May 14, 2008

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

I am advising members of the following notice of meeting and agenda. Please note that the meeting will again take place at Simcoe Hall in the Governing Council Chamber. If you have any questions or comments about this agenda or comments in general, you may contact Ms. Renée Luciw, Interim SGS Governance Officer, at 416-946-3427 or sgs.governanceofficer@utoronto.ca or feel free to contact me at any time at jane.alderdice@utoronto.ca.

Notice of Meeting
Graduate Education Council
Tuesday, May 20, 2008
3:00 p.m. - 6:00 p.m.

Governing Council Chamber, Room 214
Simcoe Hall, 27 King’s College Circle

Beverages only will be provided at the meeting. You are invited to a reception at the Faculty Club immediately following the meeting. See invitation attached.

AGENDA

1. Minutes of the Graduate Education Council Meeting of April 22, 2008
   (Documentation attached)

2. Business Arising from the Minutes

3. Dean’s Remarks

...2
4. Report of the Vice-Dean, Programs

5. Report of the Vice-Dean, Students

6. Proposal for a Collaborative Master’s and Doctoral Program in Workplace Learning and Social Change, Ontario Institute for Studies in Education
   (Documentation attached)

7. Admission and Program Requirement Changes
   (Documentation attached)
   7.1 Elementary and Intermediate Education Program, Master of Teaching (M.T.)
      7.1.1 Admission requirement change
      7.1.2 Program requirement change
   7.2 Geography Program, M.Sc., program requirement changes for students in the Collaborative Program in Environmental Studies
   7.3 Geography Program, M.Sc., Ph.D., program requirement change, Physical Geography field
   7.4 Philosophy Program
      7.4.1 Admission requirement change (background in Philosophy), Ph.D., direct entry option
      7.4.2 Admission requirement change (Graduate Record Exam), Ph.D. and direct entry option
      7.4.3 Program requirement change (language requirement), Ph.D. and direct entry option
      7.4.4 Admission requirement change, M.A.
   7.5 Rehabilitation Science Program, M.Sc., Ph.D., admission and program requirement changes
   7.6 School and Clinical Child Psychology Program, Ph.D., program requirement change

8. Program Name Change
   (Documentation attached)
   8.1 Elementary and Intermediate Education program, Master of Teaching (M.T.)

9. Program Closures
   (Documentation attached)
   9.1 Developmental Psychology and Education program, Ed.D.
   9.2 M.B.A./M.A. in Eurasian, Russian and European Studies, Combined Program
   9.3 Collaborative Program in Integrated Manufacturing
10. **Graduate Academic Appeals Board, Approval of Membership for 2008-2009**  
   (Documentation attached)

11. **Appointment of Code of Student Conduct Hearing Officer, School of Graduate Studies**  
   (Documentation attached)

12. **New Hood for the Master of Science in Community Health Degree**  
   (Documentation attached)

13. **Other Business**  
   13.1 SURVEY of your experience on Graduate Education Council  
      (Survey for completion will be distributed at the meeting)

14. **For Information**  
   (Documentation attached)  
   14.1 SGS Audit Report, 2007-08  
   14.2 Spring Graduate Council Election Report  
   14.3 Annual Report on GAAB Appeals, 2007-08  
   14.4 Annual Report on Graduate House, 2007-08  
   14.5 Report of the Graduate Education Governance Processes Review Panel  
   14.6 Report of the Working Group on Interdisciplinarity in Graduate Education

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*Regrets only* to Ms. Renée Luciw, SGS Governance Officer, at 946-3427; e-mail: sgs.governanceofficer@utoronto.ca
UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

GRADUATE EDUCATION COUNCIL
MINUTES OF THE MEETING
of
Tuesday, April 22, 2008

The meeting was called to order at 3:00 p.m. Vice-Dean Berry Smith welcomed Graduate Education Council members and visitors and thanked them for attending the meeting. He advised members that he is replacing Dean Susan Pfeiffer as Chair of the Council for this meeting.

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 February 19, 2008**

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

THAT the agenda of the Graduate Education Council meeting of April 22, 2008 be approved.

The motion was **CARRIED**.

1. **Minutes of the Graduate Education Council Meeting of Tuesday, February 19, 2008**

The minutes of the **Tuesday, February 19, 2008** meeting were circulated with the agenda.

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

THAT the minutes of the **Tuesday, February 19, 2008** School of Graduate Education Council meeting be approved.

The motion was **CARRIED**.

2. **Business Arising from the Minutes**

2.1 **Subsequent action on GEC approved items**

The Master (M.H.I.) degree program in Health Informatics was approved by the Governing Council on March 4, 2008. The OCGS appraisal is ongoing.
The Master of Health Science (M.H.Sc.) degree program in Medical Radiation Sciences was approved by the Governing Council on March 4, 2008. The OCGS appraisal is ongoing.

The Collaborative Master of Science (M.Sc.) and Master of Applied Science (M.A.Sc.) Program in Optics received final approval by OCGS on March 18, 2008. The program commences September 2008.

3. **Dean’s Remarks**

3.1 **Spring Graduate Education Council Election: Vacant Seat Report**

An election is in progress to fill fifteen vacant seats on the Council. We have received nominations in many constituencies. Balloting is occurring in the student constituency of Division IV – Life Sciences. Results of the election will be reported at the May Graduate Education Council (GEC) meeting. Five seats remain vacant and an additional seat became vacant since the election began. There will be a by-election in the early fall.

3.2 **Annual Collaborative Program Workshop**

The workshop was held on April 4, 2008. There was a very good turnout with representation from almost every collaborative program including representation from those proposed programs that are proceeding through governance.

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

No report.

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

5.1 **Results of External Award Competitions**

The Chair introduced Krista Steeves who gave a PowerPoint presentation on the topic of University of Toronto results in recent external award competitions. Krista Steeves introduced herself as new Assistant Director at SGS. Ms. Steeves and The Chair answered questions from GEC members.

A member asked if statistics were available for applications in the master’s and doctoral programs for CGSMs and PGSMs. The Chair and Ms. Steeves answered questions about how the quota and ranking systems are administered in SGS and at the government level. In response to a question, Ms. Steeves said that the quota is 324 applications. The Chair added that the internal University quota is set by a three-year rolling average of previous successes. A member wondered if U of T might have better results in the competition if we forwarded all applications to Ottawa. The Chair advised that Ottawa does not permit this.

A member asked about the internal quota. The Chair said that the committee has reduced the number of applications that it accepts from departments this year. The quota is set high enough that no department is disadvantaged, but the quota is low enough that it reduces the number of applications we receive. A member asked if there was a breakdown by department. Ms. Steeves answered that the information can be produced but it may not be worthwhile for the amount of work involved. The Chair agreed that the committee might have to consider the matter further.
A member inquired into the criteria that the committee uses to evaluate applications and asked how the criteria are weighted. The Chair replied that he relies on the wisdom and experience of the many Graduate Coordinators. Quantitative weightings are not applied. Criteria that are considered include the student’s productivity, academic record and the quality of the research proposal and program. A scoring system is used and scores are often remarkably consistent. Each file is read before the adjudication meeting by two committee members, and any major discrepancies are debated and resolved collegially. The Chair concluded that though it is an imperfect process, it seems to work well in terms of our success at Ottawa. He said he would like to see better results, but reminded the GEC that it is still a guessing game and successful applications are very hard to predict.

A member stated that discussions of the kind that The Chair described occur in every department and they are frustrated that they do not know how decisions are made at the SGS level. She noted that often the department’s top-ranked students are eliminated. Departments don’t know what SGS is going to emphasize and trying to guess is a waste of time. The process needs more transparency. The Chair said that now SGS has a reasonably consistent and describable process, he could send some guidelines to departments before the next round of applications.

A member asked whether SGS prioritizes differently for students at different levels in their program. The Chair said the question is difficult to answer. For example, at a master’s level, marks are more important because it is too early often to see research productivity, although SGS does not assign a quantitative weighting. Obviously the quality of research proposals is important. Support letters is another area in which the committee consistently finds variation. A good letter is one from a person who knows the student and is believable, and comments on important things. If a Graduate Coordinator receives a support letter that is not well written, then he/she should ask for better letters. This is often done at our competitor universities. A member suggested that it would be useful for students to have information at the beginning of the process; not all students can attend workshops.

Ms. Steeves continued with the presentation with information about the SSHRC CGSM’s. She advised that U of T is often asked to share information about how SGS handles these awards. She invited questions or feedback by e-mail or telephone.

The Chair thanked Ms. Steeves for her presentation and informed GEC that the Fellowships and Loans office has been renamed the Graduate Awards Office.

A member wondered what percentage of Canadian graduate students are at the University of Toronto; if it is ten percent, the university is not doing that well considering that ten percent of all federal awards are awarded to the University of Toronto. We should be doing better than that.

**5.2 Award Payment Procedures**

The Chair announced SGS will no longer be issuing cheques to students. Ms. Steeves added that SGS is urging people to enter their direct deposit information directly on ROSI. A member asked if the process includes the deposit of money from outside awards. Ms. Steeves said it does. She noted that a manual cheque can be produced if absolutely necessary.
4.3 Grad Room

Dean Smith announced that SGS is looking for an alternative vendor to provide food services to the Grad Room, adding that it is still open and available for use.

A member asked who the contact person for the process is. Dean Smith confirmed that Heather Kelly is the administrative officer who is responsible for the Grad Room – her e-mail address is heather.kelly@utoronto.ca.

6. Program and Admission Requirement Change

6.1 Developmental Biology, Collaborative Doctoral Program

The proposal was posted on the Graduate Webposting System (GWS) for 28 days. This proposal was approved by the Faculty of Medicine Graduate Curriculum Committee on March 6, 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. Professor Ulrich Tepass was present to answer questions. The Chair called upon Vice-Dean Elizabeth Cowper to present the motion. Vice-Dean Cowper drew members’ attention to an error on the back page of the supporting documentation to item 6.1 and noted that clause “and the seminar course JDB 1026Y” will be deleted from the SGS Calendar entry.

MOTION (duly moved and seconded)

THAT Graduate Education Council approve the proposal from the Collaborative Program in Developmental Biology (Faculty of Medicine - lead) to change the core course JDB1025Y Developmental Biology from a full course to a half course requirement (JDB1025H Developmental Biology). Changes are effective September 2008.

The Chair called the question.

The motion was CARRIED.

6.2 Program Requirement Changes: Drama, M.A.

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 April 15, 2008. The SGS Committee on Centre and Institute Programs (CCIP) approved this proposal on April 11, 2008 via e-mail. The approval of the Graduate Education Council is final. The proposal will be included in an annual report to the Academic Policy and Programs Committee for information. Professor Stephen Johnson was present to answer questions. The Chair called upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)

THAT the Graduate Education Council approve the proposal from the School of Graduate Studies, Centre for the Study of Drama, for program requirement changes to the M.A. program:

a. Reduction of course requirements from 5.0 FCE to 4.5 FCE
b. Change DRA 5000Y Theatre Practice I from Credit/Non-Credit to Letter Grade Evaluation.
Changes are effective September 2008.

A member asked what the advantage is for students for part (b) of the motion. Professor Johnson said that changing the course to a letter grade evaluation more effectively integrates theatre practice into the academic component of their study. A member asked how the course will be assessed. Professor Johnson said it will be assessed by staff through a number of components. The method will vary depending on the component being assessed: the workshop will have a strong written component, a practical component, hands-on engagement and feedback. The end result will effectively be a letter grade.

After Professor Johnson confirmed that multiple people will be teaching the course, a member noted that other courses are taught with multiple people and sometimes the process of assessing students’ performance has been blurry. She expressed concern that the same situation may occur with DRA 5000Y. Professor Johnson echoed the member’s concern, saying his job was to make the process crystal clear.

A member asked if the department considered why the master’s program initially had five credits and asked for the rationale behind reducing the course requirements, apart from other programs’ practice. Professor Johnson answered that most other graduate units have approximately 4.5 full course equivalents (FCE). Historically there has been a practicum component that has been other than academic, although it was integrated to some degree. With more integration it has become an increasingly significant part of the program. Therefore the change will more effectively integrate theatre practice into the program, and recognize a more appropriate weighting of the course itself.

The Chair added that it is difficult to compare course weights across programs as there are no universal standards. He called the question.

The motion was CARRIED.

7. **Asian Institute: Proposal to Disestablish Within SGS (currently joint with the Faculty of Arts and Science)**

The Asian Institute is currently jointly administered by the School of Graduate Studies and the Faculty of Arts and Science. During the 2006-07 academic year the Faculty of Arts and Science was designated the academic lead Faculty. All academic matters are managed by the Faculty of Arts and Science. The budget remained at SGS.

The proposed change aligns administrative and budgetary oversight within the Faculty of Arts and Science. The Faculty of Arts and Science Faculty Council approved the proposal on April 9, 2008. Graduate Education Council approval is final for the disestablishment of the joint Asian Institute within the School of Graduate Studies.

Professor Tanya Li and Vice-Dean David Klausner were present to answer questions. The Chair called upon Vice-Dean Elizabeth Cowper to present the motion.

**MOTION (duly moved and seconded)**

THAT the Graduate Education Council approve the disestablishment of the joint Asian Institute (EDU-C) in the School of Graduate Studies; full
administrative oversight of the Institute, is transferred to the Faculty of Arts and Science, effective May 1, 2008.

A member suggested that the words “including budget, staff and resources” be added to the motion. Vice-Dean Cowper agreed to the friendly amendment.

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

**THAT** the Graduate Education Council approve the disestablishment of the joint Asian Institute (EDU-C) in the School of Graduate Studies; full administrative oversight of the Institute, **including, budget, staff and resources**, is transferred to the Faculty of Arts and Science, effective May 1, 2008.

The Chair called the question.

The revised motion was **CARRIED**.

8. **Institute for Life Course and Aging: Proposal to Disestablish Within SGS**

The Institute for Life Course and Aging was established as an Institute in 1989. The proposal to establish the Institute for Life Course and Aging in the Faculty of Medicine will be on the agenda of the June 23, 2008 Faculty of Medicine’s Faculty Council meeting. Graduate Education Council approval is final for the disestablishment of the Institute for Life Course and Aging within the School of Graduate Studies.

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

**MOTION (duly moved and seconded)**

**THAT** the Graduate Education Council approve the disestablishment of the Institute for Life Course and Aging (EDU-C) within the School of Graduate Studies effective July 1, 2008, pending approval by the Faculty Medicine; the Institute, including the budget, staff and resources, will be transferred to the Faculty of Medicine effective July 1, 2008.

Vice-Dean Andrea Sass-Kortsak was present to answer questions. A member asked what happens if the Faculty of Medicine does not approve the transfer. Vice-Dean Cowper replied that in the unlikely event that the Faculty of Medicine Council changes its mind regarding the motion, the Institute for Life Course and Aging will remain with SGS. The Chair called the question.

The motion was **CARRIED**.

9. **Academic Board Representative, Div III & IV – Election**

Professor Christopher Damaren, Institute of Aerospace Science and Engineering, has indicated his willingness to serve in this capacity. His curriculum vitae was available for review. The recommendation comes forward following the “Procedures for Selecting SGS Members of the Academic Board of Governing Council, July 2007”. The Standing
Committee on Program Matters (SCPM) recommends nominees to GEC for a vote. Since there is only one nomination, GEC is asked to vote on acclamation Professor Damaren to the seat. SGS will report the results to the Governing Council Office. For information, Professor Christy Anderson, Department of Art, is the SGS representative for Divisions I and II on the Academic Board and she continues in that seat until June 2009.

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

MOTION (Cowper/Liu) THAT the Graduate Education Council approve the recommendation of the Standing Committee on Program Matters for the appointment of Professor Christopher J. Damaren as the SGS representative on the Academic Board for Divisions III and IV for a two year term commencing July 1, 2008.

The Chair called the question.

The motion was CARRIED.

10. Appointment of Hearing Officer: Code of Student Conduct

All divisions are required to appoint a Hearing Officer for the Code of Student Conduct (non-academic behaviour). SGS has always had its own Hearing Officer appointed by this Council. However, in recent years SGS has only approximately one case per year and these cases rarely result in a hearing. Therefore, the Dean is recommending that GEC approve the appointment of Professor Harvey Anderson who is the Hearing Officer in the Faculty of Medicine. This would ensure that SGS has a Hearing Officer, that the Officer is experienced, and that someone does not have to hold this position year after year with no activity in the position.

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

MOTION (duly moved and seconded)
THAT the Graduate Education Council approve the appointment of Professor Harvey Anderson, Department of Nutritional Sciences, as the Code of Student Conduct Hearing Officer for the School of Graduate Studies for a three-year appointment, commencing July 1, 2008 and ending June 30, 2011.

The Chair called the question.

The motion was CARRIED.

11. Other Business

A member asked why departments no longer need to rank students when they apply for grants to go to conferences. The Chair advised that there are no travel grants for conferences, only for research-related travel. Ms. Steeves suggested the member may be confusing travel awards with research awards. The member will discuss
the issue at another time directly with the Graduate Awards Office. The Chair said that SGS will continue to analyze award procedures and there will be further discussions.

The Chair announced that a special reception to honour members of the Graduate Education Council and School of Graduate Studies will immediately follow next month’s GEC meeting on May 20; the reception will be held at the Faculty Club.

He also noted that we are expecting a lot of business at the May meeting and he hopes to see a good turnout of members at that meeting.

12. **Meeting is Adjourned**

The meeting was adjourned at 4:05 p.m.

Jane Alderdice

Secretary

Graduate Education Council

School of Graduate Studies
Appendix to the Minutes

UNIVERSITY OF TORONTO

GRADUATE EDUCATION COUNCIL

Record of Attendance

April 22, 2008

In attendance:
Brett, Clare
Brubaker, Marcus
Burns, Leah
Chapman-Smith, Josie
Cowper, Elizabeth
Davis, Karen
Dungey, Alison
Elliot, Robin
Gertler, Meric
Goring, Daphne
Graham, Ian
Grenier, Jason
Hirst, Graeme
Klinger, Christopher
Labrie, Normand
Liu, Hugh
Moore, Scott
Polk, Jennifer
Sass-Kortsak, Andrea
Smith, Berry
Wylde, Jacqueline

Present (Guests + SGS Staff):
Damaren, Chris
Godwin, Michael
Ho, Angela
Hurlieh, Victoria
Johnson, Stephen
Klausner, David
Li, Tania
Luciw, Renée
Makarovska, Vesna
Rutschinski, Steve
Steeves, Krista
Tepass, Ulrich

Regrets:
Bendayan, Reina
Cozea, Angela
Freeman, Graham
Johnston, Greg
Kelly, Heather
MacDonald, Lynn
Pfeiffer, Susan (Chair)

Alderdice, Jane
(Secretary, GE Council)
Teo, Adrienne
(Assistant Secretary, GE Council)
MOTION
Graduate Education Council
Tuesday, May 20, 2008

Item 6.

MOTION (     /    ) THAT SGS Council approve the proposal for a Collaborative Master’s and Doctoral Program in Workplace Learning and Social Change, effective September 2008. The new collaborative program is to be housed within Division II for administrative purposes. The lead Faculty will be the Ontario Institute for Studies in Education.

See documents attached:
- Governance Form E
- U of T Submission Document
- SGS Calendar entry
- OCGS Appraisal Brief

NOTE:
The proposal was posted on the GWS. It was approved by the Graduate Education Committee on March 14, 2008 and the Faculty Council of OISE on April 16, 2008.

There was some discussion at the OISE governance level:
1. There was some discussion about enrolment into the MA and PhD degree programs. It was clarified that the programs would enroll students into their home programs and the number of students would be included in the home department’s MA and PhD student enrolment numbers.
2. There was also some need for clarification that the Flexible-time PhD students would also be included in the collaborative program. It was clarified that by including the PhD degree, Flexible-time PhDs would also be included.
3. There was also some discussion about how students will be enrolled in September 2008 if it is approved by OCGS. It was clarified that for September 2008, students who are currently enrolled in the two home departments (SESE and AECP) may transfer into the program and that any recruitment into the program will begin in the fall for September 2009 enrolments.

SGS Graduate Education Council approval constitutes final University approval for a collaborative program proposal. The brief will be forwarded to the Ontario Council on Graduate Studies for appraisal.
Governance Form E: New Program  
2007-2008 (Version #1)

Faculty Affiliation:  
Ontario Institute for Studies in Education

Name of Graduate Unit:  n/a

Graduate Program/s proposed or involved in proposal, if any:  
Collaborative Program in Workplace Learning and Social Change:
  • MEd., M.A. and Ph.D. in the Adult Education and Community Development program, in the Department of Adult Education and Counselling Psychology
  • MEd., M.A., Ed.D. and Ph.D. in Sociology in Education, in the Department of Sociology and Equity Studies in Education

Brief Summary of Proposal:
The program will be particularly suited to those interested in developing their understandings of work and learning trends in Canada and internationally, with a focus on the relationships between workplace learning and social change. There are three intellectual objectives of this program. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the program allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and social policy phenomenon. By linking conceptual approaches to both individual and structural dimensions of learning, patterns of participation, inclusion and exclusion in workplace environments, work processes, and worker identities will be highlighted. Finally, a third objective of the program is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy. Faculty associated with this collaborative program have particular expertise in issues related to workplace learning amongst immigrant workers, foreign trained professionals, and marginalized workers, as well as workers embedded within progressive organizational structures and they contribute expertise in the areas of social policy, organizational development, technological change, industrial relations, labour market analysis and school-to-work transitions.

Prior Approvals/Actions:
March 2006: Detailed analysis of Master's applicants to the Adult Education and Community Development Program and Sociology and Equity Studies in Education department. Applicants were classified by areas of interest. It was found that many applicants interested in workplace issues were also interested in social justice, change, transformation, community development.

December 2006: Meeting held by a subgroup in the Adult Education and Community Development Program to discuss initial idea. Identified core members.

February 2007: Meeting held by core members to flesh out draft proposal.

February 2007: Meeting with Associate Dean of Research (Normand Labrie) to solicit feedback.

March 2007-August 2007: Meetings with core members in AE and SESE to consider proposal. Proposal revised based on discussion.

September 2007: Proposal discussed at program levels in SESE and AECP (these meetings included students) and strongly endorsed.

September 2007: Meeting with Dean Susan Pfeiffer, SGS; Vice-Dean Elizabeth Cowper, SGS; Jane Alderdice, SGS; and Associate Dean Normand Labrie, OISE.

October 2007: Presentation to Deans and Chairs.

October - December 2007 - Continued development of proposal in consultation with Normand Labrie and Vice-Dean Cowper.

March 20, 2008 – Approval from the Graduate Education Committee - OISE

**Proposed Effective Date:** September 2008

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

Kiran Mirchandani (on sabbatical 2007-8), Associate Professor
Dept of Adult Education, Community Development and Counselling Psychology
Ontario Institute for Studies in Education
University of Toronto

Peter Sawchuk, Associate Professor
Department of Sociology and Equity Studies in Education
Ontario Institute for Studies in Education
University of Toronto

Marilyn Laiken, Chair
Dept of Adult Education, Community Development and Counselling Psychology
Ontario Institute for Studies in Education
University of Toronto

**Submitted by:**
Normand Labrie
Associate Dean, Research and Graduate Studies
OISE

**Date:** February 2008
UNIVERSITY OF TORONTO

Proposal for a Graduate Program Proposal

Collaborative Program in Workplace Learning and Social Change

- MEd., M.A. and Ph.D. in the Adult Education and Community Development program, in the Department of Adult Education and Counselling Psychology
- MEd., M.A., Ed.D. and Ph.D. in Sociology in Education, in the Department of Sociology and Equity Studies in Education

Date: February 2008
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1 Executive Summary

The Ontario Institute for Studies in Education of the University of Toronto is the largest faculty of education in Canada and a leader in the field of work-related education. This strength has developed over the past thirty years and OISE is now widely recognized, both nationally and internationally, as a Faculty of Education with a critical mass of researchers, teachers, and students focusing specifically on the analysis of workplace learning. A dynamic, inter-departmental Centre for the Study of Education and Work is in operation at OISE since 1997. Researchers affiliated with the centre have obtained two large-scale research projects valued at over $4M in addition to seven smaller grants together valued at over $500k. This has led to the employment of well over 60 student researchers. This, in combination with a strong orientation towards social justice and change provides strong support for the development of a graduate collaborative program in Workplace Learning and Social Change (WLSC). There are three intellectual objectives of this program. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the program allows for an exploration of the connections between learning as an individual phenomenon, learning as a social/organizational, and social policy phenomenon. Finally, a third objective of the program is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

Two graduate programs within two departments at OISE have identified significant numbers of students interested in issues of work and learning. These students take courses, participate in a variety of funded research projects and complete masters and doctoral theses in the subject area. This collaborative program would allow OISE to consolidate the focus across the two departments, to better profile strengths in this area and thus to enhance student recruitment in the subject area. This will contribute to fulfilling the graduate expansion goals of the University. The theoretical and empirical analysis of the phenomenon of learning processes themselves, while addressed and practiced in other academic fields, is a definitive preoccupation of educational studies. Based on this, the program will initially be open to students in the following graduate programs:

- MEd., M.A. and Ph.D. in the Adult Education and Community Development program, in the Department of Adult Education and Counselling Psychology
- MEd., M.A. Ed.D. and Ph.D. in Sociology in Education, in the Department of Sociology and Equity Studies in Education
Once the collaborative program is established and appropriate future directions for its development are assessed, other related faculties and departments will be approached. Students will be required to take one core half course, one elective half course, and write a thesis in the area (for thesis students). Interest in workplace learning and social change is already high, based on several indicators, including course enrollments and thesis supervision levels. In the first year we expect to attract 5 doctoral and 20 Master's level students. The program is expected to grow over the next five years. Steady state enrollment is expected to be 11 doctoral and 30 Master's level students.

At the outset, administrative costs will be borne at the departmental level using existing resources, and by the staff hired via research grants at the Centre for the Study of Education and Work. This will allow departments to assess the impact of this program on enrollment expansion. This arrangement will last up to the point at which student interest in the program is grows and significant enrolment expansion occurs. At this point, additional resource support will be sought from OISE or University of Toronto for future years.

2 Academic

2.1 Description and rationale for the proposal

2.1.1 Description of proposed program

The program will serve students interested in developing their understanding of work and learning trends in Canada and internationally, with a focus on the relation between workplace learning and social change. There are three intellectual objectives of this program. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the program allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and public policy phenomena. Finally, a third objective of the program is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy. The program will initially be open to students in the following graduate programs:

- MEd., M.A. and Ph.D. in the Adult Education and Community Development program, in the Department of Adult Education and Counselling Psychology
- MEd., M.A. Ed.D. and Ph.D. in Sociology in Education, in the Department of Sociology and Equity Studies in Education

The discourse on workplace learning has direct social change implications. Most developed countries have established lifelong learning and skills policy as a means of generating greater productivity, sustainability and social inclusion. Moreover, 21st century organizational settings, including schools, hospitals, businesses, other public-sector and not-for-profit workplaces, are exploring and experimenting with new models
for interaction at work, including networks, virtual workplaces, inter-organizational collaboration, etc., and are in every sense under pressure to become "learning organizations". The proposed collaborative program intends to help students immerse themselves in all aspects of this area of inquiry – from micro-interactions and organizational dynamics to macro social change in the regional, national and global political economy. Students will be encouraged to examine critically the relations across all levels and areas. In addition to excellent students emerging directly from undergraduate and graduate programs, the collaborative program would also attract educators, practitioners and researchers from the public, private and not-for-profit organizational sectors as well as from labour unions, cooperatives and other non-governmental organizations who wish to further their development.

Faculty associated with this collaborative program have particular expertise in issues related to workplace learning amongst immigrant workers, foreign trained professionals, marginalized workers, as well as workers embedded within progressive organizational structures; and they contribute expertise in the areas of social policy, organizational development, technological change, industrial relations, labour market analysis and school-to-work transitions.

Students will gain access to the multiple debates and viewpoints on workplace learning and social change through course and thesis work, and this would add value to their home degree program. Students can meet the requirements of the collaborative program without extending the length of the degree programs to which they will be admitted. The collaborative program required course will be counted towards regular home department requirements in SESE and AECP as a cross-listed course. Hence students in the collaborative program will be required to take one required course and one elective course in the Workplace Learning and Social Change collaborative program, but the required course will count toward the total number of home department courses in satisfaction of home department requirements.

In addition to their formal course and thesis work, students will have the opportunity to participate in the intellectual field of workplace learning and social change through their involvement in the already established Centre for the Study of Education and Work (CSEW) housed in the Department of Sociology and Equity Studies in Education. The CSEW receives $20,000 in annual funding from OISE (this funding is in place until 2009 and is renewable, based on a review of centres). This funding is supplemented through a successfully funded research program over the past decade. It employs a part-time administrator, a part-time coordinator, and dozens of affiliated student researchers. It is composed of a steering committee along with four working groups which represent ongoing areas of research expertise: Education and Curriculum; Precarious Employment; Labour Education and Community Unionism. The steering committee and working groups include community, union and academic representatives from across Canada as well as internationally. Researchers affiliated with the CSEW have established a range of large and small-scale funded research projects. Over the last decade the CSEW has established a vibrant speaker series and has organized six international conferences as well.
In addition, students may also be involved (through research assistance, co-publication of research, attending events and so on) with the Social Economy Centre, which is housed within the Department of Adult Education and Counselling Psychology. This centre, funded entirely through external funding, focuses broadly on organizations with a social mission. While the centre does not focus specifically on workplace learning, a subset of its activities (such as speaker series events) are closely related to this collaborative program. As such, the Centre provides yet another forum for students to participate in the intellectual field of workplace learning.

Overall, such features will further enhance the social and intellectual quality of the student experience for those participating in the WLSC collaborative program.

2.1.2 Rationale for proposal

The Ontario Institute for Studies in Education of the University of Toronto is the largest faculty of education in Canada and a leader in the field of work-related education. This strength has developed over the past thirty years and OISE is now widely recognized, both nationally and internationally, as a Faculty of Education with a critical mass of researchers, teachers, and students focusing specifically on workplace learning. A dynamic, inter-departmental Centre for the Study of Education and Work is in operation at OISE (since 1997). Researchers affiliated with the centre have obtained two large-scale research projects valued at over $4M in addition to seven smaller grants together valued at over $500k. This has led to the employment of well over 60 student researchers. This, in combination with a strong orientation towards social justice and change provides strong support for the development of a graduate collaborative program in Workplace Learning and Social Change (WLSC). The proposed collaborative program is particularly timely in light of the dramatic rise of governmental interest in lifelong learning in the context of the knowledge economy and the learning society.

Two departments at OISE have identified significant numbers of students interested in issues of work and learning. These students take courses, participate in a variety of funded research projects and complete master’s and doctoral theses in the subject area. This collaborative program would allow us to consolidate the focus across the two departments, to better profile our strengths in this area and thus to enhance our student recruitment in the subject area. This will contribute to fulfilling the graduate expansion goals of the University. The program will initially be open to students in the Departments of Adult Education and Counselling Psychology, and Sociology and Equity Studies in Education at OISE. Once the program is established and we are able to assess the appropriate future directions for its development, other related faculties and departments will be approached.

No other comparable graduate program exists within Canada.
2.2 **Pedagogical and other academic issues, including expected benefits of the proposed program**

Recent international conferences [Standing Conference on University Teaching and Research on the Education of Adults (SCUTREA), Canadian Association for the Study of Adult Education (CASAE), and Adult Education Research Conference (AERC)] have identified work-related learning as an emerging theme. A survey of conference proceedings document the strong interest in the field in these issues. In addition, Peter Sawchuk (at the Department of Sociology and Equity Studies, and part of the program committee for this collaborative program) chairs the International Researching Work and Learning Conference series which is now in its 10th year, having organized conferences in Britain, Canada, Australia, Finland, South Africa and Denmark. This conference series is well attended by OISE faculty and students, runs bi-yearly and regularly attracts over 300 participants per event.

In addition, the growing importance of work and learning issues has been recently recognized by the federal government through the formation of the Canadian Council on Learning’s Work and Learning Knowledge Centre (Ottawa). This body includes representatives from OISE (i.e. CSEW) on its administrative committee and OISE faculty have successful engaged in funded research through this council.

2.3 **Projected student demand**

Interest in workplace learning and social change is already high, based on several indicators, including course enrollments and thesis supervision levels. In the first year we expect to attract 5 new doctoral and 20 Master's level students.

Indicators of Potential Demand:

a. There is already a high enrollment in the courses listed as part of the program. Students in these courses are likely to find the possibility of doing a focused collaborative program in the area extremely appealing.

b. A review of all abstracts of graduate theses/dissertations at OISE shows the already established strong student interest in this area. The OISE Thesis Collection contains 300 theses with the keywords "work" and "learning" in the abstract. Examples of recently completed theses include:

Master's Theses:
2006. Coloma-Moya, A. Locating Power, Knowledge and Subject in Nursing.
2005. Federman, Mark. A Reconception of Role and Relationship in the
Workplace

Doctoral Theses:
2006. Luciani, Teresa. On women's domestic work and knowledge : growing up in an Italian kitchen.
2005. Kelly Fraser, Ruth Anne Elizabeth. All the workplace is a stage : work as discourse: a narrative inquiry into workers' professional development.


c. CSEW is the university research centre in the area of work and learning. Over the past decade it has shown enormous growth. Speakers and conference series organized by the centre have together attracted well over 1000 student, faculty and community participants.

d. Members of the core faculty of the proposed WLSC Collaborative Graduate Program also teach in the Initial Teacher Education (B.Ed.) secondary program within the cohort entitled ‘Education and Work’. Over the last 5 years, this sub-program has established itself as a significant feeder program for M.Ed. graduate studies in the area of work and learning, over the last three years growing to approximately 10-14 additional successful applications per year to AECP and SESE departments.

### Master’s Students

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### Doctoral Students

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<td><strong>Total:</strong></td>
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<td><strong>10(5)</strong></td>
<td><strong>15(5)</strong></td>
<td><strong>24(9)</strong></td>
<td><strong>28(9)</strong></td>
<td><strong>34(11)</strong></td>
<td><strong>40(11)</strong></td>
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</table>
2.4 **Impact on the Department’s and Division’s program of study, including impact on other divisions**

The program will enhance the departments' current programs of study by consolidating and profiling strengths which already exist.

2.5 **Evidence of consultation with other affected divisions**

We decided to proceed with the Collaborative Program with the two departments within OISE as a way of consolidating existing strengths, and review the program in five years, and at that time invite other faculties and departments to join the program. Faculty members across campus with whom we have been in communication about this collaborative program include Julie Kerekes (Curriculum, Teaching and Learning at OISE); Andrew Clement (Faculty of Information Studies); Anil Verma and Frank Reid (Centre for Human Resources and Industrial Relations); Ann Armstrong (Rotman School of Business).

2.6 ** Appropriateness of the name and designation of the new program**

This is a graduate collaborative program. As discussed above, the proposed name “Workplace Learning and Social Change” is a concise reflection of the focus of the program offerings in terms of courses, faculty expertise and associate (i.e. research centre) supports.

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

2.7.1 **Program description and requirements**

**Admission requirements:**

All students interested in participating in the WLSC Collaborative Graduate Program at either the master’s or doctoral level must apply to and be accepted at **both** the departmental level **and** by the WLSC Collaborative Graduate Program.

The applicant will indicate on her/his application to the home department that he/she is also applying to the Collaborative Program. The applicant will indicate to referees that their letters of support will be used in application for both the Collaborative Program and the home department. In addition to corresponding to all home department requirements, the application shall include a sample of writing.

This statement of interest (three pages in length) will include:
• relevant personal and/or professional experiences, a career plan, motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
• an indication of specific courses of interest (all applicants)
• a brief outline of their proposed research project (for thesis students)
• indication of their preference of supervisor (for thesis students)

During their graduate studies, students must follow a program of study acceptable to both the home degree program and the WLSC Collaborative Graduate Program. Students will be registered in both the home department and in the Collaborative Graduate Program. The Director of the Collaborative Program will review each student’s progress to ensure that they are meeting the requirements of the collaborative program. If a student changes their thesis topic or the focus of their studies mid-way through their degree and no longer wishes to pursue the area of work and learning, they will be required to withdraw from the collaborative program.

The Collaborative Graduate Program encourages diversity in academic disciplines and life experiences. The program is open to all qualified applicants. The applicant will need to satisfy the requirements of the home department including grade point average. For the Collaborative Program specifically, qualified applicants will also demonstrate well developed, scholarly awareness of the field of workplace learning and social change in their application materials.

Students who are already enrolled in SESE or AECP will also be allowed to apply to the collaborative program during their course of study. Requests from already enrolled applicants will be considered once a year at the same time as admission files are reviewed.

### 2.7.2 Course titles/numbers

**Program requirements:**

The following is a description of the requirements for each of the degree programs:

**Master’s program requirements:**

**MEd Program:**
There are 10 half courses required for graduation from the home departments for this degree. The Collaborative program will consist of one required core half course and one elective half course in the area of workplace learning and social change. The remaining 8 courses will be those required for the fulfillment of the degree requirements of the program of admission. There is no thesis requirement for this degree program.

**MA Program:**
There are 6 half courses (SESE) or 8 half courses (AECP) required for graduation from the home departments. The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining 4 or 6 half courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, thesis students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half courses required for graduation equal 6 (SESE) or 8 (AECP).

All master’s students in the collaborative program will take the following core half course:

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>WPL1131H</td>
<td>Masters Seminar in Workplace Learning and Social Change</td>
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</table>

**Synopsis:** This course will introduce students to the central national and international debates in the field. Students will explore the historical development of the notion of "workplace learning" and its links to agendas of social change. The course will expose students to theories of workplace learning and social change, as well as practice and policy in the area.

Note: Course indicator WPL is an indicator associated with this Collaborative Program.

Other program requirements at the Master’s level, including the common learning experience for all students in the collaborative program, are:

1. Thesis students will develop a topic of relevance to the focus of the collaborative program.
2. Students will take one elective half course selected from the following list – the list is subject to change in future years. This would allow them to gain specialized expertise in an area within the field of particular interest to them. This elective course may be counted towards regular home department requirements.

Note: all the courses below are half courses.

**Masters Stream Electives (List of electives is subject to change)**

- AEC1131 Work and Learning: International Debates (Jackson)
- AEC1107 Developing and Leading High Performing Teams: Theory and Practice (Laiken)
- AEC1113 Gender and Hierarchy at Work (Mirchandani)
- AEC1148 An Introduction to Workplace, Organizational and Workplace Democracy (Quarter or staff)
- AEC1150 Critical Perspectives on Organization Theory, Development and Practice (Mirchandani)
- AEC1156 Power and Difference in the Workplace (Mojab)
Proposal for a Graduate Collaborative Program in Workplace Learning and Social Change.

- SES2942 Education and Work (Sawchuk)
- JTE2912 Teachers' Work (Staff)

**Doctoral program requirements:**

Ed.D. Program (offered in SESE only):
There are 8 half courses required for graduation from the home department for this degree. The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining 6 courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half course required for graduation equal 8.

PhD Program:
There are 6 half courses required for graduation from the home department for this degree. The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining 4 courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half course required for graduation equal 6.

All doctoral students in the collaborative program will take the following core half course:

<table>
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<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>WPL3931H</td>
<td>Doctoral Seminary in Workplace Learning and Social Change</td>
</tr>
</tbody>
</table>

**Synopsis:**
This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of "workplace learning" and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area.

Note: Course indicator WPL is an indicator associated with this Collaborative Program.

Other program requirements at the Doctoral level, including the common learning experience for all students in the collaborative program, are:
1. Students will develop a thesis topic of relevance to the focus of the collaborative program.
2. Students will take one elective half course selected from the following list - the list is subject to change in future years. This would allow them to gain specialized expertise in an area within the field of particular interest to them. This elective course may be counted towards regular home department requirements.

All courses listed below are half courses.

**Doctoral Stream Electives (list of electives is subject to change)**
- AEC3131 cross listed with SESE Immigrants and Informal Learning (Ng)
- AEC3131 Rethinking Skills: Theory, Policy and Politics (Jackson)
- AEC3182 Work, Technology and Knowledge Economy (Mirchandani)
- SES3949 Advanced Studies in Education and Work (Livingstone)
- SES2999 Sociology of Learning and Social Movements (Sawchuk)
- SES3999 Learning Community Unionism (Sawchuk)
- CTL 3007 Seminar in Language and Communication (Kerekes)

**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 is responsible for monitoring and 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.

When students complete the paperwork required for graduation, they will also be required to complete a form to be used to assess whether they have met the requirements of the collaborative program. This form will ask students to list the courses they have taken, an abstract of their thesis (for thesis students), and a statement about their participation in the broader intellectual field through Centres, funded projects or speaker series.

**2.7.3 Faculty members**

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 (as supervisor or committee member). Core faculty members contribute to the collaborative program through teaching of the core courses and elective courses, 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. Each participating
degree program contributes to the collaborative program through student enrolments,
although not necessarily every year.

Program Committee members
The Program Committee includes at least one faculty member from each participating
programs (AECD and SESE).

Program Committee Members:
Nancy Jackson (AECP)
Marilyn Laiken (AECP)
Kiran Mirchandani (AECP)
Peter Sawchuk (SESE)

Collaborative Program Core Faculty Members:
Nancy Jackson (AECP)
Marilyn Laiken (AECP)
Kiran Mirchandani (AECP)
Shahrzad Mojab (AECP)
Roxana Ng (AECP and SESE)
Jack Quarter (AECP and SESE)
Peter Sawchuk (SESE)
David Livingstone (SESE)

3 Planning and Budget

3.1 Resource implications

All resource allocations are covered through course release; discussed in section 3.1.1
immediately below and given approval in principle from the participating departments
(Dr. Marilyn Laiken – AECP; Dr. Kari Dehli – SESE).

3.1.1 Staffing

The new core course will be offered by faculty members as part of their regular course
load. The elective courses are already regularly offered by the two departments.

For the first three years of the program, administrative costs (activities/costs detailed
immediately below) will be borne at the departmental level using existing resources, and
by the staff at the Centre for the Study of Education and Work. Program evaluation
following this initial period will allow departments to assess the impact of this program
on enrollment expansion. Chairs of both participating departments (AECP and SESE)
have indicated in principle that a course release will be provided each year from the
Director’s home department based on existing resources (beginning with AECP, Dr.
Kiran Mirchandani as Director). The Directorship will rotate between the two
departments. If student interest in the program is high and significant enrolment
expansion occurs, additional resource support will be sought from OISE or University of Toronto for future years.

Details of Administrative Duties and Costs:

1. Director
   a. Overall program oversight and development
   b. Admissions
   c. Additional Student Support

2. Collaborative Program Staff
   a. Preparation and delivery of monthly electronic newsletter
   b. Assistance with advertisement and room booking for speaker series
   c. Assistance in website updating
   d. Assistance in program social events (end of term potluck dinners and yearly orientation)

3. Departmental Staff
   a. Regular meetings with program Director

After the collaborative program is established and begins to grow, further resources may be sought based on a full program review carried out by the WLSC Program committee. For example, if the program grows rapidly and it is clear that there is a strong interest in the area then further faculty complement will be sought. Each year, departments engage in a process of complement planning based on student demand and faculty retirements. The needs of the Collaborative Program will be part of departmental conversations and will be forwarded to the Dean's office within the context of department's complement planning. Also, grant opportunities will be pursued both within and outside the university to support an expanded program. Should demand increase, in the future the WLSC Program will engage in negotiations with the Dean as to additional supports for the program based on funds set aside for achieving enrollment growth administered at the faculty level.

3.1.2 Space

There is no new space required for the administration of this program. Both departments already provide study space for thesis students. Common activities will take place in rooms which are available for booking for teaching, research and student activities at OISE. Each department also has a seminar room which will be used for speaker series events. Students will have access to lounge space which is already available in each department for social events.

3.1.3 Libraries

The OISE library already contains an extensive collection on this topic.
3.1.4 Computing facilities

No new computing facilities are required. Students will make use of their own department’s resources.

3.1.5 Enrolment/admissions

Enrolments are likely to increase, and the departments are currently in a phase of enrolment expansion. If enrolments rise dramatically as a result of this program, faculty resources will be sought as part of departmental complement planning.

3.1.6 Revenues/costs

Students in this program will be part of departmental admissions targets and budgets.

3.1.7 Financial aid

Students will be eligible for financial aid as part of existing policies and programs. It is expected, however, that a majority of students in this collaborative program will be part of the unfunded cohort, i.e., Master of Education students.

4 Space and Facilities

4.1 Requirements for physical facilities

There is no new space required.

4.2 Capital projects for approvals

There are no requirements for the construction of new space.

5 Students

5.1 Student affairs and services

The usual facilities and services will be available to students.

5.2 Student conduct and discipline

Students will be governed by regulations in place for all other graduate students.
5.3 Financial Support

No special financial resources will be available to students. Students can compete for grants or financial aid available to any other graduate student.

5.4 Student registration and information systems

The usual registration and enrolment procedures will apply. A special orientation session will be held for students within the collaborative program.
CALENDAR ENTRY

Name of Collaborative Program
Workplace Learning and Social Change

Program Committee
Nancy Jackson (AECP) B.A., M.A., Ph.D.
Marilyn Laiken (AECP) (until 2010) B.A., M.A., Ph.D.
Kiran Mirchandani (AECP) B.A., M.Phil., Ph.D.
Peter Sawchuk (SESE) B.Sc., B.Ed., M.A., Ph.D.

Address:
Program Director: (proposed)
Kiran Mirchandani
Associate Professor
Dept of Adult Education, Community Development and Counselling Psychology
Ontario Institute for Studies in Education
University of Toronto

Nature of Collaborative Program
The Department of Adult Education and Counselling Psychology (Adult Education and Community Development Program), and the Department of Sociology and Equity Studies in Education (Sociology in Education Program) collaborate to offer the Collaborative Program in Workplace Learning and Social Change at the M.Ed., M.A., Ed.D. and Ph.D. degree levels. The Program aims to enrich the education of graduate students through their participation in one core course and one elective course as well as involvement in the dynamic and interdisciplinary Centre for the Study of Education and Work.

The program will be particularly suited to those interested in developing their understandings of work and learning trends in Canada and internationally, with a focus on the relationships between workplace learning and social change. There are three intellectual objectives of this program. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the program allows for an exploration of the connections between learning as an individual phenomena and learning as a social/organizational and public policy phenomenon. Finally, a third objective of the program is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

Faculty associated with this collaborative program have particular expertise in issues related to workplace learning amongst immigrant workers, foreign trained professionals,
marginalized workers, as well as workers embedded within progressive organizational structures; and, they contribute expertise in the areas of social policy, organizational development, technological change, industrial relations, labour market analysis and school-to-work transitions.

**Application Procedures**
Admission to the program is open to all M.Ed., M.A., Ed.D. and Ph.D. students who are registered in the following programs:
Adult Education and Community Development, (Department of Adult Education and Counselling Psychology)
Sociology in Education, (Department of Sociology and Equity Studies in Education)

The student shall meet the admission requirements of both the home graduate unit and the Collaborative program.

**Master’s Degrees**

*Admission Requirements*
Applicants should apply to the appropriate degree program in one of the collaborating departments that corresponds most closely to their general background and interests. Applications should indicate the request for admission to the collaborative program in addition to all materials required by the home department. Referees should be notified of the intention to apply to both the home department and the collaborative program. A statement of interest must also be included.

This statement of interest (three pages in length) must include:
- relevant personal and/or professional experiences, a career plan, motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
- a indication of specific courses of interest (all applicants)
- a brief outline of their proposed research project (for thesis students)
- initial indications of supervisory preference (for thesis students)

*Program Requirements*

**MEd Program**
The Collaborative program will consist of one required core half course and one elective half course in the area of workplace learning and social change. The remaining courses will be those required for the fulfillment of the degree requirements of the program of admission. There is no thesis requirement for this degree program. Total number of half courses required for graduation is 10.

**MA Program**
The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining courses will be those required for the fulfillment of the degree requirements of the program of
admission. In addition, thesis students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half courses required for graduation is 6 (SESE) or 8 (AECP).

Courses of Instruction
Required Half Course:
WPL1131: Masters Seminar in Workplace Learning and Social Change

Elective Half Courses:
- AEC1131 Work and Learning: International Debates (Jackson)
- AEC1107 Developing and Leading High Performing Teams: Theory and Practice (Laiken)
- AEC1113 Gender and Hierarchy at Work (Mirchandani)
- AEC1148 An Introduction to Workplace, Organizational and Workplace Democracy (Quarter or staff)
- AEC1150 Critical Perspectives on Organization Theory, Development and Practice (Mirchandani)
- AEC1156 Power and Difference in the Workplace (Mojab)
- SES2942 Education and Work (Sawchuk)
- JTE2912 Teachers’ Work (Staff)

Doctoral Degrees

Admission Requirements
Applicants should apply to the appropriate degree program in one of the collaborating departments that corresponds most closely to their general background and interests. Applications should indicate the request for admission to the collaborative program in addition to all materials required by the home department. Referees should be notified of the intention to apply to both the home department and the collaborative program. A statement of interest must also be included.

This statement of interest (three pages in length) must include:
- relevant personal and/or professional experiences, a career plan, motivation in seeking advanced training in Workplace Learning and Social Change
- a indication of specific courses of interest
- a brief outline of their proposed research project
- initial indications of supervisory preference

Program Requirements

Ed.D. Program (SESE only)
The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, students will be required to complete a thesis which incorporates
issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half course required for graduation equal 8.

**PhD Program**

The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, students will be required to complete a comprehensive exam as well as a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half course required for graduation equal 6.

**Courses of Instruction**

Required Half Course:
WPL3931: Doctoral Seminar in Workplace Learning and Social Change

Elective Half Courses:
- AEC3131 cross listed with SESE Immigrants and Informal Learning (Ng)
- AEC3131 Rethinking Skills: Theory, Policy and Politics (Jackson)
- AEC3182 Work, Technology and Knowledge Economy (Mirchandani)
- SES3949 Advanced Studies in Education and Work (Livingstone)
- SES2999 Sociology of Learning and Social Movements (Sawchuk)
- SES3999 Learning Community Unionism (Sawchuk)
- CTL 3007 Seminar in Language and Communication (Kerekes)
UNIVERSITY OF TORONTO

Brief for the Standard Appraisal

of the

Collaborative Master’s and Doctoral Program

in

Workplace Learning and Social Change

Submitted to the
Ontario Council on Graduate Studies
May 2008
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1. Introduction and Rationale

The Ontario Institute for Studies in Education of the University of Toronto is the largest faculty of education in Canada and a leader in the field of work-related education. This strength has developed over the past thirty years and OISE is now widely recognized, both nationally and internationally, as a Faculty of Education with a critical mass of researchers, teachers, and students focusing specifically on the analysis of workplace learning. A dynamic, inter-departmental Centre for the Study of Education and Work has been in operation at OISE since 1997. Researchers affiliated with the centre have obtained two large-scale research projects valued at over $4M in addition to seven smaller grants together valued at over $500k. This has led to the employment of well over 60 student researchers. This, in combination with a strong orientation towards social justice and change provides strong support for the development of a graduate collaborative program in Workplace Learning and Social Change (WLSC).

The proposed collaborative program is particularly timely in light of the dramatic rise of policy interest in lifelong learning in the context of the knowledge economy and the learning society. Recent international conferences [Standing Conference on University Teaching and Research on the Education of Adults (SCUTREA), Canadian Association for the Study of Adult Education (CASAE), and Adult Education Research Conference (AERC)] have identified work-related learning as an emerging theme. A survey of conference proceedings document the strong interest in the field in these issues. In addition, Peter Sawchuk (at the Department of Sociology and Equity Studies, and part of the program committee for this collaborative program) chairs the International Researching Work and Learning Conference series which is now in its 10th year, having organized conferences in Britain, Canada, Australia, Finland, South Africa and Denmark. This conference series is well attended by OISE faculty and students, runs bi-yearly and regularly attracts over 300 participants per event.

In addition, the growing importance of work and learning issues has been recently recognized by the federal government through the formation of the Canadian Council on Learning s Work and Learning Knowledge Centre (Ottawa). This body includes representatives from OISE (i.e. CSEW) on its administrative committee and OISE faculty have successful engaged in funded research through this council.

Two departments at OISE have identified significant numbers of students interested in issues of work and learning. These students take courses, participate in a variety of funded research projects and complete masters and doctoral theses in the subject area. This collaborative program would allow us to consolidate the focus across the two departments, to better profile our strengths in this area and thus to enhance our student recruitment in the subject area. This will contribute to fulfilling the graduate expansion goals of the University. Given that issues of learning fall within the domain of education the program will initially be open to students in Adult Education and Counselling Psychology and Sociology and Equity Studies in Education at OISE. Once the program is
established and we are able to assess the appropriate future directions for its development, other related faculties and departments will be approached.

Participating degree programs:

- MEd., M.A. and Ph.D. in the Adult Education and Community Development program, in the Department of Adult Education and Counselling Psychology
- MEd., M.A. Ed.D. and Ph.D. in Sociology in Education, in the Department of Sociology and Equity Studies in Education

Students will be required to take one core half course, one elective half course, and write a thesis in the area (for thesis students). Interest in workplace learning and social change is already high, based on several indicators, including course enrollments and thesis supervision levels. In the first year we expect to attract 5 doctoral and 20 Master's level students. The program is expected to grow over the next five years. Steady state enrollment is expected to be 11 doctoral and 30 Master’s level students.

At the outset, administrative costs will be borne at the departmental level using existing resources, and by the staff hired via research grants at the Centre for the Study of Education and Work. This will allow departments to assess the impact of this program on enrollment expansion. This arrangement will last up to the point at which student interest in the program grows and significant enrollment expansion occurs. At this point, additional resource support will be sought from OISE or University of Toronto for future years.

2. Objectives and Added Value

The program will serve students interested in developing their understanding of work and learning trends in Canada and internationally, with a focus on the relation between workplace learning and social change. There are three intellectual objectives of this program. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the program allows for an exploration of the connections between learning as an individual phenomenon and learning as a social/organizational and public policy phenomena. Finally, a third objective of the program is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

Faculty associated with this collaborative program have particular expertise in issues related to workplace learning amongst immigrant workers, foreign trained professionals, marginalized workers, as well as workers embedded within progressive organizational structures; and, they contribute expertise in the areas of social policy, organizational development, technological change, industrial relations, labour market analysis and school-to-work transitions.
Students will gain access to the multiple debates and viewpoints on workplace learning and social change through course and thesis work, and this would add value to their home degree program. Students can meet the requirements of the collaborative program without extending the length of the degree programs to which they will be admitted. The collaborative program required course will be counted towards regular home department requirements in SESE and AECP as a cross-listed course. Hence students in the collaborative program will be required to take one required course and one elective course in the Workplace Learning and Social Change collaborative program, but the required course will count toward the total number of home department courses in satisfaction of home department requirements.

In addition to their formal course and thesis work, students will have the opportunity to participate in the intellectual field of workplace learning and social change through their involvement in the already established Centre for the Study of Education and Work (CSEW) housed in the Department of Sociology and Equity Studies in Education. The CSEW receives $20,000 in annual funding from OISE (this funding is in place until 2009 and is renewable, based on a review of centres). This funding is supplemented through a successfully funded research program over the past decade. It employs a part-time administrator, a part-time coordinator, and dozens of affiliated student researchers. It is composed of a steering committee along with four working groups which represent ongoing areas of research expertise: Education and Curriculum; Precarious Employment; Labour Education and Community Unionism. The steering committee and working groups include community, union and academic representatives from across Canada as well as internationally. Researchers affiliated with the CSEW have established a range of large and small-scale funded research projects. Over the last decade the CSEW has established a vibrant speaker series and has organized six international conferences as well.

In addition, students may also be involved (through research assistance, co-publication of research, attending events and so on) with the Social Economy Centre, which is housed within the Department of Adult Education and Counselling Psychology. This centre, funded entirely through external funding, focuses broadly on organizations with a social mission. While the centre does not focus specifically on workplace learning, a subset of its activities (such as speaker series events) are closely related to this collaborative program. As such, the Centre provides yet another forum for students to participate in the intellectual field of workplace learning.

Overall, such features will further enhance the social and intellectual quality of the student experience for those participating in the WLSC collaborative program.
3. Admission Requirements

All students interested in participating in the WLSC Collaborative Graduate Program at either the master’s or doctoral level must apply to and be accepted at both the departmental level and by the WLSC Collaborative Graduate Program.

The applicant will indicate on her/his application to the home department that he/she is also applying to the Collaborative Program. The applicant will indicate to referees that their letters of support will be used in application for both the Collaborative Program and the home department. In addition to corresponding to all home department requirements, the application shall include a sample of writing.

This statement of interest (three pages in length) will include:

- relevant personal and/or professional experiences, a career plan, motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
- an indication of specific courses of interest (all applicants)
- a brief outline of their proposed research project (for thesis students)
- indication of their preference of supervisor (for thesis students)

During their graduate studies, students must follow a program of study acceptable to both the home degree program and the WLSC Collaborative Graduate Program. Students will be registered in both the home department and in the Collaborative Graduate Program. The Director of the Collaborative Program will review each student’s progress to ensure that they are meeting the requirements of the collaborative program. If a student changes their thesis topic or the focus of their studies mid-way through their degree and no longer wishes to pursue the area of work and learning, they will be required to withdraw from the collaborative program.

The Collaborative Graduate Program encourages diversity in academic disciplines and life experiences. The program is open to all qualified applicants. The applicant will need to satisfy the requirements of the home department including grade point average. For the Collaborative Program specifically, qualified applicants will also demonstrate well developed, scholarly awareness of the field of workplace learning and social change in their application materials.

Students who are already enrolled in SESE or AECP will also be allowed to apply to the collaborative program during their course of study. Requests from already enrolled applicants will be considered once a year at the same time as admission files are reviewed.
4. Program Requirements and Common Learning Experience

Program requirements:

The following is a description of the requirements for each of the degree programs:

Master’s program requirements:

MEd Program:
There are 10 half courses required for graduation from the home departments for this degree. The Collaborative program will consist of one required core half course and one elective half course in the area of workplace learning and social change. The remaining 8 courses will be those required for the fulfillment of the degree requirements of the program of admission. There is no thesis requirement for this degree program.

MA Program:
There are 6 half courses (SESE) or 8 half courses (AECP) required for graduation from the home departments. The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining 4 or 6 half courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, thesis students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half courses required for graduation equal 6 (SESE) or 8 (AECP).

All master’s students in the collaborative program will take the following core half course:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPL1131H</td>
<td>Masters Seminar in Workplace Learning and Social Change</td>
</tr>
</tbody>
</table>

Synopsis: This course will introduce students to the central national and international debates in the field. Students will explore the historical development of the notion of "workplace learning" and its links to agendas of social change. The course will expose students to theories of workplace learning and social change, as well as practice and policy in the area.

Note: Course indicator WPL is an indicator associated with this Collaborative Program.

Other program requirements at the Master’s level, including the common learning experience for all students in the collaborative program, are:
1. Thesis students will develop a topic of relevance to the focus of the collaborative program.
2. Students will take one elective half course selected from the following list – the list is subject to change in future years. This would allow them to gain specialized expertise in an area within the field of particular interest to them. This elective course may be counted towards regular home department requirements.

Note: all the courses below are half courses.

Masters Stream Electives (List of electives is subject to change)
- AEC1131 Work and Learning: International Debates (Jackson)
- AEC1107 Developing and Leading High Performing Teams: Theory and Practice (Laiken)
- AEC1113 Gender and Hierarchy at Work (Mirchandani)
- AEC1148 An Introduction to Workplace, Organizational and Workplace Democracy (Quarter or staff)
- AEC1150 Critical Perspectives on Organization Theory, Development and Practice (Mirchandani)
- AEC1156 Power and Difference in the Workplace (Mojab)
- SES2942 Education and Work (Sawchuk)
- JTE2912 Teachers’ Work (Staff)

Doctoral program requirements:

Ed.D. Program (offered in SESE only):
There are 8 half courses required for graduation from the home department for this degree. The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining 6 courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half course required for graduation equal 8.

PhD Program:
There are 6 half courses required for graduation from the home department for this degree. The Collaborative program will consist of one required half course and one elective half course in the area of workplace learning and social change. The remaining 4 courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half course required for graduation equal 6.
All doctoral students in the collaborative program will take the following core half course:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPL3931H</td>
<td>Doctoral Seminar in Workplace Learning and Social Change</td>
</tr>
</tbody>
</table>

**Synopsis:** This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of "workplace learning" and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area.

Note: Course indicator WPL is an indicator associated with this Collaborative Program.

Other program requirements at the Doctoral level, including the common learning experience for all students in the collaborative program, are:

1. Students will develop a thesis topic of relevance to the focus of the collaborative program.
2. Students will take one elective half course selected from the following list - the list is subject to change in future years. This would allow them to gain specialized expertise in an area within the field of particular interest to them. This elective course may be counted towards regular home department requirements.

All courses listed below are half courses.

**Doctoral Stream Electives (list of electives is subject to change)**
- AEC3131 (cross listed with SESE) Immigrants and Informal Learning (Ng)
- AEC3131 Rethinking Skills: Theory, Policy and Politics (Jackson)
- AEC3182 Work, Technology and Knowledge Economy (Mirchandani)
- SES3949 Advanced Studies in Education and Work (Livingstone)
- SES2999 Sociology of Learning and Social Movements (Sawchuk)
- SES3999 Learning Community Unionism (Sawchuk)
- CTL 3007 Seminar in Language and Communication (Kerekes)

**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 is responsible for monitoring and
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.

When students complete the paperwork required for graduation, they will also be required to complete a form to be used to assess whether they have met the requirements of the collaborative program. This form will ask students to list the courses they have taken, an abstract of their thesis (for thesis students), and a statement about their participation in the broader intellectual field through Centres, funded projects or speaker series.

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 (as supervisor or committee member). Core faculty members contribute to the collaborative program through teaching of the core courses and elective courses, 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. Each participating degree program contributes to the collaborative program through student enrolments, although not necessarily every year.

6. Administration

The Collaborative Program has 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. 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.
Program Committee members

The Program Committee includes at least one faculty member from each participating program (AECD and SESE).

Program Committee Members:
Nancy Jackson (AECP)
Marilyn Laiken (AECP)
Kiran Mirchandani (AECP)
Peter Sawchuk (SESE)

Collaborative Program Core Faculty Members:
Nancy Jackson (AECP)
Marilyn Laiken (AECP)
Kiran Mirchandani (AECP)
Shahrzad Mojab (AECP)
Roxana Ng (AECP and SESE)
Jack Quarter (AECP and SESE)
Peter Sawchuk (SESE)
David Livingstone (SESE)

For the first three years of the program, administrative costs (activities/costs detailed immediately below) will be borne at the departmental level using existing resources, and by the staff at the Centre for the Study of Education and Work. Program evaluation following this initial period will allow departments to assess the impact of this program on enrollment expansion. Chairs of both participating departments (AECP and SESE) have indicated in principle that a course release will be provided each year from the Director’s home department based on existing resources (beginning with AECP, Dr. Kiran Mirchandani as Director). In principle, the Directorship may rotate among the participating graduate units. If student interest in the program is high and significant enrolment expansion occurs, additional resource support will be sought from OISE or University of Toronto for future years.

Details of Administrative Duties:

1. Director
   a. Overall program oversight and development
   b. Admissions
   c. Additional Student Support

2. Collaborative Program Staff
   a. Preparation and delivery of monthly electronic newsletter
   b. Assistance with advertisement and room booking for speaker series
   c. Assistance in website updating
   d. Assistance in program social events (end of term potluck dinners and yearly
orientation)

3. Departmental Staff
   a. Regular meetings with program Director

7. Resource Issues

The new core course will be offered by faculty members as part of their regular course load. The elective courses are already regularly offered by the two departments. There are no new space, library or computing requirements arising from this program.

After the collaborative program is established and begins to grow, further resources may be sought based on a full program review carried out by the WLSC Program committee. For example, if the program grows rapidly and it is clear that there is a strong interest in the area then further faculty complement will be sought. Each year, departments engage in a process of complement planning based on student demand and faculty retirements. The needs of the Collaborative Program will be part of departmental conversations and will be forwarded to the Dean's office within the context of departments’ complement planning. Also, grant opportunities will be pursued both within and outside the university to support an expanded program. Should demand increase, in the future the WLSC Program will engage in negotiations with the Dean as to additional supports for the program based on funds set aside for achieving enrollment growth administered at the faculty level.

8. Registration Information/Enrolment Projections

All admissions will be made in light of the goals of each department for the funded and unfunded cohorts. It is expected that a majority of students in this collaborative program will be part of the unfunded cohort.

<table>
<thead>
<tr>
<th>Master’s Students</th>
<th>Projected REGISTRATIONS in Participating Programs</th>
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<tbody>
<tr>
<td></td>
<td>(Note: Continuing numbers each year; new registration numbers in brackets for each year)</td>
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<tr>
<td>AECP</td>
<td>15(15)</td>
</tr>
<tr>
<td>SESE</td>
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<tr>
<td>Total:</td>
<td>20(20)</td>
</tr>
</tbody>
</table>
### Doctoral Students

#### Projected Registrations in Participating Programs

(Nota: Continuing numbers each year; new registration numbers in brackets for each year)

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<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AECP</td>
<td>3(3)</td>
<td>6(3)</td>
<td>9(3)</td>
<td>14(5)</td>
<td>16(5)</td>
<td>19(6)</td>
<td>22(6)</td>
<td>31</td>
</tr>
<tr>
<td>SESE</td>
<td>2(2)</td>
<td>4(2)</td>
<td>6(2)</td>
<td>10(4)</td>
<td>12(4)</td>
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<td>28(9)</td>
<td>34(11)</td>
<td>40(11)</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I

APPRAISAL BRIEF
COLLABORATIVE M.Ed./M.A./PH.D. PROGRAM IN
WORKPLACE LEARNING AND SOCIAL CHANGE

PROGRAM REQUIREMENTS FOR PARTICIPATING PROGRAMS

DEPARTMENT OF Adult Education and Counselling Psychology

- **M.Ed in Adult Education and Community Development**

  Degree Requirements: 10 half courses, five of which must be from within the program and five are electives. Students are required to take AEC 1100 and one research methods course.

  Collaborative Program Requirements: The required core course will count towards regular home program requirements. The elective course may be counted either as a home program requirement (if it is an AEC) or as an elective (if it is a CTL or SESE course).

- **M.A. in Adult Education and Community Development**

  Degree Requirements: 8 half courses, four of which must be from within the program and four are electives, and a thesis. Students are required to take 1100, 1183, and one research course.

  Collaborative Program Requirements: The required core course will count towards regular home program requirements. The elective course may be counted either as a home program requirement (if it is an AEC) or as an elective (if it is a CTL or SESE course).

- **Ph.D in Adult Education and Community Development**

  Degree Requirements: 6 half courses, four of which must be from within the program and two are electives, and a thesis. Students are required to take 3102. At least four courses must be at the 3000 level.

  Collaborative Program Requirements: The required core course will count towards regular home program requirements. The elective course may be counted either as a home program requirement (if it is an AEC) or as an elective (if it is a CTL or SESE course).
DEPARTMENT OF Sociology and Equity Studies in Education

- **M.Ed in Sociology of Education**

Degree Requirements: Students in the M.Ed. degree program in SESE are assigned to Option IV (10 half courses), half of which must be taken in the home department, often with specification of a theory and/or methods course requirement. Students in this degree program are allowed to apply for transfer to either Option II (8 half courses, half from the home department and a Major Research Paper) or Option III (6 half courses, half from the home department and a Masters thesis) provided they’ve demonstrated excellence and have obtain the written agreement of a MRP or Thesis supervisor in the department. There is a focus on applied research primarily.

Collaborative Program Requirements: The required core course will count towards regular home program requirements. The elective course may be counted either as a home program requirement (if it is an SES) or as an elective (if it is from another department).

- **M.A in Sociology of Education**

Degree Requirements: 6 half courses, four of which must be taken in the home department, and a thesis, occasionally with specification of a theory and/or methods course requirement.

Collaborative Program Requirements: The required core course will count towards regular home program requirements. The elective course may be counted either as a home program requirement (if it is an SES) or as an elective (if it is from another department).

- **Ph.D in Sociology of Education**

Degree Requirements: 6 half courses, four of which must be from the home department and two electives, a comprehensive exam and a thesis. Theory and/or methods courses may be required.

Collaborative Program Requirements: The required core course will count towards regular home program requirements. The elective course may be counted either as a home program requirement (if it is an SES) or as an elective (if it is from another department).

- **Ed.D in Sociology of Education**

Degree Requirements: 8 half courses, four of which must be from the home department and two electives, a comprehensive exam and a thesis. Theory and/or methods courses may be required.
Collaborative Program Requirements: The required core course will count towards regular home program requirements. The elective course may be counted either as a home program requirement (if it is an SES) or as an elective (if it is from another department.)
APPENDIX II

APPRAISAL BRIEF FOR THE
COLLABORATIVE M.Ed./M.A./PH.D. PROGRAM IN
WORKPLACE LEARNING AND SOCIAL CHANGE

CORE FACULTY RESEARCH SYNOPSES

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

**Adult Education and Community Development**

Nancy Jackson

Publications:


2. 2001 Jackson, N. *Writing up people at work: Investigations of workplace literacy*. *Literacy and numeracy studies*, (Australia) 10 (1-2),

**Sociology in Education**

David Livingstone

Publications:


**Adult Education and Community Development**

Marilyn Laiken

Publications:


**Adult Education and Community Development**

**Kiran Mirchandani**

Publications:


**Adult Education and Community Development**

**Shahrzad Mojab**

Publications:


**Adult Education and Community Development**

**Roxana Ng**

Publications:


**Adult Education and Community Development**

**Jack Quarter**
Publications:


Sociology in Education
Peter Sawchuk

Publications:


APPENDIX III

CALENDAR ENTRY

Name of Collaborative Program
Workplace Learning and Social Change

Program Committee
Nancy Jackson (AECP) B.A., M.A., Ph.D.
Marilyn Laiken (AECP) (until 2010) B.A., M.A., Ph.D.
Kiran Mirchandani (AECP) B.A., M.Phil., Ph.D.
Peter Sawchuk (SESE) B.Sc., B.Ed., M.A., Ph.D.

Collaborative Program Core Faculty Members:
Nancy Jackson (AECP)
Marilyn Laiken (AECP)
Kiran Mirchandani (AECP)
Shahrzad Mojab (AECP)
Roxana Ng (AECP and SESE)
Jack Quarter (AECP and SESE)
Peter Sawchuk (SESE)
David Livingstone (SESE)

Address:
Program Director Designate:
Kiran Mirchandani
Associate Professor
Dept of Adult Education, Community Development and Counselling Psychology
Ontario Institute for Studies in Education
University of Toronto
252 Bloor Street West, 7-111
Toronto, Ontario, Canada M5S 1V6
Tel: 416 978 0884
Fax: 416 926 4749
http://www.oise.utoronto.ca/depts/aecdcp/

Nature of Collaborative Program
The Department of Adult Education and Counselling Psychology and Sociology and Equity Studies in Education collaborate to offer the Collaborative Program in Workplace Learning and Social Change at the ME.d, M.A., Ed.D and Ph.D degree levels. The Program aims to enrich the education of graduate students through their participation in one core course and one elective course as well as involvement in the dynamic and interdisciplinary Centre for the Study of Education and Work.
The program will be particularly suited to those interested in developing their understandings of work and learning trends in Canada and internationally, with a focus on the relationships between workplace learning and social change. There are three intellectual objectives of this program. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the program allows for an exploration of the connections between learning as an individual phenomena and learning as a social/organizational and public policy phenomenon. By linking individual and structural dimensions of learning, patterns of participation, inclusion and exclusion in workplace environments, work processes, and worker identities will be highlighted. Finally, a third objective of the program is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy.

Faculty associated with this collaborative program have particular expertise in issues related to workplace learning amongst immigrant workers, foreign trained professionals, marginalized workers, as well as workers embedded within progressive organizational structures; and, they contribute expertise in the areas of social policy, organizational development, technological change, industrial relations, labour market analysis and school-to-work transitions.

Application Procedures
Admission to the program is open to all M.Ed, M.A, Ed.D and Ph.D students who are registered in SESE or AECD. All students interested in participating in the WLSC Collaborative Graduate Program at either the master’s or doctoral level must apply to and be accepted at both the departmental level and by the WLSC Collaborative Graduate Program.

Master’s Degrees

Admission Requirements
The applicant will indicate on her/his application to the home department that he/she is also applying to the Collaborative Program. The applicant will indicate to referees that their letters of support will be used in application for both the Collaborative Program and the home department. In addition to corresponding to all home department requirements, the application shall include a sample of writing.

This statement of interest (three pages in length) will include:

- relevant personal and/or professional experiences, a career plan, motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
- an indication of specific courses of interest (all applicants)
- a brief outline of their proposed research project (for thesis students)
- indication of their preference of supervisor (for thesis students)
Program Requirements

MEd Program
There are 10 half courses required for graduation from the home departments for this degree. The Collaborative program will consist of one required core half course (WPL 1131) and one elective half course in the area of workplace learning and social change. The remaining 8 courses will be those required for the fulfillment of the degree requirements of the program of admission. There is no thesis requirement for this degree program.

MA Program
There are 6 half courses (SESE) or 8 half courses (AECP) required for graduation from the home departments. The Collaborative program will consist of one required half course (WPL 1131) and one elective half course in the area of workplace learning and social change. The remaining 4 or 6 half courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, thesis students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half courses required for graduation equal 6 (SESE) or 8 (AECP).

Doctoral Degrees

Admission Requirements
Applicants should apply to the appropriate degree program in one of the collaborating departments that corresponds most closely to their general background and interests. The applicant will indicate on her/his application to the home department that he/she is also applying to the Collaborative Program. The applicant will indicate to referees that their letters of support will be used in application for both the Collaborative Program and the home department. In addition to corresponding to all home department requirements, the application shall include a sample of writing.

This statement of interest (three pages in length) will include:

- relevant personal and/or professional experiences, a career plan, motivation in seeking advanced training in Workplace Learning and Social Change (all applicants)
- an indication of specific courses of interest (all applicants)
- a brief outline of their proposed research project (for thesis students)
- indication of their preference of supervisor (for thesis students)

Program Requirements

Ed.D. Program (offered in SESE only):
There are 8 half courses required for graduation from the home department for this degree. The Collaborative program will consist of one required half course (WPL 3931) and one elective half course in the area of workplace learning and social change. The remaining 6 courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half course required for graduation equal 8.

PhD Program:
There are 6 half courses required for graduation from the home department for this degree. The Collaborative program will consist of one required half course (WPL 3931) and one elective half course in the area of workplace learning and social change. The remaining 4 courses will be those required for the fulfillment of the degree requirements of the program of admission. In addition, students will be required to complete a thesis which incorporates issues of workplace learning and social change. A member of the collaborative program core faculty will serve as supervisor or committee member. Total number of half course required for graduation equal 6.

Courses of Instruction

All master’s students in the collaborative program will take the following core half course:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPL1131H</td>
<td>Masters Seminar in Workplace Learning and Social Change</td>
</tr>
</tbody>
</table>

Synopsis: This course will introduce students to the central national and international debates in the field. Students will explore the historical development of the notion of "workplace learning" and its links to agendas of social change. The course will expose students to theories of workplace learning and social change, as well as practice and policy in the area.

Note: Course indicator WPL is an indicator associated with this Collaborative Program.

Masters Stream Electives - all half courses (List of electives is subject to change)

- AEC1131 Work and Learning: International Debates (Jackson)
- AEC1107 Developing and Leading High Performing Teams: Theory and Practice (Laiken)
- AEC1113 Gender and Hierarchy at Work (Mirchandani)
- AEC1148 An Introduction to Workplace, Organizational and Workplace Democracy (Quarter or staff)
- AEC1150 Critical Perspectives on Organization Theory, Development and Practice (Mirchandani)
- AEC1156 Power and Difference in the Workplace (Mojab)
• SES2942 Education and Work (Sawchuk)
• JTE2912 Teachers’ Work (Staff)

Doctoral Program
All doctoral students in the collaborative program will take the following core half course:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPL3931H</td>
<td>Doctoral Seminary in Workplace Learning and Social Change</td>
</tr>
</tbody>
</table>

**Synopsis:** This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of "workplace learning" and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area.

Note: Course indicator WPL is an indicator associated with this Collaborative Program.

**Doctoral Stream Electives - all half courses (list of electives is subject to change)**

• AEC3131 cross listed with SESE Immigrants and Informal Learning (Ng)
• AEC3131 Rethinking Skills: Theory, Policy and Politics (Jackson)
• AEC3182 Work, Technology and Knowledge Economy (Mirchandani)
• SES3949 Advanced Studies in Education and Work (Livingstone)
• SES2999 Sociology of Learning and Social Movements (Sawchuk)
• SES3999 Learning Community Unionism (Sawchuk)
• CTL 3007 Seminar in Language and Communication (Kerekes)
APPENDIX IV

School of Graduate Studies
Proposal for a New Course

School of Graduate Studies
University of Toronto

Proposal for a New Graduate Course
2007-2008

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

<table>
<thead>
<tr>
<th>Course designator/code (three letters):</th>
<th>Course Number (four digits):</th>
<th>Format (lecture/ seminar/readings, distance delivery, etc.):</th>
<th>Number of contact hours per week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPL</td>
<td>1131</td>
<td>Lecture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Course Title:**
Masters Seminar in Workplace Learning and Social Change

**Department:**
Sociology and Equity Studies in Education
Adult Education and Counselling Psychology

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

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

This course will introduce students to work and learning trends in Canada and internationally, with a focus on the relationships between workplace learning and social change. There are three intellectual objectives of this course. The first objective is to situate workplace learning within broader social trends such as globalization, neo-liberalism and organizational restructuring. Second, the course allows for an exploration of the connections between learning as an individual phenomenon and learning as a
social/organizational and social policy phenomenon. Finally, a third objective of the course is to highlight the learning strategies that seek to foster social change through greater equality of power, inclusivity, participatory decision-making and economic democracy. The course will also provide students with exposure to the various faculty members involved with the Collaborative Program in Workplace Learning and Social Change. Weekly seminars will be held.

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

The course is a required course for Masters students (M.Ed. and MA) enrolled in the Collaborative Program in Workplace Learning and Social Change.

Enrolment projection (estimate):
15-20

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Co-requisites/ exclusions/ enrolment restrictions (if any):</th>
<th>Course weight (indicate one below):</th>
<th>Regular/continuing/ extended (indicate one below)*:</th>
<th>Start Session/Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>X_ H</td>
<td>X_ Regular</td>
<td>Winter 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___ Y</td>
<td>___ Continuing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>___ Extended</td>
<td></td>
</tr>
</tbody>
</table>

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

MASTERS SEM W R K L R N & C H A N G E

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

X_ Letter grades
___ CR/ NCR

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

Journaling on Readings - Weekly - 30%
Participation – 10%
Presentation - 20%
Research paper - 40%

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):

Journaling on Readings - Weekly. (Returned to student before drop date)
Participation and presentation - as per schedule
Research Paper - End of course.

List graduate units where significant similarity or overlap may occur (confirm endorsement by those units of this new course; attach documentation as appropriate):
A review of the OISE Bulletin was made as well as consulting members of SESE (e.g. Livingstone), AECPL (e.g. Laiken). There is no significant similarity or overlap with existing course offerings.

**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):

Approved in November 2007 (AECPL and SESE)

**SECTION B: Additional Faculty-specific questions (if any):**

---

**Date:**
February 25, 2008

**Submitted by:**
(Name of Chair/Director of Graduate Unit, or designate; include title)

Marilyn Laiken, Chair
Department of Adult Education and Counselling Psychology, OISE/UT

**Contact information:**
(Provide e-mail address, telephone number, etc.)

Telephone: (416) 978-0727, Fax: (416) 926-4749
Email: mlaiken@oise.utoronto.ca
Office: 7-212

**Signature:**
(If required by Faculty Graduate Affairs Office)
<table>
<thead>
<tr>
<th>Assignment Number/Title</th>
<th>Percentage Value</th>
<th>Week Due</th>
<th>Description *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Journaling on Readings</td>
<td>30%</td>
<td>Weekly</td>
<td>This assignment requires the student to submit a synopsis and critical reflection on readings assigned during each week of the course. The submission will be 500-700 words. Learning Objectives: Development of skills in review skills and critical evaluation of research articles; development of writing skills. Evaluation: Grasp of material; Ability to ask critical questions of material and to make reasoned projections as to the value of concepts/theory presented; Ability to assess (where applicable) methodological dimensions of a research article; Clarity of presentation (structuring of written work, copy-editing, grammar).</td>
</tr>
<tr>
<td>2. Participation</td>
<td>10%</td>
<td>Weekly</td>
<td>This assignment relates to the student’s weekly participation in scholarly discussion of assigned materials, lecture presentation and the comments of other students. Learning Objectives: Development of deeper understanding of material presented in class in relation to the assigned written materials; Ability to engage in creative scholarly discussion. Evaluation: Subjective assessment by instructor based on classroom contributions; summarized in Week 12.</td>
</tr>
<tr>
<td>3. In-Class Presentation</td>
<td>20%</td>
<td>Variable scheduling</td>
<td>This assignment requires a group of students, assigned during the first day of class, to lead discussion of the assigned readings and relate these readings to contemporary workplace situations. Students are required to produce a one-page handout out for the entire class in support of their presentation. On the week the student group leads discussion, they are not required to submit a journal assignment. Learning Objectives: Development of ability to understand and apply material from assigned readings; Development of ability to make well-organized and thoughtful oral presentation of scholarly arguments. Evaluation: Quality of synopsis and critical</td>
</tr>
</tbody>
</table>

OISE COURSE PROPOSAL

SUPPLEMENTARY FORM

(WPL1131 “Workplace Learning and Social Change 1”)

PART A
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>40%</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

This assignment requires the student develop a focused research argument supported by critical assessment of the field or sub-field of empirical and theoretical research related to workplace learning and social change. It will be 4000-6000 words in length including references.

**Learning Objectives:**
- Development of detailed understanding of a particular research problem in area of workplace learning and social change;
- Development of scholarly research and analysis skills;
- Development of scholarly writing technique.

**Evaluation:**
- Quality of understanding of a defined research problem and the literature that relates to this problem including a general level of awareness of the relationship of this problem to the broader area of workplace learning and social change;
- Quality of argumentation including demonstrated understanding of pro/con positions in relation to the thesis presented;
- Clarity of presentation (structuring of written work, copy-editing, grammar).

+ Provide the week in which the assignment will be due, for example, Week 3, Week 8, etc.
Please remember that one graded assignment must be returned to students before the final date to drop the course.

* Provide a description of the assignment, including learning objectives and evaluation criteria. If using terminology unique to your research field, please provide definitions.

**PART B**
Please provide a bibliographic reference list of required readings. If there are more than 5, you may provide a sample of 5 or attach your complete list.


Have you confirmed that the library resources are available with the Education Commons (library) staff?  **X** Yes ______ No

Have you confirmed that any technical resources are available with the Education Commons staff?  **X** Yes ______ No _____ N/A
Proposal for a New Graduate Course  
2007-2008

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

<table>
<thead>
<tr>
<th>Course designator/code (three letters):</th>
<th>Course Number (four digits):</th>
<th>Format (lecture/ seminar/readings, distance delivery, etc.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPL</td>
<td>3931</td>
<td>Lecture, Seminar/readings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of contact hours per week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Course Title:  
Doctoral Seminar in Workplace Learning and Social Change

Department:  
Sociology and Equity Studies in Education  
Adult Education and Counselling Psychology

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

Course Description (approximately 100-150 words; may include further description of format of course presentation, e.g., lectures, seminars, readings, etc.):  
This course will allow students to engage in advanced learning and research on the central national and international debates in the field. Students will develop extensive analytic and conceptual knowledge in the areas of the historical development of the notion of "workplace learning" and its links to diverse agendas of social change. The course will require the critical assessment and research applications of theories of workplace learning and social change, as well as practice and policy in the area. The course will include exploration of advanced case study research as well as national and international survey research, and encourage the linkages with students doctoral thesis work. Weekly seminars will be held.

Academic Relevance – state the reason for creating the course, and its place in your program (required, elective, etc.):
The course is a required course for Doctoral students enrolled in the Collaborative Program in Workplace Learning and Social Change.

**Enrolment projection (estimate):**
10-15

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Co-requisites/ exclusions/ enrolment restrictions (if any):</th>
<th>Course weight (indicate one below):</th>
<th>Regular/continuing/ extended (indicate one below)*:</th>
<th>Start Session/Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td><em>X</em> H</td>
<td><em>X</em> Regular</td>
<td>Winter 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___ Y</td>
<td>___ Continuing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>___ Extended*</td>
<td></td>
</tr>
</tbody>
</table>

*See SGS Calendar, Section 6 Course Codes

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

D O C T O R A L W R K L R N & C H A N G E

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

_ X_ Letter grades
___ CR/ NCR

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

- Literature Review Assignment - 30%
- Participation and presentation - 10%
- Research paper - 60%

**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):**

- Participation and presentation - as per schedule
- Literature Review Assignment – graded prior to drop/add deadline each term
- Research Paper – Week 12

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

A review of the OISE Bulletin was made as well as consulting members of SESE (e.g. Sawchuk), AECP (e.g. Laiken). There is no significant similarity or overlap with existing course offerings.

**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):

Approved in November 2007 (AECP and SESE)

SECTION B: Additional Faculty-specific questions (if any):

Date:
February 25, 2008

Submitted by:
(Name of Chair/Director of Graduate Unit, or designate; include title)

Kari Dehli, Chair
Department of Sociology and Equity Studies in Education, OISE/UT

Contact information:
(Provide e-mail address, telephone number, etc.)

Ph (416) 978-0506
Fx (416) 926-4751
karidehli@oise.utoronto.ca

Signature:
(If required by Faculty Graduate Affairs Office)
### OISE COURSE PROPOSAL
**SUPPLEMENTARY FORM**
(WPL3931 “Workplace Learning and Social Change 2”)

**PART A**

<table>
<thead>
<tr>
<th>Assignment Number/Title</th>
<th>Percentage Value</th>
<th>Week Due</th>
<th>Description *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literature Review Assignment</td>
<td>30%</td>
<td>Week 4</td>
<td>This assignment requires the student to submit a synopsis and critical reflection on a defined set of readings, mutually constructed between student and instructor, of a relevant topic in the area of workplace learning and social change. The assignment will include between 8-12 referenced works. The submission will be 1000-1500 words. <strong>Learning Objectives:</strong> Development of advanced skills in literature review and critical evaluation of research articles/monographs; development of writing skills. <strong>Evaluation:</strong> Advanced grasp of research material; Ability to ask critical questions of material and to identify empirical and/or conceptual gaps and achievements of the material reviewed; Ability to assess both theoretical and methodological dimensions of a research article; Clarity of presentation (structuring of written work, copy-editing, grammar).</td>
</tr>
<tr>
<td>2. Participation &amp; presentation</td>
<td>10%</td>
<td>Weekly</td>
<td>This assignment relates to the student’s weekly participation in scholarly discussion of assigned materials, lecture presentation and the comments of other students. It also includes informal leadership of initial discussion (in pairs; schedule established first day of class). <strong>Learning Objectives:</strong> Development of deeper understanding of material presented in class in relation to the assigned written materials; Ability to engage in and lead creative scholarly discussion. <strong>Evaluation:</strong> Subjective assessment by instructor based on classroom contributions and leadership of discussion on assigned date; summarized in Week 12.</td>
</tr>
</tbody>
</table>
| 3. Research Paper                        | 60%              | Week 12  | This assignment requires the student develop a focused research argument supported by critical assessment of the field or sub-field of empirical and theoretical research related to workplace learning and social change. It will be 4000-6000 words in length including references. **Learning Objectives:** Development of advanced,
detailed understanding of a particular research problem in area of workplace learning and social change; Development of advanced scholarly research and analysis skills suitable to the support of doctoral thesis work; Development of advanced scholarly writing technique suitable for the production of publishable research articles and a dissertation.

Evaluation: Demonstration of advanced awareness of the selected research problem in relation to the area of workplace learning and social change. Quality of understanding of the specific research problem and the theoretical and empirical literature that relates to this problem; Quality of argumentation including demonstrated understanding of pro/con positions in relation to the thesis presented; Clarity of presentation (structuring of written work, copy-editing, grammar).

+ Provide the week in which the assignment will be due, for example, Week 3, Week 8, etc. Please remember that one graded assignment must be returned to students before the final date to drop the course.

* Provide a description of the assignment, including learning objectives and evaluation criteria. If using terminology unique to your research field, please provide definitions.

**PART B**

Please provide a bibliographic reference list of required readings. If there are more than 5, you may provide a sample of 5 or attach your complete list.


Have you confirmed that the library resources are available with the Education Commons (library) staff?  

_ X_ Yes _____ No
Have you confirmed that any technical resources are available with the Education Commons staff?  

Yes _____ No _____ N/A
MOTION
Graduate Education Council
Tuesday, May 20, 2008

Item 7.1.1

Proposal to change admission requirements for the following program:
Elementary and Intermediate Education Program, Master of Teaching (M.T.),
Department of Curriculum, Teaching and Learning, OISE

MOTION (Revised)
THAT SGS Graduate Education Council approve the proposal of the
Department of Curriculum, Teaching and Learning, Elementary and
Intermediate Education Program, Master of Teaching (M.T.), to change
the admission requirements concerning prerequisites in
(Junior/Intermediate) teaching subjects from 2.0 full course equivalents
to 3.0 full course equivalents, effective September 2008.

See attached documents:
• Governance Form
• Calendar Entry

NOTE:
The proposal was posted on the Graduate Webposting System. It was approved by the
Department at its meeting of February 13, 2008. The proposal was approved by the
Graduate Education Committee on March 14, 2008 and the Faculty Council of OISE on
April 16, 2008. There was no discussion of this item at the Faculty meetings.

SGS Graduate Education Council approval is final for this item. It will be presented to
the Academic Policy and Planning Committee of Governing Council in the SGS annual
report for information.
Governance Form A: General  
2007-2008

Faculty Affiliation:  
Ontario Institute for Studies in Education

Name of Graduate Unit:  
Department of Curriculum, Teaching and Learning (CTL)

Graduate Program/s involved in proposal, if any:  
Master of Teaching in Elementary and Intermediate Education Program (MT)

Brief Summary of Proposed Change:  
The CTL Master of Teaching in Elementary and Intermediate Education Program proposes that all Junior/Intermediate teaching subjects that currently have a prerequisite of 2.0 full courses have this prerequisite raised to 3.0 full courses.

Note: This proposal would not alter the prerequisite for teaching subjects that currently have a prerequisite of 3.0 or more courses.

Rationale:  
Students in the Junior/Intermediate concentration of the MT program must select one teaching subject for their studies. For some of the subjects, students must have two full university courses in that subject area as prerequisites for admission into the program. OISE is alone among Ontario faculties of education that require students to have only two course pre-requisite for admission into the program. Across the province, every other faculty of education that offers Junior/Intermediate has a prerequisite of at least 3.0 full courses.

Consultation with OISE’s Curriculum and Instruction Leadership team agree that the prerequisites need to be increased to at least three full courses. Teaching subjects that currently have a prerequisite of 3.0 or more courses would remain unchanged.

Prior Approvals/Actions:  
This proposal was approved in principle at the February 13, 2008 CTL Council meeting.

Proposed Effective Date: September 2008

Financial and/or Planning Implications: None

Contact name: CTL Associate Chair, Professor Elizabeth Campbell

Submitted by: Professor Normand Labrie, Associate Dean, Graduate Studies

Date: April 8, 2008
Degree Programs
The following graduate programs are offered by the CTL Department:

1. Curriculum Studies and Teacher Development (M.Ed., M.A., Ph.D.)
2. Elementary and Secondary Education (M.T.)

2 Master of Teaching in Elementary and Secondary Education Program
The Master of Teaching in Elementary and Secondary Education (M.T.) program consists of two years of full-time study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification, which qualifies them to teach in the primary and junior (P/J) divisions, the junior and intermediate (J/I) divisions or the intermediate and senior (I/S) divisions of Ontario schools.

The Master of Teaching in Elementary and Secondary Education Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning with a K-12 focus. This is the only initial teacher education program to offer the opportunity for elementary and secondary pre-service teachers to learn together on a K-12 continuum. The high level of academic rigor in conjunction with increased practicum opportunities serve to enhance and extend the theoretical and practical experiences of students preparing to teach. Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements
Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto mid-B or better in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. In addition, applicants are requested to list in
chart form, the extent of their experience working with children. The chart should include dates, location of experience, role, and number of hours working with students. An interview by a panel of faculty, teachers and students will be held to gather additional information for selected students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Applicants must also meet prerequisite requirements (between 2 and 5 full course equivalents) based on the teaching subject(s) in which they choose to concentrate. More information about prerequisites can be found in the OISE Bulletin.

Documentation

Applicants to the Master of Teaching in Elementary and Secondary Education program are advised that a photocopy of a Canadian birth certificate (or in the case of a person who was not born in Canada, documents showing the basis upon which the individual is present in Canada including date and place of birth) are not required at the time of application for admission. However, these may be required by September of your first year. Similarly, if applicable, a photocopy of a certificate of change of name is not required at the time of application, but may be required subsequently.

School Board Requirements

Applicants to the Master of Teaching in Elementary and Secondary Education program are advised that a criminal record report is not required at the time of application for admission.

This program requires successful completion of practice teaching in the schools. School Boards require teacher education candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students. Without a satisfactory criminal record report resulting in the issuance of a valid OESC Identification Card, the schools will not allow teacher education candidates to participate in practice teaching.

Questions regarding this process should be directed to: The Ontario Education Services Corporation

E-mail: oesc-cseo@opsba.org

Website: www.oesc-cseo.org

The Ontario College of Teachers Certification
The Ontario College of Teachers (OCT) is responsible for licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents, and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of police record checks and an Applicant's Declaration about their suitability for registration. Note that the report is valid for six months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers

Telephone: 416-961-8800

Program Requirements
The two-year M.T. degree is composed of the equivalent of 16 half-courses (10 core, 5 specific, and 1 elective), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Courses of Instruction

First Year Core Courses (all MT students)

CTL7004Y  Practicum in Schools
CTL7006H  Reflective Teaching and Inquiry into Research in Education
CTL7007H  Authentic Assessment
CTL7011H  Child and Adolescent Development

Second Year Core Courses (all MT students)

CTL7001H  Educational Professionalism, Ethics and the Law
CTL7005Y  Practicum Internship
CTL7008H  Introduction to Special Education and Adaptive Instruction
CTL7009H  Anti-Discriminatory Education
Elective Courses
The one elective is normally selected from other graduate courses offered at OISE.

First Year Specific Courses (P/J and J/I students)

- CTL7000H  Curriculum and Teaching in Literacy
- CTL7002H  Curriculum and Teaching in Mathematics
- CTL7003H  Curriculum and Teaching in Social Studies and Science

Second Year Specific Courses (P/J and J/I students)

- CTL7010H  Issues in Numeracy and Literacy
- CTL7013H  Arts in Education

I/S Specific Courses (I/S students will select one in each year of the program)

- CTL 7020Y  Curriculum and Teaching in English - Secondary
- CTL 7021Y  Curriculum and Teaching in History - Secondary
- CTL 7022Y  Curriculum and Teaching in Mathematics - Secondary
- CTL 7023Y  Curriculum and Teaching in Science: Biology - Secondary

Second Year Specific Courses (I/S students)

- CTL 7012H  Issues in Secondary Education
School of Graduate Studies

MOTION
Graduate Education Council
Tuesday, May 20, 2008

Item 7.1.2

Proposal to change program requirements for the following program:
Elementary and Intermediate Education Program, Master of Teaching (M.T.),
Department of Curriculum, Teaching and Learning, OISE

MOTION (Revised)
THAT SGS Graduate Education Council approve the proposal of the
Department of Curriculum, Teaching and Learning, Elementary and
Intermediate Education Program, Master of Teaching (M.T.), to change
the program requirements from 14 core half-courses plus 2 half-course
electives to 10 core half-courses plus 5 half-courses core to the field
plus 1 elective half-course; in the area of Curriculum and Instruction,
the elementary field will have 4 half courses to address major subject
areas (language, mathematics, science, arts) and the secondary field will
have 2 full courses representing the two teaching subjects that each
candidate will take, effective September, 2008.

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
These changes are proposed in association with the introduction of a new field to the
program. The program currently is a single-field program – the field name is Human
Development and Curriculum. A second field in “Secondary Education” is being
proposed in a brief for the Ontario Council on Graduate Studies. While the existing field
is not being changed, its title is being revised to “Elementary Education”; this provides a
level of consistency with the new second field name.

A new field does not require University governance approvals, but changes associated
with the introduction of a new field do.
The program name is also being revised from “Elementary and Intermediate Education Program” to “Elementary and Secondary Education Program” to reflect the introduction of a second field (see item #8 on agenda).

Overall number of courses required is unchanged.

The proposal was posted on the Graduate Webposting System. It was approved by the Department at its meeting of December 5, 2007. The proposal was approved by the Graduate Education Committee on March 14, 2008 and the Faculty Council of OISE on April 16, 2008. The following discussion occurred at those meetings:
1. There was some discussion about how students will take their two teachable subjects in the new Intermediate/Senior division. It was clarified that students in this division will select one subject in each year of the program.
2. There was also some discussion about the previous wording to the SGS Calendar regarding the submission of their birth certificates and name change certificates. With the new online application process, it is no longer necessary for students to submit this documentation during the admission process. The Registrar’s office representative suggested new wording that should be used.

SGS Graduate Education Council approval is final for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in the SGS annual report for information.
Governance Form A: General
2007-2008

Faculty Affiliation:
Ontario Institute for Studies in Education

Name of Graduate Unit:
Department of Curriculum, Teaching and Learning (CTL)

Graduate Program/s involved in proposal, if any:
Master of Teaching in Elementary and Intermediate Education Program (MT)

Brief Summary of Proposed Change:
(1) The CTL Master of Teaching in Elementary and Intermediate Education Program proposes that a Secondary Education field be added to the existing field of Elementary and Intermediate Education.
(2) The Department requests that the name of the program be changed to the Master of Teaching in Elementary and Secondary Education program.
(3) The proposal includes a change to the program’s requirements for both fields although the overall number of courses required is unchanged. The Master of Teaching program requirements will change from the 14 core half-courses and 2 half-course electives that are currently required to 10 core half-courses, 5 specific half-courses, and 1 elective. In the area of Curriculum and Instruction, the elementary field will have 4 half courses to address major subject areas (language, math, science, arts) and the secondary field will have 2 full courses representing the two teaching subjects that each candidate will take.

Rationale:
The strength of the MT program model, which includes its length (2 years), internship, and research base, should be extended to other students interested in teaching at the Secondary level. A two year MT cohort-secondary would be the first of its kind in Canada. This would introduce the opportunity to create some level of integration with the MT-elementary (creating a K-12 teacher education program).

The proposal has support from the OISE Dean who, in a letter dated September 2007, outlined three reasons for including a cohort in Secondary Education in the Master of Teaching program: program reputation, strength of program, and resource generation.

The name of the program should change to the Master of Teaching in Elementary and Secondary Education Program to accommodate the fact that the program will no longer focus exclusively on the field of Elementary and Intermediate Education, but also on the field of Secondary Education. This name change will thus reflect the greater scope of the program and allow for future program development while reducing the need of subsequent name changes.

Prior Approvals/Actions:
This proposal was approved in principle at the December 5, 2007 CTL Council meeting.

This proposal was approved by the Graduate Education Committee – OISE (GECD) on March 20, 2008.

Proposed Effective Date:
Month       Year
September   2008
Financial and/or Planning Implications:
The expansion of the MT program to include a secondary field is a revenue positive proposal in that it will increase revenue for OISE. In order to increase provincial funding, we need to increase enrolment in this professional program, as specified in the Dean’s memorandum to the Chairs in September 2007. Furthermore, the Dean’s recent budget memorandum (February 2008) clearly states the MT expansion as an institutional priority. It notes, "...expansion needs to be targeted to professional programs, and in particular the MT, MA (ICS) and MEd/EdD/Flex-PhD cohort programs" (p.4). While additional costs associated with staffing this new field will represent a small proportion of the overall income generated by the expansion, there are some costs expected. We expect that 4 additional sections will be added that will need to be covered by stipends. It should be noted that, as an integrated program, the expanded MT will include a K-12 focus in some classes, thereby necessitating the additional hiring of instructors teaching on stipend to accommodate the additional teaching load (in keeping with an increase of 20-24 students). A further 3 additional sections will be handled by reassigning CTL faculty into the MT program from the B.Ed. Program. This would have a consequence for the B.Ed. Program. Lastly, the MT Program currently employs a support staff member as an 80% appointment. We anticipate that this will increase to a 100% appointment.

Contact name: CTL Associate Chair, Professor Elizabeth Campbell

Submitted by: Professor Normand Labrie, Associate Dean, Graduate Studies

Date: February 8, 2008
SGS CALENDAR ENTRY

Degree Programs
The following graduate programs are offered by the CTL Department:

1. Curriculum Studies and Teacher Development (M.Ed., M.A., Ph.D.)
2. Elementary and Secondary Education (M.T.)

2. Master of Teaching in Elementary and Secondary Education Program
The Master of Teaching in Elementary and Secondary Education (M.T.) program consists of two years of full-time study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification, which qualifies them to teach in the primary and junior (P/J) divisions, the junior and intermediate (J/I) divisions or the intermediate and senior (I/S) divisions of Ontario schools.

The Master of Teaching in Elementary and Secondary Education Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning with a K-12 focus. This is the only initial teacher education program to offer the opportunity for elementary and secondary pre-service teachers to learn together on a K-12 continuum. The high level of academic rigor in conjunction with increased practicum opportunities serve to enhance and extend the theoretical and practical experiences of students preparing to teach. Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship, and practica, along with independent and collaborative research and major research papers.

Admission Requirements
Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto mid-B or better in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. In addition, applicants are requested to list in chart form, the extent of their experience working with children. The chart should include...
dates, location of experience, role, and number of hours working with students. An interview by a panel of faculty, teachers, and students will be held to gather additional information for selected students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Applicants must also meet prerequisite requirements based on the teaching subject(s) in which they choose to concentrate. More information about prerequisites can be found in the OISE Bulletin.

Documentation

Applicants to the Master of Teaching in Elementary and Secondary Education program are advised that a photocopy of a Canadian birth certificate (or in the case of a person who was not born in Canada, documents showing the basis upon which the individual is present in Canada including date and place of birth) are not required at the time of application for admission. However, these may be required by September of your first year. Similarly, if applicable, a photocopy of a certificate of change of name is not required at the time of application, but may be required subsequently.

School Board Requirements

Applicants to the Master of Teaching in Elementary and Secondary Education program are advised that a criminal record report is not required at the time of application for admission.

This program requires successful completion of practice teaching in the schools. School Boards require teacher education candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students. Without a satisfactory criminal record report resulting in the issuance of a valid OESC Identification Card, the schools will not allow teacher education candidates to participate in practice teaching.

Questions regarding this process should be directed to: The Ontario Education Services Corporation

E-mail: pesc-cseo@opsba.org
Website: www.oesc-cseo.org

The Ontario College of Teachers Certification
The Ontario College of Teachers (OCT) is responsible for licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents, and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of police record checks and an Applicant’s Declaration about their suitability for registration. Note that the report is valid for six months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers

Telephone: 416-961-8800

Program Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (10 core, 5 specific, and 1 elective), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers’ Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Courses of Instruction

First Year Core Courses (all MT students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTL7004Y</td>
<td>Practicum in Schools</td>
</tr>
<tr>
<td>CTL7006H</td>
<td>Reflective Teaching and Inquiry into Research in Education</td>
</tr>
<tr>
<td>CTL7007H</td>
<td>Authentic Assessment</td>
</tr>
<tr>
<td>CTL7011H</td>
<td>Child and Adolescent Development</td>
</tr>
</tbody>
</table>

Second Year Core Courses (all MT students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTL7001H</td>
<td>Educational Professionalism, Ethics and the Law</td>
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<td>CTL7005Y</td>
<td>Practicum Internship</td>
</tr>
<tr>
<td>CTL7008H</td>
<td>Introduction to Special Education and Adaptive Instruction</td>
</tr>
<tr>
<td>CTL7009H</td>
<td>Anti-Discriminatory Education</td>
</tr>
</tbody>
</table>

Note: A police record check is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.
**Elective Courses**

*The one elective is normally selected from other graduate courses offered at OISE.*

**First Year Specific Courses (P/J and J/I students)**

- CTL7000H Curriculum and Teaching in Literacy
- CTL7002H Curriculum and Teaching in Mathematics
- CTL7003H Curriculum and Teaching in Social Studies and Science

**Second Year Specific Courses (P/J and J/I students)**

- CTL7010H Issues in Numeracy and Literacy
- CTL7013H Arts in Education

**I/S Specific Courses (I/S students will select one in each year of the program)**

- CTL 7020Y Curriculum and Teaching in English - Secondary
- CTL 7021Y Curriculum and Teaching in History - Secondary
- CTL 7022Y Curriculum and Teaching in Mathematics - Secondary
- CTL 7023Y Curriculum and Teaching in Science: Biology - Secondary

**Second Year Specific Courses (I/S students)**

- CTL 7012H Issues in Secondary Education
- Year 1

CTL 7000H Curriculum and Teaching in Literacy
CTL 7002H Curriculum and Teaching in Mathematics
CTL 7003H Curriculum and Teaching in Social Studies and Science
CTL 7004Y

CTL 7009H Anti-Discriminatory Education
CTL 7010H Issues in Numeracy and Literacy
CTL 7011H Child and Adolescent Development
Item 7.2

Proposal to change program requirements for the following program:
Geography, M.A., M.Sc.
Geography Department, Faculty of Arts and Science

MOTION
THAT SGS Graduate Education Council approve the proposal of the Department of Geography, Geography Program, M.A. and M.Sc., to change the program requirements for Geography students enrolled in the Collaborative Program in Environmental Studies from seven half-courses (3.5 FCEs) to five half courses (2.5 FCEs) effective September 2008; the program length for these students is thereby reduced from 16 months to 12 months.

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
The proposal was discussed by the departmental graduate committee and by the Geography Tri-campus Council. It was posted on the Graduate Webposting System. The proposal was approved by the Arts and Science Three Campus Graduate Curriculum Committee at its meeting on April 14, 2008. There was no substantive discussion of the item at the Faculty meeting.

SGS Graduate Education Council approval is final for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in the SGS annual report for information.
Faculty Affiliation: Arts and Science

Name of Graduate Unit: Geography

Graduate Program/s involved in proposal, if any: Geography, M.A., M.Sc.

Brief Summary of Proposed Change:
Reduction of required number of courses for Geography students in the Collaborative program in Environmental studies from seven to five.

Rationale:
In concert with the previously approved changes in course requirements from CFE of 0.5 courses, the total required number of courses for Geography students will be reduced to five from seven 0.5 FCEs. This will enable the program to be reduced from 16 months to 12 months.

Prior Approvals/Actions:
We have consulted widely with graduate students and faculty in geography via the departmental graduate committee and the Geography Tri-campus Council.

Proposed Effective Date:
09 2008
Month Year

Financial and/or Planning Implications: None.

Contact name, e-mail address and telephone #:
Amrita Daniere

Submitted by: Amrita Daniere

Date: February 26, 2008
Program Requirements

- Environmental Studies Research Paper (Collaborative MA/MSc Program)

2.5 FCE of which 1.5 FCE must be taken in the Department of Geography, including the core course, 0.5 FCE in a related discipline, and 1.0 FCE at the Centre for Environment (0.5 FCE must be a core course). The program is normally completed in 17 months, but can be completed under certain circumstances in 12 months. Students are also required to undergo a three-month internship and to prepare and defend a research paper (GGR 1100Y). See the Environmental Studies (Collaborative Program) entry in this calendar.
Item 7.3

Proposal to change program requirements for the following program:
Geography, M.Sc., Ph.D., Physical Geography field
Geography Department, Faculty of Arts and Science

MOTION
THAT SGS Graduate Education Council approve the proposal of the Department of Geography, Geography Program, M.Sc. and Ph.D., to change the program requirements for the Physical Geography field so as to require students to complete and pass “Physical Geography Core Course” (.5 FCE), effective September 2008; students in the physical geography field will substitute the required core course for one of their electives.

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
The proposal was discussed by the departmental graduate committee and by the Geography Tri-campus Council. It was posted on the Graduate Webposting System. The proposal was approved by the Arts and Science Three Campus Graduate Curriculum Committee at its meeting on April 14, 2008. The following comments were made at the Faculty meeting:

- The Department of Geography stated that a Task Force had identified the need for a core course.
- The Department of Philosophy stated that they had introduced a core course in their program and found it to be a good idea.

SGS Graduate Education Council approval is final for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in the SGS annual report for information.
Governance Form A: General  
2007-2008 (Version #1)

Faculty Affiliation: Arts and Science

Name of Graduate Unit: Geography

Graduate Program/s involved in proposal, if any: PhD and MSc in Physical Geography

Brief Summary of Proposed Change:
As is the case in the graduate programs in Human Geography, we will now require all graduate students in Physical Geography to complete and pass a half course in Physical Geography called “Physical Geography Core Course” to teach all physical geography students the basic principles of physical geography thought and practice.

Rationale:
There is a consensus among the graduate faculty in physical geography that students in physical geography would benefit from an introduction to the research in physical geography that is practiced in our department. This course would expose graduate students to these research agendas, introduce students to some of the necessary research and presentation skills required of physical geographers and create opportunities for collaborative research among faculty and students. The students in physical geography will simply substitute the required core course for one of their electives thus posing no additional demands on student time.

Prior Approvals/Actions:
We have consulted widely with graduate students in physical geography, with graduate students and faculty who are members of our department’s Physical Geography Task Force, with members of the department’s Graduate Committee and with the Tri-campus Council for the Department. We have also consulted individually with every physical geography faculty member. The consultation with graduate students occurred in meetings as well as through email. The course proposal was designed by both graduate students and faculty members of the Physical Geography Task Force.

Proposed Effective Date:
09 2008
Month Year

Financial and/or Planning Implications:
Depending on the number of graduate students in a given year, we may hire a TA for the course although this remains uncertain at this point.

Contact name: Amrita Daniere

Submitted by: Amrita Daniere

Date: February 21, 2008
Geography

Master of Arts/Master of Science

Program Requirements

- Two geography programs and various collaborative programs are available; selection is made with the approval of the department. Within most of these programs, students may receive a Master of Science degree if their research contains a substantial physical science component and if two-thirds of their course work comprises Geography courses accepted by the department as physical science courses.
- Progress into the second session is dependent on achieving an overall B average in the first session and satisfactory progress as outlined in the Graduate Geography Handbook.
- Programs are usually completed in a 12-month period, excepting the Collaborative Environmental Studies research paper program and Collaborative International Relations program.
- Program I – Thesis: Students undertake research leading to the preparation of a thesis, in conjunction with at least the equivalent of 1.5 graduate FCE including any required the core course (either GGR1105 or GGR1200H).
- Program II - Research Paper: Students will take the equivalent of 3.0 graduate FCE including the core course (either GGR1105H or GGR1200H) and pursue a research project, normally during the summer, leading to the preparation of a research paper (GGR 1100Y).

Doctor of Philosophy

Program Requirements

- The PhD is primarily a research degree. A program of study is designed for each student to ensure competence in a field of research and to facilitate the preparation of a dissertation.
- Students must:
  - complete a minimum of 2.0 FCE including the core course (either GGR1200H or GGR1110Y) and, depending on the field of specialization, up to an additional 1.0 FCE. A minimum of 0.5 FCE must be, and a maximum of 1.5 FCE may be, taken in other departments. (In exceptional cases, at the discretion of the department, graduate courses completed at the master's level at the University of Toronto may be counted towards meeting some course requirements. However, all doctoral students must take a minimum of 2.0 FCE with the department after entering the PhD program. Students who enter the PhD program from a bachelor's degree must complete 1.5 FCE in addition to the doctoral course work requirements. Applicants who hold an appropriate master's degree but are changing disciplines or require further preparatory work, may be required to complete an additional year of graduate-level course work.)
  - submit a research statement concerning the proposed PhD topic and the scope of the PhD examination by the end of April in Year I
  - pass a PhD examination in the general field in which research is being undertaken by the end of Year I
  - upon the recommendation of their committee, be required to acquire a knowledge of a foreign language necessary for their research
  - submit a research proposal that is acceptable to their research committee by the end of the first session in Year II
- Unless otherwise specified, two years of residence are required during which the student is required to be on campus full-time and consequently in such geographical proximity as to be able to participate fully in the University activities associated with the program.
- PhD degree program requirements are fully described in the Graduate Geography Handbook and the department's Web site www.geog.utoronto.ca
Item 7.4.1

Proposal to change admission requirements (background in philosophy) for the following program:
Philosophy, Ph.D., direct-entry
Department of Philosophy, Faculty of Arts and Science

MOTION
THAT SGS Graduate Education Council approve the proposal of the Department of Philosophy, Philosophy Program, Ph.D., direct entry, to change the admission requirements for students entering with a bachelor’s degree from a requirement of “at least six full courses (twelve half-courses) in philosophy. . .” to a requirement of “a strong background in philosophy (roughly equivalent to at least an undergraduate major) . . .”, effective September 2008.

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
The proposal was approved unanimously by the Graduate Executive Committee of the Graduate Philosophy Department at its meeting on February 26, 2008. It was posted on the Graduate Webposting System. The proposal was approved by the Arts and Science Three Campus Graduate Curriculum Committee at its meeting on April 14, 2008. The following comments were made at the Faculty meeting:

- It was asked that the following line in the calendar entry be removed: The PhD programme is intended primarily for those interested in teaching philosophy and doing advanced philosophical research. The Department of Philosophy agreed to remove this line.

SGS Graduate Education Council approval is final for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in the SGS annual report for information.
Faculty Affiliation: Arts and Sciences, UTM, UTSC

Name of Graduate Unit: Philosophy

Graduate Program/s involved in proposal, if any:

Regular PhD and direct entry PhD programmes in Philosophy.

Brief Summary of Proposed Change:

Admission to the Philosophy PhD programme currently requires either (a) a four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, that includes at least six full courses (twelve half-courses) in philosophy, with an average grade of at least a B+ in the applicant's overall program and of at least an A- in the applicant's philosophy courses, or (b) a University of Toronto master's degree in philosophy, or its equivalent from a recognized university, with an average grade of at least an A- in the applicant's overall program.

Philosophy is proposing a slight change in the wording: rather than requiring “six full courses in Philosophy”, we wish to require “a strong background in philosophy (roughly equivalent to at least an undergraduate major)".

Rationale:

First, successful graduate students in Philosophy often have either an interdisciplinary background or a background in a cognate field, and thus do not quite have twelve term-length courses in Philosophy. Second, our actual practice in doing admissions has not been to count courses: rather, we look for strength in Philosophy in a context of overall strength. Thus, the proposed change reflects actual practice. I might add that this practice is the norm in major Philosophy departments.

Prior Approvals/Actions:

The Graduate Executive Committee (GEC) of the Graduate Philosophy Department is the main decision-making body of the Graduate Philosophy Department. It has fifteen members: six graduate student members, elected to one-year terms by the graduate students; six faculty members, elected to two-year terms by the graduate faculty; and three ex-officio members, the graduate chair, the graduate coordinator, and the placement officer. On February 26, 2008, The GEC met to discuss the proposal. A motion was proposed to change the admissions requirements as indicated. The motion carried unanimously.
Proposed Effective Date: 09 2008

Financial and/or Planning Implications: None.

Contact name:

Philip Kremer, Associate Professor, Associate Chair and Graduate Coordinator, Department of Philosophy

Submitted by:

Philip Kremer, Associate Professor, Associate Chair and Graduate Coordinator, Department of Philosophy

Date: March 3, 2008
CURRENT ADMISSIONS REQUIREMENT

Admission to the Ph.D. program requires either (a) a four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, that includes at least six full courses (twelve half-courses) in philosophy, with an average grade of at least a B+ in the applicant's overall program and of at least an A- in the applicant's philosophy courses, or (b) a University of Toronto master's degree in philosophy, or its equivalent from a recognized university, with an average grade of at least an A- in the applicant's overall program. Applicants must satisfy the department that they are capable of independent research in philosophy at an advanced level.

PROPOSED CHANGE

Admission to the PhD programme requires either a four-year University of Toronto bachelor's degree or a master's degree in philosophy or their equivalent from a recognized university. A student seeking admission on the basis of a four-year bachelor's degree must have a strong background in philosophy (roughly equivalent to at least an undergraduate major), with minimum average grades of B+ in the applicant's overall programme and A- in the applicant's philosophy courses. A student seeking admission on the basis of a master's degree in philosophy must have an average grade of at least an A- in that master's programme. Applicants must satisfy the Admissions Committee that they are capable of independent research in philosophy at an advanced level.
Item 7.4.2

Proposal to change admission requirements (GRE) for the following program:
Philosophy, Ph.D. and direct-entry option
Department of Philosophy, Faculty of Arts and Science

MOTION
THAT SGS Graduate Education Council approve the proposal of the
Department of Philosophy, Philosophy Program, Ph.D. and direct entry
option, to change the admission requirements from encouraging
students to submit the results of the Graduate Record Exam (GRE) to
requiring the submission of the results of the Graduate Record Exam
(GRE) taken within the preceding 18 months; if this requirement would
impose an undue burden on an overseas applicant, it can be waived at
the discretion of the Graduate Coordinator; changes are effective

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
The proposal was approved unanimously by the Graduate Executive Committee of the Graduate
Philosophy Department at its meeting on February 26, 2008. It was posted on the Graduate
Webposting System. The proposal was approved by the Arts and Science Three Campus
Graduate Curriculum Committee at its meeting on April 14, 2008. The following response was
given to a question from SGS:
- Our original plan was to require GRE scores from every applicant. One member of
  our Graduate Executive Committee pointed out that doing the GRE might be an
  undue financial burden (or a burden otherwise) for certain overseas applicants; we
  have had a number of students from Iran, Romania, etc., and we wish not to
discourage their applications. As for North American students, the GRE exam is
relatively easy to take, and is quite standard for anyone applying broadly in
Philosophy.
The following comments were made at the Faculty meeting:
  o When asked how many programs at the University of Toronto require GRE scores, Dean Susan Pfeiffer replied that was approximately two to three and that across Canada, GRE scores are not required broadly.
  o The Department of Philosophy stated that the department does not intend to use GRE scores as a cut-off but to be used as an aid in borderline cases.
SGS Graduate Education Council approval is final for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in the SGS annual report for information.
Governance Form A: General

Faculty Affiliation: Arts and Sciences, UTM, UTSC

Name of Graduate Unit: Philosophy

Graduate Program/s involved in proposal, if any:
Regular PhD and direct entry PhD programmes in Philosophy.

Brief Summary of Proposed Change:
Applicants for admission to the Philosophy PhD programme are currently “encouraged” but not required to submit the results of the Graduate Record Exam (GRE) taken within the preceding 18 months. We propose that the GRE be required, but that exceptions be possible in cases of undue burdens on overseas applicants. Our proposed wording is as follows:

5 Ph.D. applicants are required to submit the results of the Graduate Record Exam (GRE) taken within the preceding 18 months. If this requirement would impose an undue burden on an overseas applicant, it can be waived at the discretion of the Graduate Coordinator.

Rationale:
The main reason is that, year after year, our graduate admissions committees find the GRE a useful tool in assessing an applicant’s file. Especially in cases of students with mixed records, we find that this piece of information fills out the picture.

Prior Approvals/Actions:
The Graduate Executive Committee (GEC) of the Graduate Philosophy Department is the main decision-making body of the Graduate Philosophy Department. It has fifteen members: six graduate student members, elected to one-year terms by the graduate students; six faculty members, elected to two-year terms by the graduate faculty; and three ex-officio members, the graduate chair, the graduate coordinator, and the placement officer. On February 26, 2008, The GEC met to discuss the proposal. A motion was proposed to change the admissions requirements as indicated. The motion carried unanimously.

Proposed Effective Date: 09 2008 (for admissions beginning in Sept. 2009)

Financial and/or Planning Implications: None.

Contact name: Philip Kremer, Associate Professor, Associate Chair and Graduate Coordinator, Department of Philosophy

Submitted by: Philip Kremer, Associate Professor, Associate Chair and Graduate Coordinator, Department of Philosophy

Date: March 3, 2008
PHILOSOPHY - Revised Calendar Description Proposal

PhD Philosophy – Current Wording:

CURRENT APPLICATION FOR ADMISSION, FIFTH ENTRY

5 Ph.D. applicants are strongly encouraged (but are not required) to submit the results of the Graduate Record Exam (GRE) taken within the preceding 18 months.

PROPOSED CHANGE

5 Ph.D. applicants are required to submit the results of the Graduate Record Exam (GRE) taken within the preceding 18 months. If this requirement would impose an undue burden on an overseas applicant, it can be waived at the discretion of the Graduate Coordinator.
Item 7.4.3

Proposal to change program requirements (language requirement) for the following program:
Philosophy, Ph.D. and direct-entry option
Department of Philosophy, Faculty of Arts and Science

MOTION
THAT SGS Graduate Education Council approve the proposal of the Department of Philosophy, Philosophy Program, Ph.D. and direct entry option, to change the program requirements from requiring students “to demonstrate a reading knowledge of French or, with the permission of the department, another language (other than English) as needed for the student’s research” to “A student must demonstrate competence in at least one research tool. A research tool may be one of the following: reading knowledge of a language other than English, familiarity with a discipline other than philosophy (e.g., linguistics, psychology, or mathematics), mastery of research methods not typical in philosophy (e.g., statistical methods), and so on. The research tool will be determined by the graduate coordinator in consultation with the student’s area committee.” Changes are effective September 2008.

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
The proposal was approved unanimously by the Graduate Executive Committee of the Graduate Philosophy Department at its meeting on February 26, 2008. It was posted on the Graduate Webposting System. The proposal was approved by the Arts and Science Three Campus Graduate Curriculum Committee at its meeting on April 14, 2008. The following response was given to a lengthy commentary from a colleague in the French Department as feedback to the GWS posting:
- Thank you very much for your thoughtful input on the philosophy department's graduate programme. Indeed, some of the very same concerns that you raise were discussed at length by the Philosophy department faculty, graduate students, and especially the Graduate Executive Committee.
Nonetheless, we decided ultimately to propose our research tools requirement because we wanted to ensure a more flexible and interdisciplinary approach to philosophy. Some areas within philosophy do require significant work in languages other than English, and students in those fields will continue to have significant language expectations (e.g. a minimum of three languages other than English for students working in ancient or medieval philosophy). But for other fields, such as logic, we thought a different kind of requirement would better prepare them for their research career. I should note that there was unanimous support for the research tools proposal.

The following comments were made at the Faculty Council meeting:

- The Department of Philosophy explained that there is an increasing move in other institutions to have research tools which can be various things such as a language or math, etc. The research tool will depend on the field of the student.

- It was asked who would determine the research tool. The Department of Philosophy replied that it would be the Graduate Coordinator in consultation with the student’s area committee.

- Vice-Dean Robert Baker stated he supported this proposal as it had gone through the proper governance procedures within the department. It is a positive change as it gives options to the students and also allows for cross-appointment of faculty from other departments.

- It was asked how the requirement would be set and how would it be judged. The response was that it would be set and judged by the area committee.

- In response to the feedback and further comments by the Department of French, Chair John Coleman stated that the Department of Philosophy should not be held up as an example for language requirements. The proper governance processes had been followed and there is unanimous support within the department. It is their graduate program and they know best how to handle it.

- The Department of Political Science stated that although they would like to see language requirements remain, they still support this change.

SGS Graduate Education Council approval is final for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in the SGS annual report for information.
Faculty Affiliation:
Arts and Sciences, UTM, UTSC

Name of Graduate Unit:
Philosophy

Graduate Program/s involved in proposal, if any:

(1) Regular PhD and direct entry PhD programmes in Philosophy.
(2) Philosophy is involved in a number of collaborative programs. Some of these programs, e.g., the Collaborative Program in Ancient and Medieval Philosophy, have their own language requirements: these will not be affected.

Brief Summary of Proposed Change:

Philosophy currently has a French requirement for the PhD program: a student must demonstrate a reading knowledge of French or, with the permission of the department, another language (other than English) as needed for the student’s research.

Philosophy is proposing broadening the French requirement to a Research Tools Requirement which will be as follows.

A student must demonstrate competence in at least one research tool. A research tool may be one of the following: reading knowledge of a language other than English, familiarity with a discipline other than philosophy (e.g., linguistics, psychology, or mathematics), mastery of research methods not typical in philosophy (e.g., statistical methods), and so on. The research tool will be determined by the graduate coordinator in consultation with the student's area committee.

Rationale:

In pursuit of their research, philosophers find that they need one or more research tools that are not, strictly speaking, part of philosophy. Philosophers working on historical figures typically need a reading knowledge of one or more languages other than English (usually some combination of Ancient Greek, Latin, German or French), as do some philosophers working on contemporary topics. Some philosophers working on contemporary topics have greater need of research tools other than languages: logicians need a high level of competence in mathematics; philosophers of literature, in literary criticism; philosophers of mind, in psychology; philosophers of language, in linguistics; philosophers of law,
in law; and so on. Our department wishes to require each student to become competent in the most fruitful research tools for her or his dissertation project.

**Prior Approvals/Actions:**

The Graduate Executive Committee (GEC) of the Graduate Philosophy Department is the main decision-making body of the Graduate Philosophy Department. It has fifteen members: six graduate student members, elected to one-year terms by the graduate students; six faculty members, elected to two-year terms by the graduate faculty; and three ex-officio members, the graduate chair, the graduate coordinator, and the placement officer. On February 26, 2008, the GEC met to discuss the proposal. After minor amendments, a motion was proposed to replace the French requirement with the research tools requirement. The motion carried unanimously.

**Proposed Effective Date:** 09 2008

**Financial and/or Planning Implications:** None.

**Contact name:**
Philip Kremer, Associate Professor, Associate Chair and Graduate Coordinator, Department of Philosophy

**Submitted by:**
Philip Kremer, Associate Professor, Associate Chair and Graduate Coordinator, Department of Philosophy

**Date:** March 3, 2008
PhD Philosophy – Current Wording:

4 Language Requirement
CURRENT LANGUAGE REQUIREMENT

4 Language Requirement
A student must demonstrate a reading knowledge of French; however, with the permission of the department, another language (other than English) may be substituted for French, provided that this other language is required in carrying out the approved research area. The student's area committee may require competence in additional languages deemed necessary for the student's proposed area of research.

PROPOSED CHANGE

4 Research Tool Requirement

A student must demonstrate competence in at least one research tool. A research tool may be one of the following: reading knowledge of a language other than English, familiarity with a discipline other than philosophy (e.g., linguistics, psychology, or mathematics), mastery of research methods not typical in philosophy (e.g., statistical methods), and so on. The research tool will be determined by the graduate coordinator in consultation with the student's area committee.
Item 7.4.4

Proposal to change admission requirements for the following program:
Philosophy, M.A.
Department of Philosophy, Faculty of Arts and Science

MOTION
THAT SGS Graduate Education Council approve the proposal of the Department of Philosophy, Philosophy Program, M.A., to change the admission requirements from requiring “at least six full courses (twelve half-courses) in philosophy . . .” to “a strong background in philosophy (roughly equivalent to at least an undergraduate major)”, effective September 2008.

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
The proposal was approved unanimously by the Graduate Executive Committee of the Graduate Philosophy Department at its meeting on February 26, 2008. It was posted on the Graduate Webposting System. The proposal was approved by the Arts and Science Three Campus Graduate Curriculum Committee at its meeting on April 14, 2008.

The following comments were made at the Faculty Council meeting:
  o The Department of Philosophy explained that normal practice is to look at the applicant’s strong background and to not count courses. This change is a reflection of current practices.

SGS Graduate Education Council approval is final for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in the SGS annual report for information.
Faculty Affiliation:
Arts and Sciences, UTM, UTSC

Name of Graduate Unit:
Philosophy

Graduate Program/s involved in proposal, if any:
The MA program in Philosophy.

Brief Summary of Proposed Change:

Admission to the MA programme in Philosophy currently requires a four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, that includes at least six full courses (twelve half-courses) in philosophy, with an average grade of at least a mid-B in the applicant's overall program and of at least an A- in the applicant's philosophy courses.

Philosophy is proposing a slight change in the wording: rather than requiring “six full courses in Philosophy”, we wish to require “a strong background in philosophy (roughly equivalent to at least an undergraduate major)".

Rationale:

First, successful graduate students in Philosophy often have either an interdisciplinary background or a background in a cognate field, and thus do not quite have twelve term-length courses in Philosophy. Second, our actual practice in doing admissions has not been to count courses: rather, we look for strength in Philosophy in a context of overall strength. Thus, the proposed change reflects actual practice. I might add that this practice is the norm in major Philosophy departments.

Prior Approvals/Actions:

The Graduate Executive Committee (GEC) of the Graduate Philosophy Department is the main decision-making body of the Graduate Philosophy Department. It has fifteen members: six graduate student members, elected to one-year terms by the graduate students; six faculty members, elected to two-year terms by the graduate faculty; and three ex-officio members, the graduate chair, the graduate coordinator, and the placement officer. On February 26, 2008, The GEC met to discuss the proposal. A motion was proposed to change the admissions requirements as indicated. The motion carried unanimously.

Proposed Effective Date: 09 2008
Financial and/or Planning Implications: None.

Contact name:  
Philip Kremer, Associate Professor, Associate Chair and Graduate Coordinator,  
Department of Philosophy

Submitted by:  
Philip Kremer, Associate Professor, Associate Chair and Graduate Coordinator,  
Department of Philosophy

Date: March 3, 2008
PHILOSOPHY - Revised Calendar Description Proposal

MA Philosophy – Current Wording:

CURRENT ADMISSIONS REQUIREMENT

Admission to the M.A. program requires a four-year University of Toronto bachelor’s degree, or its equivalent from a recognized university, that includes at least six full courses (twelve half-courses) in philosophy, with an average grade of at least a mid-B in the applicant’s overall program and of at least an A- in the applicant’s philosophy courses. Students lacking an adequate background in philosophy may be required to complete additional undergraduate courses before being considered for admission. In certain cases, an applicant whose background in philosophy is deficient may be admitted to the M.A. program but may be required to take one or two additional courses, possibly at the undergraduate level.

PROPOSED CHANGE

Admission to the MA programme requires a four-year bachelor’s degree from a recognized university. The applicant must have a strong background in philosophy (roughly equivalent to an undergraduate major), with minimum average grades of mid-B in the applicant’s overall programme and A- in the philosophy courses. Students lacking an adequate background in philosophy may be required to complete additional undergraduate courses before being considered for admission. In certain cases, an applicant whose background in philosophy is deficient may be admitted to the M.A. program but may be required to take one or two additional courses, possibly at the undergraduate level.
MOTION
Graduate Education Council
Tuesday, May 20, 2008

Item 7.5

Proposal to change admission and program requirements associated with the introduction of a new field for the following program:
Rehabilitation Science, M.Sc. and Ph.D.
Department of Rehabilitation Science, Faculty of Medicine

MOTION
THAT SGS Graduate Education Council approve the proposal of the Department of Rehabilitation Science, Rehabilitation Science program, M.Sc. and Ph.D., Practice Science field, for admission requirements in addition to existing requirements (as outlined in the attachment), and for program requirement changes for students in the Practice Science field in the M.Sc. and Ph.D. as follows:

M.Sc.: REH 1100H and REH 2001Y and a Research Methods half course continue to be required; the required half course in the field of study is replaced with three required half courses (see attached); the requirement for all students to complete a thesis is unchanged;

Ph.D.: The requirement to take REH 3001Y (Advanced Rehabilitation Presentations & Proceedings), REH3100H (if REH1100H has not been taken) and an advanced Research Methods half course continue to be required. Students in the Practice Science field will also be required to complete four additional, specific half courses (see attached); the requirement for all students to pass a comprehensive examination and write a thesis are unchanged.

Changes are effective January 2009.

See attached documents:
- Governance Form
- Calendar Entry
NOTE:
The proposal was discussed at the Graduate Affairs and Appointments Committee of the Department of Rehabilitation Science. It was posted on the Graduate Webposting System. The proposal was approved by the Faculty of Medicine Graduate Curriculum Committee on May 8, 2008.

Discussion at the Faculty Committee meeting focused on clarifying how this field fits into the health sciences within U of T and matters concerning the student market for the field. The Committee was satisfied that students from many licensed or registered health professional backgrounds, including Occupational Therapy, Speech-Language Pathology and Physical Therapy, as well as others such as Nursing, may be interested and qualified to register in the field. The proposal passed unanimously.

SGS Graduate Education Council approval is final for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in the SGS annual report for information.
Faculty Affiliation:
Medicine

Name of Graduate Unit:
Graduate Department of Rehabilitation Science (GDRS)

Graduate Program/s involved in proposal, if any:
(List program/s and degree level/s involved in the proposal, if any)
Rehabilitation Science, MSc and PhD

Brief Summary of Proposed Change:
Changes to admission and program requirements for the M.Sc. and Ph.D. program in Rehabilitation Science associated with the addition of a new field called Practice Science.

Admission Requirements:

MSc Rehabilitation Science Program (Practice Science Field)
In addition to the existing requirements for MSc applications in other fields, applicants to the Practice Science field must submit with their application the following:

- Licensure/Registration or equivalent for rehabilitation practice.
- Professional Practice Portfolio indicating the area of practice expertise and demonstration of career development in the area of practice.
- A letter of intent containing information regarding the practice environment where the practice work will be conducted and identifying a potential practice mentor.
- Supporting letter from sponsoring practice environment/agency.
- The two confidential reference letters should also include an indication of the applicant’s practice/clinical expertise and leadership potential.
- After the applicant’s file is reviewed by the admission committee and deemed appropriate, the applicant will be interviewed by the Graduate Coordinator to determine if his/her skills and proposed area of research/practice are congruent with the Practice Science Field.

PhD Rehabilitation Science Program (Practice Science Field)
In addition to the existing requirements for PhD applications in other fields, applicants to the Practice Science field must submit with their application the following:

- Licensure/Registration or equivalent for rehabilitation practice.
- Professional Practice Portfolio indicating the area of practice expertise and demonstration of career development in an area of practice.
- A letter of intent containing information regarding the practice environment where the clinical work will be conducted and identifying a potential practice mentor.
- Supporting letter from sponsoring practice environment/agency.
• The two confidential reference letters should also include an indication of the applicant’s practice/clinical expertise and leadership potential.
• After the applicant’s file is reviewed by the admission committee and deemed appropriate, the applicant will be interviewed by the Graduate Coordinator to determine if his/her skills and proposed area of research/practice are congruent with the Practice Science Field.

Program Requirements:

**MSc Program (Practice Science Field)**
- REH 1100H Theory and Research in Rehabilitation Science 0.5
- A Methods Course Example: REH 1120H 0.5
  (Approved by Graduate Coordinator)
- REH 2001Y Rehabilitation Presentation and Proceedings CR/NCR 1.0

**Three additional half courses to be developed**
- REH 2201H Practice: Knowledge Translation 0.5
- REH 2202H Determinants of Practice 0.5
- REH 2203H Clinical Practicum 0.5

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  3.5

• REH 9999Y Thesis successfully defended before the Thesis Examination Committee.

**PhD Program (Practice Science Field)**
- REH 3100H Advanced Rehabilitation Research Issues 0.5
  (if REH 1100H has not been taken)
- REH 3001Y Advanced Rehabilitation Presentations & Proceedings (CR/NCR) 1.0
- An advanced Research Methods Course or Equivalent 0.5

**Three additional half courses to be developed**
- REH 3301H Practice: Knowledge Translation 0.5
- REH 3302H Determinants of Practice 0.5
- An additional Half Course (Approved by Graduate Coordinator) 0.5
  Example: REH 2000H Individual Reading and Research Course
- REH 2203H Clinical Practicum 0.5

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  4.0

• Comprehensive Examination
• REH 9999Y Thesis successfully defended before the Thesis Examination Committee.

**Rationale:**
Given the rapidly changing health industry, there is a need to develop rehabilitation leaders, who can translate the intra-professional best practices into health service environments. This highly trained cadre of rehabilitation professionals would develop and lead advanced rehabilitation practice approaches.
The new ‘Practice Science Field’ of the MHSc/PhD (Rehabilitation Science) for practicing rehabilitation professionals will provide the knowledge and skill sets to:

- Develop approaches to rehabilitation practice and practice-based research.
- Become scientist practitioners capable of assuming leadership roles with multidimensional aspects such as intrapreneurship, change management, policy development, and knowledge transfer/exchange.
- Engage in evidence-based practice and contribute to the collective development of a critical understanding of rehabilitation service delivery.

The specific goal of the new Practice Science Field is to facilitate the student's development and autonomy in conducting and integrating practice-oriented research and knowledge translation in an applied practice setting. Knowledge Translation is to improve health processes, services, and products as well as the health-care system in the rehabilitation practice environment.

Prior Approvals/Actions:

(1) In-depth Research (2) Consultation (3) Consultation & Approval

(1) In-depth Research:
A comprehensive literature review was conducted for Practice Science programs in the health sciences internationally including United Kingdom, Ireland, other European countries, Australia and the United States in order to determine components of a program that would be attractive to the international market.

(2) Consultation:
**Scholars Task Force:** (Membership from the Departments of OSOT, PT, SLP HPME, OISE and the TAHSN Hospitals). The task force met between October 2007 and March 2008 and reviewed the literature and the current graduate programming for the Rehabilitation Sciences with the intent of recommending a new approach to developing practice research leadership in the Rehabilitation Sciences. The Task Force carefully considered how a new graduate component with an emphasis on transforming practice could fit into the existing graduate program structures in the Rehabilitation Sciences and the School of Graduate Studies at U of T.

**Consultations:** Dean of Graduate School, Vice Dean Graduate Affairs, Faculty of Medicine, Director Centre of Faculty Development, Director of Interprofessional Education, Chair of Health Policy Management and Evaluation, Acting Chair Public Health Sciences, Director of Health Strategy Rotman School of Business. Chairs of Departments of Occupational Science & Occupational Therapy, Physical Therapy and Speech-Language Pathology.

**Committees at the Department Level**
Occupational Science and Occupational Therapy Advisory Committee (OS&OT)
Physical Therapy Faculty Committee
Speech Language Pathology Faculty Committee
Student Affairs Committee OS&OT
Rehabilitation Sector Council
Graduate Affairs and Appointments Committee (GDRS)
Focus Group
A focus group (n=27) of external and internal stakeholders comprising of graduate students, expert practitioners, rehabilitation leaders and academics met to discuss programmatic issues. There was agreement that the innovative educational features and the symbiotic partnership with the external environment both private and public would make an attractive graduate program.

Advisory Task Force: was struck in Feb 2008 comprising of CEOs/Presidents of various GTA TAHSN and Clinical Affiliate hospitals to advise on the strategic direction/planning of this initiative and its alignment with the external environment. This is an important part of the development of the field as the hospitals will eventually provide the arena for practice based approaches.

(3) Consultation and Approval:
Rehabilitation Science Sector: Graduate Affairs and Appointments Committee
Faculty of Medicine: This proposal will be considered at the May 2008 Graduate Curriculum Committee.

Proposed Effective Date:
January 2009

Financial and/or Planning Implications:
(Provide details of financial implications – most proposals have financial implications, although sometimes minimal. In cases where the financial impact is substantial, provide a budget statement or other documentation. State “none” if there are no financial implications.)
Existing resources will be utilized for the development of the new courses associated with this new field.

Contact name, e-mail address and telephone #:
Molly Verrier
Director, Distributed Rehabilitation Sciences Education
Rehabilitation Sciences Sector
Associate Professor
Depts Physical Therapy and Rehabilitation Science
Centre for Function and Well-Being
Faculty of Medicine
University of Toronto
Senior Scientist Toronto Rehabilitation Institute
160-500 University Avenue
Toronto ON M5G 1V7
TEL: 416 978 5935
FAX: 416 946 8643

Submitted by:
Dr. Andrea Sass-Kortsak
Vice Dean, Graduate Affairs
Room 2113, Medical Sciences Building
1 King’s College Circle, Toronto, Ontario M5S 1A8
Voice: 416-946-7617; Fax: 416-946-5963

Date: April 21 2008
Rehabilitation Science

Faculty Affiliation
Medicine

Degree Programs
Rehabilitation Science – MSc, PhD

Overview
Rehabilitation Science is the systematic study of promoting, maintaining or restoring human function, mobility, occupation and well-being. Using basic and applied methods, the science is focused on phenomena at the level of the cell, person, family, community, or society to develop and evaluate theories, models, processes, measures, interventions, practices, and policies to prevent, reverse, or minimize impairments, enable activity, and facilitate participation.

By its very nature, rehabilitation science is multidisciplinary. The Graduate Department of Rehabilitation Science offers graduate programs leading to the degrees of Master of Science and Doctor of Philosophy. To capture the full breath of rehabilitation, the expertise of our faculty and the research of our students, Rehabilitation Science has identified six fields of study:
1. Movement Science
2. Occupational Science
3. Rehabilitation Health Services Studies
4. Rehabilitation Technology Sciences
5. Social and Cognitive Rehabilitation Sciences
6. Practice Science

Collaborative Programs
Students in rehabilitation science may participate in any of the following collaborative programs:
1. Aging, Palliative and Supportive Care Across the Life Course, see p.
   • Rehabilitation Science, MSc, PhD
2. Biomedical Engineering, see p.
   • Rehabilitation Science, MSc, PhD
3. Cardiovascular Sciences, see p.
   • Rehabilitation Science, MSc, PhD
4. Health Care, Technology and Place, see p.
   • Rehabilitation Science, MHSc, MSc, PhD
   • Rehabilitation Science, MSc, PhD
   • Rehabilitation Science, MSc, PhD

Contacts and Address:
Web: www.utoronto.ca/gdrs
E-mail: rehab.science@utoronto.ca
Telephone: (416) 978-0300
Fax: (416) 946-8762
Master of Science

Minimum Admission Requirements

- Four-year University of Toronto BSc degree, or equivalent, with special training in occupational therapy, physical therapy, or a related field, or the equivalent from a recognized university with a B+ average in the final two years of undergraduate study. Related fields might include nursing, psychology, sociology, social work, physical and health education, basic sciences, biomedical engineering, kinesiology, and others.
- Evidence of written and verbal proficiency in English is required for applicants whose first language is not English (see SGS Admissions Standards and Procedures).

Additional admission requirements for the Practice Science Field are listed on the website.

Program Requirements

- Complete course work and a thesis based on the student’s research.
- Successful completion of 2.5 full-course equivalents (FCE) as follows:
  - 0.5 FCE in research methods
  - 0.5 FCE in a related field of study
- Submission of a thesis and completion of an oral examination of the thesis.
- Minimum of 12 months of full-time study. Students should be aware that the completion of the thesis may take longer.
- Exceptional students may be considered for enrolment in a part-time program. Requirements are the same as for the full-time MSc program with the following exceptions:
  - Residency requirements waived
  - Course work must be completed within two years of initial registration
  - Program must be completed within five years of registration
  - Completion of an annual learning contract and program map

Part-time students should be aware that it is the student’s responsibility to modify his or her work schedule to accommodate required course work since course times are not flexible.

Practice Science students complete all the requirements above except for the 0.5 FCE course in a related field of study. Instead, Practice Science students complete REH 2201H Practice Knowledge Translation, REH 2202H Determinants of Practice and REH 2203H Clinical Practicum.

Doctor of Philosophy

Minimum Admission Requirements

- Appropriate University of Toronto MSc degree, or its equivalent from a recognized University with a minimum A- average or a MScOT or MScPT degree with a research component with a minimum of A- standing.
- Well qualified students with excellent research potential holding a BSc degree may be considered for direct admission to the PhD program. These applicants must:
o have a minimum A+/A average (GPA 4.0) in an undergraduate program from a recognized university.
o have previous relevant research experience, outstanding references and a personal recommendation from a potential supervisor.
o successfully complete a qualifying examination within the first 18 months of the program.

- Applicants, whose first language is not English, must provide evidence of written and verbal proficiency in English by completing one of the following tests:
o Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE) with the following minimum scores:
  ▪ Paper-based TOEFL: 600 and 5 on the TWE.
  ▪ Computer-based TOEFL: 250 and 5 on the essay rating component.
  ▪ Internet-based TOEFL: 100/120 and 22/30 on the writing and speaking sections.
o Michigan English Language Assessment Battery (MELAB): 87
o International English Language Testing System (IELTS): 7.5

Additional admission requirements for the Practice Science Field are listed on the website.

Program Requirements
- A minimum of 1.0 full-course equivalent (FCE) as follows:
o REH 3100H Advanced Rehabilitation Research Issues, if REH1100H has not been completed
o An advanced research methods course.
• REH 3001Y Advanced Rehabilitation Presentation and Proceedings.
• A written and oral comprehensive examination.
• Complete and defend a thesis.
• The PhD program emphasizes research work. Students may be required to take extra courses in addition to the degree requirements listed above.
• Students are expected to be on campus and participating full time until all program requirements are completed.

In addition to the requirements listed below, Practice Science students will complete REH 3301H Practice: Knowledge Translation, REH3302H Determinants of Practice, an additional half-course and REH2203H Clinical Practicum.

Courses
Since not all courses are offered each academic year, the department should be consulted each session as to course offerings.

REH 1100H Theory and Research in Rehabilitation Science
REH 1120H Research Methods for Rehabilitation Science
REH 1130H Theory and Research in Occupational Science
REH 1510H Disordered and Restorative Motor Control
REH 1620H Methodological Issues in Research on Aging and Health
REH 2000H Individual Reading and Research Course
REH 2001Y Rehabilitation Presentations and Proceedings (Credit/No Credit)
REH 3001Y Advanced Rehabilitation Presentation and Proceedings (Credit/No Credit)
REH 3100H Advanced Rehabilitation Research Issues (Credit/No Credit)
REH 2201H/3301H Practice: Knowledge Translation (TBA)
REH 2202H/3302H – Determinants of Practice (TBA)
REH 2203H Clinical Practicum (TBA)

*Courses which may continue over a program. The course is credited when completed.
Graduate Faculty

**Full Members**

Anne Agur - BSc, MSc, PhD
Elizabeth Badley - BSc, MSc, DPhil, PhD
Katherine Berg - BPT, BScPT, MSc, PhD
Sandra Black - BSc, MD
Kathryn Ann Boschen - BA, MA, PhD
Dina Brooks - BSc(PT), MSc, PhD (Coordinator of Graduate Studies)
Heather Carnahan - BPE, MSc, PhD
Anne Carswell - Dip(OT), BSc, MSc, PhD
Tom Chau - BASc, MAsc, PhD
Angela Colantonio - BA, BSc, MHSc, PhD
Cheryl Cott - Dip(PT), BPT, DipGer, MSc, PhD
Aileen Davis - BSc(PT), MSc, PhD
Geoffrey Fernie - BSc, PhD, PEng, CCE
John Frank - BSc, MD, CCFP, MSc, FRCP(C)
Michael Iwama - BSc, BSc(OT), MSc, PhD
Susan Jagial - BSc, MSc, PhD
Bonnie Kirsh - BSc(OT), MEd, PhD
William McIntyre - BSc, MSc, PhD (Adjunct)
Alex Mihailidis - BASc, MAsc, PhD, PEng
Morris Milner - BSc, PhD
Cameron Mustard - AB, ScD
Helene Polatajko-Howell - BOT, MEd, PhD, OT(C) (Chair)
Milos Popovic - MSc, MAsc, PhD
Susan Rappolt - BSc(OT), MSc, PhD
Denise Reid - BSc(OT), MEd, PhD
Rebecca Renwick - Dip(P&OT), BA, PhD
David Streiner - BA, MS, PhD, CPsych
Donald Stuss - BA, BPh, MA, PhD, University Professor
Scott Thomas - BSc, MSc, PhD
Mary (Molly) Verrier - DipP&OT, MHSc
Karen Yoshida - BPhE, BSc(PT), MSc, PhD
Nancy Young - BSc(PT), MSc, PhD (Adjunct)

**Members Emeriti**

Judith Friedland - BA, Dip(P&OT), MA, PhD

**Associate Members**

Dorcas Beaton - BSc(OT), MSc, PhD
Debra Cameron - BSc(OT), MEd, PhD
Jill Cameron - BSc, MSc, PhD
Kent Campbell - BSc, PhD
Paul Comper - BA, MA, PhD, C Psych
Deirdre Dawson - BSc, MSc, PhD
Barbara Gibson - BMR(PT), MSc, PhD
Roger Goldstein - MB, ChB, MRCP, FRCP(C), FCCP
Sherry Grace - BA MA PhD
Chantal Graveline - BSc(PT), MSc, PhD
Robin Green – BA, PhD, CPych
Michelle Keightley - BSc, MA, PhD
Clifford Klein - BA, MA, PhD
Michel Landry - BSc(PT), MSc(PT), PhD
School of Graduate Studies

MOTION (Revised)
Graduate Education Council
Tuesday, May 20, 2008

Item 7.6

Proposal to change program requirements for the following program:
School and Clinical Child Psychology Program, Ph.D.
Department of Human Development and Applied Psychology, OISE

MOTION

THAT SGS Graduate Education Council approve the proposal of the
Department of Human Development and Applied Psychology, School and
Clinical Child Psychology Program, Ph.D., to substitute the required course
HDP 3222H with the required course HDP 3222Y; overall requirements are
changed from three required courses (2.0 FCE) plus six half course electives
(3.0 FCE) to three required courses (2.5 FCE) plus five half course electives
(2.5 FCE); changes are effective September 2008.

See attached documents:
• Governance Form
• Calendar Entry

NOTE:
The overall number of courses required for program completion remains at 10 half
courses.

The proposal was approved at a retreat of the SCCP program on May 25, 2007, and
reconsidered, with respect to budget constraints and program planning, at a meeting on
January 31, 2008. The Executive Committee of the HDAP Department discussed and
supported the proposal at a meeting in February 2008. The proposal was approved by the
Graduate Education Committee and at the OISE Faculty Council meeting on April 16,
2008. The following discussion occurred:

  o There was some discussion about the need to “grandparent” students with the new
    program change. It was clarified however, that because the changes affect the first year
    of the program, there should not be any “grandparenting” necessary.

  o There was also some discussion about how the changes will affect the current and new
    students in the program. It was clarified that the OISE Bulletin in the year in which the
    student is enrolled governs the requirements of their program.

SGS Graduate Education Council approval is final for this item. It will be presented to
the Academic Policy and Planning Committee of Governing Council in the SGS annual
report for information.
Faculty Affiliation: OISE

Name of Graduate Unit: Human Development and Applied Psychology

Graduate Program/s involved in proposal, if any:
School and Clinical Child Psychology Program, PhD Degree

Brief Summary of Proposed Change:
HDP3222 should be weighted as a full-year course, rather than a half-year course. As a full year course, the structure and content of the course will change. In the past, the course has focused on models and strategies of psychotherapy, but has not included a practical component. The new course uses an applied microskills approach to teach students effective counseling techniques. Experts in the field of psychotherapy training stress the importance of such basic skill acquisition as a foundation for effective intervention (e.g. Egan, 1998; Ivey, 1994). Moreover, studies have shown that microskills practice enhances students' proficiency in providing psychological interventions (Stanley et al., 1984). Thus, in addition to learning about basic theoretical models of psychotherapy, the course now requires students to learn microskills, practice them in class exercises, observe their use by an expert therapist and, when possible, begin to use these skills in interaction with a client. The addition of the applied microskills component of 3222 is apparent from the course outline with classes devoted to specific microskills (e.g. influencing, empathy, confrontation, self-disclosure) and with the inclusion of classes for therapy observation.

In addition to changing the content of the course, weighting HDP3222 as a full year course will change the distribution of required and elective courses in the PhD program. Currently, PhD students take 4 required courses (HDP3222 (formerly HDP1222H), HDP3241H, and HDP3242Y) and select an additional six courses from menus of elective courses in specific areas (e.g. social bases of behaviour). With the proposed change, students will have 5 required courses and select 5 additional courses from menus of elective courses in specific areas. The overall number of courses needed to graduate (i.e. 10) will remain constant.

Rationale:
The need for a full-year course in approaches to psychotherapy has been identified in program retreats and through a survey of graduates of the program over the past 7 years. Specifically, students have expressed concern that, with a single half-course focused mainly on theoretical issues, they have been unprepared to embark on their doctoral level intervention practicum placement. In addition, students who have graduated from the program have indicated that training in psychotherapy is currently the weakest component of the SCCP program. The proposed additions to 3222 will mean that students are significantly better prepared for their intervention practicum. In addition, it is our hope that by
providing better foundational skills, students will be able to gain more from their practicum experience and advanced intervention courses, and will no longer see this as a relative weakness of their training.

**Prior Approvals/Actions:**
This change was approved at a retreat of the School and Clinical Child Psychology Program on May 25, 2007. The decision was re-visited in terms of current budget restrains and program planning on January 31, 2008. Student representatives were asked about, and approved, the change at both of these meetings. The Executive Committee of the HDAP were also in support of this change (information circulated and discussed in February 2008).

**Proposed Effective Date:**
September 2008

**Financial and/or Planning Implications:**
Replacing a half course with a full course will require additional teaching resources; specifically, Professor Scott will teach the course as two half courses of her four half course teaching load rather than one half course. However, HDAP programs, as well as the department as a whole, have recently engaged in a comprehensive review of course offerings with a view to eliminating overlap, limiting low enrolment courses, offering courses that serve multiple programs, and creating multiyear cycles for offering courses that are not required annually. This has freed up sufficient department resources that we can expand the psychotherapy course and still meet our department needs, assuming that the level of resources provided to the department stays consistent.

**Contact name:**
Katreena Scott, SCCP Program Chair
Michele Peterson-Badali, HDAP Associate Chair

**Submitted by:**
Esther Geva, Chair, HDAP

**Date:** February 11, 2008
School and Clinical Child Psychology

The School and Clinical Child Psychology program is an American Psychological Association (APA) accredited program. It provides theoretical, research, and professional training in preparation for psychological work with children in schools, clinics, private practice, and research settings. The program is designed to provide training in assessment, therapy, and other psychosocial and instructional interventions, professional consultation and prevention. The degrees are also intended to meet the academic requirements for registration as a psychological associate (M.A.) or psychologist (Ph.D.). Opportunities are available for research and clinical work with infants, young children, adolescents, and families. The program follows the scientist-practitioner model for psychological training recommended by the APA. Emphasis on designing, conducting, and interpreting scientific research parallels emphasis on exemplary clinical practice.

Admission Requirements
Admission to the M.A. program normally requires a University of Toronto four-year bachelor's degree in Psychology, or its equivalent, defined as six full courses in psychology, including one half-course in child development and one full course or equivalent in research methods/statistics (at least one half-course of which must be at the third or fourth year level) and at least three full courses at the third or fourth year levels. The usual admission standard is equivalency to a University of Toronto A- or better. Most applicants will have evidence of relevant professional experience and research experience. Applicants are requested to submit, in addition to two academic references, a letter of recommendation from an applied setting.

Admission to the Ph.D. program normally requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent and an OISE/UT M.A. in SCCP or its equivalent. The usual admission standard is equivalency to a University of Toronto A- or better in the master's degree. A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the master's program was not equivalent to the OISE/UT M.A. in School and Clinical Child Psychology, the student will be required to take additional courses to receive equivalent training.

Program Requirements
The M.A. program, comprising 10 half-courses (including a practicum course) and a thesis, is undertaken on a full-time basis and normally takes two years to complete. Students are required to successfully complete HDP 1215H Psychological Assessment of School-Aged
Children, HDP 1216H Psychoeducational Assessment, HDP 1218H Seminar and Practicum in Assessment, HDP 1219H Ethical Issues in Applied Psychology, HDP 1220H Introduction to School and Clinical Child Psychology, HDP 1236H Developmental Psychopathology, HDP 1285H Psychology and Education of Children with Learning Disabilities, and HDP 1288H Intermediate Statistics and Research Design, one half-course in cognitive/affective bases of behaviour from an approved course listing, and one elective half-course. A listing of approved cognitive/affective bases of behaviour courses is available on the department Web site at http://hdap.oise.utoronto.ca/pages/sccep_ma.html, and in the Human Development and Applied Psychology Program Guidelines. The practicum portion of HDP 1218H consists of 250 hours (one day a week from September to June) and is normally taken in a school setting. In addition, students will be required to take HDP 1201H Childhood and Adolescent Development and HDP 1287H Introduction to Applied Statistics, if equivalent courses have not been taken previously.

The Ph.D. program, comprising ten half-courses (including a doctoral practicum course and an internship course), a comprehensive examination, and a doctoral dissertation, is undertaken on a full-time basis and normally takes four to five years to complete. Students are required to successfully complete HDP 3222Y Approaches to Psychotherapy Across the Lifespan, HDP 3241H Seminar and Practicum in Assessment and Intervention with Children (normally taken in the second year of the program), HDP 3242Y Internship in School and Clinical Child Psychology as well as one course from each of the following menus: Psychosocial Interventions, Instructional Interventions, Advanced Assessment, Social Bases of Behaviour, and Biological Bases of Behaviour. A listing of courses in these menus is available on the department Web site at http://hdap.oise.utoronto.ca/pages/sccep_phd.html and in the Human Development and Applied Psychology Program Guidelines. The practicum portion of HDP 3241H consists of 500 hours (two days a week from September to June) and is normally taken in a clinical setting. The internship (HDP 3242Y) consists of a 1600 hour placement, normally taken on a full-time basis over the course of a year near the end of the student's program. Students must have successfully completed all course work, passed the comprehensive examination, and have their dissertation completed or well underway, prior to commencing their internship. In addition, students will be required to take HDP 1201H Childhood and Adolescent Development, HDP 1287 Introduction to Applied Statistics, and HDP 3204H Contemporary History and Systems in Human Development and Applied Psychology, if equivalent courses have not been taken previously.
Students must achieve a minimum of A- in at least one of HDP 1215H Psychological Assessment of School-Aged Children and HDP 1216H Psychoeducational Assessment and must pass HDP 1218H Seminar and Practicum in Assessment and HDP 3241H Seminar and Practicum in Assessment and Intervention with Children in order to remain in good standing and be permitted to continue in the program. Failure to meet these criteria will normally result in a recommendation to the School of Graduate Studies to terminate the student's registration in the program.

**Collaborative Programs**

The department participates in the following collaborative programs:

1. Developmental Science
2. Neuroscience

For details, consult the separate entries in this calendar.

**Courses of Instruction**

HDP 1200H Foundations of Human Development and Education/Staff
HDP 1201H Child and Adolescent Development/K. Lee, Staff
HDP 1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology/Staff
HDP 1211H Psychological Foundations of Early Development and Education/J. Pelletier, Staff
HDP 1215H Psychological Assessment of School-Aged Children/M. Peterson-Badali, K. Scott, J. Wiener
HDP 1216H Psychoeducational Assessment/M. Peterson-Badali, J. Wiener, N. Link, K. Scott
HDP 1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention with Children/J. Ducharme
HDP 1218H+ Seminar and Practicum in Assessment/N. Link
HDP 1219H Ethical Issues in Applied Psychology/M. Peterson-Badali
HDP 1220H Introduction to School and Clinical Child Psychology/J. Wiener
HDP 1222Y Approaches to Psychotherapy Across the Lifespan/K. Scott, J. Jenkins
HDP 1234H Foundations of Cognitive Science/Staff
HDP 1236H Developmental Psychopathology/J. Jenkins
HDP 1237H Development and Learning/J. Peskin
HDP 1238H Special Topics in Human Development and Applied Psychology/Staff
HDP 1241H Outcomes of Early Education and Child Care/Staff
HDP 1256H Child Abuse: Intervention and Prevention/K. Scott, R. Volpe
HDP 1259H Child and Family Relationships“Implications for Education/C. M. Corter, Staff
HDP 1260H Children, Psychology and the Law/M. Peterson-Badali
HDP 1265H Advanced Topics in Social and Personality Development/M. L. Arnold, M. Lewis, R. Volpe
HDP 1272H Play and Education/Staff
HDP 1279H Preventative Interventions for Children at Risk/R. Volpe, Staff
HDP 1284H Psychology and Education of Children and Adolescents with Behaviour Disorders/J. Jenkins, Staff
HDP 1285H Psychology and Education of Children with Learning Disabilities/J. Wiener
HDP 1287H Introduction to Applied Statistics/R. Childs, G. Hong, R. G. Wolfe, Staff
HDP 1288H Intermediate Statistics and Research Design/R. Childs, G. Hong, R. G. Wolfe, Staff
HDP 1289H Multivariate Analysis with Applications/R. G. Wolfe
HDP 1291H Casual Inference and Structural Equation Modelling/G. Hong
HDP 1292H Test Theory/R. Childs
HDP 1293H Applied Research Design and Data Analysis/R. Childs
HDP 1299H Language Acquisition and Development/Staff
HDP 2200Y Child Study: Observation, Evaluation, and Reporting/C. Corter, R. Volpe, J. Astington, Staff
HDP 2201Y Childhood Education Seminar and Practicum/Staff
HDP 2202H Childhood Education Seminar II: Advanced Teaching/Staff
HDP 2210Y Introduction to Curriculum/ R. Martinussen, J. Pelletier, D. Willows, E. Woodruff, Staff
HDP 2211H Theory and Curriculum I: Language and Literacy/D. M. Willows, Staff
HDP 2212H Theory and Curriculum II: Mathematics/J. Moss, Staff
HDP 2221Y Advanced Teaching Practicum/R. Kluger, Staff
HDP 2230H Designing Educational Programs/Staff
HDP 2275H Technology for Adaptive Instruction and Special Education/Staff
HDP 2280H Introduction to Special Education and Adaptive Instruction/R. Martinussen, Staff
HDP 2283H Psychology and Education of Gifted Children and Adolescents/Staff
HDP 2287H Classroom-Based Counselling Approaches/K. Scott, J. Wiener, Staff
HDP 2288H Reflective Teaching and Analysis of Instruction/Staff
HDP 2292H Assessment for Instruction/E. Geva, H. McBride
HDP 2293H Interpretation of Educational Research/Staff
HDP 2296H Reading and Writing Difficulties/D. M. Willows, Staff
HDP 3200H Research Proseminar in Human Development and Applied Psychology/Staff
HDP 3201H Qualitative Research Methods in Human Development and Applied
Psychology/R. Volpe, Staff
HDP 3203H Children's Theory of Mind/J. W. Astington, Staff
HDP 3204H Contemporary History and Systems in Human Development and Applied Psychology/R. Volpe, M. Ferrari
HDP 3205H Social and Moral Development/M. L. Arnold
HDP 3209H Psychology of Language and Literacy/Staff
HDP 3221H Cross-Cultural Perspectives on Children's Problems/E. Geva
HDP 3224H Advanced Proactive Behavioural and Cognitive-Behavioural Interventions/J. Ducharme
HDP 3225H Developmental Trajectories and High Risk Environments/J. Jenkins
HDP 3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology/M. Ferrari, Staff
HDP 3227H Multi-Level Modelling in Social Scientific and Educational Research/G. Hong
HDP 3229H Cognition and Emotion in Development/M. Lewis
HDP 3230H Understanding Narrative/Staff
HDP 3231H Psychodynamic Bases of Therapy/Staff
HDP 3238H Special Topics in Human Development and Applied Psychology/Staff
HDP 3240H Advanced Social and Emotional Assessment Techniques/N. Link
HDP 3241H+ Seminar and Practicum in Assessment and Intervention with Children/N. Link
HDP 3242Yº Internship in School and Clinical Child Psychology/N. Link
HDP 3255H Systemic Family Therapy/J. Jenkins
HDP 3282H The Psychology of Critical Thinking/Staff
HDP 3286H Developmental Neurobiology/M. D. Lewis
HDP 3292H Advanced Psychoeducational Assessment and Psychodiagnosis/J. Wiener
HDP 3297H Biological and Psychological Foundations of Low Incidence Disorders/J. Ducharme
HDP 5271Y Assessment and Programming for Reading and Writing Difficulties/D. M. Willows, Staff
HDP 5281H Research and Theories of Reading Disability/Staff
HDP 5284H Assessment and Intervention in Multicultural/Bilingual Contexts/E. Geva
JDS 1233H Cognitive Development and Applications/M. Lewis, Staff
JDS 1249H Social-emotional Development and Applications/M. Perlman, Staff
JDS 3000H Advanced Methods in Developmental Science/Staff
JHC 1251H Reading in a Second Language/E. Geva
JPX 1001H Parenting: Multidisciplinary Perspectives/C. M. Corter (Coordinator
Proposal to change the name of the program:
Current name: Elementary and Intermediate Education Program, Master of Teaching (M.T.)
Proposed name: Elementary and Secondary Education Program, Master of Teaching (M.T.)
Department of Curriculum, Teaching and Learning, OISE

MOTION
THAT SGS Graduate Education Council approve the proposal of the Department of Curriculum, Teaching and Learning to change the name of the Elementary and Intermediate Education Program, Master of Teaching (M.T.) to “Elementary and Secondary Education Program, Master of Teaching (M.T.), effective September 2008.

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
The name change proposal has arisen because of the proposed introduction of a new field in Secondary Education to the program. The proposal for the new field is being presented to the Ontario Council on Graduate Studies for appraisal (without consultants) and OCGS approval is required. A new field does not require approval by University governance, although changes to admission and/or program requirements associated with the new field do.

The proposal was approved in principle by the Department of Curriculum, Teaching and Learning Council meeting on December 5, 2007. The proposal was approved by the Graduate Education Committee and then by the Faculty Council of OISE at its meeting on April 16, 2008. The following discussion occurred at the meeting:

- There was some discussion about whether Intermediate should be excluded from the title. It was clarified that by naming the program Master in Teaching in Elementary and Secondary Education that this also implies that the Junior and Intermediate levels are also included.

SGS Graduate Education Council approval constitutes final University approval of this item. It will be reported to the Academic Policy and Planning Committee of Governing Council in the SGS Annual Report for information. OCGS approval is also required.
Governance Form A: General  
2007-2008

Faculty Affiliation:  
Ontario Institute for Studies in Education

Name of Graduate Unit:  
Department of Curriculum, Teaching and Learning (CTL)

Graduate Program/s involved in proposal, if any:  
Master of Teaching in Elementary and Intermediate Education Program (MT)

Brief Summary of Proposed Change:  
(1) The CTL Master of Teaching in Elementary and Intermediate Education Program proposes that a Secondary Education field be added to the existing field of Elementary and Intermediate Education.  
(2) The Department requests that the name of the program be changed to the Master of Teaching in Elementary and Secondary Education program.  
(3) The proposal includes a change to the program’s requirements for both fields although the overall number of courses required is unchanged. The Master of Teaching program requirements will change from the 14 core half-courses and 2 half-course electives that are currently required to 10 core half-courses, 5 specific half-courses, and 1 elective.  In the area of Curriculum and Instruction, the elementary field will have 4 half courses to address major subject areas (language, math, science, arts) and the secondary field will have 2 full courses representing the two teaching subjects that each candidate will take.

Rationale:  
The strength of the MT program model, which includes its length (2 years), internship, and research base, should be extended to other students interested in teaching at the Secondary level. A two year MT cohort-secondary would be the first of its kind in Canada. This would introduce the opportunity to create some level of integration with the MT-elementary (creating a K-12 teacher education program).

The proposal has support from the OISE Dean who, in a letter dated September 2007, outlined three reasons for including a cohort in Secondary Education in the Master of Teaching program: program reputation, strength of program, and resource generation.

The name of the program should change to the Master of Teaching in Elementary and Secondary Education Program to accommodate the fact that the program will no longer focus exclusively on the field of Elementary and Intermediate Education, but also on the field of Secondary Education. This name change will thus reflect the greater scope of the program and allow for future program development while reducing the need of subsequent name changes.

Prior Approvals/Actions:  
This proposal was approved in principle at the December 5, 2007 CTL Council meeting.

This proposal was approved by the Graduate Education Committee – OISE (GECO) on March 20, 2008.

Proposed Effective Date:  
Month  Year  
September  2008
Financial and/or Planning Implications:
The expansion of the MT program to include a secondary field is a revenue positive proposal in that it will increase revenue for OISE. In order to increase provincial funding, we need to increase enrolment in this professional program, as specified in the Dean's memorandum to the Chairs in September 2007. Furthermore, the Dean's recent budget memorandum (February 2008) clearly states the MT expansion as an institutional priority. It notes, "...expansion needs to be targeted to professional programs, and in particular the MT, MA (ICS) and MEd/EdD/Flex-PhD cohort programs" (p.4). While additional costs associated with staffing this new field will represent a small proportion of the overall income generated by the expansion, there are some costs expected. We expect that 4 additional sections will be added that will need to be covered by stipends. It should be noted that, as an integrated program, the expanded MT will include a K-12 focus in some classes, thereby necessitating the additional hiring of instructors teaching on stipend to accommodate the additional teaching load (in keeping with an increase of 20-24 students). A further 3 additional sections will be handled by reassigning CTL faculty into the MT program from the B.Ed. Program. This would have a consequence for the B.Ed. Program. Lastly, the MT Program currently employs a support staff member as an 80% appointment. We anticipate that this will increase to a 100% appointment.

Contact name: CTL Associate Chair, Professor Elizabeth Campbell

Submitted by: Professor Normand Labrie, Associate Dean, Graduate Studies

Date: February 8, 2008
Degree Programs
The following graduate programs are offered by the CTL Department:

1. Curriculum Studies and Teacher Development (M.Ed., M.A., Ph.D.)
2. Elementary and Secondary Education (M.T.)

2. Master of Teaching in Elementary and Secondary Education Program
The Master of Teaching in Elementary and Secondary Education (M.T.) program consists of two years of full-time study leading to a Master of Teaching degree. Upon successful completion of this Program, students will be recommended to the Ontario College of Teachers for an Ontario Teachers’ Certificate of Qualification, which qualifies them to teach in the primary and junior (P/J) divisions, the junior and intermediate (J/I) divisions or the intermediate and senior (I/S) divisions of Ontario schools.

The Master of Teaching in Elementary and Secondary Education Program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The Program provides students with a strong conceptual grounding in human development, ethics, law, diversity, educational technology, curriculum, teaching, and learning with a K-12 focus. This is the only initial teacher education program to offer the opportunity for elementary and secondary pre-service teachers to learn together on a K-12 continuum. The high level of academic rigor in conjunction with increased practicum opportunities serve to enhance and extend the theoretical and practical experiences of students preparing to teach. Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers.

Admission Requirements
Applicants are admitted under SGS general regulations. They must have the equivalent of an appropriate University of Toronto four-year bachelor’s degree with standing equivalent to a University of Toronto mid-B or better in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today’s schools. In addition, applicants are requested to list in chart form, the extent of their experience working with children. The chart should include
dates, location of experience, role, and number of hours working with students. An interview by a panel of faculty, teachers, and students will be held to gather additional information for selected students. Given the limited number of spaces in this Program, not all eligible applicants can be admitted.

Applicants must also meet prerequisite requirements based on the teaching subject(s) in which they choose to concentrate. More information about prerequisites can be found in the OISE Bulletin.

Documentation

Applicants to the Master of Teaching in Elementary and Secondary Education program are advised that a photocopy of a Canadian birth certificate (or in the case of a person who was not born in Canada, documents showing the basis upon which the individual is present in Canada including date and place of birth) are not required at the time of application for admission. However, these may be required by September of your first year. Similarly, if applicable, a photocopy of a certificate of change of name is not required at the time of application, but may be required subsequently.

School Board Requirements

Applicants to the Master of Teaching in Elementary and Secondary Education program are advised that a criminal record report is not required at the time of application for admission.

This program requires successful completion of practice teaching in the schools. School Boards require teacher education candidates on practice teaching assignments in Ontario schools to complete a satisfactory police record check prior to having direct contact with students. Without a satisfactory criminal record report resulting in the issuance of a valid OESC Identification Card, the schools will not allow teacher education candidates to participate in practice teaching.

Questions regarding this process should be directed to: The Ontario Education Services Corporation

E-mail: pesc-cseo@opsba.org

Website: www.oesc-cseo.org

The Ontario College of Teachers Certification
The Ontario College of Teachers (OCT) is responsible for licensing and regulation of the teaching profession in the public interest. In order to provide increased protection for elementary and secondary students in Ontario schools and to help to ensure that teachers are worthy of the trust placed in them, by students, parents, and colleagues, the College requires that all new teacher education graduates who will be applicants for OCT membership and teacher certification (O.T.C. of Q.), provide original documentation of police record checks and an Applicant’s Declaration about their suitability for registration. Note that the report is valid for six months only. Questions regarding a police record check which might prevent meeting this teacher certification requirement should be directed to:

The Ontario College of Teachers

Telephone: 416-961-8800

Program Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (10 core, 5 specific, and 1 elective), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program of study in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers’ Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Courses of Instruction

First Year Core Courses (all MT students)

- CTL7004Y Practicum in Schools
- CTL7006H Reflective Teaching and Inquiry into Research in Education
- CTL7007H Authentic Assessment
- CTL7011H Child and Adolescent Development

Second Year Core Courses (all MT students)

- CTL7001H Educational Professionalism, Ethics and the Law
- CTL7005Y Practicum Internship
- CTL7008H Introduction to Special Education and Adaptive Instruction
- CTL7009H Anti-Discriminatory Education

Deleted: Because applicants are applying to a teacher education program, the following items must be submitted with the application:
  a. a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada, including date and place of birth
  b. a photocopy of a certificate of change of name where applicable
Note: A police record check is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.

Deleted: Because applicants are applying to a teacher education program, the following items must be submitted with the application:
  a. a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada, including date and place of birth
  b. a photocopy of a certificate of change of name where applicable
Note: A police record check is required for certification by the Ontario College of Teachers and is required in both the first and second year of the program.
Elective Courses

The one elective is normally selected from other graduate courses offered at OISE.

First Year Specific Courses (P/J and J/I students)

- CTL7000H Curriculum and Teaching in Literacy
- CTL7002H Curriculum and Teaching in Mathematics
- CTL7003H Curriculum and Teaching in Social Studies and Science

Second Year Specific Courses (P/J and J/I students)

- CTL7010H Issues in Numeracy and Literacy
- CTL7013H Arts in Education

I/S Specific Courses (I/S students will select one in each year of the program)

- CTL 7020Y Curriculum and Teaching in English - Secondary
- CTL 7021Y Curriculum and Teaching in History - Secondary
- CTL 7022Y Curriculum and Teaching in Mathematics - Secondary
- CTL 7023Y Curriculum and Teaching in Science: Biology - Secondary

Second Year Specific Courses (I/S students)

- CTL 7012H Issues in Secondary Education
CTL 7000H Curriculum and Teaching in Literacy
CTL 7002H Curriculum and Teaching in Mathematics
CTL 7003H Curriculum and Teaching in Social Studies and Science
CTL 7004Y

CTL 7009H Anti-Discriminatory Education
CTL 7010H Issues in Numeracy and Literacy
CTL 7011H Child and Adolescent Development
Item 9.1.

Proposal to close the Ed.D. in the Developmental Psychology and Education program:
Department of Human Development and Applied Psychology, OISE

MOTION
THAT SGS Graduate Education Council approve the proposal of the Department of Human Development and Applied Psychology to cease admissions in the Ed.D. in the Developmental Psychology and Education program, effective immediately, and to close the Ed.D. in the program when there are no more students registered in it.

See attached documents:
• Governance Form

NOTE:
The proposal was approved by the Graduate Education Committee and by the Faculty Council of OISE at its meeting on April 16, 2008. The following discussion occurred at the meeting:

- It was explained to the committee that there was a recommendation from OCGS in the last review to close the Ed.D. program due to low application numbers and the increased demand for the other programs. Also, the program offers a Flexible-PhD program to accommodate students who require part-time doctoral studies.

With SGS GEC approval, this item will be forwarded to Governing Council committees for final approval. OCGS will be advised of the closure.
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:
Developmental Psychology and Education, Doctor of Education

Brief Summary of Proposed Change:
The Department has decided that it is not feasible to maintain the Ed.D. The program will cease admission effective immediately and the program will close when there are no more students enrolled in it. Currently there are 3 students in the program. One is expected to complete in August 2008, one is expected to complete in August 2010, and the third is lapsed.

Rationale:
Within the Department of Human Development and Applied Psychology, there have been numerous discussions about the feasibility of maintaining a distinct Ed.D. program, given the small number of applications each year to the program and the increasing demand for other degree programs, such as the rapidly-growing M.Ed. program, and the Flex-PhD. The Department has decided that it is not feasible to maintain the Ed.D.

Fortunately, beginning this year, the Department is able to offer a flexible-time option for the Ph.D., so it will be able to continue to accommodate students who require part-time doctoral studies. The Department remains committed to providing excellent doctoral training in Developmental Psychology and Education, but will do so without the Ed.D.

Prior Approvals/Actions:

Proposed Effective Date: Admission ceases immediately and program closes when there are no more students registered in the program.

Financial and/or Planning Implications:

Contact name: Esther Geva, Chair
Human Development and Applied Psychology, OISE/UT

Submitted by: Esther Geva, Chair
Human Development and Applied Psychology, OISE/UT
Date: February 12, 2008
MOTION
Graduate Education Council
Tuesday, May 20, 2008

Item 9.2

Proposal to close the Combined M.B.A./M.A. in Eurasian, Russian and European Studies Program

MOTION
THAT SGS Graduate Education Council approve the proposal of the Rotman School of Management and the Centre for Eurasian, Russian and European Studies to cease admissions to the Combined M.B.A./M.A. in Eurasian, Russian and European Studies Program, effective immediately, and to close the combined program when there are no more students registered in it.

See attached documents:
- Governance Form

NOTE:
The proposal was approved at a CERES meeting and was approved by the Rotman School of Management in March 2008. It was also approved by the Faculty Arts and Science Three Campus Graduate Curriculum Committee on April 14, 2008. There was no substantive discussion at the meeting.

SGS Graduate Education Council approval is final for this item. It will be reported to the Academic Policy and Planning Committee of Governing Council in the SGS Annual Report for information, and it will be reported to OCGS for information.
Faculty Affiliation: Arts and Science

Name of Graduate Unit: Centre for European, Russian and Eurasian Studies

Graduate Program/s involved in proposal, if any: Combined MBA/MA at Rotman School and CERES

Brief Summary of Proposed Change: Closure of combined MBA/MA Program between Rotman and CERES.

Rationale: Since its inception in 1997, only one student has graduated.

Prior Approvals/Actions: CERES Committee meeting. Prof. Peter Pauly has approved it on behalf of the Rotman School of Management in May 2007 and March 2008

Proposed Effective Date: Admission to the combined program will cease immediately and the program will close when there are no more students registered in it.

Financial and/or Planning Implications: None.

Contact name: Jeffrey Kopstein, Director, CERES

Submitted by: Robert Austin, Graduate Coordinator, CERES

Date: 5 March 2008
MOTION
Graduate Education Council
Tuesday, May 20, 2008

Item 9.3

Proposal to close the Collaborative Program in Integrated Manufacturing
Faculty of Applied Science and Engineering (lead Faculty)

MOTION
THAT SGS Graduate Education Council approve the proposal of the Faculty of Applied Science and Engineering to close the Collaborative Program in Integrated Manufacturing, effective September 2008.

See attached documents:
- Governance Form
- Calendar Entry

NOTE:
The Collaborative Program has had no students enrolled during the past three years.

The proposal to close the program was put forward by the Director and approved by the Vice-Dean Graduate Studies, Faculty of Applied Science and Engineering, on May 6, 2008. The proposal is posted on the Graduate Webposting System for information.

SGS Graduate Education Council approval is final for this item. The notice of closure will be reported to OCGS for information.
Faculty Affiliation: Faculty of Applied Science and Engineering

Name of Graduate Unit: N/A

Graduate Program/s involved in proposal, if any:
Collaborative Program in Integrated Manufacturing

Brief Summary of Proposed Change:
The Director of the Collaborative Program in Integrated Manufacturing proposes that the Collaborative Program be closed.

Rationale:
The Collaborative Program has had many valuable outcomes during its operation, including 100% employment for graduates, its best aspects can be reasonably folded into the general M.Eng. program. There have been no enrolments in recent years and there are no students enrolled in the collaborative program currently.

Prior Approvals/Actions:
The Director of the Collaborative Program has consulted with the participating graduate programs and there are no objections to closing the program.

The proposal to close was approved by the Faculty of Applied Science and Engineering, Vice-Dean Graduate Studies, on May 6, 2008.

Proposed Effective Date:
September 2008

Financial and/or Planning Implications: None

Contact name:
Professor Pierre Sullivan,
Director
Collaborative Program in Integrated Manufacturing
and Graduate Coordinator, Department of Mechanical Engineering
Faculty of Applied Science and Engineering

Submitted by:
Professor C. Damaren
Vice-Dean, Graduate Studies
Faculty of Applied Science and Engineering

Date: May 6, 2008
MOTION (Revised)
Graduate Education Council
Tuesday, May 22, 2008

10. Graduate Academic Appeals Board, Approval of Membership for 2008-2009

MOTION ( / ) THAT Graduate Education Council approve the appointments of a Chair, five faculty and three student members to serve on the Graduate Academic Appeals Board for the 2008-2009 academic year:

Chair: Professor Emeritus Ralph Scane, Faculty of Law (renewed)
Faculty Members: Professor Chris Damaren, Dept of Aerospace Science and Engineering (new)
(three-year term) Professor Sandy Welsh, Dept of Sociology (new)
Professor Juvenal Ndayiragije, French Language and Literature (renewed)
Professor Greig Henderson, English (renewed)
Professor Lynne Howarth, Information Studies (renewed)
Professor Jane Phillips, Chemical Engineering and Applied Chemistry (renewed)

Student Members: Laura Stenberg, English (new)
(one-year term) Leah Burns, Adult Education and Community Development (new)
Sandra Newton, Human Development and Applied Psychology (renewed)

NOTE:
The Graduate Academic Appeals Board (GAAB) is a standing committee of SGS Graduate Education Council (GEC). Appointment of the Chair of GAAB is approved by GEC upon the nomination of the Dean of SGS. Appointment of faculty members is approved by GEC upon the nomination of the Vice-Dean, Students and the recommendation of the Standing Committee on Student Matters. Appointment of student members is approved by GEC upon the nomination and election by the student members of GEC.

FOR YOUR INFORMATION
Proposed membership of GAAB for 2008-2009 is as follows:

Chair: Ralph Scane, Professor Emeritus, Faculty of Law (July 1, 2008 to June 30, 2009)
Alternate: Lorne Sossin, Professor, Faculty of Law (July 1, 2006 to June 30, 2009)

Division I Faculty Members
Members: Professor Juvenal Ndayiragije, French Language and Literature (July 1, 2008 to June 30, 2011)
Professor Greig Henderson, English (July 1, 2008 to June 30, 2011)
Professor Giulio Silano, History/Religion (July 1, 2006 to June 30, 2009)

Division II Faculty Members
Members: Professor Michele Peterson-Badali, Human Dev. &Applied Psychology (July 1, 2007 to June 30, 2010)
Professor Lynne Howarth, Information Studies (July 1, 2008 to June 30, 2011)
Professor Sandy Welsh (July 1, 2008 to June 30, 2011)

Division III Faculty Members
Members: Professor Eric Hehner, Computer Science (July 1, 2007 to June 30, 2010)
Professor Chris Damaren, Aerospace Science and Engineering (July 1, 2008 to June 30, 2011)
Division IV Faculty Members

Members:  Shashi Kant, Forestry (July 1, 2006 to June 30, 2009)
           Gary Sprules, Ecology and Evolutionary Biology (July 1, 2007 to June 30, 2010)
           Michael J. Wiley, Anatomy (July 1, 2007 to June 30, 2010)

Student Members

Members:  Laura Sternberg, English (July 1, 2008 to June 30, 2009)
           Leah Burns, Adult Education and Community Development (July 1, 2008 to June 30, 2009)
           Sandra Newton, Human Development and Applied Psychology (July 1, 2008 to June 30, 2009)
MOTION
Graduate Education Council
Tuesday, May 20, 2008


MOTION
THAT Graduate Education Council approve a new hood for the Master of Science in Community Health Degree.

See attached document:
- Letter of approval

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

Congratulations on the approval of the new Master of Science in Community Health (M.Sc.C.H.) program. A new hood will now be created for graduands of this program.

In accordance with the University of Toronto master's hood pattern the new M.Sc.C.H. hood would be as follows:

- a shell of black corded silk with trim of white soutash braid on both outside edges, starting 1 1/2" from the back edge and tapering to 1/2" apart at the neckband. This is mandatory for all master's hoods.

You may choose either:

- A) a lining of white silk to represent the existing Master of Health Science hood, and three 3/4" silk strips of royal blue (representing the Faculty of Medicine) and gold (representing Science degrees) and again royal blue; or

- B) a lining of gold silk to uniquely represent this degree and two 3/4" silk strips of royal blue and gold in keeping with the M.H.Sc. and M.Sc. hoods

☐ B)

Chair's Signature

Date: May 8, 2008

Please indicate your choice of option A) or B), sign, date, and return the letter to my attention. Once you approve the new design, we can bring it forward to be approved by the SGS Council and then by the Academic Board.

If you would like assistance regarding colour choices of the hood, please contact Mr. Bert Hartjes, Harcourts, (416) 977-4408 (email: info@harcourts.com).

Yours truly,

Heather Kelly
Director, Student Services

Cc: Jane Aklerdice, Director, Quality Assessment and Governance
Item 14.1 SGS Annual Audit of Student Files Report, 2007-2008
MEMORANDUM

TO: Chairs, Graduate Coordinators and Administrators

FROM: Susan Pfeiffer, Dean of Graduate Studies and Vice-Provost, Graduate Education

DATE: May 14, 2008

CC: Vivek Goel, Vice-President and Provost
Heather Kelly, Director of Student Services

RE: SGS ANNUAL AUDIT OF STUDENT FILES

This is a report to you about the SGS annual audit of graduate student files, undertaken by the School as part of our responsibility for the oversight of graduate programs and their administration. Graduate units have the primary responsibility to make and communicate admission decisions, and maintain official student files. For its part, the School of Graduate Studies has the responsibility to ensure that the minimum admission standards and proper documentation are maintained, and that student records are properly managed. To assess these processes, SGS Student Services Officers and Assistants conducted, in March, an audit of student files from 20 randomly selected graduate departments. This audit has been conducted annually for the past nine years. It allows SGS to provide in-person support and advice regarding particular problems faced by graduate units.

This year we found a higher incidence of errors – 141 significant and 273 minor errors – compared with the average over the first five year cycle. The individual findings for the departments that were audited have been forwarded to the respective Graduate Chairs with a copy to the relevant Graduate Coordinators.

The attached summary shows that this year's audit focussed on two aspects of the maintenance of student files: admission criteria and registration/in-program documents. In those departments surveyed, there were 31 significant and 81 minor errors in the admissions files and 110 significant and 192 minor errors in the registration files. Also scrutinized are five diagnostic reports generated from ROSI, which indicate some noncompliance in data entry.

Based on the findings of the audit, I ask you to ensure that these practices are followed in your graduate unit:

• An annual progress report must be submitted by the supervisory committee for all Ph.D. students beyond their second year in program and recorded on ROSI. This requirement was approved at SGS Council in 1996 and has been outlined to you in previous correspondence. A useful strategy to ensure that annual reports are submitted is to designate a certain time of the year to do this (one graduate unit calls this “May monitoring”).
• Grade submission forms should be signed by both the instructor and the Graduate Coordinator.
• Admission recommendation forms should be used to document the decision to admit a student.

Forms may be found on the SGS website: www.sgs.utoronto.ca/gradadmin/studentservicesforms

On a related note, when assessing international credentials, please address any questions or concerns to your Student Services Officer at SGS. Our staff has considerable expertise in this area and are happy to examine any questionable documents or to provide other feedback about foreign credentials.

Attch.
2007-8 SGS Audit Report

Since the responsibility and authority for standard admission decisions and the maintenance of the official student file were devolved to graduate units in 1999, SGS has implemented an annual audit of student files.

This year, the fourth year of our second five-year audit cycle, a total of 358 files were randomly selected from 20 graduate units. We found a total of 141 significant errors (39%) and 273 minor errors (76%). This indicates an increase in significant errors compared with the average of the first cycle (21%), and also an increase in minor errors compared with the average in the first cycle (45%).

**Admission Files**

Admissions files were randomly selected from new students who began their program in September 2007. The ratio of significant errors this year is 31 errors out of 135 files (23%), slightly lower than the overall ratio of 25% for the first auditing cycle. The ratio of minor errors, however, is higher: 81/135 or 60%, compared with 45% over the first cycle.

**Most Common Significant Errors:**
- *Admission recommendation forms – 8 (6% of relevant files).* Admission recommendation forms were missing or not signed by the Graduate Coordinator.
- *Official and authentic copies of final transcripts – 7 (5% of relevant files).* In a few cases, conferred degrees were missing from the file.

**ADMISSION FILES**

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Graduate Units Audited</th>
<th>Number of Files Audited</th>
<th>Number of Minor Errors</th>
<th>Number of Significant Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>20</td>
<td>135</td>
<td>81 (60%)*</td>
<td>31 (23%)*</td>
</tr>
</tbody>
</table>

*percentage of total files audited / Note: errors can occur more than once in a file.

**Admissions Criteria**

<table>
<thead>
<tr>
<th>Admissions Criteria</th>
<th># of Relevant Files</th>
<th>Non-Compliant Files</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Minor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
</tr>
<tr>
<td>Final official and authentic transcripts</td>
<td>135</td>
<td>12</td>
</tr>
<tr>
<td>Certified translations of non-English documents</td>
<td>135</td>
<td>0</td>
</tr>
<tr>
<td>Appropriate degrees from acceptable institutions</td>
<td>135</td>
<td>8</td>
</tr>
<tr>
<td>Acceptable average in final year of degree</td>
<td>135</td>
<td>5</td>
</tr>
<tr>
<td>Acceptable TOEFL/TWE scores</td>
<td>135</td>
<td>4</td>
</tr>
<tr>
<td>At least two letters of reference</td>
<td>135</td>
<td>2</td>
</tr>
<tr>
<td>Completed application form signed by student</td>
<td>135</td>
<td>7</td>
</tr>
<tr>
<td>Admission recommendation forms</td>
<td>135</td>
<td>16</td>
</tr>
<tr>
<td>Offer of admission issued with correct conditions</td>
<td>135</td>
<td>10</td>
</tr>
<tr>
<td>ROSI data entry</td>
<td>135</td>
<td>17</td>
</tr>
</tbody>
</table>
Registration Files

Registration files were randomly selected from students who started their program prior to September 2007 and were registered for 2006-7. The criteria of the registration audit apply only to the 2006-7 academic year. The ratio of significant errors is 110 out of 223 files or 49% (higher than the overall ratio in the first cycle at 17%). The ratio of minor errors is 192/223 or 86% (higher than the overall ratio of 44% in the first cycle).

Most Common Significant Error:
- Grade Submission Forms – 43 (19% of relevant files). Either the instructor’s or the Graduate Coordinator’s signature was missing.

Most Common Minor Error:
- Grade Submission Forms – 45 (20% of relevant files). The instructor submitted the grade via email.

<table>
<thead>
<tr>
<th>Registration Files</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

RECORDS

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Departments Audited</th>
<th>Number of Files Audited</th>
<th>Number of Minor Errors</th>
<th>Number of Significant Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>20</td>
<td>223</td>
<td>192 (86%)*</td>
<td>110 (49%)*</td>
</tr>
</tbody>
</table>

*percentage of total files audited / Note: errors can occur more than once in a file.

<table>
<thead>
<tr>
<th>Registration Criteria</th>
<th># of Relevant Files</th>
<th>Minor</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGISTRATION</td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Student is reg. in correct degree/subject POSTs</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Full-time/part-time status is correct</td>
<td>223</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Program withdrawals</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Leaves of absence</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Program Extensions</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Reinstatements</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Program transfers</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dual Registrations</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>ENROLLMENT</td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Reg./Enrollment Forms</td>
<td>223</td>
<td>11</td>
<td>5%</td>
</tr>
<tr>
<td>Program change forms</td>
<td>223</td>
<td>25</td>
<td>11%</td>
</tr>
<tr>
<td>Course enrollment and withdrawals</td>
<td>223</td>
<td>14</td>
<td>6%</td>
</tr>
<tr>
<td>Transfer credit/advanced standing</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>GRADING</td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Grade submission forms</td>
<td>223</td>
<td>45</td>
<td>20%</td>
</tr>
<tr>
<td>ROSI data entry</td>
<td>223</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Course Extension Forms on file for SDFs</td>
<td>223</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Late grades and grade changes</td>
<td>223</td>
<td>37</td>
<td>17%</td>
</tr>
<tr>
<td>SUPERVISION</td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Annual PhD supervisory committee reports</td>
<td>223</td>
<td>13</td>
<td>6%</td>
</tr>
<tr>
<td>Candidacy complete for PhDs beyond year 3 (or 4)</td>
<td>223</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>FEES</td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Fee deferrals</td>
<td>223</td>
<td>35</td>
<td>16%</td>
</tr>
<tr>
<td>PERSONAL INFORMATION</td>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Legal status</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Name changes</td>
<td>223</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
**Diagnostic Reports**

The diagnostic reports cover not just a random sample of files, but all relevant files for the 2006-7 academic year in the units that were audited. The most serious and widespread problem continues to be the failure of graduate units to record mandatory annual supervisory committee meetings on ROSI. The reports also show that some units are in the habit of adding and dropping courses and entering grades after the deadlines.

<table>
<thead>
<tr>
<th>Division</th>
<th>Total Enrollment for Audited Units in 2006-7</th>
<th>Students Registered by Graduate Unit after Deadline</th>
<th>Post-year-2 PhDs Missing Annual Sup. Committee Meetings in ROSI</th>
<th>Courses Added by Graduate Unit after Deadline</th>
<th>Courses Dropped by Graduate Unit after Deadline</th>
<th>Grades Added by Graduate Unit after Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,446</td>
<td>37 (2%)*</td>
<td>474</td>
<td>782</td>
<td>100</td>
<td>44</td>
</tr>
</tbody>
</table>

*percentage of total enrollment / Note: courses added and dropped and grades added after the deadline can occur more than once for a student.
Item 14.2  Spring 2008 Graduate Education Council Election Report
There were fifteen seats on Graduate Education Council open for election in the spring of 2008. A call for nominations was made in February. Balloting closed on April 28, 2008. Eight seats were filled by acclamation. The two vacant student seats in the Life Sciences (Division IV) were filled by secret ballot. The Election Committee met on May 7, 2008 and determined the results. There was one resignation in the Humanities Graduate Faculty constituency filed after the election was in progress. A total of six seats remain vacant.

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Vacant Seats as of July 1, 2008</th>
<th>Election Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>3 graduate students</td>
<td>Acclaimed Students:</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>Ms. Kate Galloway, Music (1 yr term)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ms. Kimberley Radmacher, Drama (2 yr term)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Student seat remains vacant</td>
</tr>
<tr>
<td>Division II</td>
<td>2 graduate faculty</td>
<td>Acclaimed Faculty:</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td>Prof. Rosemary Tannock, HDAP (3 yr term)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Faculty seat remain vacant</td>
</tr>
<tr>
<td></td>
<td>2 graduate students</td>
<td>2 Student seats remain vacant</td>
</tr>
<tr>
<td>Division III</td>
<td>1 graduate faculty</td>
<td>Acclaimed Faculty:</td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
<td>Prof. Stephen Julian, Physics (3 yr term)</td>
</tr>
<tr>
<td></td>
<td>1 graduate student</td>
<td>1 Student seat remains vacant</td>
</tr>
<tr>
<td>Division IV</td>
<td>2 graduate faculty</td>
<td>Acclaimed:</td>
</tr>
<tr>
<td>Life Sciences</td>
<td></td>
<td>Prof. Susan Bondy, Public Health Sciences (3 yr term)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prof. David B. Williams, Biochemistry (3 yr term)</td>
</tr>
<tr>
<td></td>
<td>2 graduate students</td>
<td>Elected:</td>
</tr>
<tr>
<td>Administrative</td>
<td>1 from SGS</td>
<td>Ms. Diana Choi, Inst. of Medical Science (2 yr term)</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td>Harinee Surendra, Lab Med &amp; Pathobiology (1 yr term)</td>
</tr>
<tr>
<td></td>
<td>1 from graduate units</td>
<td>Acclaimed:</td>
</tr>
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<td>Ms. Vesna Makarowska (1 yr term)</td>
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<td>Ms. Iliana Sztainbok (2 yr term)</td>
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Election Committee:
The Election Committee consisted of Professor Karen Davis, Institute of Medical Science, Ms. Leah Burns, Division II graduate student member of Graduate Education Council; Ms. Renee Luciw, Interim Governance Officer, and Ms. Jane Alderdice, Secretary of Graduate Education Council and Chief Election Returning Officer.

A total of approximately 4,000 Division IV, graduate students were eligible to vote. A total of 201 ballots were received. Of these, 196 were considered valid.

A by-election will be held in September 2008 to fill the remaining five vacant seats.

______________________________
Jane Alderdice
Secretary to Graduate Education Council
May 9, 2008
FOR INFORMATION

Graduate Education Council
Tuesday, May 20, 2008

Item 14.3  Annual Report on GAAB Appeals, 2007-2008
The cases listed below are formal appeals initiated in the academic year 2007-08. The Secretary of the Graduate Academic Appeals Board (GAAB) ensures that the department, student, GAAB Chair and members of the Board receive all filed documentation, including the statement from the student, response from the department, and any subsequent filings by either the student or department. The Secretary schedules the appeal hearing with the Chair, student and department, ensures a full quorum of GAAB members to sit on the hearing panel, takes notes of the appeal hearing, and distributes the Chairs written final decision to all interested parties.

The Secretary of GAAB also fields inquiries via email, telephone or in person. Generally, serious inquiries are in the range of approximately a dozen per year. Consultation often includes both student and department, and only some of these become formal appeals. The Vice-Dean, Students serves as mediator towards a potential resolution that would circumvent the need for a formal appeal.

On a yearly basis, the Secretary ensures that the Board positions are filled, that is, that the Board is composed of a Chair and an alternate Chair, together with three faculty members from each academic division and three graduate students.

### FORMAL APPEALS

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<th>Outcome</th>
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<td>Appeal of course grades in M.Ed. program</td>
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<td>Appeal of termination from M.I.St. program</td>
<td>Appeal allowed</td>
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<td>Appeal of course grade in M.Env.Sc. program</td>
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<td><strong>Doctoral Students (Total: 1)</strong></td>
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<tr>
<td>Electrical and Computer Engineering</td>
<td>Appeal of course grade in Ph.D. program</td>
<td>Appeal denied</td>
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FOR INFORMATION

Graduate Education Council
Tuesday, May 20, 2008

Item 14.4  Annual Report on Graduate House, 2007-2008
GRADUATE HOUSE

SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF TORONTO

ANNUAL REPORT 2007-2008

Graduate House is a 424-bed, suite-style residence operated by the School of Graduate Studies. It is home to students from both SGS and the six professional second-entry faculties. Graduate House seeks to offer its residents a supportive environment conducive to both the pursuit of academic excellence and a fulfilling life outside the classroom. The residence is also an effective recruitment tool. Every year graduate departments, centres, and institutes, along with the professional faculties, use up to 60 percent of all Graduate House spaces to attract the best students to the University of Toronto.

2007-2008 has been a very busy year for Graduate House. We have been very pleased to see the many programs, services, and initiatives introduced in previous years continue to offer residents a rich, diverse and inclusive community. Our energies have been focused on expanding our range of programming and collaborating with groups outside of Graduate House in an effort to include as many graduate students as possible. We have worked to improve the amenities offered to residents and to address outstanding construction deficiencies. We are also very proud to have been able to assist SGS with the Phase II renovation of the Grad Room, and have partnered with Student Services to assist with its day-to-day operations.

(a) Occupancy Fees and Levels, Year-End Financial Review

Despite having fallen 1% short of our summer 2007 occupancy goals as a result of a campus-wide decline in summer residency last year, Graduate House went on to receive a record number of applications for the 2007-2008 academic year. In addition to the more than 215 recruitment candidates who were guaranteed a space by their departments, over 725 direct applications were submitted. The demand among students for residence spaces at Graduate House is expected to continue to increase in the 2008-2009 academic year, and summer 2008 occupancy levels are already over 2% higher than budgeted.

In the spring of 2007, Graduate House fees grew by 4% in order to meet anticipated cost of living increases, particularly in utilities. For 2008-2009, occupancy fees will grow by 6%. This is part of a 5-year financial plan that will enable Graduate House to fund $1 million in capital renovation projects necessary to maintain the building and to address construction deficiencies; meet inflationary increases in operating expenses; as well as to start accumulating a capital renewal reserve at the rate of $750,000 per annum by 2012-13.

(b) Programs and Services

As a result of the hard work of the members of our student residence life staff, along with our student residence council, Graduate House hosted almost 200 activities this past year. For example, residents were able to learn about Italian cuisine, South Asian cuisine and how to make sushi in our Cooking Group, as well as learn how to bake everything from the Eastern European cake “Keks Torta” to chocolate rum squares, raspberry spring torte and cherry pie. Residents could attend the bi-weekly “Outside-the-Box” movie screenings hosted by the Residence Advisor for International Students, exploring concepts of religious belief, racial prejudice, sexual orientation, gender identity and social hierarchy. In addition, the Go Group met every Sunday evening at Coffee Night and the Arts and Theatre Group organized excursions to hear the TSO and to attend performances of the COC and the ballet, as well as many major theatrical productions. Also active were the Running Group, the Texas Hold ‘Em Group, and the Gardening Group.

Graduate House fielded various intramural teams and the student members of our International Program worked with residents to organize an array of events celebrating the cultural and religious diversity of our community. In addition, the residence life staff partnered with the GSI Program to host workshops on financial aid and budgeting, managing online time and preparing taxes, as well as promoting graduate programming and services throughout the St. George Campus to our residents.

(c) Facilities and Amenities

Attention was focused on working with Facilities and Services and an external, consulting engineer to investigate the problems with the building envelope and the resulting leaks due to construction deficiencies. A full study was commissioned and a successful tender was held in April for this almost $1 million renovation project.

Work is scheduled to commence this summer and is slated to be completed by the late fall. Fortunately, all the work will be on the exterior of the building. This project will be wholly funded by the Graduate House ancillary through a draw down on its capital renewal reserve, which will be replenished over the course of the next five years and beyond as described in the financial plan outlined above.
| Item 14.5 | Report of the Graduate Education Governance Processes Review Panel |
Report of the Graduate Education Governance Processes Review Panel

May 5, 2008
1. INTRODUCTION

On March 17, 2008, Susan Pfeiffer, Dean of Graduate Studies and Vice-Provost, Graduate Education, convened an ad hoc committee to review the effectiveness of the current graduate education governance processes, and specifically of the changes that were implemented following the proposals of the Graduate Education Governance Working Group in 2006. Those proposals had arisen in response to the report of the Task Force on Graduate Education in 2005 which recommended that governance functions should be aligned so that they “appropriately reflect Faculty and Graduate School responsibilities.” The changes in graduate education governance that were implemented in response to the proposals of the Graduate Education Governance Working Group of 2006 centred on four areas:

1. Enhanced information to graduate units
2. Faculty level of oversight
3. Electronic posting of proposed changes for information and feedback
4. Delegation of final approval of some items

Dean Pfeiffer asked the Review Panel to review the 2006 proposal and to consider input from the community in order to assess the extent to which the new system, as it has been implemented, meets the needs of graduate education at the University of Toronto.

Members of the Graduate Education Governance Processes Review Panel are:

Prof. Joan Cherry, Information Studies (chair)
Prof. William Robins, English and Medieval Studies
Prof. Tarek Abdelrahman, Electrical and Computer Engineering
Prof. Helene Polatajko, Rehabilitation Science and Occupational Science and Occupational Therapy

2. THE REVIEW PROCESS

Dean Pfeiffer invited input from the community on March 24, 2008 in a memo distributed by email to:
- Graduate Chairs and Coordinators
- Council of Graduate Deans
- Graduate Administrative Staff
- Graduate Education Council
- Chair of Academic Policy & Programs Committee

Eight responses were received.

The Review Panel met on April 3, 2008, and decided to solicit comments directly from the community, posing the following questions:
1. What is working well?
2. What needs improvement?
3. What has been lost?
4. What has been gained?

The Review Panel held seven face-to-face meetings with members of the community between April 14th and April 23rd.

- Governance Officer; former Graduate Webposting System (GWS) staff member, Executive Assistant to SGS Vice-Deans
- Student members of the Graduate Education Council (GEC)
- SGS Vice-Deans and Director of Quality Assessment & Governance Office:
- Members of the Council of Graduate Deans (CGD)
- Members of the Graduate Students’ Union (GSU) Executive
- Deans of Single Department Faculties (DSDF) (2 meetings)

The Review Panel sent an email message to the following groups inviting members to submit input to the Panel:

- Members of the Awards Committee
- Members of the Committee on Program Matters (CPM)
- Members of the Committee on Student Matters (CSM)

We received 17 submissions.

The Review Panel reviewed the following documents:

- Changes to the Governance Routing with Respect to Graduate Programs (2006)

The Review Panel also reviewed:

- Site-traffic report for Graduate Webposting System (GWS) from 2006, 2007, and 2008 to date
- GWS report on all minor and major changes approved from July 1, 2006 to April 21, 2008
- All GWS feedback received from January 2007 to April 1, 2008
- Structure and by-laws of CSM, CPM
- Structure and recent reorganization of Awards Committee
- Structure and recent procedural changes to SGS Calendar
- Description of Faculty of Medicine’s internal re-categorization of major changes procedures.

The Review Panel met again on 24 April, 2008 to review findings and to formulate this report.

3. FINDINGS OF THE REVIEW PANEL

A. Overview

Nearly two years have elapsed since the changes proposed by the Graduate Education Governance Working Group in 2006 were implemented. In the course of those two years those proposals have been implemented thoroughly, carried through in both the letter and the spirit. The readiness and attentiveness with which the changes were implemented by SGS and by the many Faculties involved in graduate education suggest that the changes were something whose time had come. Every group from whom we received feedback spoke of the positive difference that the changes have made to the processes...
of graduate governance; every group could pin-point specific benefits for their own role in graduate education.

The first year of the new system brought with it several sources of strain as administrators encountered new forms, new systems of routing for approval, and new structures of governance in SGS and the Faculties. Those “teething pains” have dwindled significantly or disappeared entirely as familiarity with the new arrangements has grown. In the meantime, a few new problems have emerged. For instance, providing feedback via the web-posting system has actually decreased; and the end of Divisional Executive Committee meetings has meant that graduate coordinators in some areas feel out of touch with their counterparts. The changes have brought greater clarity to many procedures, such that for nearly all technical matters most administrators and coordinators know to whom to turn with their questions or concerns; on questions of greater import, as in cases regarding concerns about policy, the lines of responsibility are not yet as clearly demarcated.

The overwhelming consensus among those providing feedback, whether by e-mail or in our face-to-face meetings, is that the changes have been implemented as well as anyone could have hoped, and that the current system offers significant improvements. Nobody we spoke with recommended going back to the previous system; rather, almost everyone desires to move forward.

B. Enhanced information to graduate units

The changes introduced in 2006 provided an occasion to improve the forms used for proposed changes, making them more consistent and bringing them in line with SGS regulations. They also provided a chance to add clarity to the advice and instructions given to graduate units, and to ease the flow of information between SGS and the various Faculties. These improvements have been welcomed by all groups. The staff at SGS has been helpful in communicating needed information.

The new forms are consistent, but they can also be cumbersome; several administrators felt there was room for improvement in the design of required forms. While the procedures for approving minor changes (especially new courses) are now much clearer, some of the procedures for major changes (such as new program proposals) remain opaque, at least with regard to questions about templates, time-frames, contact-persons, and lines of authority.

Further steps taken to clear up the governance processes for major changes, and also to explain lines of authority for related concerns (academic appeals, etc.), would be widely welcomed.

C. Faculty level of oversight

The main structural change in graduate governance introduced in 2006 involved shifting to the Faculties greater responsibility for approving proposed changes to courses and programs. All Faculty constitutions have had to be re-written as a consequence, and in general the new level of Faculty oversight is working well. Faculty representatives expressed their happiness with their greater responsibilities for oversight. The Faculties have designated staff to handle this increased responsibility—with the corresponding increase in workload—and these positions are functioning well.

Coordination of the timing of Faculty efforts with those of other levels of governance remains tricky: there is a widely shared sense that more work could be done to align Faculty oversight with the cycles of SGS and university governance. There is also considerable variation among Faculties in how they have chosen to deal with issues of oversight; some models seem to be working better than others. Each Faculty either has a Faculty council where graduate governance decisions are discussed, or else delegates that responsibility to a graduate curriculum committee. Those Faculties whose deliberative bodies are of a manageable size and meet at least once a month during term report greater satisfaction with the process of oversight.
Committees which are too big to be effective might benefit from creating smaller sub-committees where substantive discussion could take place; committees which meet only once or twice a term might benefit from more regular meetings. It has been suggested that SGS could identify best practices for oversight and communicate these through the Graduate Education Council, the Council of Graduate Deans, and other appropriate groups.

D. Electronic posting of proposed changes for information and feedback

Nearly two-years of using the Graduate Webposting System has given most persons involved with the system time to grow familiar with its operation and to “work out the kinks.” As a consequence, the electronic posting of proposed changes now seems to be functioning smoothly. Information about proposals is easily available, and SGS makes sure that graduate units are notified of proposals from related units. Administrators at SGS find that the system has streamlined many aspects of the approval process, and they note that the Graduate Webposting System doubles as an effective archive.

Nevertheless, the Graduate Webposting System has not lived up to expectations as a means of gathering feedback on proposed changes. Many units and Faculties have noted receiving no comments of any kind on any proposals through the webposting system, and have wondered why the posting period needs to be so long if no comment is received during the wait. Before 2006, feedback on proposed changes was often provided personally at meetings of the SGS Divisional Executive Committees, which no longer exist. The switch to an electronic forum has left a void with regard to the critical discussion of new proposals, a void which in some cases has been filled with effective mechanisms for critical discussion within the Faculties. Printed versions of proposed changes, and deliberative bodies of manageable size were mentioned as key ingredients for successfully generating useful discussion.

(Related to this issue is the fact that many groups, especially graduate coordinators and graduate students, miss the face-to-face interaction that could come from meetings of small, inter-departmental and inter-Faculty groups.) Critical discussion of new proposals seems frequently to be absent from most post-departmental levels of the approval process.

It has been suggested that the length of the posting period ought to be reduced (given that comment via the Graduate Webposting System is minimal). It has also been suggested that the Graduate Webposting System, which currently transmits feedback only to the proposing unit, might become more active if feedback was posted as part of a blog or discussion board.

E. Delegation of final approval of some items

Several kinds of proposals that previously required approval from the university’s AP&P committee are now delegated to the GEC for approval; these new procedures are working well. Several other kinds of proposals that previously required GEC approval are now delegated to the Faculties for final approval; in these cases, too, the change of procedures has met with success.

One cost of the new processes is that there has been some reduction of cross-divisional and cross-Faculty communication about graduate programs; establishing some avenues for the exchange of information (especially give the paucity of commentary through the Graduate Webposting System) would alleviate this concern.

Otherwise, the delegation of final approval is viewed almost universally as a success, so much so that there is a widespread sense among many groups that further delegation would now be advisable. In the case of items where numerous levels of vetting and approval are required, it would seem appropriate to ask if there is any redundancy that could be eliminated. In particular, there may be reason to designate more items as “minor changes,” thereby shifting responsibility for their final approval from the GEC to the Faculties.
F. SGS Governance arrangements

The new governance processes saw the introduction at SGS of the Graduate Education Council (GEC) (replacing the former SGS Council), the Committee on Program Matters (CPM) and Committee on Students Matters (CSM), and subsequently the establishment of an awards committee. There is also a Council of Graduate Deans (CGD) that brings together vice-deans from SGS and the deans or vice-deans/associate-deans of Faculties. These new arrangements seem to be appropriately structured, however, there is a sense that some of the new bodies are still working at finding the optimal way of contributing to graduate governance.

The GEC is an important approval stage for many items of business. For various reasons (the large size of the GEC, the members’ felt lack of expertise in areas far from their own, etc.), it is not well-suited to offer rigorous scrutiny of proposed changes to graduate programs. This is not necessarily a problem, as long as the members of the GEC can be secure in knowing that the proposals have all been subject to adequate scrutiny at some prior stage of consideration. At the moment there is a concern that this cannot be taken for granted.

The Committee on Program Matters was established with a mandate to consider new university-wide matters of graduate education, especially matters of policy. The Review Panel recommends that the CPM return to this original mandate, as there is considerable interest among students and graduate coordinators in having a body to which general concerns about policy could be brought (for example, online admissions, language requirements, the possibility of an M.Phil. degree, etc.). At the moment, CPM has drifted into reviewing major proposals which are already being reviewed at the appropriate stages of routing for graduate governance; since the committee has no approval authority, its current work spent reviewing proposed changes is toothless, and takes it away from its original terms of reference.

The Committee on Student Matters seems to have a lack of business. Some participants have described its meetings as superfluous or even pointless. The Review Panel heard many expressions of interest from students and graduate coordinators about having a body to which to bring concerns regarding student experience (for example, questions about funding, appeals, etc.). It strikes us that CPM and CSM are well positioned to perform very important functions in graduate education arrangements, especially perhaps if their focus shifts towards initiating policy discussions and making recommendations to the SGS vice-deans. It is crucial that the members of these committees know that the work they put into these committees is going forward. We received clear signals that if these committees ask their constituent members to bring forward issues of pressing concern, there will be no lack of business.

The awards committees are doing well, with the understanding that there will continue to be constant tinkering to find what works best.

The Council of Graduate Deans provides a venue where the deans of SGS and the deans or vice-deans of the Faculties can meet on a regular basis and keep each other apprized of the issues they are confronting. The members all appreciate these meetings. The CGD strikes us as essential for the smooth functioning of the new graduate governance structure.

G. Other Issues

The relations between SGS and the Faculties are not limited to issues of graduate governance, and during the course of our review we heard feedback about several cognate issues. The ones that came up frequently in the feedback we received were:

• Online admissions (especially on-line submission of references)
• Appeals procedures
• Departmental interpretation of SGS regulations
This review of graduate governance processes does not seem the most suitable place to elaborate upon these issues. Perhaps in the near future there will be an appropriate time and place to consider them.

H. Losses and Gains

When the Review Panel solicited groups for their input, we asked about what has been lost and what has been gained in the change-over to the current structures of governance.

For those respondents who felt that something had been lost, almost all were concerned about a diminishment in the personal interactions appropriate for graduate education. With respect to the processes now in place for approving proposed changes, there is a concern in several quarters that there is not much critical discussion after a proposal has emerged from departmental deliberations. Less directly tied to actual procedures of governance, there is a widespread concern, especially among graduate coordinators in some Faculties, that there are no longer the same opportunities for informal, face-to-face meetings, which can be of great help for learning how to navigate the complexities of the university (this is an aspect of the old Divisional Executive Committee meetings that some coordinators now miss). A related issue is a sense that in order for students, administrators, graduate coordinators, and deans to evaluate the quality of graduate education in a meaningful way, there should be some avenues, formal and informal, for education about the world of graduate governance. Members of single-department Faculties in particular, but also representatives of other Faculties, frequently mentioned the reduction of opportunities for information sharing across Faculties. Sharing of information seems to take place regularly at the decanal level, thanks to GCD, and at the administrative level, thanks to training sessions put on by SGS. For graduate students and for graduate coordinators, Faculties will have to lead the way in devising new forums—both within Faculties and across Faculties—that are appropriate for the new situation.

There was near unanimity among respondents that the gains of moving to the new structures far outweigh any losses. In the responses to the question, “What has been gained?”, several themes were consistently sounded. The fact that decision-making is now more closely aligned with actual responsibilities is seen as a real benefit. For the most part, it is felt that decisions about program matters are being made in the right places by the right oversight body (the exception being those who feel some major changes could be reclassified as minor changes). There is now greater consistency in the standards that are being applied, due in no small part to the improved consistency of forms and to enhanced communication of information among SGS, the Faculties, and graduate units. The Faculties are pleased with the increased autonomy that they now have over many graduate matters, and appreciate the support that SGS provides.

4. CONCLUSION

It is now the case that governance structures “appropriately reflect Faculty and Graduate School responsibilities.” The individual Faculties have a greater sense of ownership of the graduate programs for which they have budgetary responsibility. SGS continues to advocate for graduate education, to provide essential support to the Faculties and to the students, and to have oversight for the overall quality of graduate education at the University of Toronto. Nobody we spoke with recommended going back to the previous system; rather, almost everyone desires to move forward.

It is still less than two years since the introduction of many significant changes to graduate governance processes, and many of the persons and institutions involved in graduate education are still adjusting. Most of the technical issues were worked out during the first year of implementation, and the
second year has run much more as a matter of course. The changes have been effected with minimal disruption and confusion, due largely to the good will shown on all sides. As the standing committees of SGS (CPM and CSM) settle into their mandates, as the Faculties discover suitable ways to facilitate formal and informal discussions, as SGS and the Faculties work together to clarify the steps for major program changes, and as the co-ordination of the timing of different deliberative bodies becomes more habitual, then not only will the changes proposed by the Graduate Education Governance Working Group in 2006 have been implemented, but also the transition to the new structures of graduate governance will have been well accomplished.
Graduate Education Governance Processes Review Panel

Prof. Joan Cherry, Information Studies (Chair)

Prof. William Robins, English and Medieval Studies

Prof. Tarek Abdelrahman, Electrical and Computer Engineering

Prof. Helene Polatajko, Rehabilitation Science and Occupational Science and Occupational Therapy
FOR INFORMATION

Graduate Education Council
Tuesday, May 20, 2008

Item 14.6  Report of the Working Group on Interdisciplinarity in Graduate Education
To: Standing Committee on Interdisciplinarity  
Provost V. Goel, Chair  

From: Susan Pfeiffer, Dean of Graduate Studies and  
Vice-Provost, Graduate Education  

Date: May 12, 2008  

Re: Working Group on Interdisciplinarity in Graduate Education:  
Deliberations and Recommendations  

As noted on the U of T Provost’s Webpage,  

“The importance of interdisciplinary scholarship and research at the University of Toronto is firmly embedded in the University’s 2004-2010 Stepping UP academic plan. Stepping UP clearly describes the challenging issues confronting society that require scholarship that is interdisciplinary and notes that we have a rich tradition of such work at the University that serves to enhance the student experience both in teaching and exposure to research. We are also unique in the breadth of our disciplinary programs. We have to ensure that barriers to such activity are identified and take action to facilitate overcoming them. It is also important to stress, that notwithstanding the commitment to interdisciplinary research and teaching, the University remains strongly committed to fostering strength and excellence in the disciplines.”  

During the 2006-07 academic year, two working groups were charged with developing ‘best practices’ documents for the University of Toronto community, in support of interdisciplinary scholarship and research. The report of the Working Group on Fostering Interdisciplinarity included among its recommendations, under the heading of “Supporting Interdisciplinary Teaching and Learning:”  

a. The Vice-Provost Graduate Education should convene a working group to examine ways to further encourage and facilitate interdisciplinary programs and teaching at the graduate level. In particular, the working group should consider mechanisms to enable flexibility in course options/substitutions and counseling of students who wish to take courses across different graduate programs.  

To that end, I requested indications of interest and nominations from members of the Graduate Education Council and its two standing committees (on program matters and on student matters). The Working Group was then developed, to include graduate students from all four divisions, faculty from all four divisions, and participants with special expertise in management of formal interdisciplinary initiatives (membership list, Appendix 1). The group met on two occasions during the W08 term (March 24 and April 4), for a total of four hours’ discussion. Prior to each meeting, members received support documents and discussion pieces (Appendix 2). There was consensus that interdisciplinary approaches are important to building capacity for leadership among the graduate student cohort, and that the communication of opportunities and support for those who embark on interdisciplinary endeavors are important. This summary cannot do full justice to the breadth of ideas presented, but it is hoped that it will go some way toward identifying key topics for action, directed toward fostering interdisciplinarity in graduate education.

At our first meeting, the Working Group identified three broad areas for consideration. The first two are in areas of established, formal opportunities for interdisciplinarity that have existed for some time at U of T, i.e. collaborative and combined programs. The third area is that of more informal approaches and linkages. The group recognizes that informal interdisciplinary initiatives are an established part of graduate education, but it also notes that they are less readily identifiable and more challenging to support in a system-wide manner.

The University of Toronto takes pride in its large number of interdisciplinary Centres and Institutes, with new initiatives under development. Following our intention to integrate teaching and research in everything we do, the success of these enterprises will, by design, support interdisciplinarity in graduate education. The discussion herein focuses mainly on the many graduate programs that are grounded in disciplinary units.

**Collaborative graduate programs**

As structured at U of T, a collaborative graduate program provides an interdisciplinary experience that complements the degree program. It consists of additional content and shared experiences that extend beyond a student’s ‘home’ program. Among the 39 collaborative programs currently available to graduate students at University of Toronto, several have been established for many years, while others are newly created each year. Even when an interdisciplinary area becomes established enough to offer a free-standing degree program, there is an attraction to maintaining the collaborative program as well, so that graduate students can benefit from institutional expertise in a topic without focusing solely on that topic. A collaborative program can form a structure around which kindred spirits can engage in research initiatives and develop novel approaches to problems and issues.

The proportion of graduate students who take advantage of these programs is rather low, but numbers grow a bit each year. These interdisciplinary opportunities can help
us to recruit the best applicants, but there remains confusion among some applicants regarding the need to be admitted to a degree program in order to be eligible for a collaborative program. Coordination between degree program admission decisions and collaborative program admission decisions can be a point of tension, especially if student participation is consequently tied to the degree program unit’s support of the collaborative program. Hence, there is a continuing need for clear and effective communication about best practices to prospective and current graduate students, and to graduate program administrators.

The directors of collaborative programs will continue to benefit from group discussions and ongoing training. The SGS annual update for them is a key resource. Perhaps through this event, discussions can be encouraged about strategies for the long-term funding of collaborative programs. In the context of our financial commitment to doctoral stream students and fiscal monitoring at the unit level, approaches need to be developed that suit the distinctive features of the various programs. Financial challenges are somewhat linked to a frequently voiced concern, namely that the time required for students’ completion of some collaborative programs can conflict with time-to-completion targets in their degree programs. There may be a role for the newly identified lead Faculties; they can enhance communication between directors of degree and collaborative programs.

Combined programs

This is a category of “programs” that combines the pursuit of a graduate degree program with another degree program that may be first entry undergraduate, second entry undergraduate or another graduate degree. Their fundamental characteristics were defined through the Ontario Council for Graduate Studies (OCGS) Bylaws and Procedures until very recently when they were removed from the standard and periodic appraisal cycle by OCGS.

Combined programs at University of Toronto are quite variable in their structure and delivery. The two credentials may be pursued simultaneously, with achievement of both credentials at the same time. Alternately, the credentials may be pursued separately, in sequence. Through these various arrangements, a student registered in a combined program may complete one degree several terms prior to the other. This is inconsistent with the intent of the “combined” concept, and it may remove some incentive to complete the second degree. Tuition structures and financial arrangements between units have been established on a case-by-case basis. Combined programs can differ from other academic programs, in that some programs may not anticipate or value establishment of a cohort of students, nor gauge program success through student completions. A student who is in a combined program may be registrarially invisible part of the time. For this reason and others, there is no information available on completion rate and time to degree(s) for existing combined programs, nor is there agreement on whether these are the appropriate performance measures.
Some registrarial and administrative adjustments can give us better information on how these programs are serving our community. At present, a combined program is not required to have an identified director or coordinator, although most do. The responsibilities of the director are not formally articulated, but experience shows that this person can be responsible for the overall management of the registration model, advertising, admissions, program oversight and related matters. Such a role can alternate between the two participating programs/units in the combination or reside with one if both agree. Institutional communication with the directors could be improved.

At the same time, the diversity of these programs is such that it may be worthwhile to consider whether they constitute a coherent class of activity, especially since we are no longer obliged to maintain this category by OCGS. The opportunity to combine degree-level activities in some program dyads should be maintained, as befits an institution of the breadth and diversity of U of T.

Ad hoc Interdisciplinarity

This type of interdisciplinary creativity, through which graduate students can design distinctive programs that combine novel elements, is important to foster, yet is also difficult to administer. It is this aspect of graduate education that generated the 2007 Working Group recommendation, to look for “mechanisms to enable flexibility in course options/substitutions and counseling of students who wish to take courses across different graduate programs.” Motivation to seek these opportunities arises mainly, but not solely, in the context of doctoral research.

For interdisciplinary graduate research to thrive, the student’s supervisor and core committee must be supportive, and must be prepared to provide direction and guidance. It is gratifying that a substantial minority of doctoral students have supervisory committees that span more than one unit, although there may be many reasons for this, separate from that of interdisciplinary research. A willingness to engage in interdisciplinary enterprises is built from basic values within our community. It cannot be mandated, and requires nurturing over as broad an academic landscape as possible. Given this perspective, there is little interest in developing a compartmentalized “interdisciplinary studies” degree category, as is seen at some peer institutions.

Any novel idea for interdisciplinary graduate research needs to be assessed for feasibility and appropriateness in the context of the graduate degree being sought. Expectations associated with that credential must be met; we have a commitment to students that they will achieve the preparation associated with the degree, be it in an academic discipline or a professional, applied field. The engagement and wisdom of the supervisory committee is central to the formulation of innovative, feasible interdisciplinary graduate research and study. Insofar as interdisciplinary education and training requires access to courses and training opportunities outside the home unit, there can be valid challenges to access. Course access, proposed course
substitutions and even the question of whether courses are required can raise problems, although a knowledgeable and engaged supervisory committee can help to facilitate these matters.

RECOMMENDATIONS

Communication

The tools available to the School of Graduate Studies include its web site, its occasional publications (including the Calendar) and its annual cycle of workshops and meetings for graduate administrative staff and faculty. Through all these vehicles, **clear and consistent messages in support of interdisciplinarity should be regularly conveyed.** This list illustrates the range of actions that are needed.

- Communication to graduate applicants needs to more clearly delineate the relationship of collaborative to degree programs;
- Regular lines of communication between administrators of collaborative and degree programs should be strengthened;
- Administrative oversight for combined programs should be clearly defined;
- The existence of various interdisciplinary options should be celebrated in our external communications, including and especially targeted interdisciplinary awards;
- The SGS Guidelines for Graduate Supervisors should be reviewed and revised if necessary, to provide supportive commentary specific to interdisciplinary graduate research.

Reviewing our nomenclature

To be valued, available options must be understood. Some confusion about interdisciplinary options arises from weak communication, but perhaps some arises from our nomenclature. **Terminology should be both conceptually grounded and intuitive.** In the context of a changing approach to quality assessment, **there is a pressing need to clarify the characteristics of what constitutes a ‘program’ at University of Toronto.** It is recommended that the range of options now known as Combined Programs be scrutinized in this context, and potentially re-named, being mindful of the need to maintain institutional oversight over registration structures. Meanwhile, SGS should develop a checklist and template for units considering the development of combined programs, following the tools available for collaborative program development.

Sustained responsibility

**Interdisciplinary components should be available to students in all types of graduate program at University of Toronto, in a form that is compatible with program learning objectives.** In keeping with the provostial emphasis on interdisciplinary as an institutional value, the role of the Vice-Provost, Graduate
education should include sustained, attentive oversight and advocacy of interdisciplinary graduate education initiatives. This should include attention both to our achievements and to those difficulties that may frustrate our goals.
APPENDIX

Working Group on Interdisciplinarity
in Graduate Education
April, 2008

Members of the Working Group:

Professor Susan Pfeiffer, Dean of Graduate Studies and Vice-Provost,
   Graduate Education (Chair)
Alderdice, Jane, SGS, Quality Assessment and Governance
Professor Megan Boler, Theory and Policy Cultural Studies
Branch, Rodney, SGS, Information Systems
Brubaker, Marcus, Computer Science, (Grad Student GEC)
Leah Burns, Adult Education and Counselling Psychology, (Grad Student GEC)
Professor Elizabeth Cowper, Linguistics,
Nancy Dawe, Music, (Grad Student GSU)
Alison Dungey, Medical Science, (Grad Student GEC)
Professor David Dyzenhaus, Law,
Alex Kenjeev, J.D./M.B.A. Combined Program (Grad Student); and
   Member Elect of the Governing Council
Professor Hugh Liu, Aerospace Studies
Professor Mel Silverman, Medicine, MD/Phd Program
Professor Berry Smith, Cell and Systems Biology
Professor Ingrid Stefanovic, Centre For Environment
Professor Scott Thomas, Physical Education and Health