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

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.

Notice of Meeting
Graduate Education Council
Tuesday, January 22, 2008
3:00 p.m. - 6:00 p.m.

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

AGENDA

1. Minutes of the Graduate Education Council Meeting of November 20, 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

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6. **Proposal from the Faculty of Medicine for a Collaborative Doctoral Program in Global Health**  
   *(Documentation attached)*

7. **Proposal from the Faculty of Arts and Science for a Collaborative Master of Science (M.Sc.) and Master of Applied Science (M.A.Sc.) Program in Optics**  
   *(Documentation attached)*

8. **Proposal from the Faculty of Arts and Science and the Faculty of Law for a Combined Master of Arts (M.A.) and Juris Doctor (J.D.) Program in English and Law**  
   *(Documentation attached)*

9. **Program and Admission Requirement Changes**  
   *(Documentation attached)*
   9.1. Chemistry, Ph.D.
   9.2. **Curriculum, Teaching and Learning, Second Language Education, M.Ed.**
   9.3. Drama, M.A., Ph.D.
   9.5. **Italian Studies**
      9.5.1. M.A. Program
      9.5.2. Ph.D. Program
   9.6. **Linguistics, M.A., Ph.D.**
   9.7. **Management, Global Executive M.B.A Program**
   9.8. Political Science, M.A.
   9.9. **Women and Gender Studies, M.A.**

10. **Other Business**

11. **For Information**  
    *(Documentation attached)*
    11.1. Registration Statistics, 2007-08
    11.2. Report on Graduate Education Council Fall 2007 (#2) By-Election Results
    11.3. **Transfer of Master of Management and Professional Accounting (M.M.P.A.) Program from the Rotman School of Management to the Professional Graduate Programs Centre (PGPC), UT Mississauga**

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

GRADUATE EDUCATION COUNCIL

MINUTES OF THE MEETING

of

Tuesday, November 20, 2007

HELD IN THE GOVERNING COUNCIL CHAMBERS

The Dean welcomed all members, members-elect and visitors. A special welcome to new members who won seats on the Graduate Education Council in the fall by-election and are attending today’s meeting.

The meeting was called to order at 3:00 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 Agenda of the Graduate Education Council Meeting of November 20, 2007

MOTION (duly moved and seconded)
THAT the agenda of the Graduate Education Council meeting of November 20, 2007 be approved.

The motion is CARRIED.

1. Minutes of the Graduate Education Council Meeting of October 23, 2007

The minutes of the October 23, 2007 meeting were circulated with the agenda. Minor editorial changes were noted in section 5.3 under Electronic Theses and Dissertation Project. The following words are deleted from the second line of paragraph 7: “and can be forwarded to students”. In the last paragraph of the same item, the second sentence is changed to read: “Vice-Dean Smith replied that compliance with SGS guidelines is mandatory; use of templates is optional and templates may be modified.”

MOTION (duly moved and seconded)
THAT the minutes of the October 23, 2007 School of Graduate Education Council meeting be approved.
The motion is CARRIED

2. **Business Arising from the Minutes**
   
   2.1 **Follow-up on recent GEC decisions forwarded to Governing Council committees**

   The proposal for a Master of Science and Doctoral program in Cell and Systems Biology was approved by the Governing Council on October 30, 2007. OCGS appraisal is ongoing.

   The proposal for a Master of Science and Doctoral program in Ecology and Evolutionary Biology was approved by the Governing Council on October 30, 2007. OCGS appraisal is ongoing.

   The closure of the Joint Master’s Degree Program in Spatial Analysis (University of Toronto, Department of Geography and Ryerson Polytechnical University) was approved by the Governing Council on October 30, 2007. Approval is final – there are no longer any students in the program.

3. **Dean’s Remarks**
   
   3.1 **Canadian Graduate and Professional Student Survey (CGPSS)**

   Documentation summarizing the results of the CGPSS will be distributed to GEC members as soon as it is available. The survey was administered in March 2007 at the University of Toronto. The survey was previously named the Graduate and Professional Student Survey (GPSS) because of its inauguration in the United States. The tool has been slightly modified for Canadian respondents.

   The results will be presented to PDAD&C on December 6, 2007 and the University Affairs Board on January 29, 2008. Program specific results will be distributed to the relevant Departments, unless respondents are fewer than ten. The results will be more useful than those that were obtained from past surveys since comparators are straightforward and responses will be easier to assess.

   Requests to participate in the CGPSS were sent by email to 11,333 graduate students who had valid email addresses on ROSI (94.3 percent of all registered graduate students). This compares with 82 percent of graduate students who were contacted in 2005. The overall response rate in 2007 was 43 percent. Students reported general satisfaction with their programs and the quality of education that they are receiving. The highest number of responses came from doctoral students (2,377; 45.9%), followed by professional master’s (1,595; 30.8%), and research master’s students (1,210; 23.4%). Compared to 2005, there were a higher proportion of responses from doctoral students and fewer from research master’s students.

   Among the fourteen questions about program delivery, there was a high level of satisfaction. Items receiving high ratings (“Excellent”, “Very good” or “Good”) from at least 90% of respondents include the intellectual quality of the faculty and the intellectual quality of fellow students. Students were less satisfied with food on campus and with available information about student funding.

   A member noted that CGPSS data are positive but results are not communicated to potential students. Most individuals are only familiar with the MacLean’s magazine annual survey, in which the University of Toronto scores unfavorably compared to other Canadian Universities. The Dean noted that the focus of the MacLean’s survey is on
undergraduate student experiences and that U of T graduate students are reporting a substantially higher level of satisfaction with their programs compared to undergraduate students. However, communicating satisfaction levels to a broad community is an ongoing challenge.

A member asked if other Canadian universities administer the CGPSS. The Dean replied that almost all Ontario universities administered the survey and many in the G13.

3.2 **University Affairs article: “PhDs in science finish faster in Canada than U.S.”**

The Dean noted that she recently did some research on the American Ph.D. Completion Project as compared to data available from Canadian universities and the University Affairs magazine published the item in their December edition. The project surveyed ten of Canada’s most research-intensive universities with a set of preliminary data generated by 28 universities and colleges. Ten years after initial registration, 75 percent of Ph.D. students in the life sciences had earned a Ph.D. in Canada, compared with 62 percent in the U.S. Seventy-one percent of students in physical and applied sciences in Canada had earned a doctorate. In the U.S., 64 percent of engineers and 55 percent of students in the physical sciences and in science and mathematics had earned a degree. So, comparatively, U of T’s Ph.D. completion rates are on the leading edge and this should fact should be made more well-known.

The article can be accessed at: [http://www.universityaffairs.ca/index_e.html](http://www.universityaffairs.ca/index_e.html)

3.3 **Fostering Interdisciplinarity**

A new working group will formed to examine interdisciplinary experiences. Any Graduate Education Council members who are interested in serving on the working group should contact the Dean.

3.4 **School of Graduate Studies Calendar Renewal**

A memo was circulated recently advising of SGS Calendar renewal, including paring down and streamlining, addition of an index, among other changes. It is hoped that the Calendar will be easier to use in its new form.

3.5 **Van Loon Committee Update**

The OCGS was recently review by the Council of Ontario Universities (COU). U of T prepared a submission to a committee chaired by Richard Van Loon, the former President of Carlton University. The submission was presented to COU and may be considered by the COU Council in December. The submission recommended dramatic changes to the way the quality of graduate programs is monitored. If recommendations are accepted, the process of transition will begin immediately; however, current OCGS processes will remain unchanged until fall 2009. Thus, the process for programs currently undergoing appraisals will be unchanged.

Members will receive a summary of the proposed changes as soon as they are available.
4. **Report of the Vice-Dean, Programs**  
The on-line Final Oral Exam pre-approval process will be implemented on December 3, 2007.

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

5.1 **Electronic Thesis Project**  
The project has been launched and SGS is awaiting feedback from initial users. There has been some concern that the project endorses proprietary software, but there is freely-accessible software that is a good alternative. Thus the relevant website has been revised to minimise references to proprietary software such as Adobe Acrobat and Microsoft products and include statements where applicable noting that alternatives are available and acceptable.

Additionally, issues related to copyright have arisen. There are instances in which a student’s thesis is constructed from previously published articles – in these circumstances students must obtain permission from the journals indicating authorization to republish the articles. Republishing articles have not been a concern to date; however, since theses will now be universally available on-line, problems are anticipated. Various potential approaches were discussed. Vice-Dean Smith invited members to notify SGS of any other concerns.

6. **New Program Proposals**

6.1 **Proposal from the Faculty of Medicine, Health Policy, Management and Evaluation Department, for a Master of Health Informatics (M.H.I.) degree program**  
The proposal was posted on the GWS for 28 days. There was no feedback as a result of the posting. This proposal was approved by the Faculty of Medicine, Faculty Council at its meeting of November 5, 2007. Discussion regarding the proposal is noted on the motion sheet.

In the package, members received two proposal documents for approval. One is the U of T submission document – this document addresses all aspects of the proposal, from resource issues to academic matters. The second document is the OCGS appraisal brief, Volume I. OCGS requires the approval of the graduate Council prior to our submission of a proposal for appraisal.

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. After Graduate Education Council’s review, the proposal will be submitted to the Ontario Council on Graduate Studies for a standard appraisal with consultants.

Professor Louise Lemieux-Charles was 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 Medicine, Health Policy, Management and Evaluation Department, for
a Master of Health Informatics (M.H.I.) degree program, effective September 2008.

Vice-Dean Cowper invited Professor Lemieux-Charles to speak to the proposal. Professor Lemieux-Charles explained that graduate students in the proposed program will study information technology for the delivery of health services. Students will work with practitioners in the medical community on design interfaces that will improve how research is performed by studying information systems and knowledge transfer. The supporting documentation in the Council package contains e-mails that express interest in the program from a number of different groups, including the University Health Network and others who are interested in providing support for the practicum.

A member said that he did not want to stand in the way of the proposal – it looks like a good program, but wanted to express disappointment that in his opinion the Department of Computer Science was not adequately consulted, and it is not listed in the proposal document as one of the units consulted. The member advised that “informatics” is a central concept in computer science and there are a number of researchers who teach courses relevant to this program. However the Department was not notified of the proposal until late in its development. Although the Chair of the Department was consulted, Computer Science is not listed as an affected unit even though members of the Department perform research and offer courses that could be relevant to the proposed program. On a second point, page 5 of the proposal document says that there is no graduate program in central Canada, notably Ontario. However, the University of Waterloo offers a diploma program in health informatics, not requiring an undergraduate degree for admission, although most students enter that program with a bachelor’s degree. It seems a significant oversight not to mention this program in the proposal which will likely be noticed by OCGS at the time of appraisal.

Professor Lemieux-Charles said that she met with the Chair of the Department of Computer Science, but after two and a half months, no response regarding the proposal was received. Discussions with Computer Science included the possibility of future collaboration with a focus on the technological aspects of informatics. On the second point, Professor Lemieux-Charles said that the University of Toronto has a long working relationship with the University of Waterloo involving collaborative for at least ten years. The original proposal was for a joint degree program with the University of Waterloo. It became apparent that it is much more difficult to get a joint program underway than had been originally anticipated. The University of Waterloo does not offer professional master’s programs and development of the joint program would take too long given U of T’s goal to start the program in September 2008. Therefore, the original proposal does not resemble the current proposal. It was decided that the University of Toronto would offer the program exclusively. Future collaboration with the University of Waterloo remains a strong possibility. Professor Lemieux-Charles explained that the diploma program offered at the University of Waterloo is not a graduate program, and that is why there is no reference to it in the proposal. Professor Lemieux-Charles said that reference to undergraduate and continuing education programs could be provided in an addendum to the proposal.

The member noted that the name of the Faculty of Information Studies should be corrected – it says “Science” not “Studies”.
A member wanted to know why it is more suitable for the program to be offered in collaboration with the Faculty of Information Studies instead of the Department of Computer Science. Professor Lemieux-Charles explained that the Department of Computer Studies focuses on technological aspects of informatics. The proposed program focuses on matters related to information systems and knowledge management orientation, and thus collaboration with by Faculty of Information Studies is more appropriate at this time.

A member asked why concerns expressed by the Computer Science GEC member were not provided as feedback on the Graduate Webposting System (GWS). The member replied that they felt it was too late, at that point. The Dean said that discussion is valuable and encouraged at each level of review. Indications are that the University community reviews the proposals on the GWS, but limited dialogue through the feedback mechanism is occurring. An e-mail notification to Council members notifying them of GWS postings of new program proposals will be considered.

The motion was CARRIED.

6.2 Proposal from the Faculty of Medicine, Institute for Medical Science, Master of Health Science in Medical Radiation Sciences (M.H.Sc.) degree program

The proposal was posted on the GWS for 28 days. The proposal was discussed at the SGS Standing Committee on Program Matters. This proposal was approved by the Faculty of Medicine, Faculty Council at its meeting of November 5, 2007. Discussion regarding the proposal is noted on the motion sheet.

In the package, members received two proposal documents for approval. One is the U of T submission document – this document addresses all aspects of the proposal, from resource issues to academic matters. The second document is the OCGS appraisal brief, Volume I. OCGS requires the approval of the graduate Council prior to our submission of a proposal for appraisal.

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. After Graduate Education Council’s review, the proposal will be submitted to the Ontario Council on Graduate Studies for a standard appraisal with consultants.

Dr. Pamela Catton and Ms. Nicole Harnett were present to speak to the item. The Dean calls upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)

THAT Graduate Education Council approve the proposal from the Faculty of Medicine, Institute for Medical Science, for a Master of Health Science in Medical Radiation Sciences (M.H.Sc.) degree program, effective September 2008.

Dr. Catton introduced the proposal. Offering a graduate-level program in Medical Radiation Sciences has been anticipated since the Institute commenced offering the undergraduate program in 1998. The proposed program is a course-based, professional master’s program for experienced healthcare practitioners. The program is for students
with at least three years of professional experience. The study is multidisciplinary, and thus students may have a background that includes radiation oncology or physics.

The proposed program is essential since many Canadian healthcare professionals are applying to comparable programs abroad due to the lack of equivalent programs in Canada. The Institute of Medical Sciences has assessed the interest in the program, and has found that there is significant demand for the program across the country. The University of Toronto is well positioned to offer a successful program since there are numerous healthcare professionals employed at the various hospitals in Toronto who are interested in enrolling in the program.

The Dean summarized the proposed program as a professional master’s program that is intended for students who are established in their profession but would like to engage in additional advanced training.

The motion was CARRIED.

7. Proposal from the Faculty of Arts and Science for a New Collaborative Doctoral Program in the Dynamics of Global Change

The proposal was posted on the GWS for 28 days. As a result of feedback received during the GWS posting period, the name of the program was revised from “Global Change” to “Dynamics of Global Change”. In the package, members received two proposal documents for approval. One is the U of T submission document – this document addresses all aspects of the proposal, from resource issues to academic matters. The second document is the OCGS appraisal brief, Volume I. OCGS requires the approval of the graduate Council prior to our submission of a proposal for appraisal.

With Graduate Education Council’s approval this item will go to the for information to the Academic Policy and Programs Committee. GEC approval constitutes final University approval. After Graduate Education Council’s review, the proposal will be submitted to the Ontario Council on Graduate Studies for a standard appraisal with consultants.

Professor Robert Vipond was 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 Collaborative Doctoral Program in the Dynamics of Global Change, effective September 2008.

Professor Vipond introduced the proposal. In response to profound global change, there has been an increasing demand for the program in the area of social sciences, but including sciences and humanities as well. However, the challenges are primarily in political science. The basis for domestic policies and sovereign states has evolved during the post-World War II era. Citizenship is increasingly transitory, contingent, and transnational. The importance of non-state politics, such as the Taliban, is increasing. National politics is being replaced with an evolving, complex, loosely structured system in which change occurs at multiple levels.
Cities are increasingly global – there is more in common between Toronto and Buenos Aires now, for example. The rise of infectious diseases had lead to the concept of global health. Regional innovation has taken a global turn. Literature and Education are increasingly global. International human rights are important in Law school. With manifold interests, it was viewed as important to create a venue for cross-disciplinary, cross-thematic approaches.

The program has a core course. A signature element of the program is the inclusion of intensive modular courses on specialized topics in the area of dynamics of global change. The dissertation remains the most important product. The program will be housed at the Munk Centre which has become a meeting place for questions of global change; it now runs about 300 events per year, most of which have “global” in the title. The Centre is also the home to several research institutes that are regional in nature. This program is the next logical extension. There is broad support for proposal – it involves five Faculties with nine founding partner units and an expectation to expand in future. The program is unique in Canada, although there are plans to develop similar programs at Carlton University, Ottawa University, the University of Waterloo and the University of Calgary. U of T wants to be the first to develop such a program and the proponents of the program want it to be the best.

A member questioned why the program does not include the Department of Religion. Another member asked a similar question related to the Institute for Bioethics. Both appear to include relevant areas of study. Professor Vipond explained that the proposal began with a core social science focus; he noted that it is fairly easy to add programs into existing collaborative programs in future.

A member was concerned that students in the program might find the program too broad, overly interdisciplinary. She wondered how many languages would a student be required to speak. How will students cover the “wholeness” the program has identified for its coverage? The member requested information on suitable preparation for the program. Professor Vipond noted that applicants to the program will already be in a discipline, so they will self-select. He suggested that it should be extremely enriching for students in one discipline to encounter students from another since they will have cross-discipline experiences.

A member requested information on student funding. Professor Vipond explained that in addition to the regular funding package, resources from departments and the Munk Centre for International Studies will also be provided. He said there will have to be opportunities for travel also.

A member noted that there are many courses in the sciences offered at U of T related to global change. The member suggested including a social science related reference in the title of the program in order to avoid confusion. Professor Vipond said that the term “global change” for scientists is well understood as referring especially to climate change. He said he had consulted in some areas and believes that the synergies are appealing and enormous. It was agreed to add the word “dynamics” to the title as a compromise and as a way to avoid confusion.

A member explained that the Collaborative Program in Global Health noted in the supporting documentation refers to a proposal that will be on the agenda of the next GEC meeting. Both programs are aware of each other and mutually supportive of their endeavours.
The motion was CARRIED.

8. **Program Requirement Changes**

8.1 **Forestry, Master of Forest Conservation (M.F.C.)**

The supporting documents were circulated with the agenda package. The proposal was posted on the GWS for 28 days. There was no feedback as a result of posting on the GWS. The proposals were approved by the Council of the Faculty of Forestry on October 30, 2007. Discussion regarding the proposal is noted on the motion sheet. The approval of the Graduate Education Council is final.

Professor Shashi Kant was present at Council today to answer question should they arise. The Dean calls upon Vice-Dean Elizabeth Cowper to present the motion.

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

THAT the Graduate Education Council approve the proposal from the Faculty of Forestry to add a part-time program option to the Master of Forest Conservation (M.F.C.) program. Changes are effective September 2008.

There was no discussion.

The motion was CARRIED.

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

THAT the Graduate Education Council approve the proposal from the Faculty of Forestry to reduce the number of required courses by .5 FCE, and increase the number of elective courses by .5 FCE in the Master of Forest Conservation (M.F.C.) program. Changes are effective immediately.

A member asked if the total number of courses remains the same. Professor Kant said that it does. The Dean suggested that the change represents the introduction of flexibility.

The motion was CARRIED.

9. **Centre for Urban and Community Studies: Proposal to Disestablish Within SGS**

The supporting documentation was circulated with the agenda package. This proposal was approved by the Faculty of Architecture, Landscape, and Design Faculty Council at its meeting of November 14, 2007. Graduate Education Council approval is final for the disestablishment of the Centre for Urban and Community Studies within SGS.

Professor David Hulchanski sends his regrets. 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 School of Graduate Studies that the Centre for Urban and Community Studies be disestablished within the School of Graduate Studies, effective January 1, 2008.

The Dean summarized the proposal. As a part of Stepping Up planning process, one of the institutional objectives was to develop a higher profile in the area of urban studies and cities with respect to research and teaching. A Cities Centre was proposed through the Academic Initiative Fund. The Faculty home for the new is the Faculty of Architecture, Landscape and Design, but there has been input from a substantial number of other units. Accordingly, it is envisioned that the already established Centre for Urban and Community Studies be “folded into” the Cities Centre and become the research arm of the unit, which will in turn have a broader mandate of research and teaching. Letters of support from the deans of participating Faculties have been obtained. In disestablishing the Centre within SGS, the Centre can be transferred to the Cities Centre.

A member asked if the budget for the Centre for Urban and Community Studies will be transferred to the Cities Centre. The Dean confirmed that the budget and staff will move from SGS to the Faculty of Architecture, Landscape, and Design.

A member asked if the Cities Centre will then be joining SGS. The Dean explained that the Cities Centre will be administered within the Faculty of Architecture, Landscape, and Design. The Cities Centre will report to a Council that consists of four deans: the Dean of SGS; the Dean of Engineering; the Dean of the Faculty of Arts and Science; and the Dean of the Faculty of Architecture, Landscape, and Design. Letters of support from the Deans are in file. The Cities Centre is a multi-disciplinary centre, but the Faculty of Architecture, Landscape, and Design will act as the lead faculty.

Vice-Dean Cowper noted that the Centre for Urban and Community Studies is the administrative home for the Collaborative Program in Community Development, which will continue to be hosted within the Cities Centre. Thus, there are no significant administrative changes for the Collaborative Program.

The motion was CARRIED.

10. Proposal to Change the Name of the Medical Genetics and Microbiology Program to the Molecular Genetics Program

The supporting documents were circulated with the agenda package. The proposal was posted on the GWS for 28 days. There was no feedback as a result of posting on the GWS. This proposal was approved by the Faculty of Medicine’s Graduate Curriculum Committee at its meeting of October 3, 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 approval.

Professor Alan Davidson was present at Council today to answer question should they arise. The Dean calls upon Vice-Dean Elizabeth Cowper to present the motion.
MOTION (duly moved and seconded)
THAT the Graduate Education Council approve the proposal from the Faculty of Medicine to change name of the Medical Genetics and Microbiology Program to the Molecular Genetics Program. Changes are effective January 2008.

Professor Davidson noted that the documentation should be corrected with respect to the reference to the program names. This correction was duly noted. A member said that one of the primary reasons for the proposed change is due to confusion similar to that which occurred in the supporting documentation.

A member asked why the word “medical” is being removed from the program name. Professor Davidson explained that the change will simplify the program name, and “Molecular Genetics” is a universally understood term.

MOTION (revised)
THAT the Graduate Education Council approve the proposal from the Faculty of Medicine to change name of the Molecular and Medical Genetics Program to the Molecular Genetics Program. Changes are effective January 2008.

The motion was CARRIED.

11. **Other Business**

None.

12. **For Information**

12.1 **Guidelines on The Graduate Chair in Arts & Science Graduate Units: The Role, Responsibilities and Appointment Procedures**

The supporting document was circulated with the agenda package. The Dean encouraged all members to read the document regardless of whether or not they are a member of the Faculty of Arts and Science since the model includes all three-campuses which are actively engaged at the graduate level.

It has been a challenge to move towards a governance model that provides balance in managing the relevant programs. The document details the current guidelines regarding selecting graduate chairs. The challenge is to view the relevant Arts and Science units as having four potential chair-level members responsible for various activities, i.e., three undergraduate chairs on three campuses plus a fourth graduate chair. The document explains how the process will unfold if a program has substantial activity on more than one campus. The issues are specific to the Faculty of Arts and Science, but the document clearly details the role of graduate chair, which is relevant to all departments. The document quotes what the SGS Constitution states about graduate chairs, and outlines what the Faculty of Arts and Science has experienced regarding selecting graduate chairs. The document illustrates the very real challenges of a
A member observed that the guidelines are similar to those adopted by the Department of French. The Dean noted that all departments with presence on more than one campus have procedures for integration of campus activities. Usually, the individual who manages the St. George-based program is also the graduate chair. This document envisions that the graduate chair may not necessarily be an undergraduate chair or the St. George undergraduate chair. The Department of Geography elected to adopt this new model last year.

13. **Meeting is Adjourned**

   The meeting was adjourned at: 4:45 p.m.
Appendix to the Minutes

UNIVERSITY OF TORONTO

GRADUATE EDUCATION COUNCIL
Record of Attendance
November 20, 2007

In attendance:
Abrams, Peter
Brubaker, Marcus
Cowper, Elizabeth
Cozea, Angela
Davis, Karen
Dungey, Alison
Freeman, Graham
Gertler, Meric
Graham, Ian
Hirst, Graeme
Johnston, Gregory
Klinger, Christopher
Lawson, Todd

Martin, Peter
Mannolson, Morris
Pfeiffer, Susan (Chair)
Salloum, Claire
Sass-Kortsak, Andrea
Smith, Berry
Trubiani, Gina
Weedmark, Julie
Young, Paul
Zhu, Quanyan
Alderdice, Jane (Secretary, GE Council)
Teo, Adrienne (Assistant Secretary, GE Council)

Present:
Catton, Pamela
Davidson, Alan
Elliot, Robin
Harnett, Nicole
Kant, Shashi

Lemieux-Charles, Louise
Liu, Hugh
Yee, Lily
Robert Vipond
Regrets:
Anderson, Christy  Jones, Charles
Averill, Gage  Kooy, Mary
Bendayan, Reina  Labrie, Normand
Brett, Clare  Liu, Hugh
Buchweitz, Ragnar-Olaf  McCabe, Brenda
Burns, Leah  Mai, Jens-Erik
Chapman-Smith, Josie  Moore, Carole
Corts, Kenneth  Moore, Scott
Coleman, John  Naylor, David
Duff, Wendy  Pauly, Peter
Dyer, Charles  Polk, Jennifer
Elliot, Robin  Solomon, Steven
Fraser, John  Stabile, Mark
Goring, Daphne  Wylde, Jacqueline
Grenier, Jason  Zaky, Safwat
Hillan, Edith  Zhou, Xin
Appendix to the Minutes

UNIVERSITY OF TORONTO

GRADUATE EDUCATION COUNCIL
Record of Attendance
November 20, 2007

In attendance:
Abrams, Peter
Brubaker, Marcus
Cowper, Elizabeth
Cozea, Angela
Davis, Karen
Dungey, Alison
Freeman, Graham
Gertler, Meric
Graham, Ian
Hirst, Graeme
Johnston, Gregory
Klinger, Christopher
Lawson, Todd
Martin, Peter
Mannolson, Morris
Pfeiffer, Susan (Chair)
Salloum, Claire
Sass-Kortsak, Andrea
Smith, Berry
Trubiani, Gina
Weedmark, Julie
Young, Paul
Zhu, Quanyan
Alderdice, Jane (Secretary, GE Council)
Teo, Adrienne (Assistant Secretary, GE Council)

Present:
Catton, Pamela
Davidson, Alan
Elliot, Robin
Harnett, Nicole
Kant, Shashi
Lemieux-Charles, Louise
Liu, Hugh
Yee, Lily
Robert Vipond
Regrets:
Anderson, Christy
Averill, Gage
Bendayan, Reina
Brett, Clare
Buchweitz, Ragnar-Olaf
Burns, Leah
Chapman-Smith, Josie
Corts, Kenneth
Coleman, John
Duff, Wendy
Dyer, Charles
Elliot, Robin
Fraser, John
Goring, Daphne
Grenier, Jason
Hillan, Edith

Jones, Charles
Kooy, Mary
Labrie, Normand
Liu, Hugh
McCabe, Brenda
Mai, Jens-Erik
Moore, Carole
Moore, Scott
Naylor, David
Pauly, Peter
Polk, Jennifer
Solomon, Steven
Stabile, Mark
Wylde, Jacqueline
Zaky, Safwat
Zhou, Xin
Motion

Graduate Education Council
Tuesday, January 22, 2008

Item 6.

New Collaborative Program Proposal: Collaborative Doctoral Program in Global Health

MOTION ( / ) THAT Graduate Education Council approve the proposal from the Faculty of Medicine for a Collaborative Doctoral Program in Global Health, commencing September 1, 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 Medicine’s Graduate Curriculum Committee at its meeting of November 8, 2007. Discussion related to the comparison of “global” health and “international” health. It was explained that global health is a broader term that transcends national boundaries, with an all-encompassing meaning. Members also discussed the program’s admission policy. The program will follow a standard admission policy. Students will be admitted by a home department and must meet all the requirements of that home program. Students’ thesis topic will be considered by the Global Health Collaborative Program (GHCP) Committee. Members agreed that there is a significant demand for this program.

With Graduate Education Council’s approval this item will be reported for information to the Academic Policy and Programs Committee in the annual summary report. GEC approval constitutes final University approval. The proposal will be forwarded to the Ontario Council on Graduate Studies for a standard appraisal (without consultants). The Faculty of Medicine will be the lead Faculty for administrative purposes.
ITEM IDENTIFICATION: PROPOSAL FROM THE FACULTY OF MEDICINE FOR A COLLABORATIVE DOCTORAL PROGRAM IN GLOBAL HEALTH

Faculty Affiliation: Faculty of Medicine

Graduate Program/s involved in proposal, if any:
Ph.D. Program in the Department of Public Health Sciences
Ph.D. Program in the Department of Health Policy, Management and Evaluation
Ph.D. Program in the Faculty of Nursing
Ph.D. Program in the Faculty of Pharmacy
Ph.D. Programs in the Department of Anthropology
Ph.D. Programs in the Department of Political Science
SJD Program in the Faculty of Law

Brief Summary of Proposal:
This is a proposal to establish a collaborative doctoral program in Global Health. See attached Executive Summary and new Calendar entry.

Prior Approvals/Actions:
Approved in principle by:
Curriculum Committee, Department of Public Health Sciences
Curriculum Committee, Department of Health Policy, Management and Evaluation
Graduate Education Committee, Department of Anthropology
Graduate Education Committee, Department of Political Science
Curriculum Committee, Faculty of Nursing
Curriculum Committee or equivalent, Faculty of Pharmacy
Curriculum Committee or equivalent, Faculty of Law
Faculty of Medicine Graduate Curriculum Committee: November 8, 2007

Other relevant approvals or actions taken:
Supported by:
- Centre for International Health
- Joint Centre for Bioethics
- Centre for Global Health Research
- Munk Centre for International Studies
Graduate students from three participating graduate programs (Public Health Sciences, Political Science, Anthropology) and one supporting unit (Joint Centre for Bioethics) were part of the initial discussions among faculty and students, and meetings with other departmental members, during the formulation of the proposed collaborative program.

Proposed Effective Date: September, 2008

Contact name, e-mail address and telephone #:
Michael Escobar, Interim Chair, Department of Public Health Sciences
Donald Cole, Associate Professor, Department of Public Health Sciences

Submitted by: Andrea Sass-Kortsak, Vice Dean Graduate Affairs, Faculty of Medicine
Date: 26 October 2007
UNIVERSITY OF TORONTO

Proposal for a Graduate Program

Collaborative Doctoral Program in Global Health

Based in Department of Public Health Sciences Faculty of Medicine

October 2007
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1 Executive Summary

The Department of Public Health Sciences together with the graduate units of Anthropology, Health Policy, Management and Evaluation, Law, Nursing, Pharmacy and Political Science have come together to propose a new Collaborative Doctoral Program in Global Health at the University of Toronto, with support of four university affiliated centres: the Centre for International Health, the Joint Centre for Bioethics, the Centre for Global Health Research and the Munk Centre for International Studies. This proposal is complementary to a parallel one for a Collaborative Doctoral Program in Global Change, which will focus on the social and political nature of ongoing changes in the world.

Both proposed Collaborative Programs are consistent with the U of T’s Stepping UP framework, which emphasizes globalization, interconnectedness, and “the importance of addressing the challenges facing our city, our province, our country and the world” through “rich environment[s] for interdisciplinary and multi-disciplinary research and learning.” This proposal meets the Faculty of Medicine’s goals of establishing new collaborative programs, an “expanding role in global health” as a remarkable learning opportunity, building strong relationships locally, nationally, and internationally, and as a “platform to establish international leadership” in competitive doctoral programs.

The Collaborative Doctoral Program in Global Health will integrate the methods and insights from the scholarly arenas of anthropology, ethics, political science, health policy, pharmacy, law, nursing, and public health, primarily through concerted networking across existing faculty and courses. We foresee enrollment in the collaborative program to grow to approximately 24 students over the four years of the doctoral degree. The Collaborative Program will provide scholarly direction, institutional support, and a vibrant intellectual community with opportunities for doctoral students interested in global health to interact and learn from one another and research faculty and be exposed to a broad scope of faculty expertise in terms of substantive content areas, geographical locations of research site, methodological approaches, and philosophical orientations.

Consultation has been through representatives of participating graduate units, both faculty and students, who are to form the Program Committee (see attached calendar entry for listing). Participating home graduate units will offer in-kind contributions, including one of the required and all elective courses (see attached calendar entry for listing). Centres supporting the Collaborative Program will provide important support to seminars and access to research resources, collaborations, and visiting scholars. The Department of Public Health Sciences will host the Collaborative Program. Sufficient resources to support the growth of the Collaborative Program in the coming years are planned as part of the transformation of the Department and its partner cognate departments and faculties into a School of Public Health.

The name ‘Global Health’ is an increasingly accepted term for the integrative construct that focuses on the inter-relationships among local, regional, national, and international factors influencing health and the effective interventions and policies that will address these factors. Collaborative reflects the nature of the commitments across cognate departments and faculties.

Expected date of implementation of the Collaborative Doctoral Program in Global Health is September 2008.
2 Academic

2.1 Description and rationale for the proposal

2.1.1 Description of proposed program

This is a new proposal for a Collaborative Doctoral Program in Global Health at the University of Toronto (U of T), sponsored by the Department of Public Health Sciences (PHS), Faculty of Medicine. The Collaborative Program will provide scholarly direction, institutional support, and a vibrant intellectual community with opportunities for doctoral students interested in global health to interact and learn from one another and research faculty and be exposed to a broad scope of faculty expertise in terms of substantive content areas, geographical locations of research site, methodological approaches, and philosophical orientations. Four centres (Centre for International Health, Centre for Global Health Research, Joint Centre for Bioethics, and Munk Centre for International Studies) are supporting units to the proposed collaborative program. This proposal is complementary to a parallel one for a Collaborative Doctoral Program in Global Change, which will focus on the social and political nature of ongoing changes in the world.

Participating Graduate Degree Programs

Ph.D. Programs in the Department of Public Health Sciences
Ph.D. Program in the Department of Health Policy, Management and Evaluation
Ph.D. Program in the Faculty of Nursing
Ph.D. Program in the Faculty of Pharmacy
Ph.D. Programs in the Department of Anthropology
Ph.D. Programs in the Department of Political Science
SJD Program in the Faculty of Law

2.1.2 Rationale for proposal

The Stepping UP framework emphasizes globalization, interconnectedness, and “the importance of address [ing] the challenges facing our city, our province, our country and the world” through “rich environment[s] for interdisciplinary and multi-disciplinary research and learning.” and aims to increase international enrolment at the university and “enhance meaningful international experience for our students.” The Faculty of Medicine’s goals include establishing new collaborative programs, an “expanding role in global health” as a remarkable learning opportunity, building strong relationships locally, nationally, and internationally, and as a “platform to establish international leadership” in competitive doctoral programs. The Department of Public Health Sciences has a mission to “Make health within the reach of everyone especially the disadvantaged”. The development of a Collaborative Program in Global Health will signal the University’s commitment to improving the well-being of people in Canada and around the world through higher education and advanced research in global health.

The U of T has at least three Canada Research Chairs in the arena of global health (Centre for Global Health Research-St Michael’s Hospital, Department of Anthropology, and Department of Public Health Sciences/UTSC-Department of Social Sciences). Further, the Canadian Program on Genomics and Global Health, the Centre for Global eHealth Innovation, and the Centre for International Health are influential in the global health field and attract students both from Canada and developing countries.

The present external environment is highly conducive to promoting and consolidating a Global Health Collaborative Doctoral Program at U of T. An expanding market for graduates with doctoral degrees in the health and social sciences with a “global health” designation exists. Both domestic and international organizations, in both public and non-profit sectors are urgently in need of research expertise in health promotion, disease
prevention, needs assessment, program evaluation, and policy analysis. A variety of international, national, and local government agencies as well as foundations, research institutes, and a wide array of non-governmental organizations concerned with research on health, social services, environment and community development, and their relation to the global context are potential employers.

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

The objectives of the Collaborative Doctoral Program in Global Health are multiple for students, the university and broader Canadian society.

For students:

1. To provide substantive transdisciplinary grounding in the underpinnings of health and disease patterns within, between, and across countries and populations;
2. To develop an understanding of global health in terms of the interaction of global, national, regional, and local forces, processes, and conditions;
3. To ground training in disciplinary perspectives and engaged in transdisciplinary efforts through concrete collaborative global health research projects;
4. To offer mentorship opportunities by committed and experienced faculty with a diversity of theoretical, substantial and methodological perspectives on global health;
5. To grapple with complex health-related policymaking by the range of international, national, and local actors in a wide range of sectors that shape policies and carry out activities that affect health; and
6. To promote involvement in the challenges of knowledge exchange in specific projects with these same actors.

For the University of Toronto:

1. To contribute to the strengthening of a network of global health researchers, policy makers and practitioners within the University of Toronto and beyond; and
2. To increase the visibility of global health within the Uof T community, in Canada and beyond, in conjunction with the Global Change collaborative program.

For broader Canadian society and globally:

1. To prepare research leaders in the field of global health through transdisciplinary training that cuts across existing academic disciplinary boundaries; and
2. To produce the next generation of health researchers and practitioners to work ethically, respectfully, and effectively in global health.

The Global Health Collaborative Doctoral Program will provide scholarly direction, institutional support, and a vibrant intellectual community that conventional disciplinary programs are unable to offer as a step towards transdisciplinary training, with corresponding potential funding. The proposed program will provide opportunities for students interested in global health to interact and learn from one another and research faculty and expose them to a broad scope of faculty expertise in terms of substantive content areas, geographical locations of research site, methodological approaches, and philosophical orientations. It will emphasize the connections between local and global decision-making and policy development and encourage students to think critically about dominant paradigms and approaches today and to integrate academic research skills in an applied community or policy setting.

2.3 **Projected student demand**

The number of doctoral theses in the area of global health has been increasing over the last three decades in Canada as a whole. Funding for doctoral students has increased through the Canadian Global Health Research Initiative over the last few years. Global
health courses are being keenly sought by graduate students (David Zakus, Centre for International Health, personal communication) resulting in increasing offerings at this level. Sources of students will include those with a focus on global health in their masters’ training, those with backgrounds in global health practice who are seeking advanced training and those in existing programs and University of Toronto affiliated global health research centres who have already identified a global health topic as the focus of dissertation research. We see increasing enrolment gradually to build a critical mass of students over time.

<table>
<thead>
<tr>
<th>Doctoral Students Projected Enrolments</th>
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<tbody>
<tr>
<td>All participating graduate units</td>
</tr>
<tr>
<td>2008-9</td>
</tr>
<tr>
<td>New entrants</td>
</tr>
<tr>
<td>Total enrolment</td>
</tr>
</tbody>
</table>

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

The proposed Collaborative Program will foster cross-disciplinary dialogue through the creation of a graduate research seminar and the gradual adaptation of existing courses towards greater complementarity. Not only will the courses help to coordinate and integrate ideas, but the Collaborative Program will facilitate cross-departmental teaching and studying opportunities that are currently more difficult to carry out. The opportunity for students to carry out field research drawing on a wide range of disciplines and located internationally will prepare them for future employment, help them establish their own global health ties and networks, and enable them to better understand the ethical, practical, and scholarly challenges of knowledge translation in different sociopolitical contexts. The Collaborative Program in Global Health will thus add structure to transdisciplinary work and provide greater coordination of the U of T’s global health resources (courses, faculty, supervisors) to enable novel areas of research to blossom.

2.5 Evidence of consultation with other affected divisions

The present proposal grew out of initial planning meetings during the fall of 2005 and winter of 2006 with a wide range of faculty members and students committed to global health research and education. Separate meetings of current interested students and faculty produced ideas for key characteristics of the program. Different departmental and faculty leads, now proposed as Program Committee representatives, then discussed the ideas in separate meetings with their respective colleagues and chairs or deans. Based on these discussions a steering group produced a draft which was taken by leads to their respective departments and faculty committees for approval in principle.

2.6 Appropriateness of the name and designation of the new program

“Collaborative” reflects the process involved in bringing together this program, the multidisciplinary nature of global health, and the rigorous disciplinary training required to undertake scholarly work on the topic.

‘Global Health’ has been described as “health problems, issues, and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions.” (US Institute of Medicine). As a term, global health is currently preferred to ‘International Health’ which focuses primarily on different geographies of health or health assistance or service to others or ‘world health’ which is primarily associated with inter-governmental agencies such as the World Health Organization. As the world becomes increasingly interdependent and the health of people and environments are inter-related, growing numbers of public and private institutions are recognizing the importance of and using
the term “global health”. Not only do people cross borders, --as migrants, immigrants or trans-nationals moving back and forth between countries-- but so do health problems and their underlying determinants, gradually eroding national differences in health burdens, threats and responses to them. The new Collaborative Program in Global Health views ‘global health’ in an integrative manner, focusing on the inter-relationships among local, regional, national, and international factors that influence health and on the development of effective interventions and policies that will address these factors.

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

2.7.1  Program description and requirements

Admission requirements

All students must first apply to, meet the admission criteria of, and be accepted by their home degree program, although to ensure appropriate access to confidential material, we urge indication of interest in the Collaborative Doctoral Program in Global Health at the time of application, so that referees are aware of the dual application. After they are accepted in a home doctoral program, application can be made to the Collaborative Program by submitting to the program administrator (i) photocopies or digital records of their curriculum vitae, (ii) transcripts, and (iii) letters of reference.

All applicants to the Collaborative Program must also submit a tailored Personal Statement: a letter of no more than 2 pages in length that describes relevant personal and/or professional experiences, a career plan, and the applicant’s motivation in seeking advanced research training in Global Health. The nature of past work and research experience in the arena of global health, if any, should also be described. This may be similar to a personal statement that they submit as part of their home department application as long as it expresses well their orientation to Global Health. The Collaborative Graduate Program encourages diversity in academic disciplines, life experiences and origins.

Students already enrolled in a participating University of Toronto graduate degree program at the time of formal approval of the Global Health program may apply for admission.

Doctoral program requirements

Students in the doctoral Collaborative Program in Global Health are expected to pursue the Collaborative Program from a base of disciplinary training/depth, to engage in transdisciplinary examination of global health in courses, seminars, and other student/faculty interaction, and to carry out a dissertation in global health which includes both disciplinary and transdisciplinary perspectives.

Students must complete the following:

1. NUR1083H Comparative Politics of Health and Health Policy in a Globalizing World
2. One elective course relevant to global health offered by a department other than the home department
3. Participation in a half-credit global health research seminar series for the equivalent of two academic years
4. Write and defend a thesis on an issue related to global health, to be approved by both the home unit and the collaborative program committee.

Completion of program requirements
The Collaborative Program director will be responsible for certifying the completion of the Collaborative Program requirements in conjunction with Program Committee members. 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 Global Health.”

### 2.7.2 Course titles/numbers

Required courses (each 0.5 credits) include:

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tr>
<td>NUR1083H</td>
<td>Comparative Politics of Health and Health Policy in a Globalizing World</td>
</tr>
<tr>
<td>New</td>
<td>Doctoral seminar course in Global Health</td>
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The monthly ongoing trans-disciplinary seminar in Global Health (required attendance for the equivalent of two academic years) will offer the students in the Collaborative Doctoral Program in Global Health the opportunity to learn about projects, priorities, and controversies in the global health arena presented by University of Toronto faculty, advanced graduate students, and visiting practitioners, researchers, and policymakers. In addition, students will choose one global health elective (0.5 FCE) from outside their home department, from a comprehensive list of courses relevant to global health. All participating graduate units are committed to making relevant courses available to students in the Collaborative Program. Potential elective courses will also include two week, half credit modular courses offered by the proposed new Collaborative Doctoral Program on Global Change. For several departments, this elective can count as an elective for the home department though for some graduate programs it will constitute an additional requirement. Where relevant to their planned doctoral thesis, development of language and area studies’ competencies may be strongly advised.

### 2.7.3 Faculty members

Proposed Program Committee members include:

- A.E. Birn, BA, MA, ScD Canada Research Chair/Public Health Sciences
- R. Cockerill, BA, MA, PhD/Health Policy, Management and Evaluation
- J. Cohen, BA, MA, PhD/Pharmacy
- D. Cole, MD, MSc, FRCP(C)/Public Health Sciences
- D. Gastaldo, BScN, MAEd, PhD/Nursing
- A. Howard, MD, MSc/Health Policy, Management and Evaluation
- C. Muntaner, BSc, MD, MHS, PhD/Nursing
- J. Orbinski, MA, MSc, MD/Poliical Science
- D. Sellen, BA, MA, PhD, Canada Research Chair/Anthropology
- L. Sossin, BA, MA, LL.B, LL.M, J.S.D. PhD/Law
- H. Wardlow, BA, MPH, PhD/Anthropology
- J. Wong, BA, MA, PhD/Poliical Science

And ex-officio, the Director of the Collaborative Doctoral Program on Global Change, Dr. Robert Vipond, PhD/Poliical Science

A wide range of additional faculty have expressed support, contributed ideas and are expectantly waiting to encourage enrolment of potential doctoral students in the
Collaborative Program. Full lists of these faculty and their research interests are available in the OCGS brief, Appendix III.

3 Planning and Budget

3.1 Resource implications

As the location for the Centre of International Health and with numerous faculty actively engaged in global health research, The Department of Public Health Sciences, Faculty of Medicine, will initially host the Collaborative Program. The Faculty of Medicine has committed to arranging sufficient resources to support the ongoing operation and administration of the Global Health Collaborative Program as part of the transformation of the Department of Public Health Sciences and its relationships with other Faculty departments, including the Department of Health Policy Management and Evaluation, and the faculties of Nursing and Dentistry to a School of Public Health. Some resources may be shared with those devoted to undergraduate and masters' level global health teaching programs currently in the Centre for International Health and the Department of Public Health Sciences.

Participating home graduate units will offer in-kind contributions e.g. preparing dockets for admissions, space for meetings, faculty time on the Program Committee, fundraising for Collaborative Program activities. Centres supporting the Collaborative Doctoral Program in Global health will also provide important access to research resources, collaborations, and visiting scholars. The cluster support provided through the Canada Research Chairs program as well as the existence of centers and institutes with global health interests will add to the broader intellectual and financial resources available to develop and sustain the Collaborative Program activities and present the opportunity to further explore other synergistic opportunities.

3.1.1 Administration and Staffing

The Collaborative Program will have a Program Committee composed of a departmental/ faculty representative from each participating graduate unit as listed in 2.7.3 above and, ex-officio, the Director of the Collaborative Program in Global Change. Program Committee members will usually serve for terms of three years, but commitments will be flexible to provide coverage for sabbaticals and respond to interests of new faculty members in the graduate units involved.

The Director and Program Committee members will be responsible for approval of admissions to the collaborative program and are responsible for approving the completion of collaborative program requirements, including the granting of the collaborative program designation. Together, they will also recommend changes to the program, and, as required, approve advertising, and generally provide ideas and oversight for the collaborative program. In addition, they will seek input from representatives of the four supporting centres in these matters, via correspondence on Program Committee matters and participation on working groups seeking complementary funding, for example.

The Program Committee members will decide among themselves and recommend the appointment of new Directors to the Dean of SGS, after consultation with chairs/directors of participating graduate units and the current director. The director's initial term will be three years, with subsequent terms up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the chairs/directors of participating graduate units, and approval of the Dean of SGS. The proposed inaugural director, Donald C. Cole, is affiliated with the Department of Public Health Sciences as the sponsoring department of this Collaborative Program proposal. The Department will be the base for clerical assistance, inter-departmental communications, program
promotion, website creation, and hosting of committee meetings.

3.1.2 Space
The Graduate Office of the Department of Public Health Sciences and the Centre for International Health will provide core administrative space. Seminar space will in addition be provided by the four supporting Centres. Course space will be booked in the usual fashion by the affiliated graduate units.

3.1.3 Libraries
Both the University’s library system and those of affiliated hospitals and supporting centres will provide a wide range of library support. UofT’s electronic resources are very advanced and include a wide range of journals relevant to global health, in addition to those available directly through open access, very common in global health as journals seek to promote equity in access.

3.1.4 Computing facilities
Supporting centres, affiliated hospital research institutes where doctoral students’ supervisors may be located, and the University’s campus libraries, all provide students with access to computers and printers, online research resources, and appropriate software.

3.1.5 Enrolment/admissions
See sections 2.7 and 2.3 above

3.1.6 Revenues/costs
We foresee the following annual budget and sources:

<table>
<thead>
<tr>
<th>Director</th>
<th>$25K</th>
<th>PHS as proposed director is tenured and would be within his responsibilities. Future directors may need support</th>
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<tbody>
<tr>
<td>Administration</td>
<td>$15K</td>
<td>PHS with Faculty of Medicine support in new School of Public Health</td>
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<tr>
<td>Core course</td>
<td>$20K</td>
<td>Faculty of Nursing contribution in kind</td>
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<tr>
<td>Doctoral seminar</td>
<td>$20K</td>
<td>Currently supporting Centres will provide but additional workshop funding will be sought for some sessions</td>
</tr>
<tr>
<td>Total</td>
<td>$80K</td>
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</tr>
</tbody>
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Program committee members will actively seek additional funding sources, including approaches to foundations and private sources, applications for SSHRC funded workshops, and a CIHR transdisciplinary training grant in collaboration with the Canadian Coalition of Global Health Research and other universities.

3.1.7 Financial aid
Specific financial aid packages will be the responsibility of home graduate units under existing arrangements.

4 Space and Facilities

4.1 Requirements for physical facilities
Students in the Collaborative Program will have all the usual access to space and physical facilities in their home departments and in affiliated hospital research institutes.

4.2 Capital projects for approvals
5 Students

5.1 Student affairs and services
All the usual facilities and services available to graduate students will be available to students in the Collaborative Program.

5.2 Student conduct and discipline
The current University regulations will govern student conduct, both academic and non-academic, for this program. All off-site field-work will remain within the University of Toronto’s purview.

5.3 Financial Support
Student support will occur as under current arrangements by home graduate units. Other options to supplement such sources may include standard Ontario Graduate Scholarships, Tri-Council and IDRC awards, Foundation awards e.g. Lupina and Trudeau, as well as other sources particularly available to international students (e.g. Commonwealth Scholarships, Ford Foundation, Nippon Foundation).

5.4 Student registration and information systems
Student registrations and enrollment will follow current SGS practices for collaborative programs in coordination with the sponsoring Department of Public Health Sciences staff.
UNIVERSITY OF TORONTO

Brief for the Standard Appraisal
of the

Collaborative Doctoral Program

in

Global Health

Submitted to the
Ontario Council on Graduate Studies

January, 2008
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1. **Introduction & Rationale**

This is a proposal for a new Collaborative Doctoral Program in Global Health at the University of Toronto (U of T), sponsored by the Department of Public Health Sciences (PHS), Faculty of Medicine. In addition to PHS, it involves graduate units with doctoral programs in the Faculties of Medicine (Health Policy Management & Evaluation), Nursing, Pharmacy, Law, and Arts and Science (Departments of Anthropology and Political Science). Four centres (Centre for International Health, Centre for Global Health Research, Joint Centre for Bioethics, and Munk Centre for International Studies) are supporting units to the proposed collaborative program. The present proposal grew out of initial planning meetings during the fall of 2005 and winter of 2006 with a wide range of faculty members and students committed to global health. In its focus on the nature and determinants of global health and responses to them, it is complementary to the recently planned Collaborative Doctoral Program on the Dynamics of Global Change which is centred on theories of and forces driving global change.

The U of T is ideally poised to launch new collaborative doctoral training programs in global issues that integrate the methods and insights from diverse disciplines. Such programs as that on Comparative, International and Development Education based in OISE, on Global Health based in PHS, and on the Dynamics of Global Change based in the Munk Centre are consistent with the long-term strategies of the U of T’s Stepping UP framework. The latter emphasizes globalization, interconnectedness, and “the importance of address[ing] the challenges facing our city, our province, our country and the world” through “rich environment[s] for interdisciplinary and multi-disciplinary research and learning” and aims to increase international enrolment at the university and “enhance meaningful international experience for our students.”

The Collaborative Doctoral Program in Global Health meets the Faculty of Medicine’s goals of establishing new collaborative programs, an “expanding role in global health” as a remarkable learning opportunity, building strong relationships locally, nationally, and internationally, and as a “platform to establish international leadership” in competitive doctoral programs. It responds to the PHS mission to “Make health within the reach of everyone especially the disadvantaged.”

The development of a Collaborative Program in Global Health will signal the University’s commitment to improving the well-being of people in Canada and around the world through higher education and advanced research in global health.

The U.S. Institute of Medicine refers to global health as "health problems, issues, and concerns that transcend national boundaries, may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions." As the world becomes increasingly interdependent and the health of people and the health of national economies are similarly inter-related, growing numbers of public and private institutions are recognizing the importance of "global health". Not only do people cross borders, --as migrants, immigrants or transnationals moving back and forth between countries-- but so do health problems and their underlying determinants, gradually eroding national differences in health burdens, threats and responses to them. The new Collaborative Program in Global Health views global health in an integrative manner, focusing on the inter-relationships among local, regional, national, and international factors that influence health and on the development of effective interventions and policies that will address these factors.

The program also recognizes that:
1. Solutions to global health problems cross borders and can be shared among countries, regardless of levels of development or political, social, and economic trajectory: all countries, institutions, researchers, and practitioners can both learn from other countries and also share their own experiences and information.

2. Global health policies are ultimately translated into concrete programs that interact with and are implemented in communities with culturally specific understandings of health, illness etiology, and treatment and among people from diverse origins. Anthropologic ways of understanding and ethnographic knowledge are crucial to global health research and practice.

3. Attention to the ethical challenges of resource allocation --particularly in relation to pharmacotherapy--, establishing research priorities, and the implementation of health policies, programs and projects is central to advancing global health in a manner that is just and widely acceptable, in keeping with an equity orientation and emphasis on marginalized populations and low-income countries.

4. Underpinning these approaches is a complex legal and political framework of governmental and non-governmental actors and policymaking mechanisms within local, national, and global governance structures; law and political science perspectives are vital to the systematic analysis and improvement of these elements.

5. A nursing perspective is essential to understanding firsthand the clinical, caregiving, and human resource dimensions and challenges of global health.

6. The many disciplinary perspectives of the public health field can serve as an anchor to these approaches by providing theoretical, methodologic, and substantive understandings of the causes and patterns of health and disease within, between, and across countries and populations, and how to address them.

The present external environment (see additional rationale material in Appendix I is highly conducive to promoting and consolidating a Global Health Collaborative Doctoral Program at U of T. The U of T has at least three Canada Research Chairs in the arena of global health (Centre for Global Health Research-St Michael’s Hospital, Department of Anthropology, and Department of Public Health Sciences/UTSC-Department of Social Sciences). Further, the Canadian Program on Genomics and Global Health, the Centre for Global eHealth Innovation, and the Centre for International Health are influential in the global health field and attract students both from Canada and from developing countries.

2. Objectives and Added Value

2.1 Growth and Demand

Since the 1970’s enrolment in transdisciplinary programmes such as International Development Studies (IDS) has also been steadily increasing at the undergraduate level. The Association of Universities and Colleges of Canada has argued in its brief on International Education “Students need exposure to ideas and people from around the world to build understanding and cross-cultural skills and to help them adapt to the demands of a rapidly changing world. … Canadian universities have set a goal of having five percent of university students participate in an international educational opportunity. As a first step, universities aim to triple the number of students who participate by 2010.”

Global health courses are keenly sought by undergraduate students and graduate students (David Zakus, Centre for International Health, personal communication) resulting in increasing offerings at that level. The number of doctoral theses in the area of global health has been increasing over the last three decades, and funding for doctoral students has increased through the Global Health Research Initiative over the last few years (see Appendix I). An expanding market for graduates with doctoral degrees in the health and social sciences with a “global health” designation exists. Both domestic and international organizations, in both public and non-profit sectors are urgently in need of research expertise in health promotion, disease prevention, needs assessment, program evaluation, and policy analysis. A variety of international, national, and local government agencies as well as foundations, research institutes, and a wide array of non-governmental organizations concerned with research on health, social services, environment and community development, and their relation to the global context are potential employers.

2.2 Objectives

The objectives of the Collaborative Doctoral Program in Global Health are multiple for students, the university and broader Canadian society.

For students:
1. To provide substantive transdisciplinary grounding in the underpinnings of health and disease patterns within, between, and across countries and populations;
2. To develop an understanding of global health in terms of the interaction of global, national, regional, and local forces, processes, and conditions;
3. To ground training in disciplinary perspectives and engaged in transdisciplinary efforts through concrete collaborative global health research projects;
4. To offer mentorship opportunities by committed and experienced faculty with a diversity of theoretical, substantial and methodological perspectives on global health;
5. To grapple with complex health-related policymaking by the range of international, national, and local actors in a wide range of sectors that shape policies and carry out activities that affect health; and
6. To promote involvement in the challenges of knowledge exchange in specific projects with these same actors.

For the University of Toronto:
1. To contribute to the strengthening of a network of global health researchers, policy makers and practitioners within the University of Toronto and beyond; and
2. To increase the visibility of global health within the Uof T community, in Canada and beyond, in conjunction with the Global Change collaborative program.

For broader Canadian society and globally:
1. To prepare research leaders in the field of global health through transdisciplinary training that cuts across existing academic disciplinary boundaries; and
2. To produce the next generation of health researchers and practitioners to work ethically, respectfully, and effectively in global health.

2.3 Added Value
The University of Toronto also has considerable experience in graduate education in global health and related fields conducted in varied departments and units. Many students currently endeavour to achieve their own transdisciplinary training in global health. By transdisciplinary, we can draw on Canadian Institute of Health Research’s notion of a synthetic integration across disciplines that is greater than inter-disciplinary, where engagement is across disciplinary boundaries, and multi-disciplinary, where parallel research activities occur rather than problem solving together. “Trans-disciplinarity is the integration and transformation of fields of knowledge from multiple perspectives in order to define, address, and resolve complex real-world problems.” (http://firewall.unesco.org/philosophy/transdisciplinarity/4.html).

The Global Health Collaborative Doctoral Program should provide scholarly direction, institutional support, and a vibrant intellectual community that conventional disciplinary programs are unable to offer as a step towards transdisciplinary training, with corresponding potential funding. The proposed program will provide opportunities for students interested in global health to interact and learn from one another and research faculty and expose them to a broad scope of faculty expertise in terms of substantive content areas, geographical locations of research site, methodological approaches, and philosophical orientations.

Not only will a Collaborative Program in Global Health bring together different disciplines and a range of global perspectives, enabling graduates to work effectively with transdisciplinary, international teams, but it will emphasize the connections between local and global decision-making and policy development. The Collaborative Program will encourage students to think critically about dominant paradigms and approaches today and to integrate academic research skills in an applied community or policy setting.

The proposed Collaborative Program will foster cross-disciplinary dialogue through the creation of a graduate research seminar and the gradual adaptation of existing courses (see Appendix IV) towards complementarity. Not only will the courses help to coordinate and integrate ideas, the Collaborative Program will facilitate cross-departmental teaching and studying opportunities that are currently more difficult to carry out. The opportunity for students to carry out field research internationally will prepare them for future employment, help them establish their own global health ties and networks, and enable them to better understand the ethical, practical, and scholarly challenges of knowledge translation in different sociopolitical contexts.

The Collaborative Program in Global Health will serve as a forum (through courses, advising and less formal channels) for understanding, synthesizing, and applying knowledge from different disciplines and add structure to transdisciplinary work. In providing greater coordination of the U of T’s global health resources (courses, faculty, supervisors), the program will also enable novel areas of research to blossom and allow students to cross disciplines depending on the needs of their thesis research.
3. Admission Requirements

The proposed calendar entry is included in Appendix IV. All students must first apply to, meet the admission criteria of, and be accepted by their home degree program, although to ensure appropriate access to confidential material, we urge indication of interest in the Collaborative Doctoral Program in Global Health at the time of application, so that referees are aware of the dual application. After they are accepted in a home doctoral program, application can be made to the Collaborative Program by submitting to the program administrator (i) photocopies or digital records of their curriculum vitae, (ii) transcripts, and (iii) letters of reference.

All applicants to the Collaborative Program must also submit a tailored Personal Statement, a letter no more than 2 pages in length that describes relevant personal and/or professional experiences, a career plan, and the applicant’s motivation in seeking advanced research training in Global Health. The nature of past work and research experience in the arena of global health, if any, should also be described. This may be similar to a personal statement that they submit as part of their home department application as long as it expresses well their orientation to Global Health. The Collaborative Graduate Program encourages diversity in academic disciplines, life experiences and origins. The program is open to all qualified applicants.

Students already enrolled in a participating University of Toronto graduate degree program at the time of formal approval of the Global Health program may apply for admission.

Acceptance to the Collaborative Program will depend on the applicant’s intention to pursue the study of a question or questions related to global health, on the availability of appropriate supervisory faculty, and on the enrolment target set for the program. Decisions on admission to the Collaborative Program will be made by the Program Committee (see Section 6).

4. Program Requirements and Common Learning Experience

Students in the doctoral Collaborative Program in Global Health are expected:
1) to pursue the Collaborative Program from a base of disciplinary training/depth;
2) to engage in transdisciplinary examination of global health in courses, seminars, and other student/faculty interaction, and
3) to carry out a dissertation in global health which includes both disciplinary and transdisciplinary perspectives.

4.1 Required courses

All doctoral students in the Collaborative Program will take the following common core course (0.5 FCE):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR1083H</td>
<td>Comparative Politics of Health and Health Policy in a Globalizing World</td>
</tr>
</tbody>
</table>

Synopsis: Although the history of public health is widely accepted to be intertwined with
politics (e.g., Chadwick, Virchow, Villerme), it is striking that contemporary scholarship has disassociated politics both from population health and health policy [1]. In the meantime, ‘Population Health’ has increased its relevance in international politics as a yardstick to measure development and well being (AIDS in Africa, access to care in Latin America or the drop in the life expectancy in the former Soviet Union). Population health has become again the focus on “real” political discussion and debates in international forums such as the UN, FTA agreements or the WTO rounds (debt cancellation, privatization of water, access to essential medicines). It has thus become necessary in public health and political science to provide insights on the political processes that shape national health policies and population health. A comparative politics analysis approach during this era of “globalization” provides the methodological interdisciplinary tools for these goals. The comparative framework allows us to explore how national and international politics shape health systems and population health outcomes. Our course takes students into a multidisciplinary approach that integrates national and global politics in the explanation of how health policies are generated and implemented, and how those politics shape population health. Emphasis is put in an understanding of specific health problems, political forces and political economy, both national and international that shape population health.

In addition, all doctoral students will be required to:

Complete one global health elective (0.5 FCE) from outside their home department (a comprehensive list of courses relevant to global health is appended to this proposal, see Appendix V). All participating graduate units are committed to making relevant courses available to students in the Collaborative Program. Potential elective courses will include two week, half credit modular courses offered by the new Collaborative Doctoral Program on Global Change with internationally-recognized instructors. For several departments, this elective can count as an elective for the home department though for some graduate programs it will constitute an additional requirement.

Participate in a monthly ongoing trans-disciplinary seminar in Global Health (required attendance for the equivalent of two academic years) which will be developed into a 0.5 FTE credit course, with appropriate student presentations and evaluation. The seminar will offer the students in the Collaborative Doctoral Program in Global Health the opportunity to learn about projects, priorities, and controversies in the global health arena presented by University of Toronto faculty, advanced graduate students, and visiting practitioners, researchers, and policymakers. Many of the seminars may be jointly sponsored by the Collaborative Program’s four supporting centers (see section 7 on Resources).

Students will have the option of taking additional global health courses. Where relevant to their planned doctoral thesis, development of language and area studies competencies may be strongly advised.

4.2 Dissertation
The doctoral thesis must deal with a global health issue and be approved by both the home unit and the collaborative program committee. At least one member of the student’s thesis committee should be a faculty member participating in the Collaborative Program.

4.3 Completion of program requirements

All students enrolled in the collaborative program must complete the requirements of the collaborative program, in addition to those requirements for the degree program in their home graduate unit. The Collaborative Program Director in conjunction with the Program Committee will be 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. It is the objective of the Collaborative Program to enrich the learning experience without extending the duration of students’ graduate education. 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 Global Health.”

5. Participation of Home Graduate Units

The collaborative program’s affiliated faculty members are available to students in the home department/faculty as advisors or supervisors. One or more collaborative program faculty members in the student’s home graduate unit are expected to be involved in thesis supervision or serving on the thesis committee (see Appendix II for home graduate unit requirements). Faculty members will contribute to the collaborative program through teaching of the core course/s and participating in the delivery of seminar series and other common learning elements. Not all faculty members will participate each year and, in many cases, may simply remain available to interested students. For departments and faculties also participating in the Collaborative Doctoral Program in the Dynamics of Global Change, efforts are being made to have different faculty members take the lead for their home units in each of the different Collaborative Doctoral Programs. Some faculty may teach courses in the subject area of the collaborative program in the home program (see Appendix V for existing relevant courses). A list of the collaborative program’s faculty members with brief profiles is provided in Appendix III. Each participating degree program contributes to the collaborative program through student enrolments, though not necessarily every year.

6. Administration

The Collaborative Program will have a Program Committee composed of a departmental/faculty representative from each participating graduate unit (see table 6.1) and, ex-officio, the Director of the Collaborative Program in the Dynamics of Global Change (currently Robert Vipond PhD/Political Science). Program Committee members will usually serve for terms of three years, but commitments will be flexible to provide coverage for sabbaticals and respond to interests of new faculty members in the graduate units involved.
Table 6.1 Initial composition of the Program Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Faculty</th>
<th>Academic Rank</th>
<th>SGS Status</th>
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<tbody>
<tr>
<td>Donald C. Cole</td>
<td>Public Health Sciences</td>
<td>Associate</td>
<td>Full</td>
</tr>
<tr>
<td>Anne-Emanuelle Birn</td>
<td></td>
<td>Associate</td>
<td>Full</td>
</tr>
<tr>
<td>Holly Wardlow</td>
<td>Anthropology</td>
<td>Associate</td>
<td>Full</td>
</tr>
<tr>
<td>Daniel Sellen (alternate)</td>
<td></td>
<td>Associate</td>
<td>Full</td>
</tr>
<tr>
<td>James Orbinski</td>
<td>Political Science</td>
<td>Associate</td>
<td>Associate</td>
</tr>
<tr>
<td>Joe Wong (alternate)</td>
<td></td>
<td>Associate</td>
<td>Associate</td>
</tr>
<tr>
<td>Andrew Howard</td>
<td>Health Policy, Management &amp;</td>
<td>Associate</td>
<td>Associate</td>
</tr>
<tr>
<td>Rhonda Cockerill (alternate)</td>
<td>Evaluation</td>
<td>Professor</td>
<td>Full</td>
</tr>
<tr>
<td>Denise Gastaldo</td>
<td>Nursing</td>
<td>Associate</td>
<td>Full</td>
</tr>
<tr>
<td>Carles Muntaner (alternate)</td>
<td></td>
<td>Full</td>
<td>Full</td>
</tr>
<tr>
<td>Jillian Cohen</td>
<td>Pharmacy</td>
<td>Assistant</td>
<td>Full</td>
</tr>
<tr>
<td>Loren Sossin</td>
<td>Law</td>
<td>Professor</td>
<td>Full</td>
</tr>
<tr>
<td>To be determined</td>
<td>Student representative</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

The Director and Program Committee members are responsible for approval of admissions to the collaborative program and are responsible for approving the completion of collaborative program requirements, including the granting of the collaborative program designation. Together, they also recommend changes to the program, and, as required, approve advertising, and generally provide ideas and oversight for the collaborative program. In addition, they will seek input from representatives of the four supporting centres in these matters, via correspondence on Program Committee matters and participation on working groups seeking complementary funding, for example.

The Program Committee members will decide among themselves and recommend the appointment of new Directors to the Dean of SGS, after consultation with chairs/directors of participating graduate units and the current director. The director’s initial term will be three years, with subsequent terms up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the chairs/directors of participating graduate units, and approval of the Dean of SGS. The proposed inaugural director, Donald C. Cole, is affiliated with the Department of Public Health Sciences, the sponsoring department of this Collaborative Program proposal.

7. Resource Issues

As the location for the Centre of International Health and with numerous faculty actively engaged in global health research, The Department of Public Health Sciences, Faculty of Medicine, will initially host the Collaborative Program. Most courses are currently in existence and accounted for by home graduate units. Faculty participation in the research seminar series will contribute to the faculty member’s own academic development.

The Faculty of Medicine has already offered support to the Collaborative Doctoral Program in the Dynamics of Global Change. It is committed to arranging sufficient resources to support the
ongoing operation and administration of the Global Health Collaborative Program as part of the transformation of the Department of Public Health Sciences and its relationships with other Faculty departments, including the Department of Health Policy Management and Evaluation, and the faculties of Nursing and Dentistry, into a School of Public Health. Some resources may be in a shared form with those devoted to undergraduate and master’s level global health teaching programs currently in the Centre for International Health and the Department of Public Health Sciences. These resources should permit release time for the director and include clerical assistance, inter-departmental communications, program promotion, website creation, and hosting of committee meetings.

Participating home graduate units will offer in-kind contributions e.g. preparing dockets for admissions, space for meetings, faculty time on the Program Committee, fundraising for Collaborative Program activities. Centres supporting the Collaborative Doctoral Program in Global Health will also provide important access to research resources, collaborations, and visiting scholars:

The Centre for International Health helps create knowledge to improve the health of the world's poor. It does this by harnessing the expertise and knowledge of the University of Toronto as a whole and apply it to improving global health through research, education and service. The Centre’s vision is to redress the "10/90 Gap" whereby 90% of the health research spending affects only 10% of the world's population. The mission of the Centre for International Health is to provide a focus for excellence and scholarship by enhancing the University's commitment to international health and by facilitating innovative research, teaching and professional development activities in this field. Collaborative program participants will be encouraged to attend Centre seminars and conferences.

The Joint Centre for Bioethics has a strong focus on global health especially in its research program, the Canadian Program on Genomics and Global Health. The mission of the program is to harness the advances of innovative technology for promoting global health equity; to optimize global health benefits and minimize the social risks of advances in innovation through careful evaluation of the associated social and economic impacts. The centre works closely with ethicists and science and technology policy researchers from various developing countries, particularly through its US Fogarty funded training program in bioethics for international fellows. It is heavily engaged in research on global health issues and regularly organizes seminars on global health topics.

The mission of the Centre for Global Health Research (CGHR), St. Michael's Hospital, Uof T is to conduct high-quality research that advances global health. Specific emphasis is on avoidance of two large and growing causes of death worldwide -- HIV-1 and tobacco. Its partners include the World Health Organization, Canadian Institutes of Health Research, Public Health Agency of Canada, Indian Council of Medical Research, John E. Fogarty International Center, and Census India.

The Munk Centre for International Studies (MCIS) is committed to interdisciplinary teaching and scholarship and is a supporter of the proposed Collaborative Doctoral Program in Global Health and the key sponsor of the Collaborative Doctoral Program in the Dynamics of Global Change. MCIS will contribute substantively in sponsoring joint symposia in which faculty and students from both Programs will participate, thereby promoting synergies between the two programs (see letter of support from the Director,
Janice Stein, attached). MCIS is also prepared to contribute substantively in hosting and supporting a bi-monthly series of interdisciplinary seminars on Global Health to be held at the MCIS and coordinated with the Comparative Program in Health and Society (a research support program). These will be provide ideal opportunities for faculty and students to interact regularly with distinguished visitors.

Student support will occur as under current arrangements by home graduate units. Other options to supplement such sources may include standard Ontario Graduate Studies, Tri-Council and IDRC awards, Foundation awards e.g. Lupina and Trudeau, as well as other sources particularly available to international students (e.g. Commonwealth Scholarships, Ford Foundation, Nippon Foundation).

The cluster support provided through the Canada Research Chairs program as well as the existence of centers and institutes with global health interests will add to the broader intellectual and financial resources available to develop and sustain the Collaborative Program activities and present the opportunity to further explore other synergistic opportunities. In addition, program committee members will actively seek additional funding sources, including approaches to foundations and private sources, applications for SSHRC funded workshops or a CIHR transdisciplinary training grant in collaboration with the Canadian Coalition of Global Health Research and other universities.

8. Registration Information/Enrolment Projections

The first year’s intake will likely include current students in existing programs and University of Toronto affiliated global health research centres who have already identified a global health topic as the focus of dissertation research. Current supervisor or professorial recommendations may substitute for the students’ original references. In subsequent years, depending upon the number and quality of applications, applicants to each of the participating units may be expected, as indicated in the Table below. Sources of students will be both students with a focus on global health in their master’s training as well as those with backgrounds in global health practice or with a confirmed interest in global health.

The program will build to an intake of approximately six students per year by year 5 as per the accompanying table (Table 8.1). With a lagged equivalent number graduating each year, we would expect about 24 students overall enrolled across all years at any one time.

Table 8.1 Ramping up enrollment in the doctoral collaborative program in Global Health

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<tbody>
<tr>
<td>All participating units</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>New entrants</td>
<td>4</td>
<td>8</td>
<td>13</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Total enrolment</td>
<td></td>
<td></td>
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APPENDIX I: Additional Rationale Material

Global Health Challenges

Health is increasingly recognized to be a complex, global phenomenon influenced by economic, socio-political, cultural and environmental factors. As witnessed by health challenges as varied as SARS, HIV/AIDS, environmental degradation, and persistent social inequalities in chronic disease mortality and life expectancy, the health and well-being of people residing in any one locale can be linked to policies, processes, and conditions elsewhere. Despite wide recognition of the role of global factors in health, there is disturbing evidence that health challenges problems and their underlying causes have not been adequately addressed as issues of global importance. There is a greater than 30-year gap in life expectancy between the richest and the poorest countries and “women in developing countries are more than 100 times more likely to die of pregnancy-related causes than their counterparts in industrialized countries.” At the same time, populations within both developed and developing countries experience ill health due to phenomena that derive from far more than the local environment, whether due to war and conflict, weakened governance structures, commodity pricing and the terms of trade, the 10/90 research gap, accelerated and unregulated industrialization, climate change, human migration, natural resource management, the production and marketing of pharmaceuticals, or the emergence of new ailments. Furthermore, health systems are subject to these global political, social and economic forces, which affect governments’ ability to train and retain a skilled workforce and to ensure equitable access to health services for their citizens.

Research Opportunities

Global health research in Canada was given a major boost in 2001 with the creation of the Global Health Research Initiative (GHRI), which brings together expertise, commitment, and resources of four key government agencies: the Canadian Institutes of Health Research (CIHR), the Canadian International Development Agency (CIDA), Health Canada (HC), and the International Development Research Centre (IDRC). The creation of the GHRI underscores the importance of advanced research in global health, building on the increased funding for global health occurring through CIHR (see Figure 1.)

1 http://www.acdi-cida.gc.ca/health.htm
Figure 1. This includes global health research funded through ALL programs at CIHR including the Networks Centre of Excellence, doctoral and fellowship awards and the Canada Research Chairs. [Please note that the complete funding data for the entire 2004-05 fiscal year was not fully available at the time this graph was produced in March, 2006]

The GHRI recently launched the Teasdale-Corti Team Grants Program (totaling at least $10M over 4 years) with a special emphasis on research, capacity building, and knowledge translation in support of strengthening Canada-developing country teams to address the health problems affecting the world’s most disadvantaged. The creation of the GHRI underscores the importance of advanced research in global health and it offers the potential for significant support, both for the Collaborative Doctoral Program in Global Health, and for the dissertation research of the enrolled doctoral students and participating faculty (see below).

CIHR-Funded Doctoral Research Awards for research in Lower and Middle Income Countries

Erica De Ruggiero of IPPH-CIHR conducted an analysis of CIHR-Funded Doctoral Research Awards in the area of Global Health over the 2001 to 2006 funding period. A search of the CIHR database was conducted to collect data on all Doctoral Research Awards (DRAs) funded by CIHR and their partners from 2001 to 2006. The results include all Initiatives that supported doctoral research awards (e.g. K.M. Hunter/CIHR Doctoral Research Award) as well as the open competition results.

2 For more information, please see: http://web.idrc.ca/en/ev-90324-201-1-DO_TOPIC.html
A validation was then performed to extract all DRAs directly related to Global Health Research. Doctoral research projects that span the four pillars of health research were considered in this analysis. For the purposes of this exercise, global health is defined as “research that focuses on the health or health care problems of a low and middle income country (LMIC)” . Projects that did not have a clear link to the above definition or a potentially stated benefit to LMIC were excluded and deemed non-relevant. Given the limitations with the CIHR classification system (e.g. no consistent list of key words available for describing global health research, which is not unique to this field but poses challenges given the breadth; incomplete information provided by applicants), these results should be considered as an estimate of doctoral research funding awarded over the time period under examination.

Overall, 25 (2%) of all DRAs were for global health, with 1/5 of these (5) going to University of Toronto students. Nevertheless, the proportion of global health research awards has been increasing over the last three years (see Figure 2).

Figure 2. outlines the proportion of global health DRAs relative to the total CIHR doctoral research awards.

European trends in international education funding

The Association of Universities and Colleges of Canada presented to the Standing Committee on Finance an outline of total per capita investments in international education by different OECD countries for 2003-04. In comparison to the Netherlands ($3.14 per capita) and Germany ($5.02 per capita), Canada lags far behind ($0.70 per capita). For example, Germany has recently established a target of having 20% of German students spend time abroad and to have 10% of the German study body include international students. The UK awards 3,000 post-graduate
scholarships every year to international students (Ref: Key International Education Trends in Comparator Countries. Association of Universities and Colleges of Canada, 27 October 2005)

Trends in dissertations on global health topics in Canada

We conducted a search for dissertations relevant to global health via ProQuest, which includes most dissertations after 1980. Stephanie de Riego started with “or”ed keywords including: health, global health, migration health, immigration health, tropical, international health, developing countries. These were “and” ed with Canada, and then separated into those in English and French. Although screening of those in French is not complete (as of 20 October 2006), there appear to be approximately 75 theses, almost exclusively from Quebec universities.

For the English theses, after an initial screening based on titles, we sought abstracts on those for which we were uncertain of the global health content. Anne-Emanuelle Birn and Donald Cole reviewed all abstracts and categorized the remaining theses, based on an understanding of global health consistent with the proposed collaborative programme. As can be seen in Table 1, the number of dissertations dealing with global health has been increasing substantially by decade, with UofT contributing about half of the output, to approximately five per year from 2000 on.

Table 1. English language doctoral dissertations dealing with global health topics (1980 to present)

<table>
<thead>
<tr>
<th>Universities</th>
<th>1980-1989</th>
<th>1990-9</th>
<th>2000-2006 (to date)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toronto</td>
<td>7</td>
<td>18</td>
<td>32</td>
<td>57</td>
</tr>
<tr>
<td>Other Canadian</td>
<td>11</td>
<td>46</td>
<td>61</td>
<td>118</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>64</td>
<td>93</td>
<td>175</td>
</tr>
</tbody>
</table>
APPENDIX II: Program Requirements for Home Programs

Department of Public Health Sciences

PhD Applicants

Applicants require a Masters Degree (or equivalent) with thesis (or relevant research experience), A- ($\geq$ 80%) average or better in a Masters program. They must provide a statement of intent and two letters of reference. The program will take on average 6 years to complete, including course work and thesis work. It can take up to 8 years flextime to complete. The course work required varies with each PhD discipline within Public Health Sciences (SSH, Epi, BioStats) students are required to take from 3.0 to 5 FCE to 10 half credits. Each student must write a comprehensive exam followed by a thesis and defense.

PhD Social Science and Health (SSH)

This graduate program focuses on the application of social science theory and methodology to research on health, illness and health care. Faculty involved in the program come from a range of social science backgrounds, including sociology, psychology, human geography, criminology and health policy. This program also participates and encourages participation in a variety of interdisciplinary graduate collaborative programs, such as Addiction Studies, Aging and the Life Course, Women’s Studies and Bioethics.

Objectives:

- Emphasizes theory. Emphasizes a sociological orientation; however, theories and concepts from other social sciences are also incorporated. Emphasizes research methodology (philosophy and design) as much as research methods (techniques).
- Seeks to develop substantive knowledge and critical analytic ability at multiple levels of analysis, from the ‘micro’ individual level to the ‘macro’ societal level.
- Fosters a reflexive and critical perspective on theory and methodology. Adopts a model of independent student scholarship. The program enables students to take advantage of what the university/program/faculty have to offer, and to assist them in tailoring their studies according to their own experiences, scholarly interests, career direction and aspirations.

Admission Requirements:

- A match between the students research area and the potential supervisor’s expertise

Program Requirements:

The SSH program consists of three components which students complete sequentially. Full-time students should complete the requirements within a four year period.

Three distinct phases: Coursework (3.5 FCE), Comprehensive Theory Examination Research and Thesis.

Doctor of Philosophy Epidemiology (PhD)

Epidemiology is commonly defined as the study of the distribution and determinants of health related states or events in specified populations, and the application of this study to the control of health problems. The methods of this field of study began with the investigation of epidemics of infectious disease, in the 19th century. Currently epidemiological methods are applied to the study of the etiology, prevention, treatment, and outcomes of a wide variety of chronic and acute conditions.
Epidemiology is a fundamental health science discipline concerned with the improvement of the health and quality of life of individuals and communities. This program aims to develop excellent epidemiologists, able to work, teach and do research on the contributors to health, the causes of disease and disability, and the effective measures of prevention.

**Objectives:**
The overall goal of the program is to enable graduates to acquire the necessary scientific knowledge and skills to become independent researchers in epidemiology. Graduates with a PhD in epidemiology program are expected to have honed the skills which enable them to: Evaluate the scientific literature with respect to epidemiologic concepts, theoretical hypotheses, designs, methods, analyses and interpretation. Develop theoretical formulations and develop testable hypotheses from concepts in the literature or epidemiological observations. Set forth research questions, design and write research proposals, with others, as necessary. Understand the practical and scientific implications of epidemiological research designs and the associated methodological and analytical techniques. Identify and evaluate available data for addressing specific research questions. Evaluate strengths and weaknesses of data collection methods; develop methods appropriate for answering specific research questions; assess the measurement properties of data collection tools. Address ethical issues related to epidemiologic studies. Appreciate the policy implications of epidemiologic research. Write and defend a doctoral thesis which makes a contribution to the scientific literature.

**Admission Requirements:**
Applicants are expected to hold a MHSc in Epidemiology and Community Health, an MSc in Epidemiology or a master’s degree in a related field. Related fields will usually be research-oriented and population-based, such as social sciences, biostatistics, demography or community medicine. Applicants are expected to have prior research experience which may be demonstrated through the completion of a master’s thesis, supervised research practicum, or other research experience, including independent contributions to scientific publications. Applicants should have a good understanding of basic techniques and principles of descriptive epidemiology, analytical epidemiology, as well as, appropriate biostatistical skills including multivariate statistical techniques, and tests relevant to epidemiological questions. Applicants should have practical experience and reasonable expertise using a standard statistical software package. (SPSS, SAS, Stata).

**Course Requirements:** (4.0 FCE)

**PhD Biostatistics**
Students are trained in the theory and practice of biostatistics. They are given experience in all aspects of data analysis, which includes understanding of the process generating the data, data inspection, the graphical and formal testing of the assumptions of statistical models as well as the more theoretical aspects of hypothesis testing.

**Objectives:**
Graduates from the program will be well suited to work as independent researchers within a university setting, and to take a leadership or supervisory role in university research institutes, government departments, hospitals, pharmaceutical/health corporations, and other health agencies such as cancer research units.

**Admission Requirements:**
A Master’s degree in biostatistics, statistics, biology, computer science or economics is required. Also required are undergraduate or graduate courses in linear algebra, advanced calculus, probability and mathematical statistics.

**Course Requirements: (2.0 – 3.5 FCE)**

Those who have completed the list of courses at the Master’s level and have achieved at least an A-, may be given an exemption and be required to replace these courses with electives. Students who have taken their MSc in the department, may have taken some or all of these courses already. In this case their program of study will be designed with consultation of the program director at the time of admission.

**Department of Anthropology-- Doctor of Philosophy Program**

**Entry with a Master's Degree**

Candidates who enter the Ph.D. program from a M.A. or M.Sc. degree program should plan to complete their work within five or six years. They will take a minimum of three full courses (that is, 3 full-year courses or 6 half-year courses). 1.5 of these full courses must be within the Anthropology Dept. Candidates entering from a master's degree program will need to attain at least an A- average in their course work to continue in the Ph.D. program in good standing; they are expected to have written and defended their research proposals by the end of the second session of their second year.

**Direct Entry Students**

Candidates who enter the Ph.D. program from a B.A. or B.Sc. degree program should plan to complete their work within six to seven years. They will take a minimum of five full graduate courses, of which three will normally be taken in the first year. The remaining two courses can be taken in the second year, when work on the research proposal is also expected to begin. Students will need to attain an annual average of at least A- to continue in the Ph.D. program in good standing. Those entering the Ph.D. program from a B.A. or B.Sc. are expected to have written and defended their research proposals by the end of the second session of their third year.

**All Ph.D. Students**

Before proceeding to full-time research, candidates must complete these program requirements:

1. be resident on campus for one year.
2. complete course work requirements
3. present and defend a thesis proposal
4. demonstrate a reading knowledge of a language other than English and additional languages (or appropriate linguistic preparation) for special field situations.

**Thesis Proposal and Defense of Proposal**

A student's research formally begins with the presentation of a thesis proposal. Students should submit and defend their thesis proposal by the end of August of the second year (by the end of August of the third year for direct entry PhD students). However, students are encouraged to submit their thesis proposals to their supervisors as soon as possible in their second year, and many students have successfully submitted and defended their thesis proposals by May of their second year. Failure to complete all pre-thesis program requirements by these deadlines normally
results in interruption of the UTF portion of funding until such time as student meets these requirements.

**Department of Political Science**

Admission to the Ph.D. program is offered only to excellent students who have either completed an M.A. degree in political science (or the equivalent) by the time of enrolment or have completed the equivalent of a four-year B.A. with a concentration in political science by the time of enrolment. Only exceptional students will be admitted directly to the Ph.D. program from the B.A. Applicants from both levels are expected to have achieved grades averaging A- or better in their most recent degree.

**Course Requirements**

Graduate courses taken at the M.A. level prior to admission to the Ph.D. may be used, with Departmental approval, to meet some program requirements. All Ph.D. students entering the program with an M.A., however, must take a minimum of two full course equivalents with the Department, and most students will take the equivalent of about three full courses. Those entering the Ph.D. directly from a B.A. are required to take six full course equivalents in their Ph.D. program. All students are required to maintain an “A-“ average in their course work to remain in the program.

Each doctoral candidate is required to write a Field Examination in their Major field of study, and the Department encourages students to take the Field Examination in their Minor or (if an exam is available) their Area of Specialization. In every field except Political Theory, the Major Field Examination is based on the core course in the field. It may be an entirely written exam, but in some fields the written component will be accompanied by an oral examination. In most fields, the Field Examination extends somewhat beyond the material covered in the core course. It is normally taken in May or August of the year in which the core course is taken, so that for the great majority of students it is taken at the end of their first year in the Ph.D. program. (A May sitting requires that all assignments in the core course be completed.) The Major Field Examination in Political Theory is based on a list of texts made available to students in the Fall.

To continue in the doctoral program a student must receive a grade of A- or better in the Major Field Examination. A student who fails to achieve an A- has the option of taking a make-up. If that option is taken, the make-up must be taken at the next available sitting (August for a student whose first attempt was in May; December for a student whose first attempt was in August).

The School of Graduate Studies requires all Ph.D. students to get approval for a dissertation proposal by the end of their third year. The department asks that you aim to submit it by the end of year two or early in year three, in order to give you enough time to complete your degree inside five years.
Department of Health Policy Management & Evaluation (HPME)

Successful applicants will have an excellent record of scholarship and an aptitude for health services research. PhD applicants will ideally have completed a thesis Master's degree or have equivalent research experience. Those students without a thesis Master's or relevant research experience may be eligible for the MSc/PhD Transfer Program.

PhD applicants should have graduated from their Masters program with at least a B+ average. As part of the application process, two confidential letters of reference are to be submitted that indicate to the admissions committee the applicant's preparation and competence to conduct research studies. Applicants are also requested to provide a statement of intent that includes: an outline of their research interests; a statement of their interest in health services research; and a description of the specific areas of research they would like to pursue.

The Graduate Department of Health Policy, Management and Evaluation offers a Doctor of Philosophy (PhD) degree to produce well-trained health services researchers capable of filling academic, research and planning positions in both the public and private sectors.

PhD students are required to complete course work and a thesis in one of five concentrations on either a full-time or flex-time basis. The five areas of specialization include:

- Health Services Organization and Management
- Health Policy
- Health Services Outcomes and Evaluation
- Clinical Epidemiology
- eHealth Innovation and Information Management

Course work, offered both within HPME as well as elsewhere on the Toronto campus, is intended to provide basic research design and analytic techniques for the formulation of health services research questions to be approached in post-graduate theses.

The PhD program consists of a minimum of 10 half-year courses, oral defence of a dissertation proposal, and completion of a dissertation and its oral defence. Students meet annually with their supervisor and the PhD Program Director to review their progress and to plan course work and other activities for the following year. Students must have knowledge of the Canadian health care system and basic research and statistics skills or they will be required to take additional courses. PhD students will be required to complete an intermediate statistics course while in the program. A pre-requisite for successful completion of this course is familiarity with introductory statistics up to and including regression. All students are strongly advised to take an applied introductory statistics course over the summer, or review the material independently.

Course exemptions will only be offered to those students who have successfully completed graduate level courses at accredited universities, and if no degree was awarded for completion of those courses.
Students are required to complete a dissertation. The purpose of the dissertation is to undertake an original theory-driven investigation characterized by rigorous methodology and capable of making a significant contribution to knowledge about the subject under study. The dissertation supervisor must have their primary graduate appointment in the Department of HPME. The dissertation process includes:

1. Preparation and oral defence of a dissertation proposal
2. Preparation of the written dissertation
3. Presentation and oral defence of the dissertation.

Faculty of Nursing

The University of Toronto Faculty of Nursing Doctor of Philosophy in Nursing (PhD) Degree is designed to prepare scientists with the analytical and research skills required for the study of clinical or administrative nursing problems. The completion of a thesis forms a major component of the program.

Students will elect to study in one of three research fields:

1. Nursing Science of Healthy Individuals, Families and Communities

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

2. Nursing Science of Individuals and Families Experiencing Acute and Chronic Illness

This field is concerned with understanding and ameliorating the effects of acute and chronic illness on individuals and families, and encompasses both fundamental and applied research.

3. Science of Nursing Administration

This field examines the factors that affect nurses’ ability to provide high quality nursing care in various employment settings, and strategies that can be used to improve nurses’ work life.

PhD candidates are accepted under the general regulations of the School of Graduate Studies. Meeting minimal requirements does not ensure admission. Candidates must have a University of Toronto Master’s degree in Nursing, or a degree from an equivalent nursing program in a recognized university. Candidates must have achieved at least a B+ standing in their master’s program. Candidates must submit identification and signed commitment from a potential PhD supervisor; official university transcripts; curriculum vitae; relevant publications; a statement indicating the applicant’s reasons for PhD study, research interests, and future plans; two letters of recommendation from professors familiar with the candidate’s earlier graduate work. For those who completed a Master’s thesis, one letter must be from the thesis supervisor. A personal interview may be required. English Facility Requirements - Please refer to the School of Graduate Studies’ Website: www.sgs.utoronto.ca/require.asp
In order to qualify for the degree, a candidate shall complete a program of study approved by the Graduate Department of Nursing Science. A Supervisory Committee will be formed for each student, the purpose of which will be to plan with the student a program of study and to monitor the student’s progress. The student’s program of study will be designed to support the student’s research and to provide depth and breadth in the area under study.

The program of study will include a minimum of five (5) courses, student/faculty research seminars, and a thesis based upon an approved research problem.

An examination of the dissertation proposal will be required upon the completion of the course work. The student’s dissertation will be defended in the Departmental Oral Examination and the Final Oral Examination of the School of Graduate Studies.

The program can be taken on a full-time or flex-time basis. Normally degree requirements are completed in four academic years of full-time study. All requirements for the degree must be completed within six calendar years (full-time study) and eight years (flex-time) from the date of the student’s enrolment in the program.

**MN/PhD Transfer**

Exceptional students who are excellent candidates for the PhD program may request a transfer from the MN to the PhD program. Interested students should consult the Graduate Coordinator for more information.

**Faculty of Pharmacy**

The Ph.D. degree is a highly prestigious qualification for a position of leadership in a variety of fields such as:

1. academia
2. government agencies
3. research hospitals
4. pharmaceutical industry
5. pharmaceutical research institutes
6. information agencies.

Applicants for the Ph.D. program must have at least B+ (77%) overall average in a M.Sc. degree program. The degree should be obtained in the natural/life sciences, physical sciences, social sciences or pharmacy. All applicants must satisfy the admission requirements of the Department, which will take into account the background and accomplishments of the student, as well as their academic achievements. In order to be considered for direct entry into the Doctor of Philosophy Program, applicants must have a minimum B+ (77%) average in each of the last two years of full-time study in a 4-year undergraduate program. Students who wish to transfer from the Master of Science to the Doctor of Philosophy Program must be outstanding students in the M.Sc. program. They may be considered for reclassification into the Ph.D. program without writing a Master's thesis. If recommended by their Advisory Committee, they will be evaluated in a transfer examination, which will usually take place within 15 - 18 months of initial registration. If successful, the student is transferred to the Ph.D. program and will be given
transfer credit for graduate course work completed during the M.Sc. Alternatively, the Transfer Examination Committee may decide that the student must first defend the M.Sc. thesis before being considered for admission to a Ph.D. program.

Other application requirements include the completion of a GRE (Graduate Record Evaluation) for students who have not completed an undergraduate or graduate degree in a recognized Canadian or U.S. university. Minimum scores at the 50th percentile ranking are required in the Verbal and Quantitative components and a minimum score of 5.0 is required in the Analytical Writing component.

Three letters of reference from professors who are well acquainted with the applicant's academic and research ability are required. If the applicant is currently studying at the graduate level or has already received a graduate degree, one of the three references must be from the M.Sc. or Ph.D. supervisor. The applicant must provide a curriculum vitae or resume, outlining academic background, awards/scholarships, publications and conference presentations.

The applicant must identify prospective supervisors in Pharmaceutical Sciences who will be able to supervise a thesis project and financially support the applicant. Written consent from the supervisor to supervise a thesis project and financially support the applicant may be obtained after conditional acceptance to a program.

The program requirements are 2.0 FCE, for those entering with a MSc degree, to be completed by the end of the third year of registration. Those who enter directly into the PhD program from a BSc must complete 3.0 FCE by the end of their forth year of registration. Students transferring from the M.Sc. to the Ph.D. program will be given transfer credit for graduate course work completed during the M.Sc. program.

Students must complete a program of courses that will provide the appropriate background for the student's thesis research. The selection of courses will depend on the previous degrees and research experience of the student and be planned in consultation with his/her supervisor and the Advisory Committee. The courses should be graduate courses and is not restricted to courses offered in the Graduate Department of Pharmaceutical Sciences.

Students must also participate in GRIP. Students who enter the program with a B.Sc. degree must give one oral and one poster presentation at Graduate Research in Progress (GRIP). Students who enter with a M.Sc. degree must give an oral presentation.

Students must complete a full-length Departmental research seminar to be given before the final defense. Students must also attend GRIP and Post-Grip, Departmental Seminars and Annual advisory committee meetings. All students must complete a qualifying Examination, which must be successfully completed within the first fifteen months of the program.

A written thesis and Senate Oral Examination in conformity with the regulations of the School of Graduate Studies of the University of Toronto must also be completed.
Faculty of Law

Degree of Doctor of Juridical Science
Applicants are accepted under the general regulations and the special regulations governing administration of degrees of Doctor of Juridical Science (S.J.D.).

Admission Requirements
An applicant for the degree of S.J.D. will generally hold a Bachelor of Laws or Juris Doctor degree (with a minimum B+ average) from this or another recognized university and a Master of Laws (with a minimum B+ average) of this or another recognized university or possess equivalent qualifications. The Associate Dean, Graduate Studies, Law has the discretion to permit direct entry into the S.J.D. following completion of the Bachelor of Laws or Juris Doctor degree where the Graduate Committee is satisfied that the applicant's law record demonstrates excellent potential for independent legal research and writing at an advanced level.

Program Requirements — S.J.D.
1 A student must remain in attendance for at least two academic sessions (eight months, September to April).

2 A student must complete the graduate seminar, Alternative Approaches to Legal Scholarship.

3 Other course work requirements are optional and shall be determined upon consultation with the supervisor. All course work shall be subject to the approval of the Associate Dean, Graduate Studies, Law.

4 Area Requirement: Before being allowed to proceed with formal research on a thesis topic, a student must demonstrate competence in a broader area within which the topic falls. An Individual Area Committee (established by the student and approved by the Associate Dean, Graduate Studies, Law) assists in framing that area and compiling an appropriate plan for carrying out the research. The research undertaken by the student either culminates in a written exam, based on the reading list, or else consists of a research project which is either a draft of a chapter of the thesis, or an overview of the general argument. Both paths lead to an oral exam based on the written work and the reading list. Normally, a student will have satisfied the area requirement by the end of the first year of registration.

5 A student will not be allowed to continue in the doctoral program, where, in the opinion of the Area Committee, the student is not capable of demonstrating the capacity for independent legal research and writing at an advanced level.

6 Following completion of the area requirement, a thesis must be prepared which, in the opinion of the Faculty, will constitute a distinct contribution to legal research or scholarship, and the student must pass an oral examination on the same.

7 The thesis must be completed within five years from the date of enrolment in the program.

8 No candidate will be recommended for the degree until the thesis has been approved by the Faculty of Law and is presented in such form as to be worthy of possible publication either in whole or in an abstract. Thesis publication is normally accomplished as described in the Ph.D.
regulations in this calendar.

Program Requirements—Direct Entry S.J.D.
1 A student must be in attendance for at least four academic sessions (two periods of eight months each, September to April).

2 A student must complete at least eight credit hours, including the graduate seminar, Alternative Approaches to Legal Scholarship.

3 All course work shall be subject to the approval of the Associate Dean, Graduate Studies, Law.

4 Area Requirement: Before being allowed to proceed with formal research on a thesis topic, a student must demonstrate competence in a broader area within which the topic falls. An Individual Area Committee (established by the student and approved by the Associate Dean, Graduate Studies, Law) assists in framing that area and compiling an appropriate plan for carrying out the research. The research undertaken by the student either culminates in a written exam, based on the reading list, or else consists of a research project which is either a draft of a chapter of the thesis, or an overview of the general argument. Both paths lead to an oral exam based on the written work and the reading list. Normally, a student will have satisfied the area requirement by the end of the first year of registration.

5 A student will not be allowed to continue in the doctoral program, where, in the opinion of the Area Committee, the student is not capable of demonstrating the capacity for independent legal research and writing at an advanced level.

6 Following completion of the area requirements, a thesis must be prepared which, in the opinion of the Faculty, will constitute a distinct contribution to legal research or scholarship, and the candidate must pass an oral examination on the same.

7 The thesis must be completed within five years from the date of enrolment in the program.

8 No candidate will be recommended for the degree until the thesis has been approved by the Faculty of Law and is presented in such form as to be worthy of possible publication either in whole or in an abstract. Thesis publication is normally accomplished as described in the Ph.D. regulations in this calendar.
APPENDIX III: Core Faculty Research Synopses

Public Health Sciences

Anne-Emanuelle Birn
Associate Professor, Canada Research Chair in International Health
Full member SGS
ae.birn@utoronto.ca
Degrees: BA (Harvard) MA (Canterbury) Sc.D (Johns Hopkins)
Phone: (416) 946-5792
Ongoing research projects:
- Study of the dynamics of mortality in Uruguay from the 1880s through the 1940s
- History of women’s health in the context of international health programs
- Comparative analysis of US and Soviet influences on Latin American public health
- History of international health

Publications:
Birn, Anne-Emanuelle ScD, MA; Dmitrienko, Klaudia MA, MHSc
THE WORLD BANK: GLOBAL HEALTH OR GLOBAL HARM?


Donald C. Cole
Associate Professor, Senior Scientist, Institute for Work & Health, Affiliate, Centre for Environment
Full member SGS
donald.cole@utoronto.ca
Degrees: MD (Toronto), M.Sc.(McMaster), FRCP(C)
Phone: 416-946-7870
Ongoing Research Projects:
- 2006-2007 Enhancing environmental health protection in a multicultural city: how can we make Toronto’s pesticide use reduction program more relevant to ethnic and cultural minorities?
Publications:


**Abdallah S. Daar**

Full Professor, Joint Centre for Bioethics, McLaughlin Centre for Molecular Medicine, Canadian Program on Genomics and Global Health

Full member SGS

Degrees: PhD (London), FRCS (Eng and Ed), FRCSC (Oxford)

a.daar@utoronto.ca

phone: 416-946-7703

On-going research projects:

- Genome/biotechnology innovation systems in developing countries
- Top 10 biotechnologies for improving health in developing countries
- Bioethics and business strategies
- Developing ethical guidelines for molecular pharming (plant made drugs and vaccines)
- Developing ethical guidelines for nutrigenomics
- UN Millenium Development Goals – Genomics and Nanotechnology Working Group
- Regenerative Medicine in Developing Countries
- Diaspora Project
- Nanotechnology Ethics
- Nanotechnology and Development
- Phanrcognetics

Publications:


**John W. Frank**

Full Professor; Scientific Director Canadian Institutes of Health Research – Institute of Population and Public Health; Senior Scientist, Institute for Work and Health

Full Member SGS

Degrees: MD (Toronto), CCFP, MSc (London), FRCP(C)

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6.CP.Global.Health.OCGS.doc
On-going research projects:

Publications:

Richard Glazier
Associate Professor, Family and Community Medicine (primary appointment), Staff Scientist, Inner City Health Research Unit, St Michael’s Hospital
Full Member SGS
Degrees: MD (Western Ontario), MPH (John’s Hopkins)
richard.glazier@utoronto.ca
Phone: 416-864-6060 X 2574
On-going Research Projects:
2000-2001 – Changes in the demographic composition and health status of immigrant populations in Toronto’s inner city: time trends analysis and innovative mapping

Publications:


S.M. Ziauddin Hyder
Assistant Professor
Associate Member SGS
Degrees: PhD in Public Health Epidemiology (Umea)
zhyder@gaingeneva.org
Phone: 416-239-9447
On-going Research Projects:
2005-2006 – Efficacy and effectiveness of home fortification with Sprinkles among pregnant women in rural Bangladesh
2004-2005 – The development of an effective ‘Sprinkles’ social marketing strategy and effective distribution model for controlling iron deficiency anemia among infants and young children in Bangladesh
2004-2005 – Establishing an iron supplementation strategy to reduce the prevalence of iron deficiency anemia among infants and young children in India

Publications:


Suzanne Jackson
Assistant Professor; Director, Centre for Health Promotion
Associate Member SGS
Degrees: BSc (Carleton) MSc (McMaster) PhD (Waterloo)
suzanne.jackson@utoronto.ca
Phone: 416-978-1100
On-going Research Projects:
1996-1999 – Working with Toronto Neighbourhoods Towards Developing Indicators of Community Capacity
2002- ongoing – “Still Waiting for Social Housing”: An exploration of the health effects of waiting for social housing
2002-2006 – Economic Evaluation of Health Promotion Initiatives: A collaborative research project between Canada, Columbia and CDC

Publications:


Prabhat Jha
Adjunct Professor; Canada Research Chair of Health and Development; Director, Centre for Global Health Research, University of Toronto
Associate Member SGS
Degrees: MD (Manitoba) PhD (Oxford)
prabhat.jha@utoronto.ca
Phone: 416-864-6042
On-going Research Projects:
2003-2007 – A 5-year prospective study of tobacco and alcohol among 2 million Indian adults
2003-2008 – A prospective study of indoor air pollution, water and sanitation, fertility, and other risk factors for child, maternal and adult mortality among 6.7 million Indians
2003-2009 – Studies of HIV – 1 transmission in Southern India
2003 – Global Nicotine Addiction Control

Publications:


**Akwatu Khenti**
Lecturer; Director, International Health Programs, CAMH
Associate Member SGS
Degree: MA (Toronto)
akwatu_khenti@camh.net
Phone: 416-535-8501 X 6684
On-going Research Projects:
- Drug Research Capacity Building in Latin America (project with the Inter-American Drug Control Commission of the Organization of American States)
- Mental Health Capacity Building in Sri Lanka (a capacity building project funded by CIDA)

Publications:
The History of Racism in Canada’ in Carl James, Ed, Perspectives on Racism and the Human Services Sector. Toronto: the University of Toronto Press (1995)

**James Lavery**
Assistant Professor; Research Scientist
Associate Member SGS
Degrees: MSc (Toronto) PhD Bioethics (Toronto)
Publications:
Research ethics across the 49th parallel: the potential value of pilot testing "equivalent protections" in Canadian research institutions. Lavery, James V.; McDonald, Michael; Meslin, Eric M. Health Law Review, vol.13, no.2-3, pp.86, 2005


Joan Eakin
Full Professor; Senior Adjunct Scientist, Institute for Work and Health
Full Member SGS
Degrees: PhD Sociology (McGill)
joan.eakin@utoronto.ca
Phone: 416-978-8502
On-going Research Projects:
2004-2006 – “The logic of practice: Ethnographic study of front line workers in Ontario’s workplace prevention and compensation system”, WSIB $52,000
2001-2004 – Hitting Home – as study of home health care, in depth case studies and survey. With several other investigators (P.McKeever, PI), responsible for the Home as a workplace component. SSHRC funding 2000-2003
2004 – National Workshop Teaching Against the Grain: Qualitative Research in the Health Sciences, with Eric Mykhalkovskiy (Dalhousie). $27,000.
QUIG (Qualitative Inquiry Group) website: http://www.phs.utotonto.ca/qualmethod
Seminar Series in Qualitative Health Research

Ted Myers
Professor; Director, HIV Social, Behavioural and Epidemiological Study Unit
Full Member SGS
Degrees: BA (Saskatchewan) MSc (Manitoba) PhD (Edinburgh)
ted.myers@utoronto.ca
Phone: 416-978-8979
On-going Research Projects:
2003-2007 – Polaris Seroconversion Cohort Study
2003-2005 – HVC in Gay and Bisexual Men
2003-2005 – National Survey of Rehabilitation Professionals and HIV

Publications:

Catherine Chalin
Professor; Peter A. Silverman Centre for International Health Canada Scientific Exchange Programme (CISEPO), Centre for International Health; Mount Sinai Hospital, Department of Otolaryngology Centre for Bioethics
Degrees: MDiv (Peaybody/Vanderbilt) PhD (Toronto)
c.chalin@utoronto.ca
Phone: 416-978-7806

Publications:


Cam Mustard
Professor; President, Institute for Work and Health: Epidemiology of socioeconomic health inequalities across the life course; work environments, labour market experiences and health
Full Member SGS
Degrees: ScD Public Health (John’s Hopkins)
cam.mustard@utoronto.ca
Phone: 416-927-2027

On-going Research Projects:

• Ontario Child Health Study, wave 3. A panel survey of 2,500 young adults, interviewed as children in 1983 and 1987, will be re-interviewed in Spring 2000. Hypotheses focus on physical, mental and behavioural health attributes in childhood as determinants of successful role transitions in the early adult period.
• Distributional conseqeuncess of tax-financed universal health insurance in a Canadian provinence.
• Prospective cohort studies of unemployment and health in Canada and the US
• Income inequality and mortality in Canada

Publications:
Impact of diabetes on employment and income in Manitoba, Canada. Kraut, Allen; Walld, Randy; Tate, Robert; Mustard, Cam. Diabetes Care[Alexandria], vol.24, no.1, pp.64, 2001

Jurgen Rehm
Professor; Chair, Addition Policy, Public Health Sciences; Professor, Department of Psychiatry; Senior Scientist and Co-Head, Section Public Health and Regulatory Policies, Centre for Addiction and Mental Health, Toronto, ON
Full Member SGS
Degree: PhD (Mannheim)
jrehm@aol.com
Phone: 416-535-8501 X 6907
On-going Research Projects (currently > 10):
Publications:

Harvey A. Skinner
Adjunct Professor
Full Member SGS
Degree: PhD (Western)
harvey.skinner@utoronto.ca
Phone: 416-978-8989
On-going Research Projects:
2004-2006 – Adaptation on an eHealth web-based intervention for youth smoking prevention and cessation in the Middle East.
2003-2006 – Adolescent Gambling Problems: Prevention and Early Intervention Using the Internet
2002-2008 – Tobacco Research Training Program
Publications:
Promoting Arab and Israeli cooperation: peace building through health initiatives. Skinner, Harvey (1); Abdeen, Ziad (2); Abdeen, Hani (3); Aber, Phil (4); Al-Masri, Mohammad (5); Attias, Joseph (6); Avraham, Karen B (7); Carmi, Rivka (8); Chalin, Catherine (9); Nasser, Ziad El (10); Hijazi, Manaf (11); Jebara, Rema Othman (12); Kanaan, Moien (13); Pratt, Hillel (14);
Raad, Firas (15); Roth, Yehudah (16); Williams, A Paul (17); Noyek, Arnold (18). The Lancet, vol. 365, no. 9466, pp. 1274-1277, April 2005

Falling through the cracks of the big cities: who is meeting the needs of HIV-positive youth? Flicker, Sarah; Skinner, Harvey; Read, Stanley; Veinot, Tiffany; McClelland, Alex; Saulnier, Paul; Goldberg, Eudice. Canadian Journal of Public Health, vol.96, no.4, pp.308, 2005

Kue Young
Professor; CIHR Senior Investigator; Trans Canada Pipelines Chair in Aboriginal Health
Full Member SGS
Degrees: BSc, MD, CM (McGill), MSc (Toronto), DPhil (Oxford), FRCPC
kue.young@utoronto.ca
Phone: 416-978-6459
On-going Research Projects:
2001-2006 – Diabetes in the Aboriginal population – Interdisciplinary Health Research Team (CIHR)
2003-2004 – International consortium for Inuit health – global health training initiative (CIHR)
2002-2007 – Aboriginal health research –strategic training initiative (CIHR)

Publications:
Low incidence of cardiovascular disease among the Inuit—what is the evidence? Bjerregaard, Peter (1); Kue Young, T. (2); Hegele, Robert A. (3). Atherosclerosis, vol. 166, no. 2, pp. 351 - 357, February 2003

Factor analysis of ethnic variation in the multiple metabolic (insulin resistance) syndrome in three Canadian populations. Kue Young, T. (1); Chateau, Daniel (2); Zhang, Min (3). American Journal of Human Biology, vol. 14, no. 5, pp. 649 - 658, September 2002

David Zakus
Associate Professor; Primary Appointment: Department of Health Policy, Management and Evaluation, Faculty of Medicine; Director, Centre for International Health
Full Member SGS
Degrees: BSc (Saskatchewan) MES (York) MSc (Toronto) PhD (Toronto)
davidzakus@compuserve.com
Phone: 416-978-1458
On-going Research Projects:
2002 – Globalization, Trade and Health
2002 – Canada’s Role in Global Health Policy and Systems Research
2002 – Chronic Conflict and the Health of Exposed Populations (Nigeria)
2005-06 - Evaluation of Southern Africa AIDS Trust
2006-12 - HIV/AIDS Training in Nigeria
2005-06 - Health Worker Migration

Publications:
The Shanghai case: a qualitative evaluation of community health reform in response to the challenge of population ageing. Wei, Xiaolin; Zakus, David; Liang, Hong; Sun, Xiaoming. The International Journal of Health Planning & Management [Chichester], vol.20, no.3, pp.269-286, 2005

Youth social action: building a global latticework through information and communication technologies. Lombardo, Charlotte (1); Zakus, David (2); Skinner, Harvey (3). Health Promotion International, vol. 17, no. 4, pp. 363-371, December 2002

**Anthropology Department**

**Holly Wardlow**  
Associate Professor  
Full Member SGS  
On-going Research Projects: Conducts research in medical anthropology, feminist anthropology, international health, reproductive health, gender and violence in Papua New Guinea.

Publications:  


**Richard Lee**  
Full Member SGS  
On-going Research Projects: Richard Lee is best known for his studies of hunting and gathering societies, particularly the Ju/'hoansi-!Kung San of Botswana, with whom he has worked since 1963. However, studies of foragers have also taken him to Tanzania, Namibia, Alaska, Australia, British Columbia, Yukon and Labrador. Most recently, his research has focused on the interaction of AIDS, political economy, and the politics of culture and health in southern Africa.

Publications:  

**Daniel W. Sellen**  
Associate Professor, Anthropology; Cross Appointed to Public Health Sciences  
Full Member SGS  
[dan.sellen@utoronto.ca](mailto:dan.sellen@utoronto.ca)  

Publications:


Janice Boddy
Professor, Anthropology Scarborough
Full Member SGS
Degrees: BA (McGill), MA (Calgary), PhD (UBC)

boddy@scar.utoronto.ca
jboddy@telus.net
Phone: 416-287-7281

On-going Research Projects:
An examination of the failure of the British administration in colonial Sudan to eradicate the practice of pharaonic circumcision despite repeated efforts, including passage of law that made the operation a criminal offense. The approach is both historical and anthropological: using archival research, it looks at the motives, methods, and assumptions of colonial agents who undertook to reform 'women's customs', concentrating on the decades between 1920-1950. Book in preparation.

Publications:


Political Science

John Kirton
Full Member SGS
Degrees: BA (Toronto), MA (Carleton), PhD (Johns Hopkins)

On-going Research Projects: Research interests include Canadian foreign policy, the G-7 Summit system, trade-environment issues, NAFTA, foreign policy decision making, media coverage of international affairs, and international trade and investment policy.

Publications:

James Orbinski
Associate Professor, Department of Family and Community Medicine, Cross Appointed to Public Health Sciences
Associate Member SGS
Degrees: MD International Relations (McMaster) and MA (Toronto)
james.orbinski@utoronto.ca
Phone: 416-946-8920

Publications:
Drug development for neglected diseases: a deficient market and a public-health policy failure. Trouiller, Patrice (1); Olliaro, Piero (2); Torreele, Els (3); Orbinski, James (4); Laing, Richard (5); Ford, Nathan (6). The Lancet, vol. 359, no. 9324, pp. 2188-2194, June 2002


Janice Stein
Belzberg Professor of Conflict Management and Negotiation
Full Member SGS
Degrees: BA (McGill), MA (Yale), PhD (McGill), FRSC

Publications:

Pharaonic showdown: Egypt's judges are refusing to be silenced by President Hosni Mubarak's anti-democracy crackdown, says JANICE GROSS STEIN. Stein, Janice Gross. Globe & Mail (Toronto, Canada), pp.A17, 2006-05-11

Joseph Wong
Associate Professor
Associate Member SGS
Degrees: BA (McGill), MA, PhD (Wisconsin-Madison)
On-going Research Projects:
Research interests lie in the field of comparative public policy and political economy in North-east Asia. Also interested in the effects of democratization on public policymaking processes. Current policy focuses include social welfare, particularly in the area of health care, as well as post-industrial policy such as in health biotechnologies.

Publications:
“Technovation in Taiwan: Implications for Industrial Governance”, Governance (Vol. 19, No. 3, 2006), pp. 651-672

**Susan Gross Solomon**  
Full Member SGS  
Degrees: BA (McGill), MA, PhD (Columbia)  
On-going Research Projects: Interests include Soviet politics and society, political and social theory, history and philosophy of social sciences.  

Publications:  
Contributions of past and present human generations to committed warming caused by carbon dioxide. Friedlingstein, Pierre; **Solomon, Susan**. Proceedings of the National Academy of Sciences of the United States of America[Washington], vol.102, no.31, pp.10832-10836, 2005

**Robert Vipond**  
Degrees: BA, MA (Toronto), AM, PhD (Harvard)  
On-going Research Projects: Interests include American Politics, especially American constitutional law and Canadian politics, especially Canadian federalism and constitutional law. Current research centres on constitutional development in Canada and the US with special reference to the development of “rights talks” in Canada.  

Publications:  

**Health Policy, Management and Evaluation**

**Rhonda Cockerill**  
Professor and Graduate Co-ordinator  
Full Member SGS  
Degree: PhD (Edinburgh)  
[rhonda.cockerill@utoronto.ca](mailto:rhonda.cockerill@utoronto.ca)  
Phone: 416-978-7721  
On-going Research Projects:  
- Using performance indicators and benchmarks in primary care  
- Coordination of care: Factors that influence horizontal and vertical information transfer between primary care practices and medical specialists

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University of Toronto - Collaborative Doctoral Program in Global Health

- Rehabilitation services for people living with HIV/AIDS: A national survey of selected health care provider groups
- Collaborative processes for integrating the pharmacist into a primary care network/group
- Male call Canada: A proposal to develop a national toll free telephone survey related to HIV among men who have sex with men
- Ontario Training Centre on Health Services and Policy Research

Publication:
Evaluating the effectiveness of community-based dementia care networks: the Dementia Care Networks' Study. Lemieux-Charles, Louis; Chambers, Larry W.; Cockerill, Rhonda; Jaglal, Susan; Brazil, Kevin; Cohen, Carole; LeClair, Ken; Dalziel, Bill; Schulman, Barbara. The Gerontologist, vol.45, no.4, pp.456, 2005

Rehabilitation in HIV/AIDS: Development of an Expanded Conceptual Framework. Worthington, Catherine; Myers, Ted; O'Brien, Kelly; Nixon, Stephanie; Cockerill, Rhonda. AIDS Patient Care &amp; STDs[New York], vol.19, no.4, pp.258-271, 2005

Howard, Andrew, MD (Queen's), MSc (Ottawa)
Associate Professor, Associate SGS Member
Hospital for Sick Children
S107-555 University Avenue
Toronto, ON M5G 1X8
416-813-4744
andrew.howard@sickkids.ca

Publications:

Paul Williams
Professor
Full Member SGS
Degree: PhD (York)
paul.williams@utoronto.ca
Phone: 416-978-8327

On-going Research Projects:
- Community support services at the margins: how community support agencies mediate the impact of health and social services restructuring
- Prescriptions for pediatric home care: Analyzing the impact of the shift from hospital to home and community on children with complex care needs.
- From Medicare to home and community: Overtaking the limits of publicly funded health care in Canada

Publications:


**Nursing**

**Denise Gastaldo**

Assoicate Professor; Cross Appointments, Department of Public Health Sciences, Faculty of Medicine and the St Bartholomew School of Nursing and Midwifery, City University, London, OK; member of the Qualitative Inquiry Group, Centre for Health Promotion and the Centre for Research in Women’s Health; Researcher at the Centre de recherché et formation, CLSC Cote-des-Neiges, Montreal and at the CHC Women’s Health in Women’s Hands, Toronto; Coordinator of international relations for the Unidad de Coordinacion y Desarrollo de la Investigacion Enfermer (Investen), Instituto de Salud Carlos III, Ministry of Health, Spain.

Full Member SGS

Degrees: BScN MA (Universidade Federal do Rio Grande do Sul, Brasil) PhD (London) denise.gastaldo@utoronto.ca

Phone: 416-978-4953

On-going Research Projects:

Dr Gastaldo’s research and teaching focus is on women’s health, health promotion and international health. She investigates these fields from different theoretical perspectives – post-structuralism, critical social theory and feminism. Her research examines power relations in health promotion and health care activities with special attention to gender and immigration. Dr Gastaldo is interested in theoretical and methodological issues related to qualitative research, particularly participatory methodologies.

2002-2005 – Revisiting “Personal is Political”: Immigrant women’s health promotion

2000-2003 – The Hitting Home Project: The home as a site for long term care

2000-2001 – Health promotion or immigrant women: promoting gendered power for well-being

Publications:


**Carles Muntaner**

Full Professor, Nursing; Cross Appointed to Public Health Sciences

Full Member SGS

Degrees: MHS, PhD, MD, BSc
carles_muntaner@camh.net
Phone: 416-978-5502
On-going Research Projects:
  - Principal investigator of 3 NIH research grants and co-investigator of many other funded grants.
  - Continuous and consistent track record of funded research from several bodies at the National Institutes of Health, including: NIOSH, NIA, NCHS, Fogarty International

Publications:
Chung H, Muntaner C.
PMID: 16678294 [PubMed - indexed for MEDLINE]


Sioban Nelson
Professor and Dean Nursing
sioban.nelson@utoronto.ca
Phone: 416-978-2862
On-going Research Projects:
Sioban Nelson is an internationally known researcher whose scholarship spans history, ethics and policy research.

Publications:

An End to Angels. Gordon, Suzanne; Nelson, Sioban; Buerhaus, Peter I; Donelan, Karen; Et al. The American Journal of Nursing[New York], vol.105, no.5, pp.62-69, 2005

Pharmacy

Jillian Cohen
Assistant Professor
Associate Member SGS
Degrees: BA, MA (McGill), PhD (New York)
jillianclare.cohen@utoronto.ca
On-going Research Projects:
Her interests are focused on drug access issues, the politics of international pharmaceutical policy and ethics and corruption in pharmaceutical systems.

Publications:


Joint Centre for Bioethics

Ross E. G. Upshur (Director)
& Associate Professor, Family and Community Medicine and Public Health Sciences; Director, Primary Care Research Unit, Sunnybrook and Women’s College Hospital
Canada Research Chair in Primary Care Research
Associate Member SGS
Degrees: MD, BA, MA (McMaster), MSc (Toronto)
ross.upshur@sunnybrook.ca
Phone: 416-480-6100 X 1691
On-going Research Projects:
Interests include the concept of evidence in health care, medical epistemology, clinical reasoning, public health ethics, empirical approaches in bioethics, primary care research, time series applications and environmental epidemiology.

Publications:


Halla Thorsteinsdottir
Assistant Professor; Senior Research Associate in the Program in Applied Ethics and Biotechnology and the Canadian Program on Genomics and Global Health.
Associate Member SGS
Degrees: MA – Development Economics & MA - Psychology (Carleton), PhD (Britain)
halla.thorsteinsdottir@utoronto.ca
Phone: 416-946-7731
On-going Research Projects:
Science Policy Research in Canada, Iceland and Britain. Her research interests span various subjects such as, research collaboration and the organizations of science in small countries, to
examining genomics and health biotechnologies in developing countries. She is currently involved in a multi-country research collaboration comparing the factors which encourage innovation and the development of health biotechnologies in developing nations.

Publications:


**Zuben Austin**
Associate Member SGS
Degrees: BSc Phm, MBA, MIS, Med, PhD
zubin.austin@utoronto.ca
Phone: 416-978-0186

Note that James Lavery and Abdullah Daar are also active with the JCB.

Publications:
Austin Z. (2007). Geographical migration, psychological adjustment, and re-formation of professional identity: the double-culture shock experience of international pharmacy graduates in Ontario (Canada). *Globalisation, Societies, and Education* 5(2); 239-255.


**Faculty of Law**

**Rebecca Cook**
Professor in International Human Rights; Professor, Health Policy, Management and Evaluation; member, Joint Centre for Bioethics; member, Centre for Research in Women’s Health; advisory board, Centre for International Health
SGS status?
Degrees: AB (Bernard), MA (Tufts), MPA (Harvard), JD (Georgetown), LLM (Columbia) and JSD (Columbia)
rebecca.cook@utoronto.ca
Phone: 416-978-4446

Publications:

APPENDIX IV: Calendar Entry

CALENDAR ENTRY

Collaborative Doctoral Program in Global Health

Program Committee

A.E. Birn, BA, MA, ScD/Public Health Sciences
R. Cockerill, BA, MA, PhD/Health Policy, Management and Evaluation
J. Cohen, BA, MA, PhD/Pharmacy
D. Cole, MD, MSc, FRCP(C)/Public Health Sciences
D. Gastaldo, BScN, MAEd, PhD/Nursing
A. Howard, MD, MSc/Health Policy, Management and Evaluation
J. Muntaner, BSc, MD, MHS, PhD/Nursing
J. Orbinski, MA, MSc, MD/Political Science
D. Sellen, BA, MA, PhD/Anthropology
L. Sossin, BA, MA, LL.B, LL.M, J.S.D. PhD/Law
H. Wardlow, BA, MPH, PhD/Anthropology
J. Wong, BA, MA, PhD/Political Science

Address:

Collaborative Doctoral Program in Global Health
c/o Department of Public Health Sciences
6th floor Health Sciences Building
155 College Street
University of Toronto
Toronto, ON
M5T 3M7

Telephone: 416.978.2058
Fax: 416.978.1883 for general inquiries
E-mail: chl.grad@utoronto.ca or Director at donald.cole@utoronto.ca
Web: www.phs.utoronto.ca

Nature of the Collaborative Doctoral Program in Global Health

The graduate units of Public Health Sciences, Anthropology, Health Policy, Management and Evaluation, Law, Nursing, Pharmacy and Political Science participate in the Collaborative Doctoral Program in Global Health at the University of Toronto. This program offers doctoral students the opportunity to develop cooperative and interdisciplinary graduate education and research in Global Health. We view global health as an integrative construct that focuses on the inter-relationships among local, regional, national, and international factors influencing health and the effective interventions and policies that will address these factors. This collaborative program enhances the student experience by offering a broad base of faculty expertise and an opportunity to share research ideas and results from multiple disciplinary perspectives. The Collaborative Doctoral Program in Global Health signals the University’s commitment to improving the well-being of people in Canada and around the world through higher education and advanced research in global health.

There are lectures, workshops and other educational activities organized through supporting centres, such as the Munk Centre, the Centre for International Health, the Joint Centre for Bioethics and the Centre for Global Health Research. The Munk Centre for International Studies is committed to interdisciplinary teaching and scholarships and is a potential source of collaborative research. The Centre for International Health helps to create knowledge to improve the health of the world’s poor, they harness the expertise and knowledge of the University of Toronto as a whole and apply it to improving global health through research, education and service. The Joint Centre for Bioethics has a
strong focus on global health. The mission of the program is to harness the advances of innovative technology for promoting global health equity, and to optimize global health benefits and minimize the social risks of advances in innovation through careful evaluation of the associated social and economic impacts.

**Admission Requirements**
Candidates who wish to enter the Collaborative Program must meet the admission requirements of both the home department graduate program in which they are registered and the Collaborative Program. The student will apply and be admitted to a Doctoral Program in one of the home departments and then apply to the Collaborative Doctoral Program in Global Health.

**Program Requirements**
The student shall register in the School of Graduate Studies through the home graduate department and shall meet all the degree requirements of the School of Graduate Studies, the home graduate unit or department, and the Collaborative Doctoral Program in Global Health.

Students must complete the following:
1. NUR1083H Comparative Politics of Health and Health Policy in a Globalizing World
2. One elective from the list below, not from the home department
3. Participation in a half-credit global health research seminar series for the equivalent of two academic years
4. A thesis on an issue related to global health, to be approved by both the home unit and the collaborative program committee

Students will receive research supervision from a member of the graduate faculty in the home unit or department. Normally students in the collaborative program are supervised by a member of the collaborative program’s core faculty, or have a core faculty member as a member of the supervisory committee. The home unit shall recommend the granting of the degree. With the approval of the Collaborative Program Director, upon completion of the program requirements, the designation “Completed the Collaborative Graduate Program in Global Health” shall be shown on the transcript.

**Courses of Instruction**
Not all courses are offered every year. Please refer to the participating graduate units’ Web sites for a current list of course offerings.

**Core Course**
NUR1083H Comparative Politics of Health and Health Policy in a Globalizing World
Where possible, this required core course may be taken as an elective within regular departmental degree requirements, not as an additional course.

**Elective Courses**
At least one of the following courses, not in the student’s home department or faculty must be chosen. By Department:

**Public Health Sciences**
- CHL 5411H International Health (D. Zakus, R. Glazier)
- CHL 5420H Global Health Research Methods (D. Cole)
- CHL 5117H A Global Perspective on the Health of Women and Children (C. Chalin)
- CHL 5118H International Health, Human Rights and Peace-Building (C. Chalin)
- CHL 5903H Environmental Health (R. Hosein)
- CHL 5419H Empirical Perspectives on Social Organization and Health (C. Mustard, J. Frank)
- CHL 5421H Aboriginal Health (K. Young)
- CHL 5115H Qualitative Analysis and Interpretation (E. MacEachen, J. Eachen)
- CHL 5702H History of International Health (A.E. Birn)

**Pharmacy**

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<td>PHM 1125H</td>
<td>Complementary/Alternative Medicine: Health System and Policy Issues</td>
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<tr>
<td>PHM 1124H</td>
<td>International Pharmaceutical Policy: Understanding the Power and Politics Behind It (J. Cohen)</td>
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**Health Policy, Management and Evaluation**

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<tr>
<td>HAD 5770H</td>
<td>Program Planning and Evaluation (R. Cockerill)</td>
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<td>HAD 5768H</td>
<td>International Perspectives on Health Services Management</td>
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<td>HAD 5774H</td>
<td>Comparative Health Care Systems</td>
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<td>HAD 5771H</td>
<td>Resource Allocation Ethics (D. Martin)</td>
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**Anthropology**

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<th>Course Code</th>
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<td>Medical Anthropology I</td>
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<td>ANT 7002H</td>
<td>Medical Anthropology II</td>
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<td>ANT 6003H</td>
<td>Critical Issues in Ethnography</td>
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<tr>
<td>ANT 6004H</td>
<td>Critical Issues in Ethnography (S. Bamford)</td>
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<tr>
<td>ANT 6023H</td>
<td>Governmentality, Development and the Improvement of the World</td>
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<td>ANT 6032H</td>
<td>Social Movements: Interrogating Power and Protest in a Global Context</td>
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<tr>
<td>ANT 6040H</td>
<td>Approaches to Fieldwork</td>
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**Nursing**

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<td>NUR 1025H</td>
<td>Doing Qualitative Research: Design and Data Collection</td>
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<td>NUR 1024H</td>
<td>Foundations of Qualitative Inquiry</td>
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<td>NUR 1082H</td>
<td>Knowledge Production in Nursing and Health</td>
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<tr>
<td>NUR 1083H</td>
<td>Comparative Politics of Health and Health Policy in a Globalizing World [required course]</td>
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**Law**

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<td>LAW 576H1</td>
<td>Can there be Universal Human Rights (J. Nedelsky)</td>
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<td>LAW 388H1</td>
<td>Public Health Law (T. Lemmens)</td>
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<td>LAW 386H1</td>
<td>Reproductive and Sexual Health Law (R. Cook)</td>
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<td>LAW 294H1</td>
<td>The Law and Praxis of International Human Rights (N. Bhuta)</td>
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<td>LAW 301H1</td>
<td>Women's Rights in International Law (R. Cook)</td>
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<td>LAW 501Y1</td>
<td>Contemporary issues in Health Law and Policy (C. Flood)</td>
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**Political Science**

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<td>Topics in International Politics III – Globalization, Human Rights and Social Diversity (F. Megret)</td>
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<td>POL 2226H</td>
<td>Ethics and International Relations (N. Kokaz)</td>
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<td>POL 2217Y</td>
<td>Politics of the International System (M. Dolezel Evans)</td>
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<td>JPD 2232H</td>
<td>International Governance (J. Kirton)</td>
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<td>JPE 2408Y</td>
<td>Political Economy of International Development (G. Indart)</td>
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<td>POL2409Y1</td>
<td>Politics and Planning in third world Cities (S. Benjamin)</td>
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<td>POL 2318H</td>
<td>Comparative Public Policy: Selected areas (G. Skogstad)</td>
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<td>POL 2212Y</td>
<td>Canada and the Third World</td>
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<td>POL 2205H</td>
<td>Topics in International Politics I – Peace Building (R. Matthews)</td>
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<td>JPF 2430Y</td>
<td>Cities (P. McCarney)</td>
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**Joint Centre for Bioethics**

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<td>MSC 3010Y</td>
<td>International Research Ethics (S. Benatar, B. Dickens)</td>
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<td>PHL 2146Y</td>
<td>Topics in Bioethics, September 2005-April 2006 (B. Secker)</td>
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<tr>
<td>CHL 5121H</td>
<td>Genomics, Bioethics and Public Policy (A. Daar, H. Thorsteinottir)</td>
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<td>MSC 3003Y</td>
<td>Empirical Approaches to Bioethics (R.G. Upshur)</td>
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<td>JHM 1000H</td>
<td>Issues Analysis in Interdisciplinary International Health Research (Y. Talbot)</td>
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APPENDIX V: Courses

New course

We will develop a monthly ongoing trans-disciplinary seminar (required attendance for the equivalent of two academic years) which will be a 0.5 FTE credit course, with appropriate student presentations and evaluation (similar to the current doctoral program in epidemiology seminar course CHL 5423H)

Coursed offered in Public Health Sciences

**CHL 5411 H  International Health**
David Zakus, Richard Glazier, Public Health Sciences

This course treats in-depth issues of health and health care in developing countries from an epidemiological and primary health care (PHC) perspective. The demographic underpinnings of health, the relationships between health and development, criteria for selection of health interventions, issues in implementation of health interventions, and techniques for evaluation of health services are emphasized.

**CHL 5420 H  Global Health Research Methods**

Lead: Donald Cole, Public Health Sciences

International health research requires skills in cross-cultural sensitivity, negotiation of the roles and expectations of collaborating research partners and adaptation of methodologies (both qualitative and quantitative) to developing country needs and priorities. The primary purpose of this course is to take students through the cycle of partner involvement, design, ethics, implementation, dissemination and utilization of health research in developing countries. Experienced researchers will illustrate this cycle based on their international health research. Demonstration of student learning will be through development of a plan for research in a developing country.

**CHL 5117 H  A Global Perspective on the Health of Women and Children**

Lead: Catherine G. Chalin, Public Health Sciences

Canadian and international agencies have identified the health of women and children as priority concerns. Many of the students in the graduate programs of the Health Sciences want to work for Canadian government and non-government organizations offering health aid and services around the world. This course will provide the requisite knowledge base for understanding culture, health and health services for mothers and children in the developing world.

**CHL 5118 H  International Health, Human Rights and Peace-Building**
Many of the factors which influence health happen outside the health sector. While it is traditionally held that population health is influenced by economics, peace and security, education, gender and other factors, recent literature suggests that the relationship between health, economics, peace, security, education and other determinants of health is equally powerful in both directions (i.e. there is no prosperity in an unhealthy nation; there is no wealth, no health, where human rights are abused). The course will look at health and human rights in the context of the global political economy and Canada's role and contribution to international health, human rights and peace building.

**CHL 5903 H  Environmental Health**

Lead: Roland Hosein, Public Health Sciences

This course examines the relationship of the environment to human health and the principles in environmental management. The learning objectives include: a) understanding how pollution of the air, water and soil occurs; the impact on the environment and health; and the ways reduce the impact; b) knowing how to critically analyze any environmental risk situation and recommend and communicate optimum conditions for risk reduction; c) participating in case studies to develop skills in environmental risk assessment; and d) understanding the socio-political aspects for promulgating regulations and policies to protect the public from environmental risks at a global level.

**CHL 5419 Empirical perspectives on social organization and health**

Cameron Mustard and John Frank, PHS

This course will focus on a selected review of the epidemiological literature which has integrated social factors in the investigation of the distribution of health and illness in society. Course readings will review a selection of important empirical studies contributed by a range of research disciplines investigating the roles played by social, psychological and economic status factors in determining health and illness globally. Emphasis will be placed on identifying the central theoretical and methodological approaches to defining and measuring socioeconomic status in this literature. This course is designed to provide the student with a toolbox of critical analytic frameworks for assessing empirical evidence in the population health sciences, evidence which often derives from a range of research disciplines. The course will also emphasize the identification and appraisal of the policy implications of this research evidence.

**CHL 5421 H Aboriginal Health**

Lead: Kue Young, PHS

The objective of this course is for the students to obtain a broader, critical understanding of the pressing health challenges faced by Aboriginal people in Canada, including historical perspectives, the current burden of infectious and non-infectious disease, and the need for culturally appropriate research and intervention strategies for addressing these challenges. The long-term goal is the development of skills to design projects which are conscious of community perspectives as well as being scientifically unique and innovative. Overview of major topics to
be covered: Social, Political and Historical Context; History, Identity, & Culture; Indigenous Knowledge; Historical Demography / Epidemiology; Epidemiologic Transition; Aboriginal Health Systems/Health Governance and Health Evaluation; Urban Aboriginal Health; Mental Health; Environmental Epidemiology; Women's and Children’s Mental Health.

**CHL 5115H Qualitative analysis and interpretation**

This is an advanced graduate-level course in qualitative research methodology that focuses on the theory, techniques and issues of data analysis and interpretation. The course is designed for students using qualitative methodology in their thesis research. Ideally students will be in the process of analyzing their own research data. Although the topics discussed will be generic to qualitative methodology, the literature, examples and discussion draw heavily on the field of health. Authorship of course readings is international, with much material coming from European sources. The course addresses the interpretation of meaning in socio-cultural/political context, and includes analytic strategies appropriate for cross-cultural and cross-national qualitative research. Prerequisites include at least one prior qualitative methodology course in addition to having one’s own data to work on for class exercises. Permission of instructor needed.

**CHL 7001 History of International Health**

Anne-Emanuelle Birn, PHS

This graduate seminar explores the ideologies, institutions, and practices of the field of international health from its imperial origins to the present, covering the role of health in empire-building and commercial expansion; the perennial fears of pandemics and their economic consequences; the “class-ing,” “race-ing,” and gendering of international health through attention to sex, maternity, fertility, and productivity; and the power and contest over defining and addressing the diseased mind, body, and soul of the non-metropolitan subject. Through examination of historical sources (documents and films) and scholarly research, we will seek to understand the political, scientific, social, and economic underpinnings of the principles and activities of the international health field, its embedded cultural values, and its continuities and discontinuities. The course provides a critical historical perspective on many of the contemporary problems of international health, such as the tensions of (bio)security, humanitarianism, foreign policy, and economic development; the role of international agencies in shaping/responding to local versus global priorities and policymaking; and the struggle over international health’s technobiological, infrastructural, redistributitional, and integrative paradigms of success.

**Courses offered in Pharmacy**

**PHM 1125H Complementary/Alternative Medicine: Health System and Policy Issues**

This course is designed for students enrolled in the Graduate Departments of Pharmaceutical Sciences, Health Policy, Management and Evaluation and graduate students in other health care professional programs who are interested in exploring health care system and policy issues related to complementary/alternative medicine (CAM). Examples of the types of CAM discussed are: traditional Chinese medicine and acupuncture, naturopathic medicine, natural
health products and homeopathy. Students will have an opportunity to explore how CAM practices and products are regulated in Canada and how these regulations create both challenges and opportunities for the integration of CAM with the rest of the Canadian health care system. Students will be encouraged to analyze issues from a variety of perspectives including that of patients, health care practitioners (both CAM and conventional practitioners), and policy makers. Guest speakers will be encouraged during the interactive class sessions. The class size will be limited to 15 participants to ensure maximum participation and discussion among participants. There are no prerequisites for this course.

PHM 1124H(F) International Pharmaceutical Policy: Understanding the Power and Politics Behind It
Lead: J. Cohen
This course is designed for Pharmaceutical Sciences and International Health Policy students who are interested in the management and analysis of pharmaceutical public policy at the international levels and the interrelationship between international and domestic policy issues. The course will remain limited to 20 students to ensure maximum participation and discussion among participants. There are no prerequisites required for this course.

The course will introduce students to the basic concepts and issues in international pharmaceutical policy. It will, in addition, make comparisons with Canada, when relevant. Particular emphasis will be placed on how governments in different jurisdictions manage their public health responsibilities, international obligations, and pressure from special interest groups in terms of pharmaceutical policy. We will analyze a breadth of complex policies questions in this course. Examples include: How do pharmaceutical policies in industrialized countries have an impact on policies in developing countries? What political issues influence pharmaceutical policy directions internationally? How do international commitments, such as membership in the World Trade Organization, conflict with or correspond to domestic policy directions and hence national sovereignty? And, what characterizes public policy processes?

Courses offered in Health Policy, Management and Evaluation

HAD 5770H Program Planning & Evaluation
Lead: Rhonda Cockerill

This course provides an overview of the current status of program planning and evaluation. Its purpose is to give participants an understanding of the planning and evaluation process, to familiarize them with current program planning and evaluation techniques and to have them develop the skills to apply these techniques to the health and social services sector. Potential applications to health services internationally can be explored.

HAD 5768H International Perspectives on Health Services Management
Lead: David Zakus

Health systems the world over are trying to meet the demands of constrained resources, growing private sectors, multinational institutions, highly interdependent international economies, and the
threat of emerging infectious diseases and porous borders. Canada's role in health development internationally is important; the recent spread of SARS and now the current concern over Asian Bird Flu have demonstrated that it is now more important than ever to address health issues beyond our national borders. Studying health from an international perspective fosters a unique, broad and innovative perspective in health education, research and service delivery. The objectives of this course are to provide an introduction to the global context, international organizations and developing-country health systems; to facilitate the application of health service management theory and practice to international health issues; to learn about the most important issues related to the management of health services at the international level; to develop analytical skills focused on international and global health issues; and to allow for an in-depth investigation into an area of international health services management of the student's choice.

**HAD 5774H Comparative Health Care Systems**

Lead: David Zakus

This course presents and facilitates the development of an analysis of major health service delivery and management issues from an international perspective. This can either take the form of a within country or inter-country perspective, focusing on those countries somewhat similar to Canada in socio-economic status, though the opportunity will be present to explore those countries considered poor and middle income, or in transition.

**HAD 5771HS Resource Allocation Ethics**

Lead: Doug Martin

This course will introduce students to key topics in priority setting (resource allocation ethics). The primary pedagogic technique is student-directed case studies using an explicit ethical framework (‘accountability for reasonableness’) to develop a better understanding of priority setting in health care institutions, including those in international settings.

**Courses offered in Anthropology**

**ANT7001 – Medical Anthropology I.**

This graduate seminar will introduce participants to a range of theories and ethnographic cases in medical anthropology. Topics covered include: the cultural contexts and social constructions of illness in a range of world areas; critical medical anthropology and the political economy of health; the medicalization of human suffering and anthropological critiques of biomedicine; gendered dimensions of illness; and anthropological critiques of and contributions to the field of global health.

**ANT7002 – Medical Anthropology II**

This graduate seminar is a rotating topics course. Students interested in this course should contact the Department of Anthropology to find out the topic in any particular year. Possible
topics will include: Gender and Health, Anthropological Contributions to and Critiques of Global Health, Nutrition and Infant Feeding.

ANT6003 - Critical Issues in Ethnography
This course considers the nature of ethnography through close examination of a series of monographs written by anthropologists and contextualized by a few other works. We inquire into the various ends for which ethnographers write and the various means by which they do so. How do ethnographers select from the "infinity of information" to produce reasonably whole and coherent works? We address the content of specific ethnographic works and their context; the relationships between ethnographic fact and anthropological theory; the production of anthropological knowledge; styles of ethnographic narrative; and, most generally, how to read -- and write -- ethnography.

ANT 6023HF Governmentality, Development and the Improvement of the World
This graduate seminar examines the modern assemblages of power Foucault labeled governmental: those that aim to “conduct conduct” by calculated means, structuring possibilities for action, and setting the conditions or arranging things so that people will be disposed to “behave as they should”. Governmentality is concerned with managing, disciplining and regulating individuals, populations and social spaces, in order to sustain and optimize the conditions of life. It operates by identifying anomalies or deficiencies, and attempting to correct them through planned intervention.

ANT6040 Approaches to Fieldwork
This seminar course explores some of the primary methodological and ethical issues involved in doing ethnographic fieldwork. Building on a variety of readings and seminar discussions, students will work toward developing the methodological sections of their own specific research topics as well as produce preliminary drafts of their Ethics Protocols for research on/with human subjects.

ANTH6032H -Social Movements: Interrogating Power and Protest in a Global Context
In 1985 Ernesto Laclau and Chantal Mouffe published Hegemony and Socialist Strategy: Towards a Radical Democratic Politics (London: Verso). In this controversial book, Laclau and Mouffe gave theoretical voice to a much more generalized disenchantment with classical Marxism, a disenchantment that had emerged particularly among French intellectuals in the aftermath of the 1968 Paris événements. Their book was also written after two decades of considerable social activism and the fluorescence of the Civil Rights, Peace, Student, Women's, Farmworker, Environmental and Gay Rights movements--to name a few. Students taking this course will be required to attend a weekly seminar, give a seminar presentation on relevant topic, and to produce a 20-25-page research paper exploring the relevancy of post-Marxist frameworks for the work on social movements (and related fields such as "resistance" or "contention").

Coursed offered in Political Science

JPD 2232H 1 F INTERNATIONAL GOVERNANCE
Lead: John Kirton
THEMES: This course offers a theoretical and thematic exploration of the changing forms of global governance in the international system, focusing on the evolving patterns of hegemony in the post-Westphalian era and the possible twenty-first century order(s). The course examines in turn alternative conceptions of international order and governance, the content and causes of change, and consequences of successive regimes, the UN and G8 systems and alternative future orders. Included are the benign and coercive dominance of hegemonic powers, intergovernmental and transnational organization, and a historically based critique of the interstate system and of the concept of development. These are explored, with attention to gender domination, through student presentations on such topics as finance, developing country debt, banking and securities regulation, trade, food and agriculture, intellectual property, biodiversity and genetics, the global environment, infectious disease, human rights, women's rights and the rights of indigenous peoples.

POL 2217Y 1Y POLITICS OF THE INTERNATIONAL SYSTEM
Lead: Marketa Dolezel Evans
THEMES: This course explores the nature and evolution of the international system, from both theoretical and historical perspectives. The primary concern of the course is with the maintenance of order in any given international system, as it has been created and maintained historically, and how theory suggests it might be attained. The last section of the course will look at the contemporary international system.
We will examine, using contending theoretical perspectives, such questions as how systemic characteristics evolve, what creates equilibrium within a particular system, which forces cause upheaval or destruction, and what impacts such changes have on the units within the system.

POL 2226H 1S ETHICS AND INTERNATIONAL RELATIONS
Lead: Nancy Kokaz
THEMES: The course aims to explore the requirements of justice and fairness in international affairs. It is common to theorize international relations in terms of interests and power. But even the most cursory look at what important actors actually do in their international interactions reveals that they use normative language all the time. This has not gone unnoticed, with investigations of ethics in the international arena multiplying in recent years. Drawing on readings from political philosophy, legal theory, and normative international relations theory, the course will take up practical ethics dilemmas encountered in world affairs. The main focus of the course will be on institutions. Examples will be drawn from the issue areas of trade, health and the environment, among others.

POL 2207H 1F TOPICS IN INTERNATIONAL POLITICS III - GLOBALIZATION, HUMAN RIGHTS AND SOCIAL DIVERSITY
Lead: Frédéric Mégret
THEMES: This seminar will examine some of the key issues in current debates over law and globalization. This year=s workshop will focus on the impact of globalization on issues of social diversity. Globalization is sometimes associated with homogenization and standardization. It is also sometimes associated with various forms of elite oppression or market domination. But to what extent is globalization also an opportunity for various groups to articulate claims about diversity? The workshop will examine how the globalization of law is providing opportunities for social groups, minorities and the excluded to attempt to change the way law works. It will
seek to assess how the overlapping discourses of constitutional, international and human rights law help or hinder claims for inclusion or diversity. The topics covered will include: indigenous peoples; ethnic and religious minorities; sexual difference; under-development and poverty; environment degradation and the habitat; people with disabilities; HIV and AIDS. The seminar is structured around papers presented by guest speakers from a variety of fields of study and practice on cutting-edge issues relating to law and globalization. In each session, the guest speaker together with a guest commentator will introduce the paper, following which there will be a general discussion of the paper.

**POL 2205H 1 F TOPICS IN INTERNATIONAL POLITICS I - PEACE BUILDING**

Lead: Robert Matthews

**THEMES:** The focus of this seminar will be peacebuilding. When did it emerge as a concept? What does it mean or imply? What role can and do states, international organizations and nongovernmental organizations play in building an enduring peace? Cases to be examined may include Uganda, El Salvador, South Africa, Ethiopia, and Cambodia.


**POL 2212Y 1 Y CANADA AND THE THIRD WORLD (Not Offered 2005-06)**

**THEMES:** Canada is an active middle power; a strong supporter of the United Nations; a liberal democratic state of humane inclinations; a rich western capitalist country heavily dependent on foreign investment and much influenced by the United States; an important source of overseas investments and a major commodities exporter. This course is interested in how these factors have influenced Canadian policies towards the Third World. It will focus in particular on Canadian development assistance policies, the role of human rights in Canadian foreign policy, Canadian policies towards Apartheid South Africa and other selected major political and diplomatic issues and on Canadian trade policies.

**JPE 2408Y 1 Y POLITICAL ECONOMY OF INTERNATIONAL DEVELOPMENT**

 Leads: Richard Sandbrook and Gustavo Indart

**THEMES:** This course explores the political economy of development strategies within the context of globalization. It focuses on both the dominant neoliberal or market-oriented model and alternative development strategies. Case studies drawn from Latin America, Asia and Africa examine the design, implementation, and performance of the various development models. This is a graduate course given by the Department of Economics and the Department of Political Science.


**POL 2318H COMPARATIVE PUBLIC POLICY: SELECTED AREAS**
Lead: Grace Skogstad
THEMES: This course examines some of the major issues for theoretical models and understandings of comparative public policy that are raised by developments associated with globalization and regionalization processes. To what degree is domestic policy making becoming internationalized? What sense does it make to talk about global policy? In addressing these questions, the focus is on the robustness of existing models of public policy, including the material, institutionalist (historical and rationalist), policy network, and discursive approaches. The literature on agenda setting, policy learning, policy convergence and policy paradigm change is also given close attention.

POL2409Y 1 Y POLITICS AND PLANNING IN THIRD WORLD CITIES
Lead: Solomon Benjamin
THEMES: This course will position the politics of urbanization and planning within the intellectual framework of international development theory and emerging forms of urbanism. Drawing from experiences in Asian, African, and Latin American cities and mega centers, it will focus on the relationship between the planning process and city politics. An 'urbanist' perspective will allow posing the political question as a bridge between day-to-day practices of city building to that of macro views of the Nation State and globalized markets. The course will consider the political consequences of new forms of institutional arrangements promoted to attract global investments and how these contest those rooted in locality based economies. The course will include debates around participatory planning and decentralization confronting increasing city divides and sharpened contests over land, economy, infrastructure, and the re-structuring of social services. It will explore issues of migration and urban violence as influenced by economy and politics that can at times reframe relationships to temper a divisive politics, or be locations of significant fractures. Finally, the course will focus on approaches and challenges faced by international development agencies. It will explore how global agendas like the MDG and the 'rights based' approach confront an intensity of city politics, cultural complexity, and a rapidly changing economy. This is both in the operationalization of programs and evaluation practices. The course will include films, references to popular literature and the digital and print media, and be engaging via intensive discussions and debate.

JPF 2430Y CITIES
Lead: Patricia McCarney
THEMES: The course seeks to improve knowledge on disciplinary and developmental boundaries as they relate to cities. By bringing together faculty members who focus on cities in their work, be it within Political Science, History, Philosophy, Literature, Design, Environment and Health, Geography or Social Work, the course will explore an emerging set of issues which fall within critical interdisciplinary spaces, including cities and global change; cities and the environment; economic adjustment, state reform and city politics; cities and citizenship; cities and community development; cities and economic development; and, physical form, territory and the political-economy of cities.

Courses offered in Nursing

NUR1083H - Comparative Politics of Health and Health Policy in a Globalizing World [required course]

Although the history of public health is widely accepted to be intertwined with politics (e.g.,
Chadwick, Virchow, Villerme), it is striking that contemporary scholarship has disassociated politics both from population health and health policy [1]. In the meantime, ‘Population Health’ has increased its relevance in international politics as a yardstick to measure development and well being (AIDS in Africa, access to care in Latin America or the drop in the life expectancy in the former Soviet Union). Population health has become again the focus on “real” political discussion and debates in international forums such as the UN, FTA agreements or the WTO rounds (debt cancellation, privatization of water, access to essential medicines). It has thus become necessary in public health and political science to provide insights on the political processes that shape national health policies and population health. A comparative politics analysis approach during this era of “globalization” provides the methodological interdisciplinary tools for these goals. The comparative framework allows us to explore how national and international politics shape health systems and population health outcomes. Our course takes students into a multidisciplinary approach that integrates national and global politics in the explanation of how health policies are generated and implemented, and how those politics shape population health. Emphasis is put in an understanding of specific health problems, political forces and political economy, both national and international that shape population health.

**NUR1024H - Foundations of Qualitative Inquiry**

All research is molded by philosophical assumptions and by questions, which through their form and phrasing, influence the answers obtained. Research approaches cannot be divided neatly along qualitative/ interpretive and quantitative/positivistic axes. Focus on differentiating the major qualitative approaches according to their epistemological and ontological foundations. The methodological implications of assumptions about human nature, language, and scientific explanation are explored. Although examples of qualitative research in nursing science will be highlighted, the course remains relevant to students in all health science disciplines. (3 hours/week)

**NUR 1025H Doing Qualitative Research: Design and Data Collection**

**Description:**

This course addresses the theory and practice of qualitative research fieldwork and data gathering. Picking up issues of research design started in NUR 1024, the focus is on the practical, hands-on considerations associated with writing research proposals, entering the field, coordinating fieldwork, techniques of data collection, and data management. Students can begin development of their thesis proposals. Prior grounding in the philosophical/theoretical foundations of qualitative research (the Foundations course in the Essentials series or its equivalent) is strongly recommended, and students with these qualifications will be given preference. **Additional Information:** Normally offered in the winter term, but in the summer of 2006**

**NUR1082H- KNOWLEDGE PRODUCTION IN NURSING AND HEALTH**

This course explores nursing knowledge as an academic and social product created in the context of competing historical, political, cultural and economic discourses which shape what is considered nursing knowledge and science in different contexts and places. Students will be requested to work from three standpoints: (1) the social and scientific location of their own work;
(2) nursing academic perspectives from Canada, Australia, Mexico, and Spain; and (3) global health agendas to achieve health for all as a human right. The core analytical contribution is to explore the relationships between theoretical and methodological assumptions, academic traditions, and social values in the way nursing knowledge is produced and reproduced in the international scenario.

Courses offered in LAW

CAN THERE BE UNIVERSAL HUMAN RIGHTS (AND OTHER RIGHTS DEBATES) (LAW576H1) Jennifer Nedelsky

3 credits; 2 hours
Max Enrol: 25
Extended Paper
Perspective Course

This course will focus on debates over the nature of rights. We will begin with debates around universalism: in what ways does it make sense to speak of universal rights? What are the grounds for such claims, and what are some of the main opposing views? Even if one views rights as social constructs, can there be institutions and practices that create rights with legitimate claims to universality? Some of the objections to the idea of universal rights are objections to the specific form this idea has taken in the western tradition. We will consider alternative “universalisms”. Students will be invited to develop this discussion of universal rights— their meaning, implementation, and conflicts around them—or to present materials on other debates around the meaning and implementation of rights. The first four weeks will be discussions based on the readings assigned by the instructor. In the following weeks, one or two students will be responsible for selecting the readings and offering a brief presentation to begin the discussion.

Evaluation: Students will be required to submit one page comments on the readings on alternate weeks. These comments will form a part of the class participation mark worth 25% of the final grade. A final research paper (75%) on a rights focused topic of the student’s choice (25-30) pages is the remaining course requirement.

PUBLIC HEALTH LAW (LAW388H1) Trudo Lemmens

3 credits; 3 hours
Max Enrol: 50
Extended Paper
Perspective Course

The legal and regulatory issues raised by public health interventions have received much attention in the wake of the SARS crisis and in light of the alleged menace of a new influenza pandemic and bioterrorism. The global challenge posed by infectious diseases has also reinvigorated the debate about the role of government and international agencies in promoting and protection public health and has spurred new regulatory and legal developments. Canada has, for example, established a new federal Public Health Agency.

Public health law can generally be defined as the study of the legal and regulatory framework surrounding the state’s role as promoter and protector of the health of the population. It is built around questions such as: What is the legal responsibility of the state and state actors in implementing public health measures? What are the limits of state action, particularly with
respect to coercive measures (quarantining, compulsory testing and treatment, compulsory vaccination) that intrude upon the exercise of individual rights? Which regulatory regime is best suited to serve specific public health concerns? To what extent can the state limit proprietary interests for the benefit of the health of the population?

Throughout the course, historical and contemporary examples of public health measures will be analyzed to explore the role of law and regulation in promoting and protecting public health.

Although the public health infrastructure in Canada and the interplay between various Canadian statutory and constitutional provisions will be highlighted, the international dimension of public health law will be emphasized in the course. The course will use public health case studies to explore how various legal and regulatory regimes interact in the context of public health interventions; and whether/how values embedded in public health law can be reconciled with the values reflected in, for example, human rights, privacy and property law. Potential case studies include: HIV/AIDS, tuberculosis, cholera, malaria, tobacco, workplace toxins, reporting of adverse drug events, addiction.

Depending on the number of students, students may be invited as part of the course to work on specific case-studies that touch on public health law, exploring the legal and regulatory tools available for public health interventions under existing law and to analyze the legal issues raised by the application of public health tools.

Evaluation: Students will be evaluated on the basis of:
1) class participation and the submission of 4 short commentaries (3-4 pages) related to assigned readings or case studies (40 %); and
2) a final paper of 20 pages.

Depending on the number of students, the paper requirement may also be fulfilled by the involvement in the drafting of legal materials as part of a specific public health law project. Students who satisfy the extended paper requirement through this course will be required to write a reduced number of commentaries (2), in addition to participating in class.

REPRODUCTIVE AND SEXUAL HEALTH LAW (LAW386H1F) Rebecca Cook, Joanna Erdman
3 credits; 2 hours
Max Enrol: 25
Extended Paper
Perspective Course

Note: This course serves as a prerequisite to some of the international human rights internships.

This course addresses national and international legal protection and promotion of reproductive and sexual health. It examines the comprehensive nature of reproductive health, including fertility control and promotion, treatment of sexually transmitted diseases, such as HIV/AIDS, and abusive sexual relations. The course provides introductory overviews of the background law and its interaction with ethical principles. The course surveys different disciplinary dimensions, such as biomedical, epidemiological and social science perspectives that can be used in the development and application of reproductive and sexual laws. It analyzes the effectiveness of the law in protecting groups at high risk of reproductive health disadvantages, such as adolescents.
Students taking this course during the second semester must register in first semester, students who want to continue their work done in first semester will be encouraged to do so for an additional one credit. The second semester course will meet every other week, and will be structured around key research themes of interest to both the students and the instructor agreed at the end of the first semester. The aim is to enable students to develop their first semester work into papers of publishable quality for submission to a relevant law journal.

**Evaluation:** All students must complete four short assignments (3 pages) related to the readings (15%). The balance of the evaluation (85%) will be based on:

- a research paper or legal memorandum (approximately 20 pages), or
- a 48 hour take-home examination (100%) to be signed out from and returned to the Records Office. The examination may be taken during any 48 hour period between the first day of the examination period and due no later than the set deadline for written work in the applicable term (see Take-home Policy in the Syllabus for details).

Students may fulfil both the Extended Paper and Perspective paper requirements in this course. A limited number of students may fulfill the Extended Paper requirement in this course.

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**THE LAW AND PRAXIS OF INTERNATIONAL HUMAN RIGHTS (LAW294H1) Nehal Bhuta**

3 credits; 3 hours  
Max Enrol: 40: 25 JD; 10 LLM/SJD; 5 JD/MAIR

**Note:** Pre-requisite or Co-requisite: Public International Law (3 credits); Public International Law (4 credits)

This course aims to achieve two goals: first, to equip students with a technical competence in articulating, interpreting and responding to claims made in the language of international human rights law, and to enable students to navigate sources, principles and arguments effectively, and; second, to induce students – even as they familiarize themselves with the law of human rights – to simultaneously understand “human rights” as a field of political praxis. Through the course, students will ideally become more reflexive in understanding the diverse, and at times contradictory, political effects of articulating claims in terms of human rights, and the way in which “human rights” are used in local, national and global political struggles. Students will be encouraged throughout the course to “think the limits” of human rights as a political praxis, and the pros and cons of articulating demands in the language of human rights. Readings will be drawn from both law and social sciences.

**Evaluation:** A 10 page analytical paper (based on course readings) due mid-term (40%) and a 24 hour take-home exam (60%) to be signed out from and returned to the Records Office. The examination may be taken during any 24 hour period between the first day of the examination period and due no later than the set deadline for written work in the applicable term.

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**WOMEN'S RIGHTS IN INTERNATIONAL LAW (LAW301H1F) Rebecca Cook**

3 credits; 2 hours  
Max Enrol: 25 15 JD; 5 LLM/SJD; 5 JD/MAIR

*Extended Paper*  
*Perspective Course*
Note: Students may find it helpful to have taken or be taking Public International Law and International Human Rights Law (or equivalent).

Note: This course serves as a pre-requisite to some of the international human rights internships.

This course addresses the challenges of achieving the international legal protection of the human rights of women. It reviews how international and regional human rights conventions have been applied to prevent, punish and remedy the violations of women's rights in international, regional and domestic forums. It examines how the norm of the prohibition of all forms of discrimination against women has been applied, and how it might be more effectively applied, particularly to subgroups of women such as those marginalized by race and ethnicity. It explores how feminist theories, empirical data and narratives might be used to expose women's experiences of injustice. The course aims to go beyond a formalistic understanding of international legal obligations in order to examine different approaches to fostering compliance with the human rights of women in different cultures and religious traditions.

Evaluation: All students must complete four short assignments (3 pages) related to the readings (15%). The balance of the evaluation (85%) will be based on:
(a) a research paper or legal memorandum (approximately 20 pages), or
(b) a 48 hour take-home examination (100%) to be signed out from and returned to the Records Office. The examination may be taken during any 48 hour period between the first day of the examination period and due no later than the set deadline for written work in the applicable term (see Take-home Policy in Syllabus for details).
Students may fulfil both the Extended Paper and Perspective paper requirements in this course.
A limited number of students may fulfill the Extended Paper requirement in this course.

WORKSHOP: CONTEMPORARY ISSUES IN HEALTH LAW AND POLICY
(LAW501Y1Y) Colleen Flood

Both terms: 2 credits; 2 hours (one credit per term)
Max Enrol: 25; 14 JD; 6 LLM/SJD; 5 Ph.D. Health Policy
Perspective Course

Note: Students cannot take more than one workshop for credit in a given year.

The Health Law Group at the University of Toronto runs a regular Seminar Series that meets on average every two weeks throughout the academic year. Students wishing to participate in the Series may do so for academic credit.
The Seminar Series attracts both speakers and participants from a wide range of disciplines as well as from a wide range of institutions. The goal of the Series is to introduce students to a variety of interdisciplinary approaches (incorporating law, economics, bioethics, philosophy, political science, etc.) and to explore contemporary issues in health law and policy. Previous speakers have included William Sage (Columbia Law School), Bartha Knoppers (Université de Montreal), David Cutler (Harvard University), Roy Romanow, David Weisbrot (President of the Australian Law Reform Commission).and Michael Decter (Chair of the Canadian Health Council). Topics have included litigating health care rights, medical savings accounts, the definition of medical necessity, medical malpractice reform, genomic databases, health privacy, the regulation of medical research, reform of the Canada Health Act, privatization in health care, the Romanow recommendations and many others.
Evaluation: Students must attend all seminars (approximately 10) in addition to the two or three other meetings throughout the Series to discuss expectations and work in progress. In addition, students will prepare 5 short written papers (5-6 pages each) on themes relevant to five of the Seminar Series papers (or paper recommended for analysis by the speaker). Evaluation will be based on this written work (85%) and on participation in the seminars (15%).

Courses offered through the JOINT CENTRE FOR BIOETHICS

MSC 3010y International Research Ethics
Co-Directors: Solly Benatar and Bernard Dickens

Objectives of the course
The purpose of this course is to acquaint trainees with international ethical, legal and regulatory codes governing the conduct of research involving human subjects, and with the rationale underlying these. Topics include: history of international research bioethics (research controversies and the development of research policy); contemporary international research codes; contemporary challenges in regulating international, cross-cultural research; justice and research ethics; and harmonization of international codes. Pedagogic method: study of these codes will be comparative in nature. We will expect trainees to raise theoretical and practical concerns related to the interpretation and implementation of the codes, and to consider areas of conflict and agreement between various codes and perspectives. Discussion of these issues will be focused, wherever possible, upon research outside North America, usually in the home country, taking international and global issues into consideration.

PHL 2146Y Topics in Bioethics
Director: Barbara Secker

Course outline:
This course explores a number of key concepts and issues using ethical theories, principles and frameworks in bioethics. The ethical frameworks we will consider include: casuistry; utilitarianism (consequence-based theory); Kantianism (duty-based theory); social contract theory; ethical principles (“principlism”); virtue ethics; ethics of care; feminist ethics; communitarian ethics; First Nation ethics; Asian ethics; African ethics; Jewish ethics; Christian ethics; and Islamic ethics.

Topics to be discussed within these frameworks will include: the nature of ethical reasoning in philosophical bioethics; the fact/value distinction; personhood; autonomy, beneficence, and paternalism; decision-making capacity and consent to/refusal of treatment; distributive justice in resource allocation and priority setting; the virtuous practitioner and models of patient-practitioner relationship; gender, race and other markers of equality and difference; the possibility of a global bioethics; and communities, cultures and religions in bioethics.

CHL 5121H Genomics, Bioethics and Public Policy

Directors: Abdallah Daar and Halla Thorsteinsdóttir

The course will provide students with an understanding of the bioethical and public policy issues arising from genomics development. It will address current status of genomics science, genomics
and biotechnology innovation systems, genomics and public health, law and policy issues relating to genomics development, intellectual property rights, public engagements, genomics and diversity and the ethics of genomics in global context where important emerging principles such as benefit sharing will be discussed.

**Empirical Approaches to Bioethics**

**MSC 3003Y EMPIRICAL APPROACHES IN BIOETHICS**  
**DIRECTOR: ROSS UPShUR**

This course will use seminars to illustrate concepts and applications of empirical approaches to the bioethics literature globally. The purpose of the course is twofold: to produce educated consumers of empirical bioethics literature and provide the fundamental skills to produce contributions to the bioethics literature. The course will include discussion and evaluation of the broad range of empirical methods employed in contemporary bioethics research in a variety of settings globally including but not limited to: quantitative methods such as randomized control trials, cross sectional surveys, decision analysis and qualitative methods such as phenomenology and ethnography. It will also demonstrate to students how empirical methods can be used for program evaluation and quality improvement in public health and health services globally. At the conclusion of the course students are expected to be able to demonstrate the ability to: Use computerized data bases to find relevant bioethical literature; Systematically analyse and criticise literature from a methodological perspective; Design and execute a simple survey and focus group; Prepare a grant for submission to a funding agency; Organize and conduct a program evaluation.

**Additional IMS courses which JCB fellows take**

**JHM1000H - Issues Analysis in Interdisciplinary International Health Research**

Course Directors: Dr. Yves Talbot, MD, Professor of Family Medicine (416-978-3763)  
family@ican.net  & Dr. Niall Byrne, PhD, Professor Emeritus of Family Medicine (416-340-4214)  
niall.byrne@utoronto.ca

The course will examine 6 International Health research issues. Students will develop the skills to:

1. Identify and analyze major current issues in international health research;
2. Present clear, logically coherent and evidence-based analyses of issues;
3. Interact with various scholars whose reflection brings crucial insight into determinants and promotion of international health issues.

Based upon a reading of the prescribed articles, the presentation in class by the expert in the area and the participants' previous knowledge, the participants will select a specific issue for analysis in consultation with the course director and proceed to analyse the issue in accordance with the issue template (see below). The driving force behind this format is to oblige the participants to make an informed decision, based upon a critical appraisal of the evidence, claims, assumptions.
and arguments and to attenuate that decision with reference to reality criteria such as affordability, practicality, etc. It is, in other words, a course dedicated to decision making in international health in the face of competing claims, incomplete information and varying degrees of uncertainty.
Item 7.

New Collaborative Program Proposal: Collaborative Master of Science (M.Sc.) and Master of Applied Science (M.A.Sc.) Program in Optics

MOTION (     /    ) THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science for a Collaborative Master of Science (M.Sc.) and Master of Applied Science (M.A.Sc.) program in Optics, commencing September 1, 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 January 10, 2008. 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 without consultants. The Faculty of Arts and Science will be the lead Faculty for administrative purposes.
ITEM IDENTIFICATION: PROPOSAL FROM THE FACULTY OF ARTS AND SCIENCE FOR A COLLABORATIVE MASTER OF SCIENCE (M.Sc.) AND MASTER OF APPLIED SCIENCE (M.A.Sc.) PROGRAM IN OPTICS

Faculty Affiliation:
Arts and Science

Graduate Program/s involved in proposal, if any:
Department of Physics
Department of Chemistry
Department of Electrical and Computer Engineering
Department of Materials Science and Engineering
Supporting Unit: Institute for Optical Science

Brief Summary of Proposal:
Optics – the study of light and its applications – is the main area of expertise of more than 20 faculty members in the four participating units mentioned above. Both graduate and undergraduate courses in optics are divided among these units, with none offering a complete coverage of the subject. We therefore propose a collaborative Master’s Program in Optics, drawing on the expertise that is currently scattered among the four units. The Institute for Optical Sciences was founded with the goal of giving a common home to optics researchers at the University, and already runs many informal activities meant to form a community among optics researchers. This proposal would set up a formal program for students interested in this multi-disciplinary field of study.

Prior Approvals/Actions:
The proposal will be approved by the Departments of Physics, Chemistry, Electrical and Computer Engineering and Materials Science and Engineering.
It has also been approved on January 10, 2008 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:
Month: September Year: 2008

Contact name:
Professor R. J. Dwayne Miller,

Submitted by:
Professor R. J. Dwayne Miller, Director of the Institute for Optical Sciences

Date: December 3, 2007
Optics (Collaborative Program)

Program Committee
[List graduate faculty members on program committee including degrees and honorary
designations. Include supporting departments in this list also, but clearly identify them as such.]
J. E. Sipe, BSc, MSc, PhD/Physics
G. C. Walker, BA, PhD/Chemistry
A. S. Helmy, BS, MS, PhD/Electrical and Computer Engineering
Z. H. Lu, BSc, MSc, PhD/Materials Science and Engineering
R. J. D. Miller, BSc, PhD/Institute for Optical Sciences (Director) (supporting unit)

Address:
Institute for Optical Sciences
60 St. George Street, Suite 331
Toronto, Ontario, M5S 1A7
Canada

Telephone: (416) 978-1804
Fax: (416) 978-3936
E-mail: eistrate@optics.utoronto.ca
Web: www.optics.utoronto.ca

Nature of Collaborative Program
[Describe the program(s) offered, including fields, areas of study, and any special features]
The graduate units of Physics, Chemistry, Electrical and Computer Engineering and Materials Science and Engineering participate in the Collaborative Master’s Program in Optics. The program focuses on the study of optics, crossing the boundaries between pure and applied science.

Application Procedures
[Describe admission requirements for master’s and doctoral programs]
Candidates must apply to and be admitted to both the Collaborative Program and a Master’s Program in one of the collaborating graduate departments mentioned above. The application to the Collaborative Program is done through the submission of an application form (available from the Collaborative Program Office). Normal deadlines for application to the School of Graduate Studies apply. Students who have already been admitted to a Master’s program in a home department may apply to the Collaborative Program within the first month of their program.

Master’s Degrees

Admission Requirements
Requirements for the collaborative program are as follows: Admission to a M.Sc. or M.A.Sc. program in one of the four collaborating units. Commitment to make optics or photonics the main focus of study in that program, as stated in the application form submitted to the collaborative program office is required.

Program Requirements
Students must meet all respective degree requirements of the School of Graduate Studies and the home department. At the same time, students are required to enroll and successfully
complete the core course of the program, IOS1500. If a thesis will be prepared as part of the home program requirement, its topic must fall in the broad area of optics and a member of the collaborative program's faculty must be part of the examination committee.

Upon certification by the Director that all requirements of the Collaborative Program have been fulfilled, the home department will recommend the granting of the M.Sc. or M.A.Sc. degree, and the designation "Completed Collaborative Program in Optics" will appear on the transcript.

**Core Course:**
[List courses of instruction – list by category if they are numerous]
IOS1500 -- Selected topics in optics research

See also full course listings in the Departments of Electrical and Computer Engineering, Physics, Chemistry and Materials Science and Engineering
UNIVERSITY OF TORONTO

Proposal for a
Graduate Program

Master of Science / Master of Applied Science
Collaborative Program
in
Optics

in the departments of
Chemistry
Electrical and Computer Engineering
Materials Science and Engineering
Physics

Academic Year 2008/09

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

Optics is a major field of study at the University of Toronto, with more than 20 faculty members choosing it as their main research topic. This is done through the departments of Physics and Chemistry in the Faculty of Arts and Science, and through the departments of Electrical and Computer Engineering, and Materials Science and Engineering in the Faculty of Applied Science and Engineering. The Institute for Optical Sciences was founded to provide a common home for these researchers, and to help establish a community of optics students and professors. So far, however, the programs of study of the students have been mostly isolated from each other. This document proposes a collaborative Master’s Program in Optics, to provide a connection between this significant number of students, working on similar topics but with little communications with each other.

Being a collaborative program, it will rely mostly on resources, such as courses and research supervisors, already available in the home departments. All four participating departments have made long-term commitments to the study of optics, with significant investments, and there is no point to duplicate those in the new program. A collaborative program is therefore ideal in this case. Therefore, the new program will not require new resources to be set up, beyond simple administration support offered by the Institute for Optical Sciences (IOS).

The requirement for this program beyond those of the home department is the participation in a new course being set up by the IOS, Selected Topics of Optics Research. This course requires students to participate in a series of visiting lectures organized by the IOS, and to participate in a number of other optics-related activities meant to form a community among the optics students from the different departments.
2 Academic

2.1 Description and rationale for the proposal

2.1.1 Description of proposed program

This proposal is for a Collaborative Master's Program in Optics, unifying the efforts in the understanding and applications of light in the Departments of Physics and Chemistry in the Faculty of Arts and Science and the Departments of Electrical and Computer Engineering and Materials Science and Engineering in the Faculty of Applied Science and Engineering.

The objective of the program is to provide technical education in optics, combined with professional skills development, and the formation of a community among optics students. Due to the limited number of optics courses offered by the individual departments, and the overlapping interests of students from the different departments, students are already attending courses from other departments. A collaborative program will give credit to students for participating in such a multi-disciplinary program and will allow students to do so more easily.

2.1.2 Rationale for proposal

The coverage of optics at the University of Toronto is divided between the four departments of Physics, Electrical and Computer Engineering, Chemistry and Materials Science and Engineering. The Institute for Optical Sciences was founded in 2005, with the goal to provide a common home for optics research at the University, and to provide a more complete and coherent curriculum for optics teaching. Procedures for the establishment of the Collaborative Master's Program in Optics have started in 2006. This will be the first program administered by the Institute, with a collaborative PhD program to follow. The program is expected to stimulate interactions and collaborations between students studying similar topics in the different departments and to allow students to explore the many multi-disciplinary facets of optics.

This will be the first such program in Canada. In the U.S. several universities offer very successful programs in Optics. Among them are the Institute of Optics at the University of Rochester, the College of Optical Sciences at the University of Arizona and the College of Optics and Photonics at the University of Central Florida. These three institutions have full departments dedicated to the study of optics. At the University of Toronto this is not necessary, since the 4 collaborating departments are already very active in this area.

2.2 Pedagogical and other academic issues, including expected benefits of the
The program’s intellectual focus is the study of optics, from fundamental principles to practical applications. Students whose home department is Electrical and Computer Engineering will benefit from a better understanding of fundamental properties of interactions between light and matter, while students from the Physics department will benefit from a further exploration of its applications. Students from Chemistry and Materials Science will benefit by understanding the larger context in which their work is placed. Students registered in the program will also benefit from the professional skills training organized by the Institute for Optical Sciences, and from the sense of community built among optics students at U of T. Since optics is a multidisciplinary subject, a collaborative program is a natural way to explore it.

Value will be added to the students’ home program experience through participation in professional skills training organized by the Institute for Optical Sciences, and through the sense of community built among optics students at U of T. These activities will help students see their technical education, provided by the home program, in the right perspective, preparing them for their future careers.

### 2.3 Projected student demand

[Explain how demand was assessed and identify projected student demand for this initiative. Insert text and Table 14 from the OCGS brief, section 5.4.]

Optics is already the principal research focus of approximately 30 faculty members in the collaborating departments. The number of graduate students at the University of Toronto whose thesis topic is optics is one of the largest in North America, as demonstrated by the high number of presentations made by U of T students at international optics conferences. The only reason these students had not registered in an optics program was that such a program did not exist until now. It is expected that the majority of students studying optics in these four departments at U of T will register for the collaborative program. Since the four home departments already accept a large number of graduate students who will study optics, the enrolment in the home department is not expected to change significantly.

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

[Describe the expected impact on the nature and quality of the Department’s existing program of study. Explain how the proposal fits into the Department’s and Division’s academic plans.]

Being a collaborative program, its impact on the home departments is not expected to be large, since students will remain registered in the home programs. Many faculty members in all four departments have optics as a main field of study, as shown by their membership in the Institute for Optical Sciences. The collaborative program in optics will therefore serve the students with research topics in this area. Since the four home departments already accept a large number of graduate students who will study optics, the enrolment in the home department is not expected to change significantly, but the added visibility of a program in optics is expected to have a positive effect in attracting students to the University of Toronto.

2.5 Evidence of consultation with other affected divisions

[Explain process of consultation with other affected divisions and outcomes of discussion.]

All affected departments will offer this program collaboratively and support the proposal.

2.6 Appropriateness of the name and designation of the new program

[Explain the appropriateness of the name and designation (e.g., certificate, diploma, non-degree, new degree, field within an established degree program, combined, collaborative, etc.) in accordance with “truth in advertising”, to ensure that users recognize the name and know what it means. The degree designation and its short form should be specified. If a new degree designation is requested, the proposal should include a rationale for why it is required.]

The designation of the program is not changed, from that of the home departments. Students will receive either an M.Sc. or an M.A.Sc from one of the four departments upon completion.

Optics is by definition the science that deals with the production and propagation of light, the changes that it can produce in materials and other closely associated phenomena. Since this is indeed the field of study of the program, the name “Collaborative Program in Optics” is appropriate.

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

2.7.1 Program description and requirements

[Insert Sections 4.2, 4.3 from OCGS brief into Admission and Program requirements sub-sections below.]
Admission requirements
As all four home degree programs have strict admission requirements, no additional requirements will be placed for the collaborative program.

Program requirements
The collaborative program requirements will be collected in a new course, IOS1500, Selected Topics in Optics Research. This course will be taken in addition to the Master’s degree requirements in each of the participating home programs.

Given the breadth of the field of optics, the common learning experience will focus on a few selected topics, exploring in more depth the subjects of the Distinguished Visiting Scientists for each year. This is a series of nine lectures delivered by three world-renowned scientists each visiting the Institute for Optical Sciences for one week. As each visitor gives three lectures, they will have time to provide in-depth explanations which are not normally seen in guest seminars. While the courses provided by the home departments focus on fundamental phenomena in optics and photonics, the common learning of the collaborative program will focus on advanced topics based on real problems encountered in the research lab today.

2.7.2 Course titles/numbers
All master’s students in the collaborative program will take the following new proposed course:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>IOS1500</td>
<td>Selected topics in optics research</td>
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</table>

Synopsis: This course gives an introduction to topics of current research in optics, both at the University of Toronto and in other research institutions. Students will attend a number of guest lectures, complemented by other seminars. The course will finish with a small optics conference.

2.7.3 Faculty members

J. Stewart Aitchison, Department of Electrical and Computer Engineering and Institute for Optical Sciences. Prof. Aitchison studies many diverse topics in the areas of photonics and biomedical engineering, such as nonlinear guided waves and optoelectronic integration.

Virginijus Barzda, Department of Physics, University of Toronto at Mississauga and Institute for Optical Sciences. Prof. Barzda develops new types of optical microscopy for the study of biophysics of complex biological systems.

Al-Amin Dhirani, Department of Chemistry and Institute for Optical Sciences. Prof. Dhirani studies the synthetic strategies, properties and
potential applications of nanostructures, exploring the roles that quantum mechanics and the discrete nature of electronic charge play in nanoscale electronics.

**Henry M. van Driel**, Department of Physics and Institute for Optical Sciences. Prof. van Driel explores coherent control of charge and spin in bulk, and reduced dimensional semiconductors and carries out fundamental studies on the optical properties of 2D and 3D photonic crystals.

**M. Cynthia Goh**, Department of Chemistry and Institute for Optical Sciences. Prof. Goh’s research interest is in the area of complex structure formation and directed protein aggregation. She has co-founded two company start-ups - Axela Biosensors, Inc and Northern NanoTechnologies – and served as consultant and collaborator to a number of companies in the field of materials.

**Claudiu Gradinaru**, Department of Physics, University of Toronto at Mississauga and Institute for Optical Sciences. Prof. Gradinaru performs single-molecule spectroscopic measurements, focusing on the dynamics of protein folding and protein-protein interactions using optical microspectroscopy and single-molecule methods.

**Amr S. Helmy**, Department of Electrical and Computer Engineering and Institute for Optical Sciences. Prof. Helmy’s research is focused on semiconductors patterned on a nanometer scale, to engineer their properties, with the aim of obtaining new artificial optical materials, and to use these materials in optical devices.

**Peter R. Herman**, Department of Electrical and Computer Engineering and Institute for Optical Sciences. Prof. Herman studies and develops novel laser processing technology for defining photonic devices and optical circuits. Novel two- and three-dimensional designs are nanofabricated in optical materials for broad impact in today's optical communication networks and tomorrow's biophotonic chips.

**Daniel F. V. James**, Department of Physics and Institute for Optical Sciences. Prof. James conducts theoretical physics research in the areas of quantum and classical optics with the goal of developing technologies intended to exploit fundamental quantum-mechanical phenomena such as entanglement for communications, computation and metrology.

**Sajeev John**, Department of Physics and Institute for Optical Sciences. Prof. John is interested in the development and application of photonic band gap materials, photonic crystals, and photonic crystal fibers for information technology, photo-voltaics, lighting, and clinical medicine.

Zheng-Hong Lu, Department of Materials Science and Engineering and Institute for Optical Sciences. Prof. Lu studies and develops hybrid nano-organic optoelectronic materials and devices, for devices such as organic light emitting diodes.

Robin S. Marjoribanks, Department of Physics and Institute for Optical Sciences. Prof. Marjoribanks studies the relations between very intense light and matter, and the ways in which these two affect each other.

David McMillen, Department of Chemistry, University of Toronto at Mississauga and Institute for Optical Sciences. Prof. McMillen studies the dynamics of gene regulatory networks in order to understanding the underlying principles of cellular behaviour. His research aims to produce scalable, experimentally validated modelling methods that can be used to study the behaviour of increasingly complex gene networks.

R. J. Dwayne Miller, Director of the Institute for Optical Sciences, Professor of Chemistry and Physics, CRC (Tier1) Chair in Photonics. Prof. Miller is an expert on lasers and optics, ultrafast phenomena in liquids and biomolecules, and electron diffraction. He is the co-founder of Femtonics and Attodyne, and has served as consultant to a number of companies, including Kodak and Lumonics.

Geoffrey A. Ozin, Department of Chemistry and the Institute for Optical Sciences, CRC (Tier1) chair is advanced materials. Prof Ozin’s interest is in the synthesis of novel inorganic materials with unique properties. He has the distinction of being the most prolific innovator in the university. He holds a variety on patents in the field of materials, the most recent of which concerns photonic band gap structures that forms the base technology of his new spin-off company, Opalux.

John Polanyi, Department of Chemistry and the Institute for Optical Sciences, Nobel Laureate. Prof. Polanyi studies the imprinting of molecular-scale patterns on semiconductor surfaces using light or electrons to cause highly localized reactions.

Gregory Scholes, Department of Chemistry and the Institute for Optical Sciences. Prof. Scholes’ research contributes to the current understanding of excitons through investigations of various nanostructured systems, with a particular emphasis on elucidating new aspects of exciton photophysics.

John E. Sipe, Department of Physics and Institute for Optical Sciences. Prof. Sipe studies coherent control and transport of carriers, spins, currents, and spin currents in bulk and nanostructure semiconductors; optical properties of ring resonators and other artificially structured materials, and their use in quantum and nonlinear optics; theory of ultrafast electron diffraction and holography; foundational problems in quantum mechanics.
Aephraim M. Steinberg, Department of Physics and Institute for Optical Sciences. Prof. Steinberg is interested in fundamental quantum-mechanical phenomena, and particularly quantum information processing and the control & characterization of the quantum states of systems ranging from laser-cooled atoms to individual photons.

Gilbert Walker, Department of Chemistry and the Institute for Optical Sciences. Prof. Walker’s research program aims to identify and exploit self-assembly processes of polymers that will enable the fabrication of nanostructured materials with useful electromagnetic, mechanical and physiological properties. The work is strongly interdisciplinary and we collaborate with researchers from most branches of science and engineering.

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<th>Faculty Name &amp; Rank</th>
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<th>Home Unit</th>
<th>Supervisory Privileges</th>
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<tr>
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<tr>
<td>Henry M. van Driel - Professor</td>
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<tr>
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<td>Amr S. Helmy – Assistant Professor</td>
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<tr>
<td>Peter R. Helmy - Professor</td>
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<td>Sajeev John – University Professor</td>
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<td>Eugenia Kumacheva – Professor</td>
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<tr>
<td>Zheng-Hong Lu – Professor</td>
<td>M</td>
<td>Materials Science</td>
<td>Full</td>
<td></td>
</tr>
</tbody>
</table>
3 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.]
No additional faculty member resources will be required by the collaborative program beyond the normal activity of the current faculty in the 4 home departments.

Administrative support will be provided by the Institute for Optical Sciences.

3.1.2 Space [Insert description of space requirements from Section 3.4 of the OCGS brief. If new space is required, explain how it will be resourced and identify approvals. Further details are requested in section 4.1 below.]
No additional space is required by the collaborative program.

3.1.3 Libraries [Insert text from Section 3.1 of the OCGS brief, and attach the Report]
of the U of T Chief Librarian. This should be the same Report used for the OCGS brief.

No new library resources will be needed by the collaborative program.

3.1.4 Computing facilities [Insert text from Section 3.3, OCGS brief, adding any other relevant information.]

No new needs for computing facilities will be introduced by the collaborative program.

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

Admissions will be processed by the home departments. Since the four departments already attract a large number of students interested in optics, the net growth in enrolment is not expected to be large in the near term.

3.1.6 Revenues/costs [Attach the budget statement, confirm that it has received Faculty-level approval, and explain proposed tuition, revenue and projected expenses, and any special arrangements.]

The collaborative program will not involve additional costs or generate additional revenue. The new proposed course will be supported by the Institute for Optical Sciences, which is already running most of the proposed activities in an informal way.

3.1.7 Financial aid [Explain sources of financial aid available to students in the program.]

Financial aid will be provided by the home departments as before.

4 Space and Facilities

4.1 Requirements for physical facilities [Provide information on the change in the number of people to be accommodated by type (i.e., faculty members, graduate students, administrative staff, etc.), as well as information on changes in equipment, and activities requiring housing. Explain if additional space is required, or if existing space will require renovation, or if the space allocation presently assigned to the academic program will satisfactorily accommodate the new initiative.]

As described in section 3.1.5, the net number of students is only expected to grow slowly. No additional space requirements are expected beyond the current projections of the four home departments.

4.2 Capital projects for approvals [If construction of new space or renovations is required, identify plans, requirements, consultation, and approvals.]

The collaborative program will not require construction or renovation of space.
5 Students

[Describe the aspects of the program related to non-academic matters and matters that directly concern the quality of student and campus life, including the following.]

5.1 Student affairs and services

[reference Section 4.1, OCGS brief.]

[If all the usual facilities and services will be available to students, then provide a statement to this effect. If access to facilities and services will not be available in the usual way, explain fully what will be required and how it will be provided.]

Students will remain registered in one of the four home departments. Therefore, they will benefit from the same facilities and services as all other students of the home departments.

5.2 Student conduct and discipline

[Confirm which set of University regulations will govern student conduct, academic and non-academic, for this program. If other institutions, off-site locations, or joint endeavours are involved, explain fully what set of regulations will be in effect.]

Students are expected to respect the University regulations imposed by the home departments. No joint endeavours with other institutions are planned.

5.3 Financial Support

[Describe the financial resources available to students, including the categories of financial aid that will be available to them.]

Students will benefit from the financial resources normally offered by the home departments.

5.4 Student registration and information systems

[Confirm that the usual registration and enrolment procedures will apply for students. Explain fully if there are proposed exceptions to the usual procedures, including any changes to registration with respect to sessions, full-time/part-time status, modular delivery of courses, electronic delivery of courses or program, program lengths, etc. If there are exceptions, confirm consultation with SGS Director of Student Services, SGS Director of Information Systems, and others as appropriate.]

The usual registration and enrolment procedures will apply for students. The collaborative programs will not require any exceptions beyond those already in place in the four home departments.
UNIVERSITY OF TORONTO

Brief for the Standard Appraisal
of the
Collaborative Master’s Program
in
Optics

Submitted to the
Ontario Council on Graduate Studies
December 2007

[See also SGS Graduate Collaborative Program Guidelines (revised November 2006), and OCGS Guidelines for Collaborative Programs (October 2006). Instructions for completing this template are in italics within square brackets and can be deleted in the final draft. Please use the sample wording that is provided and modify and/or expand as required.]
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1. Introduction and Rationale

[Briefly describe the history of the collaborative program (e.g., year established, original rationale for establishing the C.P., how it has evolved, etc.). Describe upcoming plans for the collaborative program. Explicitly state if the collaborative program is seen as a precursor to increased research collaboration among program participants, or is viewed as providing significant graduate activity of a centre or institute.]

The coverage of optics at the University of Toronto is divided between the four departments of Physics, Electrical and Computer Engineering, Chemistry and Materials Science and Engineering. The Institute for Optical Sciences was founded in 2005, with the goal to provide a common home for optics research at the University, and to provide a more complete and coherent curriculum for optics teaching. Procedures for the establishment of the Collaborative Master’s Program in Optics have started in 2006. This will be the first program administered by the Institute, with a collaborative PhD program to follow. The program is expected to stimulate interactions and collaborations between students studying similar topics in the different departments and to allow students to explore the many multi-disciplinary facets of optics.

[If this is a proposal for a new C.P, also describe the process and rationale for its development.]

[List, in bullet form, the graduate degree programs and their graduate units that are, or will be, participating in the collaborative program, and state the degree(s) offered by each participating program.]

- M.Sc. in Physics
- M.Sc. in Chemistry
- M.A.Sc. in Electrical and Computer Engineering
- M.A.Sc. in Materials Science and Engineering

[Undergraduate, clinical or other units participating in or contributing to the collaborative program, but are not student-enrolling graduate units, are considered “supporting departments”. List these units. Explain their contributions in the Memorandum of Agreement and the unit chair or director should be a signatory.]

2. Objectives and Added Value

[State the academic objectives of the collaborative program. Explain how the C.P. serves the interests of its graduate students (academic interests, career preparation, etc.).]
The objective of the Collaborative Master’s Program in Optics is to provide technical education in optics, combined with professional skills development, and the formation of a community among optics students. Due to the limited number of optics courses offered by the individual departments, and the overlapping interests of students from the different departments, students are already attending courses from other departments. A collaborative program will give credit to students for participating in such a multi-disciplinary program and will allow students to do so more easily.

[Briefly describe the collaborative program’s intellectual focus. Clearly state what value is added to the student’s educational experience by participating in the collaborative program and demonstrate how the added value is provided (e.g., course requirements, multidisciplinary focus, exposure to other viewpoints, topics of thesis research, etc.).]

The program’s intellectual focus is the study of optics, from fundamental principles to practical applications. Students whose home department is Electrical and Computer Engineering will benefit from a better understanding of fundamental properties of interactions between light and matter, while students from the Physics department will benefit from a further exploration of its applications. Students from Chemistry and Materials Science will benefit by understanding the larger context in which their work is placed. Students registered in the program will also benefit from the professional skills training organized by the Institute for Optical Sciences, and from the sense of community built among optics students at U of T. Since optics is a multidisciplinary subject, a collaborative program is a natural way to explore it.

[Conversely, also describe how the participation of students in the collaborative program adds value to a student’s home program experience. If the collaborative program requirements do not involve elements additional to the requirements of the student’s home degree program, that is, the collaborative program is satisfied within the home program requirements, clearly explain how the collaborative program adds value to what is otherwise available from the home program.]

Value will be added to the students’ home program experience through participation in professional skills training organized by the Institute for Optical Sciences, and through the sense of community built among optics students at U of T. These activities will help students see their technical education, provided by the home program, in the right perspective, preparing them for their future careers.

[For a new collaborative program proposal, demonstrate student demand and include a statement on available resources (see section 7). Normally, there should be a demand of at least five new students at each degree level in the first year. Based on the expected demand, state the plans for enrolment for the coming]
seven-year period, and describe the anticipated impact on the home department programs, including any anticipated impact on their enrolment.

Optics is already the principal research focus of approximately 30 faculty members in the collaborating departments. The number of graduate students at the University of Toronto whose thesis topic is optics is one of the largest in North America, as demonstrated by the high number of presentations made by U of T students at international optics conferences. The only reason these students had not registered in an optics program was that such a program did not exist until now. It is expected that the majority of students studying optics in these four departments at U of T will register for the collaborative program.

For the above reasons, the target enrolment for the coming seven-year period is 15 – 20 students per year. Since the four home departments already accept a large number of graduate students who will study optics, the enrolment in the home department is not expected to change significantly.

3. Admission Requirements
[All C.P. students must apply to and be accepted by both the home degree program and the collaborative program. Define admission requirements to the collaborative program, and explain how they relate to those of the home program(s). State the preferred academic background, if applicable.]

As all four home degree programs have strict admission requirements, no additional requirements will be placed for the collaborative program.

4. Program Requirements and Common Learning Experience
[Briefly describe collaborative program requirements, including core course, and state clearly whether the requirements are in addition to the home program requirements (refer to Appendix II). Outline how requirements at the higher degree level build on those of the lower degree level, as applicable. Describe additional elements required of collaborative program students beyond the home program requirements.]

The collaborative program requirements will be collected in a new course, IOS1500, Selected Topics in Optics Research. This course will be taken in addition to the Master’s degree requirements in each of the participating home programs. The course proposal form is supplied in Appendix III.

Given the breadth of the field of optics, the common learning experience will focus on a few selected topics, exploring in more depth the subjects of the Distinguished Visiting Scientists for each year. This is a series of nine lectures delivered by three world-renowned scientists each visiting the Institute for Optical
Sciences for one week. As each visitor gives three lectures, they will have time to provide in-depth explanations which are not normally seen in guest seminars. While the courses provided by the home departments focus on fundamental phenomena in optics and photonics, the common learning of the collaborative program will focus on advanced topics based on real problems encountered in the research lab today.

[Include a statement that, in cases where a thesis is required, the thesis topic must be relevant to the focus of the collaborative program. Include a reference to the commitment by participating graduate units to ensure that relevant courses are available on a continuing basis. If the core course(s) is new, provide a full course description in a standard SGS course proposal form; include as Appendix IV, if required. New course proposals require the approval of your Faculty Council or Faculty designated committee.]

The thesis topic of students participating in the collaborative program is required to fall in the broad area of optics, which may include optical devices, interactions between light and matter, optical materials, etc.

The course objectives of the collaborative program in optics align very well with the objectives of the Photonics group in the department of ECE, the Quantum Optics group in Physics and the Physical Chemistry group in the department of Chemistry. These are core activities for the above-mentioned departments. The courses will therefore be available on a continuing basis.

[Briefly identify the character and value of the common learning experience, beyond that of the home program. This may be the core course, program seminars, etc.]

**Master’s program requirements:**

[Specify the collaborative program requirements for the master’s level.]

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>
</tr>
</thead>
<tbody>
<tr>
<td>IOS1500</td>
<td>Selected topics in optics research</td>
</tr>
</tbody>
</table>

**Synopsis:**

This course gives an introduction to topics of current research in optics, both at the University of Toronto and in other research institutions. Students will attend a number of guest lectures, complemented by other seminars. The course will finish with a small optics conference.
All program requirements at the Master’s level, including the common learning experience for all students in the collaborative program, are included in the above-mentioned course, IOS1500.

**Doctoral program requirements:**
Not applicable

**Completion of program requirements**

All students enrolled in the collaborative program must complete the requirements of the collaborative program, in addition to those requirements for the degree program in their home graduate unit. The collaborative program Director and/or Program Committee 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.

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 a core faculty member in the student’s home department will be involved in thesis supervision. Core faculty members contribute to the collaborative program through teaching of the core course/s and participating in the delivery of seminar series and other common learning elements. Not all faculty members participate each year and, in many cases, simply may remain available to interested students. Some faculty may teach courses in the subject area of the collaborative program in the home program. The list of the collaborative program’s core faculty members is available in Appendix III. Each participating degree program contributes to the collaborative program through student enrolments, although not necessarily every year.

6. **Administration**

The following standard wording should be included; modify wording as appropriate. Specify additional responsibilities of the Director and/or the Program Committee, as applicable. Any undergraduate or clinical departments, or other units outside SGS, with some involvement in supporting the collaborative program are referred to as “Supporting Departments”, and are listed as such in the proposal and the calendar entry. Associated faculty members appear in that
list. Supporting departments may participate in an advisory role, and may provide member(s) to an advisory or executive committee. They are not normally part of the Program Committee. If applicable, describe the role of any supporting departments to the collaborative program.]

The Collaborative Program will have an approved Director. It also has a Program Committee composed of a faculty representative from each participating graduate unit. The Program Committee initiates and recommends the appointment of a new Director to the Dean of SGS, after consultation with chairs/directors of participating graduate units and with the current collaborative program director. The Dean of the School of Graduate Studies approves appointments of directors of collaborative programs. The initial term normally is three years, with subsequent terms normally up to five years. An appointment is renewable upon recommendation of the Program Committee in consultation with the chairs/directors of participating graduate units, and approval of the Dean of SGS.

The Director and the Program Committee are responsible for the approval of admissions to the collaborative program, and are responsible for approving the completion of collaborative program requirements, including the granting of the collaborative program designation. The Committee and Director also recommend changes to the program as required, approve advertising, etc.

Besides the four home departments involved in the collaborative program, the Institute for Optical Sciences will play an active role in its administration. The collaborative program director may be the director of the institute. The day-to-day operations of the collaborative program will be handled by the institute’s academic program coordinator.

**Director (proposed) [if known]**

[Name, home graduate program, term]

Prof. R. J. Dwayne Miller, Professor of Chemistry and Physics and Director of the Institute for Optical Sciences.

Term: 2007-2009

**Program Committee members**

[List the members, including home program affiliation. Program Committee members must be members of the graduate faculty and members of the Collaborative Program core faculty.]

Prof. Amr Helmy (Department of Electrical and Computer Engineering)

Prof. Zheng-Hong Lu (Department of Materials Science and Engineering)

Prof. John Sipe (Department of Physics)

Prof. Gilbert Walker (Department of Chemistry)
7. **Resource Issues**

Adequate resources must be demonstrated for at least the first three years of the program's operation. Describe the resources, including the source and administration, for such matters as delivery of the core course/s, seminar series, research facilities, space, administrative support, advertising costs, etc.

Most courses available in the collaborative program form part of at least one of the home programs. They will therefore be offered by the home departments.

The core course of the collaborative program will be organized by the Institute for Optical Sciences. The institute is already running most of the activities that will be part of the common learning requirement, and is committed to fund these on an ongoing basis. This includes visiting scientists, community-building seminars etc. The administration of the core course will be provided by the Institute for Optical Sciences. The course will be coordinated by the Institute’s Distinguished Visiting Scientists committee chair, and will be taught in part by the Distinguished Visiting Scientists, and in part by the Academic Program Coordinator of the Institute.

The collaborative program is one of the core goals of the Institute for Optical Sciences’ academic program. The institute is committed to support this activity in the long run, providing administrative support, advertising, etc. Since the home departments carry the responsibility of financially supporting the students via the guaranteed stipend, the institute will not expect financial support for student's participation in the collaborative program in the form of graduate expansion funds, university teaching fellowship (UTF), etc.
8. Registration Information/Enrolment Projections

[Tables below are applicable to periodic appraisal briefs and SGS reviews. Also state enrolment projections for the next seven years. New proposals should include modified tables as appropriate for projected enrolments only. The tables should be duplicated and completed for doctoral students, as applicable.]

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APPENDIX I

APPRAISAL BRIEF
COLLABORATIVE M.Sc./M.A.Sc PROGRAM IN OPTICS

PROGRAM REQUIREMENTS FOR PARTICIPATING PROGRAMS

[List each participating program, and describe the relationship between the collaborative program requirements and participating program requirements. That is, are the collaborative program requirements in addition to the home program requirements or may they be counted towards regular home department requirements. State explicitly, e.g., “The core course (.5 FTE) may be counted as one of the electives”.]

DEPARTMENT OF PHYSICS

• Degree Level M.Sc. in Physics
  The core course of the collaborative program is in addition to the required courses for the Physics M.Sc. degree. It cannot be taken as one of the elective courses in the Physics M.Sc. program.

DEPARTMENT OF CHEMISTRY

• Degree Level M.Sc. in Chemistry
  The core course of the collaborative program is in addition to the required courses for the Chemistry M.Sc. degree. It cannot be taken as one of the elective courses in the Chemistry M.Sc. program.

DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING

• Degree Level M.A.Sc. in Electrical and Computer Engineering (ECE)
  The core course of the collaborative program is in addition to the required courses for the ECE M.A.Sc. degree. It cannot be taken as one of the elective courses in the ECE M.A.Sc. program.

DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING

• Degree Level M.A.Sc. in Materials Science and Engineering
  The core course of the collaborative program is in addition to the required courses for the MSE M.A.Sc. degree. It cannot be taken as one of the elective courses in the MSE M.A.Sc. program.
APPENDIX II

APPRAISAL BRIEF FOR THE
COLLABORATIVE M.Sc./M.A.Sc. PROGRAM IN
OPTICS

CORE FACULTY RESEARCH SYNOPSIS

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

Physics

Virginijus Barzda

Publications:


Claudiu C. Gradinaru

Publications:


Daniel F. V. James

Publications:


Sajeev John

Publications:


Robin S. Marjoribanks

Publications:


R. J. Dwayne Miller

Publications:


John E. Sipe

Publications:


Aephraim M. Steinberg

Publications:


Henry M. van Driel

Publications:


Chemistry

Al-Amin Dhirani

Publications:


M. Cynthia Goh

Publications:

Eugenia Kumacheva

Publications:


David McMillen

Publications:


R. J. Dwayne Miller

Publications:
See list under Physics.

Geoff A. Ozin

Publications:

John C. Polanyi

Publications:


Gregory D. Scholes

Publications:


Gilbert C. Walker

Publications:


Electrical and Computer Engineering

J. Stewart Aitchison

Publications

Amr S. Helmy

Publications


Peter R. Herman

Publications


Materials Science and Engineering

Zheng-Hong Lu

Publications

APPENDIX III

CALENDAR ENTRY

Optics (Collaborative Program)

Program Committee
[List graduate faculty members on program committee including degrees and honorary
designations. Include supporting departments in this list also, but clearly identify them as such.]
J. E. Sipe, BSc, MSc, PhD/Physics
G. C. Walker, BA, PhD/Chemistry
A. S. Helmy, BS, MS, PhD/Electrical and Computer Engineering
Z. H. Lu, BSc, MSc, PhD/Materials Science and Engineering
R. J. D. Miller, BSc, PhD/Institute for Optical Sciences (Director) (supporting unit)

Address:
Institute for Optical Sciences
60 St. George Street, Suite 331
Toronto, Ontario, M5S 1A7
Canada

Telephone: (416) 978-1804
Fax: (416) 978-3936
E-mail: eistrate@optics.utoronto.ca
Web: www.optics.utoronto.ca

Nature of Collaborative Program
[Describe the program(s) offered, including fields, areas of study, and any special features]
The graduate units of Physics, Chemistry, Electrical and Computer Engineering and Materials Science and Engineering participate in the Collaborative Master’s Program in Optics. The program focuses on the study of optics, crossing the boundaries between pure and applied science.

Application Procedures
[Describe admission requirements for master’s and doctoral programs]
Candidates must apply to and be admitted to both the Collaborative Program and a Master’s Program in one of the collaborating graduate departments mentioned above. The application to the Collaborative Program is done through the submission of an application form (available from the Collaborative Program Office). Normal deadlines for application to the School of Graduate Studies apply. Students who have already been admitted to a Master’s program in a home department may apply to the Collaborative Program within the first month of their program.

Master’s Degrees

Admission Requirements
Requirements for the collaborative program are as follows: Admission to a M.Sc. or M.A.Sc. program in one of the four collaborating units. Commitment to make optics or photonics the main
focus of study in that program, as stated in the application form submitted to the collaborative program office is required.

Program Requirements
Students must meet all respective degree requirements of the School of Graduate Studies and the home department. At the same time, students are required to enroll and successfully complete the core course of the program, IOS1500. If a thesis will be prepared as part of the home program requirement, its topic must fall in the broad area of optics and a member of the collaborative program's faculty must be part of the examination committee.

Upon certification by the Director that all requirements of the Collaborative Program have been fulfilled, the home department will recommend the granting of the M.Sc. or M.A.Sc. degree, and the designation "Completed Collaborative Program in Optics" will appear on the transcript.

Core Course:
[List courses of instruction – list by category if they are numerous]
IOS1500 -- Selected topics in optics research

See also full course listings in the Departments of Electrical and Computer Engineering, Physics, Chemistry and Materials Science and Engineering
Proposal for a New Graduate Course
(Version #1)

Please complete both sections of the New Graduate Course Form, and the Add/Modify ROSI form, when proposing a new graduate course:

Section A: Required Information
Section B: Additional Faculty-specific questions, if any
Add/Modify ROSI Form

According to the SGS Calendar, “A graduate course is understood to require at least two hours per week of lecture or seminars, plus such laboratory hours as may be required.” The Calendar (Section 6 Course Codes) also provides a glossary of course codes, a definition of the academic year, and definitions of the alphabetical characters and symbols that may be used following a course number.

See Criteria for a Graduate Course for further guidelines.

SECTION A: Required information

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<th>Format (lecture/ seminar/readings, distance delivery, etc.):</th>
<th>Number of contact hours per week:</th>
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<tr>
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<td>1500</td>
<td>Seminar</td>
<td>2</td>
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</tbody>
</table>

Course Title:
Selected Topics in Optics

Department:
Institute for Optical Sciences

Instructor/course coordinator (including any other lecturers/instructors, if applicable; indicate responsibility of each instructor):
Dr. Emanuel Istrate (Course coordinator)

Course Description (approximately 100-150 words; may include further description of format of course presentation, e.g., lectures, seminars, readings, etc.):
This course gives an introduction to topics of current research in optics, both at the University of Toronto and in other research institutions. Students will attend a number of guest lectures, complemented by other seminars. The course will finish with a small optics conference.

Academic Relevance – state the reason for creating the course, and its place in your program (required, elective, etc.):
The course will be a required core course for the Collaborative Master’s Program in Optics

Enrolment projection (estimate): 15
Prerequisite:  

Co-requisites/ exclusions/ enrolment restrictions (if any):  

Course weight (indicate one below):  

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

Start Session/Date:  

September 2008  

Abbreviated Course Title (maximum 20 characters and/or space or punctuation):  

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

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%):  

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):  

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

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:  

X 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):
To be approved at the same time as the Collaborative Program in Optics.
Motion

Graduate Education Council
Tuesday, January 22, 2008

Item 8

New Combined Program Proposal: Combined Master of Arts (M.A.) and Juris Doctor (J.D.) Program in English and Law

MOTION (     /    ) THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science and the Faculty of Law for a Combined Master of Arts (M.A.) and Juris Doctor (J.D.) Program in English and Law, 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 Law Faculty Council at its meeting of November 21, 2007. It was approved by the Department of English on May 1, 2007. There was no discussion regarding the proposal at the meeting.

This proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting of January 10, 2008. Members discussed the recent memorandum that was distributed by Dean Pfeiffer explaining that new combined programs will no longer be considered. Dean Pfeiffer noted that the proposed combined program will be accepted since it was already in development at the time that the memorandum was distributed.

Members discussed enrolment in this program. It is expected that five students will be accepted during the first year and approximately 10 to 13 students will be accepted each year thereafter. A member wanted to know if admission requirements will differ for future students. It was explained that students applying to this program will have to meet the same requirements as students entering either the M.A. or the J.D.

With Graduate Education Council’s approval this item will be sent for information to the Academic Policy and Programs Committee in the annual summary report. GEC approval constitutes final University approval. The proposal will be forwarded to the Ontario Council on Graduate Studies for a standard appraisal (without consultants).
ITEM IDENTIFICATION: PROPOSAL FROM THE FACULTY OF ARTS AND SCIENCE AND THE FACULTY OF LAW FOR A COMBINED MASTER OF ARTS (M.A.) AND JURIS DOCTOR (J.D.) PROGRAM IN ENGLISH AND LAW

Faculty Affiliation:
Faculty of Arts and Science
Faculty of Law

Name of Graduate Unit:
Department of English
Faculty of Law

Graduate Program/s proposed or involved in proposal, if any:
M.A. in English
Juris Doctor (J.D.)

Brief Summary of Proposal:
The Faculty of Law and the Department of English propose a new Combined M.A./J.D. English and Law Program. This Combined Program will consolidate the growing importance of the field of Law and Literature in both units. In recent years law and literary studies has expanded into a fully interdisciplinary undertaking. Scholars now study legal procedures and documents as emanating from the same historical and cultural contexts as literary works; rather than finding legal scenes in literature, or bringing literary modes of interpretation to bear on the law, many critics now read law and literature alongside each other as related cultural expressions which may grant the researcher insights into the historical moments of their origins. The program will permit students interested in studying the intersections of Law and Literature to fulfill the requirements for both degrees in three years rather than the four years it would take to acquire them independently. The proposal involves no changes to existing J.D. and M.A. program requirements.

Prior Approvals/Actions:
The proposal was approved by the Council of the Faculty of Law on 11 October 2005 and again on 21 November 2007; it was approved by the Graduate Council of the Department of English on 1 May 2007. Both councils include graduate student representatives. Administrative aspects of the proposal were subsequently developed in consultation with the School of Graduate Studies, the Faculty of Law, the Department of English, and the Faculty of Arts and Science. The proposal was approved on November 21, 2007 by the Faculty of Law Faculty Council and by the Department of English on May 1, 2007. The proposal was approved on January 10, 2008 by the Three Campus Graduate Curriculum Committee of the Faculty of Arts and Science.
**Proposed Effective Date:** September 2008

**Contact name:**
William Robins  
Director of Graduate Studies  
Department of English

Bonnie Goldberg  
Assistant Dean, Students  
Faculty of Law

**Submitted by:**
Brian Corman, Chair, Graduate Department of English  
Anita Anand, Associate Dean (JD Program), Faculty of Law

**Date:** 19 Nov. 2007
Changes to Calendar Entry: English [Section on M.A.]

**Degree of Master of Arts**  The M.A. program usually requires twelve months to complete for students who are graduates of a four-year program in English or English and another subject at this University, or a similar program elsewhere. Applicants must have a B+ average or better and show evidence of first-class work in English for admission to the M.A. program. In considering applications, the department favours a broad training in the major genres and all periods of English literary history. Applicants are encouraged to take the Graduate Record Examination and to have a report sent to the department. Students may elect to take the degree by course work only or, with permission of the Director, by course work and thesis. In either case, students must attain a B standing in each graduate course.

**Degree of Master of Arts in the Field of Creative Writing**  The M.A. program in English in the Field of Creative Writing usually requires 20 months to complete for students who are graduates of a four-year major program in English. Applicants must have an overall average of B+ or better and evidence of first-class work in English. The program requires the completion of two full-course equivalents in English, ENG 8000H Introduction to Bibliography, ENG 6950Y Creative Writing, and a supervised Writing Project (the equivalent of a thesis). All students must complete Creative Writing in the first year of their program. Upon completion of course work, students undertake a book-length Writing Project in a genre of choice - poetry, drama, fiction, or creative non-fiction. Each student is assigned a faculty member or adjunct faculty member with whom to consult on a regular basis about the Project. All advisors are published writers.

**M.A. by Course Work**  For most students, and especially those going on to the Ph.D., this is the preferred option. Students are required to complete ENG 6954H Bibliography and 3.5 approved, full graduate courses or the equivalent in English.

**M.A. by Thesis**  The thesis option requires ENG 6954H Bibliography, two full graduate courses in English, or the equivalent, and a thesis of approximately 30,000 words on a topic approved by the department.

**Combined J.D./M.A.**  The Combined J.D./M.A in English is designed for students interested in studying the intersections of Law and Literature. The combined program permits the completion of both degrees in three years rather than the four years it would take to acquire them independently. Applicants must apply to each program separately; they should indicate on their applications that they wish to be considered for the Combined J.D./M.A. program. They will be considered for the Combined Program after they have secured independent admission to the J.D. and M.A. programs. They will be registered in the Faculty of Law for all three years of the program and in the Department of English as well for the last two years. The M.A. in English must be completed by Coursework, not by Thesis. Students must complete all requirements for the M.A. in English (Coursework) during their two years of registration in the Department of English: ENG 6954H(Bibliography), and 3.5 approved full graduate courses in English, including 1.0 from a set of designated “Law and Literature Program” courses. Students must complete 44 credits at the Faculty of Law, including “Law and Literature” or a designated alternative, and satisfy all other requirements of the J.D. program. Students must complete a Directed Research Project or Independent Study Course on a topic related to Law and Literature that may count toward either the Law or English requirements of the program.
UNIVERSITY OF TORONTO

Proposal for a
Graduate Program Proposal

Combined J.D. / M.A. English Program
in
Law and English

in
the Faculty of Law
and the Department of English

for
December 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

The Faculty of Law and the Graduate Department of English propose the creation of a combined J.D./M.A. in English. The aim is to have the combined program's operation begin at the start of the 2008-2009 academic year.

The combined program complements the growing number of collaborative projects linking Law and English. Faculty members in both units have for many years been participating in new directions of research in the field of Law and Literature. There is considerable student demand for the combined program as described below.

The combined program permits the completion of both degrees in three years rather than the four years it would take to acquire them independently. Applicants must apply to each program separately and must complete requirements of both degrees.

The combined program makes use of the existing procedures and services for admissions, registration, courses, and advising provided by the Faculty of Law and the Department of English. The combined program involves no changes to existing J.D. and M.A in English programs or requirements under those programs.

2 Academic

2.1 Description and rationale for the proposal

2.1.1 Description of proposed combined program

Both the Faculty of Law and the graduate Department of English in the Faculty of Arts and Science are enthusiastic about the many collaborations occurring between the two departments. The culmination of the last several years of collaboration and consultation is this proposal for a combined J.D./M.A. in English Program.

The Combined J.D./M.A in English is designed for students interested in studying the intersections of Law and Literature. The combined program permits the completion of both degrees in three years rather than the four years it would take to acquire them independently. Applicants must apply to each program separately, and they must complete requirements of both degrees.

2.1.2 Rationale for proposal

There is a growing interest in the field of Law and Literature among faculty members and also among current and prospective students in both units. Indeed, each year, many students inquire of the Law School Admissions Office staff if there is a combined program in Law and English. Over the last three years, for example, 39 students started the law program after completing an undergraduate English degree. These students in particular would be interested in the new program. This year, the law school allowed prospective students to identify whether they would be interested in the combined program for 2008-09. Ten students responded that they would be interested in this program. Two current in-program first year law students have indicated a willingness and commitment to joining the program should it be passed. Further, historically the law school has deferred several students who choose to pursue graduate studies in English prior to beginning law school. The English Department typically loses between three and five students a year who have been admitted to the M.A. but choose to enter Law school instead. Moreover, every year there are about a half dozen students in the MA program planning to go on to study Law. Many of these students have
indicated that they would have been interested in a combined program. The Combined J.D./M.A. in English will be the first of its kind in North America. Enrolment is expected to include about five new students each year.

The proposed J.D./ M.A. Program in Law and English is well timed. Providing the University of Toronto the opportunity to take a leading role in the development of a closely watched new field of interdisciplinary endeavour, the program will also be in the enviable position of drawing on a wealth of recently established professional, research, and teaching resources. Supported by three prestigious refereed journals – *Yale Journal of Law and the Humanities* (1988); *Law and Literature* (1989); and *Law, Culture, and the Humanities* (2005) – the field is further strengthened by scholarly organizations such as the Association for the Study of Law, Culture, and Humanities (holding its eleventh annual meeting in 2008) and the Law and Humanities Junior Scholars Workshop, which is jointly sponsored by the UCLA School of Law, Columbia Law School, University of Southern California Center for Law, History and Culture, and Georgetown University Law Center. Institutes, centres, and colloquia such as these, along with similar ones at Chicago-Kent School of Law, George Washington University, and Cornell Law School, will provide the kind of scholarly dialogue and institutional frameworks that will allow the University of Toronto’s Law and English Program not only to grow but to thrive.

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

As rhetorical activities in which narrative plays a formative and foundational role, law and literature have much in common. Both attempt to shape reality through language, both use strategies of persuasion to do so; both require construction and interpretation; and both are arts by which culture and community are established, maintained, contested, and transformed. As Guyora Binder and Robert Weisberg point out, law is “a kind of literary or cultural activity,” “a practice of making various kinds of literary artifacts: interpretations, narratives, characters, rhetorical performances, linguistic signs, figurative tropes, and representations of the social world,” “the literary is intrinsic to law insofar as law fashions the characters, personas, sensibilities, identities, myths and traditions that compose our social world”. To see law and literature as interrelated fields opens up exciting avenues of inquiry and allows the full range of criticism and theory to be brought to bear upon legal and literary discourse: rhetoric, narratology, deconstruction, feminism, new historicism, postcolonialism, and reception history. Important questions emerge: What stories get told? In whose voice? From whose perspective? What stories get repressed? What voices and perspectives are excluded or marginalized? How do ethnicity, race, national origin, class, religious affiliation, gender, and sexuality factor into such stories?

Traditionally, law and literature scholarship has focused on law in literature, on how legal practice and culture are represented and thematized in fiction, drama, film, and poetry through narratives of, say, law and order, crime and punishment, trials and justice, censorship and expression. Scholarship in the field has also focused on law as literature, using the methods of critical and rhetorical theory to understand and evaluate legal and literary discourse. Building on scholarship in legal and literary studies over the past thirty years, the emerging field of law, culture, and humanities foregrounds the importance of textual analysis as a means to probe questions of justice, power, values, identity, interpretation, obligation, authority, and speech. Instead of treating law as separate from an everyday life and culture that is somehow anterior to law, cultural legal studies understands law and literature as mutually constitutive domains.

In recent years in particular, law and literary studies has expanded into a fully interdisciplinary undertaking. Scholars now study legal procedures and documents as emanating from the same historical and cultural contexts as literary works; rather than finding legal scenes in literature, or bringing literary modes of interpretation to bear on the law, many critics now read law and literature alongside each other as related cultural expressions which may grant the researcher insights into the historical moments of their origins. These scholars bring to bear a
range of approaches, from deconstruction to performance studies, on legal history or read literary works through the lens of contemporaneous legal thought -- *Hamlet*, say, in light of Hales v. Petit, or the American realist novel through an interpretation of the history of contract law. Critics in this field rely less on the work and hypotheses of "specialists," and more and more conduct extensive archival research themselves, often challenging the conventions and orthodoxies of legal history; the law and literature enterprise is thus becoming a conversation on ever more level ground. In the course of this development, law and literature also has grounded itself more than before in the history of institutions (such as the Inns of Court, where legal and literary activities intersected for centuries), and in the history of the book (the key material object in both literature and law).

The intersection of law and literature occurs in multiple settings in each discipline. One might even go so far as to say that legal and literary discourse interanimate each other. By embracing both law in literature and law as literature, a combined program in Law and English offers a rich opportunity for students to explore, in an interdisciplinary context, the similarities and differences between their fields of study and to allow each field to illuminate the other.

The combined program permits the completion of both the J.D. and M.A. degrees in three years rather than the four years it would take to acquire them independently. Taken independently, the J.D. program would require completion of the first-year Law program plus upper-year courses totalling 56-64 credits (equivalent to 9.33-10.67 FCEs), while the M.A. in English would require 8 half-courses (4.0 FCEs), for a total of between 13.33 and 14.67 FCEs. The combined program requires the completion of the first-year Law program, plus a total of 11.33 FCEs (44 credits in Law equivalent to 7.33 FCEs; 4.0 FCEs in English). This is a reduction in coursework of 2.0-3.33 FCEs. This reduction is in keeping with other combined programs involving the Faculty of Law.

<table>
<thead>
<tr>
<th></th>
<th>Independently</th>
<th>Combined</th>
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<tbody>
<tr>
<td>J.D., Year 1</td>
<td>J.D. Year 1</td>
<td>J.D. Year 1</td>
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<tr>
<td>J.D., Years 2-3</td>
<td>9.33-10.67 FCEs</td>
<td>7.33 FCEs</td>
</tr>
<tr>
<td>M.A. in English</td>
<td>4.0 FCEs</td>
<td>4.0 FCEs</td>
</tr>
<tr>
<td>Total</td>
<td>Year 1 + 13.33-14.67 FCEs</td>
<td>Year 1 + 11.33 FCEs</td>
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### 2.3 Projected student demand

Because all students must complete the first year of the JD program, admission into the Combined Program can occur either prior to the first year of the JD program or prior to the second year. Our projections of enrolment are based on three students enrolling in the program for all three years and two students enrolling for the final two years. We currently have two students in the first-year of their J.D. who are eager to apply. This year the law school’s on-line admissions process enabled prospective students to express their interest in this combined program. Of this year’s application, at least 10 applicants indicated an interest. The English department has already begun fielding enquiries from prospective students interested in combining their studies of English and Law.

### J.D./M.A. Projected Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>2008-9</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
<tr>
<td>New entrants</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total enrolment</td>
<td>5</td>
<td>10</td>
<td>13</td>
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### 2.4 Impact on the Department’s and Division’s program of study, including impact on other divisions
The Combined J.D./M.A. in English will foster cross-disciplinary dialogue by enabling collaboration of students and faculty members from Law and English. Not only will shared courses help students to broaden and integrate ideas, but also final projects will allow students in the program a unique opportunity to carry out research that draws on their training in both Law and English.

The very existence of the Combined J.D./M.A. in English will make visible the commitment of our academic communities to pursuing these new directions of academic inquiry. A newly launched Law and Literature Speakers Series has already become an important venue for bringing faculty members and graduate students in Law and English together in formal and informal settings, further enlivening Toronto’s Law and Humanities community through visits of numerous well-established scholars in the field.

The program will complement other Combined Programs in which the Faculty of Law collaborates with graduate units (including Economics, Information Science, International Studies, Philosophy, and Political Science). It will also complement the interdepartmental collaborative programs in which English participates (including Book History, Health-Care, Technology and Place, Jewish Studies, South Asian Studies, Women’s Health, and Women’s Studies).

2.5 Evidence of consultation with other affected divisions

The proposal was approved by the Council of the Faculty of Law on 11 October 2005 and again on 21 November 2007; it was approved by the Graduate Council of the Department of English on 1 May 2007. Both councils include graduate student representatives. Administrative aspects of the proposal were subsequently developed in consultation with the School of Graduate Studies, the Faculty of Law, the Department of English, and the Faculty of Arts and Science.

2.6 Appropriateness of the name and designation of the new program

The “Combined Program” permits interested students to fulfill the requirements for both a J.D. and an M.A. in English in three years rather than the four years it would take to acquire them independently.

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

2.7.1 Program description and requirements

Admission Requirements
Each student in the Program shall meet the admission requirements of both the Faculty of Law and Department of English, Faculty of Arts. Students may be admitted to the Combined Program either at the time of their first application or during their first year of their J.D. studies. Whether admitted at the outset or after the first year of the J.D. program, however, all students will register in the Department of English only after their first year in the J.D. program.

Program Requirements
The following registration path is the same registration path used by other Law students who are registered in three-year combined programs with other Masters-level departments, such as the Political Science Collaborative MA in International Relations, and the Combined J.D. and Masters of Economics.

The student shall have registration as follows:
Year 1 – Full time Faculty of Law
Year 2 – Full-time in the Faculty of Law and Part-time in the Graduate Department of English
Year 3 – Full-time in the Faculty of Law and Part-time in the Graduate Department of English

A Memorandum of Understanding between the Faculty of Arts and Science and the Faculty of Law, dated December 11, 2007, addresses the resource issues related to this combined program.

The student shall register in the School of Graduate Studies through the home graduate unit and shall meet all respective degree requirements of M.A. Program in the Department of English and the J.D. Program in the Faculty of Law, including:

1. In the first year, students must complete all first-year courses at the Faculty of Law.

2. In the second and third years students must successfully complete ENG 6954H (Bibliography) and 7 graduate half-courses or their equivalent in the Department of English, including at least two half-courses from a cluster of designated “Law and Literature Program Courses” identified by the Graduate Director of the Department of English, in consultation with the Combined Program Director. Designated courses could include:
   a. Legal and Literary Cultures of Early Modern England (ENG 2233H)
   b. Modernism and Narrative Ethics (ENG 5607H)
   c. Authors and Their Institutions (ENG 6038H)
   d. Law as Literature (ENG 6553H)

3. In addition, students must successfully complete 44 credits at the Faculty of Law including “Law and Literature” (or, if that course is not offered in a given year, a designated alternative course) and one other course approved by the Combined Program Director as a designated Combined Program course. Designated courses could include:
   a. Law and Film (LAW217H1F)
   b. Modern Political Trials (LAW342H1S)
   c. Introduction to Legal Culture & Legal History (LAW214H1F)
   d. Criminal Justice History (LAW354H1S)

4. A Directed Research project or Reading Course (at least 3 credits, or one half-course) on a topic related to law and literature, to be approved by the Combined Program Director. This course may count toward either a Combined Student’s Law or English requirements.

5. Students must satisfy all the requirements of the J.D. program, including the moot, perspective course and extended paper. Only Faculty of Law courses graded on a letter scale and taken as Faculty of Law courses count toward the required number of credits for honours standing in the J.D. program (see Faculty of Law J.D. Syllabus for details on standing requirements).

- For the second and third years of the combined J.D./M.A in English, students must have their course selection reviewed and approved by the Combined Program Director, in consultation with the English Graduate program’s Registrar’s Office and the Faculty of Law’s Registrar, prior to the course selection deadline in the Faculty of Law and/or Faculty of Arts and Science, as the case may be.
- To participate in the J.D. student exchange program, combined program students must have approval both from the Faculty of Law and Department of English. The J.D. student exchange program allows law students to spend one term away as exchange students at an approved law school. While on exchange, J.D. students must take the equivalent of 14 U of T Law credits, as set by the Office of Assistant Dean Students at the Faculty of Law. Combined program students who participate in the J.D. student exchange program arrange their schedule accordingly so that they
meet their program requirements during the terms in residence at the University of Toronto. No program requirements can be met while on exchange. If the exchange proves incompatible with the combined program requirements, the combined program student is denied participation.

Program Completion

With the approval of the Combined JD/MA in English Program Director, the designations J.D. and M.A. shall be shown on the transcript, upon certification that all requirements of the degree programs have been fulfilled.

2.7.2 Course titles/numbers

All courses normally open to J.D. students and to M.A. students in English are open to students in the combined program.

2.7.3 Faculty members

All faculty members involved with the J.D program and all faculty members of the Graduate Department of English are, by definition, potential contributors to the Combined Program through their teaching and other activities in their respective units.

3 Planning and Budget

3.1 Resource implications

3.1.1 Staffing

A Program Director shall be appointed by the Dean of the Faculty of Law in consultation with the Chair of the Department of English and, where appropriate, the Dean of the Faculty of Arts and Science. The term for this position normally would be three years, with the possibility of renewal. The Program Director will be responsible for monitoring student registration status and progress through the program, providing academic advising to combined program students, and reviewing and approving combined program course selections. The Program Director will assist in a periodic assessment of the combined degree.

Existing administrative staff resources in the units are sufficient to handle all aspects of admissions, registration, financial aid, and student advising.

3.1.2 Space

Administrative, teaching, and student space is already provided by the home units. No new space is required for the Combined Program.

3.1.3 Libraries

The University’s library system is superbly equipped to support the Combined Program, through its excellent holdings, its excellent on-line resources, its rare book collections, and the Bora Laskin Law Library.

3.1.4 Computing facilities

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

3.1.5 Enrolment/admissions

Each unit remains responsible for admissions and registration in its own programs. The Program Director will be responsible for monitoring student registration status and progress through the program according to the defined path.

3.1.6 Revenues/costs

There are no new costs associated with the Combined Program.

A Memorandum of Understanding between the Faculty of Arts and Science and the Faculty of Law, dated December 11, 2007, addresses the resource issues related to this combined program.

3.1.7 Financial aid

Students are eligible for financial aid from the Faculty of Law, which has an annual financial aid budget of over two million dollars. Because of the regulations of funding agencies, students in the program are not eligible to hold SSHRC or OGS awards.

4 Space and Facilities

4.1 Requirements for physical facilities

None.

4.2 Capital projects for approvals

None.

5 Students

[Describe the aspects of the program related to non-academic matters and matters that directly concern the quality of student and campus life, including the following.]

5.1 Student affairs and services

All the usual facilities and services available to graduate students and law students will be available to students in the combined program.

5.2 Student conduct and discipline

Current University regulations will govern student conduct, both academic and non-academic, for this program. Both Faculties follow the Code of Student Conduct and the Code of Academic Behaviour. In addition, we note that students would be expected to adhere to the Faculty of Law Syllabus and Academic Handbook as well as to the policies and regulations outlined in the School of Graduate Studies Handbook. The Faculty of Law administers many combined programs and works collaboratively with its partner divisions to monitor student affairs. The Faculty of Law would enforce its own policies: for example, when a combined J.D./M.A. (Economics) student had an attendance issue in his law classes, the Faculty of Law
oversaw the issue with communication and consultation with the Graduate Department of Economics. The Department of English is likewise already experienced in handling issues arising from the cross-faculty collaborative programs with which it is involved (Book History and Print Culture; Health Care, Technology and Place; Women’s Health; Women’s Studies)

5.3 Financial Support

Students are eligible for financial aid from the Faculty of Law, which has an annual financial aid budget of over two million dollars. Because of the regulations of funding agencies, students in the program are not eligible to hold SSHRC or OGS awards.

5.4 Student registration and information systems

Students will register separately in each of the J.D. program in Law and the M.A. program in English. They will enroll in courses through the respective registration systems of the Faculty of Law and the Faculty of Arts and Science.

The student shall have registration as follows:

Year 1 – Full time Faculty of law
Year 2 – Full-time in both Faculty of Law and Part-time in the Graduate Department of English
Year 3 – Full-time in both Faculty of Law and Part-time in the Graduate Department of English
Acknowledgement – This template was inspired from a document initially prepared by the School of Graduate Studies and Research at the University of Ottawa.

NB: This template was constructed largely to meet the needs of research master’s and doctoral programs. Adjustments need to be made to describe specific programs more appropriately. Nevertheless, the basic information on faculty, resources, program and outcomes is common to all programs. The template should be used in conjunction with the OCGS document OCGS By-laws, and Procedures Governing Appraisals.
Combined J.D./M.A. in Law and English  
A Joint Submission  
By the Faculty of Law and the Graduate English Department  
University of Toronto  
Dec. 11, 2007

1. Description of Proposed Combined Program

The Faculty of Law and the Graduate Department of English propose a combined Juris Doctor/Master of Arts program. The Combined J.D./M.A in English is designed for students interested in studying the intersections of Law and Literature. The combined program permits the completion of both degrees in three years rather than the four years it would take to acquire them independently. Applicants must apply to each program separately, and they must complete requirements of both degrees.

The M.A. in English is currently available in two options: by coursework or by thesis. The combined program would be open to students pursuing the M.A. by coursework.

The J.D. is a professional law degree recognized by the Federation of Canadian Law Societies. The upper-level courses taken by J.D. students in the Faculty of Law are also taken by students in the graduate programs in Law approved by OCGS: the Master of Laws (L.L.M.) Doctor of Juridical Science (S.J.D.), and the Masters in Studies in Law (M.S.L.)

Students in the combined program are required to take courses in both the Faculty of Law and in the Department of English, with student work evaluated according to the same norms as other students in the same courses.

2. Rationale for the Combined Program

2.1. Description

Both the Faculty of Law and the graduate Department of English in the Faculty of Arts and Science are enthusiastic about the many collaborations occurring between the two departments. The culmination of the last several years of collaboration and consultation is this proposal for a combined J.D./M.A. in English Program.

The Combined J.D./M.A in English is designed for students interested in studying the intersections of Law and Literature. The combined program permits the completion of both degrees in three years rather than the four years it would take to acquire them independently. Applicants must apply to each program separately, and they must complete requirements of both degrees.

2.2. Rationale

There is a growing interest in the field of Law and Literature among faculty members and also among current and prospective students in both units. Indeed, each year, many students inquire of the Law School Admissions Office staff if there is a combined program in Law and English.
Over the last three years, for example, 39 students started the law program after completing an undergraduate English degree. These students in particular would be interested in the new program. This year, the law school allowed prospective students to identify whether they would be interested in the combined program for 2008-09. Ten students responded that they would be interested in this program. Two current in-program first year law students have indicated a willingness and commitment to joining the program should it be passed. Further, historically the law school has deferred several students who choose to pursue graduate studies in English prior to beginning law school. The English Department typically loses between three and five students a year who have been admitted to the M.A. but choose to enter Law school instead. Moreover, every year there are about a half dozen students in the MA program planning to go on to study Law. Many of these students have indicated that they would have been interested in a combined program. The Combined J.D./M.A. in English will be the first of its kind in North America. Enrolment is expected to include about five new students each year.

The proposed J.D./ M.A. Program in Law and English is well timed. Providing the University of Toronto the opportunity to take a leading role in the development of a closely watched new field of interdisciplinary endeavour, the program will also be in the enviable position of drawing on a wealth of recently established professional, research, and teaching resources. Supported by three prestigious refereed journals – *Yale Journal of Law and the Humanities* (1988); *Law and Literature* (1989); and *Law, Culture, and the Humanities* (2005) – the field is further strengthened by scholarly organizations such as the Association for the Study of Law, Culture, and Humanities (holding its eleventh annual meeting in 2008) and the Law and Humanities Junior Scholars Workshop, which is jointly sponsored by the UCLA School of Law, Columbia Law School, University of Southern California Center for Law, History and Culture, and Georgetown University Law Center. Institutes, centres, and colloquia such as these, along with similar ones at Chicago-Kent School of Law, George Washington University, and Cornell Law School, will provide the kind of scholarly dialogue and institutional frameworks that will allow the University of Toronto’s Law and English Program not only to grow but to thrive.

### 2.2. Expected Benefits

As rhetorical activities in which narrative plays a formative and foundational role, law and literature have much in common. Both attempt to shape reality through language, both use strategies of persuasion to do so; both require construction and interpretation; and both are arts by which culture and community are established, maintained, contested, and transformed. As Guyora Binder and Robert Weisberg point out, law is “a kind of literary or cultural activity,” “a practice of making various kinds of literary artifacts: interpretations, narratives, characters, rhetorical performances, linguistic signs, figurative tropes, and representations of the social world;” “the literary is intrinsic to law insofar as law fashions the characters, personas, sensibilities, identities, myths and traditions that compose our social world”. To see law and literature as interrelated fields opens up exciting avenues of inquiry and allows the full range of criticism and theory to be brought to bear upon legal and literary discourse: rhetoric, narratology, deconstruction, feminism, new historicism, postcolonialism, and reception history. Important questions emerge: What stories get told? In whose voice? From whose perspective? What stories get repressed? What voices and perspectives are excluded or marginalized? How do ethnicity, race, national origin, class, religious affiliation, gender, and sexuality factor into such stories?

Traditionally, law and literature scholarship has focused on law in literature, on how legal practice and culture are represented and thematized in fiction, drama, film, and poetry through narratives of, say, law and order, crime and punishment, trials and justice, censorship and expression. Scholarship in the field has also focused on law as literature, using the methods of
critical and rhetorical theory to understand and evaluate legal and literary discourse. Building on scholarship in legal and literary studies over the past thirty years, the emerging field of law, culture, and humanities foregrounds the importance of textual analysis as a means to probe questions of justice, power, values, identity, interpretation, obligation, authority, and speech. Instead of treating law as separate from an everyday life and culture that is somehow anterior to law, cultural legal studies understands law and literature as mutually constitutive domains.

In recent years in particular, law and literary studies has expanded into a fully interdisciplinary undertaking. Scholars now study legal procedures and documents as emanating from the same historical and cultural contexts as literary works; rather than finding legal scenes in literature, or bringing literary modes of interpretation to bear on the law, many critics now read law and literature alongside each other as related cultural expressions which may grant the researcher insights into the historical moments of their origins. These scholars bring to bear a range of approaches, from deconstruction to performance studies, on legal history or read literary works through the lens of contemporaneous legal thought --Hamlet, say, in light of Hales v. Petit, or the American realist novel through an interpretation of the history of contract law. Critics in this field rely less on the work and hypotheses of "specialists," and more and more conduct extensive archival research themselves, often challenging the conventions and orthodoxies of legal history; the law and literature enterprise is thus becoming a conversation on ever more level ground. In the course of this development, law and literature also has grounded itself more than before in the history of institutions (such as the Inns of Court, where legal and literary activities intersected for centuries), and in the history of the book (the key material object in both literature and law).

The intersection of law and literature occurs in multiple settings in each discipline. One might even go so far as to say that legal and literary discourse interanimate each other. By embracing both law in literature and law as literature, a combined program in Law and English offers a rich opportunity for students to explore, in an interdisciplinary context, the similarities and differences between their fields of study and to allow each field to illuminate the other.

2.3. Time Efficiency

The combined program permits the completion of both the J.D. and M.A. degrees in three years rather than the four years it would take to acquire them independently. Taken independently, the J.D. program would require completion of the first-year Law program plus upper-year courses totalling 56-64 credits (equivalent to 9.33-10.67 FCEs), while the M.A. in English would require 8 half-courses (4.0 FCEs), for a total of between 13.33 and 14.67 FCEs. The combined program requires the completion of the first-year Law program, plus a total of 11.33 FCEs (44 credits in Law equivalent to 7.33 FCEs; 4.0 FCEs in English). This is a reduction in coursework of 2.0-3.33 FCEs. This reduction is in keeping with other combined programs involving the Faculty of Law.

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Independently</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.D., Year 1</td>
<td>J.D. Year 1</td>
<td>J.D. Year 1</td>
</tr>
<tr>
<td>J.D., Years 2-3</td>
<td>9.33-10.67 FCEs</td>
<td>7.33 FCEs</td>
</tr>
<tr>
<td>M.A. in English</td>
<td>4.0 FCEs</td>
<td>4.0 FCEs</td>
</tr>
<tr>
<td>Total</td>
<td>Year 1 + 13.33-14.67 FCEs</td>
<td>Year 1 + 11.33 FCEs</td>
</tr>
</tbody>
</table>

2.4. Projected Student Demand
Because all students must complete the first year of the JD program, admission into the Combined Program can occur either prior to the first year of the JD program or prior to the second year. Our projections of enrolment are based on three students enrolling in the program for all three years and two students enrolling for the final two years. We currently have two students in the first-year of their J.D. who are eager to apply. This year the law school’s on-line admissions process enabled prospective students to express their interest in this combined program. Of this year’s application, at least 10 applicants indicated an interest. The English department has already begun fielding enquiries from prospective students interested in combining their studies of English and Law.

### J.D./M.A. Projected Enrolments:

<table>
<thead>
<tr>
<th>Year</th>
<th>2008-9</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
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<tbody>
<tr>
<td>New entrants</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total enrolment</td>
<td>5</td>
<td>10</td>
<td>13</td>
<td>13</td>
<td>13T</td>
</tr>
</tbody>
</table>

### 2.5. Academic Impact

The Combined J.D./M.A. in English will foster cross-disciplinary dialogue by enabling collaboration of students and faculty members from Law and English. Not only will shared courses help students to broaden and integrate ideas, but also final projects will allow students in the program a unique opportunity to carry out research that draws on their training in both Law and English.

The very existence of the Combined J.D./M.A. in English will make visible the commitment of our academic communities to pursuing these new directions of academic inquiry. A newly launched Law and Literature Speakers Series has already become an important venue for bringing faculty members and graduate students in Law and English together in formal and informal settings, further enlivening Toronto’s Law and Humanities community through visits of numerous well-established scholars in the field.

The program will complement other Combined Programs in which the Faculty of Law collaborates with graduate units (including Economics, Information Science, International Studies, Philosophy, and Political Science). It will also complement the interdepartmental collaborative programs in which English participates (including Book History, Health-Care, Technology and Place, Jewish Studies, South Asian Studies, Women’s Health, and Women’s Studies).

### 2.6. Consultation

The proposal was approved by the Council of the Faculty of Law on 11 October 2005 and again on 21 November 2007; it was approved by the Graduate Council of the Department of English on 1 May 2007. Both councils include graduate student representatives. Administrative aspects of the proposal were subsequently developed in consultation with the School of Graduate Studies, the Faculty of Law, the Department of English, and the Faculty of Arts and Science.

### 2.7. Appropriateness of the Name of the Combined Program
The “Combined Program” permits interested students to fulfill the requirements for both a J.D. and an M.A. in English in three years rather than the four years it would take to acquire them independently.

3. **Program schedule and requirements**

3.1. **Admission Requirements**

Each student in the Program shall meet the admission requirements of both the Faculty of Law and Department of English, Faculty of Arts. Students may be admitted to the Combined Program either at the time of their first application or during their first year of their J.D. studies. Whether admitted at the outset or after the first year of the J.D. program, however, all students will register in the Department of English only after their first year in the J.D. program.

3.2. **Registration Requirements**

The following registration path is the same registration path used by other Law students who are registered in three-year combined programs with other Masters-level departments, such as the Political Science Collaborative MA in International Relations, and the Combined J.D. and Masters of Economics.

The student shall register in the School of Graduate Studies through the home graduate unit. The student shall have registration as follows:

Year 1 – Full time Faculty of law
Year 2 – Full-time in the Faculty of Law and Part-time in the Graduate Department of English
Year 3 – Full-time in the Faculty of Law and Part-time in the Graduate Department of English

A Memorandum of Understanding between the Faculty of Arts and Science and the Faculty of Law, dated 29 November, addresses the resource issues related to this combined program.

3.3 **Program Requirements**

The student shall meet all respective degree requirements of M.A. Program in the Department of English and the J.D. Program in the Faculty of Law, including:

1. In the first year, students must complete all first-year courses at the Faculty of Law.

2. In the second and third years students must successfully complete ENG 6954H (Bibliography) and 7 graduate half-courses or their equivalent in the Department of English, including at least two half-courses from a cluster of designated “Law and Literature Program Courses” identified by the Graduate Director of the Department of English, in consultation with the Combined Program Director. Designated courses could include:
   a. Legal and Literary Cultures of Early Modern England (ENG 2233H)
   b. Modernism and Narrative Ethics (ENG 5607H)
   c. Authors and Their Institutions (ENG 6038H)
   d. Law as Literature (ENG 6553H)

3. In addition, students must successfully complete 44 credits at the Faculty of Law including “Law and Literature” (or, if that course is not offered in a given year, a designated
alternative course) and one other course approved by the Combined Program Director as a designated Combined Program course. Designated courses could include:

a. Law and Film (LAW217H1F)
b. Modern Political Trials (LAW342H1S)
c. Introduction to Legal Culture & Legal History (LAW214H1F)
d. Criminal Justice History (LAW354H1S)

4. A Directed Research project or Reading Course (at least 3 credits, or one half-course) on a topic related to law and literature, to be approved by the Combined Program Director. This course may count toward either a Combined Student’s Law or English requirements.

5. Students must satisfy all the requirements of the J.D. program, including the moot, perspective course and extended paper. Only Faculty of Law courses graded on a letter scale and taken as Faculty of Law courses count toward the required number of credits for honours standing in the J.D. program (see Faculty of Law J.D. Syllabus for details on standing requirements).

- For the second and third years of the combined J.D./M.A in English, students must have their course selection reviewed and approved by the Combined Program Director, in consultation with the English Graduate program’s Registrar’s Office and the Faculty of Law’s Registrar, prior to the course selection deadline in the Faculty of Law and/or Faculty of Arts and Science, as the case may be.

- To participate in the J.D. student exchange program, combined program students must have approval both from the Faculty of Law and Department of English. The J.D. student exchange program allows law students to spend one term away as exchange students at an approved law school. While on exchange, J.D. students must take the equivalent of 14 U of T Law credits, as set by the Office of Assistant Dean Students at the Faculty of Law. Combined program students who participate in the J.D. student exchange program arrange their schedule accordingly so that they meet their program requirements during the terms in residence at the University of Toronto. No program requirements can be met while on exchange. If the exchange proves incompatible with the combined program requirements, the combined program student is denied participation.

3.4. Program Completion

With the approval of the Combined JD/MA in English Program Director, the designations J.D. and M.A. shall be shown on the transcript, upon certification that all requirements of the degree programs have been fulfilled.

3.5. Courses

All courses normally open to J.D. students and to M.A. students in English are open to students in the combined program.

3.6. Faculty members

All faculty members involved with the J.D program and all faculty members of the Graduate Department of English are, by definition, potential contributors to the Combined Program through their teaching and other activities in their respective units.

4. Administration of the Combined Program
4.1 Program Director

A Program Director shall be appointed by the Dean of the Faculty of Law in consultation with the Chair of the Department of English and, where appropriate, the Dean of the Faculty of Arts and Science. The term for this position normally would be three years, with the possibility of renewal. The Program Director will be responsible for monitoring student registration status and progress through the program, providing academic advising to combined program students, and reviewing and approving combined program course selections. The Program Director will assist in a periodic assessment of the combined degree.

Existing administrative staff resources in the units are sufficient to handle all aspects of admissions, registration, financial aid, and student advising.

4.2 Directed Research Project

The combined program is to be completed by coursework, not by a thesis. One of the courses taken must be a Directed Research Project or Reading Course (at least 3 credits or one half-course), on a topic related to Law and Literature. This course can count towards either the student’s Law or English requirements; it must be approved according to the normal procedures for approving independent research courses in Law or in English, as the situation requires. The course must also be approved by the Program Director.

4.3 Admissions and Enrolment

Each unit remains responsible for admissions and registration in its own programs.

The Program Director will be responsible for monitoring student registration status and progress through the program according to the defined path.

4.4 Costs and Revenues

There are no new costs associated with the Combined Program.

A Memorandum of Understanding between the Faculty of Arts and Science and the Faculty of Law, dated December 11, 2007, addresses the resource issues related to this combined program.

4.5 Financial aid

Students are eligible for financial aid from the Faculty of Law, which has an annual financial aid budget of over two million dollars. Because of the regulations of funding agencies, students in the program are not eligible to hold SSHRC or OGS awards.

4.6 Space and Facilities

Administrative, teaching, and student space is already provided by the home units. No new space is required for the Combined Program.

The University’s library system is superbly equipped to support the Combined Program, through its excellent holdings, its excellent on-line resources, its rare book collections, and the Bora Laskin Law Library.
4.7. **Student affairs and services**

All the usual facilities and services available to graduate students and law students will be available to students in the combined program.

4.8. **Student conduct and discipline**

Current University regulations will govern student conduct, both academic and non-academic, for this program. Both Faculties follow the Code of Student Conduct and the Code of Academic Behaviour. In addition, we note that students would be expected to adhere to the Faculty of Law Syllabus and Academic Handbook as well as to the policies and regulations outlined in the School of Graduate Studies Handbook. The Faculty of Law administers many combined programs and works collaboratively with its partner divisions to monitor student affairs. The Department of English is likewise already experienced in handling issues arising from the cross-faculty collaborative programs with which it is involved.

4.9. **Student registration and information systems**

Students will register separately in each of the J.D. program in Law and the M.A. program in English. They will enroll in courses through the respective registration systems of the Faculty of Law and the Faculty of Arts and Science.

The student shall have registration as follows:

Year 1 – Full time Faculty of law
Year 2 – Full-time in both Faculty of Law and Part-time in the Graduate Department of English
Year 3 – Full-time in both Faculty of Law and Part-time in the Graduate Department of English
Item 9.1

Program Requirement Change: Chemistry, Ph.D.

MOTION (     /    ) THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science to the change program requirements in the, M.A. program. Required core courses for students in the Experimental Physical Chemistry field will no longer be determined by the research director. Students will be required to complete “four half-courses consisting of a combination of two core courses and two other courses”. Changes are 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 January 10, 2008. Members were concerned that students will avoid completing core courses if they are not part of program requirements. The Department representative confirmed that students avoid courses they are not part of program requirements. The proposed changes will mean that all students in the Experimental Physical Chemistry program to have the same educational background.

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: See SGS calendar 2008-2009 page 273

Extract:

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

Rationale:
To define a more specific number of core courses for the program.

Prior Approvals/Actions:
Graduate Studies Committee – November 14, 2007
The proposal was approved on January 10, 2008 by the Three Campus Graduate Curriculum Committee of the Faculty of Arts and Science.

Proposed Effective Date: September 2008

Financial and/or Planning Implications: No financial implication.

Contact name, e-mail address and telephone #:
Professor Gilbert Walker
As of January 1, 2008, please contact Prof. Robert Morris.

Submitted by:
Professor Gilbert Walker

Date: December 6, 2007
Motion

Graduate Education Council
Tuesday, January 22, 2008

Item 9.2.

Program Requirement Change: Curriculum, Teaching and Learning, Second Language Education, M.Ed.

MOTION (    /    ) THAT the Graduate Education Council approve the proposal from the Ontario Institute for Studies in Education, Department Curriculum, Teaching and Learning, Second Language Education, M.Ed. program to:

   a. Divide the CTL 3002Y Methodology and Organization of Second Language Teaching (1.0 FCE) into CTL 3002 Second Language Teaching Methodologies (.5 FCE) and CTL 3003 Planning and Organizing the Second Language Curriculum (.5 FCE)

   b. No longer be required to complete either CTL3000H Bilingualism and Multicultural Education or CTL3002Y Methodology and Organization of Second Language Teaching. Instead, students will be required to complete any two of the following four courses: CTL3000H Bilingual and Multicultural Education; CTL3002H Second Language Teaching Methodologies; CTL3003H Planning and Organizing the Second Language Curriculum; or, CTL3010H Second Language Learning.

The number of required courses remains unchanged. Changes are effective September 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 reviewed by the SGS Committee on Program Matters on November 6, 2007.

This proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education at its meeting of December 5, 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 MASTER OF EDUCATION (M.Ed.) PROGRAM IN SECOND LANGUAGE EDUCATION (SLE)

Faculty Affiliation: OISE

Name of Graduate Unit: Curriculum, Teaching and Learning

Graduate Program/s involved in proposal, if any:
Masters of Education (M.Ed.) program in Second language Education (SLE)

Brief Summary of Proposed Change:
The first change we are proposing is to divide one of the current course requirements for the M.Ed. degree, CTL3002Y (Methodology and Organization of Second Language Teaching), a full-year course, into 2 half courses (CTL3002, Second Language Teaching Methodologies) and CTL3003, (Planning and Organizing the Second Language Curriculum). See Appendix A for Minor Course Changes Form.

The second change we are proposing is to revise the course requirements for the M.Ed. degree. Currently students are required to take either CTL3000H (Bilingualism and Multicultural Education) OR CTL3002Y (Methodology and Organization of Second Language Teaching. We are proposing to change this requirement to one in which students will select two required courses from the list of four courses below:

- CTL3000H (Bilingual and Multicultural Education)
- CTL3002H (Second Language Teaching Methodologies)*
- CTL3003H (Planning and Organizing the Second Language Curriculum)*
- CTL3010H (Second Language Learning)

*These two courses are the ones resulting from the split of CTL3002 currently a full-year course. See Appendix B for the Current Calendar Requirements and Proposed New Calendar Requirements.

Rationale: The first change is being proposed for three reasons. First, it is an effort to balance the weight/value of both required courses. As indicated above, CTL3002 is currently a full-year course and CTL3000 is a half-year course. We would like these requirements to have the same weight/value. Second, the CTL3002Y course content easily lends itself to a division into two separate courses – one focusing on methodology and the other on curriculum design. In fact, this is the way in which the content of the course has been divided over two terms for many years. Third, it has not always been easy to staff a full-year course with one SLE faculty member, and in cases where the course has been divided between two instructors, particularly part-time lecturers, considerable time has been spent coordinating the content, format, assignments and grading for the course which will not be necessary when this course becomes 2 individual half-year courses with separate instructors responsible for each one.

The second program revision is being proposed for the following reasons. First, we want to ensure that M.Ed. students are exposed to more than one core content area that is considered to be fundamental to the field of SLE. These areas are teaching methodology, curriculum design, bilingual/multicultural education and second language learning. While the content of the first three core areas has traditionally been acknowledged within the requirements for the SLE program, the last area, second language learning has not. This particular content area is one that is considered a central area in most other graduate programs nationally and internationally. Furthermore, the
SLE faculty members strongly encourage their M.Ed. students to take CTL3010 recognizing that it represents a core area of SLE study. Adding this to the slate of required courses, and allowing students the choice of exposure to at least 2 of SLE’s 4 core areas, will strengthen the program and align this program requirement with other graduate programs in SLE elsewhere. Finally, we have experienced increased enrollment in the M.Ed. program in recent years and anticipate that this will continue. The provision of 4 required courses from which students can select 2 should distribute students more evenly across the required courses and thus avoid over crowding in classes.

**Prior Approvals/Actions:** Consultation with SLE students occurred through their SLE Committee representatives who were present during discussions about this proposed change and who communicated with the larger student body about these proposed changes. Second Language Education Program Committee, Department of Curriculum, Teaching and Learning (CTL) Program Administration Committee, CTL CTL Council, October 10, 2007 Faculty Council of the Ontario Institute for Studies in Education: December 5, 2007.

**Proposed Effective Date:** September 2008

**Financial and/or Planning Implications:**
Other than the possible need to hire a stipendiary instructor to teach CTL3003H occasionally, there are no financial implications associated with this proposed program change.

**Contact name:**
Dr. Nina Spada, Program Head – Second Language Education

**Submitted by:**
Dr. Doug McDougall, Associate Chair (Graduate Studies), CTL, OISE
Appendix B

Degree of Master of Education text in SGS Calendar (2007-2008)
Applicants are accepted under the general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university completed with an academic standing equivalent to a University of Toronto mid-B or better in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a resume and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future goals.

The M.Ed. program consists of 10 half-courses. A minimum of five CTL 3000-level courses must be taken within the Second Language Education program. One of the courses must be either CTL 3000H Foundations of Bilingual and Multicultural Education or CTL 3002Y Methodology and Organization of Second-Language Teaching. The M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment.

Proposed revised text in SGS Calendar (2008-2009)

Degree of Master of Education
The M.Ed. program consists of 10 half-courses. A minimum of five CTL 3000-level courses must be taken within the Second Language Education program. Of these, two are required courses and must be selected from the following list:

Required Courses M. Ed. (Select 2 from the list)

- CTL 3000H Foundations of Bilingual and Multicultural Education
- CTL 3002H Second language teaching methodology
- CTL 3003H Planning and organizing the second language curriculum
- CTL 3010H Second language learning

The M.Ed. program of study may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment.
Motion
Graduate Education Council
Tuesday, January 22, 2008

Item 9.3

MOTION ( / ) THAT the Graduate Education Council approve the proposal from the School of Graduate Studies, Centre for the Study of Drama, for program requirement changes to the M.A. and Ph.D. program.

M.A. program:
  a. Add DRA 1003Y Introduction to the Theatre, Drama and Performance Studies to the list of required courses

Ph.D. program:
  b. Split DRA1010Y Theory of Drama (1.0 FCE) into DRA1011H: Traditions of Performance Theory (.5 FCE) and DRA1012H: Twentieth Century Theatre and Performance (.5 FCE)

Changes are effective September 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.

The proposal was reviewed by the SGS Committee on Program Matters on November 6, 2007. Members discussed whether or not the course list in the calendar entry was complete. Members also noted that the rationale portion of the proposal should be revised for clarity. Revised text should to read “Until recently, the Centre had always had a required 1.0 course in theatre history. To provide greater flexibility in teaching and ensure smaller class size, we had changed this requirement to 1.0 fce in total of any appropriate history course.” The supporting documentation was revised accordingly and was distributed with the GEC agenda package.

Approval of this proposal was received by the SGS Committee on Centre and Institute Programs (CCIP) on January 14, 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.
Governance Form A: General
2007-2008 (Version #1)

ITEM IDENTIFICATION: DRAMA – PROPOSAL FOR PROGRAM REQUIREMENTS

CHANGES TO THE M.A. AND Ph.D. PROGRAMS

Faculty Affiliation: School of Graduate Studies

Name of Graduate Unit: Graduate Centre for Study of Drama

Graduate Program/s involved in proposal, if any: MA; PhD

Brief Summary of Proposed Change: Change of Program Requirements for MA: We have added a new 1.0 fce course designed to introduce students to the discipline, and examine selected topics in the discipline. This course will be required of all MA students. It will replace all other past requirements (ie., courses in theatre history, non-English literature in translation). We have also specified in the calendar the course designation of our theatre practice requirement.

Change of Program Requirements for PhD: We have split our required 1.0 fce course DRA1010Y Theory of Drama into two half courses. Both halves are required, and there is no substantive change in content or structure. We have also specified in the calendar the course designation for our theatre practice requirement.

Rationale: MA changes: Until recently, the Centre has always had a required 1.0 fce course in theatre history. To provide greater flexibility in teaching and ensure smaller class size, we changed this requirement to 1.0 fce in total of any appropriate history course. We believe this privileges history over our other two OCGS mandated areas, theory and dramaturgy; we also believe this kind of structural segregation is counterproductive. A new required course will be organized around all three areas, and a discussion of their areas of collaboration as well as their differences. It will also examine the interdisciplinary nature of the Centre with a view to the better integration of complementary disciplines at the university (through guest lectures, etc). We are eliminating the requirement for history, since this will now be subsumed into the new course. We are also eliminating a requirement that MA students take one 0.5 fce course in a ‘literature’ of a foreign language. This was designed to ensure that students took cross-listed courses in programs other than the English Department; this is virtually guaranteed by course offerings and registration restrictions, and is unnecessary.

PhD changes: The ‘Theory’ course has for some years structured into two related, but clearly delineated semesters. Splitting the course allows for greater flexibility in faculty teaching complements, and is a more honest description.

The course designation for our MA and PhD theatre practice requirement allows for appropriate administration for this requirement, and allows us to integrate this component more rigorously into our academic curriculum (as recommended by our recent OCGS review).

Prior Approvals/Actions:
Graduate Drama Centre Academic Committee
SGS Committee on Centre and Institute Programs (CCIP) on January 14, 2008.

Proposed Effective Date: Sept 2008

Financial and/or Planning Implications: There are no financial implications. Splitting the required PhD course allows the usual instructor to be relieved of 0.5 teaching, which would then be applied to the required MA course. The balance of the new MA course would be taught by another instructor as part of a normal annual teaching component.

Contact name, e-mail address and telephone #:
Stephen Johnson, Director, Graduate Centre for Study of Drama
Submitted by:  Stephen Johnson, Director, Graduate Centre for Study of Drama
Date:  22 October 2007
Changes to Drama Program Requirements

From Calendar:

Drama DRA
| Faculty | Contact | General Information | Admission | Programs | Courses

Graduate Faculty

Full Members
A. L. Ackerman, BA, MA, PhD/English
V. Ambros, BA, MA, PhD/Slavic
K. E. K. Armatage, BA, MA, PhD/Drama
J. H. Astington, BA, MA, PhD/Drama
B. Barton, PhD/Drama
G. E. Clarke, BA, MA, PhD/English
N. E. Copeland, BA, MA, PhD/Drama
B. Corman, AB, AM, PhD/English
D. De Kerckhove, BA, MA, PhD, Dip 3eme Cycle, FRSC/French
A. H. de Quhen, BA, PhD/English
K. Eisenbichler, BA, MA, PhD/Italian
L. A. M. Hutcheon, BA, MA, PhD, University Professor, FRSC/English
S. B. Johnson, BA, MA, PhD/Drama (Director)
C. A. Keil, BA, MA, PhD/History
D. N. Klausner, AB, PhD/Medieval Studies
P. Kleber, BA, MA, PhD/Drama
R. Knowles, MA, PhD/Drama
A. C. Lancashire, BA, AM, PhD/English
D. I. Lancashire, BA, MA, PhD/English
J. L. Levenson, BA, MA, PhD, FRSC/English
M. O'Neill-Karch, MA/French
M. A. Parker, BA, MM, PhD, ARCT/Music
A. Percival, BA, MA, PhD/Spanish
D. Pietropaolo, BSc, MA, PhD/Italian
A. Quayson, PhD, BA/English
S. J. Rupp, BA, MA, MPhil, PhD/Spanish
P. Sperdakos, BA, MA, PhD/Drama (Coordinator of Graduate Studies)
H. L. Thomson, BA, MA, PhD/English
T. Trojanowska, BA, MA, PhD/Slavic

Members Emeriti
R. Plant, BA, MA, PhD/Drama
The programs leading to the M.A. and Ph.D. comprise courses given within the Centre and drama courses offered by other graduate departments of the University. We assume that students will be building on the kind of foundation that would normally be laid in four years of undergraduate study with a concentration in dramatic literature. The intent of the programs is to further the academic study of theatre and drama at an advanced level in the program fields of theatre history, theory of drama, and dramaturgy. Within the parameters of these fields, the Centre supports research in such areas as the theory and analysis of performance, feminist theatre theory and practice, Canadian drama, theories of acting, and performance and popular culture. Theatre is an integral part of graduate work in the Centre and it takes place, for the most part, in the context of workshops, student productions, and co-productions at the Robert Gill and Studio theatres.
Application forms and all information necessary for application is available on the Centre's Web site and at http://apply.sgs.utoronto.ca. Applications received after February 1 may be too late for consideration. Contact the Graduate Coordinator concerning deadlines and delays at gradcoord.graddrama@utoronto.ca

Admission Requirements

Applicants for admission to the Centre are considered under the general regulations if they meet the Centre's own requirements as stated below. Admissions are selective; possession of minimum qualifications does not guarantee acceptance.

Degree of Master of Arts

1 For admission to the M.A. program, applicants must meet the following standard, or its equivalent from a recognized university: a B.A. from this University, with at least a B+ standing, comprising four years of undergraduate study, with a significant concentration in drama.

2 Normally the M.A. program requires one year of full-time study or the part-time equivalent. In some cases, students may be admitted to a two-year M.A. program, with additional course requirements. The Centre may prescribe certain courses in the individual programs of M.A. students.

Degree of Doctor of Philosophy

1 Applicants for admission to the Ph.D. program must fulfil the requirements for the M.A. in the Centre, or the equivalent from a recognized university, with at least an A-average standing. Applicants who have taken the M.A. through the Centre must be recommended for further study by the instructors whose courses they have taken. Applicants holding the M.A. of this University in a subject other than drama, or the equivalent from another university, will be considered for admission to the Ph.D. program in the light of their previous work and its relation to the Centre's requirements; additional course work may be required.

2 Exceptional students may be admitted directly to the Ph.D. program from the B.A. with a minimum A- overall average. The Centre will be especially interested in final grades for upper-level courses. Such applicants will apply to the M.A. program, but indicate in a separate letter to the Drama Centre that they wish to be considered for direct admission to the Ph.D. program. If accepted, students from the B.A. level will be expected to complete four courses in addition to the Ph.D. requirements listed below, including the theatre history requirement (for a total of seven), and satisfy the Centre's practical requirements for the theatre as determined on admission. Students accepted from the B.A. will be expected to maintain an A- average in their first four full courses in order to continue in the program. With approval, students may elect to transfer to the M.A. after the first year of study. Work completed in the Ph.D. program will be credited towards the M.A.
3 Applicants must arrange to send two supporting letters of recommendation to the Graduate Coordinator of the Centre. Admission will be conditional upon satisfactory recommendation.

4 Applications must be accompanied by a statement of research intent and curriculum vitae.

Degree Requirements
In addition to fulfilling the general requirements of the School of Graduate Studies, degree students at the Drama Centre must qualify in the manner stated below.

Degree of Master of Arts
Students are required to:

1 complete at least four full-course equivalents, as approved by the Centre, including DRA1003Y, at least one full-course equivalent in the history of theatre and performance, and at least one half-course in the dramatic literature of a non-English-speaking culture;

2 spend at least one academic year or twelve months in full-time study, or the equivalent in part-time work;

3 satisfy the Centre's requirements of practical work in the theatre by completing DRA5000Y.

Degree of Doctor of Philosophy
Students admitted on the basis of an M.A. in Drama or the equivalent are required to:

1 complete four approved courses by the end of the second year, in addition to the courses required for the M.A., with an average standing of at least A-. The combined M.A. and Ph.D. courses must include the theatre history requirement, the dramaturgical requirement, DRA 1010Y Theory of Drama, DRA1011H, DRA1012H, and DRA 6000Y Research Seminar, and must be chosen from more than one dramatic literature;

2 demonstrate reading knowledge of a language other than English by passing an approved language examination not later than the end of the first second year of study. Students may also be asked to qualify in other program-related languages;

3 satisfy the Centre's requirement of further practical work in the theatre by the end of the second year by completing DRA5001Y;

4 pass comprehensive examinations;

5 present a thesis on an approved topic embodying the results of original investigation which shall be judged to constitute a significant contribution to the knowledge of the field;
6 pass an oral examination on the subject of the thesis. Although the program has been designed for completion in four years, some students may require a longer period to complete all of the requirements. Students admitted on the basis of a B.A. are required to complete an additional four full-course equivalents, including the theatre history requirement, and to satisfy the Centre's practical requirements in the theatre, as determined on admission.

Regulations
It is expected that all parts of the comprehensive examinations will be taken no later than fall of the third-second year. Students who do not achieve required standing in any part of the comprehensive examinations will be allowed one further opportunity to take the relevant examination on the occasion immediately following. An outline of the proposed research for the thesis, signed by a member of the faculty of the Centre, must be submitted to the Graduate Coordinator no later than April of the second year.

Six unbound copies of the thesis must be submitted to the Graduate Coordinator of the Centre no later than August 1 (for Fall Convocation), October 15 (for Mid-Winter Convocation), or February 1 (for Spring Convocation).

Women's Studies Collaborative Program
The Centre also participates in the Collaborative Graduate Program in Women's Studies that offers both M.A. and Ph.D. programs. Students electing to pursue this option will be expected to enrol in required Women's Studies courses, in addition to satisfying the stated degree requirements in drama. Upon completion, they will receive a notation on their academic transcript regarding their participation in the program. Please consult the program's entry in this calendar for more details.

Courses of Instruction
Registrants are advised to confirm course offerings by consulting the Centre's Academic Handbook for Students, normally available by mid-summer, at which time additional courses may be listed.

Core Program
DRA 1002H History of the Theatre II: Performing Modern Women/N. Copeland
DRA 1010Y Theory of Drama/S. Johnson
DRA 1021H Dramaturgy
DRA 1105H Performing History: Auto/Biography as Performed History/N. Copeland
DRA 2001Y Theatrical Performance and Reception/M. J. Sidnell
DRA 3120H "Something More than a Woman": The Way of the Actress/P. Sperdakos
DRA 4090Y Directed Reading/Theatre Research/Staff
DRA 4091H Directed Reading/Theatre Research/Staff
DRA 5000Y Theatre Practice I (Credit/No Credit)/Staff
DRA 5001Y Theatre Practice II (Credit/No Credit/Staff
DRA 6000Y Research Seminar (Credit/No Credit)/Staff
Cross-Listed Courses
The Graduate Centre for Study of Drama also cross-lists courses in drama, theatre, and performance offered by other graduate units of the University. These typically are:

- Classics
- Comparative Literature
- Curriculum, Teaching and Learning
- English
- French
- German
- Italian
- Slavic
- Spanish

Often given in translation, courses selected from non-English language and literature departments may be taken to satisfy the requirement (in the M.A., or the Ph.D. if not taken in the M.A.) that students enrol in a half-course in a dramatic literature other than in English. A listing of such courses, available in the coming academic year, will appear in the Centre's Academic Handbook for Students when it is published in mid-summer.
Item 9.4

Program Requirement Change: Human Development and Applied Psychology, Developmental Psychology and Education, 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, Child Study and Education to change the requirements of the M.A. program:

a. HDP 2214H Introduction to Curriculum II: Special Areas be added to the required course menu for second year students
b. Second-year students will no longer be required to complete HDP 2230H Designing Educational Programs
c. HDP2210Y Introduction to Curriculum be renamed Introduction to Curriculum I: Core Areas

Changes are effective September 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 reviewed by the SGS Committee on Program Matters on November 6, 2007. There was no discussion regarding the proposal at the meeting.

This proposal was approved by the Faculty Council of the Ontario Institute for Studies in Education at its meeting of December 5, 2007. Discussion related to whether or not current students will be required to complete the program according to proposed requirements. Changes to program requirements will only affect the students enrolling in September 2008.

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, CHILD STUDY AND EDUCATION, M.A. PROGRAM

Faculty Affiliation:
Ontario Institute for Studies in Education of the University of Toronto

Name of Graduate Unit:
Human Development and Applied Psychology

Graduate Program/s involved in proposal, if any:
Master of Arts in Child Study and Education

Brief Summary of Proposed Change:
THE FIRST 3 OF THE CHANGES LISTED BELOW ARE THE SUBJECT OF THIS PROPOSAL. ITEMS 4 – 6 ARE INCLUDED FOR INFORMATION BUT DO NOT REQUIRE APPROVAL THROUGH THE GOVERNANCE PROCESS.

1. A half-credit course HDP 2214H Introduction to Curriculum II: Special Areas is to be added to the required course menu for the second year in the Master of Arts in Child Study and Education program. (HDP2214 is a new course being proposed under separate cover.)
2. The half-credit course HDP2230 Designing Educational Programs is being removed from the course menu for required courses in the second year of the Master of Arts in Child Study and Education.
3. The addition of the new HDP2214H course and removal of HDP2230H necessitates shifting in curriculum content across two courses. Specifically, changes to both the name and description of the existing 1st year full-credit course, HDP2210Y Introduction to Curriculum, are proposed to reflect the above program changes. Elements of the current HDP2210Y are to be dropped from that course – including coverage of arts, physical education and communications curriculum – and will be shifted to HDP2214H. HDP2210Y will become the prerequisite course for the new required half-credit course HDP2214H. In turn, material currently covered in HDP2230H (which will be dropped from the program) will be shifted to the revised HDP2210Y (see attached Appendix A Proposal for a Revised Graduate Course). The current and revised descriptions of HDP2210Y follow:

Current Title and Description:

HDP2210Y Introduction to Curriculum
A study of education techniques and the role of the teacher in designing, implementing and evaluating curricula for children aged three to twelve. Basic areas of the elementary curriculum are introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.

Revised Title and Description

HDP2210Y Introduction to Curriculum I: Core Areas
A study of education techniques and the role of the teacher in designing, implementing and evaluating curricula for children aged three to twelve. Basic areas of the elementary curriculum are introduced, including designing educational programs, early childhood, language and literacy, mathematics and science.
4. **FOR INFORMATION:** The existing 1st year full credit course, HDP 2201Y *Childhood Education Seminar and Practicum*, is to be changed to two separate half-credit courses. Specifically, HDP 2201Y *Childhood Education Seminar and Practicum* will become HDP2201H: *Childhood Education Seminar* and a new course will be created: HDP2220H: *Teaching Practicum*. This creates a CR/NCR practicum course that is separate from the graded seminar course, a structure that parallels what is done in the 2nd year of the CSE MA program (approved October 23, 2007).

5. **FOR INFORMATION:** The name of HDP2210Y *Introduction to Curriculum* will be changed to HDP2210Y *Introduction to Curriculum I: Core Areas* to reflect the revised course content.

6. **FOR INFORMATION:** To better reflect the content of the course, the name of HDP 2200Y *Child Study: Observation, Evaluation and Reporting* is to be changed to HDP2200Y *Child Study: Observation, Evaluation, Reporting and Research* (approved October 23, 2007).

**Rationale:**
Currently, in second year of the MA in Child Study and Education program, students take a half-credit course entitled HDP 2230 *Designing Educational Programs*. This course is being removed from the program as the content can be integrated into a first year course HDP2210Y *Introduction to Curriculum* (to be renamed *Introduction to Curriculum I: Core Areas*). In addition, there is currently no course in the MA program that provides students with specific coursework targeting some key special curriculum areas: health education, social studies, environmental education, school and the law and equity and diversity issues (these have only been addressed incidentally), and other areas such as the arts (music, drama, art), and physical education have had inadequate coverage within the existing HDP 2210Y *Introduction to Curriculum* course. The information to be included in the proposed new 2nd year course HDP2214H *Introduction to Curriculum II: Special Areas* is highly relevant to student teachers’ instructional contexts and is not a core component of any existing course within the Child Study and Education program. Hence, we are adding a new half credit course that will provide students with instruction in these areas of the Ontario Curriculum.

**Prior Approvals/Actions:**
- Proposed changes have been approved by the MA in Child Study and Education Academic Program Committee, as well as the Academic Coordinator (Dr. Dale Willows).
- Proposed changes emanate from student feedback and focus groups during 2004-05 and 2005-06

**Proposed Effective Date:** 09 08

**Financial and/or Planning Implications:**
There are no financial implications as one ½ credit course (HDP 2214H) is being substituted for another ½ credit course (HDP 2230H).

**Contact name, e-mail address and telephone #:**
Michele Peterson-Badali,
Associate Chair,
Department of Human Development and Applied Psychology, OISE/UT

Dr. Dale Willows
Academic Program Chair, Child Study and Education
Department of Human Development and Applied Psychology, OISE/UT

**Date:** October 9, 2007
**Child Study and Education**
The M.A. in Child Study and Education program is offered at the Institute of Child Study (ICS), a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario Teachers Certificate of Qualification, which qualifies the holder to teach in the primary and junior divisions of Ontario schools. Graduates are also recommended for Part 1 of the three-part qualification in Primary Education and are eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience.

The philosophy of the program is based on the belief that successful teaching requires an understanding of how children's capacities, concerns, and behaviour change with age; how individual differences reflect developmental changes; and how social and physical environments influence children's development.

The program introduces students to educational and developmental theory and research relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, using both practical assessment and formal methods of inquiry. These areas of knowledge combined with knowledge of effective teaching methods and learning environments result in educational practices that build on children's current levels of development.

**Admission Requirements**
Admission to the two-year M.A. program requires undergraduate studies equivalent to a University of Toronto four-year bachelor's degree with a mid-B or better in the final year. Applicants are also expected to have experience working with groups of children, preferably in responsible positions. Normally an interview is required prior to admission.

**Program Requirements**
The program consists of the equivalent of 16 half-courses, including practicum placements and an internship, and requires two years of full-time study. In the first year, students are required to take HDP 2200Y Child Study: Observation, Evaluation and Reporting, HDP 2201Y-2201H Childhood Education Seminar and Practicum, and HDP 2210Y Introduction to Curriculum I: Core Areas, as well as two elective half-courses. Registration in the second year of the program is contingent on successful completion of all year one work. During the academic session of the second year, students are required to take HDP 2211H Theory and Curriculum I: Language and Literacy, HDP 2212H Theory and Curriculum II: Mathematics, and HDP 2230H Designing Educational Programs, plus one elective half-course. During the internship session of the second year, students are required to take HDP 2221Y Advanced Teaching Practicum, HDP 2202H Childhood Education Seminar II: Advanced Teaching, and one elective half-course.
In both years of the program, electives may be chosen from among master's level courses in the Department of Human Development and Applied Psychology and, in some cases, other departments. Elective courses that are especially recommended to students are listed in the Human Development and Applied Psychology Program Guidelines.

During their first year, students will complete four six-week half-day placements in kindergarten/early childhood, Grade 1-3, and Grade 4-6. A fifth placement is optional for those who would like more experience. In their second year of study, students will complete a 3.5 month full-time internship in an elementary classroom.

Students wishing to qualify for Part 1 of the three-part qualification in Special Education complete at least one six-week placement in a special education setting and take course HDP 2280H *Introduction to Special Education and Adaptive Instruction*, HDP 2292H *Assessment for Instruction*, or another special education course approved by their advisor.

Students planning further graduate study in the foreseeable future are advised to undertake a Qualifying Research Paper (QRP) normally under the supervision of a qualified ICS faculty member.
Item 9.5.1

Admission Requirement Change: Italian Studies, M.A.

MOTION (     /    ) THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science to the admission requirements in the Italian Studies, M.A. program. Admission requirements will be changed from “seven full undergraduate courses (or equivalent) in Italian, including appropriate upper-year full course (or equivalent) in language and three full courses (or equivalent) in three different periods of literature” to “seven full undergraduate courses (or equivalent) in Italian, including the following: 3 full courses or equivalent in Italian literature (students must have at least 0.5 courses in each of 3 different periods: medieval, Renaissance, 17th-18th centuries, modern) and an appropriate upper year full course or equivalent in language.” Changes are 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 January 10, 2008. 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.
Governance Form A: General
2007-2008 (Version #1)

ITEM IDENTIFICATION: PROPOSAL FOR PROGRAM REQUIREMENT
CHANGES TO THE ITALIAN M.A. PROGRAM

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Italian Studies

Graduate Program/s involved in proposal, if any: M.A. Program

Brief Summary of Proposed Change:
The current admission requirement into the MA states: “For entry into a one-year M.A. program, applicants must have completed seven full undergraduate courses (or equivalent) in Italian to include an appropriate upper-year full course (or equivalent) in language and three full courses (or equivalent) in three different periods of literature.” With this proposal, the requirement will change to: “For entry into a one-year M.A. program, applicants must have completed seven full undergraduate courses (or equivalent) in Italian to include the following: 3 full courses or equivalent in Italian literature (students must have at least 0.5 courses in each of 3 different periods: medieval, Renaissance, 17th-18th centuries, modern); an appropriate upper year full course or equivalent in language.”

Rationale:
Due to a decrease in faculty, in recent years it has not always been possible to offer a sufficient number of undergraduate courses to make it possible for our own students to fulfill this requirement. The proposed change addresses the issue while still ensuring that students that apply for the MA have the necessary breadth of courses in different periods.

Prior Approvals/Actions:
The new policy was approved unanimously at the meeting of the Graduate department on 11 October 2007.

The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee on January 10, 2008.

Proposed Effective Date: Sept. 2008

Financial and/or Planning Implications: None

Contact name: Luca Somigli, graduate coordinator

Submitted by: Luca Somigli, graduate coordinator

Date: 15 November 2007
M.A. Italian Studies Program – Current Wording:

For entry into a one-year M.A. program, applicants must have completed seven full undergraduate courses (or equivalent) in Italian to include an appropriate upper-year full course (or equivalent) in language and three full courses (or equivalent) in three different periods of literature.

Proposed changes in wording:

For entry into a one-year M.A. program, applicants must have completed seven full undergraduate courses (or equivalent) in Italian to include: 3 full courses or equivalent in Italian literature (students must have at least 0.5 courses in 3 different periods: medieval, Renaissance, 17th-18th centuries, modern); an appropriate upper year full course or equivalent in language.
Motion
Graduate Education Council
Tuesday, January 22, 2008

Item 9.5.2.

Admission Requirement Change: Italian Studies, Ph.D.

MOTION (     /    ) THAT Graduate Education Council approve the proposal from
the Faculty of Arts and Science to the admission requirements in the Italian Studies,
Ph.D. program. “Applicants with a degree equivalent to a PhD in Italian Studies
(e.g., an Italian dottorato di ricerca) cannot be accepted into the PhD program”.
Changes are 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 January 10, 2008. 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 ITALIAN Ph.D. PROGRAM

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Italian Studies

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

Brief Summary of Proposed Change:
Applicants with a degree equivalent to a PhD in Italian Studies (an Italian dottorato di ricerca) cannot be accepted into the PhD programme.

Rationale:
In recent years, the department has received an increasing number of applications from individuals with degrees equivalent to a PhD (especially, the Italian “dottorato di ricerca”). Lacking a clear ruling on their eligibility, they have on some occasions been admitted. However, the department believes that this presents a fundamental inconsistency. Since candidates with doctorates in a given discipline from a North American institution would not be accepted for a PhD in the same field at UofT, the same norm should apply to candidates with doctorates from other countries.

Prior Approvals/Actions:
The new policy was approved unanimously at the meeting of the Graduate department on 11 October 2007.

The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee on January 10, 2008.

Proposed Effective Date: Sept. 2008

Financial and/or Planning Implications: None

Contact name: Luca Somigli, graduate coordinator

Submitted by: Luca Somigli, graduate coordinator

Date: 15 November 2007
Ph.D. Italian Studies Program – Current Wording:

Applicants for admission in the Ph.D. program must have completed the University of Toronto M.A. or its equivalent and should submit two letters of recommendation and a personal statement of intent with their application.

Proposed changes in wording:

Applicants for admission in the Ph.D. program must have completed the University of Toronto M.A. or its equivalent and should submit two letters of recommendation and a personal statement of intent with their application. Applicants with a degree equivalent to a PhD in Italian Studies (e.g., an Italian dottorato di ricerca) cannot be accepted into the PhD program.
Item 9.6

Program Requirement Change: Linguistics, M.A., Ph.D.

MOTION (    /    ) THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science to reduce the language requirement in the Linguistics M.A. and Ph.D. program. The requirement to read professionally in another language other than English is reduced from two to one. Changes are 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 January 10, 2008. Members discussed whether or not having more than one language requirement is perceived as an advantage. The Department representative noted that additional language requirements are not advantageous with regarding to recruitment or graduate expansion. Program requirements at U of T are nonetheless more demanding compared to other institutions since other institutions do not have any additional language requirements.

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 LINGUISTICS M.A. AND Ph.D.
PROGRAM

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Department of Linguistics

Graduate Program/s involved in proposal, if any: M.A.
Ph.D. (calendar change only)

Brief Summary of Proposed Change:
Currently both our M.A. and Ph.D. programs require that students satisfy two language requirements during their graduate program, where fulfillment of this requirement at the M.A. level satisfies the Ph.D. requirement.

We propose to change the number of language requirements for the M.A. program from two to one. The number of requirements at the Ph.D. level will remain the same except, that the wording in the Graduate Calendar will be adjusted accordingly. As before, satisfaction of language requirements at the M.A. level will count towards satisfaction of the Ph.D. language requirements.

Rationale:
Two language requirements were reasonable at the M.A. level when students normally took a one and half or two year M.A. Currently, almost all of our M.A. students take a one year intensive M.A., and there is little time in which they can satisfy two language requirements in addition to 6 half courses and one full-year forum paper. Moreover, a comparison with Linguistics departments in other Canadian universities shows that our current M.A. language requirements are in excess of those at other institutions. The Linguistics department at McGill has recently eliminated all language requirements in their graduate program, on the rationale that Linguistics graduate students are involved with languages thoroughly and regularly through their courses and research. The Linguistics department at UBC has only one language requirement at the M.A. level, and the University of Victoria also has one language at the M.A. level.

The effect of this change will be to allow M.A. students to focus more intently on their linguistics courses, and to remove a deterrent in graduate recruitment.

Prior Approvals/Actions:
Linguistics Department General Meeting. Nov. 2, 2007
Graduate student representatives were on the Curriculum Committee, which has approved this change, and there were also graduate student representatives at
the Department meeting, where there was unanimous approval of the change. Moreover the graduate students report that there has been some concern over the last few years about the number of language requirements within the M.A. program taking too much time away from their regular linguistics courses. The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee on January 10, 2008.

**Proposed Effective Date:** 09 2008

**Financial and/or Planning Implications:**
There are no financial or planning implications to this change.

**Contact name:** Diane Massam, Chair

**Submitted by:** Diane Massam, Chair
Department of Linguistics

**Date:** Nov. 20, 2007
M.A. Linguistics Program – Current Wording:

All students must demonstrate an ability to read professionally in two languages other than English. The choice of languages must be approved by the graduate coordinator, having regard to the student's field of research. In some circumstances, demonstrated competence in computer programming may satisfy the requirements.

Ph.D. Linguistic Program – Current Wording:

Language requirements as outlined for the M.A. degree must be satisfied, and other requirements are determined in consultation with the graduate coordinator.

M.A. Linguistics Program – Proposed Changes in Wording:

All students must demonstrate an ability to read professionally in two languages other than English. The choice of languages must be approved by the graduate coordinator, having regard to the student's field of research. In some circumstances, demonstrated competence in computer programming may satisfy the requirements.

Ph.D. Linguistics Program – Proposed Wording:

The language requirements as outlined for the M.A. degree must be satisfied. In addition, there is one more language requirement. Other requirements are determined in consultation with the graduate coordinator.
Motion

Graduate Education Council
Tuesday, January 22, 2008

Item 9.7

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

MOTION ( / ) THAT the Graduate Education Council approve the proposal from the Rotman School of Management to replace MGT 5402 Managing IT in Global Organization with MGT 5502 Marketing II as a program requirement for the Global Executive M.B.A Program. 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.

The proposal was reviewed by the SGS Committee on Program Matters on November 6, 2007. Members noted that there is a typographical error in the governance form and that MGT 5501 should be replaced with MGT 5502 in the rationale section. The revised documentation was distributed with the GEC package.

This proposal was approved by the Rotman School Faculty Council on November 7, 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: Rotman School of Management

Name of Graduate Unit: Executive MBA programs

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

Brief Summary of Proposed Change:
1) MGT 5402 Managing IT in a global Organization - delete
2) MGT 5501 Marketing II - add

Rationale:
1) MGT 5402 Managing IT in a global Organization – Most of the material taught in this course is integrated with MGT 5901 Technology Innovation. As such this course is experiencing too many content overlaps and is redundant.
2) MGT 5501 Marketing II – is currently offered in the Executive MBA program but not in OMNIUM. Advanced marketing in the global arena allows deeper investigation of complex marketing issues. We therefore ask that this advanced marketing course is added to the curriculum.

Prior Approvals/Actions:
Approved by Rotman’s Master Program Committee (Oct. 24, 2007) and Executive Committee (Oct. 26, 2007) on behalf of the faculty.
Based on substantial feedback from graduate students in OMNIUM classes 1 – 3.
Faculty Council meeting: November 7, 2007

Proposed Effective Date: 09 2008

Financial and/or Planning Implications:
No substantial impact, substitution of a course.
The changes have no impact on the overall credit weighting of the program.

Contact name, e-mail address and telephone #:
Dr. Beatrix Dart
Academic Director, Executive MBA Programs
Professor of Strategic Management

Submitted by:
Prof. Peter Pauly

Date: November 6, 2007
The Global Executive M.B.A. "Omnium" program is an alternative option to the Executive M.B.A. program offered by the Joseph L. Rotman School of Management. This program is for executives who want to participate in an internationally focused business program. The intensive cross-cultural curriculum provides participants with a deep understanding of global business, and it provides the knowledge and tools needed to successfully develop and implement global strategies.

Admission to the Global Executive M.B.A. program is restricted to applicants with significant professional work or managerial experience. Applicants are considered under the general regulations of the School of Graduate Studies. Applicants must also obtain either a satisfactory score for the Executive M.B.A. Diagnostic Tool (EDT) or the Graduate Management Admission Test (GMAT). For further details, please refer to the Web site or contact the program office.

The program is offered in 46 international modules over a 168-month period. Modules consist of two to three intensive weeks in each of the five locations: South America (Brazil, Argentina), India (Hyderabad, Mumbai), Europe (Switzerland, Germany, Hungary), South America (Brazil, Argentina), China (Hong Kong, Shanghai), and Canada (Toronto). The program starts and ends with a module in Toronto. The curriculum is closely aligned with the courses offered in the Executive M.B.A. program. Between modules, participants continue their academic work by utilizing our electronic learning tools. After successfully completing all modules, participants receive the M.B.A. degree from the University of Toronto.

To learn more about the Global Executive M.B.A. program, visit www.omniumgemba.com or call (416) 946-3022.

**Courses of Instruction**

MGT 5001H Strategy 1: Global Strategic Management 1

MGT 5002H Strategy 2: Corporate Strategy
MGT 5004H Personal Leadership: Corporate Leadership
MGT 5005H The Business Environment 1: Corporate Governance
MGT 5006H The Business Environment 2: Professional Responsibilities
MGT 5007H International Business: International Risk Management
MGT 5009H Topics in Strategic Management
MGT 5010H Industry Analysis Project: Developing a Business Plan
MGT 5011H Capstone Project - The Responsible Leader: Growth Project
MGT 5012H Special Topics in Strategic Management
MGT 5101H Economics 1: Economics Introduction
MGT 5102H Economics 2: Political Economy
MGT 5201H Accounting 1
MGT 5202H Accounting 2: International Accounting
MGT 5301H Finance 1: Financial Global Markets
MGT 5302H Finance 2: Corporate Finance
MGT 5401H Business Operations: Supply Chain Management
MGT 5402H Managing IT in Global Organizations
MGT 5501H Marketing 1: Creating Customer Value (Marketing)

MGT 5502 Marketing 2
MGT 5601H Organizational Leadership 1: Global Team Leadership
MGT 5602H Organizational Leadership 2: Negotiation
MGT 5801H Quantitative Reasoning for Managers
MGT 5901H Technology Innovation
Motion

Graduate Education Council
Tuesday, January 22, 2008

Item 9.8

Admission Requirement Change: Political Science, M.A.

MOTION (    /    ) THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science to change admission requirements to the Political Science, M.A. program.

   a. Instead of requiring “five to eight courses in political science” students must have a “a strong background in political science”
   b. Students without an adequate background in political science may be required to complete “additional undergraduate courses” instead of supplementary “qualifying work”

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 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 January 10, 2008. Members expressed support for the proposed change. The Department of Political Science representative noted that the proposed change will allows greater flexibility with regards to student admission

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.
PROPOSAL FOR ADMISSION REQUIREMENT CHANGES TO THE POLITICAL SCIENCE M.A. PROGRAM

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Department of Political Science

Graduate Program/s involved in proposal, if any: Changes affect the MA program including all departmental streams and collaborative programs as noted below:

Departmental Streams:
- Politics and Policy
- Theory
- Political Economy of International Development

Collaborative Programs:
- Asia Pacific Studies
- Environmental Studies
- Ethnic and Pluralism Studies
- International Relations
- JD/International Relations (combined degree)
- Women and Gender Studies

Brief Summary of Proposed Change:
1. Under admissions requirements for the MA program we wish to replace the reference to “five to eight courses in political science” with a reference to “a strong background in political science”.
2. Also we wish to replace the reference to “qualifying work” with “additional undergraduate courses.”

(See above noted wording change in tracking document (attached))

Rationale:
1. The new wording gives us more flexibility in the admissions processes. More and more students are taking interdisciplinary or collaborative undergraduate degrees. This means that while their backgrounds might be very appropriate for pursuing an MA in political science their transcripts sometimes do not have five to eight full courses designated political science.
2. Reference to ‘qualifying work’ has led some applicants to think that if they just complete a qualifying year they are automatically admitted into the program. The new wording presents a more accurate impression.

Prior Approvals/Actions: These changes have been discussed and approved by the Graduate Affairs Committee. Three graduate students sit on this committee, as well as professors from each area group.
The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee on January 10, 2008.

Proposed Effective Date: September 1, 2008 (to be included in the 2008-09 Calendar)

Financial and/or Planning Implications: N/A

Contact name: Professor Simone Chambers - Graduate Director
Submitted by: Graduate Director
Date: December 6, 2007
Degree of Master of Arts

Admission Requirements
The minimum admission requirement for the M.A. programs is a cumulative grade average of B+ or better in a bachelor’s program equivalent to a University of Toronto four-year bachelor’s degree program. Preference will be given to students with outstanding academic records and a strong background in political science. Students are expected to have completed at least five to eight suitably distributed courses in political science with at least a B+ average. Admission is competitive. Enrolment in the program is limited, and meeting minimum requirements does not guarantee admission. All applicants are considered on their individual merit by a departmental admissions committee. Students lacking an adequate background in political science may be required to complete additional undergraduate courses before being considered for admission. Students seeking entry into the M.A. programs but lacking a four-year specialist degree program or the minimum required number of political science courses should consider doing qualifying work at the undergraduate level prior to application. Such work should be undertaken in consultation with the M.A. Supervisor.
Motion
Graduate Education Council
Tuesday, January 22, 2008

Item 9.9

Program Requirement Change: Women and Gender Studies, M.A.

MOTION (     /    ) THAT Graduate Education Council approve the proposal from the Faculty of Arts and Science to change program requirements of the Women and Gender Studies, M.A. program. WGS 1006H Practicum in Women and Gender Studies and WGS 1007H Independent Research/Reading in Women and Gender Studies are added to the list of elective courses. 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 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 January 10, 2008. 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 WOMEN AND GENDER STUDIES
M.A. PROGRAM

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Women and Gender Studies Institute

Graduate Program/s involved in proposal, if any: MA Program, Women and Gender Studies Institute

Brief Summary of Proposed Change: Students are currently asked to take 1 elective in women/gender studies. They can currently satisfy this requirement by taking a special topics seminar. We are proposing two additional options (a practicum and independent study) by which students can satisfy this elective requirement.

Revised Calendar Entry is attached as a separate file.

Rationale: These options have been added in part as a response to multiple requests from students in our MA program this year. Practicums have a long-standing role in women/gender studies programs, as a course in which students can study, engage directly in, and critically reflect upon feminist activism (or work for the betterment of women) inside and outside the university classroom. Participation in such practicums also helps students prepare for and find jobs in a range of different sectors (non-profit, government, corporate, etc.) in which gendered analyses are called for. We currently field one special-topics seminar each year. Adding the independent study option will allow students whose research programs don't align with the seminar or practicum to deepen their own studies.

Prior Approvals/Actions: *An email request for suggestions for program improvements and changes was circulated to all MA students in November.
*Revisions proposed here were approved by the WGSI Program Committee, Dec. 5, 2007.
The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee on January 10, 2008.

Proposed Effective Date: Sept. 2008

Financial and/or Planning Implications: Minimal financial implications. The practicum course can be offered jointly with an undergraduate practicum for advanced students in women/gender studies. Faculty supervising independent research courses are not given additional financial compensation for these courses.

Contact name: Shahrzad Mojab, Director, Women and Gender Studies Institute
Submitted by: Bonnie McElhinny, Graduate Coordinator, Women and Gender Studies Institute
Date: Dec. 6, 2007
Revised Calendar Entry: Women and Gender Studies WGS

Graduate Faculty

Full Members
- M. J. J. Alexander, BSW, MA, PhD
- K. E. K. Armatage, BA, MA, PhD
- J. Larkin, BA, MEd, PhD
- B. S. McElhinny, BA, MA, PhD

Coordinator of Graduate Studies
- S. Mojab, MEd, PhD
- K. P. Morgan, BA, MA, MEd, PhD
- M. C. M. Murphy, BA, PhD
- M. E. Nyquist, BA, MA, PhD
- K. K. A. Rittich, MusBac, LLB, SJD
- A. Tambe, BA, MS, PhD
- J. Taylor, BA, PhD
- A. Trotz, BA, MPhil, PhD

Address:
Women and Gender Studies Institute
Room 2036, Wilson Hall, New College
University of Toronto
40 Willcocks Street
Toronto, Ontario M5S 1C6
Canada

Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Web: www.utoronto.ca/wgsi

The Women and Gender Studies Institute offers a program leading to the M.A. degree in Women and Gender Studies. Our faculty have expertise in several areas including transnational perspectives on gender, postcolonial perspectives on gender, and gender and cultural production.

M.A. students are accepted under the general regulations, provided that they also satisfy the institute's requirements stated below. The student's program of study must be approved by the institute.

Degree of Master of Arts

Admission Requirements
Admission to the master's program is based on the completion of a four-year University of Toronto bachelor's degree, or its equivalent, in women's studies and
gender studies or a related area at an approved university. Applicants must have obtained an average equivalent to a University of Toronto B+ or better in their final year of undergraduate study. All applicants must submit a letter of intent that addresses the academic goals that they wish to pursue in the program, two letters of recommendation, and transcripts from all post-secondary institutions. The program welcomes applications from international students.

Program Requirements
Students must complete a total of 4.0 full-course equivalents (FCE) as follows:

1. 2.0 core-FCE in Women and Gender Studies. Required courses include WGS 1000H, 1001H and WGS 1002H. Students also choose 1 elective in WGS from 1003H, 1004H, 1006H, or 1007H.

2. 1.0 FCE for the M.A. Research Paper (1005Y).

3. 1.0 FCE in electives chosen in consultation with the M.A. Program Advisor or the student's advisor from available graduate courses.

Collaborative Programs
The Women and Gender Studies Institute participates in the following collaborative programs:
1. Addiction Studies
2. Aging, Palliative and Supportive Care Across the Life Course
3. Asia-Pacific Studies
4. South Asian Studies
5. Environment and Health
6. Environmental Studies
7. International Relations
For more details, consult the separate entries in this calendar.

Courses of Instruction

Core Courses
WGS 1000H Theories, Histories, Feminisms
WGS 1001H Feminism, Transnationalism and Postcolonialism
WGS 1002H Feminist Methodologies and Epistemologies

Elective Courses
WGS 1003H Special Topics in Feminist Studies or
WGS 1004H Special Topics in Feminist Theory
WGS 1006H Practicum in Women and Gender Studies
WGS 1007H Independent Research/Reading in Women and Gender Studies

Research Paper
WGS 1005Y M.A. Research Paper
For Information

Graduate Education Council
Tuesday, January 22, 2008

Item 11.1

For information only: Registration Statistics, 2007-08
SGS Registration, 2007-2008
(Nov. 1 2007 enrolment as of January 10, 2008)

School of Graduate Studies,
University of Toronto

Presented by: Heather Kelly
Date: January 22, 2008
SGS Registration, 2007-2008
(as of January 10, 2008)

- Total Graduate Students
  - 13,626
- Increase over 2006-2007
  - 11.5%
Admissions, 2007-2008
(as of January 10, 2008)

- Applications Received 2006-07  23,014
- % Change from 2006-07   +13%

- Offers Sent  8,573
- % Change from 2006-07   +15%

- Offers Accepted (Reg.)  5,324
- % Change from 2006-07   +20.5%
Registration by Degree Type, 2007-2008 (as of January 10, 2008)

- Masters: 23%
- Prof. Masters: 37%
- Doctoral: 38%
- Diploma: 1%
- Special Students: 1%

CANADA’S ANSWERS TO THE WORLD’S QUESTIONS
Registration by Division, 2007-2008
(as of January 10, 2008)

- 2 Social Sc. (40%)
- 1 Humanities (12%)
- 3 Physical Sc. (18%)
- 4 Life Sciences (30%)
Registration by Faculty, 2007-2008
(as of January 10, 2008)

- Management: 8%
- Engineering: 10%
- OISE/UT: 15%
- Other Single Department Faculties, Centres and Institutes: 19%
- Medicine: 20%
- Arts & Science: 26%

Canada’s answers to the world’s questions
Registration, Graduate Units, 2007-2008 (as of January 10, 2008)

- Management 1124
- Curriculum, Teaching & Learning 714
- Electrical & Comp. Engineering 484
- Theory & Policy Studies in Education 472
- Institute of Medical Science 438
Registration by Gender 2007-2008
(as of January 10, 2008)

<table>
<thead>
<tr>
<th>Division</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>Division II</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Division III</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Division IV</td>
<td>34%</td>
<td>66%</td>
</tr>
</tbody>
</table>
Registration by Status 2007-2008
(as of January 10, 2008)

Full-time 11,643
Part-Time 1,983
International (VISA) Students, 2007-2008 (as of January 10, 2008)

- SGS International: 13%
- SGS Domestic: 87%
Where are the International (VISA) Students, 2007-2008? (as of January 10, 2008)

- Management: 190
- Electrical & Computer Eng.: 116
- Computer Science: 98
- Medieval Studies: 60
- Medical Science: 60
International Students (VISA) as a % of Total Registration, 2007-2008
(as of January 10, 2008)

- Medieval Studies 57%
- Astronomy 52%
- Slavic Lang. & Literature 47%
- Law 38%
- Classics 34%
Where do 2007-2008 International (VISA) Students come from? (as of January 10, 2008)

- USA 347 (411)
- China 289 (709)
- India 117 (265)
- Iran 88 (265)
- Germany 70 (81)
Enrollment, Collaborative Programs
2007-2008 (as of January 10, 2008)

- 967 students enrolled in 34 Collaborative Programs

Sample Collaborative Programs & Enrolment:

- Neuroscience 153
- Comp., Intl. & Dev. Education 133
- Women’s Studies 91
Registration in Collaborative Programs, 2007-2008 by degree type
(as of January 10, 2008)

- Doctoral: 55%
- Doctoral-stream Master's: 28%
- Master's: 17%

CANADA’S ANSWERS TO THE WORLD’S QUESTIONS
## Registration, Postdoctoral Fellows 2006-2007

<table>
<thead>
<tr>
<th>Division</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>Humanities</td>
</tr>
<tr>
<td>Division II</td>
<td>Social Science</td>
</tr>
<tr>
<td>Division III</td>
<td>Physical Sciences &amp; Engineering</td>
</tr>
<tr>
<td>Division IV</td>
<td>Life Sciences</td>
</tr>
<tr>
<td></td>
<td>(1016 Hospital-based)</td>
</tr>
<tr>
<td><strong>TOTAL PDFs</strong></td>
<td></td>
</tr>
</tbody>
</table>
Graduation 2006-2007
Item 11.2

For information only: Fall 2007 Graduate Education Council By-Election (#2) Results

See attached supporting documentation.
Report to the Graduate Education Council  
Results for the Fall by-election (#2)  
January 2008

There were four positions on Graduate Education Council open for election in the fall of 2007. A call for nominations was made in October. Three positions were filled by acclamation. The Election Committee met on November 28, 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>1 graduate faculty</td>
<td>Acclaimed: Professor Robin Elliot, Music</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division II</td>
<td>2 graduate faculty</td>
<td>Acclaimed: Professor Jens Erik-Mai, Information Studies</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td>1 seat remains vacant</td>
</tr>
<tr>
<td>Division III</td>
<td>1 graduate faculty</td>
<td>Acclaimed: Professor Hugh Liu, Aerospace Science and Engineering</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Terms of office: Faculty serve a three year, non-renewable term of office.

Election Committee:  
The Election Committee consisted of Professor Todd Lawson, Department of Near and Middle Eastern Civilizations, Division I faculty member of the Graduate Education Council; Ms. Jennifer Polk, Division I 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.

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Jane Alderdice  
Secretary to Graduate Education Council  
January 14, 2007
For Information

Graduate Education Council
Tuesday, January 22, 2008

Item 11.3

For information only: Transfer of the Master of Management and Professional Accounting (M.M.P.A.) Program from the Rotman School of Management to the Professional Graduate Program Centre (PGPC), University of Toronto Mississauga

The following resolution was approved by both the Rotman School Faculty Council and the Erindale College Council during the fall session, 2007:

MOTION
THAT the Rotman School/ University of Toronto Mississauga Council approve the transfer of all aspects of the administration, budget and academic program of the Master of Management and Professional Accounting (M.M.P.A.) Program from the Rotman School of Management to the University of Toronto Mississauga, effective with the M.M.P.A. Class of 2010, which will enter in June 2008.

The transfer of the M.M.P.A. program is administrative only and does not require governance approval. The transfer is effective May 1, 2008. The transfer will “facilitate the oversight and development of the M.M.P.A. program”.

For information, the Professional Graduate Program Centre (EDU-B) was established during the 2006-07 academic year at the University of Toronto Mississauga in order to house professional graduate programs operating from that campus.