Welcome to a new academic year as a member of the Graduate Education Council! You will find the notice of meeting and agenda below. The meeting will take place in the Galbraith Council Chambers. If you have any questions or comments about this agenda, contact Ms. Adrienne Teo, SGS Governance Officer, at 416-946-3427 or sgs.governanceofficer@utoronto.ca. If you would like to discuss any aspect of Council business, I would be pleased to hear from you at jane.alderdice@utoronto.ca.

ORIENTATION FOR GRADUATE EDUCATION COUNCIL MEMBERS
Tuesday, October 23, 2007
3:00 p.m. – 3:30 p.m.
ALL MEMBERS ARE ENCOURAGED TO ATTEND

Notice of Meeting
Graduate Education Council
Tuesday, October 23, 2007
3:30 p.m. - 6:00 p.m. (Note meeting start time)

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

AGENDA

1. Minutes of the Graduate Education Council Meeting of May 22, 2007
   (Documentation attached)

2. Business Arising from the Minutes

3. Dean’s Remarks

...
4. Report of the Vice-Dean, Program Matters

5. Report of the Vice-Dean, Student Matters

6. Proposal from the Faculty of Arts and Science for a New Collaborative Master’s and Doctoral Program in Sexual Diversity Studies
   (Documentation attached)

7. Program Requirement Changes
   (Documentation attached)
   7.1. Chemistry, Ph.D.
   7.2. Criminology, M.A., Ph.D.
   7.3. Human Development and Applied Psychology, School of Clinical and Child Psychology, M.Ed.
   7.4. Management, M.B.A.
   7.5. Medieval Studies, M.A., Ph.D.

   (Documentation attached)

9. Other Business

10. For Information
    (Documentation attached)
    10.1. Report on Graduate Education Council Fall 2007 By-Election Results
    10.2. Electronic Theses & Dissertation Project
    10.3. Department Name Changes:
        10.3.1. Department of Medical Genetics and Microbiology/Graduate Department of Molecular & Medical Genetics to the Department of Molecular Genetics
        10.3.2. Department of Pharmacology to the Department of Pharmacology and Toxicology

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

The Dean called for a motion to adjourn no later than 5:00 p.m.

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

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

The motion was **CARRIED**.

**Approval of the Agenda of the Graduate Education Council Meeting, May 22, 2007**

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

**THAT** the agenda of the Graduate Education Council meeting of May 22, 2007 be approved.

The motion was **CARRIED**.

1. **Minutes of the Graduate Education Council Meeting of April 24, 2007**

The minutes of the April 24, 2007 meeting were circulated with the agenda.

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

**THAT** the minutes of the April 24, 2007 Graduate Education Council meeting be approved.

The Dean called the question. The motion was **CARRIED**.

2. **Business Arising from the Minutes**

2.1 **Recent University of Toronto governance approvals**

a) **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.**

Cessation of admission and closure of the Ed.D. program in Curriculum Studies and Teacher Development was approved by the Governing Council on April 26, 2007.
b) M.Sc.C.H. in Community Health new program proposal
The Master of Science in Community Health was approved by the Academic Board on May 2, 2007. The proposal is being considered by OCGS for commencement in September 2007.

2.2 Recent OCGS approvals
a) M.A. in Cinema Studies
The Master of Arts in Cinema Studies received OCGS approval on April 27, 2007.

3. Dean’s Remarks
3.1 Diploma in Forensic Accounting (DIFA)
Administrative responsibilities for the Diploma in Forensic Accounting (DIFA) will be transferred from the Rotman School of Management to the new Professional Graduate Programs Centre (PGPC) at the University of Toronto at Mississauga (UTM). The transfer requires no governance approvals, however the proposal will be sent to the Planning and Budget Office for information. DIFA is the first program that will be administered by UTM’s PGPC.

3.2 Review of OCGS
The Council of Ontario Universities (COU) has mandated a review of the Appraisal process of the Ontario Council on Graduate Studies (OCGS). The University of Toronto welcomes the opportunity to consider how the appraisal process can best support the establishment and maintenance of excellent graduate education.

The Dean encouraged all suggestions to be forwarded to SGS as soon as possible since institutional submissions are due on August 25, 2007.

The External Review will include the Terms of Reference, the institutional context of the OCGS appraisal, and the management of the appraisal process.

3.3 Annual Reports
The Graduate House and the English Language and Writing Support annual reports are on the agenda for information. The reports will be posted on the SGS website.

The report of the Electronic Thesis Project Working Group is on the agenda for information. The supporting documentation was circulated with the agenda package. Professor Berry Smith was available after the meeting to answer questions.

3.5 Graduate Education Council: New Members
The Dean welcomed 2007-08 Graduate Education Council members. There are a number of vacant seats on the GEC that will be filled via a fall by-election in September.

3.6 Survey of GEC members
A survey that will evaluate Graduate Education Council member’s experiences over the past year was made available at the meeting on orange coloured paper. The Dean encouraged members to complete the survey and submit it at the end of the meeting.
3.7 **SGS Reception**  
The Dean reminded members of the SGS Reception at the Faculty Club following the GEC meeting.

4. **Report of the Vice-Dean, Programs**  
None.

5. **Report of the Vice-Dean, Students**  
None.

6. **New Program proposals**  
6.1 **Cell and Systems Biology, M.Sc., Ph.D.**  
The proposal was posted on the GWS for 28 days. There were no comments as a result of posting on the GWS. The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 2007. There was no discussion regarding the proposal at the meeting. With Graduate Education Council’s approval this item will go to the Academic Policy and Programs Committee, Planning and Budget Committee, Academic Board and Governing Council for approval, and to the Ontario Council on Graduate Studies for a standard appraisal.

The package includes two proposal documents for approval. One is the U of T submission document, and it 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 our submission of a proposal for appraisal.

Professor Malcolm Campbell and Professor Daphne Goring 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 Graduate Education Council approve the proposal from the Faculty of Arts and Science for a Master of Science (M.Sc.) and Doctoral (Ph.D.) program in Cell and Systems Biology, effective September 2008.

Professor Malcolm Campbell was invited to present the proposal. The new programs are being proposed as a result of the reorganization of the former Departments of Botany and Zoology. The newly formed departments are the Department of Ecology and Evolutionary Biology and the Department of Cell and Systems Biology. The Department of Cell and Systems Biology is proposing M.Sc. and Ph.D. programs that will be largely research-project and thesis based, with minimal course requirements. The admission and program standards follow SGS regulations.

The proposal addresses the issues that were presented during the most recent OCGS review. The programs are an amalgamation of areas of study including Plant and Microbiology, Forestry, Ecology and Evolutionary Biology, and are relatively unique in Canada. There is no resource or funding implications associated with implementing the new programs because budgets have been realigned from previous departments to accommodate any associated costs.
Professor Campbell thanked Ms. Tammy Chan, Ms. Jane Alderdice, Vice-Dean, Students, Elizabeth Cowper, and Dean Pfeiffer for their support during the planning stages of the proposal.

A member requested information on pre-determined fall and spring transfer days. Professor Campbell explained that specifying transfer dates will allow students to be included in the appropriate funding cohort, and will concentrate related work efforts of faculty and administrative staff to particular times of the year. Since there are two annual pre-determined transfer dates, students are given the flexibility to transfer earlier or later during the academic year.

A member requested clarification on the pre-Final Oral Examination presentation. Professor Campbell noted the pre-Final Oral Examination occurs six to eight weeks before the Final Oral Examination. Students present their theses to the supervisory committee and have an opportunity to “showcase” their research; revisions are permitted at that stage. The practice is common at U of T and at other universities in Canada.

A member observed that the proposal was not approved unanimously by students, and asked about concerns of students in the Department regarding the proposal. Professor Campbell accounted approval by a student majority by noting that students were unfamiliar with concept of pre-determined fall and spring transfer days and the pre-Final Oral Examination process. When students were provided with an explanation, the majority of students were in favor of the proposal.

A member enquired about projected enrolment beyond the 2009-10 academic year. Professor Campbell said that enrolment is detailed only until the 2009-10 academic year because it is anticipated that the most notable growth is expected to occur in the next few years.

The Dean called the question. The motion was CARRIED.

6.2 Ecology and Evolutionary Biology, M.Sc., Ph.D.

The proposal was posted on the GWS for 28 days. There were no comments as a result of posting on the GWS. The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 2007. There was no discussion regarding the proposal at the meeting. With Graduate Education Council’s approval this item will go to the Academic Policy and Programs Committee, Planning and Budget Committee, Academic Board and Governing Council for approval, and to the Ontario Council on Graduate Studies for a standard appraisal.

The package includes two proposal documents for approval. One is the U of T submission document, and it 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 our submission of a proposal for appraisal.

Professor Gary Sprules and Professor Rob Baker were present to speak to the proposal. The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)

THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science for a Master of Science (M.Sc.) and Doctoral (Ph.D.) program in Ecology and Evolutionary Biology, effective September 2008.
Professor Gary Sprules was invited to present the proposal. Professor Sprules explained that the proposal provides a historical context of the newly formed Department of Ecology and Evolutionary Biology and Department of Cell and Systems Biology. Although courses in the areas of study are offered at other universities, the departments and programs are unique to Canada, and thus there is a unique opportunity for Canadian graduate students in this program. The M.Sc. and Ph.D. programs draw on the success of the previously offered Botany program [Plant and Microbial Biology], with some additional unique features. In the past, courses tended to be offered on an ad hoc basis and it was difficult for students to know which courses would be offered during the year; the current program will set the schedule of courses several years in advance, and thus students will be able to plan their program progression ahead of time.

Dean Pfeiffer asked whether Ecology and Evolutionary Biology is a discipline since the “old” programs in Zoology and Botany were recognized as disciplines. Professor Sprules advised that Ecology and Evolutionary Biology is considered to be a discipline. In the traditional department structure of Botany and Zoology, there was a division among researchers who worked in Ecology and Evolutionary Biology and those who worked in Cell and Systems Biology. The new department and program structure reflects this “natural” separation. He noted that the new Department is unique in Canada but is found across the United States. In the new structure, interdisciplinary involvement is being encouraged.

The Dean called the question. The motion was CARRIED.

7. Program Requirement Changes

7.1 Astronomy and Astrophysics

7.1.1. Astronomy and Astrophysics: M.Sc. Program

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 of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 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 Howard Yee was present to answer questions should they arise. The Dean calls upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)
THAT the Graduate Education Council approve the proposal from the Faculty of Arts and Science to reduce program requirements in the Astronomy and Astrophysics, M.Sc. program, from 4.0 FCEs to 2.0 FCEs. Research project requirements remain unchanged. Changes are effective September 2007.

A member noted that the calendar entry does not refer to the research project components of the program. Professor Yee noted that the research projects are completed
as part of two courses: AST 1501Y Introduction to Research and AST 1500Y Directed Research.

The Dean called the question. The motion was **CARRIED**.

### 7.1.2. Astronomy and Astrophysics: Ph.D. Program

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 of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 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 Howard Yee 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 Arts and Science for program requirement changes in the Astronomy and Astrophysics, Ph.D. program. Students will “need to maintain an average of at least B+ to continue in the Ph.D. program”. Changes are effective September 2007.

A member asked if students in the program tend to receive inflated marks. The member was worried that the proposal might encourage mark inflation and force instructors to assign marks that are inaccurate. Professor Yee explained that the “B+” noted in the motion does not reflect inflated marks, but acknowledged that many instructors do not want to assign a “C” grade to students because it can be equivalent to a failing mark. Since grades within the “B+ to B-” range are considered acceptable, it is necessary to inscribe a “B+” as the level that reflects good academic standing.

A member questioned the time of the year a student’s average would be calculated, and observed that since it is not specified in the documentation, a student’s average might be based on the first few marks obtained in the program. This may result in early discontinuation in the program if they receive a mark lower than a “B+”. It would be more appropriate if the motion specified that students will receive a warning before being asked to discontinue in the program. Professor Yee clarified that average marks will be calculated over the course of an academic year. A member suggested that it would be more suitable to calculate a student’s average over the course of two years.

A member requested clarification regarding whether or not marks are related to specific requisite courses, or if marks are a cumulative account of all courses.

A member asked how many students do not meet the proposed “B+” standard. Professor Yee replied that in the past seven years, only one student has not met the minimum grade requirements. The Dean questioned why it is necessary to propose the policy in question if it is rare that students do not obtain at least a “B+” average.

A member wanted to know the rationale for the proposed change. Professor Yee replied that the change is a means of encouraging Ph.D. students who do not meet minimum requirements to switch to the M.Sc. program as soon as possible. Thus,
students will have the advantage of collaborating with an appropriate supervisor and being included in the appropriate funding cohort as soon as possible.

A member said that since students do not frequently obtain below a “B+” average, the proposed change is unnecessary and may result in mark inflation and undue stress for students. Professor Yee noted that if a student does not achieve minimum standards in one course, they are unlikely to be achieving minimum standards in the rest of their courses, and as a result they do not tend to complete the program. Accordingly, students who do not do well in courses do not do well in research.

A member noted that there are already mechanisms in place, such as negative Committee reports, whereby the Department can request that a student discontinues in the program. Professor Yee noted that adopting a prescribed minimum grade criterion is beneficial because students feel they have more control over their grades than their Committee reports. The Department has already adopted comparable procedures whereby students are asked to discontinue in the program if they achieve a “B” in more than two classes during the academic year.

The Dean summarized the change as one that would systematize the practice of successful progress in the program. However, if a student decided to appeal their discontinuation in the program, he or she would be successful since the “B+” criterion is higher than what is required by the University. The Dean expressed apprehension about the proposal but noted that it was approved at the Arts and Science Three-Campus Graduate Curriculum Committee meeting.

Vice-Dean Smith said that the proposal should clearly identify how the proposed change would affect graduate students. A grade of “B” in a research course is a quantitative measure normally applied to supervisory committee meetings. The process should thus be clarified for students, related to what a specific mark means in relation to their level of performance, instead of simply assigning a mark to the research-related section of a thesis as proxy for Committee meetings. Professor Yee explained that if a student receives more than one “B” for two projects prior to the Ph.D., it is an indication that their research productivity is inadequate. Third, fourth and fifth year Ph.D. students have Committee meetings every six months; at the meeting, students are ascribed a mark based on courses and the research project. They are also provided with a report on their progress and assigned to a course.

A member asked how credit/ no-credit marks and an “incomplete” notation will be calculated in a student’s average. Professor Yee noted that there is a significant difference between failing a student and obtaining a passing grade. The member expressed apprehensiveness that the Department is proposing that a student might be asked to leave the program, even though they are assigned a grade deemed acceptable by the rest of the University of Toronto community.

A member remarked that evaluation of a student’s progress is more appropriately completed at their comprehensive examinations. Professor Yee said that students are evaluated before and after comprehensive examinations.

A member noted that the language in the proposal is inconsistent with Professor Yee’s remarks, and the member suggested withdrawing and revising the documentation. The Dean asked Professor Yee if he wants Council to vote of the proposal or if he wants to withdraw the motion. Professor Yee requested information on the implications of the vote and the Dean explained that if the motion is not approved, the proposal cannot be
assessed again by Council for one year. Professor Yee withdrew the motion and noted that he would revise it for clarity.

The Dean cautioned Professor Yee that Council members might be apprehensive about approving a proposal that involves prescribing a requirement based on quantitative language such as “Good Standing”. If necessary, Professor Yee can access the minutes of the Council meeting and the Department can revise the proposal as appropriate.

The motion was WITHDRAWN.

7.2 Centre for Environment

7.2.1 Environmental Studies, Collaborative Program, M.A., Ph.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. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 2007. There was no discussion regarding the proposal at the meeting. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Hillary Cunningham 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 Arts and Science to reduce program requirements in the Collaborative Program in Environmental Studies (M.A., Ph.D.) as follows:

M.A. program (thesis option):
a) Reduction of required elective courses from two half-courses to one half-course

Ph.D. program:
b) Removal of the attendance requirement for the Environmental Studies Seminar Series

Changes are effective September 2007.

Members noted that there are advantages and disadvantages in eliminating the attendance requirement in the Environmental Studies Seminar Series, and Dean Pfeiffer explained that not all seminars require attendance.

Vice-Dean Cowper noted that the elimination of the half-course, non-thesis option is not reflected in the motion. Thus, the motion was revised:

REVISED MOTION (duly moved and seconded)
THAT the Graduate Education Council approve the proposal from the Faculty of Arts and Science to reduce program requirements in the Collaborative Program in Environmental Studies (M.A., Ph.D.) as follows:

M.A. program (thesis option):
   a) Reduction of required elective courses from two half-courses to one half-course
   b) “Elimination of the half-course requirement, non-thesis option”

Ph.D. program:
   c) Removal of the attendance requirement for the Environmental Studies Seminar Series

Changes are effective September 2007.

Professor Cunningham noted that although students are strongly encouraged to attend seminars, mandatory attendance is not a graduate requirement.

A member noted that it is important to achieve a balance between eliminating and requiring attendance in seminars since the classes bring students together on a regular basis, and thus an attendance requirement would ensure the continuity of student presence. Professor Cunningham said that she would relay the message to the Department, and would consider attributing a portion of the student’s mark to attendance via a presentation grade.

A member suggested that flexibility is important when recording student attendance, and suggested that students have an option of completing work for an equivalent credit if they do not satisfy attendance requirements. Professor Cunningham noted that attendance in the Environmental Studies program has been mandatory since September 2006; however, professors have noted difficulties in tracking attendance and accordingly how to assign an appropriate attendance mark.

The Dean called the question. The motion was CARRIED, as revised.

7.2.2. Environment and Health, Collaborative Program, Ph.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. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 2007. There was no discussion regarding the proposal at the meeting. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Hillary Cunningham 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 Arts and Science to remove the attendance requirement for
Environment and Health Seminar Series in the Collaborative Program in Environment and Health (Ph.D.). Changes are effective September 2007.

The Dean called the question. The motion was **CARRIED**.

### 7.3 Computer Science Program, M.Sc.

The supporting documentation was circulated with the agenda package. This proposal was reviewed by the Graduate Education Council at its meeting of January 23, 2007. Council noted inconsistencies within the proposal, and it was referred back to the Department for revisions. The revised 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 April 30, 2007. There was no discussion regarding the proposal at the meeting. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Richard Zemel 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 Arts and Science to replace the thesis requirement with a research paper requirement (2.0 FCE) in the Computer Science, M.Sc. program, effective September 2007.

A member question where the change is indicated in the calendar entry. Professor Zemel explained that the thesis requirement is described in terms of a full-course equivalency and is not noted in the calendar entry. Instead, it is noted on the governance form.

The Dean called the question. The motion was **CARRIED**.

### 7.4 Civil Engineering Program, Ph.D.

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. There was positive feedback as a result of posting on the GWS. This proposal was approved by the Engineering Graduate Education Committee via email on May 4, 2007, without discussion. 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 Jeffery Packer and Professor 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, Civil Engineering, Ph.D. program, to:
a) Change course requirements from “six to eleven half-courses” to “a minimum of nine half-courses” for “Direct-Admission” from Bachelor’s students

b) Change course requirements from “six to eight half-courses” for students with a Civil Engineering Master’s degree to “a minimum of four half-courses” for students who have completed a Master of Applied Science, M.A.Sc., degree

c) Change course requirements from “eight to eleven half-courses” to “nine half-courses” for students who are enrolled in the Master of Applied Science, M.A.Sc., program, and who transfer to the Ph.D. without the submission of an M.A.Sc. thesis

d) Accept up to six graduate half-course credits towards Ph.D. course requirements for students who have completed a Master of Engineering, M.Eng. degree.

Changes are effective September 2007.

A member noted that the word “degree” should be added into section “a” of the motion. Vice-Dean Cowper supported the friendly amendment to the motion.

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

THAT the Graduate Education Council approve the proposal from the Faculty of Applied Science and Engineering, Civil Engineering, Ph.D. program, to:

a) Change course requirements from “six to eleven half-courses” to “a minimum of nine half-courses” for “Direct-Admission” from Bachelor’s degree students

b) Change course requirements from “six to eight half-courses” for students with a Civil Engineering Master’s degree to “a minimum of four half-courses” for students who have completed a Master of Applied Science, M.A.Sc., degree

c) Change course requirements from “eight to eleven half-courses” to “nine half-courses” for students who are enrolled in the Master of Applied Science, M.A.Sc., program, and who transfer to the Ph.D. without the submission of an M.A.Sc. thesis

d) Accept up to six graduate half-course credits towards Ph.D. course requirements for students who have completed a Master of Engineering, M.Eng. degree.

Changes are effective September 2007.

The Dean called the question. The revised motion was **CARRIED.**
7.5 **Forestry Program, Ph.D.**

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. This proposal was approved by the Council of the Faculty of Forestry on April 17, 2007, pending feedback from the GWS. Members suggested minor editorial changes to the calendar entry. The revised documentation was distributed with the package. 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 Shashi Kant 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 change program requirements in the Forestry Ph.D program. Students will no longer be required to study in one major and at least one minor field. Changes are effective September 2008.

The Dean called the question. The motion was **CARRIED**.

7.6 **Human Development and Applied Psychology, School of Child and Clinical Psychology**

7.6.1.1. **Program Requirement Changes: M.A., Ph.D.**

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. Responses as a result of posting on the GWS are noted on the motion sheet. The documentation was revised after GWS posting, and the revised documentation is included in the Council package. This proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education at its meeting of April 18, 2007. There was no discussion regarding the proposal at the meeting. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Michele Peterson-Badali 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 Human Development and Applied Psychology, School of Child and Clinical Psychology program (M.A. and Ph.D.) to change program requirements. In order to remain in good standing and be permitted to continue in the program, students must achieve the following:

1. A minimum of A- in either HDP 1215H Psychological Assessment of School-Aged Children or HDP 1216H Psychoeducational Assessment,
2. Pass HDP 1218H+ Seminar and Practicum in Assessment and
HDP3241 Seminar and Practicum in Assessment and Intervention with Children

Changes are effective September 2007.

A member expressed concern about requiring minimum marks in courses and asked about the rationale for the proposal. Professor Peterson-Badali explained that certain core competencies, such as the ability to interact with patients, are required by those who are registered to practice in Ontario. Some of those skills are learned in the courses in question, and thus it can be concluded that students who do not achieve minimum grade requirements may be lacking some proficiencies necessary to work in the field. The proposed change assures that students who do not achieve satisfactory requirements will be asked to discontinue in the program. Extensive remediation is available for students who do not achieve minimum requirements.

A member asked about the number of students that do not meet the minimum grade requirements. Professor Peterson-Badali answered that she was unsure of the specific proportion of students, and added that the program in question is a professional one and the aforementioned qualities are important for accreditation.

The Dean called the question. The motion was CARRIED.

7.6.1.2. Program Requirement Changes: Ph.D.

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. There was one feedback response in support of the proposal, with no suggestions for content changes. This proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education at its meeting of April 18, 2007. There was no discussion regarding the proposal at the meeting. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Michele Peterson-Badali was present to answer questions should they arise. The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.

REVISED 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, School of Child and Clinical Psychology program (Ph.D.) to change program requirements. An elective half-course will be substituted for HDP 3200H Research Proseminar in Human Development and Applied Psychology, as a program requirement. Changes are effective September 2007.

Changes are effective September 2007.

A member noted that the calendar entry does not reflect the program requirement change. Professor Peterson-Badali ensured that the substitution would be available for students, even though it is not noted in the calendar entry.
The Dean called the question. The motion was CARRIED.

7.6.2. **Program and Admission Requirement Changes: M.A., Ph.D.**

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. Responses as a result of posting on the GWS are noted on the motion sheet. This proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education at its meeting of April 18, 2007. There was no discussion regarding the proposal at the meeting. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Michele Peterson-Badali 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 Human Development and Applied Psychology, School of Child and Clinical Psychology program (M.A. and Ph.D.) to change admission requirements as follows:

M.A. program:
Admission Requirement:
a) Students must have completed, at the undergraduate level one half-course in Child Development and one full-course or equivalent in Research Methods/Statistics (at least one half-course of which must be at the third or fourth year level)

Program Requirement:
b) Students will be required to complete HDP 1201H Childhood and Adolescent Development, and HDP 1287H Introduction to Applied Statistics, if equivalent courses have not been previously completed

Ph.D. program:
c) Students will be required to complete HDP 1201H Childhood and Adolescent Development, HDP 1287H Introduction to Applied Statistics and HDP 3204H Contemporary History and Systems in Human Development and Applied Psychology, if equivalent courses have not been previously completed

A member asked if the courses are widely available. Professor Peterson-Badali noted that it should not be difficult for a student to complete the courses in Ontario.

A member suggested adding “or equivalent” to section “a” of 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, School of Child and Clinical Psychology program (M.A. and Ph.D.) to change admission requirements as follows:

M.A. program:
Admission Requirement:
  a) Students must have completed, at the undergraduate level one half-course in Child Development (or equivalent) and one full-course or equivalent in Research Methods/Statistics (at least one half-course of which must be at the third or fourth year level)

Program Requirement:
  b) Students will be required to complete HDP 1201H Childhood and Adolescent Development, and HDP 1287H Introduction to Applied Statistics, if equivalent courses have not been previously completed

Ph.D. program:
  c) Students will be required to complete HDP 1201H Childhood and Adolescent Development, HDP 1287H Introduction to Applied Statistics and HDP 3204H Contemporary History and Systems in Human Development and Applied Psychology, if equivalent courses have not been previously completed

The Dean called the question. The motion was CARRIED, as revised.

7.7 Physical Therapy
7.7.1 M.Sc.PT. Program

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 Curriculum Committee of the Faculty of Medicine at its meeting of March 8, 2007. The discussion highlighted that the change will align the program with University and SGS timelines. 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 Sharon Switzer-McIntyre and Professor 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 reduce the length of the Physical Therapy M.Sc.P.T. program from 26 months to 24 months. Changes are effective September 2007.

A member requested clarification regarding the proposed change. Professor Switzer-McIntyre explained that during the Department’s extensive accreditation
processes, duplication within the program was identified and consolidated and thus the length of the program has been reduced, while program requirements remain unchanged. The Dean called the question. The motion was CARRIED.

7.7.2. M.Sc.P.T. Program, Advanced Standing Option
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 Curriculum Committee of the Faculty of Medicine at its meeting of March 8, 2007. A summary if the meeting discussion is noted on the motion sheet. 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 Cathy Evans and Professor 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 approved program requirement changes to the Physical Therapy M.Sc.P.T. program, Advanced Standing Option, as follows:

To continue to offer the option (Phase 2) using e-learning and on-campus environments rather than solely via e-learning:

a) Add e-learning components to PHT 1006Y Research and Program Evaluation for Physical Therapy
b) Replace PHT 1013H Professional Practice Issues in Physical Therapy with an elective graduate-level course

Changes are effective September 2007.

A member said that the proposed change regarding the graduate elective course is not noted in the calendar entry. The Dean remarked that the calendar entry would be reviewed and revised accordingly.

The Dean called the question. The motion was CARRIED.

7.8. Public Policy Program, School of Public Policy and Governance, M.P.P.
The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 2007. A summary if the meeting discussion is noted on the motion sheet. 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 Mark Stabile and Professor 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 reduce program requirements in the School of Public Policy and Governance, Public Policy Program (M.P.P.). Students in the first year of the program will be required to complete eight half-courses, instead of nine half-courses. Changes are effective September 2007.

The Dean noted the irregularity of receiving a proposal for a program requirement change before the program has commenced.

The Dean called the question. The motion was CARRIED.

7.9. Proteomics and Bioinformatics, Collaborative Program, Ph.D.

The supporting documentation was circulated with the agenda package. The supporting documentation was revised and made available at the meeting. It is on yellow coloured paper. The amended documentation includes additional alternative courses and an adjustment to a course code for a course in Group II. The proposal was posted on the Graduate Webposting System (GWS) for 28 days. A summary of GWS feedback is noted on the motion sheet. This proposal was approved by the Faculty Graduate Curriculum Committee of the Faculty of Medicine at its meeting of April 26, 2007. Discussion related to the rationale of the proposal – alternative courses were proposed in order to provide course options relevant to all participatory programs. The proposed alternative courses were approved. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Nicholas Provart and Professor Andrea Sass-Kortsak were present to answer questions should they arise. The Dean called upon Vice-Dean Elizabeth Cowper to present the motion. Refer members to revised motion on yellow sheet:

MOTION *(duly moved and seconded)*

THAT the Graduate Education Council approve the proposal from the Faculty of Medicine to change course requirements in the Collaborative Program in Proteomics and Bioinformatics as follows:

a) JBZ 1472H Computational Genomics and Bioinformatics, JZB 1521H Molecular Evolution, JBB 2026H Protein Structure, Folding and Design can be completed as alternatives to JTB 2010H Proteomics and Functional Genomics

b) CSC 2417H Algorithms for Genome Analysis, CSC 2418H Computational Structural Biology, CSC 2515H Machine Learning or BME 1458H Pattern Discovery Methods for Biomedical Engineering can be completed as an alternative to JTB2020H Applied Bioinformatics
Changes are effective May 2007.

The Dean called the question. The motion was CARRIED.

7.10 **Psychology Program, M.A., Ph.D.**

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. Feedback supporting the proposal was received, with no suggestions for content changes. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 2007. A summary of the meeting discussion is noted on the motion sheet. 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 Jay Pratt and Professor 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 program requirements in the Psychology M.A. and Ph.D. program, as follows:

M.A. program:
- a) Reduce the number of required seminar courses from three to two half-courses

Ph.D. program:
- b) Reduce the number of required seminar courses in the 4-year Ph.D. program from five to three half courses.
- c) Remove the breadth requirement regarding seminar courses

Changes are effective September 2007.

The Dean called the question. The motion was CARRIED.

7.11 **Speech-Language Pathology Program, M.H.Sc.**

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 Curriculum Committee of the Faculty of Medicine at its meeting of April 26, 2007. A summary of the meeting discussion is noted on the motion sheet. 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 Carla J. Johnson and Professor 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 change program requirements in the Speech-Language Pathology, M.H.Sc. program, as follows:

a) Reduce SLP 1534Y Motor Speech Disorders from a full-credit course to a half-credit course
b) Add 15 required hours to SLP 1536H Swallowing Disorders

Proposed changes will reduce the total required credits for the M.H.Sc. degree from 17 to 16.5. The number of required classroom hours remains unchanged. Changes are effective September 2007.

A member noted that a full-course requires 60 lecture hours, and noted that a half-course should thus be composed of 30 lecture hours. The member also explained that there are no “credits” at the University, only “courses”. Professor Johnson remarked that she would replace “credit” with “course”, and noted that the change is in line with the requirements of other programs in the Department. Vice-Dean Sass-Kortsak explained that there is variability in the Faculty of Medicine regarding the number of lectures hours in full-courses and half-courses, thus the change noted in the proposal is appropriate.

The Dean called the question. The motion was CARRIED.

8 Name Change: Collaborative Programs

8.1 Proposal to Change the Name of the Collaborative Program in Proteomics and Bioinformatics to the Collaborative Program in Genome Biology & Bioinformatics

The supporting documentation was circulated with the agenda package. The governance form and calendar entry were revised and made available on yellow paper. Revisions do not relate the name change section of the proposal (adjustments relate to program requirement changes). 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 Curriculum Committee of the Faculty of Medicine at its meeting of April 26, 2007. There was no discussion regarding the proposal at the meeting. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Nicholas Provart and Professor 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 change the name of the Collaborative Program in
Proteomics and Bioinformatics to the Collaborative Program in Genome Biology and Bioinformatics. Changes are effective May 2007.

The Dean called the question. The motion was CARRIED.

8.2 Proposal to Change the Name of the Collaborative Program in Women’s Studies to the Collaborative Program in Women and Gender Studies

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. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 2007. There was no discussion regarding this proposal. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.

Professor Bonnie McElhinny and Professor 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 Collaborative Program in Women’s Studies to the Collaborative Program in Women and Gender Studies. Changes are effective September 2007.

Vice-Dean Gertler noted that the proposal reflects the name change that is will occur at the Institute related to the undergraduate and graduate programs.

The Dean called the question. The motion was CARRIED.

9 New Hood: Master of Public Policy Program, M.P.P.

The supporting documentation was circulated with the agenda package. It is the responsibility of Graduate Education Council to receive and approve proposed hood designs. If the motion is passed, Council’s approval is final. The approval will be forwarded to the Office of the Governing Council Secretariat for ordering.

Professor Mark Stabile was present to answer questions should they arise. The Dean called upon Vice-Dean Berry Smith to present the motion.

MOTION (duly moved and seconded)
THAT Graduate Education Council approve a new hood for the Master of Public Policy (M.P.P.) Program.

The Dean called the question. The motion was CARRIED.
10 **Graduate Academic Appeals Board, Approval of Membership for 2007-2008**

The supporting documentation was circulated with the agenda package. The Graduate Academic Appeals Board (GAAB) is a standing committee of the Graduate Education Council. Appointment of the Chair of GAAB is approved by the Graduate Education Council on the nomination of the Dean of SGS. Appointment of faculty members is recommended by the Committee on Student Matters on the nomination of the Vice-Dean, Students.

Professor Ralph Scane was present to answer questions should they arise. The Dean called upon Vice-Dean Berry Smith to present the motion.

**MOTION (duly moved and seconded)**

THAT Graduate Education Council approve the appointments of the Chair and two faculty members to serve on the Graduate Academic Appeals Board for the 2007-2008 academic year

Faculty Members: Michele Peterson-Badali, Dept of Human Development and Applied Psychology

Gary Sprules, Dept of Ecology and Evolutionary Biology

The Dean called the question. The motion was **CARRIED.**

11 **Program Closure: Geography, Joint Master of Spatial Analysis Program, M.S.A.**

The supporting documentation was circulated with the agenda package. The proposal was posted on the GWS for 28 days. This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of April 30, 2007. With Graduate Education Council’s approval this item will go to the proposal will go for information to the Provost’s Office and to the Planning and Budget Committee for approval.

Professor Robert Lewis and Professor 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 close the Geography Department’s Joint Master of Spatial Analysis (M.S.A.) Program at the University of Toronto.

Professor Robert Lewis explained that low interest in the program has resulted in the proposal in question. The program was created approximately six years ago in collaboration with Ryerson University. Accordingly, Ryerson University has agreed to manage the administrative aspects of dismantling of program.

The Dean called the question. The motion was **CARRIED.**
12 **Institute for Policy Analysis: proposal to disestablish within SGS, and re-establish as an EDU-D within the Rotman School of Management**

The supporting documentation was circulated with the agenda package. With Graduate Education Council’s approval this item will go for information to the Provost’s Office and to the Planning and Budget Committee for approval. Graduate Education Council approval is final for the disestablishment of the Institute within SGS. The Dean of the Rotman School of Management has the authority to establish an EDU-D within the Rotman School.

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 that the Institute for Policy Analysis be disestablished within the School of Graduate Studies and re-established as an EDU-D within the Rotman School of Management, and that the administration, budget, staff and space (specifically according to agreement with the Provost) be transferred to the Rotman School of Management, effective July 1, 2007.

The Dean noted that Professor Pauly sends his regrets from China; however, Professor Ig Horstmann, Director of the Institute for Policy Analysis and Professor Jim Fisher, Vice-Dean, Rotman School of Management, were present to answer questions should they arise. Dean Pfeiffer explained that there approximately 12 Centres and Institutes at the School of Graduate Studies, but the program in question is more compatible with the interest and central purpose of the Rotman School of Management. Under the guidance of Vice-Dean Smith, there has been a review of the Institute, and one of the recommendations was to undertake the change in question.

The Dean called the question. The motion was **CARRIED**.

13 **Other Business**

None.

14 **For Information**

14.1 **Graduate House Annual Report, 2006-07**

The supporting documentation was circulated with the agenda package. Ms. Rebecca Spagnolo was present to answer questions should they arise.

14.2 **Spring 2007 Graduate Education Council Election Results**

The supporting documentation was circulated with the agenda package. Congratulations and welcome to new members.


The supporting documentation was circulated with the agenda package. Professor Berry Smith is available after the meeting to answer questions.
Meeting is Adjourned

The May meeting of the Graduate Education Council is adjourned at 4:45 p.m.

________________________________________________________________________

Jane Alderdice                      Date
Appendix to the Minutes

UNIVERSITY OF TORONTO

GRADUATE EDUCATION COUNCIL

Record of Attendance

May 22, 2007

In attendance:
Acker, Sandra Larson, Katherine Rebecca
Aloqaily, Arafat Lawson, Todd
Allen, Grant Liu, Mingyao
Corts, Kenneth McCabe, Brenda
Burns, Leah Pietropaolo, Domenico
Cowper, Elizabeth Pfeiffer, Susan (Chair)
Davis, Karen Rennie, Michael
Dawe, Nancy Sass-Kortsak, Andrea
Desloges, Joseph Smith, Berry
Gertler, Meric Spagnolo, Rebecca
Goode, Christopher Swier, Robert
Graham, Ian Alderdice, Jane (Secretary, GE Council)
Hartenberger, Russell Teo, Adrienne (Assistant Secretary, GE Council)

Present:
Campbell, Malcolm Peterson-Badali, Michele
Chan, Tammy Jeffery Packer
Cunningham, Hillary Johnson, Carla
Evans, Cathy Pratt, Jay
Fisher, Jim Provart, Nicholas
Horstmann, Ig Sprules, Gary
Kant, Shashi Stabile, Mark
Kelly, Heather Switzer-McIntyre, Sharon
Lewis, Robert Yee, Howard
Bonnie McElhinny Zemel, Richard
Makarovska, Vesna
Regrets:
Abrams, Peter               Hirst, Graeme
Anderson, Christy           Jones, Charles
Challis, John               Kola-Olusanga, Anthony
Chapman-Smith, Josie        Khan, Al-Mansur
Beaton, Brian               Kooy, Mary
Brett, Clare                Hilder, Yvonne
Buchweitz, Ragnar-Olaf      Labrie, Normand
Challis, John               Mannolson, Morris
Coleman, John               Moore, Carole
Dubé, Philip                Naylor, David
Duney, Alison               Pauly, Peter
Dyer, Charles               Robins, William
Fraser, John                Smyth, Ron
Goring, Daphne              Solomon, Steven
Hampson, David              Sullivan, Pierre
Hillan, Edith               Zaky, Safwat
Motion

Graduate Education Council
Tuesday, October 23, 2007

Item 6

New Collaborative Program Proposal: Collaborative Master’s and Doctoral Program in Sexual Diversity Studies

MOTION (     /    ) THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science for a Collaborative Master’s and Doctoral Program in Sexual Diversity Studies, effective September 2008.

See supporting documentation attached.

NOTE:
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. There were no comments 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 October 9, 2007. There was no discussion regarding the proposal at the meeting.

With Graduate Education Council’s approval this item will be sent for information to the Academic Policy and Programs Committee. GEC approval constitutes final University approval. The proposal will be forwarded to the Ontario Council on Graduate Studies for a standard appraisal.
ITEM IDENTIFICATION: PROPOSAL FROM THE FACULTY OF ARTS AND SCIENCE FOR A COLLABORATIVE MASTER’S AND DOCTORAL PROGRAM IN SEXUAL DIVERSITY STUDIES

Faculty Affiliation: Faculty of Arts and Science

Name of Graduate Unit: N/A

Graduate Program/s involved in proposal, if any: Collaborative Master’s and Doctoral Program in Sexual Diversity Studies

Brief Summary of Proposed Change:
A new interdisciplinary program, with over twenty partner home programs, that will require the completion of a .5 FCE core course (SDS 1000) plus at least one additional course (.5 FCE) in the area of sexual diversity and (if applicable) a thesis in the area. Also included are proposals for SDS 1000, and an additional “special topics in sexual diversity” course, both .5 FCE.

Rationale:
The Mark S. Bonham Centre for Sexual Diversity Studies is poised to become the first in Canada to offer a graduate program in sexuality studies, joining many prestigious academic institutions—such as the University of Chicago, Yale, Cornell, New York University and the City University of New York—that have already made a scholarly commitment to the advanced study of sexuality. The Collaborative program’s singularity in Canada, the breadth of its interdisciplinarity, and the solidity of the Centre’s undergraduate foundation, make it unique among its peers. The Collaborative Program’s demonstrated capacity to attract a range of scholarly departments and programs that only large and distinguished universities like the U of T have gives the collaborative program a special place among a small set of international peer programs.

Prior Approvals/Actions:
The collaborative program proposal has been approved by the Bonham Centre’s Steering Committee, which includes Faculty members, graduate students, and undergraduates, and by the Program Committee of University College. It has also been approved (on October 9th 2007) by the Three Campus Graduate Curriculum Committee of the Faculty of Arts and Science. A memorandum of agreement on the program has been signed by all academic partners and is on file.

Proposed Effective Date:
09 2008

Financial and/or Planning Implications:
The Bonham Centre assumes financial responsibility for the costs associated with mounting the core course, and additional courses that SDS itself sponsors. Most partners have agreed to annual financial contributions to help in this, over a five year period.

Contact name, e-mail address and telephone #:
David Rayside
Director, Mark S. Bonham Centre for Sexual Diversity Studies

Submitted by: Meric Gertler, Vice-Dean Graduate Education and Research

Date: October 2007
(revised#2 15oct07)
UNIVERSITY OF TORONTO

Proposal for a
Graduate Program Proposal

Collaborative M.A., Ph.D. Program

In

Sexual Diversity Studies

In the Faculty of Arts and Science

August 2007

This document is to be completed for all graduate submissions requiring University of Toronto approvals. The template is developed in accordance with the “Guidelines for Assessment of Divisional Submissions, February 2005”, available at the following website. It is recommended that these Guidelines be reviewed prior to completing this template: http://www.provost.utoronto.ca/English/page-6-12958-1.html
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1 Executive Summary

Academic:
The Mark S. Bonham Centre for Sexual Diversity Studies at the University of Toronto proposes the creation of a collaborative program at the master's and doctoral levels in sexual diversity studies. The Centre aims to begin the Collaborative Program's operation at the start of the 2008-2009 academic year, and to be housed at University College, with the Faculty of Arts and Sciences as the lead faculty.

In less than a decade, the SDS's undergraduate programs have grown to enrolments of about 150 students, with second-year core courses regularly filled to capacities of over 100 seats. This success is based in both students' desire to undertake scholarship in sexuality and in the University of Toronto faculty who, from across a wide range of disciplines, have obtained international recognition in the field, and who have stewarded the Centre's activities from its inception. The Centre's growth in teaching, administrative and faculty supports, and increasing cooperation with other departments, centres and institutes leave the Bonham Centre well situated to begin graduate instruction.

Participating Programs:
- M.A., M.Sc., Ph.D., Programs in Anthropology, Department of Anthropology
- M.V.S., Program in Visual Studies, Department of Art
- M.A., Ph.D., Programs in History of Art, Department of Art
- M.A., Ph.D., Programs in Classical Studies, Department of Classics
- M.A., PhD., combined J.D. /M.A., Programs in Criminology, Centre of Criminology
- M.A., Ph.D., Programs in Drama, Graduate Centre for Study of Drama
- M.A., Ph.D., Programs in East Asian Studies, Department of East Asian Studies
- M.A., Ph.D., Programs in English, Department of English
- M.A., Ph.D., Programs in History, Department of History
- M.I.St., Ph.D., Programs in Information Studies, Faculty of Information Studies
- M.Mus.St, Program in Museum Studies, Faculty of Information Studies
- LLM, SJD, M.SL., Programs in Law, Faculty of Law
- M.A., Ph.D., Programs in Linguistics, Department of Linguistics
- M.A., Ph.D., Programs in Medieval Studies, Centre for Medieval Studies
- M.A., Ph.D., Programs in Philosophy, Department of Philosophy
- M.Sc., Ph.D., Programs in Exercise Sciences, Faculty of Physical Health and Education
- M.A., Ph.D. Programs in Political Science in the Department of Political Science
- M.A., Ph.D., Programs in Psychology, Department of Psychology
- M.P.P. Program in Public Policy, School of Public Policy and Governance
- M.A., Ph.D., Programs in Study of Religion in the Department and Centre for the Study of Religion
- M.A., Ph.D., Programs in Sociology, Department of Sociology
- M.A., M.Ed., Ed.D., Ph.D., Programs in Sociology and Equity Studies in Education in the Department of Sociology and Equity Studies in Education, Ontario Institute for Studies in Education
- M.A. Program in Women and Gender Studies, Women and Gender Studies Institute

Planning and Budget:
The Bonham Centre’s last academic plan anticipated the creation of a collaborative program, and its growing status within the University of Toronto has facilitated the linkage to the many graduate units that are partners in this program. The Bonham Centre is assuming responsibility for the costs associated with the new programs, though it has secured
agreements with most partners for five year financial contributions to cover most of those costs. Administrative support will be provided by the SDS administrative assistant, with support from other staff in University College.

**Space and Facilities:**
The Centre’s acquisition of space at University College, the establishment of administrative supports, the creation of a foundation of private giving, and the development of faculty commitment and student interest, have turned SDS into a vibrant and exciting program at the undergraduate level. It has positioned SDS to take the next natural step into graduate education, and to engage students in the broader pedagogical and research ambitions of the Centre.

**Students:**
Interest in graduate-level scholarship in sexuality among the Sexual Diversity Studies’ Centre’s own undergraduates, current University of Toronto graduate students, and students elsewhere, are among the factors that have impelled us to move toward graduate programming. Discussions with departmental or divisional heads or graduate directors have flagged the interest among existing students and applicants to their graduate programs, leading us to adjust upwards our enrolment estimates and targets. The Collaborative Program’s uniqueness in Canada makes us confident that it will attract high-caliber graduate students from a range of disciplines to the University of Toronto. In the first year, the Centre expects to admit 10 students to each of the M.A. and the Ph.D. programs. By year seven, the Centre aims to have incrementally doubled that number to 20 students in each program.

---

### 2  Academic

#### 2.1  Description and rationale for the proposal

**2.1.1  Description of proposed program**
The Centre for Sexual Diversity Studies is unique in its academic mission. It takes up questions of how we frame and categorize sexual differences, why we fear some and celebrate others, how medical, religious, legal, and political authorities respond to them, how identities are shaped by them. How and why is sexuality labeled as lesbian, heterosexual, perverse, normal, gay, or queer? How does society divide the sexual from the non-sexual? How do manifestations of and responses to sexual difference vary across lines of gender, race, culture, religion, and (dis)ability?

The Centre’s collaborative program will foster graduate-level research in such questions, engaging faculty and graduate students from across the University. In an area marked from its origins by strong currents of interdisciplinarity, the Centre’s program will balance social sciences and the humanities approaches, eventually including partners from the natural and life sciences. The eagerness of so many graduate units to participate in this early stage in the development of a collaborative program reflects the breadth of support for it, and promises a rich and rigorous interdisciplinary experience for students.

The following is a list of Participating Graduate Degree Programs:

- M.A., M.Sc., Ph.D., Programs in Anthropology, Department of Anthropology
- M.V.S., Program in Visual Studies, Department of Art
- M.A., Ph.D., Programs in History of Art, Department of Art
- M.A., Ph.D., Programs in Classical Studies, Department of Classics
- M.A., PhD., combined J.D. /M.A., Programs in Criminology, Centre of Criminology
- M.A., Ph.D., Programs in Drama, Graduate Centre for Study of Drama
- M.A., Ph.D., Programs in East Asian Studies, Department of East Asian Studies
- M.A., Ph.D., Programs in English, Department of English
2.1.2 Rationale for proposal

The Centre is poised to become the first in Canada to offer a graduate program in sexuality studies, joining many prestigious academic institutions—such as the University of Chicago, Yale, Cornell, New York University and the City University of New York—that have already made a scholarly commitment to the advanced study of sexuality. The Collaborative program’s singularity in Canada, the breadth of its interdisciplinarity, and the solidity of the Centre’s undergraduate foundation, make it unique among its peers. The Collaborative Program’s demonstrated capacity to attract a range of scholarly departments and programs that only large and distinguished universities like the U of T have gives the collaborative program a special place among a small set of international peer programs.

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

Queer and sexuality studies grew rapidly as an interdisciplinary field of inquiry from the early 1990s on, with the recognition that sexuality could not be reduced to gender, or explored analytically only through the lens of gender. And while it has emerged as an autonomous scholarly area, many of those who work within sexual diversity studies engage questions of gender. For that reason, the Centre and its undergraduate program have always worked in cooperation with the Women and Gender Studies Institute, and has secured the Institute as a partner in this Collaborative Program proposal. Similarly, the Collaborative Program will foster close relationships with other academic programs taking up questions of ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences.

The SDS Collaborative Program will enhance graduate student experience. First, it will provide opportunities for graduate students with research interest in sexual diversity to meet with one another across disciplinary lines, in a field that is strongly marked by interdisciplinarity. They will do so in a relatively small setting, with a core course and ready access to the substantial intellectual programming of the Centre, bringing the members of each cohort into regular contact throughout a term. Participation in the Collaborative Program will give graduate students direct experience with interdisciplinary aspects of their work. A number of graduate students have already devoted substantial research projects to the advanced study of sexuality in a number of disciplines from across the University. As the field of sexual diversity studies continues to grow, this
accreditation and the broad, interdisciplinary approach to scholarship and pedagogy that it represents will be an asset to our graduate students when they begin to compete on the job market.

As issues of sexual diversity become increasingly visible and important in contemporary society, so too does the need for a diverse range of scholarship and training within various academic disciplines. SDS’s undergraduate program has been tremendously successful in fostering scholarship that explores how issues of sexual diversity affect all aspects of society. The Collaborative Program will continue and augment these engagements, exploring issues of sexual diversity from across disciplinary lines.

### 2.3 Projected student demand

The Centre has received many indications of student interest in graduate-level research from inside and outside the University. Graduate directors in participating departments/programs have all flagged a growing interest in this area among their existing graduate students, and applicants to their programs. Interest has also been recognized among the Centre’s own undergraduates, and in its correspondence with students elsewhere. The following are our projections for the Collaborative Program’s enrollment:

#### Master’s Students

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<tr>
<td>Projection</td>
<td>10 / 0</td>
<td>13 / 10</td>
<td>15 / 23</td>
<td>17 / 38</td>
<td>18 / 55</td>
<td>19 / 73</td>
<td>20 / 92</td>
<td>112</td>
</tr>
</tbody>
</table>

#### Doctoral Students

<table>
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<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Projection</td>
<td>10 / 0</td>
<td>12 / 10</td>
<td>14 / 22</td>
<td>16 / 36</td>
<td>18 / 52</td>
<td>19 / 70</td>
<td>20 / 89</td>
<td>109</td>
</tr>
</tbody>
</table>

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

The addition of the Collaborative Program will enhance SDS’s undergraduate program by enlarging the Centre’s scope and depth of research and teaching. One of the Centre’s underlying goals is to encourage the study of sexual diversity across the University, at both the undergraduate and graduate level. The Collaborative Program will allow students at the undergraduate level to continue their research and scholarly pursuits at the graduate level, and will give them access to graduate students pursuing in great depth questions that they themselves have been exposed to as undergraduates. The Collaborative Program will also enrich the experience of graduate students by creating vehicles for them to meet students from other disciplines, to mentor undergraduates in the field, and (for a few of them) to take up teaching opportunities within SDS.
Research already being undertaken by graduate students across the University was exemplified in this year’s successful graduate colloquium. This series met regularly to share scholarship across disciplines and to supplement work that otherwise would have been done in isolation. It thus seems especially important, beneficial, and prudent to formalize the work that is already being done at the graduate level, and to capitalize upon the range of faculties and departments across our campuses by building an interdisciplinary collaborative program in sexual diversity studies.

The Collaborative Program will also enhance the capacity of partnering graduate units to attract first-rate students in a rapidly growing area of inquiry. Even those units with only modest “bench strength” in sexual diversity will be able to quite properly point good candidates in the direction of SDS, and indicate that there is access through it to a wide range of potential faculty advisors.

2.5   Evidence of consultation with other affected divisions

During the 2006-2007 academic year, Professors David Rayside and Michael Cobb solicited meetings and support from a variety of academic departments and centres. In every instance where a meeting was possible, support and interest in participating in the program was evident. At this point, SDS has procured the written support of twenty-one degree-granting programs.

2.6   Appropriateness of the name and designation of the new program

The Collaborative Program in Sexual Diversity Studies speaks to its commitment to interdisciplinary scholarship, and to the current broad-based theoretical and methodological research that characterize this field of study. It is based on a phrase with increased currency in the field, and moves beyond the endlessly-expanding alphabet that begins with LGBT. It also deliberately flags certain blurriness in the boundaries, so that we are seen as open to expand beyond the boundaries of well-established “identities.”

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

2.7.1 Program description and requirements

The Collaborative Program will focus on interdisciplinary approaches to research in sexual diversity. Its core course will be coordinated by one faculty member associated with SDS, and will draw on additional faculty members for guest seminars or small blocks of seminars, in part to demonstrate a range of analytical and methodological approaches to the study of sexual diversity. Its core course will survey important currents of queer theory, and other theoretical currents used to frame studies of sexual difference. The course will also explore the different methodological approaches used by scholars coming from different disciplinary or cross-disciplinary backgrounds. A range of faculty from humanities, social science, and potentially natural or human science backgrounds will participate in the course, exposing students not only to divergent theoretical and methodological approaches, but to very different substantive questions.

- Admission requirements

Students will apply to a participating graduate program in a “home” department, institute, or centre, and will be expected to submit a distinct statement of interest to the Director of the Collaborative Program. Their admission to the Collaborative Program will require their admission to a home program. Their acceptance to the Collaborative Program will depend
on their intention to pursue the study of a question or questions related to sexuality, and in the case of Ph.D. applicants, on the availability of appropriate supervisory faculty, and on the enrolment target set for the collaborative program. (If more students apply to the Collaborative Program than can be absorbed, selection will be based on the statement of interest, grades, letters of reference, and other materials supplied to the home unit.) Students from graduate programs that are not formal partners in the SDS Collaborative Programs may be considered in exceptional circumstances for enrolment in these programs.

Students already enrolled in a University of Toronto graduate degree program at the time of the formal approval of the SDS Collaborative Program may apply for admission. They will normally be expected to complete the core course and satisfy other requirements of the Collaborative Program.

- Program requirements

**Master’s program requirements:**

Students admitted to the program at the Master’s level will be required to take a core course offered by SDS itself – SDS1000H. This .5 FCE requirement must be supplemented by at least another .5 FCE in the area of sexuality. The course requirements of most partner programs allow Master’s students to take the equivalent of 1.0 FCE outside their own program, ensuring that the Collaborative Program need not create course-work obligations beyond those of the home program. Courses may be counted toward the .5 FCE required beyond the core course if a significant portion of the course addresses questions related to sexuality, or if most of the term work completed in association with it explores such questions. All such course selection must be approved by the director of the Collaborative Program.

If the home program makes provision for a Master’s thesis or research paper, the focus of the paper or thesis must be on a sexual diversity studies topic. The director of the Collaborative Program must approve the topic as compatible with the requirements of the program.

**Doctoral program requirements:**

Candidates admitted to the doctoral program will be required to take the Collaborative Program’s core course – SDS1000H, and at least an additional .5 FCE in the area of sexuality, subject to the Collaborative Program Director's approval. Students who have completed the Collaborative Program at the Master’s level will not be required to take SDS1000H a second time, so that they will be required to take only another .5 FCE in the area of sexuality. (Such students would still be expected to participate in graduate orientation programs for SDS students, and to participate in other scholarly activities expected of all graduate students. This will ensure that all students know of the backgrounds and research interests of all other students.)

All students must pursue a dissertation topic related to sexual diversity, and include on the thesis committee at least one faculty member associated with SDS. (In most cases, the supervisor would be associated with SDS, though in some cases, the student’s particular analytical perspective will suggest another faculty member in her/his discipline.) The director of the Collaborative Program must approve the topic as compatible with the requirements of the program. All students' course of study and overall progress will be reviewed annually by the Collaborative Program director, though ultimate responsibility for the student’s progress will remain with the graduate chair of the home program.

Student enrolment in SDS1000H will be largely or entirely made up of those Master’s and doctoral students registered in the Collaborative Program. If space is available, enrolment
will be permitted by other graduate students or, in very exceptional cases by advanced undergraduate students, with preference given to students from the participating units.

Doctoral students would be expected to participate in a variety of other activities programmed by the Bonham Centre, including a monthly colloquium series, an annual one-day student conference, and regular "brown-bag" talks.

### 2.7.2 Course titles/numbers

The following core-course will be mandatory for both Master's and Ph.D students:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS1000H</td>
<td>Theoretical and Methodological Issues in Sexual Diversity Studies</td>
</tr>
</tbody>
</table>

**Synopsis:** This course highlights the theoretical and methodological issues which have cropped up in a variety of disciplines and fields which are part of sexual diversity studies. It stimulates students to re-examine their own training and disciplinary background. This course aims to build the basic skills necessary to elaborate an interdisciplinary and methodologically up to date thesis or other project. As well, this course provides students with the background information to ensure their capacity to read relevant work from outside their own field.

SDS will also be establishing a “special topics” course at the graduate level (SDS1999H), as an option available to Collaborative Program students.

### 2.7.3 Faculty members

The following is a list of the collaborative program’s core faculty:

**Department of Anthropology**

Holly Wardlow


**Department of Art (Visual Studies)**

Sue Lloyd


**Department of Art (History)**

John Ricco


**Department of Classics**
Alison Keith

Centre for Criminology
Mariana Valverde

Centre for Study of Drama
Nancy Copeland

Department of East Asian Studies
Jesook Song

Department of English
Michael Cobb

Department of History
Ashwini Tambe

Faculty of Information Studies
David Phillips

Faculty of Law
Brenda Cossman
1. Sexual Citizens: The Legal and Cultural Regulation of Sex and Belonging. Stanford University
Graduate Program Proposal in Sexual Diversity Studies


Department of Linguistics
Ron Smyth


Centre for Medieval Studies
David Townsend


Department of Philosophy
Kathryn P. Morgan


Faculty of Physical Health and Education
Carolyn Fusco


Department of Political Science
David Rayside


Department of Psychology
Gillian Einstein


School of Public Policy and Governance
Melissa Williams
1. Voice, Trust and Memory: Marginalized Groups and the Failings of Liberal Representation.

**Department and Centre for the Study of Religion**

**Pamela Klassen**


**Department of Sociology**

**Adam Green**


**Department of Sociology and Equity Studies in Education**

**Rinaldo Walcott**


**Women and Gender Studies Institute**

**Jacqui Alexander**


Planning and Budget

3.1 Resource implications

[It is expected that new programs will require allocation of new resources. However, if a proposal has none or only minimal resource implications, this must be clearly stated. Attach a budget statement that has the approval of the appropriate Faculty Dean. Provide evidence of consultation with the Vice-Provost, Planning and Budget. Attach any other relevant documentation, such as a Memorandum of Agreement. See also section 4.1 below.]

3.1.1 Staffing

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

The Centre possesses, or has access to, the necessary material, administrative, and faculty resources to support and maintain the Collaborative Program. Section 2.7.3 of this document provides a substantial list of academics at the University of Toronto with a major research interest in questions of sexuality, and we have no doubt that this is an incomplete list. A good number of these are relatively recent appointments, signaling a major surge in scholarly interest in such questions across a range of disciplines. There are already sufficient numbers of faculty members with graduate appointments in this group, providing more than enough supervisory resources for Ph.D. students, but the recent appointments clearly indicate that the scholarly foundations are becoming more solid with each passing year.

3.1.2 Space

Administrative and teaching space for the Collaborative Program would be provided through the Bonham Centre’s existing administrative office, its newly renovated seminar room at University College, and its privileged access to University College classroom space. University College is hoping to be able to provide some space for graduate students over the medium term.

3.1.3 Libraries

The University’s library system is superbly equipped to support the Collaborative Program we propose. Its electronic resources in the field are as advanced as any library system on the continent. This includes special collections held at the Fisher Rare Book Library, and a special collection of materials on sexual representation held by the Bonham Centre itself. The Canadian Lesbian and Gay Archives, one of the largest such collections in the world, and by a long measure the largest in Canada, is located just a few blocks away from the St. George campus.

3.1.4 Computing facilities

Through the University’s libraries, students have access to a large number of computers and printers which will provide ample access to online research resources, word processing software and printing stations.

3.1.5 Enrolment/admissions

See enrolment projections above

3.1.6 Revenues/costs

The Bonham Centre assumes responsibility for all costs associated with the collaborative program.
3.1.7 Financial aid

Financial packages are the responsibility of home units.

4 Space and Facilities

4.1 Requirements for physical facilities

Graduate students will be expected to have access to workspace within their home departments, and within the University library system. The Centre’s seminar room, or other classrooms easily accessible by the Centre, will serve as the graduate students’ primary teaching space.

4.2 Capital projects for approvals

None

5 Students

5.1 Student affairs and services

Student affairs and services [reference Section 4.1, OCGS brief.]

N/A

5.2 Student conduct and discipline

The current University regulations will govern student conduct, both academic and non-academic, for this program. There will be no off-site locations, or joint endeavors outside of the University of Toronto’s purview.

5.3 Financial Support

Responsibility of home unit

5.4 Student registration and information systems

Student registrations and enrollment will follow current SGS practices for collaborative programs.
Sexual Diversity Studies (collaborative program)

Program Committee

D. Rayside, B.A., A.M., Ph.D. Political Science (Centre Director and Collaborative Program Director)
TBA

Address:
The Mark S. Bonham Centre for Sexual Diversity Studies,
University College, 15 King’s College Circle,
University of Toronto,
Toronto, Ontario, M5S 3H7

Telephone: (416) 978-6276
Fax: (416) 971-2027
E-mail: sexual.diversity@utoronto.ca
Web: www.utoronto.ca/sexualdiversity

Nature of Collaborative Program

The Mark S. Bonham Centre for Sexual Diversity Studies, which sponsors the collaborative program, also
hosts a large interdisciplinary undergraduate program, and acts as a hub for more than fifty faculty
members across the University who are interested in sexuality. It takes up questions of how we frame
and categorize sexual differences, why we fear some and celebrate others, how medical, religious, legal,
and political authorities respond to them, how identities are shaped by them. How and why is sexuality
labeled as lesbian, heterosexual, perverse, normal, gay, or queer? How does society divide the sexual
from the non-sexual? How do manifestations of and responses to sexual difference vary across lines of
gender, race, culture, religion, and (dis)ability?

The Centre’s programs balance social sciences and the humanities approaches, and aim to include
scholarly work rooted in the natural and life sciences as well. The work of graduate students is enhanced
by the disciplinary breadth of faculty interested in this field, by the strength of the University libraries’
collections, and by the proximity to a wealth of community resources.

Students interested in the collaborative program at the M.A. or Ph.D. level must apply to and be admitted
to a participating graduate degree program in one of the following departments or programs:

- Department of Anthropology
- Program in Visual Studies, Department of Art
- Program in History of Art, Department of Art
- Department of Classics
- Centre of Criminology
- Graduate Centre for Study of Drama
- Department of East Asian Studies
- Department of English
- Department of History
- Program in Information Studies, Faculty of Information Studies
- Program in Museum Studies, Faculty of Information Studies
- Faculty of Law
- Department of Linguistics
- Centre for Medieval Studies
- Department of Philosophy
- Faculty of Physical Health and Education
Students who successfully complete the requirements of the collaborative program will receive the notation “Completed Collaborative Program in Sexual Diversity Studies” on their transcript, in addition to the master’s or doctoral degree from their graduate unit.

**Admission Requirements**

Applicants who wish to enrol in the Collaborative Program must apply to and be admitted to both the Collaborative Program and a graduate degree program in one of the collaborating departments.

Applicants to the collaborative program must send a covering letter to the Director of the Collaborative Program, and a copy of either the “statement of interest” submitted to the home program or a distinct statement of interest prepared specifically for the collaborative program. Other materials in the full application sent to the home department will be consulted by the collaborative program director where necessary.

Admission to the collaborative program will depend on the applicant’s intention to pursue the study of questions related to sexuality, her/his academic record, and in the case of Ph.D. applicants, on the availability of appropriate supervisory faculty. Admission will be determined by the program director in consultation with members of the program committee or the program executive committee.

**Program Requirements**

**Master’s program requirements:**

Students admitted to the program at the Master’s level will be required to take a core course offered by SDS itself – SDS1000H. This .5 FCE requirement must be supplemented by at least another .5 FCE in the area of sexuality. Courses may be counted toward the .5 FCE required beyond the core course if a significant portion of the course addresses questions related to sexuality, or if most of the term work completed in association with it explores such questions. All such course selection must be approved by the director of the Collaborative Program.

If the home program makes provision for a Master’s thesis or research paper, the focus of the paper or thesis must be on a sexual diversity studies topic. The director of the Collaborative Program must approve the topic as compatible with the requirements of the program.

**Doctoral program requirements:**

Candidates admitted to the doctoral program will be required to take the Collaborative Program’s core course – SDS1000H, and at least an additional .5 FCE in the area of sexuality, subject to the Collaborate Program Director’s approval. Students who have completed the Collaborative Program at the Master’s level will not be required to take SDS1000H a second time, so that they will be required to take only another .5 FCE in the area of sexuality. (Such students would still be expected to participate in graduate orientation programs for SDS students, and to participate in other scholarly activities expected of all graduate students. This will ensure that all students know of the backgrounds and research interests of all other students.)

All students must pursue a dissertation topic related to sexual diversity, and include on the thesis committee at least one faculty member associated with SDS. (In most cases, the supervisor would be associated with SDS, though in some cases, the student’s particular analytical perspective will suggest
another faculty member in her/his discipline.) The director of the Collaborative Program must approve the topic as compatible with the requirements of the program. All students’ course of study and overall progress will be reviewed annually by the Collaborative Program director, though ultimate responsibility for the student’s progress will remain with the graduate chair of the home program.

Doctoral students would be expected to participate in a variety of other activities programmed by the Bonham Centre, including a monthly colloquium series, an annual one-day student conference, and regular "brown-bag" talks.

Courses of Instruction

Core Course(s)

SDS 1000H Theoretical and Methodological Issues in Sexual Diversity Studies

Elective Courses

SDS 1999H Special Topics in Sexual Diversity Studies

Courses offered by other departments and programs at the University of Toronto, subject to approval by the Collaborative Program director.

Not all courses are offered every year. Please consult the collaborative program office each session regarding course availability.

Revised 15oct07
### School of Graduate Studies
University of Toronto

**Proposal for a New Graduate Course**
2006-2007 (Version #2)

#### SECTION A: Required information

<table>
<thead>
<tr>
<th>Course designator/code (three letters):</th>
<th>Course Number (four digits):</th>
<th>Format (lecture/ seminar/readings, distance delivery, etc.):</th>
<th>Number of contact hours per week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDS</td>
<td>1999</td>
<td>Seminar/Readings</td>
<td>Three (3) Hours</td>
</tr>
</tbody>
</table>

**Course Title:**
Special Topics in Sexual Diversity Studies

**Department:**
Mark S. Bonham Centre for Sexual Diversity Studies

**Instructor/course coordinator** (including any other lecturers/instructors, if applicable; indicate responsibility of each instructor):
TBA

**Course Description** *(approximately 100-150 words; may include further description of format of course presentation, e.g., lectures, seminars, readings, etc.):*

Topics vary from year to year depending on instructor. This seminar is intended to expose students in the Sexual Diversity Studies graduate program to topics that may not be covered by permanent graduate studies courses.

This course will include readings, lectures and discussions based on the theoretical implications across disciplines. Additionally, students will give a group presentation and prepare a major research paper.

**Academic Relevance – state the reason for creating the course, and its place in your program (required, elective, etc.):**

In order to address contemporary and ongoing issues in sexuality studies, the Special Topics course will be a dynamic and ever changing course to engage students on relevant issues relating to sexual diversity studies.

*This is an optional course for all graduate students in the collaborative program.*

**Enrolment projection** *(estimate):*
12-20

**Prerequisite:**

<table>
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<tr>
<th>Co-requisites/exclusions/enrolment</th>
<th>Course weight <em>(indicate one)</em></th>
<th>Regular/continuing/extended <em>(indicate one below)</em></th>
<th>Start Session/Date:</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
**New Graduate Course Form**

### Abbreviated Course Title (maximum 30 characters and/or space or punctuation):

<table>
<thead>
<tr>
<th>Special Topics</th>
<th>in</th>
<th>Sexuality</th>
</tr>
</thead>
</table>

### Grading Scheme (indicate letter grade or credit/no credit (CR/NCR) designation):

- **X** Letter grades
- **CR/NCR**

### List components of course and percentage value for each component (no single component should have a value of more than 80% of the final grade; class participation is normally limited to no more than 10% and may not exceed 20%):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline of research essay</td>
<td>20%</td>
</tr>
<tr>
<td>Major research essay</td>
<td>60%</td>
</tr>
<tr>
<td>Participation and presentations</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Schedule of evaluation of course components (at least one piece of graded work must be returned to the student prior to the deadline to drop a course without academic penalty):

- Essay outline will be submitted and assessed prior to the drop date for the term in which the course is offered.
- Major research paper due by last day of classes in term.

### List graduate units where significant similarity or overlap may occur (confirm endorsement by those units of this new course; attach documentation as appropriate):

(see attached signature pages from OGCS Brief)

### Indicate resources required for delivery of course (instructor/teaching assistant/lab equipment, computing resources, distance delivery elements, etc.) and indicate whether requirements will be met through existing resources or whether additional resources will be required:

- **✓** All elements of the course will be met with existing resources.
- **☐** Additional resources will be required. Indicate type, source, and approval received:

### Confirm that course proposal has been approved by a graduate unit committee (provide committee name and meeting date):

Approved by Steering Committee of the Mark S. Bonham Centre for Sexual Diversity Studies.

**Date:** June 2007

**Submitted by:**
David Rayside
Director, Centre for Sexual Diversity Studies
Proposal for a New Graduate Course  
2006-2007 (Version #2)

SECTION A: Required information

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SDS</td>
<td>1000</td>
<td>Seminar/Readings</td>
<td>Three (3) Hours</td>
</tr>
</tbody>
</table>

**Course Title:**
Theoretical and Methodological Issues in Sexual Diversity Studies

**Department:**
Mark S. Bonham Centre for Sexual Diversity Studies

**Instructor/course coordinator (including any other lecturers/instructors, if applicable; indicate responsibility of each instructor):**
Mariana Valverde

**Course Description** (approximately 100-150 words; may include further description of format of course presentation, e.g., lectures, seminars, readings, etc.):
This course highlights the theoretical and methodological issues which have cropped up in a variety of disciplines and fields which are part of sexual diversity studies. It stimulates students to re-examine their own training and disciplinary background. This course aims to build the basic skills necessary to elaborate an interdisciplinary and methodologically up to date thesis or other project. As well, this course provides students with the background information to read relevant work from outside their field. This course will include readings, lectures and discussions based on the theoretical implications across disciplines. Additionally, students will give a group presentation and prepare a major research paper.

**Academic Relevance – state the reason for creating the course, and its place in your program (required, elective, etc.):**
Many of those who work within sexual diversity studies engage questions of gender, ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences. From their home departments, students may take up questions from their own discipline but explore it through the theoretical and methodological lens of sexuality studies.

This is required course for all graduate students in the collaborative program.

**Enrolment projection:**
20-40. (When enrolments for this course exceed 23 students, the course will be split into two sections.)

**Prerequisite:**

**Co-requisites/ exclusions/ enrolment restrictions (if)**

**Course weight (indicate one below):**

**Regular/continuing/ extended (indicate one below)*:**

**Start Session/Date:**
**Abbreviated Course Title** (maximum 30 characters and/or space or punctuation):
THEORIES & METHODS IN SEXUALITY

**Grading Scheme** (indicate letter grade or credit/no credit (CR/NCR) designation):
- **_X_** Letter grades
- **__CR/ NCR__**

**List components of course and percentage value for each component** (no single component should have a value of more than 80% of the final grade; class participation is normally limited to no more than 10% and may not exceed 20%):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Outline of research paper</td>
<td>20%</td>
</tr>
<tr>
<td>Major research essay</td>
<td>60%</td>
</tr>
<tr>
<td>Participation and presentations</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Schedule of evaluation of course components** (at least one piece of graded work must be returned to the student prior to the deadline to drop a course without academic penalty):

- Essay outline will be submitted and assessed prior to the drop date for the term in which the course is offered.
- Major research paper due by last day of classes in term

**List graduate units where significant similarity or overlap may occur** (confirm endorsement by those units of this new course; attach documentation as appropriate):
(see attached signature pages from OGCS Brief)

**Indicate resources required for delivery of course** (instructor/teaching assistant/lab equipment, computing resources, distance delivery elements, etc.) and indicate whether requirements will be met through existing resources or whether additional resources will be required:

- [✓] All elements of the course will be met with existing resources.
- □ Additional resources will be required. Indicate type, source, and approval received:

**Confirm that course proposal has been approved by a graduate unit committee** (provide committee name and meeting date):
Approved by Steering Committee of the Mark S. Bonham Centre for Sexual Diversity Studies

**Date:** June 2007

**Submitted by:**
David Rayside
Director, Centre for Sexual Diversity Studies
UNIVERSITY OF TORONTO

Brief for the Standard Appraisal

of the

Collaborative M.A., Ph.D. Program

in

Sexual Diversity Studies

Submitted to the
Ontario Council on Graduate Studies
October, 2007
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1. **Introduction and Rationale**

The Mark S. Bonham Centre for Sexual Diversity Studies at the University of Toronto proposes the creation of a collaborative program at the master's and doctoral levels in sexual diversity studies. The Centre aims to begin the collaborative program’s operation at the start of the 2008-2009 academic year, and to be housed at University College with the Faculty of Arts and Sciences as the lead faculty. The Centre is poised to become the first in Canada to offer a graduate program in sexuality studies, joining many prestigious academic institutions—such as the University of Chicago, Yale, Cornell, New York University and the City University of New York—that have already made a scholarly commitment to the advanced study of sexuality.

Interest in graduate-level scholarship in sexuality among the Centre’s own undergraduates and current University of Toronto graduate students, and interested correspondence from students elsewhere, are among the factors that have impelled us to move toward graduate programming. In less than a decade, the Centre’s undergraduate programs, developed under the SDS rubric, have grown to enrolments of about 150 students, with second-year core courses regularly filled to capacities of over 100 seats. This success is based both in students’ desire to undertake scholarship in sexuality and in the University of Toronto faculty who, from across a wide range of disciplines, have obtained international recognition in the field, and who have stewarded the Centre’s activities from its inception.

The Collaborative Program proposes a rigorously interdisciplinary scholarship requiring the kind of interdepartmental cooperation that graduate collaborative programs can provide, and also serving to enhance the University of Toronto’s substantial commitment to interdisciplinary learning. Queer and sexuality studies grew rapidly as an interdisciplinary field of inquiry from the early 1990s on, with the recognition that sexuality could not be reduced to gender, or explored analytically only through the lens of gender. And while it has emerged as an autonomous scholarly area, many of those who work within sexual diversity studies engage questions of gender. For that reason, the Centre and its undergraduate program have always worked in cooperation with the Women and Gender Studies Institute, and has secured the Institute as a partner in this Collaborative Program proposal. Similarly, the Collaborative Program will foster close relationships with other academic programs taking up questions of ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences.

The Centre's acquisition of space at University College, the establishment of administrative supports, the creation of a foundation of private giving, and the development of faculty commitment and student interest, have turned SDS into a vibrant and exciting program at the undergraduate level. It has positioned SDS to
take the next natural step into graduate education, and to engage students in the broader pedagogical and research ambitions of the Centre.

**Participating Graduate Degree Programs:**

- M.A., M.Sc., Ph.D., Programs in Anthropology, Department of Anthropology
- M.V.S., Program in Visual Studies, Department of Art
- M.A., Ph.D., Programs in History of Art, Department of Art
- M.A., Ph.D., Programs in Classical Studies, Department of Classics
- M.A., PhD., combined J.D. /M.A., Programs in Criminology, Centre of Criminology
- M.A., Ph.D., Programs in Drama, Graduate Centre for Study of Drama
- M.A., Ph.D., Programs in East Asian Studies, Department of East Asian Studies
- M.A., Ph.D., Programs in English, Department of English
- M.A., Ph.D., Programs in History, Department of History
- M.I.St., Ph.D., Programs in Information Studies, Faculty of Information Studies
- M.Mus.St, Program in Museum Studies, Faculty of Information Studies
- LLM, SJD, M.SL., Programs in Law, Faculty of Law
- M.A., Ph.D., Programs in Linguistics, Department of Linguistics
- M.A., Ph.D., Programs in Medieval Studies, Centre for Medieval Studies
- M.A., Ph.D., Programs in Philosophy, Department of Philosophy
- M.Sc., Ph.D., Programs in Exercise Sciences, Faculty of Physical Health and Education
- M.A., Ph.D. Programs in Political Science in the Department of Political Science
- M.A., Ph.D., Programs in Psychology, Department of Psychology
- M.P.P. Program in Public Policy, School of Public Policy and Governance
- M.A., Ph.D., Programs in Study of Religion in the Department and Centre for the Study of Religion
- M.A., Ph.D., Programs in Sociology, Department of Sociology
- M.A., M.Ed., Ed.D., Ph.D., Programs in Sociology and Equity Studies in Education in the Department of Sociology and Equity Studies in Education, Ontario Institute for Studies in Education
- M.A. Program in Women and Gender Studies, Women and Gender Studies Institute

2. **Objectives and Added Value**

The Bonham Centre is unique in its academic mission, taking up questions such as how sexual differences are framed and categorized. How and why is sexuality labeled as lesbian, heterosexual, perverse, normal, gay, or queer? How does society divide the sexual from the non-sexual? How do manifestations of and responses to sexual differences vary across gender, race, class, culture, religion and (dis)ability? How are sexual differences manifest in various social, cultural, religious, and political discourses?
The Centre’s pursuit of intellectual questions of sexual diversity is becoming increasingly global, much like feminist analysis and critical race scholarship. The Centre aims for a collaborative program that encourages “intersectional” inquiry within the Canadian context, and beyond the North American and European experience, on which earlier waves of scholarship on sexuality were based.

The SDS Collaborative Program will enhance graduate student experience. First, it will provide opportunities for graduate students with research interest in sexual diversity to meet with one another across disciplinary lines, in a field that is strongly marked by interdisciplinarity. They will do so in a relatively small setting, with a core course and ready access to the substantial intellectual programming of the Centre, bringing the members of each cohort into regular contact throughout a term.

Participation in the Collaborative Program will also give graduate students direct experience with interdisciplinary aspects of their work. A number of graduate students have already devoted substantial research projects to the advanced study of sexuality in a number of disciplines from across the University. As the field of sexual diversity studies continues to grow, the formal completion of this program, and the broad interdisciplinary approach to scholarship and pedagogy that it represents, will be an asset to our graduate students when they begin to compete on the job market.

The Collaborative Program will also contribute to students’ home program experience. Its interdisciplinary approach to courses, colloquia, programs and other scholarly activities, coupled with the opportunity for interaction with other students and faculty from across the University, will equip students with valuable experiences and insights that they, in turn, will bring to their home departments. The Collaborative Program will also foster increased dialogue and interest in sexual diversity issues and scholarship across the University, creating an interdisciplinary initiative that will draw additional students.

Research already being undertaken by graduate students across the University was exemplified in this year’s successful graduate colloquium. This series met regularly to share scholarship across disciplines and to supplement work that otherwise would have been done in isolation. It thus seems especially important, beneficial, and prudent to formalize the work that is already being done at the graduate level, and to capitalize upon the range of faculties and departments across our campuses by building an interdisciplinary collaborative program in sexual diversity studies.

The Centre’s acquisition of a new space, facilities, and administrative support, coupled with its ability to assemble teams of first-rank scholars to support and supervise graduate-student research, ideally positions it to undertake a collaborative
program. The Centre has received many indications of student interest in graduate-level research from inside and outside the University. Moreover, the Collaborative Program’s uniqueness in Canada makes us confident that it will attract high-caliber graduate students in a range of disciplines to the University of Toronto. In the first year, the Centre expects to admit 10 students to each of the M.A. and the Ph.D. programs. By year seven, the Centre aims to have incrementally doubled that number to 20 students in each program.

3. **Admission Requirements**

Students will apply to a participating graduate program in a “home” department, institute, or centre, and will be expected to submit a distinct statement of interest to the Director of the Collaborative Program. Their admission to the Collaborative Program will require their admission to a home program. Their acceptance to the Collaborative Program will depend on their intention to pursue the study of a question or questions related to sexuality, and in the case of Ph.D. applicants, on the availability of appropriate supervisory faculty, and on the enrolment target set for the collaborative program. (If more students apply to the Collaborative Program than can be absorbed, selection will be based on the statement of interest, grades, letters of reference, and other materials supplied to the home unit.)

Students already enrolled in a University of Toronto graduate degree program at the time of the formal approval of the SDS Collaborative Program may apply for admission. They will normally be expected to complete the core course and satisfy other requirements of the Collaborative Program.

4. **Program Requirements and Common Learning Experience**

The Collaborative Program will focus on interdisciplinary approaches to research in sexual diversity. Its core course will be coordinated by one faculty member associated with SDS, and will draw on additional faculty members for guest seminars or small blocks of seminars, in part to demonstrate a range of analytical and methodological approaches to the study of sexual diversity. Its core course will survey important currents of queer theory, and other theoretical currents used to frame studies of sexual difference. The course will also explore the different methodological approaches used by scholars coming from different disciplinary or cross-disciplinary backgrounds. A range of faculty from humanities, social science, and potentially natural or human science backgrounds will participate in the course, exposing students not only to divergent theoretical and methodological approaches, but to very different substantive questions.

(p.revised15oct07)
Master’s program requirements:

Students admitted to the program at the Master’s level will be required to take a core course offered by SDS itself – SDS1000H. This .5 FCE requirement must be supplemented by at least another .5 FCE in the area of sexuality. The course requirements of most partner programs allow Master’s students to take the equivalent of 1.0 FCE outside their own program, ensuring that the Collaborative Program need not create course-work obligations beyond those of the home program. Courses may be counted toward the .5 FCE required beyond the core course if a significant portion of the course addresses questions related to sexuality, or if most of the term work completed in association with it explores such questions. All such course selection must be approved by the director of the Collaborative Program.

All Master’s students in the Collaborative Program will take the following core course(s) (seminars, etc.):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>SDS1000H</td>
<td>Theoretical and Methodological Issues in Sexual Diversity Studies</td>
</tr>
</tbody>
</table>

*Synopsis:* This course highlights the theoretical and methodological issues which have cropped up in a variety of disciplines and fields which are part of sexual diversity studies. It stimulates students to re-examine their own training and disciplinary background. This course aims to build the basic skills necessary to elaborate an interdisciplinary and methodologically up-to-date thesis or other project. As well, this course provides students with the background information to ensure their capacity to read relevant work from outside their own field.

If the home program makes provision for a Master’s thesis or research paper, the focus of the paper or thesis must be on a sexual diversity studies topic. The director of the Collaborative Program must approve the topic as compatible with the requirements of the program.

Doctoral program requirements:

Candidates admitted to the doctoral program will be required to take the Collaborative Program’s core course – SDS1000H, and at least an additional .5 FCE in the area of sexuality, subject to the Collaborate Program Director’s approval. Students who have completed the Collaborative Program at the Master’s level will not be required to take SDS1000H a second time, so that they will be required to take only another .5FCE in the area of sexuality. All students
will pursue a dissertation topic related to sexual diversity, and include on the thesis committee at least one faculty member associated with SDS. (In most cases, the supervisor would be associated with SDS, though in some cases, the student’s particular analytical perspective will suggest another faculty member in her/his discipline.) The director of the Collaborative Program must approve the topic as compatible with the requirements of the program. All students’ course of study and overall progress will be reviewed annually by the Collaborative Program director, though ultimate responsibility for the student’s progress will remain with the graduate chair of the home program.

Student enrolment in SDS1000H will be largely or entirely made up of those Master’s and doctoral students registered in the Collaborative Program. If space is available, enrolment will be permitted by other graduate students or, in very exceptional cases by advanced undergraduate students, with preference given to students from the participating units.

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<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>SDS1000H</td>
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**Synopsis:** This course highlights the theoretical and methodological issues which have cropped up in a variety of disciplines and fields which are part of sexual diversity studies. It stimulates students to re-examine their own training and disciplinary background. This course aims to build the basic skills necessary to elaborate an interdisciplinary and methodologically up-to-date thesis or other project. As well, this course provides students with the background information to ensure their capacity to read relevant work from outside their own field.

Doctoral students are expected to participate in a variety of other activities programmed by the Bonham Centre, including a monthly colloquium series, an annual one-day student conference, and regular “brown-bag” talks.

**Completion of program requirements**

The Collaborative Program Director is responsible for certifying the completion of the Collaborative Program requirements. The home graduate unit is solely responsible for the approval of the student’s home degree requirements. Upon the completion of requirements of the home program and the Collaborative Program, student transcripts will indicate that they have completed all the requirements for the “Collaborative Program in Sexual Diversity Studies.”
5. **Participation of Home Graduate Programs**

The Collaborative Program’s core faculty members are available to students in the home program as advisors or supervisors. If a student’s program includes a thesis, it is expected that core faculty member(s) in the student’s home department will be involved in thesis supervision. Core faculty members also contribute to the Collaborative Program through teaching of the core course(s), serving as members of committees of Collaborative Program students outside their graduate unit, or participating in the delivery of seminar series and other common learning elements, or advising Collaborative Program students informally. Some participating units will offer courses on sexual diversity, or with significant components devoted to sexuality.

6. **Administration**

The Collaborative Program Director is responsible for the administration of both the Master’s and Ph.D. programs, as well as associated events. The Director will be recommended to the Dean of the School of Graduate Studies by the Director of the Bonham Centre, after deliberation by the graduate program committee and the participating departments or centres most affected by the specific appointment. The appointment would then be approved by the Dean of SGS.

The Collaborative Program Director’s initial term would be three years, though a recommendation for renewal for an additional term of up to five years could be made by the Bonham Centre Director in consultation with the Collaborative Program Committee, and the relevant departments/centres.

The Collaborative Program Committee will be responsible for assisting the director in all academic matters associated with the Collaborative Program, including admissions and curriculum. It will be chaired by the Collaborative Program Director, and will include one faculty member from each of the participating departments/programs, and the Vice-Principal of University College. It will also include one Master’s and one Ph.D. student registered in the Collaborative Program. (The committee will have the option of designating a smaller subset of its members to provide more regular advice to the Director.) The Bonham Centre Director will be an ex-officio member of the committee. Its members will be appointed by the Director of the Bonham Centre and the Collaborative Program Director, in consultation with partner departments/programs.

The Program Committee will call at least one annual meeting of all faculty and students involved in the program to assess strengths and weaknesses and to make proposals for future developments.
The Program Committee or a sub-committee shall be responsible for the following activities:

a) review of all applications and admissions to the collaborative program
b) approval of the nomination of a new Director
c) recommending changes to the curriculum of the collaborative program
d) recommending co-curricular programming for graduate students in the Collaborative Program

**Director**
*Not yet known.*

**Program Committee members**
*Not yet known.*

7. **Resource Issues**

The Centre possesses, or has access to, the necessary material, administrative, and faculty resources to support and maintain the Collaborative Program. Appendix III of this document provides a substantial list of academics at the University of Toronto with a major research interest in questions of sexuality, and we have no doubt that this is an incomplete list. A good number of these are relatively recent appointments, signaling a major surge in scholarly interest in such questions across a range of disciplines. There are already sufficient numbers of faculty members with graduate appointments in this group, providing more than enough supervisory resources for Ph.D. students, but the recent appointments clearly indicate that the scholarly foundations are becoming more solid with each passing year.

The University’s library system is superbly equipped to support the Collaborative Program we propose. Its electronic resources in the field are as advanced as any library system on the continent. This includes special collections held at the Fisher Rare Book Library, and a special collection of materials on sexual representation held by the Bonham Centre itself. The Canadian Lesbian and Gay Archives, one of the largest such collections in the world, and by a long measure the largest in Canada, is located just a few blocks away from the St. George campus.

Administrative support for the Collaborative Program will be provided through the Bonham Centre’s existing administrative office at University College, with backup from other offices at the College. Responsibility for funding the core course required of all Collaborative Program students will be assumed by the Bonham Centre, though it is soliciting commitments of funds to help support that course from most participating units.

8. **Registration Information/Enrolment Projections**
### Master’s Students
#### PROJECTED NEW REGISTRATIONS

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<td>17</td>
<td>18</td>
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<td>20</td>
<td>112</td>
</tr>
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### Ph.D. Students
#### PROJECTED NEW REGISTRATIONS

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<tr>
<td>Projection</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
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<td>20</td>
<td>109</td>
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APPENDIX I

School of Graduate Studies
University of Toronto

COLLABORATIVE M.A./PH.D. PROGRAM IN SEXUAL DIVERSITY STUDIES

MEMORANDUM OF AGREEMENT

June 2007

Memorandum of Agreement concerning a Collaborative Graduate Program in Sexual Diversity Studies among the:
Mark S. Bonham Centre for Sexual Diversity Studies and the following departments:
Centre of Criminology
Department of Anthropology
Department of Art
Department of Classics
Graduate Centre for Study of Drama
Department of East Asian Studies
Department of English
Department of History
Faculty of Information Studies
Faculty of Law
Department of Linguistics
Centre for Medieval Studies
Ontario Institute for Studies in Education
Department of Philosophy
Faculty of Physical Health and Education
Department of Political Science
Department of Psychology
School of Public Policy and Governance
Department and Centre for the Study of Religion
Department of Sociology
Women and Gender Studies Institute

1. Brief Description
In order to develop cooperative and multidisciplinary graduate education and research in sexual diversity studies, the following collaborating units agree to participate in a Collaborative Program at the following degree levels:
Name of Unit/Department AND Degree Level
Department of Anthropology, M.A., M.Sc., Ph.D., Programs in Anthropology

Name of Unit/Department AND Degree Level
Department of Art, M.V.S., Program in Visual Studies

Name of Unit/Department AND Degree Level
Department of Art, M.A., Ph.D., Programs in History of Art

Name of Unit/Department AND Degree Level
Department of Classics, M.A., Ph.D., Programs in Classical Studies

Name of Unit/Department AND Degree Level
Centre of Criminology, M.A., Ph.D., combined J.D. /M.A., Programs in Criminology

Name of Unit/Department AND Degree Level
Graduate Centre for Study of Drama, M.A., Ph.D., Programs in Drama

Name of Unit/Department AND Degree Level
Department of East Asian Studies, M.A., Ph.D., Programs in East Asian Studies

Name of Unit/Department AND Degree Level
Department of English, M.A., Ph.D., Programs in English

Name of Unit/Department AND Degree Level
Department of History, M.A., Ph.D., Programs in History

Name of Unit/Department AND Degree Level
Faculty of Information Studies, M.I.St., Ph.D., Programs in Information Studies

Name of Unit/Department AND Degree Level
Faculty of Information Studies, M.Mus.St., Program in Museum Studies

Name of Unit/Department AND Degree Level
Faculty of Law, LLM, SJD, M.SL., Programs in Law

Name of Unit/Department AND Degree Level
Department of Linguistics, M.A., Ph.D., Programs in Linguistics

Name of Unit/Department AND Degree Level
Centre for Medieval Studies, M.A., Ph.D., Programs in Medieval Studies
Name of Unit/Department AND Degree Level
Department of Philosophy, M.A., Ph.D., Programs in Philosophy

Name of Unit/Department AND Degree Level
Faculty of Physical Health and Education, M.Sc., Ph.D., Programs in Exercise Science

Name of Unit/Department AND Degree Level
Department of Political Science, M.A., Ph.D. Programs in Political Science

Name of Unit/Department AND Degree Level
Department of Psychology, M.A., Ph.D., Programs in Psychology

Name of Unit/Department AND Degree Level
School of Public Policy and Governance, M.P.P. Program in Public Policy

Name of Unit/Department AND Degree Level
Department and Centre for the Study of Religion, M.A., Ph.D., Programs in Study of Religion

Name of Unit/Department AND Degree Level
Department of Sociology, M.A., Ph.D., Programs in Sociology

Name of Unit/Department AND Degree Level
Department of Sociology and Equity Studies in Education, Ontario Institute for Studies in Education, M.A., M.Ed., Ed.D., PhD., Programs in Sociology and Equity Studies in Education

Name of Unit/Department AND Degree Level
Women and Gender Studies Institute, M.A. Program in Women and Gender Studies

2. Admission and Program Requirements and Completion

2.1 Admission Requirements
Each graduate student in the Program shall be enrolled in a participating degree program in the graduate unit that the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

2.2 Program Requirements
The student shall register in the School of Graduate Studies through the home graduate unit and shall:
a) meet all respective degree requirements of the School of Graduate Studies and the participating graduate unit; and
b) meet the requirements of the Collaborative Program:
   - .5 FCE core course in Sexual Diversity Studies
   - .5 FCE in other courses with substantial treatment of sexual diversity
   - Thesis or major research paper (if applicable) must be on a sexual diversity studies topic

2.3 Program Completion
With the approval of the Collaborative Program Director, the designation “Completed the Collaborative Graduate Program in Sexual Diversity Studies shall be shown on the transcript, upon certification that all requirements of the Collaborative Graduate Program in Sexual Diversity Studies have been fulfilled.

3. Role of Participating Graduate Units

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

4. Administration of the Program

4.1 Program Director
With the agreement of the Program Committee, the Director of the Bonham Centre of Sexual Diversity Studies recommends the appointment of a new Collaborative Graduate Program Director to the Dean of SGS, after consultation with departments or units most affected by the specific appointment, and with the current collaborative program director (if any). The appointment would then be approved by the Dean of SGS. (The Dean of the School of Graduate Studies approves appointments of Directors of Collaborative Programs.) The initial term
normally is three years, with subsequent terms normally up to five years. An appointment is renewable upon recommendation of Bonham Centre Director, with the agreement of the Program Committee and in consultation with the chairs/directors of the relevant participating graduate units, and approval of the Dean of SGS.

The Director shall be responsible for approving the admission to the collaborative program, certifying for each collaborative program student that the requirements of the Program have been fulfilled, and overseeing other activities designed to enhance the graduate student experience.

4.2 Program Committee
It is agreed that the Collaborative Program shall be administered by a program committee consisting of one graduate faculty member from each participating home program, the Director of the Bonham Centre for Sexual Diversity Studies, the Vice-Principal of University College, one collaborative program MA student, and one collaborative program Ph.D. student. The Program Committee shall be chaired by the Program Director. The program director will appoint faculty members to the program committee from participating units, with the approval of the chair, director, or dean of that unit. It shall meet at least once per year, though it may approve the appointment of a sub-committee with more frequent meetings.

The Program Committee or a sub-committee shall be responsible for the following activities:
   a) review of all applications and admissions to the collaborative program
   c) approval of the nomination of a new Director
   c) recommending changes to the curriculum of the collaborative program
   d) recommending co-curricular programming for graduate students in the Collaborative Program

4.3 Administration: General
Administrative support for the Collaborative Program will be provided by the administrative assistant serving the Bonham Centre for Sexual Diversity Studies.

5. Supporting Departments
N/A

6. Resource Issues
Administrative support for the Collaborative Program, and support for activities developed for collaborative program students, will be supplied by the Bonham Centre for Sexual Diversity Studies, or financially supported by the Centre. Financial
contributions may from time to time be solicited from participating units for specific events relevant to them, or for course development.

School of Graduate Studies
University of Toronto

COLLABORATIVE M.A., Ph.D. PROGRAMS IN SEXUAL DIVERSITY STUDIES

MEMORANDUM OF AGREEMENT

June, 2007

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

Director:

_________________________                      Date: ______________________
Director, David Rayside
Centre for Sexual Diversity Studies

Participating Graduate Units:
(See attached signature sheets)

_________________________                      Date: ______________________
**Supporting Departments [if any]**

[Chair/Director]  
[Unit Name]  

---

**School of Graduate Studies**

[Professor Susan Pfeiffer]  
Dean of Graduate Studies and  
Vice-Provost, Graduate Education  
School of Graduate Studies  

---

**Name of Lead Faculty (or designate)**

[Name]  
[Title: FAS]
APPENDIX II

APPRAISAL BRIEF

COLLABORATIVE M.A., Ph.D. PROGRAMS IN SEXUAL DIVERSITY STUDIES

PROGRAM REQUIREMENTS FOR PARTICIPATING PROGRAMS

Students admitted to the collaborative program at the Master’s level will be required to take a core course offered by SDS itself – SDS1000H. This .5 FCE requirement must be supplemented by at least .5 FCE in the area of sexuality. The course requirements of most partner programs allow Master’s students to take the equivalent of 1.0 FCE outside their own program, ensuring that the Collaborative Program need not create course-work obligations beyond those of the home program. Courses may be counted toward the .5 FCE equivalents beyond the core course if a significant portion of the course addresses questions related to sexuality, or if most of the term work completed in association with it explores such questions.

Candidates admitted to the Ph.D. will be required to take the SDS core course – SDS1000H, and at least an additional .5 FCE in the area of sexuality. Students who have completed the Collaborative Program at the Master’s level will not be required to take SDS1000H a second time. All students will pursue a dissertation topic related to sexual diversity, and include on the thesis committee at least one faculty member associated with SDS. (In most cases, the supervisor would be associated with SDS, though in some cases, the student’s particular analytical perspective will suggest another faculty member in her/his discipline.) All students' course of study and overall progress will be reviewed annually by the Collaborative Program director, though ultimate responsibility for the student’s progress will remain with the graduate chair of the home program.

All course selection for the additional .5FCE, at both the Master’s and Doctoral levels, must be approved by the director of the Collaborative Program.

DEPARTMENT OF [NAME OF GRADUATE UNIT]

- Department of Anthropology, M.A., M.Sc., Ph.D., Programs in Anthropology
- Department of Art, M.V.S., Program in Visual Studies
- Department of Art, M.A., Ph.D., Programs in History of Art
- Department of Classics, M.A., Ph.D., Programs in Classical Studies
- Centre of Criminology, M.A., Ph.D., combined J.D./M.A., Programs in Criminology
• Graduate Centre for Study of Drama, M.A., Ph.D., Programs in Drama
• Department of East Asian Studies, M.A., Ph.D., Programs in East Asian Studies
• Department of English, M.A., Ph.D., Programs in English
• Department of History, M.A., Ph.D., Programs in History
• Faculty of Information Studies, M.I.St., Ph.D., Programs in Information Studies
• Faculty of Information Studies, M.Mus.St., Program in Museum Studies
• Faculty of Law, LLM, SJD, M.SL., Programs in Law
• Department of Linguistics, M.A., Ph.D., Programs in Linguistics
• Centre for Medieval Studies, M.A., Ph.D., Programs in Medieval Studies
• Department of Philosophy, M.A., Ph.D., Programs in Philosophy
• Faculty of Physical Health and Education, M.Sc., Ph.D., Programs in Exercise Science
• Department of Political Science, M.A., Ph.D. Programs in Political Science
• Department of Psychology, M.A., Ph.D., Programs in Psychology
• School of Public Policy and Governance, M.P.P. Program in Public Policy
• Department and Centre for the Study of Religion, M.A., Ph.D., Programs in Study of Religion
• Department of Sociology, M.A., Ph.D., Programs in Sociology
• Department of Sociology and Equity Studies in Education, Ontario Institute for Studies in Education, M.A., M.Ed., Ed.D., PhD., Programs in Sociology and Equity Studies in Education
• Women and Gender Studies Institute, M.A. Program in Women and Gender Studies
APPENDIX III

COLLABORATIVE M.A., Ph.D. PROGRAMS IN SEXUAL DIVERSITY STUDIES

CORE FACULTY RESEARCH SYNOPSISES

The following is a list of the collaborative program’s core faculty:

**Department of Anthropology**

Holly Wardlow


**Department of Art (Visual Studies)**

Sue Lloyd


**Department of Art (History)**

John Ricco

2. "Name No One Man.” *parallax* 35, no.11 (April-June 2005).

**Department of Classics**

Alison Keith

Centre for Criminology
Mariana Valverde


Centre for Study of Drama
Nancy Copeland


Department of East Asian Studies
Jesook Song


Department of English
Michael Cobb


Department of History
Ashwini Tambe


Faculty of Information Studies
David Phillips


**Faculty of Law**

**Brenda Cossman**


**Department of Linguistics**

**Ron Smyth**


**Centre for Medieval Studies**

**David Townsend**


**Department of Philosophy**

**Kathryn P. Morgan**


**Faculty of Physical Health and Education**

**Carolyn Fusco**


**Department of Political Science**  
**David Rayside**  


**Department of Psychology**  
**Gillian Einstein**  


**School of Public Policy and Governance**  
**Melissa Williams**  


**Department and Centre for the Study of Religion**  
**Pamela Klassen**  


**Department of Sociology**  
**Adam Green**  

**Department of Sociology and Equity Studies in Education**

**Rinaldo Walcott**


**Women and Gender Studies Institute**

**Jacqui Alexander**


APPENDIX IV

CALENDAR ENTRY

COLLABORATIVE M.A./PH.D. PROGRAMS IN SEXUAL DIVERSITY STUDIES

Program Committee

Not yet known

Address:
University College, Room 251
15 King’s College Circle
Toronto, ON M5S 3H7

Telephone: (416) 978-6276 [for general inquiries]
Fax: (416) 971-2027
E-mail: sexual.diversity@utoronto.ca
Web: http://www.utoronto.ca/sexualdiversity

Nature of Collaborative Program

The Collaborative Program is a rigorously interdisciplinary program recognizing sexual diversity studies as an interdisciplinary field of inquiry. While it has emerged as an autonomous scholarly area, many of those who work within sexual diversity studies engage questions of gender, ethnicity, race, Aboriginal status, (dis)ability, and class, to highlight the importance of exploring their interaction with sexual differences. From their home departments, students may take up questions from their own discipline but explore it through the theoretical and methodological lens of sexuality studies.

Application Procedures

Each graduate student in the Program shall be enrolled in a participating degree program in the graduate unit where the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.
Master’s Degrees

Application Requirements
Each graduate student in the Program shall be enrolled in a participating degree program in the graduate unit that the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

Program Requirements
Students must meet all respective degree requirements of the School of Graduate Studies and the home graduate unit; and meet the requirements of the Collaborative Program:
- .5 FCE core course in Sexual Diversity Studies;
- .5 FCE in other courses with substantial treatment of sexual diversity;
- Thesis or major research paper (if applicable) must be on a sexual diversity studies topic.

Courses may be counted toward the .5 FCE beyond the core course if a significant portion of the course addresses questions related to sexuality, or if most of the term work completed in association with it explores such questions.

All course selection for the additional .5FCE must be approved by the director of the Collaborative Program.

Doctoral Degrees

Application Requirements
Each graduate student in the Program shall be enrolled in a participating degree program in the graduate unit where the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.

Program Requirements
Candidates admitted to the Ph.D. will be required to take the SDS core course – SDS1000H, and at least an additional .5 FCE in the area of sexuality. Students who have completed the Collaborative Program at the Master’s level will not be required to take SDS1000H a second time.
Students must meet all respective degree requirements of the School of Graduate Studies and the participating graduate unit; and meet the requirements of the Collaborative Program:

- .5 FCE core course in Sexual Diversity Studies
- .5 FCE in other courses with substantial treatment of sexual diversity- Thesis or major research paper (if applicable) must be on a sexual diversity studies topic.

All students will pursue a dissertation topic related to sexual diversity, and include on the thesis committee at least one faculty member associated with SDS. (In most cases, the supervisor would be associated with SDS, though in some cases, the student’s particular analytical perspective will suggest another faculty member in her/his discipline.)

All course selection for the additional .5FCE must be approved by the director of the Collaborative Program.

All students' course of study and overall progress will be reviewed annually by the Collaborative Program director, though ultimate responsibility for the student’s progress will remain with the graduate chair of the home program.

**Courses of Instruction**

**SDS1000H**

*Theoretical and Methodological Issues in Sexual Diversity Studies*

This course highlights the theoretical and methodological issues which have cropped up in a variety of disciplines and fields which are part of sexual diversity studies. It stimulates students to re-examine their own training and disciplinary background. This course aims to build the basic skills necessary to elaborate an interdisciplinary and methodologically up to date thesis or other project. As well, this course provides students with the background information to read relevant work from outside their own field.

**SDS1999H**

*Special Topics in Sexual Diversity Studies*

Topics vary from year to year depending on instructor. This seminar is intended to expose students in the Sexual Diversity Studies graduate program to topics that may not be covered by permanent graduate studies courses.
APPENDIX V

School of Graduate Studies
Proposal for New Courses

SDS1000H
Theoretical and Methodological Issues in Sexual Diversity Studies

This course highlights the theoretical and methodological issues which have cropped up in a variety of disciplines and fields which are part of sexual diversity studies. It stimulates students to re-examine their own training and disciplinary background. This course aims to build the basic skills necessary to elaborate and interdisciplinary and methodologically up to date thesis or other project. As well, this course provides students with the background information to ensure their capacity to read relevant work from outside their own field.

A half course meeting once a week for three hours, this will be the only course required of all students in the collaborative program. The first six weeks will have the students reading a set of common texts and hearing lectures on methodological and theoretical issues from scholars in several disciplines who also represent a variety of methods of inquiry; the second half of the course will be mainly composed of student presentations and small-group work, though with constant and consistent guidance from the course coordinator. During the second half of the course students not presenting their own work will be asked to read either work in progress by other students or somewhat more specialized published work. The students would be encouraged to discuss issues they are actually encountering as they plan their dissertation or other research work, rather than commenting on readings as is often done in graduate seminars.

Common texts for the first half of the course could be but are not limited to:
A) Methodological issues in the history of sexuality: George Chauncey, Gay New York; Martha Vicinus, Intimate Friends; David Halperin, How to do the history of homosexuality,
B) A science of sexuality? Freud, Three essays; Steven Seidman, ed., Queer theory/sociology,
C) Literary approaches: Eve Sedgwick, Epistemology of the closet; Jonathan Dollimore, Sexual dissidents,
D) Space and sexuality: Bell and Valentine, Mapping desire: geographies of sexualities
E) Science and technology studies: Donna Haraway, Simians, cyborgs, and women.
Marks Distribution:
Students will be graded on major work, small group works and on participation in class discussion.
Participation and presentations in class: 20%
Outline of a research paper: 20%
Final paper: 60%

SDS1999H
Special Topics in Sexual Diversity Studies

Topics vary from year to year depending on instructor. This seminar is intended to expose students in the Sexual Diversity Studies graduate program to topics that may not be covered by permanent graduate studies courses.
Program Requirement Change: Chemistry, Ph.D.

MOTION ( / ) THAT the Graduate Education Council approve the proposal from the Faculty of Arts and Science to reduce program requirements in the Chemistry, Ph.D. Program. Required courses for students in Analytical Chemistry, Environmental Chemistry, Inorganic Chemistry, Experimental Physical Chemistry, Organic Chemistry, and Polymer and Materials Chemistry will be reduced from “a minimum of two full-course equivalents” to “two to four half-course equivalents”. Changes are effective September 1, 2008.

See supporting documentation attached.

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

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of October 9, 2007. There was no discussion regarding the proposal at the meeting.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: PROPOSAL FOR PROGRAM REQUIREMENT CHANGES TO THE CHEMISTRY, Ph.D. PROGRAM

Faculty Affiliation: Arts & Science

Name of Graduate Unit: Chemistry

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

Brief Summary of Proposed Change: The calendar will state the following “<NEW TEXT With the exception of Theoretical Physical Chemistry, each program requires a minimum of two to four half-course equivalents from approved graduate courses offered in the School of Graduate Studies, depending on the student’s academic background. The number of courses required will be determined in consultation with the supervisor and Graduate Studies Committee. END NEW TEXT> Up to one full-course equivalent taken….” This is a change from the previous requirement of “a minimum of two full course equivalents…”

Rationale: Doctoral students who completed an MSc degree outside our department may request to reduce the number of credits they need to complete the doctoral degree based on their past academic history. Previously, requests were forwarded to SGS for approval.

SGS recommends implementing a practical approach. With the amendment, the Department will have some flexibility to have students take greater or fewer courses based on their past academic history. Request for reductions must still be forwarded to the Graduate Office to determine number of courses the student must fulfill in the doctoral program.

Prior Approvals/Actions:
- Graduate Studies Committee
- The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of October 9, 2007.

Proposed Effective Date: September 2008

Financial and/or Planning Implications: No financial implication.

Contact name: Professor Gilbert Walker

Submitted by: Professor Gilbert Walker

Date: August 18, 2007
Graduate Faculty

Full Members
J. P. D. Abbatt, BSc, AM, PhD
C. J. Allen, BSc; PhD
R. A. Batey, BA, PhD
P. W. Brumer, BSc, PhD, FRSC, University Professor, Roel Buck Chair in Chemical Physics
J. B. Chin, BSc, PhD
A.-A. Dhirani, BSc, MSc, PhD
J. D. J. Donaldson, BSc, PhD
D. H. Farrar, BSc, MSc, PhD
U. Fekl, MSc, Phd
S. J. Fraser, BA, PhD
M. Georges, BSc, Phd
C. M. C. Goh, BSc, PhD
R. E. Kapral, BSc, PhD, FRSC
L. Kay, BSc, PhD, Canada Research Chair
R. H. Kluger, AB, AM, PhD, FRSC
L. P. Kotra, BPhm, PhD
J. Krull, BSc, MSc, PhD, AstraZeneca Professor of Biotechnology
E. Kumacheva, BS, MSc, PhD
M. Lautens, BSc, PhD, AstraZeneca Professor of Organic Synthesis
S. M. Mabury, BS, PhD
(Chair)
P. Macdonald, BSc, MSc, PhD
R. A. McClelland, BSc, PhD, FRSC
D. McMullen, BSc, MSc, Phd
M. Menzinger, DipI-Ing, MSc, PhD
D. R. Miller, BSc, PhD, FRSC, Canada Research Chair
C. A. Mims, BS, PhD
R. H. Morris, BSc, PhD
G. A. Ozin, BSc, DPhil, FRSC, University Professor, Canada Research Chair
J. C. Polanyi, BSc, MSc, PhD, DSc, FRS, FRSC, University Professor
J. Powell, BSc, PhD
S. Prosser, BSc, MSc, PhD
J. M. S. Schofield, BA, PhD
G. D. Scholes, BSc, PhD
B. Sherwood Lollar, BA, PhD
J. Shin, AB, PhD
M. S. Shoichet, BSc, MSc, PhD, Canada Research Chair
A. Simpson, BSc, PhD
M. Simpson, BSc, PhD
D. Song
M. Thompson, BSc, PhD, DSc, FRSC, FCIC
T. T. Tidwell, BS, AM, PhD
G. Walker
(Associate Chair, Graduate Studies)
F. Wania, Dipl-Geook, PhD
S. G. Whittington, BA, PhD
M. A. Winnik, BA, PhD, FRSC, University Professor
A. G. A. Woolley, BSc, PhD
A. K. Yudin, BS, PhD
D. Zamble, BSc, PhD

Members Emeriti
Modern facilities are available for research leading to the M.Sc. and Ph.D. degrees. The areas of interest cover a wide variety of topics in analytical, biological, environmental, inorganic, organic, materials, polymers, physical, and theoretical chemistry and their related interdisciplinary areas.

An average of at least B+ is required for admission to the graduate programs. An exceptional student with an appropriate B.Sc. degree may be admitted directly to the Ph.D. program. Alternatively, transfer to the Ph.D. program may be considered after a one-year M.Sc. residency period.

Degree of Master of Science
A student’s program will normally include the submission of a thesis, the successful completion of one graduate full-course equivalent, and participation in a seminar program.

Degree of Doctor of Philosophy
The main requirement for this degree is the execution of an original investigation that is presented in a thesis. Students select one of the following as a major field: Analytical Chemistry, Environmental Chemistry, Inorganic Chemistry, Organic Chemistry, Experimental Physical Chemistry, Theoretical Physical Chemistry, or Polymer and Materials Chemistry. Combinations within these subdisciplines, or with other disciplines, are permitted under the category of an interdisciplinary program. **With the exception of Theoretical Physical Chemistry, each program requires a minimum of two to four half-course equivalents from approved graduate courses offered in the School of Graduate Studies, depending on the student’s academic background. The number of courses required will be determined in consultation with the supervisor and Graduate Studies**
Committee. With the exception of Theoretical Physical Chemistry, each program requires a minimum of two full-course equivalents from approved graduate courses offered in the School of Graduate Studies. Up to one full-course equivalent taken for credit in the master's program may be used to partially fulfill the Ph.D. requirements. Each program requires successful completion of an oral examination in the area of the major field, as well as participation in a seminar program.

Specific requirements for some of the major fields are as follows:

1 Analytical Chemistry
One half-course in analytical chemistry in each of the areas of spectroscopy and separation science/electrochemistry, plus one other half-course to support the research program. Candidates must also pass seven cumulative exams and participate in the Analytical Chemistry seminar program.

2 Environmental Chemistry
At least four half-courses to include CHM 1401H, at least one other course in environmental chemistry (ENV 1410H, CHM 1415H, CHM 1425H, CHM 1550H, and at least one CHM course to be chosen in consultation with the supervisor/ supervisory committee and confirmed by the field representative. The fourth course may be an approved course offered in a cognate department. Presentation of two seminars (normally in second and fourth years of study) and participation in the Environmental Chemistry seminar and colloquia program. A written research proposal, defended orally, on a topic other than the primary research topic delivered prior to the end of the second year of graduate study. Successful completion of an oral examination in the area of Environmental Chemistry, normally completed following course work and before the end of the second year of graduate study.

3 Inorganic Chemistry
Four half-courses including one core half-course (either CHM 1261H or CHM 1270H that are offered in alternating years) plus the presentation of one seminar each year (to a total of four) in the Inorganic Chemistry seminar program including one on an original research proposal.

4 Experimental Physical Chemistry
Four half-courses consisting of a combination of core and other courses. The number of core courses is determined by the research director and the student, while observing the principle that breadth of background preparation should be the major objective in course selection. Attendance and participation in the Physical Chemistry seminar program are mandatory.

5 Theoretical Physical Chemistry
Six half-course equivalents, including two core half-courses. Specifics are to be determined by the research director and the student. Attendance and participation in the Physical Chemistry seminar program are mandatory.

6 Organic Chemistry
At least four half-courses to include at least two Organic Chemistry graduate courses selected from CHM 1040H to CHM 1068H (inclusive). Students may take graduate courses from other chemistry fields or cognate departments. All students are expected to be at the level of the fourth year undergraduate courses offered in physical organic, synthetic organic, and biological chemistry, and if necessary the cross-listed Arts and Science courses may be taken. Courses will be selected in consultation with the supervisor and confirmed by the Graduate Studies Committee field representative. Students must also pass seven cumulative exams and present two seminars as a component of their participation in the Organic Chemistry seminar program (normally in the second and fourth years of study). Upon completion of course work and cumulative exams, students will take an oral exam in the area of Organic and Biological Chemistry.

7 Polymer and Materials Chemistry
Four half-courses, to include at least two of the three core courses. A list of other courses considered appropriate to the Polymer and Materials Chemistry research area is available from the department. Presentation of at least two seminars (the first will be an independent research proposal, the second a presentation on research) and participation in the Polymer and Materials Chemistry seminar program. Successful performance in an oral examination in the area of Polymer and Materials Chemistry following the completion of course work.

8 Interdisciplinary Ph.D. Program
Four half-courses, including one core half-course from the above subdisciplines, and participation in one of the subdiscipline seminar programs. Acceptance into this program requires a research topic of a truly interdisciplinary nature; a written request must be submitted to the graduate coordinator.

Depending upon the area of research, students may also be required to show an adequate ability to translate scientific text in one or two of the following languages: French, German, and Russian.

A student whose major subject is in another department may consult the Department of Chemistry regarding the selection of a minor in Chemistry.

Collaborative Programs
The Department of Chemistry participates in the following Collaborative Programs:
1 Biomolecular Structure
2 Environmental Studies (see Environment)
For details, consult the separate entries in this calendar.

Course Schedules
A schedule listing the times, room locations, and course descriptions is available from the Coordinator of Graduate Studies at the beginning of each session.

Research Courses
All M.Sc. and Ph.D. degree students engaged in research must register in the appropriate 2000 sequential series of research courses in one of the major fields. Students register in these courses each year, in sequence of the last digit.

Courses of Instruction
Not all courses are offered every year. Please consult the Department each session as to course availability.

Organic Chemistry
CHM 1003H Physical Organic Chemistry II (AS 443H)*
CHM 1004H Synthetic Organic Chemistry (AS 440H)*
CHM 1005H Applications of Spectroscopy in Organic Structure Determination (AS 441H)*
CHM 1006H Bioorganic Chemistry (AS 447H)*
CHM 1008H Biological Chemistry (AS479H)*
CHM 1040H Modern Organic Synthesis
CHM 1045H Modern Physical Organic Chemistry
CHM 1054H Topics in Bioorganic Chemistry
CHM 1060H Advanced Topics in Synthetic Organic Chemistry
CHM 1068H Topics in Biological and Medicinal Chemistry
CHM 1090Y Organic Chemistry Seminar (Credit/No Credit)
CHM 2044H Research in Organic Chemistry
JRX 1124H Structured-Based Drug Design

Analytical Chemistry
CHM 1102H Developing Techniques in Analytical Chemistry (AS 414H)*
CHM 1103H Advanced Topics in Analytical Chemistry (CHM 414H)
CHM 1104H Separation Science (AS 416H)*
CHM 1105H Separations, Chromatography, and Microfluidics
CHM 1106H Instrumentation for Chemists
CHM 1150H Advances in Electroanalytical Chemistry and Electrochemical Sensors
CHM 1152H Chemical Sensors
CHM 1157H Applications of Chemometrics
CHM 1190Y Analytical Chemistry Seminar (Credit/No Credit)
CHM 2014H Research in Analytical Chemistry
BME 1452H Signal Processing for Bioengineering
CHE 1144H Separation Processes
ENV 1410H Analytical Environmental Chemistry
PHY 1406H Microprocessor Interfacing Techniques

Inorganic Chemistry
CHM 1204H Organometallic Chemistry (AS 432H)*
CHM 1206H Solid State Chemistry: Structure-Property Relations (AS 434H)*
CHM 1209H Structural Methods in Inorganic Chemistry
CHM 1258H Reactions of Coordinated Ligands
CHM 1261H Topics in Inorganic Chemistry I §
CHM 1263H Bioinorganic Chemistry (AS 437H)*
CHM 1266H X-Ray Crystallography
CHM 1269H New Directions in Solid-State Chemistry: Materials Self-Assembly
CHM 1270H Frontiers in Inorganic Chemistry §
CHM 1290Y Inorganic Chemistry Seminar (Credit/No Credit)
CHM 2034H Research in Inorganic Chemistry

Polymer and Materials Chemistry
CHM 1301H Organic and Inorganic Polymer Synthesis §
CHM 1302H Physical Chemistry of Polymers §
CHM 1310H Polymer Chemistry (AS 426)*
CHM 1390Y Polymer and Materials Chemistry Seminar (Credit/No Credit)
CHM 2304H Research in Polymer and Materials Chemistry
JMY 1303H Solids as Advanced Polymer Materials

Physical and Theoretical Chemistry
CHM 1441H Mathematical Methods
CHM 1442H Current Directions in Experimental Physical Chemistry
CHM 1443H Intermediate Quantum Mechanics
CHM 1444H Statistical Mechanics of Condensed Phases
CHM 1445H Coherent Control of Molecular Processes
CHM 1446H Quantum Computation and Information Theory
CHM 1447H Biophysical Chemistry
CHM 1448H Modelling of Biochemical Systems
CHM 1455H NMR Spectroscopy I: Introduction to Theory and Application
CHM 1456H NMR Spectroscopy II: Advanced Theory and Application
CHM 1458H Topics in Reaction Kinetics I
CHM 1464H Topics in Statistical Mechanics
CHM 1476H Modern Topics in Statistical Mechanics
CHM 1478H Quantum Mechanics for Physical Chemists §
CHM 1479H Thermodynamics §
CHM 1480H Basic Statistical Mechanics § (AS 427H)*
CHM 1481H Reaction Kinetics and Dynamics § (AS 421H)*
CHM 1483H Group Theory and Quantum Mechanics
CHM 1485H Molecular Dynamics and Chemical Dynamics in Liquids
CHM 1486H Modern Molecular Spectroscopy
CHM 1487H Modern Topics in Colloid Chemistry
CHM 1490Y Physical Chemistry Seminar (Credit/No Credit)
CHM 2024H Research in Physical Chemistry

**Environmental Chemistry**
CHM 1401H Transport and Fate of Chemical Species in the Environment §
CHM 1404H Molecular Analysis of Natural Systems
CHM 1415H Atmospheric Chemistry
CHM 1420H Environmental Chemistry of Soil
CHM 1425H Modelling the Fate of Organic Chemicals in The Environment
CHM 1550H Topics in Environmental Chemistry
CHM 1590Y Environmental Chemistry Seminar (Credit/No Credit)
CHM 2534H Research in Environmental Chemistry
ENV 1410H Analytical Environmental Chemistry

All graduate courses for degree credit must be approved by the Department. Subject to departmental permission, degree students in Chemistry may take a limited number of graduate courses based on fourth-year Faculty of Arts and Science courses in Chemistry or a cognate discipline. Approvals of such fourth-year courses will be considered on an individual basis. Third-year Arts and Science courses, or their essential equivalents, will not receive degree credit.

§Core course
*Listing in the calendar of the Faculty of Arts and Science
#University of Toronto at Mississauga listing
Motion

Graduate Education Council
Tuesday, October 23, 2007

Item 7.2

**MOTION** (     /    ) THAT the Graduate Education Council approve the proposal from the School of Graduate Studies, Centre for Criminology, to eliminate CRI 1050H Theories of Crime and Social Order as a required course in the M.A. and Ph.D. program. The total number of required courses remains unchanged. Changes are effective immediately.

*See supporting documentation attached.*

**NOTE:**
The proposal was posted on the Graduate Webposting System (GWS) for 28 days. This proposal was approved by the SGS Committee on Centre and Institute Programs (CCIP) on October 11, 2007. There was no discussion regarding the proposal at the meeting.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: CRIMINOLOGY – PROPOSAL FOR CHANGES TO THE MASTER’S AND DOCTORAL PROGRAMS

Faculty Affiliation: School of Graduate Studies

Name of Graduate Unit: Centre of Criminology

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

Brief Summary of Proposed Change:
As it stands, the Centre of Criminology Masters program has two required courses: CRI-1050H (Theories of Crime and Social Order) and CRI-2010H (Methodological Issues in Criminology). Currently, our PhD students are also required to complete these two courses – at either the Masters or the Doctoral level. The faculty at the Centre of Criminology have voted unanimously to eliminate the theory course requirement (CRI-1050H) for both Masters and PhD students. CRI-1050 would still be offered as an elective course.

It must be noted that this change will not in any way reduce the total number of courses that students will have to take in order to earn their degrees. Students will still be required to complete eight half courses (or complete six half courses and a major research paper). The only difference under the proposed policy is that CRI-1050H will move from a required course that all students must take to an elective course. It should also be noted that current restrictions on the number of courses that can be taken outside of the department will be maintained.

Rationale:
All of the graduate courses offered at the Centre of Criminology have a very strong theoretical component. We therefore feel that our students do not require CRI-1050H in order to obtain breadth in criminological theory. Indeed, a separate theory requirement represents an unnecessarily restrictive and somewhat outmoded idea of what theory entails.

Prior Approvals/Actions:
The proposed change to our theory requirement was first discussed and developed by the graduate admissions committee in December 2006. The proposed change was then forwarded to all faculty members, by email, for review
and feedback. We received no negative feedback from faculty members. The final proposal for changing the Centre's theory course requirement was discussed, voted on and approved by all faculty members during a faculty meeting on Friday, March 9th, 2007. This proposal was approved by the SGS Committee on Centre and Institute Programs (CCIP) on October 11, 2007.

**Proposed Effective Date:** immediately  
**Financial and/or Planning Implications:** None identified  
**Contact name, e-mail address and telephone #:**  
Scott Wortley  
Associate Professor and Graduate Coordinator  
Centre of Criminology  

**Submitted by:** Scot Wortley, Graduate Coordinator  
**Date:** June 4th, 2007
The primary aim of the graduate program in Criminology is to provide graduate students with opportunities for advanced multidisciplinary study and supervised research experience concerning crime and the administration of criminal justice. It allows students to become familiar with the existing body of criminological knowledge and to develop critical and analytical skills in relation to the study of crime and the various approaches and techniques of research appropriate to the field. It is specifically designed to educate students for careers (1) in teaching or research in criminology fields, and (2) in which a basic training in criminology and the ability to embark upon and critically evaluate criminological research are necessary or desirable.

TOEFL
It is essential that all incoming graduate students have a command of English. Facility in the English language must be demonstrated by all applicants educated outside Canada whose primary language is not English and who graduated from a university where the language of instruction and examination was not English. This requirement must be satisfied using a Test of English as a Foreign Language (TOEFL) with a verbal and a written component. Applicants taking the paper-based TOEFL exam must achieve a minimum score of 580 and 5 on the TWE. Applicants taking the computer-based TOEFL exam must achieve a minimum score of 237 and 5 on the essay rating component. Applicants taking the internet-based TOEFL exam must achieve a minimum score of 93/120 and 22/30 on the writing and speaking sections. Official copies of these scores must be submitted to the University before a formal offer of admission can be made.

Degree of Master of Arts

Admission Requirements
Applicants must have a four-year University of Toronto bachelor’s degree or its equivalent from another university. A four-year bachelor’s degree normally consists of 20 full courses. Applicants with arts and science degrees will normally be required to have at least a B+ standing. Applicants from law schools who have already completed a J.D. degree or its equivalent will normally be required to have at least a B standing.
Junior Fellows may be given office space at the Centre of Criminology if it is available, as well as access to other Centre facilities. The status of Junior Fellows reflects the Centre's commitment to the intellectual life of the Centre. The program reflects the Centre's commitment to the multidisciplinary character of criminological research. Therefore, students who are enrolled in doctoral programs in other departments of the University of Toronto, and who plan to undertake graduate research on a criminological topic, may apply to be appointed as Junior Fellows at the Centre of Criminology. Since the Junior Fellowships began in 1976, more than 50 students have been associated with the Centre in this way. Students have come from a variety of disciplines including Anthropology, Education, History, Law, Philosophy, Political Science, Psychology, Social Work, and Sociology.

Junior Fellowships at the Centre

The overall objective of the Junior Fellowship program is to involve doctoral students who are studying in areas related to criminology and to enhance the intellectual life of the Centre. The program reflects the Centre's commitment to the multidisciplinary character of criminological research. Therefore, Junior Fellowships are awarded to students whose academic performance, demonstrated interest in criminology, and desire to participate actively in the Centre contribute to the achievement of the objective of the program.

Junior Fellows may be given office space at the Centre of Criminology if it is available, as well as access to other Centre facilities. The status of Junior Fellow does not include any financial award.

Under special circumstances, students who are enrolled in graduate programs at other universities and who are undertaking research on a criminological topic may apply to be appointed as Visiting Junior Fellows.

The program is designed for students familiar with the approaches and methodologies associated with the social sciences. It would be advantageous for students to have some background in the theories of crime and deviance and a basic knowledge of social science research methods. A student who is admitted without such background may be required to do special work before being enrolled.

The M.A. can be completed on a full-time or part-time basis. All students will be required to complete the program within the time limits set for the M.A. degree under the general regulations. Students with professional experience who meet the academic admission requirements are encouraged to join the program.

Program Requirements

Master's degree students can complete the program in 1 of 2 ways: by completing 8 half-courses within 9 months or by completing 6 half-courses and a research paper within 12 months. The degree program divides into two sections: compulsory and optional courses.

The compulsory section consists of a course on criminological research methods (CRI 2010H).

The optional courses allow students to engage in specialized study of different approaches to, and topics within, criminology. The optional courses offered may vary from year to year. In certain cases a student may, with the approval of the Graduate Coordinator, substitute a maximum of two half-courses from another graduate unit in lieu of optional courses in Criminology.

All students are required to participate in the Centre's non-credit Research Seminar.

Degree of Doctor of Philosophy

Admission Requirements

Applicants normally have an M.A. degree in Criminology, or an equivalent master's degree from a recognized university. Students from M.A. programs other than the University of Toronto's M.A. in Criminology may be required to take additional courses as part of their doctoral program. Applicants will not normally be considered unless they achieved a minimum A- standing in their M.A. degree program.

Program Requirements

Ph.D. students are required to be on campus full-time for the period of their program. Students are expected to participate in the Centre's activities associated with the program.

Ph.D. students with the University of Toronto M.A. in Criminology or its equivalent must fulfill the following requirements:

Comprehensive Examination

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.

Course Requirements

Ph.D. students must complete a minimum of four half-courses beyond those taken at the M.A. level. Students must complete, at either the M.A. or the Ph.D. level, the required research methods course (CRI 2010H). Ph.D. students are also required to participate in the non-credit research seminar.

Course Schedule

Students will normally complete all course requirements for the Ph.D. in the first year of their Ph.D. program. Comprehensives will normally be completed by the end of the first session of the second year. It is expected that the dissertation should be completed and successfully defended by the end of the fourth year.

Language Requirements

Students must have an adequate knowledge of a language other than English if an additional language is deemed essential for satisfactory completion of research for the thesis.

Thesis

Ph.D. students must prepare an original thesis that is a significant contribution to knowledge in criminology. The thesis is a sustained piece of research written in an integrated series of chapters. The thesis is normally supervised by a member of the graduate faculty in Criminology, with two other members of the graduate faculty serving on the thesis committee.

Ph.D. students with the University of Toronto M.A. in Criminology or its equivalent must fulfill the following requirements:

Comprehensive Examination

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.

Course Requirements

Ph.D. students must complete a minimum of four half-courses beyond those taken at the M.A. level. Students must complete, at either the M.A. or the Ph.D. level, the required research methods course (CRI 2010H). Ph.D. students are also required to participate in the non-credit research seminar.

Course Schedule

Students will normally complete all course requirements for the Ph.D. in the first year of their Ph.D. program. Comprehensives will normally be completed by the end of the first session of the second year. It is expected that the dissertation should be completed and successfully defended by the end of the fourth year.

Language Requirements

Students must have an adequate knowledge of a language other than English if an additional language is deemed essential for satisfactory completion of research for the thesis.

Thesis

Ph.D. students must prepare an original thesis that is a significant contribution to knowledge in criminology. The thesis is a sustained piece of research written in an integrated series of chapters. The thesis is normally supervised by a member of the graduate faculty in Criminology, with two other members of the graduate faculty serving on the thesis committee.
Enquiries concerning Junior Fellowships or the Ph.D. program should be directed to the Coordinator of Graduate Studies at the Centre of Criminology.

**Combined J.D./M.A. in Criminology**
Law students who also want to pursue graduate work in criminology may undertake the combined J.D./M.A. in Criminology degree program.

**Admission Requirements**
In a combined program, applicants must gain independent admission to both programs. Applicants may be admitted before they enter the J.D. program or while they are in the first year. Applicants wishing to apply to the Combined J.D./M.A. program in Criminology should contact the Admissions Office, Faculty of Law, University of Toronto at (416) 978-3716.

**Program Requirements**
Students first take the full first-year law program. This is followed by two combined years. Over the course of the two combined years students must:  
1. take 45 credits in the Faculty of Law;  
2. satisfy the compulsory requirements of the upper years of the J.D. These are a moot, an extended paper, and a perspective course;  
3. take six half-courses at the Centre of Criminology; one of these half-courses must be the required research methods course (CRI-2010). Two of these half-courses may be taken in the form of the Centre of Criminology’s Research Paper.  
Students must take a minimum of two half-courses in Criminology in each of the second and third years of the program and may take a maximum of four half-courses a year. The number of law school credits completed each year will be adjusted accordingly, the only requirement being that 45 are completed over the two years. Students must submit their programs for the approval of the Director of the Combined Program.

**Collaborative Programs**
Criminology participates in two collaborative programs:  
1. Addiction Studies  
2. Women’s Studies  
For detailed information, consult the separate entries in this calendar.

**Courses of Instruction**
All courses are half-courses, with the exception of the Research Paper. Not all courses are offered every year. Consult the Centre regarding course availability.

Due to space limitations, Criminology graduate students will be given priority in graduate course enrolment; all other students must receive written permission from the instructor before enrolling in any of the Centre’s graduate courses.

**I Required Courses**
CRI 2010H Methodological Issues in Criminology/R. Gartner

**II Optional Courses**
CRI 1050H Theories of Crime and Social Order/M. Valerde  
CRI 1020H Law and Society: Theoretical Perspectives/R. Levi  
CRI 2020H Applied Statistics in Criminology/Staff Students may take this course or IRE 1002H Applied Statistics in Industrial Relations, but not both.  
CRI 3120H Politics and Crime/P. H. Solomon  
CRI 3130H Policing/R. V. Ericson  
CRI 3140H Special Topics in Criminology/R. I. Gartner  
CRI 3150H Crime, Law, and the State in Early Modern England, 1650-1850/J. M. Beattie  
CRI 3160H Historical Approaches to Crime and Justice in Canada/J. M. Beattie, J. R. Phillips  
CRI 3240H Penology/N. S. Wortley  
CRI 3270H The Psychology of Criminal Behaviour: Theory and Practice/M. C. Seto  
CRI 3310H Special Topics in Criminology/M. Valverde  
CRI 3320H The Criminal Process/K. Roach  
CRI 3330H Contemporary Issues in Safety and Security/Staff  
CRI 3340H Special Topics in Criminology/M. Condon  
CRI 3350H Directed Research in Criminology/Staff  
CRI 3355H Sentencing/D. Cole  
CRI 3351H Directed Research in Criminology/Staff  
CRI 3356H Youth Crime and Youth Justice/A. N. Doob  
CRI 3357H Risk, Uncertainty, and Criminal Justice/R. V. Ericson  
CRI 3360Y Research Paper/Staff

* Courses which may continue over a program. The course is graded when completed.
Motion

Graduate Education Council
Tuesday, October 23, 2007

Item 7.3

Program Requirement Change: Human Development and Applied Psychology, School of Clinical and Child Psychology, M.Ed. program

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Ontario Institute for Studies in Education, Department of Human Development and Applied Psychology, School of Clinical and Child Psychology, to eliminate the comprehensive examination requirement from the M.Ed. program. Changes are effective immediately.

See supporting documentation attached.

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

This proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education at its meeting of October 10, 2007. There was no discussion regarding the proposal at the meeting.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: PROPOSAL FOR PROGRAM REQUIREMENT CHANGES TO THE HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY, SCHOOL OF CLINICAL AND CHILD PSYCHOLOGY M.Ed. PROGRAM

Faculty Affiliation: Ontario Institute for Studies in Education

Name of Graduate Unit: Human Development and Applied Psychology

Graduate Program/s involved in proposal: Developmental Psychology and Education, M.Ed.

Brief Summary of Proposed Change: Change M.Ed. from Option I (10 half-courses and a comprehensive examination) to Option IV (10 half-courses)

Rationale:
The knowledge and skills related to interpreting and synthesizing research articles that are currently assessed in the comprehensive examination are taught in one of the required courses for the degree and will be assessed in that course. The proposed change, therefore, will neither change the content of the program nor reduce the academic rigour of the program. Indeed, the students will benefit from the opportunity to discuss the expectations and receive immediate feedback in the context of a class. In addition, this change will make the academic requirements for students pursuing an M.Ed. degree in Developmental Psychology and Education comparable to those for students in other M.Ed. programs at OISE/UT that offer Option IV (e.g., Curriculum Studies and Teacher Development, Sociology and Equity Studies in Education).

Prior Approvals/Actions:
At its September 2006 faculty meeting, the Developmental Psychology and Education Program appointed three faculty members to review the comprehensive examination requirement for M.Ed. students. At the October 2006 faculty meeting, that group recommended that the knowledge and skills that had been assessed in the comprehensive examination should be assessed in the course (HDP 2293, Interpretation of Educational Research) in which they are taught and the comprehensive examination as a separate requirement should be dropped. Support for this recommendation by the DPE faculty members was unanimous. In response to an email request to all HDAP faculty members for feedback on the proposal, 23 faculty members responded, with 22 supporting the proposal.

Input was also solicited from students who had graduated from the DPE M.Ed. program within the past two years and so had recently completed the comprehensive examination. Recent graduates were asked: (1) Do you feel that doing the comprehensive examination contributed to your learning?, (2) Do you think that a final project in HDP2293 could support and assess the same learning?, and (3) Would having such a final project in HDP2293 significantly change that course? Of the 16 responses received, 15 supported assessing the knowledge and skills currently assessed by the comprehensive examination in HDP2293 instead.
At the February 2007 meeting of the Department of Human Development and Applied Psychology’s Executive Committee, that committee unanimously approved the recommendation.

The proposal was approved at the Faculty Council of the Ontario Institute for Studies in Education on October 10, 2007.

**Proposed Effective Date:** September 2007

**Financial and/or Planning Implications:**
This proposal has no financial implications. The number of courses taught will remain the same. As students usually complete their comprehensive examination during their last semester of courses, it is not expected to have any impact on the time to degree completion.

**Submitted by:**
Janet W. Astington, Chair,
Human Development and Applied Psychology
Faculty Affiliation: Ontario Institute for Studies in Education
Name of Graduate Unit: Human Development and Applied Psychology
Graduate Program/s involved in proposal: Developmental Psychology and Education, Ph.D.
Brief Summary of Proposed Change: Change M.Ed. from Option I (10 half-courses and a comprehensive examination) to Option IV (10 half-courses)

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

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

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

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

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

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

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

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

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

Program Requirements

M.A./Ph.D. Programs

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

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

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

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

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

Graduate Education Council
Tuesday, October 23, 2007

Item 7.4

Program Requirement Change: Management, M.B.A.

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Rotman School of Management to eliminate MGT 2911H Integrative Management Challenge from M.B.A. program requirements and replaced with a 2000-level elective course. Changes are effective immediately.

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 Rotman Faculty Council April 24, 2007. There was no discussion regarding the proposal at the meeting.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: PROPOSAL FOR PROGRAM REQUIREMENT
CHANGES TO THE MANAGEMENT, M.B.A. PROGRAM

Faculty Affiliation: Management

Name of Graduate Unit: Rotman School of Management

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

Brief Summary of Proposed Change:
That MGT 2911 Integrative Management Challenge be removed from the MBA Program curriculum for students graduating in June 2007 and all subsequent cohorts. Students in the Two-Year MBA Program will replace MGT 2911 Integrative Management Challenge with a 2000 level elective course as part of their MBA degree.

Rationale:
The Integrative Management Challenge course is being replaced by a new capstone exercise that will be delivered in the 1st year of the MBA program. The change frees up one more elective in the 2nd year.

Prior Approvals/Actions:
Masters Program Committee meeting: April 9, 2007
Executive Committee meeting: April 19, 2007
Faculty Council meeting: April 27, 2007

Proposed Effective Date: September 2007

Financial and/or Planning Implications:
None.

Contact name, e-mail address and telephone #:
Sasha Lucas, Admin Assistant to Vice-Dean

Submitted by: Peter Pauly, Vice-Dean, Research & Academic Resources

Date: May 1, 2007
Calendar entry change for MGT2911
Integrative Management Challenge:

(under Program requirements for Two year MBA, #3)

Original Text:

3. The second year of the program consists of nine elective courses at the 2000 level and one mandatory 2000-level course, MGT2911 Integrative Management Challenge.

Changed to:

The second year of the program consists of ten elective courses at the 2000 level.
Motion

Graduate Education Council
Tuesday, October 23, 2007

Item 7.5

Program Requirement Change: Medieval Studies, M.A. and Ph.D.

MOTION (     /    ) THAT the Graduate Education Council approve the proposal from the Faculty of Arts and Science to change program requirements in the Medieval Studies M.A. and Ph.D. program as follows:

MA and Ph.D. program:
1) MST 1000 Introductory Medieval Latin and MST 1001 Intermediate Medieval Latin be regularized as “Y” courses, the mark being dependant on regularly scheduled translation exercises and on term exams in December and April

M.A. program:
2) The M.A. Latin requirement be renamed the “Level One” requirement and this requirement continues as a prerequisite to registration in the Ph.D. program
3) Students must complete four full-course equivalents, including MST 1000Y Introductory Medieval Latin or three full-course equivalents, and complete the Level One Latin requirement
4) The credit and grade for MST 1000Y Introductory Medieval Latin be separated from the Level One requirement

Ph.D. program
5) The credit and grade for MST 1001 Intermediate Medieval Latin be separated from the Level Two requirement
6) Students must complete MST 1001Y Introductory Medieval Latin if they do not successfully complete the Level Two exam upon the commencement of the doctoral program. Enrolment in MST 1001Y will be open only to doctoral-level students (M.A. students may choose to audit)
7) The Ph.D. Latin requirement be renamed the “Level Two” requirement
8) The pre-requisite for advanced seminars in Latin is completion of MST 1001Y

Changes are effective September 1, 2008.

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

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of October 9, 2007. Discussion at the meeting related to how the proposed change will affect students from departments outside of Medieval Studies who complete MST 1000Y or MST 1001Y. Professor David Townsend from the Centre for Medieval Studies explained that the student’s home department will decide whether or not the student will receive a credit/no credit or a grade in the course.

A member also questioned if attributing grades to the courses in question will affect the reputation of the program. Professor Townsend replied that the attribution of a “B” grade on the student’s transcript will be an obvious indication of their performance and will not affect the program’s reputation.

The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information.
ITEM IDENTIFICATION: PROPOSAL FOR PROGRAM REQUIREMENT CHANGES TO THE MEDIVAL STUDIES, M.A. AND Ph.D. PROGRAM

Faculty Affiliation: FAS

Name of Graduate Unit: Centre for Medieval Studies

Graduate Program/s involved in proposal, if any: M.A. in Medieval Studies; Ph.D. in Medieval Studies

Brief Summary of Proposed Change:
Reading examinations in medieval Latin are a key requirement of our graduate programs, and main mechanism for assuring that all students achieve our standards are the courses MST 1000 and MST 1001. The structure of these courses is anomalous: the courses are offered on a Cr/NCr basis, and credit is achieved upon passing the departmental reading exam at the respective level. To bring these courses into line with more standard course structure and a more standard relation between course work and qualifying requirements in our degree programs, we propose the following changes to our Latin requirements and to the delivery of Latin language instruction at CMS.

1. That we amend the requirements for the MA to read: four full course equivalents, to include MST 1000; or else three full course equivalents and a pass of the CMS Level One Latin requirement (see below).

2. That we regularize MST 1000 and 1001 as “Y” courses, the mark being dependent on regularly scheduled translation exercises and on term exams in December and April.

3. That we rename the MA Latin requirement the Level One requirement. We continue to require the Level One requirement as prerequisite to registration in the PhD program.

4. We rename the PhD Latin requirement the Level Two requirement. Its role in the PhD program remains unchanged.

5. Credit with grade for MST 1000 is separated from the pass of the Level One requirement.

6. Credit with grade for MST 1001 is separated from the pass of the Level Two requirement.
7. We require MST 1001 of all PhD students who do not pass the Level Two exam on arrival in the doctoral programme. Enrolment in MST 1001 will be open ONLY to doctoral-level students. (M.A. students may choose to audit.)

8. We provide for the pedagogical needs of students who require more than one year of instruction to move from Level One to Level Two competency by setting the prerequisite for advanced seminars in Latin as prior credit in MST 1001, thus opening these courses to students who require a second year of tuition to prepare for the Level Two exam.

Revised calendar copy accompanies this form.

Rationale:
The advantages of this system would be as follows:

A. We regularize the course structure according to SGS guidelines.
B. The standard for excellence at the MA level remains the same. We do, however, allow for timely completion of the MA degree by students whose Latin is minimally satisfactory to us for the purposes of a terminal degree but not up to our standard for PhD admission. We maintain our current standard of admission to the PhD.

C. We make provision for continued delivery of excellent tuition at the MA level while potentially simultaneously facilitating an expansion of our MA programme.

D. We expand the demand for enrolment in advanced Latin seminars, which are often undersubscribed, while lessening enrolment pressure on MST 1000 and 1001, which are chronically oversubscribed.

Prior Approvals/Actions:
These changes have been approved by the Committee for Medieval Latin Studies and the Executive Committee of the Centre for Medieval Studies. The Committee for Medieval Latin Studies includes three student members who were asked to canvass graduate student opinion about these changes. They were also presented to the students enrolled in MST 1001 during the 2006-2007 academic year, who were asked to offer feedback. Response among both faculty and students was consistently positive.

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of October 9, 2007.

Proposed Effective Date: September 2008

Financial and/or Planning Implications:
There are no financial implications to this change. The same courses and departmental examinations will remain in place. Only the marking procedures of the courses and the relation of courses to departmental examinations are being modified.

Submitted by: Prof. Lawrin Armstrong

Date: 14 September 2007
Organization and Program
The Centre for Medieval Studies provides inter-departmental programs in the medieval period. Students are expected to cross the limits of traditional subjects, and research is especially encouraged in often-neglected boundary areas between traditional departments. The Centre offers its students training in basic skills and tools in order to read the materials remaining from the medieval past and to explore them with learning and imagination.

Application
Applicants for the M.A. must have an average of at least a B+ standing in their previous course work and must satisfy the Centre's additional admission requirements stated here. Applicants must arrange for two supporting letters to be sent to the Director. They will also be asked to complete forms, available on the Centre's Web site, in which they state the reasons for undertaking graduate studies in the medieval area and their qualifications for applying to do so.

Medieval Latin
All students entering the Centre are asked to improve their proficiency in Latin before registration, since there are Medieval Latin requirements for all degrees. Examinations in Medieval Latin are set at the beginning of the fall session and at the end of the spring session. All incoming students must take the Medieval Latin examination at the beginning of the fall session for placement purposes.

Applicants for the M.A. degree, full-time and part-time, must either achieve a pass of the Level One Medieval Latin exam upon arrival or else attain credit in MST 1000 in the first year of enrolment in the M. A. program.

Course training in Latin is given at three levels. All students are expected to arrive with knowledge equivalent to a first-year university course in Latin language. MST 1000Y Introductory Medieval Latin is the M.A.-level course, and MST 1001Y Intermediate Medieval Latin is the Ph.D.-level course. While these courses are preparatory to the departmental Level One and Level Two examinations respectively, a pass in either does not guarantee a pass of the departmental examination at the corresponding level. Advanced seminars are open to those with either prior credit in MST 1001 or else a pass of the Level Two Latin exam. These latter courses thus serve both advanced students of medieval Latin as well as those who have passed MST 1001 but require further training in order to achieve the Level Two pass.

M.A. students who pass the Level One Latin examination on arrival are required to take only three full-course equivalents for the M.A.; however, those interested in eventually proceeding to the Ph.D. are strongly urged to audit MST 1001. (Enrolment for credit for MST 1001 is open only to students enrolled in a doctoral programme.) M.A. students who do not pass the Level One exam on arrival MUST register for MST 1000. Similarly, Ph.D. students who do not pass the Level Two exam on arrival MUST register for MST
Degree of Master of Arts
An applicant for the M.A. must have completed a four-year B.A., or its equivalent, in which course work in the medieval period formed part of the program. M.A. students may be full-time or part-time; full-time students may be admitted to either a one-year or a two-year degree depending on their previous training in Latin and medieval studies.

Students may obtain an M.A. in medieval studies by course work or by a combination of course work and thesis. In the course work option, the student must successfully complete four full-course equivalents, unless s/he passes the Level One Latin exam upon arrival, in which case three full-course equivalents are required; in the thesis option, three full course-equivalents are required in addition to the thesis, or else two full-course equivalents plus a Level One Latin pass upon arrival in the programme. An M.A. thesis must be on a subject approved by the Centre, and the topic must be submitted to the Centre by November 30 of the M.A. year. Students who wish to present themselves for the degree at the Fall Convocation must submit two unbound copies of their thesis not later than September 1. For the Spring Convocation, the latest date of submission is March 1.

Degree of Doctor of Philosophy
Applicants must satisfy the Centre of their ability to do independent research of high quality; admission to the Ph.D. program also requires either

a a four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, with an average grade of at least A- in the applicant's overall program,

or

b a University of Toronto master's degree in medieval studies or a related field, or its equivalent from a recognized university, with an average grade of at least A- in the applicant's overall program.

In either case, applicants must also pass the Level One Latin examination before they may be admitted to the Ph.D. program. Students in the Centre's M.A. program must apply formally for admission to the Ph.D. program on the same basis as all other applicants.

The Ph.D. is offered only on a full-time basis. During the first two years, students must take a minimum of three full courses or their equivalent, including one full course or two half-courses in one minor subject. In view of the Centre's interdepartmental nature, courses in medieval philosophy, history, music, English, and so on, that are related to the general area of the major field may be counted as minors, as long as they do not directly constitute part of the major field proposal. MST 1001Y may not be counted as a minor subject or included in the three-course minimum for the degree, but it must be taken in addition to the three-course minimum by all those who do not pass the Level Two exam.
upon arrival in the programme.

In addition to their Ph.D. courses, students must pass the Level Two Latin examination, and the Centre's examinations in the French and German languages. When students have qualified in these three languages, they may proceed to the major field examination whose purpose is to demonstrate both the student's scholarly expertise in the particular area of the doctoral dissertation and a broader academic competence. Students should seek out a provisional supervisor with whom to discuss their plans for possible major and minor fields by the beginning of their second year. They will also need to contact two other academic advisors as early as possible, and no later than by the end of their second year. As soon as possible thereafter they should prepare a major field proposal according to the Centre's guidelines. The proposal must be signed by all three of the student's advisors and submitted to the Ph.D. Secretary for approval at least two months prior to the major field examination. After the proposal has been approved, the student's three-member committee will help the candidate to prepare for that examination. The major field examination ordinarily must be passed before the student registers for the fourth year of the program.

The outline of the student's proposed doctoral dissertation should be worked out by the student in close consultation with the supervisor and the advisory committee. The complete Ph.D. dissertation prospectus should be prepared according to the Centre's guidelines. The candidate will be required to defend the dissertation at the final oral examination. Five unbound copies of the dissertation must be submitted to the Centre at least ten weeks before the date of the oral examination; at the time of the summer and mid-year breaks, a longer period may be required.

Students can and do complete a Ph.D. in Medieval Studies in four years, but some students, depending upon their financial circumstances and background preparation, find that it takes longer than four years. Students intending to work in an area of medieval studies that requires the acquisition of one or more extra languages may find that it is not possible to complete a doctorate within four years.
Motion

Graduate Education Council
Tuesday, October 23, 2007

Item 8

New Hood: Master of Management of Innovation (M.M.I.) Program

MOTION (     /    ) THAT Graduate Education Council approve a new hood for the Master of Management of Innovation (M.M.I.) Program.

See the attached letter of approval.

NOTE:
It is the responsibility of Graduate Education Council to receive and approve proposed hood designs. If the motion is passed, Council’s approval is final. The approval will be forwarded to the Office of the Governing Council Secretariat for ordering.
For Information

Graduate Education Council
Tuesday, October 23, 2007

Item 10.1

For information only: Fall 2007 Graduate Education Council By-Election Results

See attached supporting documentation.
There were nine positions on Graduate Education Council open for election in the fall of 2007. A call for nominations was made in September. Six positions were filled by acclamation. The Election Committee met on October 2, 2007 and determined the results.

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Vacant Seats as of July 1, 2007</th>
<th>Election Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>2 graduate faculty</td>
<td>Acclaimed: Professor Wendy Duff, Museum Studies (Chair)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acclaimed: Professor Angela Cozea, French</td>
</tr>
<tr>
<td></td>
<td>1 graduate student</td>
<td>Acclaimed: Ms. Jacqueline Wylde, English*</td>
</tr>
<tr>
<td>Division II</td>
<td>3 graduate faculty</td>
<td>Acclaimed: Professor Mark Stabile, Public Policy and Governance (Chair)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td>2 seats remains vacant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acclaimed: Professor Peter Martin, Astronomy and Astrophysics (Chair)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 seat remains vacant</td>
</tr>
<tr>
<td>Division III</td>
<td>2 graduate faculty</td>
<td>Acclaimed: Mr. Jason Grenier, Electrical and Computer Engineering**</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>1 graduate student</td>
<td></td>
</tr>
</tbody>
</table>

**Terms of office:** Faculty serve a three year, non-renewable term of office. Students have the option of a one (*) or two (**) year term of office, to a maximum of three consecutive years.

**Election Committee:**
The Election Committee consisted of Professor Russell Hartenberger, Faculty of Music, Division I faculty member of the Graduate Education Council; Ms. Leah Burns, Division II graduate student member of Graduate Education Council; Ms. Adrienne Teo, SGS Governance Officer, and Ms. Jane Alderdice, Secretary of Graduate Education Council and Chief Election Returning Officer.

Jane Alderdice
Secretary to SGS Council
October 2, 2007
For Information

Graduate Education Council
Tuesday, October 23, 2007

Item 10.3.1

For information only: Name change of the Department of Medical Genetics and Microbiology/Graduate Department of Molecular & Medical Genetics to the Department of Molecular Genetics

See attached supporting documentation.
TO: Academic Board

SPONSOR: Vivek Goel
CONTACT INFO: (416) 978-2122, provost@utoronto.ca

DATE: December 11, 2006

AGENDA ITEM:

ITEM IDENTIFICATION:
Faculty of Medicine: Name changes of the Department of Medical Genetics & Microbiology/Graduate Department of Molecular & Medical Genetics to the “Department of Molecular Genetics”.

JURISDICTIONAL INFORMATION:
The Board has authority to approve name changes of academic units.

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:
As a result of a series of historical reasons, two names have been assigned to the Department of Medical Genetics & Microbiology/Graduate Department of Molecular & Medical Genetics. The proposed name more accurately reflects the fact that all faculty in the department use molecular genetic strategies to approach scientific questions, highlighting the common research and teaching focus of the department. The proposal to change the name to the Department of Molecular Genetics will alleviate current confusion regarding the identity of the unit both externally and internally.

The name of the department’s undergraduate specialist program, Molecular Genetics and Microbiology, will remain the same given this is a dual stream program.

The proposal was developed in broad consultation with members of the Department. The Faculty of Medicine Council approved the proposed name changes on June 25, 2007.

FINANCIAL AND/OR PLANNING IMPLICATIONS:
There are no new/additional financial resources required to implement the name change.

RECOMMENDATION:
It is recommended that the Academic Board approve:

THAT the name of the Faculty of Medicine Department of Medical Genetics & Microbiology/Graduate Department of Molecular & Medical Genetics become the “Department of Molecular Genetics”, effective immediately.
For Information

Graduate Education Council
Tuesday, October 23, 2007

Item 10.3.2

For information only: Name change of the Department of Pharmacology to the Department of Pharmacology and Toxicology

See attached supporting documentation.
TO: Academic Board

SPONSOR: Vivek Goel
CONTACT INFO: (416) 978-2122, provost@utoronto.ca

DATE: December 11, 2006

AGENDA ITEM:

ITEM IDENTIFICATION:
Faculty of Medicine: Name changes of the Department of Pharmacology to the “Department of Pharmacology and Toxicology”.

JURISDICTIONAL INFORMATION:
The Board has authority to approve name changes of academic units.

PREVIOUS ACTION TAKEN:

HIGHLIGHTS:
The Department offers two separate undergraduate specialist degrees in Pharmacology and Toxicology. In the last two years, two major programs for both Pharmacology and Toxicology have been established. At the graduate level, the department offers programs in both disciplines. The proposed name formally acknowledges the department’s identity with both pharmacology and toxicology.

The proposal was developed in broad consultation with members of the Department. The Faculty of Medicine Council approved the proposed name changes on June 25, 2007.

FINANCIAL AND/OR PLANNING IMPLICATIONS:
There are no new/additional financial resources required to implement the name change.

RECOMMENDATION:
It is recommended that the Academic Board approve:

THAT the name of the Faculty of Medicine Department of Pharmacology become the “Department of Pharmacology and Toxicology”, effective immediately.