 1 Diploma option, differs from the existing PHS degrees in its emphasis, content, intended audience and method of delivery. Unlike the current Master of Health Science (MHSc) program that has been offered by the Department of Public Health Sciences for more than three decades, the proposed MScCH is intended to provide a formal graduate program option for established health professionals who wish to enhance their professional knowledge and skills, while being able to remain employed/in practice. The academic objective of the MScCH/Type 1 Diploma program is to produce health practitioners who combine enhanced health professional leadership and teaching skills with a comprehensive understanding of public health, and of their specific fields or specialty areas. Equally important, participants in the program will enhance and refine their critical, analytic, interpretive and scholarly skills. Furthermore, this program will help develop professional models for improved interprofessional team practice and education spanning clinical, community and public health. The program’s academic objectives will be achieved through course work which includes lectures, seminars, case studies, literature review, as well as individual and group assignments. In some areas, specified current Continuing Education offerings at the Faculty of Medicine will form the basis for partial credit towards the specified companion graduate course. Practica experiences will provide the students with opportunities to apply, critically evaluate and reflect upon their new skills. At the present time, four fields are being proposed for the MScCH:

- Health Practitioner Teacher Education (HPTE)
- Family and Community Medicine (FCM)
- Public Health Nutrition (PHN)
- Wound Prevention and Care (WPC)

The first field (Health Practitioner Teacher Education) is seen to be broadly generic, applicable to all health professions, also forming a theme for other fields. The other three represent specific professional practice disciplines. All fill recognized voids in high quality professional graduate education and existing student demand has been demonstrated (see Section 2.3).

The MScCH program requires the completion of 5.0 full course credit equivalents (FCE), including core and field specific requirements, electives and one or two supervised field placements or practica. An OCGS-defined Type 1 Diploma option will consist of 3.5 FCEs, as a specified subset of the required courses. There is no thesis requirement. The program allows students to complete the program through 12 months of intensive study, or over a maximum period of five years of part-time study. In some cases students who have achieved at least A- standards in specified Continuing Education courses may receive partial credit toward the companion graduate courses in the degree program (see Section 2.7.1.3).

The program will be offered by the Graduate Department of Public Health Sciences (PHS). PHS is the graduate “home” for the Clinical Department of Family And Community Medicine (FCM). Many faculty in the Department of
FCM hold their graduate appointment in the Department of PHS, an arrangement established over a decade ago when the FCM field was added to the MHSCh program in PHS.

A MScCH Program Committee, chaired by the Program Director and with representation from the four fields and other interested and supportive academic units such as the Faculty of Nursing and the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education (OISE), will guide program development, implementation and administration.

### 2.1.2 Rationale

The Faculty of Medicine in its Strategic Plan 2000 identified two major education-related directions: the promotion of faculty development and knowledge translation. To this end, a Centre for Faculty Development and a new academic program in Knowledge Translation were established. These are closely integrated with longstanding Continuing Education Programs (CE) under the direction of the Vice Dean of Continuing Education & Professional Development, Faculty of Medicine. The Strategic Plan called for a continuum of higher education opportunities for health professionals that exceeded the current traditional continuing education. As noted by researchers in higher education, “We need to move toward systemic and systematic professional development... that... permit[s] widespread, effective preparation of the college and university faculty for their work as educators of all students.”

A number of faculty members who currently teach higher level CE courses are also graduate faculty teaching courses in the Graduate Departments of Public Health Sciences (PHS) and Health Policy Management and Evaluation (HPME).

The strengths of the existing professional graduate programs in PHS and of the high level CE certificate of completion courses and programs, together with a strong professoriate dedicated to providing health practitioner education already in place has led to this proposal. This proposed program will provide an opportunity for a continuum of learning from advanced CE through to graduate level training for established health professionals.

In North America and Europe there are a number of well regarded MPH (i.e., Harvard, Johns Hopkins, London School of Hygiene & Tropical Medicine) and Medical Education (i.e., University of Illinois at Chicago, University of Pittsburgh, University of Dundee, Case Western Reserve) degree programs but none with this extent of internal collaboration and cooperation between fields. The Master of Clinical Science (Family and Community Medicine) at the University of Western Ontario has a single stream with similar content but is provided only online and focuses only on Family Medicine within the context of a relatively small department.

This new program was included as a key initiative in the most recent (2004-10) PHS Departmental Academic Plan. The proposed program fits squarely within the Faculty of Medicines’ Academic Plan 2004-2010, which articulated the need to “Advance our scientific and professional training platform for the 21st century” as a major objective. The present proposal identifies four fields of study for the MScCH. However, PHS views the MScCH as a training platform for a number of other potential, public health-relevant fields such as Infection Control and Global Health.

### 2.2 Pedagogical & other academic issues, including expected benefits of the proposed program

The curriculum is designed to accommodate the needs of the particular body of experienced, highly academically and professionally qualified students we expect to attract. The program content is primarily chosen and intended for experienced, practicing health professionals who are or plan to be clinical/professional teachers and/or leaders in their specialty fields. The program will broaden and deepen their theoretical and practical knowledge, including that relevant to the methods and strategies of effective education.

The delivery of the program will involve the formalization of pre-existing, interprofessional teaching teams. It will draw upon faculty expertise from the Department of Public Health Sciences, as well as from other graduate departments in the Faculty of Medicine (eg. Department of Nutritional Sciences) and other Faculties at the University of Toronto (eg. OISE/UT, Faculty of Nursing,) to expose the students to the latest practice and research relevant to their field.

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Many of the courses in this program will be delivered in pairs of intensive, one-week (26-39 contact hours) "on campus" classroom activities, an extended "off campus" study period, during which students will complete readings and research assignments, and concluding with a second, intensive "on campus" module several months later. Other courses will be offered within the standard 13-week format, as one- or two-week Summer Institutes, web-based courses, or work-site practica. The intent is to provide as much flexibility as possible in the delivery of individual courses. The field practica (0.5 FCE each) may run concurrently with the course work. The program is designed to be completed within 12 consecutive months; however, its structure and schedule also permit students to complete the degree requirements part-time in a maximum of 5 years.

2.3 Projected student demand

Explicit demand for formal graduate education in the four fields proposed for the MScCH comes from a variety of sources.

Family Medicine (FM): There is a major increased world wide emphasis on the academic training of family physicians. Faculties of Medicine in Canada want to increase the scholarly character of their new and mid-level Family Medicine teaching faculty. In some countries (e.g.: Brazil, Japan) where medical schools are actively retraining specialists and creating new programs in primary care, well-trained academic health professionals are needed to design and implement these. The University of Toronto, Department of Faculty and Community Medicine is very highly regarded internationally both for its location in the much admired Canadian health care system and as one of the two largest academic FM departments in the world. Faculty from the clinical department of FCM have joined the Graduate Department of PHS to collaborate in offering of the FCM field of the MHSc in PHS. Over the past decade the program has been highly subscribed to by both domestic and international students. The ongoing demand is expected to be maintained for many years.

Health Professions Teacher Education (HPTE) is an area of growing interest as indicated in the Rae Report for the University of Toronto, as the expectation for skills training in pedagogy and certification of teaching becomes the norm for university instructors around the world (now mandatory in Norway and the UK for all new hires). Both institutions and students express a demand for graduate education in HPTE. The University of Toronto itself has a large cohort of health professional faculty who are expected to upgrade in this area. In addition, new faculty replacements will be expected to meet higher requirements of pedagogical training. Other institutions in Canada and abroad have similar goals but many lack the resources and critical mass to provide graduate level faculty development. The proposed professional MScCH will address the practical high quality education needs of health professionals locally, nationally and internationally.

Public Health Nutrition (PHN): Demand for highly trained nutritionists in communities across Canada to address complex public health issues such as obesity, diabetes and chronic disease prevention, requires the development of new graduate training models. Existing master's programs require experienced dietitians to be away from their communities, where their services are urgently needed, for extended periods of time. The proposed MScCH program minimizes time away and builds on professionals’ existing expertise. A recent survey of members of Dietitians of Canada (DC), the national association representing registered dietitians, demonstrated significant demand for this specific program. This demand, coupled with the robust job market for dietitians with public health expertise fueled by national and provincial public health legislation and renewal strategies, supports the development of this new graduate public nutrition program.

Wound Prevention and Care (WPC): Over the past several years, an interdisciplinary, part-time, 10-month, high level continuing education program at the University of Toronto in WPC for Health Professionals has attracted over 80 participants annually from Canada and abroad. New knowledge is rapidly transforming the management of this costly and growing health problem. Wounds are common in chronic illnesses such as diabetes and are a major factor affecting the increasing need for Home Care and inappropriate long term use of acute care beds around the world. Clinicians from a variety of professional disciplines need the skills to convey new approaches effectively to their colleagues and students. A sizeable subset of participants in these Continuing Education certificate programs have strongly requested a further training program at the Master's level with more pedagogical and community health content. Conservative enrolment projections have been generated based on recent enrollment in the current FCM field of the MHSc in PHS plus the Continuing Education courses in the Master Teacher Centre for Faculty Development.
Programs, Wound Prevention and Care Program, the Family and Community Medicine Academic Fellowship and the MHSc Community Nutrition Program. Table 2.1 presents enrolment projections, assuming that full-time students complete within 12 months and part-time students complete, on average, in 3 years.

### TABLE 2.1 Projected Enrolments for MScCH

<table>
<thead>
<tr>
<th>Year</th>
<th>Full time (Intake)</th>
<th>Part time Intake</th>
<th>Returning</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>20</td>
<td>12</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>2008-2009</td>
<td>29</td>
<td>15</td>
<td>20</td>
<td>64</td>
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<tr>
<td>2009-2010</td>
<td>37</td>
<td>17</td>
<td>34</td>
<td>88</td>
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<tr>
<td>2010-2011</td>
<td>41</td>
<td>21</td>
<td>39</td>
<td>101</td>
</tr>
<tr>
<td>2011-2012</td>
<td>45</td>
<td>25</td>
<td>45</td>
<td>115</td>
</tr>
</tbody>
</table>

A sizeable proportion of CE students of the past decade have expressed a strong interest in further training at the Master's degree level. The University of Toronto CE programs in FCM (12-24 months fulltime) and WPC (10 months, part time) already have attracted over 150 Canadian and International Health professionals. There is also demand for more advanced and cohesive distance accessible programs such as the MScCH in all the proposed fields from the international medical and health professional community.

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

The Department of PHS currently offers several graduate degrees in the Public Health Sciences: a PhD in 3 fields (Biostatistics, Epidemiology and Social & Behavioural Health Science), a course-work only MSc (Biostatistics), and the MHSc with 5 fields (Community Health & Epidemiology, Health Promotion, Occupational & Environmental Health, Community Nutrition, and Family & Community Medicine), providing research and applied public health training.

The majority of students in all but the Family and Community Medicine (FCM) field of the MHSc in PHS program are relatively recent graduates from a wide range of undergraduate disciplines. They all seek sound, and often initial, academic grounding and practical experience, which will enable them to pursue a career in public health practice or research. The students in the MHSc in FCM, however, differ significantly from the majority of the other MHSc students, in that they are highly academically and professionally qualified, being licensed, practicing family physicians who, as a result, have very specific academic career development requirements. The proposed new MScCH program (5 FCE) is designed to meet their needs and the similar needs of a broader range of experienced health practitioners more effectively and efficiently. The existing FCM field in the MHSc will be phased out and replaced by the proposed MScCH. The net result is a modest reduction in the total enrollment of the MHSc. Students currently enrolled in the MHSc (FCM) will be offered the opportunity to complete the existing program or transfer into the MScCH, in either the FCM or HPTE fields. No new students will be admitted to the MHSc (FCM) once the MScCh is operational. **Otherwise, the proposed MScCH program will have no effect on the existing graduate programs in Public Health Sciences.**

Each year, one or two students who are already experienced, registered dietitians (RD's) enroll in the MHSc Community Nutrition (CN) field. The MHSc CN field, however, is increasingly focused on preparing students who have previously graduated from undergraduate programs in food and nutrition, to pursue the education requirements needed to apply for RD certification in provincial regulatory bodies, such as the Ontario College of Dietitians. Previously certified RD’s who apply for graduate training will now be directed to the PHN field of the proposed MScCH program, and the remaining MHSc program spaces will be easily filled with applicants who wish to work towards dietetics certification. Therefore, the number of students in the CN field of the MHSc will be unaffected by the proposed MScCH.

### 2.5 Evidence of consultation with other affected Departments and Divisions

A Steering Committee has been meeting since 2001 to develop the MScCH. At various stages, a variety of people have contributed to its development including, Professors
Catherine Whiteside (formerly, Associate Dean Graduate and Interfaculty Affairs; and currently, Dean, Faculty of Medicine)
Andrea Sass Kortsak (Vice Dean, Graduate Affairs and formerly Associate Chair, PHS)
Helen Batty, Program Director, Family and Community Medicine MHSc, PHS
Paul Corey, Professor, PHS;
Ivan Silver (Vice Dean, Continuing Education & Professional Development and Director, Centre for Faculty Development, Faculty of Medicine)
Dave Davis (formerly, Associate Dean, Continuing Education)
Karin Domnick, Graduate Coordinator, PHS
Ann Fox, Program Director, Community Nutrition MHSc, PHS
Bart Harvey, Associate Professor, PHS
Wendy Levinson, Chair, Department of Medicine
Brian Hodges, Director, Wilson Centre for Research in Education UHN
Glen Regher, Associate Director, Wilson Centre
Arthur Rothman, Professional Educator, Department of Medicine
Harvey Skinner, former Chair, PHS
Gary Sibbald, formerly, Director of CE, Department of Medicine, Director of International Interdisciplinary Wound Care Course.

The following stakeholders at the University of Toronto have been consulted and were involved in the development of the proposal:

- School of Graduate Studies, University of Toronto
- Other Graduate Departments in the Faculty of Medicine including the Department of Nutritional Sciences, the Institute of Medical Science, Graduate Department of Rehabilitation Sciences, Graduate Department of Occupational Therapy, Graduate Department of Physical Therapy, Graduate Department of Speech-Language Pathology, and Graduate Department of Health Policy Management and Evaluation.
- Clinical Departments in the Faculty of Medicine including Medicine, Surgery, Psychiatry, Pediatrics, Family and Community Medicine, Radiation Oncology (with highly developed programs in continuing education usually led by professors with appointments to the School of Graduate Studies).
- Practitioners in specialty areas: Wound Prevention & Care, Family and Community Medicine.
- The Wilson Centre for Research in Education, Faculty of Medicine.
- Ontario Institute for Studies in Education at University of Toronto; Dean Jane Gaskell, Departments of Theory & Policy Studies in Education and Curriculum, Teaching & Learning. (Note: considerable time was spent exploring the possibility of developing a joint program with OISE/UT’s Department of Theory & Policy Studies. Ultimately, it was agreed that this proposed program was more appropriately housed in PHS and in the Faculty of Medicine).
- Other Professional Faculties at the University of Toronto, Nursing, Social Work, Pharmacy, Dentistry.

The proposal was also discussed extensively at the following meetings:
- Strategic Planning Retreat, Department of Family and Community Medicine
- The Strategic Planning Group, Centre for Faculty Development, Faculty of Medicine at St. Michael’s Hospital
- Strategic Planning Retreat, (Continuing Education Program) Department of Medicine

2.6 Appropriateness of the name and designation of the new program

The new degree name, MScCH, signifies the professional nature of the degree and is consistent with the format used by other University of Toronto professional graduate programs (e.g., Master of Science in Occupational Therapy - MScOT, Biomedical Communication - MScBMC and Planning - MScPl). It also signifies the breadth and community-focus encompassed by each of the proposed fields as well as potential other health fields envisaged in the future. The proposed MScCH is quite different from the existing MHSc, not only in its 5 versus 10 FCE degree requirements, but also that it is intended for a much more restricted audience—established health professionals seeking formal professional development through graduate studies.
2.7 Program description and requirements, course titles/numbers, and faculty members

2.7.1 Program description and requirements

2.7.1.1. Admission

Candidates will be admitted to the MScCH under the general regulations of the School of Graduate Studies. This includes a four-year undergraduate degree, or its equivalent, from a recognized university and demonstrated English language proficiency. For the MScCH program specifically, eligible undergraduate degrees include those in a public health specialty and those from one of the Regulated Health Professions in Ontario with the equivalent of a minimum “mid B” average in the last academic year. Relevant professional experience, as a public health, community or clinical practitioner, will normally be expected. Admission to specific fields (i.e., WPC, PHN and FCM) will require appropriate certification/licensure in a regulated Health Profession and may require a valid license to practice in Canada or the student’s home jurisdiction.

2.7.1.2 Program Requirements

The MScCH is a course work only program which requires the completion of 5.0 full course equivalents (FCE), including: 0.5 FCE of common core Public Health Sciences material; 0.5 to 1.0 FCE in practica; usually 2.5 FCE in field-specific required courses and 1.0 to 1.5 FCE in elective courses. The specific requirements for each field are presented below.

MScCH – Family and Community Medicine Field

**Required Courses (3.5 FCE)**

- CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
- CHL 5603H & CHL 5604H Social, Political and Scientific Issues in Family Medicine
- CHL 5607H Human Development in Family Medicine
  OR  CHL 5602H Working with Families in Family Medicine
- CHL 5608H Teaching and Learning: Theories and Principles
  OR  CHL 5609H Teaching and Learning: Practical Applications and Strategies
- CHL 6020H Required Practicum Family Medicine (CHL 6020H)

**Elective Courses (1.5 FCE)**

- Field Specific Optional Courses
- Field Specific Optional Practicum

MScCH - Health Practitioner Teacher Education Field

**Required Courses (3.5 FCE)**

- CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
- CHL 5607H Teaching & Learning in the Health Professions - Principles and Theories
- CHL 5608H Teaching & Learning …- Strategies & Practical Applications
- CHL 5609H Continuing Education for the Health Professions (Part I)
- CHL XXXH Continuing Education for the Health Professions (Part II)
- CHL 5620H Required Practicum in Clinical Teacher Education

**Elective Courses (1.5 FCE)**

- Field Specific Optional Courses
- Field Specific Optional Practicum
MScCH – Public Health Nutrition Field

**Required Courses (3.0 FCE)**

- CHL 5004H  Public Health Core
- NFS 1221H  Nutrition Programs & Strategies
- NFS 1211H  Community Nutrition
- NFS 1201H  Public Health Nutrition
- NFS 1484H  Advanced Nutrition
- CHL 6020H  Required Practicum

**Elective Courses (2.0 FCE)**

- Field Specific Optional Courses
- Field Specific Optional Practicum

MScCH – Wound Prevention and Care Field

**Required Courses (3.5 FCE)**

- CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
- CHL XXXH & CHL XXXH Wound Prevention & Care, Parts 1 & 2
- CHL 5607H  Teaching & Learning in the Health Professions - Principles and Theories
- CHL 5608H  Teaching & Learning …- Strategies & Practical Applications
- CHL 5620H  Required Practicum in Wound Prevention & Care

**Elective Courses (1.5 FCE)**

- Field Specific Optional Courses
- Field Specific Optional Practicum

A full-time student would need to commit to a total of 8 to 14 weeks, full time on-campus class attendance plus 160 to 320 practicum hours of supervised field work in order to complete the MScCH. Given the amount of study expected between the periods of in class instruction and in the practicum, students will be given the option of completing the program in 12 months (F/T) or over a maximum of 5 years(P/T).

Analogous to the MHSc PHS program, the program will provide training in the distinctive fields; however, all students will take at least one core public health course. Further, given the generic thematic nature of the Health Practitioner Teacher Training field, it is anticipated that many of the students in the other fields will select these courses for their options, providing additional cohesion to the program.

The **practica** provide an opportunity to apply the theory and knowledge gained in course work, directly in a health professional setting. The basic requirements are the same for both the required and optional practica and for each of the four fields. Students are required to spend a minimum of 160 hours involved in appropriate supervised field practice for 0.5 FCE. Examples of the Health Practitioner Teacher Education practicum include: serving as a tutor or preceptor for undergraduate and postgraduate health professional students or providing continuing education courses to clinical colleagues. Throughout the practicum the students are expected to record and reflect upon their experiences and to engage in regular discussion with their practicum supervisor. The practicum evaluation is based on the student’s performance plus a scholarly, analytical and reflective report drawing on the experience, and a presentation to their classmates. Students are required to take at least one practicum in their specific field (HPTE, FCM, PHN, WPC). All practicum placements require the approval of the MScCH Program Committee.

Students may choose an optional (additional) practicum which involves more advanced and demonstrably **different** work in the same field as the required practicum or may be in one of the other fields in the MScCH. For example, students in the WPC field, after completing the required WPC practicum may choose between additional course work, a second different practicum in WPC, or a practicum in HPTE or FCM, depending upon their academic needs and interest. The optional practicum follows the same basic structure as the required practicum; however, the activity itself will differ by field. For example, students in the Health Practitioner Teacher Education or Family and Community Medicine programs might be required to do further supervised reflective teaching; whereas for those in Wound Prevention and Care the practicum may involve a clinical practice project.
Students may choose to complete additional courses, rather than a second practicum. These may be selected from courses offered in any of the fields within the MScCH, from other graduate courses at the University of Toronto, or at other Ontario universities through the Ontario Visiting Graduate Student Program.

There are agreements between the MScCH program in PHS, the Department of Nutritional Sciences, the Faculty of Nursing and the Department of Curriculum, Teaching and Learning (OISE-UT), which give MScCH students preference to enroll in specific courses. (See the Memorandum of Agreement and other letters in Appendix I). A maximum of 1.0 FCE from courses outside the MScCH can be credited towards the degree.

### 2.7.1.3 Recognition of Continuing Education Certification

Many health professionals are required to engage in regular, formal Continuing Education. The MScCH program will provide the opportunity for health professionals who have earned a Certificate of Completion in a specified Faculty of Medicine Continuing Education (CE) course to receive partial credit toward the companion graduate course in the MScCH. (See Table 2.3 for the list of eligible courses.)

To ensure the maintenance of high academic standards, the following conditions will apply to recognition of CE certification:

- Partial credit or advanced standing will be granted only for eligible Continuing Education courses taken at the University of Toronto, Faculty of Medicine within the previous 12 months.
- In order to be eligible to receive partial credit, the student must have achieved a minimum final grade equivalent of at least A- in the Continuing Education course.
- All requests for partial credit will require the approval of the Public Health Sciences Curriculum Committee upon the recommendation of the MScCH Program Committee.
- In all cases the student will be required to complete specified additional work, above the CE requirements, in order to receive the graduate credit.
- Partial credit will be granted for a maximum of two academic (0.5FCE, each) courses for any one student.

In each relevant MScCH graduate course outline, the instructor will identify the corresponding Continuing Education course and specify the outstanding work which is required to achieve the graduate credit. For example, in the graduate course, the student may be exempted from classroom attendance, but may be required to submit additional specified assigned work which demonstrates a greater depth and breadth of understanding and analysis than the prior/previous assignments completed in the specified companion CE courses. The papers submitted for graduate courses are expected to be at a Masters degree level and be suitable for peer review, dissemination and/or publication.

**TABLE 2.3  Courses Eligible for Partial Credit Consideration**

<table>
<thead>
<tr>
<th>Continuing Education - Academic Fellowship in Family Community Medicine</th>
<th>MScCH Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning in the Health Professions A&amp;B</td>
<td>CHL 5607H &amp; CHL 5608H</td>
</tr>
<tr>
<td>Continuing Education in the Health Professionals</td>
<td>CHL 5609H</td>
</tr>
<tr>
<td>Human Development</td>
<td>CHL 5604H</td>
</tr>
<tr>
<td>Working with Families</td>
<td>CHL 5602H</td>
</tr>
<tr>
<td>Seminar series – Socio/Political Economic issues.</td>
<td>CHL 5603Y</td>
</tr>
<tr>
<td>Teaching evidence – based Medicine</td>
<td>CHL 5601H</td>
</tr>
<tr>
<td>Behavioural Change Counseling in Primary Care</td>
<td>CHL 5610H</td>
</tr>
<tr>
<td>Research Issues in Family Medicine/Primary Care</td>
<td>CHL5605H&amp;5606H</td>
</tr>
<tr>
<td>Interprofessional Education Course</td>
<td>TBA</td>
</tr>
</tbody>
</table>

| International Wound Care Training Program: Advanced Wound Care Courses | CHL XXXX & CHL XXXX |

### 2.7.1.4 Program Administration
The MScCH/Diploma will operate under the aegis of the Graduate Department of PHS, and comply with the academic and administrative policies of the department. All academic decisions relating to the MScCH are subject to the approval of the PHS Curriculum Committee. The Program Director (TBA) will have overall responsibility for the program and its development. Each field will have an identified faculty member who will act as coordinator.

A MScCH Program Committee chaired by the Program Director and with representatives from all its fields will guide program development and approve specific practicum placements and supervisions. Faculty representing other cooperating University of Toronto academic units may be invited to join the committee. For example, for at least the first year of the program the Associate-Chair, Graduate Studies from OISE/UT’s Department of Curriculum, Teaching and Learning, and a representative from the Faculty of Nursing will be included, as both have agreed to having several of their courses listed as optional courses for MScCH students (see 2.7.2).

2.7.1.5 The Diploma Program

It should be noted that the majority of students enrolled in the MScCH will be doing so for the purpose of continuing professional development. It is likely that some of these professionals may feel that they have gained sufficient knowledge from completing a significant part of the program and/or their professional or personal circumstances have changed, such that the completion of the MScCH is not possible or necessary. In these cases, an OCGS-defined Type I Diploma in Community Health (Dip.C.H.) may be awarded in exceptional circumstances when a student admitted to the MScCH withdraws after completing at least 70% (i.e. 3.5 FCE) of the degree requirements. The specific diploma requirements for each field are listed below:

**Diploma in Family & Community Medicine Field**

*Required Courses (3.0 FCE)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL 5004H &amp; CHL 5408H</td>
<td>Public Health Core Part 1 &amp; 2</td>
</tr>
<tr>
<td>CHL 5603H</td>
<td>Social, Political and Scientific Issues in Family Medicine</td>
</tr>
<tr>
<td>CHL5604H</td>
<td>Human Development in Family Medicine</td>
</tr>
<tr>
<td>OR CHL 5602H</td>
<td>Working with Families in Family Medicine</td>
</tr>
<tr>
<td>CHL 5607H</td>
<td>Teaching and Learning: Theories and Principles</td>
</tr>
<tr>
<td>OR CHL 5608H</td>
<td>Teaching and Learning: Practical Applications and Strategies</td>
</tr>
<tr>
<td>CHL 6020H</td>
<td>Required Practicum Family Medicine (CHL 6020H)</td>
</tr>
</tbody>
</table>

*Elective Course (0.5 FCE)*

**Diploma in Health Practitioner Teacher Education Field**

*Required Courses (3.5 FCE)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL 5004H &amp; CHL 5408H</td>
<td>Public Health Core Part 1 &amp; 2</td>
</tr>
<tr>
<td>CHL 5607H</td>
<td>Teaching &amp; Learning in the Health Professions - Principles and Theories</td>
</tr>
<tr>
<td>CHL 5608H</td>
<td>Teaching &amp; Learning …- Strategies &amp; Practical Applications</td>
</tr>
<tr>
<td>CHL 5609H</td>
<td>Continuing Education for the Health Professions (Part I)</td>
</tr>
<tr>
<td>CHL XXXH</td>
<td>Continuing Education for the Health Professions (Part II)</td>
</tr>
<tr>
<td>CHL 5620H</td>
<td>Required Practicum in Clinical Teacher Education</td>
</tr>
</tbody>
</table>

**Diploma in Public Health Nutrition Field**

*Required Courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL 5004H</td>
<td>Public Health Core</td>
</tr>
<tr>
<td>NFS 1221H</td>
<td>Nutrition Programs &amp; Strategies</td>
</tr>
<tr>
<td>NFS 1211H</td>
<td>Community Nutrition</td>
</tr>
<tr>
<td>NFS 1201H</td>
<td>Public Health Nutrition</td>
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<tr>
<td>NFS 1484H</td>
<td>Advanced Nutrition</td>
</tr>
<tr>
<td>CHL 6020H</td>
<td>Required Practicum</td>
</tr>
</tbody>
</table>

*Elective Course (0.5 FCE)*
Diploma in Wound Prevention and Care Field

Required Courses (3.5 FCE)
CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
CHL XXXH & CHL XXXH Wound Prevention & Care, Parts 1 & 2
CHL 5607H Teaching & Learning in the Health Professions - Principles and Theories
CHL 5608H Teaching & Learning …- Strategies & Practical Applications
CHL 5620H Required Practicum in Wound Prevention & Care

2.7.1.6 Part-time Studies

A key feature of the curriculum design is that it readily accommodates both full-time and part-time studies, hence permitting health professionals to continue to be employed. Part-time students must complete the MScCH within 5 years of program entry. Students who have not completed the degree requirements in five years will be ineligible for future program registration. Their academic record will simply reflect the courses completed. (Note: The usual U of T policies regarding “Leave of Absence” for parental, health or other reasons, will apply)

Ideally, students would take the required practicum concurrently with the prerequisite academic courses. Similarly the optional practicum would be completed while taking the required specialty courses. If this proves impossible, the students may take the practicum at any time after the prerequisite courses are completed within the five year time frame. Note, while courses are offered according to a fixed schedule, the timing of practica is flexible.

2.7.2 Course titles/numbers

The courses for the proposed program are listed in Table 2.4 below. The majority of the courses currently exist while a few are in final stages of approval.

Table 2.4 MScCH Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
<th>Required Courses By Field</th>
<th>Current Crs Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health Sciences</td>
<td>PHS Faculty</td>
<td>FCM HPTE PHN WPC</td>
<td>CHL 5004H</td>
</tr>
<tr>
<td>Public Health Sciences</td>
<td>H Skinner</td>
<td></td>
<td>CHL 5408H</td>
</tr>
<tr>
<td>Teaching and Learning in the Health Professions: Principles and Theories</td>
<td>H Batty</td>
<td></td>
<td>CHL 5607H</td>
</tr>
<tr>
<td>Teaching and Learning in the Health Professions: Practical Applications and Strategies</td>
<td>H Batty</td>
<td></td>
<td>CHL 5608H</td>
</tr>
<tr>
<td>Required Clinical Teaching Practicum</td>
<td>H Batty</td>
<td>optional</td>
<td>optional</td>
</tr>
<tr>
<td>Field Specific Required Practicum</td>
<td>As Assigned</td>
<td>Optional</td>
<td>CHL 6010H</td>
</tr>
<tr>
<td>Field Specific Optional Practicum</td>
<td>As Assigned</td>
<td>Optional</td>
<td>CHL 6020H</td>
</tr>
<tr>
<td>Social, Political Scientific Issues in Family Medicine</td>
<td>L Nasmith C Handford</td>
<td></td>
<td>CHL 5603Y</td>
</tr>
<tr>
<td>Human Development in Family Medicine: Primary Care</td>
<td>B Watson C Nathanson</td>
<td></td>
<td>CHL 5604H</td>
</tr>
<tr>
<td>Working with Families in Family Medicine</td>
<td>S Holzapfel J Whittingham</td>
<td></td>
<td>CHL 5602H</td>
</tr>
<tr>
<td>Course Title</td>
<td>Instructor</td>
<td>Notes</td>
<td>Code</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>Theory and Practice of Behaviour Change in Primary Care</td>
<td>D Martin, P Selby</td>
<td>Optional</td>
<td>CHL 5610H</td>
</tr>
<tr>
<td>Teaching Evidence-Based Family and Community Medicine in Clinical Setting</td>
<td>W Rosser</td>
<td>Optional</td>
<td>CHL 5601H</td>
</tr>
<tr>
<td>Continuing Education in Health Professions Part 1&amp;2</td>
<td>D Davis</td>
<td>-</td>
<td>CHL 5609H CHLXXXH</td>
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<tr>
<td>Research Issues in Primary Care &amp; Methodological Appl</td>
<td>B Harvey</td>
<td>Optional</td>
<td>CHL5605H CHL5606H</td>
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<td>Wound Prevention &amp; Care 1&amp;2</td>
<td>G Sibbald</td>
<td>-</td>
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<td>Community Nutrition</td>
<td>A Fox</td>
<td></td>
<td>NFS1211</td>
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<tr>
<td>Nutrition Programs &amp; Strategies</td>
<td>A Fox</td>
<td></td>
<td>NFS1221</td>
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<td>Public Health Nutrition</td>
<td>V Tarasuk</td>
<td></td>
<td>NFS1201</td>
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<tr>
<td>Advanced Nutrition</td>
<td>C Greenwood</td>
<td></td>
<td>NFS1484</td>
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The “foundation” (field-specific, required) courses for two of the fields (FCM, HPTE) are CHL5607 and 5608. A very successful pilot of the modular format was offered in 2006 by a team of senior and junior faculty experts in the field, with Helen Batty as the lead instructor.

The MScCH program courses will be available to other graduate students in the Department of Public Health Sciences or the University of Toronto.

Additional optional courses available to MScCH students and covered by the Agreements with Faculty of Nursing and OISE/UT Department of Curriculum Teaching and Learning (CTL) (Appendix I) are listed below.

- NUR 1045H Theories of Pain: Impact on the Individual Family and Society
- NUR 1032H Group Process and Professional Practice
- NUR 1034H Program Planning and Evaluation in Nursing
- CTL 1014H Evaluation of Curriculum and Instruction
- CTL 1608H Constructive Learning and Design of Online Environments
- CTL 1799H Special Topics: Healthy Schools.

### 2.7.3 Faculty Members

The MScCH program draws upon Public Health Sciences faculty already affiliated with the existing professional graduate programs as well as faculty from other graduate and clinical departments in the Faculty of Medicine, Nursing and OISE (Table 2.5).

None of the faculty are associated with undergraduate teaching in the usual sense. There is no undergraduate program in PHS, faculty are largely only involved in graduate teaching. Some “clinical” faculty are involved with the undergraduate medical curriculum in the clinical/hospital setting. In addition, they are engaged in the training of other health professionals and medical residents in clinical postgraduate programs, as well as continuing education in the health sciences. There are no tenured faculty involved exclusively with this program.
TABLE 2.5 Faculty Members by Field

<table>
<thead>
<tr>
<th>Name &amp; Rank</th>
<th>M/F</th>
<th>Home Unit</th>
<th>Supervisory Privileges</th>
<th>FCM</th>
<th>HPTE</th>
<th>PHN</th>
<th>WPC</th>
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<tr>
<td>Helen Batty Professor</td>
<td>F</td>
<td>PHS¹</td>
<td>Masters</td>
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</tr>
<tr>
<td>Curtis Handford Assistant Professor</td>
<td>M</td>
<td>PHS</td>
<td>Masters</td>
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</tr>
<tr>
<td>Stephen Holzapfel Associate Professor</td>
<td>M</td>
<td>PHS¹</td>
<td>Masters</td>
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<tr>
<td>Susan Lieff Associate Professor</td>
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<td>PHS</td>
<td>Masters</td>
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</tr>
<tr>
<td>Dawn Martin Assistant Professor</td>
<td>F</td>
<td>PHS¹</td>
<td>Masters</td>
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<tr>
<td>Cynthia Nathanson Assistant Professor</td>
<td>F</td>
<td>PHS¹</td>
<td>Masters</td>
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<tr>
<td>Denyse Richardson Assistant Professor</td>
<td>F</td>
<td>PHS¹</td>
<td>Masters</td>
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<tr>
<td>Gary Sibbald Professor</td>
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<tr>
<td>Bill Watson Assistant Professor</td>
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<td>Masters</td>
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<tr>
<td>Jacqueline Whittingham Lecturer</td>
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<td>PHS¹</td>
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<tr>
<td>Carol Greenwood Professor</td>
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<td>Nutri-Sci</td>
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<tr>
<td>Louise Nasmith Professor</td>
<td>F</td>
<td>PHS¹</td>
<td>Full</td>
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<tr>
<td>Harvey Skinner Professor</td>
<td>M</td>
<td>PHS</td>
<td>Full</td>
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<tr>
<td>Valerie Tarasuk Professor</td>
<td>F</td>
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<tr>
<td>Dave Davis Professor</td>
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<tr>
<td>Karin Domnick Assistant Professor</td>
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<tr>
<td>Ann Fox Lecturer</td>
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<td>Nutri-Sci</td>
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<tr>
<td>Bart Harvey Associate Professor</td>
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<td>PHS</td>
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<tr>
<td>Geraldine Macdonald Senior Lecturer</td>
<td>F</td>
<td>Nursing</td>
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<tr>
<td>Peter Selby Assistant Professor</td>
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<td>PHS</td>
<td>Masters</td>
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<tr>
<td>Ivan Silver Professor</td>
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<td>PHS</td>
<td>Masters</td>
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<tr>
<td>Susan Wagner Lecturer</td>
<td>F</td>
<td>Rehab Sc.</td>
<td>Masters</td>
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</tr>
</tbody>
</table>
3. Planning and Budget

3.1 Resource implications

The funding necessary to mount the MScCH will come from the Basic Income Unit (BIU) and tuition revenue generated. A Memorandum of Agreement (MOA) has been negotiated between the Departments of Public Health Sciences, Family & Community Medicine and Nutritional Sciences, which outlines the financial and administrative commitments and responsibilities relative to the implementation and delivery of the program (Appendix I). The revenue projections, based on anticipated enrolment, together with the estimated distribution to the departments, based on relative enrolments, are provided with Appendix III. Startup and development funds for the PHN field have been secured through the AIF (Graduate Training with Public Health Nutrition, AIF 3, 2006-07). The Department of FCM already offers much of the content of the FCM and HPTE fields, as part of the FCM field within the MHSc; therefore only limited development is necessary. The costs associated with the development of the WCP field will be covered by the International Interdisciplinary Wound Care Course directed by Prof. Gary Sibbald, which has, in fact, provided substantial support for the development of this current proposal over the past several years.

3.1.1 Staffing

The MScCH program will be offered by the graduate faculty members listed with Table 2.1, all of whom have graduate appointments through PHS. The delivery of the courses in each field will be the responsibility of the relevant department as specified with the MOA. Teaching Stipends, as appropriate with according to departmental policies and procedure, will be provided by the individual departments from their share of revenue, proportionate to teaching involvement. Administrative stipends as appropriate for field leaders/coordinators will also be provided by the departments.

PHS will have ultimate academic and administrative control of the program, and will provide administrative support for the overall admission process, maintenance of student records, etc. The departments will provide administrative support for their specific courses.

3.1.2 Space

The Departments of PHS, FCM and the Faculty of Nursing recently moved to a shared building complex (155 College and 263 McCaul Streets) with ample office, meeting and classroom space. Students in the MScCH will have full access to all common and shared study areas available to graduate students in Public Health Sciences. Workspace for the program administration and the academic Program Director for the MScCH will be provided by the Graduate Department of Public Health Science and the Department of Family and Community Medicine within the Health Sciences Building complex.

Other faculty associated with the program will continue to work from the office/research space already assigned to them in their respective clinical and/or academic settings.

No designated individual space for student carrels or workstations is required for this program, since students have intermittent one-week modules of intensive classroom sessions for most courses and are not expected to require
daily on-campus study space. Classrooms and seminar rooms will be assigned as necessary through both the University of Toronto and Teaching Hospitals’ Central Booking Systems.

No new teaching space will be required since most of the listed courses have already been offered previously as graduate courses or high level Continuing Education.

3.1.3 Libraries

Please see attached report from the Chief Librarian (Appendix II).

3.1.4 Computing facilities

All faculty and students are entitled to a computer account, which provides them with electronic mail and library access at the University of Toronto. There are number of “public” computer facilities available for students at the Faculty of Medicine, the Department of Public Health Sciences, the U of T libraries and other locations at the University.

All students in the MScCH are expected to have their own home/office or laptop computer with high-speed Internet access, electronic mail, and “office” software available.

3.1.5 Enrolment/Admissions

The program aims for enrolment targets as specified in Table 2.1.

3.1.6 Revenues/cost

See Section 3.1 above

3.1.7 Financial aid

The MScCH program is a professional master’s degree program and therefore, students are not generally eligible for most awards from external granting agencies or many internal programs. It is anticipated that a significant number of students will receive financial and practical support from their employers. International students may be eligible for training grant funding from home Ministries of Health, World Bank and other financial services.

4. Space and Facilities

4.1 Requirements for physical facilities

Space as presently allocated to PHS, FCM and Nutritional Sciences will accommodate this new initiative. See further details in 3.1.2 above.

4.2 Capital projects and approvals

Not applicable

5. Students

5.1 Student affairs and services

All the usual facilities and services provided to professional master’s students in PHS will be available to students in this program.

5.2 Student conduct and discipline

Standard university guidelines and policy for student conduct will govern in the MScCH program.
5.3 Financial Support

See section 3.1.7.

5.4 Student registration and information systems

All standard SGS registration and enrolment procedures will apply for students in this program.
January 18, 2007

Bart Harvey, MD, PhD, MEd, FRCPC
Associate Professor and Associate Chair
Graduate Department of Public Health Sciences
University of Toronto
654 – 155 College Street
Toronto, Ontario  M5T 3M7

Dear Dr. Harvey:

Memorandum of Agreement
between the
Faculty of Medicine & the Faculty of Nursing
Master of Science in Community Health

The Faculty of Nursing is pleased to collaborate with the Faculty of medicine on the above degree program.

1. The following graduate courses offered by the Faculty of Nursing may be used as elective options within the Master of Science in Community Health (MScCH):
   - NUR1034: Program Planning & Evaluation in Nursing
   - NUR1045: Theories of Pain: Impact on the Individual, Family and Society
   - NUR1032: Group Process and Professional Practice

2. The limitation on enrolment in these courses will be 6 students per year, with an understanding that graduate students within the Faculty of Nursing would have precedence over Master of Science in Community Health students in registering for these courses.

3. No prerequisites are required for any of the above courses.

We are pleased also for our graduate students to have access to courses within the MScCH, including:
   - CHL5607H: Teaching & Learning by Health Professionals: Principles & Theories
   - CHL5608H: Teaching & Learning by Health Professionals: Practical Issues & Approaches
   - CHL5610H: Theory & Practice of Behaviour Change in Primary Care
Given the new budget model and likely development of guidelines for interdivisional teaching, I propose this agreement be reviewed in three years.

Best wishes.

Yours sincerely,

Sioban Nelson, PhD
Dean and Professor
January 18, 2007

Dr. Bart Harvey
Associate Professor and Associate Chair
Graduate Department of Public Health Sciences
University of Toronto
654 – 155 College Street
Toronto, Ontario M5T 3M7

Dear Dr. Harvey:

Re: Support for the MScCH Degree Program

The Department of Curriculum, Teaching and Learning is pleased to collaborate with the Faculty of Medicine’s Department of Public Health Sciences on the **Master of Science in Community Health Degree** program.

1. Students in the Master of Science in Community Health degree program are encouraged to enroll in courses offered by the Department of Curriculum, Teaching and Learning.

2. The Department of CTL will provide advice to the MScCH degree program by agreeing to attend MScCH Program Committee meetings during the program’s first year.

Yours sincerely,

Dr. Dennis Thiessen
Professor and Chair
Department of Curriculum, Teaching and Learning
OISE/UT
List of CTL courses that may be of interest to MScCH students include:

CTL 1014H Evaluation of Curriculum and Instruction
CTL 1608H Constructive Learning and Design of Online Environments
CTL 1799H Special Topics: Healthy Schools
January 19, 2007

Bart Harvey, MD, PhD, MEd, FRCPC
 Associate Professor and Associate Chair
 Graduate Department of Public Health Sciences
 University of Toronto
 654 – 155 College Street
 Toronto, Ontario M5T 3M7

Dear Dr. Harvey:

Re: Support for the MScCH Degree Program

The Department of Nutritional Sciences is pleased to offer its strong support for the proposed MScCH degree program in the Department of Public Health Sciences. We currently have a partnership with the Department of Public Health Sciences in running the Community Nutrition field in the existing MHSc program. This partnership works very effectively and we have every confidence that our partnership in the new MScCH degree program will work equally well. It should be noted that students in the Public Health Nutrition field in the proposed MScCH program, like the MHSc Community Nutrition students, will be admitted to NFS 1201 (Public Health Nutrition) and NFS 1484 (Advanced Nutrition).

Yours sincerely,

[Signature]
January 18, 2007

Bart Harvey, MD, PhD, MEd, FRCPC
Associate Professor and Associate Chair
Graduate Department of Public Health Sciences
University of Toronto
654 – 155 College Street
Toronto, Ontario M5T 3M7

Dear Dr. Harvey:

Re: Conversion of the existing MHSc Public Health (Family and Community Medicine) Program to the proposed MScCH Program in the Department of Family and Community Medicine

On behalf of the Department of Family and Community Medicine I would like to formally confirm my support for the transition of our existing graduate courses from the MHSc program into the proposed new MScCH program as soon as it is approved to begin. I understand that these courses will be transferred into either the Family and Community Medicine or the Health Professional Teacher Education field of the new MScCH degree program, as appropriate. I also understand that students currently enrolled in the Family and Community Medicine field of the MHSc will have the option of transferring, with due consideration of their completed credits, into the new MScCH program.

This exciting, interdisciplinary, collaboration between the Department of Public Health Sciences and the Department of Family and Community Medicine is responsive to the diverse needs of our perspective student population of practicing health professionals and I believe it will enable the department to achieve its goals to attract an increased number of students locally, nationally and internationally to Family Medicine and the University of Toronto.

Yours sincerely,

[Signature]

Louise Nasmith, MDCM, MEd, CCFP, FCFP
Professor and Chair

Office of the Chair
Telephone: (416) 978.6473 Fax: (416) 978.3912
Web Address: http://dfcm.med.utoronto.ca

GREAT MINDS FOR
A GREAT FUTURE
Memorandum of Agreement

Between the Departments of Public Health Sciences (PHS), Family and Community Medicine (FCM) and Nutritional Sciences (NS) for the delivery of the Master of Science in Community Health (MScCH) Program and a Graduate Diploma in Community Health (Dip.C.H.) (OCGS Type 1)

This agreement outlines financial and administrative commitments and responsibilities relative to the implementation and delivery of the proposed Master of Science and Graduate Diploma (OCGS Type 1) in Community Health based in the Graduate Department of Public Health Sciences with the cooperation of the Departments of Family and Community Medicine and Nutritional Sciences. The terms and conditions of this agreement will be revisited in the third year of the program (2009-2010).

Overview

The objective of the professional MScCH and DipCH program is to provide health practitioners who work in either academic or community settings (or both), with the skills to become effective clinical/public health leaders and teachers in their specific professional discipline. The program is designed to be completed in 12 months. At the present time, four fields are being proposed for the MScCH and DipCH:

- Health Practitioner Teacher Education (HPTE)
- Family and Community Medicine (FCM)
- Public Health Nutrition (PHN)
- Wound Prevention and Care (WPC)

The new degree program will be situated within the Department of PHS, which will have overall graduate oversight. The delivery of the HPTE and FCM fields will be primarily the responsibility of the Department of Family & Community Medicine, with faculty holding their appointments in PHS. The PHN field the responsibility of the Department of Nutritional Sciences and the WPC the responsibility of PHS. The Director of the program will attend regular meetings of the PHS Program Directors and will be accountable to both the Chair, Graduate Department PHS and the relevant department chairs, for ensuring the quality of the program. The enrolment plan assumes that 25 FTE students will be admitted to the program in 2007 with an increase to 40 FTE in 2008 and further increases in subsequent years, as projected in Table 1 (attached).

Responsibilities and Commitments on the part of stakeholders

Graduate Department of Public Health Sciences

Will admit students to the MScCH program: The Graduate Department will receive applications, forward them to the relevant field-specific admissions committees and receive the recommendations of the admissions committee.
Will manage student registration and record-keeping through ROSI (i.e. admission, leaves of absence, appeals etc.).

Will offer CHL 5004: Introduction to Public Health Sciences as the core, required course for all students.

Will ensure the program meets ongoing established University and School of Graduate Studies standards and policies including approval of the graduate courses.

Will monitor student progress and address any issues related to performance.

Will adjudicate appeals through the Graduate Department Appeals Committee.

Will grant faculty teaching in the MScCH program cross-appointments and graduate appointments in the Graduate Department of PHS.

Will promote the program using the PHS website and ensure ongoing evaluation.

Will be responsible for the delivery of the Wound Prevention and Care field, under the leadership of Professor Gary Sibbald, including:
- recruiting students and establishing an admissions committee to review candidates and recommend admission.
- ensuring the development and delivery of the necessary field-specific courses
- day-to-day student advising and counseling, and practica arrangements

Department of Family and Community Medicine

Will be responsible for the delivery of the Family and Community Medicine and Health Practitioner Teacher Education fields and will allocate the necessary resources and faculty support. In doing so, will identify a Field Coordinator/Leader who will jointly be responsible to the Chair of FCM and PHS for:
- recruiting students and establishing an admissions committee to review candidates and recommend admission.
- ensuring the development and delivery of the necessary field-specific courses and practica, including timetabling and scheduling.
- jointly with PHS will monitor student progress, provide student advising and counseling, and address any issues related to performance
- liaising with PHS on program and student matters.
Department of Nutritional Sciences

Will be responsible for the delivery of the Public Health Nutrition field and will allocate the necessary resources and faculty support. In doing so, will identify a Field Coordinator/Leader who will jointly be responsible to the Chair of Nutritional Sciences and PHS for:

- recruiting students and establishing an admissions committee to review candidates and recommend admission.
- ensuring the development and delivery of the necessary field-specific courses and practica
- jointly with PHS will monitor student progress, provide student advising and counseling, and address any issues related to performance
- liaising with PHS on program and student matters

Financial Arrangements

The enrolment count in the MScCH program will be associated with PHS. The revenues associated with this new program will flow to PHS. This includes capital funding for new students as well as BIU and tuition revenues.

The Faculty of Medicine will assume a central overhead charge of 25% on the revenue, PHS will assume a further 20% for program administration. The remaining revenues will be distributed to the departments (FCM, NUTSCI, PHS), based on their field-proportionate share of annual student enrolment. From this revenue each department will be responsible for the delivery of their field.

Review of MOA

This memorandum will be reviewed by both parties within 6 months of the end date (June 30, 2010) for the purpose of renewal or revision.

Signatures

James Stafford
Interim Chair, PHS

Louise Nasmith
Chair, FCM

Michael Archer
Chair, NUTSCI

January 2007
REPORT ON LIBRARY RESOURCES FOR THE
MASTERS OF SCIENCE IN COMMUNITY HEALTH PROGRAM

BACKGROUND

The University of Toronto libraries provide a rich resource for the support of graduate study in the field of applied health sciences. While there is a specific literature that focuses on applied health sciences which we collect extensively, the research collection in this area is enhanced by its location in a university library system which through its collections and acquisitions policy supports research and teaching in all areas of the biological, health, physical, social and behavioural sciences and the humanities. The increasingly cross-disciplinary nature of much of the research in the health sciences means that it is extremely difficult to draw firm boundaries around an area or specialty.

DESCRIPTION OF THE COLLECTION

Monographs

The Library’s holdings related to science in community health specifically, and the health sciences more generally, have been built up in a systematic way since 1966 when Dealer Selection Orders were established and librarians employed to monitor the plans and to actively and systematically select research materials that fall outside the plans.

The proposed Masters degree in science in community health aims at providing clinical teaching and leadership training across the health sciences. Accordingly, research material supporting this program comes from a wide range of subject areas across the health sciences and the social sciences.

In the health sciences and social sciences, as in other areas of the collection, it is the policy of the Library to acquire a single copy of all books published in English that are considered to be of research value. This includes the proceedings of conferences and symposia, technical handbooks and reference tools in addition to research monographs. The cross-disciplinary nature of research in science in community health makes a simple evaluation of the Library’s holdings difficult. However, the 2001 edition of the North American Title Count 1 can be useful in comparing the University of Toronto’s holdings

with that of other similar institutions. Books relating to the health sciences fall within the Library of Congress classification range R-RZ and the National Library of Medicine classification QS-ZWZ. In a count of books in this call number range, the University of Toronto Library, with 120,580 titles, ranked seventh of the sixty-one North American libraries participating in the title count. It should be noted that two of the six libraries ranking ahead of the University of Toronto were the Library of Congress and the National Library of Medicine. Thus when compared to academic libraries the University of Toronto Library ranks fourth of the fifty-eight libraries reporting.

Books relating to wound care and injuries are classed by the Library of Congress within the RD call number, and by the National Library of Medicine in WO range. In a count of all the titles in these two areas, the University of Toronto Library ranked fourth of sixty-five libraries. As the top two spots in the survey belong to the National Library of Medicine and the Library of Congress, when compared to other academic libraries, the University of Toronto Library ranked second.

Books covering all aspects of nursing are classified by the Library of Congress in the call number range: RT, and by the National Library of Medicine in the range: WY. In a count of all the titles in these two ranges, the University of Toronto Library ranked eleventh of the sixty-five libraries in the survey. Since the first and the fifth position were taken by the National Library of Medicine, and the Library of Congress respectively, when compared only to other academic institutions, the University of Toronto Library would take the ninth spot in the survey.

Many books relating to education and educational theory are classed within the call number range: H-HZ. Social Sciences. In this range the University of Toronto Library, with 407,355 titles, ranked seventh of the sixty-one libraries. When compared solely to academic libraries the University of Toronto would have the fifth largest collection of social sciences titles of the fifty-eight libraries in the survey.

The currency of the collection is also important. There have been ongoing improvements in the library's ability to get English language materials to the shelves quickly, and at present there is not a backlog for books in the health sciences.

Journals

The journal holdings of the University of Toronto Library are substantial. However, like all North American libraries we are experiencing great difficulty in keeping up with the rising cost of serial subscriptions. From 1986 until the past few years we were able to buy few new titles. During the 1990's the Library, in consultation with faculty, actually cancelled subscriptions equal in cost to approximately 10% of the total serials budget.
However the situation has improved significantly during the past several years due to the Library’s holdings of electronic journals. At the present time over 33,000 such journals are available to students and staff at the university. Many of these are new to the Library’s holdings.

The total number of journal subscriptions currently held in the life and health sciences is 4,418. This number would be increased by more than 750 titles if the annual reviews and numbered series which are acquired as monographs were included in the serials budget. A check of the ISI journal citation reports (2005) (JCR) can provide some insight into the Library’s holdings in the rehabilitation science. Although the JCR organizes journals by subject discipline, there is no subject category large enough to include all the health sciences. However there are subject categories that give a good indication of the Library’s collection in areas of interest to students in science in community health.

In the JCR Science Edition’s subject area “Education, Scientific Disciplines,” which includes journals relating to medical education, the University of Toronto Library holds all twenty one journals in the list. Of these seventeen are available in electronic format to staff and students of the University.

In the JCR Social Science Edition’s subject area “Education and Educational Research” which includes journals relating to educational theory, the Library holds twenty-four of the top twenty-five journals when ranked by impact factor; twenty-one of these titles are available electronically.

Journals such as the New England Journal of Medicine and the Lancet, which cover all areas of medicine, are ranked in the JCR’s Science Edition’s subject area, “Medicine, General and Internal.” In this subject the University of Toronto Library holds subscriptions to all of the top twenty-five journals, of which twenty-three are available electronically.

Journals relating to wound care are listed in the subject area, “Emergency Medicine.” In this group, the University of Toronto Library holds eight of the eleven journals listed; seven of these are available electronically.

Under the heading “Nursing” in the Science edition of the JCR, the University of Toronto

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3 Science Citation Index Journal Citation Reports, 2004. Philadelphia: Institute for Scientific Information, 2005.
Library holds subscriptions to twenty-four of the top twenty-five journals ranked by Impact Factor. All twenty-four of these titles are available electronically to staff and students at the University.

Under the heading "Nursing" in the Social Science edition of the JCR, the University of Toronto Library holds twenty-four of the top twenty-five journals. All of the twenty-four are available online.

Electronic Resources

The electronic information services at the University of Toronto Library have been evolving since 1987, when the first online catalogue was mounted. Within a year the online catalogue was available in all the campus libraries, and dial-in access was introduced with a small number of lines. Abstracts and indexes had been computerised since the early 1970's and up until the 1980's were searched by trained intermediaries. Beginning in the late 1980's CD-ROM's and networked databases widened the access of electronic databases to the end-user to perform his or her own searches. In 1991 the Library added seven H.W. Wilson periodical index databases to its electronic network. Today the Library offers over 350 periodical index databases through a variety of information systems to all members of the University of Toronto community. Some of these indexes allow users to search and retrieve citations to journal articles and then to display the full text of that article electronically. Specialists in applied health sciences will find the following databases of interest: MEDLINE; CINAHL; HEALTHSTAR; EMBASE; SCIENCE CITATION INDEX; SOCIAL SCIENCE CITATION INDEX; PSYCHOLOGICAL ABSTRACTS; SOCIOLOGICAL ABSTRACTS; ISI CONFERENCE PROCEEDINGS; ERIC; and PROQUEST DIGITAL DISSERTATIONS.

As mentioned earlier the Library also offers links to 15,000 electronic journals to the University of Toronto community via the Library's web pages. Some 60% of these journals have the full text of their articles available for viewing, printing, and in some cases emailing, by University of Toronto staff and students.

SUPPORTING COLLECTIONS

Although the main health sciences collection is housed in the Gerstein Science Information, graduate students in science in community health can also make use of the large collection of health and life science related journals housed in the libraries of the academic teaching hospitals. These libraries have combined with the University of

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Toronto Library to create the Health Science Information Consortium of Toronto. Comprising over 30 teaching and community hospitals and health institutions, the Consortium members cooperate to share resources and so expand the base of research support for their parent institutions.

The Ontario Institute for Studies in Education Library is also a major resource for researchers in this subject area. It houses over 300,000 volumes of material relating to education and educational research.

REFERENCE SERVICES

Given the cross-disciplinary nature of much of the research in the health sciences, and the increasing importance of electronic resources, including the World Wide Web, it is important to recognise that the reference and instructional services offered by the Library play a key role both in making our own collections accessible and in facilitating access to the national and international information networks. The Library is increasingly playing an important role in the linking of teaching and research in the university.

Reference services offered at the Gerstein Science Information Centre include help in searching the collection, the verification of citations, training in the use of databases and electronic journals, the searching of online and print union list files to locate materials not available on campus, and the handling of interlibrary loans. For some locations, e.g. CISTL it is now possible to process transactions electronically thereby decreasing the time required to fill requests.

BUDGET AND COMMITMENT

The strength of the Library’s financial commitment to purchasing material over the next five to seven years depends upon University policy and government funding. To date it has been the University of Toronto’s stated policy to protect, as far as possible, the Library’s acquisitions budget from rising costs and to maintain this protected status. This present financial policy allows the Library to maintain its current purchasing levels for publications relevant to science in community health and ensures continued support for the programme.
Prepared by:

Dan D'Agostino
Life and Health Sciences Book Selector

Submitted by:  Carole Moore
Chief Librarian
Applicants are admitted to the multidisciplinary field ………as per existing calendar entry…

Degree of Master of Health Sciences

As per existing calendar entry

Degree of Master of Science in Community Health

The academic objective of the MScCH program is to produce health practitioners who combine enhanced health /professional leadership and teaching skills with a comprehensive understanding of public health, and of their specific fields or specialty areas. Equally important, participants in the program will refine their critical, analytic, interpretive and scholarly skills. Furthermore, this program will help develop professional models for improved interprofessional team practice and education spanning clinical, community and public health. The program’s academic objectives will be achieved through course work which includes lectures, seminars, case studies, literature review, as well as, individual and group assignments. In some areas, specified current Continuing Education offerings at the Faculty of Medicine will form the basis for partial credit towards the companion graduate course. Practica experiences will provide the students with opportunities to apply, critically evaluate and reflect upon their new skills. Students will specialize in one of four fields:

- Health Practitioner Teacher Education (HPTE)
- Family and Community Medicine (FCM)
- Public Health Nutrition (PHN)
- Wound Prevention and Care (WPC)

The first field (Health Practitioner Teacher Education) is seen to be broadly generic and applicable to all health professions. The other three represent specific professional practice disciplines.
Admission Requirements

Applicants are admitted under the general regulations of the School of Graduate Studies. This includes an appropriate four-year undergraduate degree, or its equivalent, from a recognized university and demonstrated English language proficiency. For the MScCH program, eligible undergraduate degrees include those in a public health specialty, those from one of the Regulated Health Professions in Ontario with the equivalent of a minimum "mid B" average in the last academic year. Relevant professional experience, as either a public health, community or clinical practitioner, is highly desirable. Admission to specific fields (i.e., WPC, PHN and FCM) will require appropriate certification/licensure in a regulated Health Profession and may require a valid license to practice in Canada or the student's home jurisdiction. Applicants are expected to have the appropriate background preparation specific to the area or field of interest (Consult the website for details)

Program Requirements

1. The MScCH is a course work only program which requires the completion of 5.0 full course equivalents (FCE), including: 0.5 FCE of a core Public Health Sciences subject; 0.5 to 1.0 FCE in supervised field placements or practica; usually 2.5 FCE in field-specific required courses and 1.0 to 1.5 FCE in elective courses.
2. The specific program requirements and course sequences and options vary by field of specialization and are fully outlined on the website.
3. Students can complete the program through 12 months of intensive full-time study, or over a maximum period of five years of part-time study.

Degree of Master of Sciences

As per existing calendar entry

Degree of Doctor of Philosophy

As per existing calendar entry
UNIVERSITY of TORONTO

Brief for the Assessment of a Proposal

for a new

Master of Science in Community Health (M.Sc.C.H.)

and a

Graduate Diploma in Community Health (Dip.C.H.)
(OCGS Type 1)

Department of Public Health Sciences

Submitted to the
Ontario Council on Graduate Studies
[January 2007]

VOLUME I: The Program

Rev: Jan 27, 2007
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1 INTRODUCTION

1.1 A brief listing of the program
The Graduate Department of Public Health Sciences (PHS) is proposing a new professional degree program, the Master of Science in Community Health (MScCH). This is a degree program with a Type 1 Diploma Option, which differs from the existing PHS degrees in its emphasis, content, intended audience and method of delivery. It is a graduate-level, professional degree/diploma program, which aims to provide experienced health practitioners who work in either academic or community settings (or both), with the skills to become effective clinical/public health leaders and teachers in their specific professional discipline. The program design enables a choice of program completion options. Students may complete the program through 12 months of intense full-time study or may opt to progress on a part-time basis to accommodate career and personal needs. At the present time, four fields are being proposed for the MScCH:

- Health Practitioner Teacher Education (HPTE)
- Family and Community Medicine (FCM)
- Public Health Nutrition (PHN)
- Wound Prevention and Care (WPC)

The first field (Health Practitioner Teacher Education) is seen to be broadly generic and applicable to all health professions. The other three represent specific professional practice disciplines. All fill recognized voids in high quality graduate academic instruction, and existing student demand has been demonstrated.

1.1.1 Rationale for the MScCH

The Faculty of Medicine in its Strategic Plan 2000 identified two major education-related directions: the promotion of faculty development and knowledge translation. To this end, a Centre for Faculty Development and a new academic program in Knowledge Translation were established. These are closely integrated with longstanding Continuing Education Programs under the direction of the Vice Dean of Continuing Education and Professional Development, Faculty of Medicine. The Strategic Plan called for a continuum of higher education opportunities for health professionals that exceeded the current traditional continuing education. As noted by researchers in higher education, "We need to move toward systemic and systematic professional development… that… permit[s] widespread, effective preparation of the college and university faculty for their work as educators of all students." Several faculty members who currently teach higher level continuing education (CE) courses are also graduate faculty, teaching courses in the Graduate Departments of Public Health Sciences (PHS) and Health Policy Management and Evaluation (HPME).

The strengths of the existing professional graduate programs in PHS and the higher level CE Certificate of Completion courses and programs in the Faculty of Medicine, together with a strong professoriate dedicated to providing health practitioners teacher education to faculty has led to this proposal. This proposed program will provide an opportunity for a continuum of learning from advanced CE through to graduate level.

training. Explicit demand for formal graduate education in the four fields proposed for the MScCH comes from a variety of sources.

**Health Professions Teacher Education (HPTE)** is, as indicated in the Rae Report, an area of growing interest for the University of Toronto, as the expectation for skills training in pedagogy and certification of teaching becomes the norm for university instructors around the world (now mandatory in Norway and the UK for all new hires). Both institutions and students express a demand for graduate education in HPTE. The University of Toronto itself has a large cohort of health professional faculty who are expected to upgrade in this area. In addition, new faculty replacements will be expected to meet higher requirements of pedagogical training. Other institutions in Canada and abroad have similar goals but many lack the resources and critical mass to provide graduate level faculty development. The proposed professional MScCH will address the practical high quality education needs of health professionals locally, nationally and internationally.

**Family Medicine (FM):** There is a major increased world wide emphasis on the academic training of family physicians. Faculties of Medicine in Canada want to increase the scholarly character of their new and mid-level Family Medicine teaching faculty. In some countries (e.g.: Brazil, Japan) where medical schools are actively retraining specialists and creating new programs in primary care, well-trained academic health professionals are needed to design and implement these. The University of Toronto, Department of Faculty and Community Medicine is very highly regarded internationally both for its location in the much admired Canadian health care system and as one of the two largest academic FM departments in the world. Faculty from the clinical department of FCM have joined the Graduate Department of PHS to collaborate in offering of the FCM field of the MHSc in PHS. Over the past decade the program has been highly subscribed to by both domestic and international students. The ongoing demand is expected to be maintained for many years.

**Public Health Nutrition (PHN):** Demand for highly trained nutritionists in communities across Canada to address complex public health issues such as obesity and chronic disease prevention, requires the development of new graduate training models. Existing masters programs require dietitians to be away from their communities, where their services are urgently needed, for extended periods of time. The proposed MScCH field minimizes time away and builds on professionals' existing expertise. A recent survey of members of Dietitians of Canada (DC), the national association representing registered dietitians, demonstrated significant demand for this specific program. This demand, coupled with the robust job market for dietitians with public health expertise fueled by national and provincial public health renewal strategies, supports the development of this new graduate public health nutrition field.

**Wound Prevention and Care (WPC):** Over the past several years, an interdisciplinary, part-time, 10-month, high level continuing education program at the University of Toronto in WPC for Health Professionals has attracted over 80 participants annually from Canada and abroad. New knowledge is rapidly transforming the management of this costly and growing health problem. Wounds are common in chronic illnesses such as diabetes and are a major factor affecting the increasing need for Home Care and inappropriate long term use of acute care beds around the world. Clinicians from a variety of professional disciplines need the skills to convey new approaches effectively to their colleagues and students. A sizeable subset of participants in these Continuing Education certificate programs have strongly requested a further training program at the Master's level with more pedagogical and community health content.
Conservative enrolment projections have been generated based on recent enrollment in the current FCM field of the MHSc in PHS plus the Continuing Education courses in the Master Teacher Centre for Faculty Development Programs, Wound Prevention and Care Program, the Family and Community Medicine Academic Fellowship and the MHSc Community Nutrition Program. Table 5.1 presents enrolment projections, assuming that full-time students complete within 12 months and part-time students complete, on average, in 3 years.

The proposed MScCH/Type 1 Diploma will enhance the expertise of practicing health professionals in translating and transmitting new evidence to colleagues and students in their respective disciplines. These practitioners will develop relevant analytic and interpretive approaches, and the skills necessary to teach fellow practitioners, as well as learn to stimulate and promote system change within their specialty areas. Also, as teachers and opinion leaders in the wider health system, practitioners must enhance their understanding of public health and health policy; hence, the location of the program in PHS.

The Department of PHS currently offers several graduate degrees in the Public Health Sciences: a PhD in 3 fields (Biostatistics, Epidemiology and Social & Behavioural Health Science), a course-work only MSc (Biostatistics), and the MHSc with 5 fields (Community Health & Epidemiology, Health Promotion, Occupational & Environmental Health, Community Nutrition, and Family & Community Medicine), providing research and applied public health training.

The majority of students in all but the Family and Community Medicine (FCM) field of the MHSc in PHS program are relatively recent graduates from a wide range of undergraduate disciplines. They all seek sound, and often initial, academic grounding and practical experience, which will enable them to pursue a career in public health practice or research. The students in the MHSc in FCM, however, differ significantly from the majority of the other MHSc students, in that they are academically and professionally highly qualified, being licensed, practicing family physicians who, as a result, have very specific academic career development requirements. The proposed new MScCH program (5 FCE) is designed to meet their needs and the similar needs of a broader range of experienced health practitioners more effectively and efficiently. The existing FCM field in the MHSc will be phased out and replaced by the proposed MScCH. The net result is a modest reduction in the total enrollment of the MHSc.

Students currently enrolled in the MHSc (FCM) will be offered the opportunity to complete the existing program or transfer into the MScCH, in either the FCM or HPTE fields. No new students will be admitted to the MHSc (FCM) once the MScCH is operational. Otherwise, the proposed MScCH program will have no effect on the existing graduate programs in Public Health Sciences.

Each year, one or two students who are already experienced, registered dietitians (RD’s) enroll in the MHSc Community Nutrition (CN) field. The MHSc CN field, however, is increasingly focused on preparing students who have previously graduated from undergraduate programs in food and nutrition, to pursue the education requirements needed to apply for RD certification in provincial regulatory bodies, such as the Ontario College of Dietitians. Previously certified RD’s who apply for graduate training will now be directed to the PHN field of the proposed MScCH program, and the remaining MHSc program spaces will be easily filled with applicants who wish to work towards dietetics certification. Therefore, the number of students in the CN field of the MHSc will be unaffected by the proposed MScCH.
1.1.2 A Brief Overview of the MScCH/Diploma

The MScCH program requires the completion of 5.0 full course credit equivalents (FCE), including supervised field placements or practica. The Type 1 Diploma (see 1.6.3) will consist of a specified subset of the required MScCH courses (3.5 FCEs). Many of the courses in this program combine a brief period (usually a week) of intensive “on campus” classroom activities and an extended “off campus” study period, during which participants are expected to complete readings and research assignments, as well as interact with fellow students and faculty concluding with a second intensive period (usually another week) “on campus” several months later. Other approaches that will be used include, one or two week Summer Institutes, web-based course offerings and work-site practica. The practica (0.5 FCE each) may run concurrently with the formal course work. The MScCH may be completed within 12 consecutive months; however, its structure and schedule also permit students to complete the degree requirements, part time, in a maximum of 5 years. (See Section 4.3)

1.2 Objectives

The academic objective of the MScCH/Diploma program is to produce health practitioners who combine enhanced professional leadership and teaching skills with a comprehensive understanding of public health, health policy and of their specific fields or specialty areas. Equally important, participants in the program will refine their critical, analytic, interpretive and scholarly skills. Furthermore, this program will help develop professional models for improved interprofessional team practice and education spanning clinical, community and public health. The program’s objectives will be achieved through course work which includes lectures, seminars, case studies, literature review, as well as, individual and group assignments. Practica experiences will provide the students opportunities to apply, critically evaluate and reflect upon their new skills.

The curriculum design and program content is chosen for those health professionals who can reasonably expect to hold, or already are teachers and/or leaders in their specialty fields.

The program combines a common public health science grounding, with health/professional leadership and teaching skills, advanced knowledge in the student’s field of specialization and an appropriate practicum experience. In some areas, specified, current continuing education offerings at the Faculty of Medicine will form the basis for partial credit in the companion graduate course (see Section 4.2.5).

1.3 Method used for the self-study

A Steering Committee has been meeting since 2001 to develop the MScCH/Diploma. At various stages, a variety of people have contributed to its development including,

Professors
Catherine Whiteside, former Associate Dean Graduate and Interfaculty Affairs; currently, Dean, Faculty of Medicine
Andrea Sass Kortsak, Vice Dean, Graduate Affairs; former Associate Chair, PHS
Helen Batty, Program Director, Family and Community Medicine MHSc, PHS
Paul Corey, Professor, PHS;
Ivan Silver, Vice Dean, Continuing Education & Professional Development;
Director, Centre for Faculty Development
Dave Davis, former Associate Dean, Continuing Education
Karin Domnick, Graduate Coordinator, PHS  
Ann Fox, Program Director, Community Nutrition MHSc, PHS  
Bart Harvey, Associate Professor and Associate Chair, PHS  
Wendy Levinson, Chair, Department of Medicine  
Brian Hodges, Director, Wilson Centre for Research in Education UHN  
Glen Regher, Associate Director, Wilson Centre  
Arthur Rothman, Professional Educator, Department of Medicine  
Harvey Skinner, former Chair, PHS  
Gary Sibbald, Former Director of CE, Department of Medicine, Director of International Interdisciplinary Wound Care Course.

The following stakeholders at the University of Toronto have been consulted and were involved in the development of the proposal:

- School of Graduate Studies, University of Toronto
- Other Graduate Departments in the Faculty of Medicine including the Departments of Nutritional Sciences, Rehabilitation Sciences, Occupational Science and Occupational Therapy, Physical Therapy, Speech-Language Pathology, Health Policy Management and Evaluation, and the Institute of Medical Science.
- Clinical Departments in the Faculty of Medicine including Medicine, Surgery, Psychiatry, Pediatrics, Family and Community Medicine, and Radiation Oncology, each of which have highly developed programs in Continuing Education usually led by professors with appointments to the School of Graduate Studies.
- Practitioners in specialty areas: Wound Prevention & Care, Family and Community Medicine.
- The Wilson Centre for Research in Education, Faculty of Medicine.
- Dean of Ontario Institute for Studies in Education at University of Toronto
- Department of Theory and Policy Studies in Education, OISE/UT.
- Department of Curriculum, Teaching and Learning, OISE/UT.
- Other Professional Faculties at the University of Toronto: Nursing, Social Work, Pharmacy, Dentistry.

The proposal was also discussed extensively at the following meetings:

- Strategic Planning Retreat, Department of Family and Community Medicine
- The Strategic Planning Group, Centre for Faculty Development, Faculty of Medicine at St. Michael's Hospital
- Strategic Planning Retreat, (Continuing Education Program) Department of Medicine

1.4 Fields in the program:

Health Practitioner Teacher Education (HPTE)  
Family and Community Medicine (FCM)  
Public Health Nutrition (PHN)  
Wound Prevention and Care (WPC)
1.5 Review concerns

The existing graduate programs of the Department of Public Health Sciences are currently undergoing periodic OCGS appraisal. There were no concerns expressed with the previous appraisal (1997).

1.6 Special Matters and Innovative Features

1.6.1 The Delivery Model

The program structure (see Section 4.2.2) is designed to accommodate the needs of working professionals. Many of the courses in this program will be delivered in pairs of intensive, one-week (26-39 contact hours) “on campus” classroom activities, an extended “off campus” study period, during which students will complete readings and research assignments, and concluding with a second, intensive “on campus” module several months later. Other courses will be offered within the standard 13-week format, as one- or two-week Summer Institutes, web-based courses, or work-site practica. The intent is to provide as much flexibility as possible in the delivery of individual courses. The field practica (0.5 FCE each) may run concurrently with the course work. The program is designed to be completed within 12 consecutive months; however, its structure and schedule also permit students to complete the degree requirements part-time in a maximum of 5 years.

Interaction within the student cohort and between the students and the faculty is seen to be essential to the intellectual environment of this program and to promote its “University of Toronto” character. During off-campus study periods, students and faculty will continue academic interaction using Internet, conference call, and telephone technologies. It is anticipated that most of the students in the MScCH/Diploma will continue to work in academic, public health, and health service or research organizations while completing this program. The majority will be encouraged and supported by their employers to pursue the degree.

1.6.2 Partial Credit and Continuing Education Certification

Many health professionals are required to participate in regular, formal Continuing Education. Students in the MScCH program will have the opportunity to receive partial credit in specified introductory graduate courses for work previously completed in specified, matched Faculty of Medicine Continuing Education courses taught by the same graduate faculty as in the MScCH program. In all cases, the student will be required to complete additional work beyond the CE requirements, in order to receive the graduate course credit. This is discussed in more detail in Section 4.2.5.

1.6.3 Diploma Option (Diploma in Community Health, Dip. CH)

A Type 1 Diploma, as defined by OCGS, may be awarded in any of the four fields when a candidate admitted to the Master’s program withdraws after completing a specified subset of the program requirements. The specific diploma requirements for each field are provided in Section 4.2.7.
1.6.4 Accreditation

At present, this program does not seek to fulfill any professional accreditation requirements.

1.6.5 Student Awards and Fees

The MScCH program is a professionally oriented program. As a professional Master’s program, students are ineligible for most awards from external granting agencies or most internal University of Toronto awards. It is anticipated that a significant number of students will receive financial and practical support from their employers. International students may be eligible for training grant funding from their home country governments Ministries of Health, the World Bank and other agencies.

2 THE FACULTY

2.1 List of Faculty

The MScCH program draws upon Public Health Sciences faculty already affiliated with the existing professional graduate programs as well as faculty from other graduate and clinical departments in the Faculty of Medicine, Nursing and OISE. (Table 2.1)

None of the PHS faculty are associated with undergraduate teaching in the usual sense. There is no undergraduate program in PHS, faculty are largely only involved in graduate teaching. Some “clinical” faculty are involved with the undergraduate medical curriculum in the clinical/hospital setting. In addition they are engaged in the training of other health professionals and medical residents in clinical postgraduate programs, as well as continuing education in the health sciences. There are no tenured faculty involved exclusively with this program.

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<th>Name &amp; Rank</th>
<th>M/F</th>
<th>Home Unit</th>
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TABLE 2.1 Faculty Members by Field
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<tr>
<td>Louise Nasmith</td>
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<td>PHS¹</td>
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<tr>
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<tr>
<td>Harvey Skinner</td>
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<td>PHS</td>
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<tr>
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<tr>
<td>Keith Harding</td>
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<tr>
<td>Elizabeth Ayello</td>
<td>F</td>
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<tr>
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</tr>
</tbody>
</table>

¹ Clinical home department = Family and Community Medicine

### 2.2 External operating research funding

The data in Table 2.2 show a steady increase in research funding over the last seven years. All of the graduate programs in Public Health Science, both research oriented and professional, benefit from the strong and diverse research environment in the department. The learning of the MScCH students is enhanced by this environment of research activities. Since the MScCH students will acquire the skills to translate and transmit emerging research findings to their colleagues, ultimately these will be reflected in health care practices in the community.
### TABLE 2.2 Operating Research Funding by Source and Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Granting Councils</th>
<th>Other Peer Adjudicated</th>
<th>Contracts</th>
<th>Others</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998/99</td>
<td>$5,056,753.00</td>
<td>$7,143,466.31</td>
<td>$828,612.54</td>
<td>$956,558.96</td>
<td>$13,985,391.05</td>
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<tr>
<td>1999/00</td>
<td>$6,934,581.00</td>
<td>$3,851,025.60</td>
<td>$993,532.20</td>
<td>$834,701.80</td>
<td>$12,613,841.37</td>
</tr>
<tr>
<td>2000/01</td>
<td>$8,762,205.00</td>
<td>$3,553,946.66</td>
<td>$774,085.00</td>
<td>$422,470.05</td>
<td>$13,512,706.75</td>
</tr>
<tr>
<td>2001/02</td>
<td>$11,361,754.00</td>
<td>$3,905,290.72</td>
<td>$767,516.09</td>
<td>$1,102,818.20</td>
<td>$17,069,431.34</td>
</tr>
<tr>
<td>2002/03</td>
<td>$11,417,925.65</td>
<td>$3,551,798.33</td>
<td>$986,494.13</td>
<td>$1,113,213.23</td>
<td>$17,069,431.34</td>
</tr>
<tr>
<td>2003/04</td>
<td>$14,666,258.60</td>
<td>$3,352,321.41</td>
<td>$767,516.09</td>
<td>$1,027,818.20</td>
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<tr>
<td>2004/05</td>
<td>$11,897,851.00</td>
<td>$1,909,602.78</td>
<td>$152,202.03</td>
<td>$70,500.00</td>
<td>$14,030,155.87</td>
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</tbody>
</table>

1. Granting Councils include CIHR, Health Canada, Ministry of Health (Ontario), NSERC, SSHRC, MRC
2. Other Peer Adjudication includes NCE, NCIC, CTCR, Ontario HIV Treatment Network, Workplace Safety & Insurance

### 2.3 Graduate Supervision

The majority of the faculty teaching in this proposed program are clinical faculty. These faculty members may be participating in related research but, as instructors in professional Master’s degree courses they rarely undertake supervision of MSc or PhD thesis students. There are no concerns regarding supervisory load for this professional program. (Table 2.3.1)

### TABLE 2.3.1 Supervisory Load

<table>
<thead>
<tr>
<th>Faculty Member and Rank</th>
<th>Masters Career</th>
<th>Masters Current</th>
<th>PhD Career</th>
<th>PhD Current</th>
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<td><strong>Category 1</strong></td>
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<tr>
<td>Not Applicable</td>
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<tr>
<td><strong>Category 2</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helen Batty, Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Curtis Handford, Assistant Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stephen Holzapfel, Associate Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Susan Lieff, Associate Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dawn Martin, Assistant Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cynthia Nathanson, Assistant Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Denyse Richardson, Assistant Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gary Sibbald, Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bill Watson, Assistant Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Jacqueline Whittingham, Lecturer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Category 3</strong></td>
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<tr>
<td>Carol Greenwood, Professor</td>
<td>15</td>
<td>3</td>
<td>7</td>
<td>1</td>
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<tr>
<td>Louise Nasmith, Professor</td>
<td>0</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>Harvey Skinner, Professor</td>
<td>4</td>
<td>3</td>
<td>13</td>
<td>3</td>
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<td>Valerie Tarasuk, Professor</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
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<td><strong>Category 4</strong></td>
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<td>Karin Domnick, Assistant Professor</td>
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<tr>
<td>Ann Fox, Lecturer</td>
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<tr>
<td>Peter Selby, Assistant Professor</td>
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</table>
2.4 Current Faculty Teaching Load

Table 2.4 provides the list of faculty and their anticipated teaching responsibilities within the MScCH program. The eight courses highlighted in bold type exist already as part of current requirements for FCM field of the MHSc. They are rarely taken by the other Public Health Sciences graduate students, therefore their modification to the unique delivery format for the proposed MScCH should have little effect on the other professional and research programs in PHS. In exceptional circumstances MSc/PhD or MHSc students from other programs may enroll in these courses in accordance with the policy described in Section 4.

The remaining courses identified Table 2.4 are in final development and will be presented for review and approval through appropriate channels in the next few months. Almost all courses in the MScCH program are co-taught by at least two of the program faculty. (*)

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>MScCH Graduate Courses</th>
<th>Total FCE in MScCH</th>
<th>Current Undergraduate Courses</th>
<th>Other Graduate Courses</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
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<td>Category 2</td>
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<tr>
<td>Helen Batty</td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>CHL5620H *</td>
<td></td>
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</tr>
<tr>
<td>Curtis Handford</td>
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<td>1.0 FCE</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
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<td>NA</td>
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<tr>
<td>Susan Lieff</td>
<td>CHL5607H *</td>
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<td>NA</td>
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<tr>
<td></td>
<td>CHL5608H *</td>
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<tr>
<td>Dawn Martin</td>
<td>CHL5610H *</td>
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<tr>
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<td>CHL5608H</td>
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<tr>
<td>Gary Sibbald</td>
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<td>NA</td>
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Category 3
<table>
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<th>Faculty Member</th>
<th>MScCH Graduate Courses</th>
<th>Total FCE in MScCH</th>
<th>Current Undergraduate Courses</th>
<th>Other Graduate Courses</th>
<th>Comments</th>
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</thead>
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<td>Carol Greenwood</td>
<td>NFS 1484H</td>
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<tr>
<td>Louise Nasmith</td>
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<td>NA</td>
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<tr>
<td>Harvey Skinner</td>
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<td>0.5 FCE</td>
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<tr>
<td>Valerie Tarasuk</td>
<td>NFS 1201H</td>
<td>0.5 FCE</td>
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<td><strong>Category 4</strong></td>
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<tr>
<td>Dave Davis</td>
<td>CHL5609H</td>
<td>1.0 FCE</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Karin Domnick</td>
<td>CHL5004H</td>
<td>0.5 FCE</td>
<td>NA</td>
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<td>Current Coordinator CHL 5004</td>
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<td>Ann Fox</td>
<td>NFS1221H</td>
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<td>CHL6010 CHL6011 CHL6020 CHL6021 NFS1208</td>
<td>Director of MHS Community Nutrition Program</td>
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<td>NFS1211H</td>
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<td>Bart Harvey</td>
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<tr>
<td>Ivan Silver</td>
<td>CHL5607H * CHL5608H *</td>
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<td></td>
</tr>
<tr>
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<td>CHL5607H * CHL5608H *</td>
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<td>Nursing</td>
<td>Nursing</td>
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</tr>
<tr>
<td>Susan Wagner</td>
<td>CHL5607H * CHL5608H *</td>
<td>1.0 FCE</td>
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<td>Co-teaching with H. Batty</td>
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<td>Walter Rosser</td>
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<td>NA</td>
<td>Currently teaching as web based course</td>
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<td>WCP courses *</td>
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<tr>
<td>Elizabeth Ayello</td>
<td>WCP courses *</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Co-taught

### 2.5 Commitment from other graduate programs

The Dean of Faculty of Medicine and the Chairs of the respective home graduate and clinical departments (PHS, FCM, NS) are enthusiastically supportive of the creation of the MScCH. (see Appendix A.1) The Faculty of Nursing, and the Department of Curriculum, Teaching and Learning (CTL) at OISE UT, also endorse this program (see Appendix A.2)
3 PHYSICAL AND FINANCIAL RESOURCES

3.1 Library resources

Please see Appendix A.3 for the report from the Chief Librarian.

3.2 Laboratory facilities

There are no laboratory facilities required for the proposed program.

3.3 Computer facilities

All faculty and students are entitled to a University of Toronto computer account, which provides them with electronic mail and library access at the University of Toronto. There are number of “public” computer facilities available for students at the Faculty of Medicine, the Department of Public Health Sciences, the U of T libraries and other locations at the University.

All students in the MScCH are expected to have their own home/office or laptop computer with high-speed Internet access, electronic mail, and “office” software.

3.4 Space

Several of the collaborating academic units moved to a new location in September 2005. The Departments of FCM, PHS and the Faculty of Nursing now share a building complex, The Health Sciences Building, at 155 College and 263 McCaul Streets, with ample office, meeting and classroom space. Students in the MScCH will have full access to all common and shared study areas available to students in Public Health Sciences. Public Health Nutrition (PHN) students will also have access to work space in the Fitzgerald Building

Workspace for the program administrative staff and the academic Program Director for the MScCH will be provided by the Graduate Department of Public Health Science and the Department of Family and Community Medicine within the Health Sciences Building complex. Other faculty associated with the program will continue to work from the office/research space already assigned to them in their respective clinical and/or academic settings.

No designated individual space for student carrels or workstations is required for this program, since students have intermittent one-week modules of intensive classroom sessions for most courses and are not expected to require daily on-campus study space. Classrooms and seminar rooms will be assigned as necessary through both the University of Toronto and Teaching Hospitals’ Central Booking Systems. No new teaching space will be required since most of the listed courses are already being offered.

3.5 Financial Support Of Graduate Students

The MScCH program is designed as a professionally focused program. In many cases employers are expected to provide practical and/or financial support. As a professional program, students are ineligible for most awards from external granting agencies or internal University of Toronto awards.
International students may be eligible for training grant funding from their home country Ministries of Health, World Bank and NGO and governmental agencies.

4. PROGRAM REGULATION AND COURSES

4.1 Intellectual Development and the Educational Experience of the Student

The objective of the program is to provide practicing health professionals with the practical skills to become effective teachers and leaders in their specific health profession. The program will accept only those applicants who combine high academic qualifications with professional experience. This will ensure a stimulating learning environment in which students will learn from, and challenge, one another.

During the intense on-campus classroom based course modules the students will have in-depth face to face interaction with the faculty and each other. They will work in small groups to enhance their communication, scholarship, presentation, team-building and leadership skills. The extended study interval between on-campus modules provides opportunities for reflection, reading, and application of their learnings within their usual practice settings. Students will also complete assignments, with the added benefit of routine contact electronically, by telephone or informal meetings with other student group members, and with instructors. Students and faculty are expected to communicate about course materials, resources and assignments, on a regular basis. Communication and sharing of resources will be enhanced by an electronic course management system. (Blackboard)

As part of the completion of each course (including the practicum), there will be a mandatory summary “Scholarly Forum” where students are required to present and discuss their work (i.e., poster, short paper presentations or workshop session), usually integrated into the “on campus” week. In addition, students will be encouraged to prepare teaching presentations, papers and/or posters in formats suitable for other professional meetings and conferences.

Formal and informal opportunities for interaction between students and faculty during the on-campus weeks will be constructed to enhance peer networking and collaboration. In addition, academic interaction across the fields is promoted in the required “Introduction to Public Health Sciences” course. Students will also gain from their contacts with students and faculty in the other fields in the optional courses. The presentations required within the courses and practica will encourage discussion and sharing of experiences.

4.2 Program Regulations

4.2.1 Admission

Candidates will be admitted to the MScCH under the general regulations of the School of Graduate Studies. This includes an appropriate four-year undergraduate degree, or its equivalent, from a recognized university and demonstrated English language proficiency. For the MScCH program specifically, eligible undergraduate degrees include those in a
public health specialty and those from one of the Regulated Health Professions in Ontario with the equivalent of a minimum “mid B” average in the last academic year. Relevant professional experience, as either a public health, community or clinical practitioner, will normally be expected. Admission to specific fields (i.e., WPC, PHN and FCM) will require appropriate certification/licensure in a regulated Health Profession and may require a valid license to practice in Canada or the student’s home jurisdiction.

4.2.2 Program Requirements

The MScCH is a course work only program which requires the completion of 5.0 full course equivalents (FCE), including: 0.5 FCE of common core Public Health Sciences material; 0.5 to 1.0 FCE in practica; usually 2.5 FCE in field-specific required courses and 1.0 to 1.5 FCE in elective courses. Analogous to the MHSc PHS program, the program will provide training in the distinctive fields; however, all students will take at least one core public health course. Further, given the generic thematic nature of the Health Practitioner Teacher Training field, it is anticipated that many of the students in the other fields will select these courses for their options, providing additional cohesion to the program. The specific requirements for each field are presented below.

MScCH – Family and Community Medicine Field

**Required Courses (3.5 FCE)**
- CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
- CHL 5603H & CHL 5604H Social, Political and Scientific Issues in Family Medicine
- CHL 5604H Human Development in Family Medicine
- OR CHL 5602H Working with Families in Family Medicine
- CHL 5607H Teaching and Learning…: Theories and Principles
- OR CHL 5608H Teaching and Learning…: Practical Applications and Strategies
- CHL 6020H Required Practicum Family Medicine (CHL 6020H)

**Elective Courses (1.5 FCE)**
- Field Specific Optional Courses
- Field Specific Optional Practicum

MScCH - Health Practitioner Teacher Education Field

**Required Courses (3.5 FCE)**
- CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
- CHL 5607H Teaching & Learning… - Principles and Theories
- CHL 5608H Teaching & Learning… - Strategies & Practical Applications
- CHL 5609H Continuing Education for the Health Professions (Part I)
- CHL XXXH Continuing Education for the Health Professions (Part II)
- CHL 5620H Required Practicum in Clinical Teacher Education

**Elective Courses (1.5 FCE)**
- Field Specific Optional Courses
- Field Specific Optional Practicum

MScCH – Public Health Nutrition Field
Required Courses (3.0 FCE)
CHL 5004H Public Health Core
NFS 1221H Nutrition Programs & Strategies
NFS 1211H Community Nutrition
NFS 1201H Public Health Nutrition
NFS 1484H Advanced Nutrition
CHL 6020H Required Practicum

Elective Courses (2.0 FCE)
Field Specific Optional Courses
Field Specific Optional Practicum

MScCH – Wound Prevention and Care Field

Required Courses (3.5 FCE)
CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
CHL XXXH & CHL XXXH Wound Prevention & Care, Parts 1 & 2
CHL 5607H Teaching & Learning …- Principles and Theories
CHL 5608H Teaching & Learning …- Strategies & Practical Applications
CHL 5620H Required Practicum in Wound Prevention & Care

Elective Courses (1.5 FCE)
Field Specific Optional Courses
Field Specific Optional Practicum

A full time student would need to commit to a total of 8 to 14 weeks, full time on-campus class attendance plus 160 to 320 practicum hours of supervised field work (see Section 4.2.3) in order to complete the MScCH. Given the amount of study expected between the periods of in class instruction and in the practicum, students will be given the option of completing the program in 12 months (f/t) or over a period up to a maximum of 5 years (p/t). (See Section 4.3 for a description of the part-time program)

4.2.3 The Practica

The practica provide an opportunity to apply the theory and knowledge gained in course work directly in a health professional setting. The basic requirements are the same for both the required and optional practica and for each of the four fields. Students are required to spend a minimum of 160 hours involved in appropriate supervised field practice for 0.5 FCE. Examples in the Health Practitioner Teacher Education practicum include: serving as a tutor or preceptor for undergraduate and postgraduate health professional students or providing continuing education courses to clinical colleagues. Throughout the practicum the students are expected to record and reflect upon their experiences and to engage in regular discussion with their practicum supervisor(s). The practicum evaluation is based on the student’s performance plus a scholarly, analytical and reflective report drawing on the experience, and a presentation to their classmates. Students are required to take at least one practicum in their specific field (HPTE, FCM, PHN, WPC). All practicum placements require the approval of the MScCH Program Committee. (See section 4.2.6).

Students may choose an optional practicum which involves more advanced and demonstrably different work in the same field as the required practicum or may be in one of the other MScCH fields. For example, students in the WPC field, after completing
the required practicum may choose between additional course work, a second different practicum in WPC, or a practicum in HPTE or FCM, depending upon their academic needs and interest. The optional practicum in the specialty area follows the same basic structure as the required practicum; however, the activity itself will differ by field. For example, students in the HPTE or FCM programs might be required to do further supervised reflective teaching; whereas for those in WPC the practicum may involve a clinical practice project.

4.2.4 Optional Courses

Students may choose to complete additional courses, rather than a second practicum. These may be selected from courses offered to other fields within the MScCH, or from other graduate courses at the University of Toronto (see Section 4.4.).

There are agreements between the MScCH program in PHS, OISE’s Department of Curriculum, Teaching and Learning, the Department of Nutritional Sciences and the Faculty of Nursing according to which MScCH student will be given preference to enroll in specific courses. (See the Appendices A.1, A.2) A maximum of 1.0 FCE from courses outside the MScCH can be credited towards the degree.

4.2.5 Recognition of Continuing Education Certification

Many health professionals are required to engage in regular, formal Continuing Education. The MScCH program will provide the opportunity for health professionals who have earned a Certificate of Completion in a specified Faculty of Medicine Continuing Education (CE) course to receive partial credit toward the companion graduate course in the MScCH. (See Table 4.2.5 for the list of eligible courses.)

To ensure the maintenance of high academic standards, the following conditions will apply to recognition of CE courses:

- Partial credit will be granted only for eligible (Table 4.2.5) Continuing Education courses taken at the University of Toronto, Faculty of Medicine within the previous 12 months.
- In order to be eligible to receive partial credit, the student must have achieved a minimum final grade equivalent of at least A- in the Continuing Education course.
- All requests for partial credit will require the approval of the PHS Curriculum Committee upon the recommendation of the MScCH Program Committee.
- In all cases the student will be required to complete specified additional work, above the CE requirements, in order to receive the graduate credit.
- Partial credit will be granted for a maximum of two academic courses (0.5 FCE each) for any one student.

In each relevant MScCH graduate course outline, the instructor will identify the corresponding Continuing Education course and specify the outstanding work which is required to achieve the graduate credit. For example, in the graduate course, the student may be exempted from classroom attendance, but may be required to submit additional specified assigned work which demonstrate a greater depth and breath of understanding and analysis than the prior/previous assignments completed in the specified companion CE courses. The papers submitted for graduate courses are expected to be at a Masters degree level and be suitable for peer review, dissemination and/or publication.
Table 4.2.5 Courses Eligible for Partial Credit Consideration

<table>
<thead>
<tr>
<th>Continuing Education - Academic Fellowship in Family Community Medicine</th>
<th>MScCH Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning in the Health Professions A&amp;B</td>
<td>CHL 5607H &amp; CHL 5608H</td>
</tr>
<tr>
<td>Continuing Education in the Health Professionals</td>
<td>CHL 5609H</td>
</tr>
<tr>
<td>Human Development</td>
<td>CHL 5604H</td>
</tr>
<tr>
<td>Working with Families</td>
<td>CHL 5602H</td>
</tr>
<tr>
<td>Seminar series – Socio/Political Economic issues.</td>
<td>CHL 5603Y</td>
</tr>
<tr>
<td>Teaching evidence – based Medicine</td>
<td>CHL 5601H</td>
</tr>
<tr>
<td>Behavioural Change Counseling in Primary Care</td>
<td>CHL 5610H</td>
</tr>
<tr>
<td>Research Issues in Family Medicine/Primary Care</td>
<td>CHL 5605H &amp; 5606H</td>
</tr>
<tr>
<td>Interprofessional Education Course</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>International Wound Care Training Program:</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Wound Care Courses</td>
<td>CHL XXXX &amp; CHL XXXX</td>
</tr>
</tbody>
</table>

4.2.6 Program Administration

The MScCH/DipCH will operate under the aegis of the Graduate Department of PHS, and comply with the academic and administrative policies of the department. All academic decisions relating to the MScCH are subject to the approval of the PHS Curriculum Committee. The Program Director (TBA) will have overall responsibility for the program and its development. Each field will have an identified faculty member who will act as coordinator.

A MScCH Program Committee chaired by the Program Director and with representatives from all its fields will guide program development and approve specific practicum placements and supervisions. Faculty representing other cooperating University of Toronto academic units may be invited to join the committee. For example, for at least the first year of the program the Associate-Chair, Graduate Studies from OISE/UT’s Department of Curriculum, Teaching and Learning and a representative of the Faculty of Nursing will be included as both have agreed to have several of their courses listed as optional courses for MScCH students.
4.2.7 The Diploma Program

It should be noted that the majority of students enrolled in the MScCH will be doing so for the purpose of continuing professional development. It is likely that some of these professionals may feel that they have gained sufficient knowledge from completing a significant part of the program and/or their professional or personal circumstances have changed, such that the completion of the MScCH is not possible or necessary. In these cases, an OCGS-defined Type I Diploma in Community Health (Dip.C.H.) may be awarded in exceptional circumstances when a student admitted to the MScCH withdraws after completing at least 70% (i.e. 3.5 FCE) of the degree requirements. The specific diploma requirements for each field are listed below:

DipCH - Family & Community Medicine Field

Required Courses (3.0 FCE)
- CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
- CHL 5603H Social, Political and Scientific Issues in Family Medicine
- CHL 5604H Human Development in Family Medicine
  OR CHL 5602H Working with Families in Family Medicine
- CHL 5607H Teaching and Learning: Theories and Principles
  OR CHL 5608H Teaching and Learning: Practical Application & Strategies
- CHL 6020H Required Practicum Family Medicine (CHL 6020H)

Elective Course (0.5 FCE)

DipCH - Health Practitioner Teacher Education Field

Required Courses (3.5 FCE)
- CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
- CHL 5607H Teaching & Learning … - Principles and Theories
- CHL 5608H Teaching & Learning … - Strategies & Practical Applications
- CHL 5609H Continuing Education for the Health Professions (Part I)
- CHL XXXH Continuing Education for the Health Professions (Part II)
- CHL 5620H Required Practicum in Clinical Teacher Education

DipCH - Public Health Nutrition Field

Required Courses
- CHL 5004H Public Health Core
- NFS 1221H Nutrition Programs & Strategies
- NFS 1211H Community Nutrition
- NFS 1201H Public Health Nutrition
- NFS 1484H Advanced Nutrition
- CHL 6020H Required Practicum

Elective Course (0.5 FCE)

DipCH - Wound Prevention and Care Field

Required Courses (3.5 FCE)
- CHL 5004H & CHL 5408H Public Health Core Part 1 & 2
- CHL XXXH & CHL XXXH Wound Prevention & Care, Parts 1 & 2
- CHL 5607H Teaching & Learning … - Principles and Theories
- CHL 5608H Teaching & Learning … - Strategies & Practical Applications
- CHL 5620H Required Practicum in Wound Prevention & Care
4.3 Part time Studies

A key feature of the curriculum design is that it readily accommodates both full-time and part-time studies, hence permitting health professionals to continue to be employed. Part-time students must complete the MScCH within 5 years of program entry. Students who have not completed the degree requirements in five years will be asked to withdraw and will be ineligible for future program registration. Their academic record will simply reflect the courses completed. (Note: The usual U of T policies regarding “Leave of Absence” for parental, health or other reasons, will apply)

Ideally, students would take the required practicum concurrently with the prerequisite academic courses. Similarly the optional practicum would be completed while taking the required specialty courses. If this proves impossible, the students may take the practicum at any time after the prerequisite courses are completed within the five year time frame. Note, while courses are offered according to a fixed schedule, the timing of practica is flexible.

4.4 Total Graduate Courses specific to the Proposed MScCH Program

The courses for the proposed program are listed in Table 4.4. Synopses of the existing and proposed courses are contained in Appendix 4.

Additional optional courses available to MScCH students, and covered by agreement with the Faculty of Nursing and OISE/UT Department of Curriculum Teaching and Learning (CTL) (See Appendix A2) are:

- NUR 1045H Theories of Pain: Impact on the Individual Family and Society
- NUR 1032H Group Process and Professional Practice
- NUR 1034H Program Planning and Evaluation in Nursing
- CTL 1014H Evaluation of Curriculum and Instruction
- CTL 1608H Constructive Learning and Design of Online Environments
- CTL 1799H Special Topics: Healthy Schools

The MScCH program courses will be available to other graduate students in the Department of Public Health Sciences or the University of Toronto, space permitting.

4.5 Collaborative Supporting Graduate and non-Graduate Departments

The home of the MScCH is in the Graduate Department of Public Health Sciences in the Faculty of Medicine. Many of the instructors hold their primary appointments in the clinical departments in the Faculty of Medicine but have graduate appointments through the graduate departments (i.e. PHS, HPME, IMS, OISE/UT, either primary or cross-appointed). Key cooperating partners include:

- Faculty of Medicine
  - Department of Family & Community Medicine
  - Department of Medicine
  - Department of Nutritional Sciences
- Centre for Faculty Development (located at St. Michael's Hospital)
- Wilson Centre for Research in Education (located at Toronto General Hospital)
- Other teaching hospitals affiliated with the University of Toronto

Faculty of Nursing

OISE/UT

- Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education of The University of Toronto
Table 4.4 Total Graduate Courses Specific To MScCH (includes Required, Recommended and Optional)

<table>
<thead>
<tr>
<th>Course</th>
<th>Faculty</th>
<th>Required Courses By Field</th>
<th>Current Crs Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FCM</td>
<td>HPTE</td>
</tr>
<tr>
<td><strong>Public Health Sciences</strong></td>
<td>PHS Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>H Skinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching and Learning in the</strong></td>
<td>H Batty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Professions: Principles and</td>
<td><strong>Required</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theories</td>
<td>optional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                                      | As Assigned     |     |     |     |     | CHL 6010H
|                                      | As Assigned     |     |     |     |     | CHL 6020H        |
| **Social, Political Scientific**     | L Nasmith       |     |     |     |     | CHL 5603Y        |
| Issues in Family Medicine            | C Handford      |     |     |     |     | CHL 5604H        |
| **Human Development in Family**      | B Watson        |     |     |     |     | CHL 5602H        |
| Medicine: Primary Care               | C Nathanson     |     |     |     |     | CHL 5610H        |
| **Working with Families in**         | S Holzapfel     |     |     |     |     | CHL 5601H        |
| Family Medicine                      | J Whittingham   |     |     |     |     | CHL 5601H        |
|                                      | optional        |     |     |     |     | CHL 5601H        |
| **Theory and Practice of Behaviour** | D Martin        |     |     |     |     | CHL 5601H        |
| Change in Primary Care               | P Selby         |     |     |     |     | CHL 5601H        |
| **Teaching Evidence-Based**          | W Rosser        |     |     |     |     | CHL 5601H        |
| Family and Community Medicine in     |               |     |     |     |     | CHL 5601H        |
| Clinical Setting                     |                |     |     |     |     | CHL 5601H        |
| **Continuing Education in Health**   | D Davis         |     |     |     |     | CHL 5609H
| Professions Part 1&2                 |               |     |     |     |     | CHLXXXH
|                                      |                |     |     |     |     | CHL605H
|                                      |                |     |     |     |     | CHL606H
| **Research Issues in Primary Care**  | B Harvey        |     |     |     |     | CHL5605H
| & Methodological Appl                |               |     |     |     |     | CHL5606H
| **Wound Prevention & Care**          | G Sibbald       |     |     |     |     | CHL XXXX
| 1&2                                  |               |     |     |     |     | CHLXXXH
| **Community Nutrition**              | A Fox           |     |     |     |     | NFS1211
| **Nutrition Programs & Strategies**  | A Fox           |     |     |     |     | NFS1221
| **Public Health Nutrition**          | V Tarasuk       |     |     |     |     | NFS1201
| **Advanced Nutrition**               | C Greenwood     |     |     |     |     | NFS1484
5 OUTCOMES

Conservative enrolment projections have been generated based on recent enrollment in the current MHSc in Family and Community Medicine plus the Continuing Education courses in the Master Teacher Centre for Faculty Development Programs, Wound Prevention and Care Program, the Family and Community Medicine Academic Fellowship and the MHSc Community Nutrition Program.

A proportion of the CE students have expressed a strong interest in further training at the Masters degree level. The University of Toronto CE programs in FCM and WPC already have attracted a large number of Canadian and International Health professionals (over 150) in the past two years. There is also demand for more advanced and cohesive distance accessible programs such as the MScCH from the International Medical Community.

Enrolment estimates (Table 5.1) assume that full-time students complete the program with 1 year and part-time students compete, on average, 3 years.

<table>
<thead>
<tr>
<th></th>
<th>Full time</th>
<th>Part time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Returning</td>
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<tr>
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<td>20</td>
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<td>6</td>
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<td>2008-2009</td>
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<td>15</td>
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<td>2009-2010</td>
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<tr>
<td>2010-2011</td>
<td>41</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td>2011-2012</td>
<td>45</td>
<td>25</td>
<td>45</td>
</tr>
</tbody>
</table>
APPENDICES

A.1 Memorandum of Agreement: Departments of
   Public Health Science
   Family and Community Medicine
   Nutritional Sciences

A.2 Letters of Support
   Department of Curriculum, Teaching and Learning, OISE
   Faculty of Nursing

A.3 Library Resources
Motion

Graduate Education Council
Tuesday, February 20, 2007

Item 7.1

**MOTION** (     /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Applied Science and Engineering, Graduate Department of Aerospace Science and Engineering, to reduce course requirement in the Aerospace Science and Engineering program, M.Eng., from 12 half-courses to 10 half-courses. Changes are effective May 2007.

*See supporting documentation attached.*

**NOTE:**
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. The Faculty received three comments indicating support of the proposal, and no suggestions for content changes.

This proposal was approved by the Engineering Graduate Education Committee in the Faculty of Applied Science and Engineering on December 7, 2006. 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.
ITEM IDENTIFICATION: GRADUATE DEPARTMENT OF AEROSPACE SCIENCE AND ENGINEERING – PROPOSAL FOR CHANGE TO THE AEROSPACE SCIENCE AND ENGINEERING PROGRAM, M.Eng.

Faculty Affiliation: Faculty of Applied Science and Engineering

Name of Graduate Unit: Graduate Department of Aerospace Science and Engineering

Graduate Program/s involved in proposal, if any: Master of Engineering (M.Eng.)

Brief Summary of Proposed Change: The number of courses for the degree is being reduced from 12 to 10 half courses. This requires a very brief change in the calendar entry. The change to the M.Eng. portion of the Department calendar entry is given below:

Degree of Master of Engineering

1. Applicants to the M.Eng. degree program shall hold the degree of Bachelor of Applied Science of this University or an equivalent four-year degree in engineering.
2. Under the guidance of the graduate coordinator or a staff supervisor, a student selects a program of study which consists of 10 half courses. Individual programs will be arranged to make up for background deficiencies.
3. The program may be pursued on a full-time or part-time basis.

Rationale: The change is being proposed to bring the Department into line with the other Engineering departments. Their required number of courses for the M.Eng. ranges from 7 to 10. It is desired that the Department be able to participate in the Faculty’s initiative to offer a one-year (full-time) M.Eng. degree. This is possible if the degree requirement is 10 courses but not possible if it remains at 12.

Prior Approvals/Actions: This change in the number of courses has been approved by the Department Curriculum Committee. This committee has representation from the graduate students of the Department, namely three students. 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. Approved by the Graduate Curriculum Committee, Faculty of Applied Science and Engineering: December 7, 2006
Approved by the Engineering Graduate Education Committee (EGEC): December 7, 2006

Proposed Effective Date: May 2007

Financial and/or Planning Implications: The financial implications are largely positive. It is anticipated that the reduction in the number of courses will make the M.Eng. degree more attractive to full-time and part-time students alike. Given the current focus on graduate expansion, this will lead to increased funding for the Department. An increase in the number of M.Eng. students will require more facilities at the Department for them including desk space and computer facilities.

Contact name, e-mail address and telephone #:
Professor Chris Damaren, Associate Director (Graduate Coordinator) and Associate Professor, Graduate Department of Aerospace Science and Engineering

Date: Tuesday, October 24, 2006


**Degree of Master of Engineering**

1. Applicants to the M.Eng. degree program shall hold the degree of Bachelor of Applied Science of this University or an equivalent four-year degree in engineering.

2. Under the guidance of the graduate coordinator or a staff supervisor, a student selects a program of study which consists of 10 courses. Individual programs will be arranged to make up for background deficiencies.

3. The program may be pursued on a full-time or part-time basis.
Motion

Graduate Education Council
Tuesday, February 20, 2007

Item 7.2

**MOTION (     /    ) THAT** the Graduate Education Council approve the proposal from the Faculty of Applied Science and Engineering, Institute for Biomaterial and Biomedical Engineering, to change requirements in the Biomedical Engineering, Ph.D. program. A waiver of the Department oral defense is permitted as per approval of the Department Exam Committee. Changes are effective September 1, 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 Engineering Graduate Education Committee on December 7, 2006. 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.
ITEM IDENTIFICATION:  BIOMATERIALS AND BIOMEDICAL ENGINEERING -
PROPOSAL FOR CHANGE TO THE BIOMEDICAL
ENGINEERING PROGRAM, PH.D.

Faculty Affiliation:  
Faculties of Engineering

Name of Graduate Unit:  
Institute of Biomaterials & Biomedical Engineering

Graduate Program/s involved in proposal, if any:  
Biomedical Engineering, Doctoral Program

Brief Summary of Proposed Change:  
Doctoral students have the opportunity to waive the IBBME Department Oral Defence and proceed directly to the University of Toronto Final Oral Examination, providing they receive permission from their department exam committee.

Rationale:  
This change simply makes the IBBME Departmental Oral Defence optional for students in cases where the supervisory committee feels that they would not benefit from the Departmental Oral to prepare for their Final Oral Examination. All students requesting to waive their IBBME Department Oral Defence will still require permission from their exam committee, thereby protecting students from making a poor decision. Waiving the IBBME Department Oral Defence will enable students to graduate faster. Many, if not most, Departments allow students to waive their Department Oral Defence with the permission of the exam committee.

Prior Approvals/Actions:  
The Academic Staff voted unanimously for this change at the June 27\textsuperscript{th} 2006 IBBME faculty meeting.

Approved by the Engineering Graduate Education Committee (EGEC): December 7, 2006

Proposed Effective Date:  July 1, 2007

Financial and/or Planning Implications:  None

Contact name, e-mail address and telephone #:  
Professor William L. Stanford, Associate Chair, Graduate Students, IBBME
Biomedical Engineering  BME

Graduate Faculty

Full Members
S. L. Adamson, BSc, MSc, PhD
H. L. Atwood, BA, MA, PhD, DSc, FRSC
J. Aubin, BSc, PhD
J. Audel, MSc, PhD
B. L. Bardakjian, BSc, MSc, PhD, PEng
E. R. Bogoch, BA, MSc, MD, PhD
L. Boynton, MD, FRCP(C)
W. C. Chan, BSc, PhD
Y. Chau, BSc, MSc, PhD
Y. L. Chang, BS, SM, PhD
D. W. Courtman, BSc, MSc, PhD
D. G. Cvitkovich, BSc, MSc, PhD, Canada Research Chair
J. Davies, BSc, PhD, BDS, DSc
B. W. Davies, BSc, MSc, PhD, MBA
A. C. Easty, BSc, PhD, PEng, CCE
M. Elzaman, BASc, MSc, PhD
C. R. Ethier, BSc, MMath, SM, PhD, PEng, Canada Research Chair (Director)
G. F. Ferri, BSc, PhD, PEng, CCE
F. Frecker, BSc, MD, PHD, LACCC
A. E. Gross, PhD, MD
D. G. Grynspan, MSc, PhD
R. V. Harrison, BSc, PhD, DSc
K. W. Johnston, MD, FRCS(C), FRCP(C)
M. L. G. Joy, BSc, MSc, PhD, PEng
R. Kandel, MD, FRCP(C)
A. Khoury, PhD, BCh
H. Kunov, MSc, PhD, PEng
H. C. Kwan, BASc, MSc, PhD
D. L. Baisc, MSc, PhD
M. Milner, BSc, PhD
S. Naumann, BSc, MSc, PhD
K. H. Norwich, BSc, MSc, MD, PhD
M. Ohja, BSc, MSc, PhD
M. P. Popovic, MSc, MAE, PhD
K. P. H. Pritzker, BSc, MD, FRCP(C)
M. Radics, PhD, BEng
D. T. Reid, BSc(OT), MSc, PhD
J. P. Santerre, BSc, MEng, PhD
M. V. Sefton, BASc, ScD, FCIC, PEng
M. S. Shochet, BSc, MSc, PhD, Canada Research Chair
M. Silverman, BSc, MDOH, FRCP(C)
F. K. Skinner, BMet, MASC, PhD
A. S. Slutsky, BASc, MASC, MD, PhD
W. L. Stanford, PhD, SA

R. D. Tomlinson, BSc, MSc, PhD
P. Y. Wang, BSc, PhD
C. A. Ward, BS, PhD, PEng
K. Woodhouse, BEng, PhD, PEng
C. M. Yip, BSc, MSc, PhD, PEng, Canada Research Chair
(Zodiac Director and Coordinator of Graduate Studies - Biomedical Engineering Collaborative Program)
P. Zandstra, BEng, PhD, PEng, Canada Research Chair

Members Emeriti
R. S. Cobbold, BSc, MSc, PhD, FRSC
A. M. Dolan, BSc, MSc
R. M. Pilliar, BASc, PhD, PEng

Associate Members
H. C. Cameron
C. Gemmell, PhD, MD
D. J. Howarth, PhD
H. B. Mitchalls, BASc, MSc, PhD
A. Mihailidis, BASc, MASC, PhD, PEng
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The Institute of Biomaterials and Biomedical Engineering offers facilities for research in biomedical engineering and for three educational programs leading to master's and doctoral degrees. Students may register in the Biomedical Engineering Program or in the Clinical Biomedical Engineering Program through the Institute. Students interested in the Collaborative Program in Biomedical Engineering may register through one of the collaborating graduate units.

Biomedical engineering is a multidisciplinary field that integrates engineering and biology/medicine. It uses methods, principles, and tools of engineering, physical sciences, and mathematics to solve problems in the medical and...
life sciences for the study of living systems; the enhancement and replacement of those systems; the design and construction of systems to measure basic physiological parameters; the development of instruments, materials, and techniques for biological and medical practice; and the development of artificial organs and other medical devices. By its nature, the majority of the Institute's work is interdisciplinary. Research themes include diagnostic and therapeutic imaging, technology for health, and cellular and molecular bioengineering. Specific interests include neural and sensory systems engineering, molecular imaging, nanotechnology and microtechnology, biomaterials, rehabilitation engineering, cellular and tissue engineering, proteomics and bioinformatics.

Admission Requirements
An applicant must be a graduate in dentistry, engineering, medicine, or one of the physical or biological sciences and may be accepted as a graduate student in the Institute of Biomaterials and Biomedical Engineering. Alternatively, students may choose to register in the Collaborative Program in Biomedical Engineering through a collaborating graduate department. See Biomedical Engineering (Collaborative Program) entry in this calendar.

Program Requirements
Students who wish to register in the Biomedical Engineering Program or the Clinical Biomedical Engineering Program will register in the School of Graduate Studies through the Institute of Biomaterials and Biomedical Engineering and will meet all respective degree requirements as described by the School of Graduate Studies.

As part of these requirements, undergraduate students will be required to take a life sciences course, such as JPB 1022H; while life sciences students will be expected to take a physical sciences course, such as JPB 1055H (or an equivalent). Students will pursue a thesis topic relevant to Biomedical Engineering and will be expected to take BME 1450H Bioengineering Seminar.

Students are also required to participate in two seminar courses: one of BME 1010H or BME 1011H Graduate Seminar series, and JDE 1000H Ethics in Research.

Degree of Master of Applied Science
The work leading to the degree of Master of Applied Science (M.A.Sc.) provides an opportunity for the student to pursue advanced studies in biomedical engineering and the opportunity to engage in research. The program of study will normally comprise at least four half-courses, including BME 1450H and an appropriate life science or engineering course, and the successful completion of a thesis in the biomedical engineering field. It is anticipated that students will complete all degree requirements within 18-24 months.

Degree of Master of Health Science, Clinical Biomedical Engineering
A program in Clinical Biomedical Engineering, leading to the degree of Master of Health Science (M.H.Sc.), is offered to selected students who hold the degree of Bachelor of Applied Science in this University or an equivalent degree in engineering. The program normally includes eight half-courses, including one full course, which involves periods of internships in health care facilities, and a research project. All requirements for the degree must be completed within three years. No more than five students will be admitted each year.

Degree of Doctor of Philosophy
Students are normally admitted to the Ph.D. program after completing an appropriate master's program; however, direct admission to the Ph.D. program may be considered in exceptional cases. The program of study for each student in Biomedical Engineering normally comprises at least two half-courses and successful completion of a thesis, representing an original investigation in biomedical engineering.

Collaborative Programs
The Institute participates in the following collaborative programs:
1. Addiction Studies
2. Biomedical Engineering
3. Cardiovascular Sciences
4. Health Care, Technology and Place
5. Neuroscience
For more details, consult the separate entries in this calendar.

Courses of Instruction
Not all courses are offered every year. Students should contact the Institute office for information about course availability. Outlines of these and other closely related courses may be obtained from the Institute office.

BME 1010H Graduate Seminar
BME 1011H Graduate Seminar
BME 1405H Clinical Engineering Instrumentation
BME 1430H Mathematical Theory of Tracer Kinetics/K. H. Norwich

Within 12 months of registration in the PhD program, candidates must pass a qualifying examination covering the broad field of biomedical engineering appropriate to his/her background. Candidates will continue to meet with his/her committee at least once every 12 months until recommendation for the Departmental Oral Examination is made. With special permission from the examination committee, candidates have the opportunity to waive the Departmental Oral Examination and proceed directly to the University of Toronto Final Oral Examination.
BME 1436H Clinical Engineering/A. M. Delan, Staff
BME 1439H Clinical Engineering Instrumentation II/A. M. Delan, Staff
BME 1445H Special Topics in Clinical Engineering/A. M. Delan, Coordinator
BME 1446H Transduction of Physiological Events/A. M. Delan
BME 1450H Bioengineering Science/S. Davies
BME 1452H Signal Processing for Bioengineering/S. Davies
BME 1453H Cell and Tissue Engineering/R. Zagozda
BME 1454H Regenerative Medicine: Fundamentals and Applications/W. Stanford
BME 1456H Changing Health Care Technologies, People, and Places/G. Ferrie
BME 1457H Biomedical Nanotechnology/W. Chan
BME 1458H Pattern Discovery Methods for Biomedical Engineering/T. Chau
JCB 1349H Molecular Assemblies: Structure/Function/Properties/C. M. Yip
JEB 1343H Medical Imaging/M. L. G. Joy
JEB 1444H Neural Engineering/B. L. Bardakjian
JEB 1447H Sensory Communications/W. Wong
JEB 1451H Cellular Bioelectricity/B. L. Bardakjian
JEB 1452H Human Physiology as Related to Biomedical Engineering/A. M. Delan, Coordinator
JEB 1453H Biomedical Nanotechnology/W. Stanford
MBP 1007H Fundamentals in Molecular and Cell Biology/I. L. Gariepy, Staff
MBP 1008H Fundamentals in Molecular and Cell Biology/I. L. Gariepy, Staff
MBP 1022H Advanced Cell Biology for Physical Scientists/D. Dumont

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

Graduate Education Council
Tuesday, February 20, 2007

Item 7.3

**Deferred**: Program Requirement Change, Computer Science Program, M.Sc
Motion

Graduate Education Council
Tuesday, February 20, 2007

Item 7.4

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the School of Graduate Studies, Centre for Criminology, to reduce to comprehensive requirements in the Ph.D. program from two to one. Changes are effective July 1, 2007.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 18 days.

This proposal was approved by the Committee on Centre and Institute Programs (CCIP) via e-mail. There were three comments from the CCIP. Two comments indicated support of the proposal, and one observed the following:
What is here being called a "Comprehensive" exam sounds to me what I would call a "Special Field" examination (our students take a General paper at the start of PhD2, and a Sp Field at the end of it, prior to thesis). If Criminology have traditionally had one round of examination they call Comprehensive, then nothing is being fundamentally changed, I take it.

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: CRIMINOLOGY – PROPOSED CHANGES TO THE Ph.D. PROGRAM

Faculty Affiliation: School of Graduate Studies

Name of Graduate Unit: Centre of Criminology

Graduate Program/s involved in proposal, if any: Doctoral Program

Brief Summary of Proposed Change:
The Centre of Criminology would like to reduce the comprehensive requirements for doctoral students from two comprehensive exams (one major exam and one minor exam) to one exam. This new comprehensive requirement would take the form of a major review paper. It would eliminate the “course outline” and “take-home exam” options that are currently available to our doctoral students. The comprehensive exam will have a committee consisting of a faculty supervisor and at least one other faculty member. Both the topic to be addressed by the comprehensive exam and the final reading list must be approved by the comprehensive exam committee and the graduate coordinator. Students will be informed that they should complete the comprehensive exam by January of their second year of study. Students who have not completed the comprehensive exam by the end of their second year will be subject to faculty review. Evaluation of the comprehensive exam will be on a pass or fail basis.

Rationale:
The faculty at the Centre of Criminology feel that this change would improve our doctoral program and student training by: 1) Standardizing the method of evaluation for all doctoral students. Currently students can select one of three formats for a comprehensive exam (take-home exam, major paper or course syllabus); 2) significantly decreasing the time to program completion; 3) permitting students to select a topic that is consistent with their own thesis or research interests; and 4) helping students develop the critical writing skills necessary to complete their thesis and publish in academic journals. Finally, Centre faculty will encourage students to submit high quality review papers for publication in refereed academic journals, further promoting their career development.

Prior Approvals/Actions:
The proposed change to the comprehensive exam policy was first developed and approved by the Centre’s Graduate Admissions Committee. The proposed change was then forwarded to all faculty members and Ph.D. students, by email, for review and feedback. We received no negative feedback from students or faculty members. The final proposal for changing the Centre’s comprehensive exam policy was voted on and approved by all faculty members during a faculty meeting in June 2006.
The proposal was approved by the Committee of Centre and Institute Programs via e-mail.

Proposed Effective Date: July, 2007

Financial and/or Planning Implications: None

Contact name, e-mail address and telephone #:
Scott Wortley, Associate Professor and Graduate Coordinator, Centre of Criminology
Comprehensive examinations evaluate student competence in criminological studies. All Ph.D. students must complete one comprehensive exam. This exam must take the form of a major review paper. Students are required to read widely on a particular topic and identify and evaluate major theoretical debates and methodological issues. Students should provide an original, critical analysis of the literature and discuss possibilities for future work in their topic area.