6 January 2009

NOTICE OF MEETING
Graduate Education Council

To: Members of Graduate Education Council
From: Jane Alderdice, Secretary, Graduate Education Council

This is your notice of the Graduate Education Council meeting on 20 January 2009 in the Council Chamber, Galbraith Building. Please note that this meeting has an early start time (2:00 PM).

If you have any questions or comments about the attached agenda, or wish to send regrets, contact Mr. Anil Purandaré, SGS Governance Officer, at 416 946-3427 or sgs.governanceofficer@utoronto.ca. If you would like to discuss any aspect of Council business, I would be pleased to hear from you at jane.alderdice@utoronto.ca.

[signed]
AGENDA
Graduate Education Council

Tuesday, 20 January 2009
2:00 PM – 5:00 PM (Note meeting start time)
The Council Chamber, Galbraith Building
Room 202, 35 St. George Street

Regrets only to Anil Purandaré, SGS Governance Officer: 416-946-3427 or sgs.governancofficer@utoronto.ca

1 Minutes of the Graduate Education Council Meeting of 21 October 2008
(Documentation attached)

2 Business Arising from the Minutes

3 Dean’s Remarks

4 Report of the Vice-Dean, Programs

5 Report of the Vice-Dean, Students

6 New Regulation: Concurrent Registration
(Documentation attached)

7 New Programs:
(Documentation attached)

7.1 Global Affairs (MGA)
7.2 Jewish Studies, Collaborative Master’s Program

8 Program Name Change: Health Administration (MSc, PhD)
(Documentation attached)

9 Admission Requirements Change: Dentistry (MSc)
(Documentation attached)

10 Admission and Program Requirements Change: Knowledge Media Design, Collaborative Master’s and Doctoral Program
(Documentation attached)
11 Program Requirements Changes:
   (Documentation attached)

11.1 Aboriginal Health, Collaborative Master’s and Doctoral Program
11.2 Chemical Engineering and Applied Chemistry (MASc, PhD)
11.3 Dentistry (MSc, PhD)
11.4 Information (MI)

12 SGS Centre Disestablishment: Graduate Centre for the Study of Drama
   (Documentation attached)

13 Other Business

14 For Information:
   (Documentation attached)

14.1 School of Graduate Studies Registration Statistics, 2008–2009
14.2 New Graduate Units:
   14.2.1 Cinema Studies Institute
   14.2.2 School of International Studies
14.3 Summary of GEC Activities, 2007–08 and 2006–07
   (Distributed at meeting)
The meeting was called to order at 2:00 p.m. Dean Susan Pfeiffer welcomed Graduate Education Council members and visitors with a special welcome to new members who won seats on the Graduate Education Council in the spring election and fall by-election.

The Dean called for a motion to adjourn no later than 4:00 p.m.

MOTION (duly moved and seconded)
THAT the meeting of the Graduate Education Council will adjourn no later than 4:00 p.m.

The motion was CARRIED.

Approval Agenda of the Graduate Education Council Meeting of October 21, 2008

MOTION (duly moved and seconded)
THAT the agenda of the Graduate Education Council meeting of October 21, 2008 be approved.

The motion was CARRIED.

1. Minutes of the Graduate Education Council Meeting of May 20, 2008

The minutes of the May 20, 2008 meeting were circulated with the agenda.

MOTION (duly moved and seconded)
THAT the minutes of the May 20, 2008 School of Graduate Education Council meeting be approved.

The motion is CARRIED.

2. Business Arising from the Minutes

2.1 Follow-up on recent GEC decisions forwarded to Governing Council committees

a) The proposal for a Master of Health Informatics (M.H.I) degree program and for a Master of Health Science (M.H.Sc.) degree program in Medical Radiation Sciences was approved by: OCGS on June 20, 2008. This constitutes final approval and the programs are ready to admit students.

b) The proposal for a Collaborative Master’s and Doctoral Program in Workplace Learning and Social Change, Ontario Institute for Studies in Education was approved by: OCGS on June 20, 2008 and constitutes final approval.

c) The proposal to change the name of the program from Elementary and Intermediate Education Program, Master of Teaching (M.T.) to Elementary and Secondary Education Program, Master of Teaching (M.T.), Department of Curriculum, Teaching and Learning, OISE was approved: OCGS on July 24, 2008 and constitutes final approval.
3. **Dean’s Remarks**

3.1 **A report on Activities and Priorities 2004-2008**

The report is available on the SGS website under Governance and Policy, Council and Committees, GEC, Reference Materials for Members. Administrators hold their positions for a term of five years and are required to submit an end-of-term report. As this is Dean Pfeiffer’s final year as Dean of SGS, the report reflects activities and priorities since 2004. There have been many changes since 2004, including changes to the governance structure and decanal structure.

The Dean mentioned that since 2004, SGS has taken an initiative to find more appropriate administrative homes for SGS Centres and Institutes. For many decades, SGS was home of interdisciplinary centres and institutes and this was based on the assumption that these needed a separate base. During the Stepping Up planning exercise, it became clear that interdisciplinary centres and institutes were meant to pervade all activities & programs; they can now fit in with other disciplinary-oriented groups in ways that are more fruitful to their growth and development. In 2004, there were 15 C/Is, and currently there are four. Today, there is a motion to move one and there may be others as the year progresses. The rationale is in the end of term report.

The final section of the report discusses changes at OCGS. It is likely that the quality assurance auditing of programs will move from external bodies to within the Universities. This would mean that U of T would do its own periodic quality assessment of its programs, as would other universities. She will keep Council informed as plans unfold.

3.2 **Website Re-launch**

The new website was launched on Monday, September 29 and can be accessed from the ‘old’ URL: [www.sgs.utoronto.ca](http://www.sgs.utoronto.ca) although some pages may appear in new locations. This new site is the product of an extensive content review that was undertaken by the SGS Communications Office, plus a redesign that has been supported by the Ironpoint Content Management System (CMS) team from the Administrative Management Systems (AMS) group. Because the new site is a work in progress, the Dean requested that members advise the SGS Communications Office if they encounter any problems or cannot locate a resource in its new place.

3.3 **Activities this Term**

- **Fall Orientation for New Graduate Students**
  The Orientation was held on September 5th and, as always, was a highlight of the year; the University admits over 5000 new graduate students each year.

- **Graduate Orientation for New Academic Administrators**
  SGS Student Services hosted an orientation for Graduate Staff Administrators on October 21. This was the first attempt at an orientation for new chairs and graduate coordinators and other graduate administrators and demonstrates the commitment of SGS to helping orient those involved.

- **Fall Graduate Briefing Session**
  The briefing session for all graduate chairs, directors, coordinators and administrators (not just those who are new) was announced for Wednesday, November 19th at 2:00 p.m. in the Governing Council Chamber, Simcoe Hall. This session is held every fall and GEC members are very welcome to attend.

- **Session for Graduate Staff Administrators**
  The General Meeting was announced for Friday, October 24th at 2 p.m.

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

Vice Dean Cowper informed the Council that she works with: Jane Alderdice (Director of Quality Assessment and Governance) and other staff in that office on new programs, program changes, new courses; Deans and staff in Faculty Graduate Affairs Offices; Jane Alderdice and Scott Moore (Quality
Assessment Officer) on OCGS briefs and appraisals; and Angelique Plata (Executive Assistant to the Vice-Deans) to approve external examiners appointments to final oral examinations (FOE). She also oversees the implementation of Graduate Faculty appointments on the Human Resources Information System (HRIS), is the Faculty Dean for the four remaining SGS Centres and Institutes, and chairs the Standing Committee on Program Matters. Major items this year include:

1. Quality Assessment concomitantly with changes to OCGS.
2. Streamlining FOE process
3. Continuing to ensure that Graduate Faculty appointments are properly recorded and are in compliance with regulations
4. Moving SGS Centres and Institute to appropriate Faculty homes.

5. Report of the Vice-Dean, Students

Vice-Dean Smith informed the Council that he chairs the Standing Committee on Student Matters (SCSM) and provides consultative advice on disciplinary matters. The Committee does not approve matters but is a forum for discussion on concerns regarding students and regulations. He invited members to suggest items for discussion at SCSM. Recently, the committee has discussed such matters as the SGS Leave Policy, grading issues, etc. He is also the Chair of the Admissions and Programs Committee (A&P) which makes decisions on non-standard cases presented by graduate units involving admissions falling below standards, second extensions for leaves, extensions for student programs, and extensions beyond those permitted by departments, among other matters. Many cases are resolved outside Committee by the SGS Student Service Officer and the Vice-Dean, Students. Difficult cases are sent to the Committee for consideration. The Vice-Dean, Students oversees Graduate House, Grad Room, and the English Language and Writing Support office (ELWS). Vice-Dean Smith works closely with Heather Kelly and her team on awards, fellowships, bursaries, etc. and is about to launch into Tri-Council award adjudications with the Awards Committee which has the job of adjudicating internal awards.

Discussion: Dean Pfeiffer reminded new members that during the course of the academic year, SGS will report on graduate enrollment patterns and also report in the spring on the outcome of award competitions at the federal & provincial levels as “For Information” items presented to GEC. A member asked if the Ontario Council on Graduate Studies (OCGS) devolution will entail yet another layer of reporting and review and wondered if it would lead to reviews that were additional to reviews already required. Dean Pfeiffer responded that OCGS is part of the Council of Ontario Universities (COU), a non-governmental voluntary association of Ontario universities. COU has a task force and its goal is to harmonize OCGS & UPRAC (undergraduate review) activities. At present, undergraduate reviews are integrated into unit reviews that are associated with the end of a Chair’s term. The idea will be to coordinate or combine as many quality assessment reviews as possible, to minimize the number. There continues to be an obligation to demonstrate periodic review of all programs. The University has to, and would want to, review how it is doing in order to ensure continuing improvement of programs. There probably always need to be self-study and the external assessment of consultants reviewers. Within that framework, there are many ways to do the work. Minimizing costs is another operating principle.

6. Centre of Criminology: Proposal to Disestablish within SGS and re-establish as an extra-departmental unit A (EDU:A) within the Faculty of Arts and Science

The supporting documentation was circulated with the package. Graduate Education Council approval is final for the disestablishment of the Centre of Criminology within SGS. The Faculty of Arts and Science, through its established governance processes, has the authority to establish an EDU-A. The approval of the Planning and Budget Committee is required for re-establishment of the Centre in the Faculty of Arts and Science. Professor Rob Baker was present to answer any questions.

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

Page 3 revised on 21 January 2009; addition highlighted in bold text.
MOTION (duly moved and seconded)
THAT the Graduate Education Council approve the proposal from the School of Graduate Studies that the Centre of Criminology be disestablished as an academic unit in the School of Graduate Studies and re-established as an extra-departmental unit (EDU:A) within the Faculty of Arts and Science, effective May 1, 2009, pending approval by the Faculty of Arts and Science.

A member asked how the move might affect interaction with other faculties outside Arts and Science, such as Law. Vice-Dean Cowper stated that Criminology has close relations with the Faculty of Law. The Faculty of Law has been consulted and is pleased with the proposed move.

In response to a question, Dean Pfeiffer added that the move is arising from a request from the Criminology Centre itself rather than through a periodic review.

Vice-Dean Cowper stated that the Faculty of Arts and Science is home to the undergraduate program in Criminology, which is run through Woodsworth College. There is no plan that they will amalgamate at this time, but the move puts it in the same Faculty as its undergraduate sister program.

A member asked if the motion wording relating to Faculty of Arts and Science approval was correct given that final approval rests with the Planning & Budget committee. Ms. Jane Alderdice informed the Council that this language is similar to that used in other recent Centre or Institute moves and is appropriate for a motion at the level of the SGS GEC. Professor Robert Baker, Acting Vice-Dean, Graduate Education and Research, stated that he had not heard of any problems and that it was largely an administrative move from one Faculty to another.

The Chair called the question.

The motion was CARRIED.

7. Proposal for a Graduate Professional Skills Development Program

The supporting documentation was circulated with the Council package. SGS is establishing a “Graduate Professional Skills Development Program” (PSDP). The “program” will consist of a number of offerings, such as, short courses, workshops, placements, seminars, etc. The program is entirely optional. Successful completion of the PSDP will require completion of a set number of credits and will result in a graduate transcript notation. The addition of a notation to the graduate transcript requires approval of the SGS Graduate Education Council; final approval rests with the Committee on Academic Policy and Programs (AP&P).

The Dean called upon Vice-Dean Berry Smith to present the motion.

MOTION (duly moved and seconded) THAT Graduate Education Council approve the Professional Skills Development Program proposal in principle, and approve the addition of the following transcript notation for students who successfully complete the Program while registered in a graduate degree program: "Completed the Professional Skills Development Program", effective May 2009.

A member asked how the content and quality of such a program was determined and how will it be assured. Vice-Dean Smith reported that a series of meetings were held and one recommendation was to establish a Standing Committee at SGS consisting of program providers, students and stakeholders. Establishing a set of criteria (as discussed in the longer document), could be used to assess proposals. He suggested that members think of the matter as a quasi-academic venture. SGS will be looking for program elements leading to completion of requirements that include active as well as passive components. SGS will also look at the qualifications of instructors, recognizing that these are not traditional academic courses, with a view to standardizing offerings. The program will be based largely on existing offerings. Development of a list of offerings will be an iterative process. Members...
of the Working Group come from ELWS, Office of Teaching Advancement, Vice-President Research Office, the Library, Career Centre, Student Life, etc.

Dean Pfeiffer referred to North American data that suggest that forty to sixty percent of doctoral graduates go into non-academic careers. As such, there is a growing and focused expectation by students that they receive more than the academic content of programs, and that additional skills will help them prepare for a variety of outcomes. A member asked what kind of courses would be offered, expressing concern that some might be trivial. Vice-Dean Smith indicated that offerings can range from a few hours of passive involvement in workshops to completion of one-session courses in advanced writing practices, ethics, etc. Minimum and maximum levels of offerings (three to ten hours each) will be defined. He added that there may be diverse views about what is appropriate and that the students themselves will judge what will help them in future goals.

A member asked if the requirements should result in a notation on a transcript when any student from the University can be expected to have this type of skill. Vice-Dean Smith said that he had no confidence that this was true adding that he has attended three conferences and workshops recently where this kind of program was discussed as a significant item. Feedback from outside the University such as industry leaders employing U of T graduates suggests that these skills are significantly missing. Employers say communication skills are lacking, as mentioned at the 2008 Canadian Association of Graduate Schools conference. It is agreed that the notation should have meaning.

Another member commended the proposal adding that in his experience large numbers of students did not stay in academia, but do take business courses on the side, which demonstrates need. He also stated that the notation on the transcript was a good incentive to show the value of the program.

A member asked if other universities have a similar notation and if this will have the same flavour as a collaborative program designation. Vice-Dean Smith replied that other universities were beginning to do this; U of T would not be the first to have a recognized program like this. Dean Pfeiffer noted that Michigan State University has a similar program, for example. Vice-Dean Smith added that in the United Kingdom, the government mandates this kind of program in graduate education.

Vice-Dean said that the difference between academic programs and extra co-curricular elements needs to be clarified. Collaborative programs are academic programs whereas this program is co-curricular.

Another member commended the initiative noting that Life Science students receive foundation aspects of ethics training, intellectual property, and rights awareness. Dissemination of this kind of information to students is woefully lacking. He said that he expects the program will be remarkably popular and trainees will be highly encouraged to take it. He suggested the program may be overwhelmed with demand. He inquired about resource implications, fee structures, additional instructors, etc.

Vice-Dean Smith stated that these issues were discussed by the Working Group. There may be a waiting list. SGS cannot ask the Provost or make an application to the Student Experience Fund unless a need can be demonstrated. It is acknowledged that there may be problems in the short run with excessive demand.

A member asked if the note on the transcript would show a half graduate credit. Vice-Dean Smith explained that there will be no course credit on the transcript. The member asked how many seminars and workshops were required in the program. Vice-Dean Smith stated that it would be based on hours of exposure and work, and estimated it would equal the work involved in an average half graduate course (approximately 60 hours). He added that the program requirements should not overwhelm the student’s graduate academic program requirements and could be taken any year during a program. The Committee will decide. The same member stated that she supported the notation on the transcript as the skills that would be taught are vital life skills and the notation would give students the motivation to take it.

Another member asked if students who have already fulfilled the program requirements in previous years could receive the transcript notation. Vice-Dean Smith said this would depend on whether there
is a record of completion in each case. He added that he had no objections to any currently registered student counting courses towards the program if there is a substantial match to what is being offered but this will not be extended to those students no longer registered.

A member asked if students would need approval of the supervisor or graduate coordinator or if they could enroll in the program on their own initiative. Vice-Dean Smith said he hoped that the program would remain optional to students.

Another member asked if individual academic units were surveyed to see if they have seminars of this kind in place now. Vice-Dean Smith said that not all graduate units were asked directly, but the program proposal was discussed at the Committees on Student Matters and on Program Matters – graduate coordinators are members of both committees. One criteria of the program is that the offerings may not be restricted to a particular segment of the academic community. The member clarified that he thought it might be interesting to see how departmental activities intersect with this program; he suggested that departments should consider to avoid repetition of offerings. It could be seen as a resource for departments and not as competition. Vice-Dean Smith said that he hoped people will be inspired to do something for their own community or produce offerings for this broader program. He agreed that it will be important to keep communication channels open and thereby reduce redundancy. He added that with 13,500 graduate students, more offerings seems like a good idea.

Another member also expressed support for the idea and added that his department offers a number of short courses already. He wondered why SGS would offer a special program that gets a special notation on the transcript whereas similar programs offered in departments are not recognized on the transcript. Dean Pfeiffer responded by saying that SGS sees itself as a vehicle for the institution, broadly speaking - this is not SGS having its own program. Indeed, there was a skills program offered at Woodsworth College that was once recognized on the transcript and has now been removed. SGS wants to ensure that the program is available to skills development providers and that it is useful to their goals.

A member asked if smaller departments which offer specialized courses of this nature could allow these to count towards the annotation; writing courses, for example. Vice-Dean Smith said that he could only answer in principle. Courses, tailored to a particular community would not be part of the program. It is not the intention to interfere with what departments choose to offer. Dean Pfeiffer added that the Committee will be informed by this discussion regarding the activities units are already conducting toward the same purpose and this issue may be thought through further. Vice-Dean Smith referred members to details in the larger document. He invited departments to make suggestions and said he expects the program to evolve.

The Chair called the question.

The motion was CARRIED.

8. Program and Degree Name Change

8.1 Information Studies Program – name change to Information Program, and Master of Information Studies degree (MIST) – name change to Master of Information degree (MI)

The supporting documentation was circulated with the package. The Faculty of Information changed its name in the 2007-2008 academic year. The proposed change brings the program and degree names into line with the Faculty name. The Faculty of Information Council approved the proposal at its meeting on October 3, 2008. The program name change will be reported to the Committee on Academic Policy and Programs (AP&P) for information; Ontario Council on Graduate Studies approval is required for program name changes. Professor Jens-Erik Mai was present to answer any questions.

The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.
MOTION (duly moved and seconded)
THAT SGS Graduate Education Council approve the proposal of the Faculty of Information to change the name of the Information Studies Program to Information Program, and change the name of the degree from Master of Information Studies (MIST) to Master of Information (MI), effective September 2009.

A member asked how “MI” or “FI” would be pronounced as an acronym. Professor Mai responded that people would just say “Faculty of Information” or “Information”. In response to a question, Professor Mai replied that the change will occur at the beginning of the next academic year.

A member suggested that the terminology seems to have a comical edge to it and asked how the Canadian Library Association views the new name for its members. Professor Mai explained that, when the Faculty name change was proposed, there were consultations with alumni and others and those discussions involved the program and degree name changes. The Faculty is broadening its scope from a library school to a very broad Information School. A lot of other schools still offer the Master of Library Science, the Master of Information Studies, Master of Information Science, etc. The Faculty is suggesting that the program and degree simply be called “Information”. The member further suggested that everyone thinks he/she is a “master of information” in their own field – the Master of Information name seems less specific. Professor Mai said that he does not agree that Master of Information Studies is more specific than Master of Information – and it is just a matter of time before people are used to the change. This change has occurred at others schools and been accepted.

A member asked if employers will understand the meaning of the degree. Professor Mai stated that, as previously mentioned, there is no one standard. It had been Master of Information Studies since 1994, Master of Information Science before that, and Master of Library Science before that. Lots of degree programs are changing names. Employers said that the degree name change would not make any difference. Consultations have occurred with library directors who said they would still be able to recognize the credential.

Another member said that it sounds “faintly ridiculous” to call a degree Master of Information and asked for more background. Professor Mail said that Master of Information Studies does not sound particularly beautiful. He noted that, generally, students are very supportive of the change and spoke favourably about it at the last committee meeting. Another member, acknowledging that although a new member of GEC, he is an experienced administrator - he has been aware of a significant, interesting shift in what the Faculty does. This is reflected in the shift to the “Faculty of Information” name. That name change has taken place and this proposal aligns the degree designation with the Faculty name. There has been a change in how the Faculty sees its mission and treats its students. He suggested that the semantic sense of the word “information” in English is sufficiently large that it should permit this new program name in a Faculty that studies information. He further suggested that consideration of the German word “wissenschaft” might be useful in this context.

The Chair called the question.

The motion was CARRIED.

9. Program Requirement Changes

9.1 Chemistry (Analytical Field only)(PhD)

The supporting documents were circulated with the agenda package. The proposal was approved by the Faculty of Arts and Science Tri-Campus Graduate Curriculum Committee at its meeting on October 6, 2008. The motion to approve the changes was approved conditional upon a successful posting on the Graduate Webposting System (GWS) - there was no feedback from the GWS during the feedback period. SGS GEC approval is final for this proposal. Professor Robert Baker was present to answer questions. The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.
MOTION (duly moved and seconded)
THAT SGS Graduate Education Council approve the proposal of the Faculty of Arts and Science, Department of Chemistry, to remove the “cumulative examinations” from the Analytical Chemistry field requirements in the Ph.D. program, effective September 2009.

A member commented that she battled not to lose comprehensives in the PhD structure some years ago as she thinks it is an assessment of fundamental skills. After a groundswell of opinion, the department decided to retain cumulative exams. Students do worry about writing comprehensives and it keeps them from doing other things; however, even if seminars are turned into a form of evaluation, students will worry about that too. A certain amount of anxiety is normal and to be expected and so should not be sufficient cause for removing a well-adjudicated exam. The opportunity to make evaluation blinded and objective for seminars is not as easy as it is for comprehensives.

The Dean asked Professor Robert Morris, who joined the meeting at that time, for his comments. She acknowledged that anything major milestone requirement could cause anxiety, but is this a reason for a potential substantial intellectual loss in cumulative examinations from the program. Professor Morris explained that the intent was to get students reading outside their own narrow area and get a broader idea of the field. There were different ways to achieve this. Chemistry has become so broad in some areas that it is extremely difficult to answer questions unexpectedly in all possible areas. It is much more valuable if students can focus on the topics at hand, especially important ones brought up at seminars and learn them in a bit more detail. Examinations with random questions gives an advantage to students who have done their undergraduate degree at U of T and know what will be asked—those from elsewhere are disadvantaged. It is better to encourage attendance at seminars. Students would have to read up on an area in general and prepare. This is more productive and students would not have to waste time on areas peripheral to their fields.

The Dean asked if students could fail the proposed new exercise. Professor Morris said yes, there is a pass/fail for each element. Another member expressed frustration that there has been a move to drop these exams over the last ten to twenty years. Although there is some broad-based learning, without the comprehensive examination, it is not the same as saying “I am a chemist” or “I am well-versed”. It is not possible to go back to the time when you “crammed” and gain the information you would have at that time. It is a shame that so many graduates have lost resilience. Even though students hate them, the “cumes” are good for them. Professor Morris responded that, nonetheless, faculty members thought it was a more constructive use of students’ time to not take comprehensive examinations.

A member asked if the thirty points that students need to accumulate is tied to their academic standing in the program. He wondered if the requirement can extend all the way to graduation? Professor Morris stated that the student would be in deep trouble if they do not finish while in the funded time period. Responding to a further question, Professor Morris said that this was an experiment and that the department would evaluate it.

Another member expressed support for the elimination of cumulative exams and said he knew of a student who was recently “decimated” as a result of them. He added that it could be quite demoralizing for even quite bright students who come from a distance. The diversity issues seems to be quite well addressed through topics courses. Professor Morris said that students still have to come up with answers to areas completely outside of their own but that at least they would learn something in depth and can be more sophisticated about it.

A visitor expressed support for the idea and asked what would have to be demonstrated for the seminar. Professor Morris replied that attendance is all that is required. A member asked if over the span of two years the range of topics would be comparable to what is covered in the cumulative exams. Professor Morris said that it would be broader as “cumes” come from faculty members. The member inquired about the rationale behind the thirty units. Professor Morris said that he was not present during all the deliberation at the Department, but that he had faith in his colleagues that this is reasonable.

The Chair called the question.
The motion was CARRIED.

9.2 Museum Studies (MMSt)

The supporting documents were circulated with the agenda package. The Faculty of Information Council approved the proposal at its meeting on October 3, 2008. SGS GEC approval is final for this item. Professor Jens-Erik Mai was present to answer questions. The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)
THAT SGS Graduate Education Council approve the proposal of the Faculty of Information to change the program requirements in the Master of Museum Studies program so that the number of required courses is reduced from 5.0 FCE to 2.0 FCE, with the overall number of courses for the program remaining at 7.0 FCE, effective immediately.

A member inquired about the rationale for the change. Professor Mai replied that the program has just gone through an OCGS review and the change is based on the recommendation of the external consultants. Students want opportunities to specialize more in the field. The department has hired new faculty and is able and wants to offer more specialization for students in the program.

Another member asked of the word “core” means “required”. Professor Mai said that there is no difference between core and required courses. There are five core/required courses that all students need to take and two electives.

Vice-Dean Cowper said she accepts this as a “friendly amendment”. The revised motion was read.

Revised MOTION (duly moved and seconded)
THAT SGS Graduate Education Council approve the proposal of the Faculty of Information to change the program requirements in the Master of Museum Studies program so that the number of required courses is reduced from 5.5 FCE to 2.0 FCE, with the overall number of courses required for the program remaining at 7.0 FCE, effective immediately.

The Chair called the question.

The revised motion was CARRIED.

9.3 Planning (PhD)

The supporting documents were circulated with the agenda package. The proposal was approved at the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting on October 6, 2008. Professor Katherine Rankin was present to answer questions. The Dean called upon Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)
THAT SGS Graduate Education Council approve the proposal of the Faculty of Arts and Science, Department of Geography to change the program requirements in the Master of Museum Studies program so that the required core course JPG 1111H “Advanced Research Design” may be substituted with “a methods course in a related department subject to the approval of the graduate coordinator”, effective immediately.

A member suggested that “approval of the graduate coordinator” be changed to “approval of the Planning Program Director”. Professor Rankin agreed and Vice-Dean Cowper said she accepts the change as a “friendly amendment”. Professor Baker supported the amendment.
Revised MOTION (duly moved and seconded)

THAT SGS Graduate Education Council approve the proposal of the Faculty of Arts and Science, Department of Geography to change the program requirements in the Ph.D. program so that the required core course JPG 1111H “Advanced Research Design” may be substituted with “a methods course in a related department subject to the approval of the Planning Program Director”, effective immediately.

In response to a question, Professor Rankin said that the courses will not necessarily be comparable to those offered in the Geography Department; students from other departments regularly take Planning program courses.

The Chair called the question.

The revised motion was CARRIED.

9.4 Political Science (PhD)

The supporting documents were circulated with the agenda package. The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting on October 6, 2008. The motion to approve the changes was approved conditional upon a successful posting on the GWS; there was no feedback from the GWS. Approval of this item by the SGS GEC is final. Professor Grace Skogstad was present to answer questions.

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

MOTION (duly moved and seconded)

THAT SGS Graduate Education Council approve the proposal of the Faculty of Arts and Science, Department of Political Science, to change the Political Science Ph.D. program requirements as follows:

a) Ph.D. students will declare two fields: Field 1 and Field 2.

b) Four fields are eligible for Field 1 designation: Canadian Politics, Comparative Politics, Political Theory and International Relations.

c) Six fields are eligible for Field 2 designation: Canadian Politics, Comparative Politics, Political Theory, International Relations, Public Policy, and Development Studies.

d) Students will be required to take 2 FCE in Field 1, one of which will include the core course.

e) Students are required to take 1.5 FCE in Field 2, one of which will be the core course. The Director of Graduate Studies has the discretion to waive Field 2 requirements for students in collaborative programs.

f) Students will be required to do a .5 FCE Doctoral Research Workshop during their second or third year; this requirement may not be waived.

g) Students who do not designate Political Theory as Field 1 are required to do .5 FCE in Quantitative Methods. This requirement may be waived on the basis of previous MA work.

h) Students are required to do a .5 FCE in Qualitative Methods. This requirement may be waived on the basis of previous MA work.”

Changes are effective September 2009.

The Chair asked Professor Skogstad to provide a summary of the changes. Professor Skogstad said that the major change was the requirement for students to write two exams in two fields. Up to now, students have had to do qualifying exams in one field. The second major change involves the methods requirements. Currently students have to complete a half course in methods or research design but would now be required to complete 1.5 courses. A member inquired about students’ perceptions of workload and value added to writing two qualifying exams, suggesting it seems a fairly onerous undertaking. The member asked if students were polled and how widely; if polled, what kind of feedback was received? Was there a student representative on the committee? Professor Skogstad
explained that all proposals came from a Task Force in the Department leading up to an OCGS review and that it included an MA and PhD student. There were lots of opportunities for faculty; at the final stages students were involved and present at the meetings. Change is now catching up with practice. Students were thinking that one field exam was a handicap and were opting for two. The proposed change formalizes an ad hoc practice on the part of some students.

A member asked if there was a plan to monitor outcomes of the change with regard to its impact on postgraduate life. She wondered what would happen if another set of students wants to return to a single field set of exams. Professor Skogstad said that monitoring outcomes is a good suggestion. However, she noted that it is a large department with only two officers and that there is a limit to what may be done. Dean Pfeiffer said that there is a certain amount of outcome monitoring already in place.

Another member asked whether “Direct Entry” students would be required to complete the quantitative/qualitative methods requirement or if it could be waived. Professor Skogstad replied that it could not be waived on the basis of undergraduate courses. Direct Entry students have to make up to the MA level work anyway so this would not change their requirements.

A question was asked about (d) in the motion: What does “core course” mean? Professor Skogstad replied that there are core courses in every area. She provided further explanation for each field. Another member, referring to (e) in the motion, asked if the statement that field 2 requirements may be waived means that they may be replaced by collaborative program courses. Professor Skogstad confirmed that it did.

The Chair called the question.

The motion was CARRIED.

10. **Other Business**

The Chair asked if anyone had any other business.

10.1 A member inquired about student membership on the Committee on Student Matters (CSM). Ms. Alderdice advised that student members of the CSM are drawn from elected student members of GEC. Previous vacancies are now full as a result of GEC by-election.

10.2 A member asked if supervision could be discussed at a CSM meeting. Vice-Dean Smith asked the member to send him an e-mail with the suggestion.

11. **For Information**

The Chair drew members’ attention to the following items reported for information.

11.1 **GEC Fall 2008 By-election Report**
11.2 **Revised GEC Membership 2008-09**
11.3 **Faculty of Information Studies name change to Faculty of Information**
11.4 **Dalla Lana School of Public Health (EDU:A)**

12. **Adjournment**

• The meeting was adjourned at: 3:45 pm.


Appendix to the Minutes

UNIVERSITY OF TORONTO

GRADUATE EDUCATION COUNCIL

Record of Attendance

October 21, 2008

<table>
<thead>
<tr>
<th>In attendance (Voting + Non-Voting Members):</th>
<th>In attendance (Guests + SGS Staff):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker, Robert</td>
<td>Francisco, Jennifer</td>
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<tr>
<td>Bondy, Susan</td>
<td>Katherine, Rankin</td>
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<tr>
<td>Brubaker, Marcus</td>
<td>Kelly, Heather</td>
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<td>Choi, Diana</td>
<td>Klausner, David</td>
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<tr>
<td>Cowper, Elizabeth</td>
<td>Morris, Robert</td>
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<tr>
<td>Cozea, Angela</td>
<td>Skogstad, Grace</td>
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<td>Davis, Karen</td>
<td>Valverde, Mariana</td>
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<td>Duff, Wendy</td>
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<td>Goring, Daphne</td>
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<td>Graham, Ian</td>
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<td>Abrams, Peter</td>
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<td>Hirst, Graeme</td>
<td>Anderson, Christy</td>
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<td>Julian, Stephen</td>
<td>Buchweitz, Ragnar</td>
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<td>Liu, Hugh</td>
<td>Damaren, Chris</td>
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<td>Mai, Jens-Erik</td>
<td>Elliot, Robin</td>
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<td>Makarovska, Vesna</td>
<td>Fraser, John</td>
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<tr>
<td>Mulongo, Joseph</td>
<td>Galloway, Kate</td>
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<tr>
<td>Pfeifer, Susan (Chair)</td>
<td>Girolametto, Luigi</td>
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<td>Radmacher, Kimberly</td>
<td>Hillan, Edith</td>
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<td>Rupp, Stephen</td>
<td>Johnston, Gregory</td>
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<td>Sidnell, Jack</td>
<td>Klinger, Christopher</td>
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<td>Smith, Berry</td>
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<td>Surendra, Harinee</td>
<td>Labrie, Normand</td>
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<td>Sztainbok, Iliana</td>
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<td>Tannock, Rosemary</td>
<td>McKenzie, Christine</td>
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<td>Weedmark, Julie</td>
<td>Moore, Carole</td>
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<td>Williams, David</td>
<td>Naylor, David</td>
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<td>Wilson, Adele</td>
<td>Parizeau, Katherine</td>
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<tr>
<td>Alderdice, Jane (Secretary, GE Council)</td>
<td>Roach, Lisa</td>
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<tr>
<td>Purandaré, Anil (Assistant Secretary, GE Council)</td>
<td>Stabile, Mark</td>
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<tr>
<td>Rajaratnam, Sasmita (Interim Assistant Secretary, GE Council)</td>
<td>Young, Paul</td>
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<td></td>
<td>Zaky, Safwat</td>
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<td>Zhou, Xin</td>
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MOTION
Graduate Education Council
Tuesday, 20 January 2009

ITEM 6
Proposal for new regulation governing Concurrent Registration.

MOTION
That Graduate Education Council approve the proposal for a new SGS Calendar registration regulation for concurrent registration option (CRO) for programs offering master’s degrees, effective September 2009. The proposed Calendar text is:

Concurrent Registration option (available at the master’s level only):

The Concurrent Registration Option (CRO) is available only in degree programs with approved partner degree programs at the University of Toronto. Students who are accepted into each partner degree program separately may enroll in the Concurrent Registration Option in each degree program, subject to the approval of both programs. Graduate master’s programs may partner with other graduate programs or with undergraduate degree programs (e.g., J.D.).

See attached documents:
- Governance Form A
- Proposal Document

Prior Discussion
See “Rationale” in the attached Proposal Document.

The following comment from the Faculty of Architecture was the only feedback received from posting the proposal on the Graduate Webposting System:

The Daniels Faculty (Architecture) applauds this initiative and supports the specific framing of the proposal enthusiastically. The merits of the proposal include the shared goal of interdisciplinarity as well as the elegance and inherent efficiency of the specific mechanism for Concurrent Enrollment. Daniels offers the following comments/seeks clarification of two issues:

1. excerpted from pg. 2 of the proposal:
The student’s transcript will indicate terms in which concurrent registration occurs, but the student will not receive an additional, unique credential upon completion of the two programs.

We interpret this to mean (is it possible to add language clarifying) that the student would receive the credentials associated with and accruing from the completion of each of the two degree programs individually, but not an additional unique one.

excerpted from pg. 2 of the proposal:

The Concurrent Registration Option (CRO) is available only in degree programs with approved partner degree programs at the University of Toronto.

We interpret this to mean (is it possible to add language clarifying) that there would be no prohibition against approved program partnerships between degree programs offered within a uni-departmental Faculty.

Governance Note

GEC approval is final. This item will go to the Committee on Academic Policy and Programs for information.
Faculty Affiliation:
School of Graduate Studies

Graduate Program/s involved in proposal, if any:
Proposal for new registration regulation affects all graduate master’s programs.

Brief Summary of Proposed Change:
Concurrent Registration Option: The School of Graduate Studies is proposing a regulation for a new concurrent registration option (CRO) available to programs offering master’s degrees. The CRO will allow two programs, with at least one being a graduate master’s program, to register a student at the same time, i.e., concurrently. The CRO structure will allow a limited number of selected courses to count towards each degree such that the two degree programs may be completed in less time than if they were completed sequentially. Aspects of the approach, including registration, tuition fees, etc., are analogous to those of combined programs. Once the new regulation is in place, assuming it is approved, individual graduate units may propose a concurrent registration option involving their program.

Rationale:
The CRO offers an alternative to two programs proposing a Combined Program. A full rationale is provided in the attached proposal document.

Prior Approvals/Actions:
The proposal has been reviewed by the SGS Committee of Deans, the Council of Graduate Deans, the Office of Planning and Budget, and the Provost’s Office. SGS GEC will be the first level of approval for this required University-wide general regulation.

Proposed Effective Date:
September 2009

Financial and/or Planning Implications:
No direct financial implications. The financial aspect of the proposal will be similar or the same as for currently operating combined programs.

Contact name, e-mail address and telephone #:
Vice-Dean Elizabeth Cowper, SGS

Submitted by:
Vice-Dean Elizabeth Cowper, SGS

Date: December 2, 2008
A PROPOSAL TO INTRODUCE CONCURRENT REGISTRATION AT UNIVERSITY OF TORONTO

November, 2008

Susan Pfeiffer
Dean and Vice-Provost, Graduate Education

Introduction

Graduate education at University of Toronto is delivered within a framework that is designed to provide consistency, clarity and responsible oversight. A central feature of this framework is the ‘academic program.’ A graduate program can have many dimensions, but in all programs there are distinctive learning outcomes, distinctive learning activities, the expectation of a cohort of learners, a framework to administer and monitor activities, and periodic review of program quality. Sometimes new developments in our concept of ‘the program’ are launched with specific institutional goals in mind. For over a decade, collaborative graduate programs have served as vehicles to deliver interdisciplinary content to graduate students in a relatively flexible, responsive manner.

In recent years, there has been growing interest in combined programs as another interdisciplinary vehicle. Insofar as there is considerable administrative overhead associated with each academic program, an alternate approach is proposed here. By approaching individual learners’ activities under a registration option of concurrent registration, we can in some instances achieve more flexibility in a more streamlined way.

During the W08 term, an SGS Working Group on Interdisciplinarity in Graduate Education reviewed our track record with combined programs. Among the recommendations of that Working Group, was the following:

“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 programs 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.”


A Concurrent Registration Option

Some of our existing Combined Programs as well as new arrangements being discussed could function well if the concept of “program” were replaced by a “concurrent registration option.” Analogous to the part-time registration option, this would be a choice available to students who have been admitted to degree programs that have established the criteria and protocol for a concurrent option. **Academically,** concurrent registration could occur between programs that do not intend to provide to concurrently registered students with a unique program with distinctive learning outcomes, distinctive learning activities, the expectation of a cohort of learners, a framework to administer and monitor
activities, and periodic review of program quality. **Registrationally**, concurrent registration represents an alternate way to achieve the sort of registration structure that is currently used only for combined programs.

The concurrent registration option could be introduced to the SGS Calendar, General Regulations, Registration Policies and Procedures section – see proposed wording below. The concurrent registration option would be included in the SGS Calendar entry for each participating graduate degree program as an option, akin to part-time. New concurrent degree program partners could be added relatively easily once the option was defined. At present, the concurrent option is envisioned as complementing master’s degrees. If it proves to be a helpful tool to enhance interdisciplinarity, its expansion to doctoral programs could be considered. As is the case with combined programs and part-time study, it will be important to inform students that concurrent registration may affect their eligibility for external graduate awards and internal graduate awards and bursaries.

The student’s transcript will indicate terms in which concurrent registration occurs, but the student will not receive an additional, unique credential upon completion of the two programs. Analogous to part-time program offerings, the management of concurrent registration will be monitored as an aspect of each of the core programs. That is, its existence will not trigger a quality assurance review cycle (as a new program would). In most instances, the option should require little administrative attention, once established.

If the concurrent registration option proves to be strongly subscribed and the participating programs wish to introduce unique learning experiences and learning outcomes for the concurrently registered cohort, then a combined program should be envisioned. The combined program will remain an option at U of T, when the characteristics of an academic program are clearly present.

**Draft wording for SGS Calendar, General Regulations section:**

**Concurrent Registration Option (available at the master’s degree level only):**

The Concurrent Registration Option (CRO) is available only in degree programs with approved partner degree programs at the University of Toronto. Students who are accepted into each partner degree program separately may enroll in the Concurrent Registration Option in each degree program, subject to the approval of both programs. Graduate master’s programs may partner with other graduate programs or with undergraduate degree programs (e.g., J.D.).

**Details regarding the anticipated structure:**

Each participating degree program will identify “concurrent program option courses” within its concurrent registration option. These courses may be counted toward degree program requirements in both partner programs within the following limits: normally not more than 25% of the total requirements of both degrees may be concurrent registration option courses, and not more than 50% of either degree program may be satisfied by courses (or credits) from the other program. More stringent limits may apply in some instances, depending on the combination. These matters will be determined through consultation on academic, registrarial and budgetary aspects of the pairing. A set of guidelines, prepared by SGS, will be available to interested units.
Students will be registered concurrently in each of two participating degree programs, recognizing that students may not be registered full-time in two programs at the same time, and following one of a number of established patterns of registration.

A student may withdraw from the CRO by withdrawing from one of the degree programs; the student would then be required to complete all the usual degree requirements in the program in which the student remains registered. If the student withdraws from one degree program, courses taken in the degree program from which the student withdrew may not be counted towards the remaining degree program, other than to fulfill open elective requirements, if any.

Next Steps

The Concurrent Registration Option is proposed as a structure to support interdisciplinarity. In some instances, it may be more appropriate than the combined program structure. Implementation of a Concurrent Registration Option will require approval by SGS Graduate Education Council of new General Regulation text (as suggested above) for the SGS Calendar so that the framework is in place. Proposed pairings will also need to be approved by university governance to the level of the Graduate Education Council. The necessary forms/templates will be available. Introduction of this option by a graduate program will not require OCGS approval.
ITEM 7.1

Proposal for the following new degree program in the School of International Studies, Faculty of Arts and Science:

Global Affairs (MGA)

MOTION

THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science for a Global Affairs program leading to a Master of Global Affairs degree (M.G.A.), effective September 2010.

See attached documents:
- Governance Form E
- U of T Submission document
- OCGS Brief, Vol. I
- Calendar Entry

Prior Discussion

The proposal was approved formally by the newly-created School of International Studies at its first meeting on November 18, 2008. There has been broad consultation with across the University.

SGS Standing Committee on Program Matters discussed the proposal at its meeting last December 9. The Committee had one comment on the proposal: Will the popular courses be limited to MGA students? Professor Robert Vipond responded as follows:

The answer depends on the level and status of the course. The first year of the program will consist entirely of “core” courses that will introduce students to the various elements of the program. As we want the class or cohort of students to bond as a class, and since each class will have 40 students, these core courses will be closed.

In the second year, many or most of the courses will be elective in nature. We will be able to have a more liberal admission policy with elective courses, especially those we mount ourselves. In short, these courses will be open to other graduate students if space permits, with priority given to students from those departments and programs that are partners with the MGA.

The Faculty of Arts and Science Three Campus Graduate Curriculum Committee considered the proposal at its meeting on January 13, 2009. The following discussion points arose:
The representative from the Department of History stated that while three of their faculty members are listed in the proposal, it is not likely they will. Professor Janice Stein agreed to further consultation with the Department of History regarding this matter.

It was asked how the program will be able to guarantee internships and particularly if a student has “contentious” passport. Professor Stein replied that the process of securing internships has already begun. Also, the countries identified are not ones where passports would be a problem.

Governance Note

The proposal was posted on the Graduate Webposting System. The proposal was approved by the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting on January 13, 2009.

With GEC approval, the proposal will be brought to the Committee on Academic Policy and Planning, the Planning and Budget Committee, the Academic Board, and to Governing Council for final University of Toronto approval. The proposal will be forwarded to OCGS for a standard (initial) appraisal.
Governance Form E is used for new program proposals.

<table>
<thead>
<tr>
<th>Type of Change:</th>
<th>Procedures:</th>
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</thead>
<tbody>
<tr>
<td>- New program proposals for graduate programs of all types</td>
<td>- Contact your Faculty Graduate Affairs Office or SGS for further information. This form is used as a cover document for new graduate program proposals. Individuals and graduate units considering a new program proposal should engage in early consultations with the Faculty Graduate Affairs Office and the Office of the Vice-Provost, Graduate Education, prior to preparation of proposal documents. A Guide for a New Program is provided by the School of Graduate Studies once agreement has been secured to proceed with preparation of the proposal documents.</td>
</tr>
</tbody>
</table>

**Name of Proposed Graduate Program:**

Master of Global Affairs

**Faculty Affiliation:**

(e.g. Arts and Science, Medicine, etc.)

Faculty of Arts and Science

**Name of Graduate Unit involved, if any:**

(Graduate department/centre/institute; you may indicate “N/A” if proposing a collaborative program.)

School of International Studies at the Munk Centre

**Brief Summary of Proposal:**

(Include a one-paragraph summary below or refer to Executive Summary attached. Attach a new Calendar entry, if required. In the case of proposed collaborative, combined or joint degree programs, provide list of all programs and degree levels that will participate.)

Refer to Executive Summary of the U of T Proposal

**Prior Approvals/Actions:**

(List committees at the Department level and the Faculty level that have approved or will approve the proposal, and identify any other relevant approvals or actions taken. Consultation with graduate students should be included; indicate how consultation with graduate students has occurred.)

The impetus to create a program like the MGA came from the Report of the Committee on International Relations in January 2008. The Committee, struck by the Dean of the Faculty of Arts and Science and chaired by Vice Dean David
Klausner, was charged with the responsibility of considering, broadly, the role and status of the Munk Centre for International Studies. The Committee, which included representation from several Arts and Science departments, three campuses, Trinity College, students, regional centres within MCIS, and the central administration, concluded that MCIS should be classified as an EDU B; that the present collaborative MA in International Relations (MAIR) should be moved into MCIS from its present home in the Centre for International Studies; and that the MAIR should be reconfigured as a stand-alone professional masters degree. This proposal responds positively to all of those recommendations. As a result, the new MGA will replace the MAIR.

The Director of MCIS, Professor Janice Gross Stein, subsequently struck a small committee, co-chaired by Professor Steven Bernstein (Director of the MAIR) and Professor Robert Vipond (Director of the collaborative PhD in the Dynamics of Global Change), to develop such a proposal. This committee, with representation from the Faculties of Arts and Science, Law, and Medicine, as well as a student who graduated from the MAIR, met several times over the summer of 2008 to craft a proposal. The proposal was approved formally by the newly-created MCIS Council at its first meeting, on November 18. Simultaneously, Professors Stein, Bernstein and Vipond have consulted with the Deans of the Faculty of Management and the Faculty of Law, as well as the Director of the School of Public Policy and Governance. Consultations have also been held with Chairs of Arts and Science departments that currently participate in the MAIR, and these consultations will continue as the MGA gets up and running. Individual faculty members who currently teach in the MAIR, all of whom are likely to teach in the MGA, have also been consulted.

Proposed Effective Date:
(Effective dates may NOT be retroactive. The Faculty Graduate Affairs Office and SGS reserve the right to alter the effective date. New programs usually commence in September.)

Month Year

September  2010
Contact name, e-mail address and telephone #:

(Name and contact information for Chair of the graduate unit and any other individual who would attend meetings to discuss the proposal and respond to questions.)

Professor Janice Gross Stein
Director, Munk Centre
j.stein@utoronto.ca
t. 416.946.8908

Professor Steven Bernstein
Director, MAIR Collaborative Program
steven.bernstein@utoronto.ca
t. 416.946.8927

Professor Robert Vipond
Director, Dynamics of Global Change Collaborative PhD Program
rvipond@chass.utoronto.ca
t. 416.978.2846

Submitted by:

(Chair of graduate unit or Faculty Dean)

Rob Baker
Vice-Dean Graduate, Faculty of Arts and Science
*Signed on hard copy.

Date:

5 December 2008
UNIVERSITY OF TORONTO

Proposal for a
Graduate Program Proposal

Master of

Global Affairs

in

The Faculty of Arts and Science

December 2008

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

The School for International Studies at the Munk Centre (MCIS), working with the Faculty of Arts and Science, is proposing the creation of a new professional Master’s program in Global Affairs (MGA) at the University of Toronto. The purpose of this program is to provide an outstanding professional, multidisciplinary education to train the next generation of global leaders of international institutions, global civil society, and business.

The Master of Global Affairs will consist of four semesters of course work, and a compulsory summer internship program between the first and second years. The MGA will admit approximately 40 students per year. If all approvals are in place, the MGA will admit its first class of students for September 2010.

The MGA will be a professional Master’s program that equips students with a sophisticated understanding of the larger political, economic and social contexts of global institutions, issues, and markets and with the professional skills necessary to work strategically and effectively within the evolving global system. The MGA will marry the virtues of rigorous, multidisciplinary scholarship to the acquisition of skills necessary to navigate the global environment; it will combine analysis of why the global system is as it is with practical understanding of how things work on the global ground; and it will equip students with the critical skills necessary to evaluate the opportunities and challenges of the global environment.

The MGA will integrate the study of global institutions, global civil society, and the global economy and markets into the same program, and require that students learn about each of the three sectors – and about the inter-connections among them. Most other professional programs of this sort in North America specialize either in preparing students who aspire to public sector work at the international level (typically in the diplomatic corps) or in the international private sector. A few are sensitive to the needs of those students who want to work in the Red Cross, UN agencies, NGOs and global foundations (that is, the formal and informal institutions of global civil society). But none expressly brings all three elements – public, private, civil society – together into conversation with each other. The signature element of the MGA is to build co-equal strength in the analysis of global institutions, global civil society, and the global economy and markets. Core courses, mandatory for all students, will be offered in each of the three sectors.

The MGA will develop both “soft” and “hard” skills that provide students with an intellectual toolkit that is appropriate to their chosen area of interest in the global economy and markets, global governance, and global civil society. The MGA will also require internships for all students, to build understanding of the environment of global policy-making. In addition, the program will encourage students to study abroad for one of the four semesters. In so doing, the MGA will build partnerships with outstanding organizations the world over. The goal is to attract exceptional talent from around the world to Toronto and to connect outstanding Canadians to their global peers.
The impetus to create a program like the MGA came from the Report of the Committee on International Relations in January. The Committee, struck by the Dean of the Faculty of Arts and Science, was chaired with the responsibility of considering, broadly, the role of the Munk Centre for International Studies. The MGA proposal has been developed through extensive consultation at the Munk Centre for International Studies, within the Faculty of Arts and Science (both with Deans and Chairs of key departments), and with other Faculties, notably the Faculty of Law, the Rotman School of Management, and the School of Public Policy and Governance.

The resources necessary to offer the program will be provided by a combination of funding from tuition and BIU revenue generated by student enrolment.

The School of International Studies has received a grant of $25 million from the Province of Ontario to renovate or build new premises to accommodate the MGA as well as other programmes to be offered by the School.

Students will have access to all the facilities and services available to graduate students at the University of Toronto on the same terms and conditions. Students will be subject to all the applicable University policies and procedures relating to graduate students. Students are eligible for external scholarships, and fundraising will be targeted to enhance this support.
2 Academic

2.1 Description and rationale for the proposal

2.1.1 Description of proposed program

The School for International Studies at the Munk Centre (MCIS), working with the Faculty of Arts and Science, proposes the creation of a new professional Master’s program in Global Affairs (MGA). The purpose of this program is to provide an outstanding professional, multidisciplinary education to train the next generation of global leaders of international institutions, global civil society, and business.

The Master of Global Affairs will be a two-year program, consisting of four sessions of course work, and a compulsory summer internship program between the first and second years. The program is distinctive in several respects:

- The MGA will equip students with a sophisticated understanding of the larger political, economic and social contexts of global institutions, issues, and markets and with the professional skills necessary to work strategically and effectively within the evolving global system. In this respect the MGA will be quite different from the existing collaborative Master’s program in International Relations (MAIR), which is available to students in the academic research program. The proposed MGA responds directly and forcefully to the views expressed by many graduates of the MAIR program, who have told us in exit interviews that they wished the MAIR could have had a more “applied” focus. The MGA will marry the virtues of rigorous, multidisciplinary scholarship to the acquisition of skills necessary to navigate the global environment; it will combine analysis of why the global system is as it is with a practical understanding of how things work on the global ground; and it will equip students with the critical skills necessary to evaluate the opportunities and challenges of the global environment. The new MGA will effectively replace the MAIR. Once full and complete consultations with collaborating units in the MAIR have been undertaken, it is expected that the closure of the MAIR will be proposed.

- The MGA will integrate the study of global institutions, global civil society, and the global economy and markets into the same program, and require that students learn about each of the three sectors – and about the interconnections among them. Most other professional programs of this sort in North America specialize in preparing students who aspire either to public sector work at the international level (typically in the diplomatic corps) or to work in the international private sector. A few are sensitive to the needs of those students who want to work in the Red Cross, UN agencies, NGOs and global foundations (that is, the formal and informal institutions of global civil
society). But none expressly brings all three elements – public, private, civil society – into conversation with each other.

Our core mandate – and the signature element of the MGA – is to build co-equal strength in the analysis of global institutions, global civil society, and the global economy and markets. Core courses, mandatory for all students, will be offered in each of the three sectors.

- In building a curriculum that provides both breadth and depth, the MGA will draw on the enormous scholarly strength of University of Toronto faculty across a range of disciplines and subject areas. One of the core requirements, demanded of all students in the first year, will be a linked, two-semester course that establishes a basic historical, cultural, economic and political framework – a narrative and critical analysis of globalization. Beyond this, the MGA will offer a range of elective courses in the second year of the program which will permit students to pursue themes particularly relevant to their interests – whether those interests are defined in terms of region, issue area, or analytical perspective.

- The MGA will provide students with an intellectual toolkit of “soft” and “hard” skills appropriate to their chosen area of interest. The MGA will either mount or ensure student access to courses in international economics (including background courses in micro and macro economics for students who have no background in economics), global policy analysis, decision-making and strategic leadership, financial accounting, and global markets.

- The MGA will require international internships of all students, to build their understanding of the environment of global policy-making, to develop further the functional and personal skills required for success in a professional environment, and to provide a bridge to employment. In addition, the program will encourage students to study abroad for one of the four semesters. In so doing, the MGA will build partnerships with outstanding organizations the world over. The goal is to attract exceptional talent from around the world to Toronto and to connect outstanding Canadians to their global peers.

In sum, the objective of the Master of Global Affairs program is to prepare new leaders for the next generation of global challenges. This objective will be achieved through a program structure that brings together scholarship across disciplines, students across knowledge streams, and practice in contact with theory.
2.1.2 Rationale for proposal

The introduction of a professional Master of Global Affairs is timely. The speed and complexity of global interactions have given new prominence to global markets, international institutions, and private foundations and civil society organizations with global reach. Yet the rapidly evolving and complex nature of the global system poses enormous challenges to those who work in it. In this world, traditional professional training in diplomacy or international affairs no longer meets the needs of future global leaders. Students require a deep understanding of the institutional architecture of the global order, of global society, and of the global economy. They also require the practical skills to navigate and lead responsibly and effectively.

In this evolving global order, there is a significant gap between technical information, scientific understanding and a shared sense of urgency about global problems on the one hand and the knowledge necessary to effect change on the other. There is no shortage of medical/scientific knowledge, for instance, about how to reduce the global spread of infectious diseases like malaria, TB and AIDS. Nor, increasingly, is there any doubt that the resurgence of infectious diseases is a truly global problem that cannot be addressed effectively without global coordination – in this example, coordination among international organizations like the WHO, pharmaceutical companies, national governments, NGOs, and local authorities responsible for actually delivering programs. There is a significant deficit in the knowledge and practical skills of how to develop the global and local coordination that is required- quickly, nimbly, and effectively.

Canada has lagged behind other countries, most notably the United States, in developing post-graduate professional programs for students who aspire to work in the global system. Our late arrival, however, has some advantages. Many of the best programs in international affairs in the United States were created in the long shadow of the Cold War, their curriculum geared to understanding an international order – dominated by superpower rivalry – that no longer really applies. The best programs have, of course, changed to meet the changing contours of the international system and the needs of their students. But in many cases this still means that the program has been retro-fitted, superimposed on an existing program, with all of the inefficiencies that retro-fitting implies. The University of Toronto has an enormous opportunity, here and now, to build a program, from the ground up, that responds directly to the needs of the 21st century. The MGA is precisely such a program.
2.2 Pedagogical and other academic issues, including expected benefits of the proposed program

The MGA is conceived as a medium-sized, professional program offered over 20 months. The breadth and depth offered in the MGA will be unique in Canada and has very few counterparts in North America; over the next five years our goal is to be considered among the best schools of international studies globally. Seen in both national and international perspectives, the MGA will offer students not only the excellent standards of quality associated with the University of Toronto but also a distinctly Canadian perspective.

2.3 Projected student demand

Empirical and anecdotal evidence suggest there will be robust demand from students for the MGA. Precise projections are complicated, however, by the lack of a comparator professional program in Canada. However, the unique features of the MGA and the fact it will truly be one-of-a-kind in Canada suggests that projections based on demand for its closest comparators may underestimate total demand. Starting with the current MAIR, over the last 5 years it has attracted between 161-191 applicants each year, with an incoming class averaging 27 students. The quality of the students has been very high, usually acknowledged by collaborating departments as consistently among the strongest cohorts of their incoming MA students. The closest other comparators in Canada are the Norman Paterson School of International Affairs at Carleton University (700 applicants with 110 admitted) and the Graduate School of Public and International Affairs at University of Ottawa (150 applicants with 70 admitted, although numbers are likely to vary as this is a new program). In addition, anecdotal evidence from MAIR students consistently identifies elements in the proposed MGA as areas where the MAIR ought to head. For example, exit interviews and surveys consistently have urged the MAIR to integrate internships and other professional experiences into the program to supplement academic components. Others have expressed a desire to integrate further into the Munk Centre and build mentorships with Munk Centre resources, two things that will be enabled by the new MGA and the creation of the School of International Affairs. Finally, the academic program responds to a desire for greater specialization than could be accomplished in the one-year MAIR degree.

Looking outside Canada to comparable professional programs, the applicant to admission ratio is in the neighbourhood of 8-10:1, suggesting there is a very large cohort of students (both international and Canadian, who may look outside Canada given limited comparable options in Canada) with limited supply. A few examples: The Paul H. Nitze School of Advanced International Studies (Johns Hopkins) - Washington, D.C. and Bologna campuses admits 330 students from 1880 applicants; The Edmund A. Walsh School of Foreign Service (Georgetown University) admits 90 students from 1000 applicants; The School of International and Public Affairs (Columbia University) admits
350 students from 2000 applicants; and The Elliot School of International Affairs (George Washington University) – admits 282 students from 1822 applicants. In the U.K., London School of Economics admits 95 students from 1035 applicants for its international relations M.A.

<table>
<thead>
<tr>
<th>PROJECTED INTAKE AND ENROLMENTS</th>
<th>Masters (M) And Doctoral (D) Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
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</tr>
<tr>
<td></td>
<td>PART-TIME</td>
</tr>
<tr>
<td></td>
<td>TOTAL ENROLMENT</td>
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<tr>
<td>2012-13</td>
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<tr>
<td>2014-15</td>
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</tr>
</tbody>
</table>

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

The MGA is designed on the premise that the global challenges our students will face cannot be neatly cabined within the four corners of any one discipline. Thinking and acting globally, rather, is inherently multidisciplinary. For this reason, the MGA will draw upon the enormous strength of University of Toronto faculty across a range of disciplines and subject areas, with the ultimate goal of creating an ongoing, working partnership between MCIS, individual departments (especially in the Faculty of Arts and Science), and other faculties (e.g. Law, Management and SPPG). Organized on a networked, interdisciplinary model, the MGA will build upon existing University of Toronto strengths through both its core curriculum and elective courses. Graduate faculty members participating in the core instruction of the MGA will be cross-appointed from the participating graduate units; those units will accordingly be compensated from the MGA program’s budget. Some preparatory courses (e.g. basic statistics; micro- and macro-economics to satisfy the prerequisite for International Economics) will be offered by the School of Public Policy and Governance.

2.5 Evidence of consultation with other affected by divisions

The impetus to create a program like the MGA came from the Report of the Committee on International Relations in January 2008. The Committee, struck
by the Dean of the Faculty of Arts and Science and chaired by Vice-Dean
David Klausner, was charged with the responsibility of considering, broadly,
the role and status of the Munk Centre for International Studies. The
Committee, which included representation from several Arts and Science
departments, three campuses, Trinity College, students, regional centres
within MCIS, and the central administration, concluded that MCIS should be
classified as an EDU B; that the present collaborative MA in International
Relations (MAIR) should be moved into MCIS from its present home in the
Centre for International Studies; and that the MAIR should be reconfigured as
a stand-alone professional masters degree. This proposal responds positively
to all of those recommendations.

The Director of MCIS, Professor Janice Gross Stein, subsequently struck a
small committee, co-chaired by Professor Steven Bernstein (Director of the
MAIR) and Professor Robert Vipond (Director of the collaborative PhD in the
Dynamics of Global Change), to develop such a proposal. This committee,
with representation from the Faculties of Arts and Science, Law, and
Medicine, as well as a student who graduated from the MAIR, met several
times over the summer of 2008 to craft a proposal. The proposal was
approved formally by the newly-created MCIS Council at its first meeting, on
November 18. Simultaneously, Professors Stein, Bernstein and Vipond have
consulted with the Deans of the Faculty of Management and the Faculty of
Law, as well as the Director of the School of Public Policy and Governance.
Consultations have also been held with Chairs of Arts and Science
departments that currently participate in the MAIR, and these consultations
will continue as the MGA gets up and running. Individual faculty members
who currently teach in the MAIR, all of whom are likely to teach in the MGA,
have also been consulted.

2.6 Appropriateness of the name and designation of
the new program

The name Global Affairs was chosen both to telegraph the intellectual focus
of the new program and to distinguish it from other similar programs in North
America. The adjective “global” is more appropriate than the conventional
“international” because “global” better describes the conditions of speed,
scope, and structural flexibility that characterize the contemporary era. Global
also broadens the focus beyond the traditional concentration on nation-states
and mirrors the dispersion of power to new centres and new networks. The
noun “affairs” was chosen over a more discipline-specific term such as
“Governance” or “Law and Diplomacy” in order to establish clearly the breadth
of the MGA program, and its emphasis on the inter-connectedness across the
three spheres. The designation “Global Affairs” conveys the program’s
commitment to preparing leaders in this rapidly evolving, complex and
differentiated global system.

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

2.7.1 Program description and requirements

- Admission requirements

As per SGS general regulations, a four-year University of Toronto bachelor’s degree with at least a B+ standing overall in the final year, or its equivalent from a recognized university, is required for admission to the 20-month program. The program is open to students of all disciplinary backgrounds; indeed, it is designed to attract a diverse set of students, including those who have already spent some time in the workforce. Basic competencies in statistics and economics are required. In collaboration with the School for Public Policy and Governance (SPPG), the MGA will mount an intensive, pre-registration course, not for credit, in basic statistics to remedy any deficiencies in this regard. Similarly, students lacking background in basic economics will take courses in micro- and macro-economics for policy analysis mounted by SPPG. Students who require these courses will take them in the first year of the program, and will take the core International Economics course, normally expected in the first year, in the second year.

It is essential that all incoming graduate students have a good command of English. Facility in the English language must be demonstrated by all applicants whose primary language is not English, as set out in the SGS Calendar.

- Program requirements

The program will be completed full-time over 20 months (5 consecutive sessions).

In the first year students will take 8 core half courses, for a total of 4 FCEs. (If students require both micro- and macro-economics because they lack an economics background, they will take 9 courses in the first year: i.e., those two courses plus all of the core courses, except International Economics, which they will take in the second year.) This includes the two-session foundational course (1.0 FCE) that will provide a critical analysis of the development of the current global system, as well as half (.5 FCE) courses in International Economics, Global Civil Society, Global Security, Global Policy Analysis, Decision Making and Strategic Thinking in the Global System, and International Public Law. These are mandatory courses.

In the summer between first and second year, students must complete an internship related to one of the program’s three sectors. Students must submit a written report on their internship, which will be graded pass/fail. A faculty member, in consultation with relevant teaching faculty in the program, will grade the report to assure comparability and fairness across all students. The internship will count as a half course (.5 FCE).
In the second year, students will take a combination of 5 (2.5 FCE) more specialized courses (to add depth to their preparation) and electives (that will add breadth). These will be selected from a slate of pre-approved offerings either mounted by the School or by agreement with a cooperating unit. Other courses may be substituted with the approval of the Director. If International Economics is taken in the second year, it will replace one of their electives.

All students must also take a Capstone Seminar, worth two credits (1.0 FCE). Students will be required to apply skills learned in the program to analyze a global policy problem relevant to their chosen sector and propose a plan of action in response. The seminar will be overseen by a graduate faculty member with contributions from practitioners, where feasible.

The MGA seeks to help close the gap between knowledge and action, between aspiration and performance, in the global arena. The professional training in this program will consist of four essential elements:

- **Framework courses** offered in the first year will provide students with a “grand narrative” of the historical evolution of the international system and help them understand how and why the current global order developed as it did, emphasizing the conditions that produced political, economic, and legal institutions in the international arena after World War II. Proceeding historically, it will introduce them to some of the most powerful political, economic, social, legal, technological, and cultural forces that shaped the international system over the past century and spurred the processes of globalization that define the contemporary era.

- **Sector-specific courses** will provide students with an introduction to international institutions, civil society, and the global economy and markets. These field courses will combine breadth and depth. That is, all students will have exposure to all areas, but more specialized elective courses (especially in the second year of the program) will allow students to deepen their knowledge in the sector of their choice.

- **Skills courses** will seek to give students the refined tools or skills they need to navigate the global system. We will require all students to have familiarity with basic principles of international economics. Students will also be required to take a course in global policy analysis (which emphasizes the determinants, processes and outcomes of policy-making) and a course in strategic leadership and decision-making (which emphasizes, in the global context, the determinants of leadership and collective action). Students with special interests in the global economy and markets will need to take courses in global markets and financial accounting.

- Beyond this configuration of framework, sector and skills courses, students will gain practical experience through a summer internship between the first
and second years. The program will facilitate these internships to ensure that all MGA students have practical experience in global affairs, develop professional skills, and build bridges to employment. In addition, the program will encourage its students to study abroad for one semester at one of its partner institutions. Conversely, the MGA will welcome an equal number of students from abroad to the University of Toronto.

2.7.2 Course titles/numbers

GLA 1000H and 1001H- Introduction to the Development of the Global System
Establishes a basic historical, cultural, economic, legal, and political narrative and critical analysis of the global system, its institutions and networks (whether intergovernmental, private, not-for-profit, or hybrid).

GLA 1002H- International Economics
Introduction to the key concepts of international trade and international finance, with attention to contemporary issues and policy. Empirically assesses alternative trade theories, and examines international commercial policy, international finance and macroeconomics, as well as their relationship to broader global issues.

GLA 1003H- Global Civil Society
Explores the emergence, growth and influence of global civil society organizations and networks, as well as global foundations. Examines their various roles, from knowledge generation and knowledge sharing, to policy development and policy change, advocacy, norm development, global agenda setting, transnational governance and regulation, to program delivery and policy implementation. Examines these processes through the analysis of the interactions among global civil society with states, intergovernmental organizations and processes, and the private sector.

GLA 1004H- Global Security
Analyses the global security architecture, grand strategy, and contemporary and emerging security challenges.

GLA 1005H- Global Policy Analysis
Explores the processes of global policy development and change. Applies tools of policy analysis to explain and understand the forces that act on policy development and the impact and limits of global policies in producing political, legal, economic, social, and environmental change.

GLA 1006H- Decision Making and Strategic Thinking in the Global System
Introduces students to scholarship on the psychology of decision-making, negotiation, and strategic thinking. Aims to develop analytical skills and practical leadership skills to help manage and produce change in international and global settings.
GLA 1007H – International Public Law
Introduces students to public international law and the global legal environment, with an emphasis on legalization and the interaction of law, institutions, civil society and the global marketplace.

NOTE: As explained above, students who do not have a background in Economics will take preparatory courses in micro- and macro-economics in the First Year of the program, and take the core course in International Economics in the second year instead. The micro- and macro- courses are offered by SPPG. The material covered in these preparatory courses is as follows:

PPG 1002H – Microeconomics for Policy Analysis
This course covers the principles and techniques of micro economic theory that are most useful in analyzing economic aspects of public policy. It considers economic incentives and organizations; models of economic behavior; the operation of markets; the price system and how it works; the consequences of market failure and interventions in markets; and policy objectives and instruments.

PPG 1003H – Macroeconomics for Policy Analysis
This course examines the working of the aggregate economy. It aims to understand the key determinants of business cycle fluctuations and of development and long-run growth. Focus is on the current economic research on the determination of macroeconomic variables such as output, employment, prices, and the interest rate – in the short, medium and long run, and addresses a number of policy issues. In addition, it covers the role of employment, productivity, trade and fiscal deficits, inflation, interest rates and exchange rates. The emphasis of the course is on the impact of government policies on the macro economy.

SECOND YEAR
The second year provides students with the opportunity to broaden and deepen their knowledge with a series of courses, both compulsory and elective, that will tailor the program to their interests in one of the program’s three basic sectors – global institutions, global civil society, and the global economy and markets.

GLA 2008H Global Internship (required)
Students must complete an internship in the summer between the first and second year of the program. Students will be matched to an appropriate internship related to one of the program’s three sectors. A report on the internship will be required and will be graded pass/fail. A faculty member, in consultation with relevant teaching faculty in the program, will grade the report.

GLA 2009Y () - Capstone seminar (required)
Students will be required to apply skills learned in the program to analyze a global policy problem relevant to their chosen sector and propose a plan of action in response. Where possible, the seminar will be co-taught by an academic and a practitioner.

**Elective Second Year Courses:**
A suite of elective courses will be developed to provide students with a rich menu of choices appropriate to the program and their chosen sector of interest. In some cases, these will be dedicated courses mounted by the MGA program. In other cases, the courses will provided by other units (e.g. Rotman Faculty of Management, Faculty of Law, Faculty of Arts and Science) in which the unit providing the course will be compensated or in which parallel registration will permit MGA students to enroll in courses mounted by other units, and *vice versa*. The actual courses offered as electives in any given year may vary somewhat; the following serve as examples.

**MGT 1320 - Financial Accounting I and II (from Rotman)**
This is a linked semester-long course that prepares students to understand financial statements. By the end of the term, students should be able to read and interpret financial statements, what statements tell us and, even more importantly, what they don’t.

**MGT 1212 Global Management Perspectives (from Rotman)**
This course is designed to provide students with an introduction to the opportunities provided by globalization and to examine what is involved in decision making in an international setting. This course covers all aspects of business decision making: international trade issues and institutions, international finance, international strategy, international marketing and international organization.

**GLA 2010H - Global Ethics**
Topics covered might include human rights, global equity and distributive justice, corporate social responsibility, and environmental ethics and justice.

**GLA 2011H - Cultures and Communities in Global Perspective**
Explores inter-cultural relations, negotiating across cultures and the role of culture, community, identity, and religion in global affairs.

**GLA 2012H – Environment and Energy: the Global Challenge**
Examines the human causes, consequences, and range of possible responses to global environmental and energy problems, and, where appropriate, the relationship between the two. Also examines the challenges and risks these problems pose for sustainable development, security and conflict, ecological integrity and economic prosperity.

**GLA 2013H – History of Globalization**
Examines globalization from a historical perspective, including analysis of other globalizing moments in history and how they are similar/different area.
GLA 2014H - Canada’s Historical Engagement with Global Institutions
Examines the historical role of Canada in global institutions; its leadership, participation, and performance.

GLA 2015H – Topics in Global Affairs
Content will vary year to year.

PPG 1006H Globalization and Internationalization of Public Policy (from SPPG)
This course focuses on the implications of ongoing developments in the international political economy for the processes and substance of domestic policy-making.

LAW 225H International Environmental Law (from Faculty of Law)

LAW 278H Law, Institutions, and Development (from Faculty of Law)

POL 2240 Geopolitics of Information and Communication (from POL)

SOC 6514H Social Ecology: Food in a Global Context (from SOC)

In addition, we would expect to add to the elective menu courses on subjects such as innovation, international compliance and non-compliance, humanitarian intervention and human rights, intelligence and international relations, conflict and conflict management, development studies, global health, and global social movements, as well as regional courses taught in partnership with the regional centres (e.g., CERES, Asian Institute) based at MCIS.
### Master of Global Affairs Program Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
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<tr>
<td>GLA100H and 1001H</td>
<td>Introduction to the Institutions of the Global System</td>
</tr>
<tr>
<td>GLA 1002H</td>
<td>International Economics</td>
</tr>
<tr>
<td>GLA1003H</td>
<td>Global Civil Society</td>
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<td>GLA1004H</td>
<td>Global Security</td>
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<tr>
<td>GLA1005H</td>
<td>Global Policy Analysis</td>
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<td>GLA1006H</td>
<td>Decision Making and Strategic Thinking in the Global System</td>
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<td>GLA1007H</td>
<td>International Public Law</td>
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<td>PPG1002H</td>
<td>Microeconomics for Policy Analysis</td>
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<td>PPG1003H</td>
<td>Macroeconomics for Policy Analysis</td>
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<td><strong>Summer of First Year</strong></td>
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<tr>
<td>GLA2008H (Required)</td>
<td>Global Internship</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td>GLA2009Y (Required)</td>
<td>Capstone Seminar</td>
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<td>Elective Courses (Subject to change year over year)</td>
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<tr>
<td>MGT 1320</td>
<td>Financial Accounting I and II (Rotman)</td>
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<tr>
<td>MGT1212</td>
<td>Global Management Perspectives (Rotman)</td>
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<td>GLA2010H</td>
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<td>GLA2011H</td>
<td>Cultures and Communities in Global Perspective</td>
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<td>GLA2012H</td>
<td>Environment and Energy: The Global Challenge</td>
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<td>GLA2013H</td>
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<td>GLA2014H</td>
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<td>PPG 1006H</td>
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<td>LAW225H</td>
<td>International Environmental Law</td>
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<td>LAW278H</td>
<td>Law, Institutions, and Development</td>
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<td>POL2240Y</td>
<td>Geopolitics of Information and Communication</td>
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<tr>
<td>SOC6514H</td>
<td>Social Ecology: Food in a Global Context</td>
</tr>
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</table>
2.7.3 Faculty members

The list below reflects the excellence, breadth and depth of faculty at University of Toronto with teaching and research expertise in the various elements of the MGA. Notably, the list includes a number of tenure-track or recently tenured faculty members in addition to internationally renowned senior scholars. This mix of junior and senior scholars bodes well for the future growth, energy and ongoing dynamism of the program. The program will also make 2 EDU-2 appointments. In addition to the core faculty, the program will generate sufficient revenue to bring in exceptional adjunct and visiting faculty. The Munk Centre, as well as the Canadian International Council with which the MGA will share a new building, are already magnets for distinguished visitors and affiliated members with a wealth of teaching and lived experience in international and global affairs. The creation of the new School is likely to increase that attractiveness.
<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>M/F</th>
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<th>Supervisory Privileges</th>
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<tr>
<td>Bernstein, Steven</td>
<td>M</td>
<td>Political Science</td>
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<tr>
<td>Bothwell, Robert</td>
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<td>Brunnee, Jutta</td>
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<td>Wong, Joe</td>
<td>M</td>
<td>Political Science</td>
<td>Full</td>
</tr>
<tr>
<td>Wong, Wendy</td>
<td>F</td>
<td>Political Science</td>
<td>Associate</td>
</tr>
</tbody>
</table>

3 Planning and Budget

3.1 Resource implication

The business model for the MGA program is a professional degree built on BIU and tuition revenue. Please see the attached budget statement (Appendix B) prepared by the Faculty of Arts and Science, calculated on a projected tuition of a minimum of $15,000. This tuition will have to be approved by the Province of Ontario, but there are no comparator programs in Canada and comparable programs in public universities in the United States charge considerably higher tuition.
The University of Toronto approved the creation of a School of International Studies at the Munk Centre, effective 1 July 2008. The MGA will be one of the flagship programmes of the newly created School. The School of International Studies has received a grant of $25 million from the Province of Ontario to provide physical space for the School. The new building will accommodate the MGA.

### 3.1.1 Staffing

The MGA program will be staffed by graduate faculty members outlined in Table 2, cross-appointed to the School, and by distinguished outsiders with appropriate professional expertise on a contractual basis. Revenues, based on tuition projections, will allow compensation for units whose faculty members teach in the program as part of their regular graduate teaching load. It will also allow flexibility to mount courses with faculty who will occasionally teach, especially in the second year of the program. Many faculty members listed in Table 2 have taught in the MAIR. The new arrangements would allow much greater flexibility for making mutually beneficial arrangements with departments. Teaching in the program would not add to faculty members’ supervisory burden since the program is course and internship based with no thesis requirement.

An administrative staff coordinator will work with the Director to manage the marketing of the School and Internship program. The coordinator will manage the student application and selection process. An administrative assistant will provide administrative support to the Director, Program Co-coordinator, Visitors, Fellows and faculty at the School. The MGA will also be able to draw on the support of the staff of the School of International Studies: the business officer and her staff to manage research grants and contracts run through the School; the conference organizer to assist with special events; and the technical coordinator to assist faculty, students, fellows, and visitors with their technical needs.

### 3.1.2 Space

The School of International Studies has received a grant of $25 million from the Province of Ontario to renovate or build new premises to accommodate the MGA as well as other programmes to be offered by the School. Planning is well under way with the Assistant Vice-President, Facilities and Space Planning. Preliminary costing is being done and the University hopes to request proposals in early 2009. Construction is expected to be completed by 2011-2012. The school would be temporarily housed in the Munk Centre in 2010-11, primarily in office and student workspace that would become available owing to the closing of the MAIR program (assuming that is approved in a separate process). Additional student space at 44 Willcocks will accommodate some students.

### 3.1.3 Libraries

The University’s library system is superbly equipped to support the MGA program we propose. Its electronic resources in the field are as advanced as any library
system on the continent. It should be noted as well, that the University of Toronto is currently the editorial home of International Organization, the leading journal in international relations. See Appendix C for the report on library resources for proposed MGA.

3.1.4 Computing facilities

The School will provide a wireless networked environment for faculty, staff, visitors, and students. The School will take advantage of the existing U of T campus network that provides on-line access to mail and communication software, library access, and data resources. The School will also provide IT support to help manage these resources for students and faculty physically located in the School's facilities. Students and faculty will have access to the analytic software provided through the Computing for Humanities and Social Sciences (CHASS).

The School will provide computing resources for staff and visitors and will provide printing, copy, and fax resources for faculty, staff, visitors, fellows and students. A set of public terminals for temporary computer use will also be provided. Faculty will be expected to fund computer equipment for research purposes from research grants.

3.1.5 Enrolment/admissions

See Section 2.3 above.

3.1.6 Revenues/costs

We project admission of forty students a year with a total complement of eighty students a year, by the second year of the programme. Projected BIUs and tuition revenue should generate sufficient funds to fund the teaching and internship programme and the administrative staff that are required. It will provide the platform for external fundraising to enhance the program offerings. See Appendix B for budget statement from the Vice-Dean, Graduate Education and Research, Faculty of Arts and Sciences.

3.1.7 Financial aid

Funds will be set aside to provide financial aid for students in need. Students are eligible for external awards such as Ontario Graduate Scholarships, as outlined in the School of Graduate Studies calendar. External fundraising will be targeted to further enhance the available financial aid packages.

4 Space and Facilities

4.1 Requirements for physical facilities
The School will be located in the new space that is funded by a capital grant of $25 million from the Province of Ontario. The School will share space with the Canadian International Council and will have approximately 30 new offices, a reading room, a seminar room, 2 student lounges, and carrel space for graduate students. The new space will also provide office for administrative staff, and access to computing, mail, and fax services.

Planning is now underway with the Assistant Vice-President, Space and Facilities Planning. A space program has been developed and is now being costed.

4.2 Capital projects for approvals

Total project costs for this interim space have been estimated within the budget envelope of $25 million. This amount includes not only the costs related to readying the space to accommodate the academic programming of the School, but also essential permanent upgrades and deferred maintenance to the building, which are of overall benefit to the University on an ongoing basis. It also provides for the possibility of additional new space should the program requirements of the School grow.

5 Students

5.1 Student affairs and services

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

5.2 Student conduct and discipline

The current University regulations will govern student conduct, both academic and non-academic, for this program. There will be no off-site locations, or joint endeavors outside of the University of Toronto’s purview. The mandatory internship will be covered by a framework agreement between the University of Toronto and the sponsoring organization, setting out the policies and procedures to govern the employment of the intern and the preparation of the intern’s research report. This agreement will conform to all relevant University policies regarding student conduct and research.

5.3 Financial Support

See section 3.1.7.

5.4 Student registration and information systems

MGA students will be registered in the School according to the standard registration and enrolment procedures for graduate students at the University of Toronto.
The University of Toronto

Brief for the Periodic/Standard Appraisal
of the
Master
of Global Affairs (M.G.A.)

Submitted to the
Ontario Council on Graduate Studies
January 2009

VOLUME I: The Program

NB: This template was constructed largely to meet the needs of research master's and doctoral programs. Adjustments need to be made to describe specific programs more appropriately. Nevertheless, the basic information on faculty, resources, program and outcomes is common to all programs. The template should be used in conjunction with the OCGS document OCGS By-laws, and Procedures Governing Appraisals.

Acknowledgement – This template was inspired from a document initially prepared by the School of Graduate Studies and Research at the University of Ottawa. It was extracted from June 2007 revision to OCGS by-laws and templates, and adapted by SGS/U of T.
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1. INTRODUCTION

1.1. Brief listing of programs

The School for International Studies at the Munk Centre (MCIS), working with the Faculty of Arts and Science, proposes the creation of a new professional Master’s program in Global Affairs (MGA). The purpose of this program is to provide an outstanding professional, multidisciplinary education to train the next generation of global leaders of international institutions, global civil society, and business.

The Master of Global Affairs will be a two-year program, consisting of four sessions of course work, and a compulsory summer internship program between the first and second years. The program is distinctive in several respects:

- The MGA will equip students with a sophisticated understanding of the larger political, economic and social contexts of global institutions, issues, and markets and with the professional skills necessary to work strategically and effectively within the evolving global system. In this respect the MGA will be quite different from the existing collaborative Master’s program in International Relations (MAIR), which is available to students in the academic research programs. In fact, the proposed MGA responds directly and forcefully to the views expressed by many graduates of the MAIR program, who have told us in exit interviews that they wished the MAIR could have had a more “applied” focus. The MGA will marry the virtues of rigorous, multidisciplinary scholarship to the acquisition of skills necessary to navigate the global environment; it will combine analysis of why the global system is as it is with a practical understanding of how things work on the global ground; and it will equip students with the critical skills necessary to evaluate the opportunities and challenges of the global environment.

- The MGA will integrate the study of global institutions, global civil society, and the global economy and markets into the same program, and require that students learn about each of the three sectors – and about the inter-connections among them. Most other professional programs of this sort in North America specialize in preparing students who aspire either to public sector work at the international level (typically in the diplomatic corps) or to work in the international private sector. A few are sensitive to the needs of those students who want to work in the Red Cross, UN agencies, NGOs and global foundations (that is, the formal and informal institutions of global civil society). But none expressly brings all three elements – public, private, civil society – into conversation with each other.

Our core mandate – and the signature element of the MGA – is to build co-equal strength in the analysis of global institutions, global civil society, and the global economy and markets. Core courses, mandatory for all students, will be offered in each of the three sectors.

- In building a curriculum that provides both breadth and depth, the MGA will draw on the enormous scholarly strength of University of Toronto faculty across a range of disciplines and subject areas. One of the core requirements, demanded of all students in the first year, will be a linked, two-semester course that establishes a basic historical, cultural, economic and political framework – a narrative and critical analysis of globalization. Beyond this, the
MGA will offer a range of elective courses in the second year of the program which will permit students to pursue themes particularly relevant to their interests – whether those interests are defined in terms of region, issue area, or analytical perspective. The MGA will forge partnership agreements with allied faculties (e.g. Management, Law, Medicine, Public Policy) to include other professionally-oriented students through parallel registration, joint, or combined programs.

- The MGA will provide students with an intellectual toolkit of “soft” and “hard” skills appropriate to their chosen area of interest. The MGA will either mount or ensure student access to courses in international economics (including background courses in micro and macro economics for students who have no background in economics), global policy analysis, decision-making and strategic leadership, financial accounting, and global markets.

- The MGA will require international internships of all students, to build their understanding of the environment of global policy-making, to develop further the functional and personal skills required for success in a professional environment, and to provide a bridge to employment. In addition, the program will encourage students to study abroad for one of the four semesters. In so doing, the MGA will build partnerships with outstanding organizations the world over. The goal is to attract exceptional talent from around the world to Toronto and to connect outstanding Canadians to their global peers.

In sum, the objective of the Master of Global Affairs program is to prepare new leaders for the next generation of global challenges. This objective will be achieved through a program structure that brings together scholarship across disciplines, students across knowledge streams, and practice in contact with theory.

1.2. Objectives of the programs

The introduction of a professional Master of Global Affairs is timely. The speed and complexity of global interactions have given new prominence to global markets, international institutions, and private foundations and civil society organizations with global reach. Yet the rapidly evolving and complex nature of the global system poses enormous challenges to those who work in it. In this world, traditional professional training in diplomacy or international affairs no longer meets the needs of future global leaders. Students require a deep understanding of the institutional architecture of the global order, of global society, and of the global economy. They also require the practical skills to navigate and lead responsibly and effectively.

In this evolving global order, there is a significant gap between technical information, scientific understanding and a shared sense of urgency about global problems on the one hand and the knowledge necessary to effect change on the other. There is no shortage of medical/scientific knowledge, for instance, about how to reduce the global spread of infectious diseases like malaria, TB and AIDS. Nor, increasingly, is there any doubt that the resurgence of infectious diseases is a truly global problem that cannot be addressed effectively without global coordination – in this example, coordination among international organizations like the WHO, pharmaceutical companies, national governments, NGOs, and local authorities responsible for actually delivering programs. There is a significant deficit in
the knowledge and practical skills of how to develop the global and local coordination that is required—quickly, nimbly, and effectively.

Canada has lagged behind other countries, most notably the United States, in developing post-graduate professional programs for students who aspire to work in the global system. Our late arrival, however, has some advantages. Many of the best programs in international affairs in the United States were created in the long shadow of the Cold War, their curriculum geared to understanding an international order—dominated by superpower rivalry—that no longer really applies. The best programs have, of course, changed to meet the changing contours of the international system and the needs of their students. But in many cases this still means that the program has been retro-fitted, superimposed on an existing program, with all of the inefficiencies that retro-fitting implies. The University of Toronto has an enormous opportunity, here and now, to build a program, from the ground up, that responds directly to the needs of the 21st century. The MGA is precisely such a program.

1.3. Method used for the self-study as well as the preparation of the brief, including faculty and student input and involvement

The impetus to create a program like the MGA came from the Report of the Committee on International Relations in January 2008. The Committee, struck by the Dean of the Faculty of Arts and Science and chaired by Vice Dean David Klausner, was charged with the responsibility of considering, broadly, the role and status of the Munk Centre for International Studies. The Committee, which included representation from several Arts and Science departments, three campuses, Trinity College, students, regional centres within MCIS, and the central administration, concluded that MCIS should be classified as an EDU B; that the present collaborative MA in International Relations (MAIR) should be moved into MCIS from its present home in the Centre for International Studies; and that the MAIR should be reconfigured as a stand-alone professional masters degree. This proposal responds positively to all of those recommendations. As a result, the new MGA will replace the MAIR.

The Director of MCIS, Professor Janice Gross Stein, subsequently struck a small committee, co-chaired by Professor Steven Bernstein (Director of the MAIR) and Professor Robert Vipond (Director of the collaborative PhD in the Dynamics of Global Change), to develop such a proposal. This committee, with representation from the Faculties of Arts and Science, Law, and Medicine, as well as a student who graduated from the MAIR, met several times over the summer of 2008 to craft a proposal. The proposal was approved formally by the newly-created MCIS Council at its first meeting, on November 18. Simultaneously, Professors Stein, Bernstein and Vipond have consulted with the Deans of the Faculty of Management and the Faculty of Law, as well as the Director of the School of Public Policy and Governance. Consultations have also been held with Chairs of Arts and Science departments that currently participate in the MAIR, and these consultations will continue as the MGA gets up and running. Individual faculty members who currently teach in the MAIR, all of whom are likely to teach in the MGA, have also been consulted.
1.4. Fields in the programs (indicate recent changes if any)

There are no fields in the program.

1.5. Review concerns expressed in previous appraisal and actions taken

N/A

1.6. Special matters and innovative features

The MGA is conceived as a medium-sized professional program offered over 20 months. The breadth and depth offered in the MGA will be unique in Canada and has very few counterparts in North America; over the next five years our goal is to be considered among the best schools of international studies globally. Seen in both national and international perspectives, the MGA will offer students not only the excellent standards of quality associated with the University of Toronto but also a distinctly Canadian perspective.

The MGA will integrate the study of global institutions, global civil society, and the global economy and markets into the same program, and require that students learn about each of the three sectors – and about the inter-connections among them. Most other professional programs of this sort in North America specialize in preparing students who aspire either to public sector work at the international level (typically in the diplomatic corps) or to work in the international private sector. A few are sensitive to the needs of those students who want to work in the Red Cross, UN agencies, NGOs and global foundations (that is, the formal and informal institutions of global civil society). But none expressly brings all three elements – public, private, civil society – into conversation with each other.

Our core mandate – and the signature element of the MGA – is to build co-equal strength in the analysis of global institutions, global civil society, and the global economy and markets. Core courses, mandatory for all students, will be offered in each of the three sectors.

2. THE FACULTY

2.1. List of faculty by field

The MGA program will draw on the established strength in global studies among graduate faculty members of the University of Toronto. Leaders in the fields of political science, economics, history, religion, and law all teach in the core of the program. The faculty list will be broadened in the ramp up to the program to ensure quality and choice in the second year of the program, dominated by electives. The faculty have shown themselves to be first rate researchers and teachers in their fields. All faculty listed here have committed in principle to being involved with the program. All of the graduate faculty participating in the program will have primary appointments in another graduate department. Thus, faculty are not only actively involved in research relating to global affairs, but also firmly established in their primary fields of study. This appointment structure is typical of such programs.
Table 1 lists the faculty members involved in the graduate program, identifies their field affiliation, and indicates gender.

### Table 1

<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>M/F</th>
<th>Home Unit 1</th>
<th>Supervisory Privileges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Bernstein, Steven</td>
<td>M</td>
<td>Political Science</td>
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</tr>
<tr>
<td>Brunnee, Jutta</td>
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<td>Law</td>
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</tr>
<tr>
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<tr>
<td>Deibert, Ron</td>
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<td>Full</td>
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<tr>
<td>Duranton, Gilles</td>
<td>M</td>
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<tr>
<td>Friedman, Harriet</td>
<td>F</td>
<td>Sociology</td>
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</tr>
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<td>Gilady, Lilach</td>
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</tr>
<tr>
<td>Hoffman, Matt</td>
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</tr>
<tr>
<td>Kirton, John</td>
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<td>Political Science</td>
<td>Full</td>
</tr>
<tr>
<td>Klassen, Pamela</td>
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</tr>
<tr>
<td>Kokaz, Nancy</td>
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<tr>
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<tr>
<td>Pruessen, Ron</td>
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</tr>
<tr>
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<td>History</td>
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<td>Political Science</td>
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</tr>
<tr>
<td>Wong, Wendy</td>
<td>F</td>
<td>Political Science</td>
<td>Associate</td>
</tr>
</tbody>
</table>

2.2. External operating research funding

N/A

---

1. This is the budget unit paying the salary: department, school, research centre or institute, or other.

2. Indicate the level of supervisory privileges held by each faculty member: e.g., full, master's only, co-supervision only, etc., if applicable to your institution’s regulations or practices.
2.3. Graduate supervision

The Master of Global Affairs degree program is new to the University of Toronto. The list below reflects the excellence, breadth and depth of faculty at University of Toronto with teaching and research expertise in the various elements of the MGA. Notably, the list includes a number of tenure-track or recently tenured faculty members in addition to internationally renowned senior scholars. This mix of junior and senior scholars bodes well for the future growth, energy and ongoing dynamism of the program. The more senior faculty here have had opportunities to supervise graduate students in their own departments. In addition the program will make 2 EDU-2 appointments who would be full-time faculty members with supervisory privileges commensurate to their rank.

<table>
<thead>
<tr>
<th>Completed and Current Numbers of Thesis Supervisions by Faculty Member</th>
<th>Completed</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member</td>
<td>Master’s</td>
<td>PhD</td>
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<tr>
<td>Bernstein, Steven</td>
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<tr>
<td>Brunsee, Jutta</td>
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<td>13</td>
</tr>
<tr>
<td>Cameron, David</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Delbert, Ron</td>
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<td>2</td>
</tr>
<tr>
<td>Duranton, Gilles</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Friedman, Harriet</td>
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<td>5</td>
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<tr>
<td>Gilady, Lilach</td>
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<td>Hoffman, Matt</td>
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<td>0</td>
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<tr>
<td>Kerton, John</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Klassen, Pamela</td>
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<td>2</td>
</tr>
<tr>
<td>Kokaz, Nancy</td>
<td>0</td>
<td>3</td>
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<td>2</td>
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<td>Orbinski, James</td>
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<td>Pauly, Lou</td>
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<tr>
<td>Pruessen, Ron</td>
<td>25</td>
<td>10</td>
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<td>Stein, Janice</td>
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<td>21</td>
</tr>
<tr>
<td>Wark, Wesley</td>
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<tr>
<td>Wong, Joe</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wong, Wendy</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2.4. Current teaching assignments

The core MGA program will require 8 new half courses in the first year of the program, an internship (worth .5 FCE) in the summer term between the first and second year, and a capstone course (1.0) in the second year. In addition, a menu of elective courses - some mounted by the MGA, others mounted by other units with appropriate compensation - will be mounted in the second year of the program.

The MGA will be staffed by graduate faculty members outlined above, cross appointed to the School, and by distinguished outsiders with appropriate professional expertise on a contractual basis appointed as Associate Members of the Graduate Faculty. Agreements to provide courses are in place with the Department of Political Science, Faculty of Law, Rotman School of Management, and the School of Public Policy and Governance. In addition, agreements are currently being negotiated with several other departments in the Faculty of Arts and Science. If absolutely necessary, graduate faculty members will be approached directly and paid on an overload basis.

3. PHYSICAL AND FINANCIAL RESOURCES

3.1. Library resources

The University’s library system is superbly equipped to support the MGA program we propose. Its electronic resources in the field are as advanced as any library system on the continent. It should be noted as well, that the University of Toronto is currently the editorial home of International Organization, the leading journal in international relations. See Chief Librarian’s Report (Appendix B).

3.2. Laboratory facilities

N/A

3.3. Computer facilities

The School will provide a wireless networked environment for faculty, staff, visitors, and students. The School will take advantage of the existing U of T campus network that provides on-line access to mail and communication software, library access, and data resources. The School will also provide IT support to help manage these resources for students and faculty physically located in the School’s facilities. Students and faculty will have access to the analytic software provided through the Computing for Humanities and Social Sciences (CHASS).

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The School of International Studies has received a grant of $25 million from the Province of Ontario to renovate or build new premises to accommodate the MGA as well as other
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The school would be temporarily housed in the Munk Centre in 2010-11, primarily in office and student workspace that would become available owing to the closing of the MAIR program (assuming that is approved in a separate process). Additional student space at 44 Willcocks will accommodate some students.

3.5. Financial support of graduate students

Funds will be set aside to provide financial aid for students in need. Students are eligible for external awards such as Ontario Graduate Scholarships, as outlined in the School of Graduate Studies calendar. External fundraising will be targeted to further enhance the available financial aid packages.

4. PROGRAM REGULATIONS AND COURSES

4.1. The intellectual development and the educational experience of the student

The MGA seeks to help close the gap between knowledge and action, between aspiration and performance, in the global arena. The professional training in this program will consist of four essential elements:

- **Framework courses** offered in the first year will provide students with a “grand narrative” of the historical evolution of the international system and help them understand how and why the current global order developed as it did, emphasizing the conditions that produced political, economic, and legal institutions in the international arena after World War II. Proceeding historically, it will introduce them to some of the most powerful political, economic, social, legal, technological, and cultural forces that shaped the international system over the past century and spurred the processes of globalization that define the contemporary era.

- **Sector-specific courses** will provide students with an introduction to international institutions, civil society, and the global economy and markets. These courses will combine breadth and depth. That is, all students will have exposure to all areas, but more specialized elective courses (especially in the second year of the program) will allow students to deepen their knowledge in the sector of their choice.

- **Skills courses** will seek to give students the refined tools or skills they need to navigate the global system. We will require all students to have familiarity with basic principles of international economics. Students will also be required to take a course in global policy analysis (which emphasizes the determinants, processes and outcomes of policy-making) and a course in strategic leadership and decision-making (which emphasizes, in the global context, the determinants of leadership and collective action). Students with special interests in the global economy and markets will need to take courses in global markets and financial accounting.
Beyond this configuration of framework, sector and skills courses, students will gain practical experience through a summer internship between the first and second years. The program will facilitate these internships to ensure that all MGA students have practical experience in global affairs, develop professional skills, and build bridges to employment. In addition, the program will encourage its students to study abroad for one semester at one of its partner institutions. Conversely, the MGA will welcome an equal number of students from abroad to the University of Toronto.

4.2. Program regulations

Admission Requirements:

As per SGS general regulations, a four-year University of Toronto bachelor’s degree with at least a B+ standing overall in the final year, or its equivalent from a recognized university, is required for admission to the 20-month program. The program is open to students of all disciplinary backgrounds; indeed, it is designed to attract a diverse set of students, including those who have already spent some time in the workforce. Basic competencies in statistics and economics are required for admission. In collaboration with the School for Public Policy and Governance (SPPG), the MGA will mount an intensive, pre-registration course, not for credit, in basic statistics to remedy any deficiencies in this regard. Similarly, students lacking background in basic economics will take courses in micro- and macro-economics for policy analysis mounted by SPPG. Students who require these courses will take them in the first year of the program, and will take the core International Economics course, normally expected in the first year, in the second year.

It is essential that all incoming graduate students have a good command of English. Facility in the English language must be demonstrated by all applicants whose primary language is not English, as set out in the SGS Calendar.

Program Requirements:

In the first year students will take 8 core half courses, for a total of 4.0 FCEs. (If students require both micro- and macro-economics because they lack an economics background, they will take a total of 4.5 FCEs in the first year: i.e., those two courses plus all of the core courses, except International Economics which they will take in the second year.) This includes the two-session foundational course (1.0 FCE) that will provide a critical analysis of the development of the current global system, as well as half (0.5 FCE) courses in International Economics, Global Civil Society, Global Security, Global Policy Analysis, Decision Making and Strategic Thinking in the Global System, and International Public Law. These are mandatory courses.

In the summer between first and second year, students must complete an internship related to one of the program’s three sectors. Students must submit a written report on their internship, which will be graded Credit/No Credit. The internship will count as a half course (0.5 FCE).

In the second year, students will take a combination of 5 (2.5 FCE) more specialized half courses (to add depth to their preparation) and electives (that will add breadth). These will be selected from a slate of pre-approved offerings either mounted by the School or by
agreement with a cooperating unit. Other courses may be substituted with the approval of the Director. If International Economics is taken in the second year, it will replace one of their electives.

All students must also take a Capstone Seminar, worth two half courses (1.0 FCE). Students will be required to apply skills learned in the program to analyze a global policy problem relevant to their chosen sector and propose a plan of action in response. The seminar will be overseen by a graduate faculty member with contributions from practitioners, where feasible.

4.3. Part-time studies

The program will not be offered on a part time basis initially.

4.4. Total graduate courses listed and level

GLA 1000H and 1001H- Introduction to the Development of the Global System
Establishes a basic historical, cultural, economic, legal, and political narrative and critical analysis of the global system, its institutions and networks (whether intergovernmental, private, not-for-profit, or hybrid).

GLA 1002H- International Economics
Introduction to the key concepts of international trade and international finance, with attention to contemporary issues and policy. Empirically assesses alternative trade theories, and examines international commercial policy, international finance and macroeconomics, as well as their relationship to broader global issues.

GLA 1003H- Global Civil Society
Explores the emergence, growth and influence of global civil society organizations and networks, as well as global foundations. Examines their various roles, from knowledge generation and knowledge sharing, to policy development and policy change, advocacy, norm development, global agenda setting, transnational governance and regulation, to program delivery and policy implementation. Examines these processes through the analysis of the interactions among global civil society with states, intergovernmental organizations and processes, and the private sector.

GLA 1004H- Global Security
Analyses the global security architecture, grand strategy, and contemporary and emerging security challenges.

GLA 1005H- Global Policy Analysis
Explores the processes of global policy development and change. Applies tools of policy analysis to explain and understand the forces that act on policy development and the impact and limits of global policies in producing political, legal, economic, social, and environmental change.

GLA 1006H- Decision Making and Strategic Thinking in the Global System
Introduces students to scholarship on the psychology of decision-making, negotiation, and strategic thinking. Aims to develop analytical skills and practical leadership skills to help manage and produce change in international and global settings.
GLA 1007H – International Public Law
Introduces students to public international law and the global legal environment, with an emphasis on legalization and the interaction of law, institutions, civil society and the global marketplace.

NOTE: As explained above, students who do not have a background in Economics will take preparatory courses in micro- and macro-economics in the First Year of the program, and take the core course in International Economics in the second year instead. The micro- and macro-courses are offered by SPPG. The material covered in these preparatory courses is as follows:

PPG 1002H – Microeconomics for Policy Analysis
This course covers the principles and techniques of micro economic theory that are most useful in analyzing economic aspects of public policy. It considers economic incentives and organizations; models of economic behavior; the operation of markets; the price system and how it works; the consequences of market failure and interventions in markets; and policy objectives and instruments.

PPG 1003H – Macroeconomics for Policy Analysis
This course examines the working of the aggregate economy. It aims to understand the key determinants of business cycle fluctuations and of development and long-run growth. Focus is on the current economic research on the determination of macroeconomic variables such as output, employment, prices, and the interest rate – in the short, medium and long run, and addresses a number of policy issues. In addition, it covers the role of employment, productivity, trade and fiscal deficits, inflation, interest rates and exchange rates. The emphasis of the course is on the impact of government policies on the macro economy.

SECOND YEAR
The second year provides students with the opportunity to broaden and deepen their knowledge with a series of courses, both compulsory and elective, that will tailor the program to their interests in one of the program’s three basic sectors – global institutions, global civil society, and the global economy and markets.

GLA 2008H Global Internship (required)
Students must complete an internship in the summer between the first and second year of the program. Students will be matched to an appropriate internship related to one of the program’s three sectors. A report on the internship will be required and will be graded pass/fail.

GLA 2009Y - Capstone seminar (required)
Students will be required to apply skills learned in the program to analyze a global policy problem relevant to their chosen sector and propose a plan of action in response. Where possible, the seminar will be co-taught by an academic and a practitioner.

Elective Second Year Courses (subject to change year over year):
A suite of elective courses will be developed to provide students with a rich menu of choices appropriate to the program and their chosen sector of interest. In some cases, these will be dedicated courses mounted by the MGA program. In other cases, the courses will provided by other units (e.g. Rotman Faculty of Management, Faculty of Law, Faculty of Arts and Science) in which the unit providing the course will be compensated or in which parallel registration will
permit MGA students to enrol in courses mounted by other units, and *vice versa*. The actual courses offered as electives in any given year may vary somewhat; the following serve as examples.

**MGT 1320 - Financial Accounting I and II (from Rotman)**
This is a linked semester-long course that prepares students to understand financial statements. By the end of the term, students should be able to read and interpret financial statements, what statements tell us and, even more importantly, what they don’t.

**MGT 1212 Global Management Perspectives (from Rotman)**
This course is designed to provide students with an introduction to the opportunities provided by globalization and to examine what is involved in decision making in an international setting. This course covers all aspects of business decision making: international trade issues and institutions, international finance, international strategy, international marketing and international organization.

**GLA 2010H - Global Ethics**
Topics covered might include human rights, global equity and distributive justice, corporate social responsibility, and environmental ethics and justice.

**GLA 2011H - Cultures and Communities in Global Perspective**
Explores inter-cultural relations, negotiating across cultures and the role of culture, community, identity, and religion in global affairs.

**GLA 2012H – Environment and Energy: the Global Challenge**
Examines the human causes, consequences, and range of possible responses to global environmental and energy problems, and, where appropriate, the relationship between the two. Also examines the challenges and risks these problems pose for sustainable development, security and conflict, ecological integrity and economic prosperity.

**GLA 2013H – History of Globalization**
Examines globalization from a historical perspective, including analysis of other globalizing moments in history and how they are similar/different area.

**GLA 2014H - Canada's Historical Engagement with Global Institutions**
Examines the historical role of Canada in global institutions; its leadership, participation, and performance.

**GLA 2015H – Topics in Global Affairs**
Content will vary year to year.

**PPG 1006H Globalization and Internationalization of Public Policy (from SPPG)**
This course focuses on the implications of ongoing developments in the international political economy for the processes and substance of domestic policy-making.

**LAW 225H International Environmental Law (from Faculty of Law)**

**LAW 278H Law, Institutions, and Development (from Faculty of Law)**

**POL 2240 Geopolitics of Information and Communication (from POL)**
SOC 6514H Social Ecology: Food in a Global Context (from SOC)

In addition, we would expect to add to the elective menu courses on subjects such as innovation, international compliance and non-compliance, humanitarian intervention and human rights, intelligence and international relations, conflict and conflict management, development studies, global health, and global social movements, as well as regional courses taught in partnership with the regional centres (e.g., CERES, Asian Institute) based at MCIS.

<table>
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<tr>
<th>Master of Global Affairs Program Requirements</th>
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<tr>
<td><strong>Course Number</strong></td>
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<tr>
<td><strong>First Year</strong></td>
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<td>GLA100H and 1001H</td>
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<td>GLA 1002H</td>
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<td>PPG1002H</td>
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<td>PPG1003H</td>
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<td><strong>Summer of First Year</strong></td>
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<tr>
<td>GLA2008H (Required)</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td>GLA2009Y (Required)</td>
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<tr>
<td><strong>Elective Courses</strong></td>
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<td>MGT 1320</td>
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<td>LAW278H</td>
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<td>POL2240Y</td>
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<td>SOC6514H</td>
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4.5. **Collateral and supporting departments**

The School of International Studies at the Munk Centre is an interdisciplinary research and teaching hub promoting new collaborative teaching and exchange across several faculties and departments at the University of Toronto. The Master of Global Affairs will draw on this multidisciplinary strength in mounting this program. The MGA has support from the Faculty of Arts and Science, Faculty of Law, Rotman School of Management and the School of Public Policy and Governance (See Revised January 2009
Appendix A). The department of Political Science is the lead partner in the Faculty of Arts and Science. Partnerships are also being developed with cognate departments in the Social Sciences and Humanities, among them Anthropology, Religion, Economics, History and Geography.

5. **OUTCOMES**

5.1. **Employment and Graduation**

N/A

5.2. **Employment**

N/A

5.3. **Publications**

N/A

5.4. **Projected graduate intake and enrolments**

The MGA is a new Master's program. We expect our intake to remain steady at forty (40) students per year, for a total enrolment in steady state of eighty (80) students for the first five years of the program.
### PROJECTED INTAKE AND ENROLMENTS
Masters (M) And Doctoral (D) Programs

<table>
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<tr>
<th>YEAR</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
<th>TOTAL ENROLMENT</th>
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<td>M</td>
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<td>2016-17</td>
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APPENDIX B

Report on Library Resources
REPORT ON LIBRARY RESOURCES FOR THE PROPOSED MASTER OF
GLOBAL AFFAIRS PROGRAMME

The proposed interdisciplinary Master of Global Affairs programme will be supported by
library resources from numerous fields such as political science, economics, law, history,
sociology, the health sciences, business, management, and environmental studies. The
University of Toronto Library’s collection has been shown to rank among the best in
North America, providing both support to the University’s teaching programmes, and a
broad basis of resources for research at all levels. In addition, the Library’s provision of
access to the Internet and subscriptions to electronic formats give further breadth and
depth to our collections. The network of affiliated libraries on campus and ready access
to other outstanding collections in the city of Toronto, extend the resource base
significantly.

DESCRIPTION OF THE COLLECTION

Print Monographs

The majority of the print monographs acquired by the main library are received through
approval plans that have been set up with firms in different countries. This ensures that
the Library acquires almost all commercially published scholarly imprints available in
English, French, German, Italian and Spanish that are judged suitable for the research
collection. We collect selectively in the remaining European (including East European)
languages, as well as in Semitic, Asian and South Asian languages. Subject librarians,
working with faculty and librarians in related fields, order the remaining material,
including conference papers, items in numbered series, publications of associations and
institutions, and other more esoteric or “grey” literature. As funds permit, efforts are also
made to fill gaps in the collection that may have occurred before the Dealer Selection
Order plans were put in place in 1967. These methods of print monographic acquisition
have resulted in collections, the depth and breadth of which compare very well to that of
other North American research libraries. In the Association of Research Libraries annual
statistics for 2005-2006, the University of Toronto Library ranked third in collection size
and fourth in volumes added.

Periodicals

The University of Toronto Library, like all North American academic libraries, has
experienced difficulty in keeping up with the rising costs of serial subscriptions. A recent
study by the Association of Research Libraries shows that between 1986 and 2006 library
expenditures on journals rose 321%. As a result, serious budgetary constraints in the area
of new serial acquisitions have made virtually all libraries dependent on gifts and the
cessation of presently-held journals as the major methods of acquiring new titles. Fortunately, many titles are now available online as well as in paper; some are available only in electronic form, through package deals which include all of a given publisher's online titles. The Library has been very successful in negotiating with journal publishers to acquire access to their entire collection of titles. Cambridge University Press, Blackwell, Taylor & Francis and Oxford University Press are just four examples. By means of these arrangements the Library has broadened its journal holdings significantly. In addition, through direct purchase from publishers and subscriptions to JSTOR, library users are provided with back issues of many humanities and social science journals. At the same time, this new medium enhances accessibility by making journals available remotely, and on a 24-hour basis.

Electronic Resources

The University of Toronto Library’s online information system has grown enormously over the past several years and now offers (as of December 2008) in electronic form 1,020 indexes, 40,524 journals (both licensed and unlicensed), 1,588 reference works and 460,280 e-books (counting only licensed resources). A number of these resources are available as the result of co-operative and consortial agreements into which the Library has entered. In many cases there are now direct links from e-indexes to full text. The system guides users by providing subject groupings of e-indexes and e-reference works, and Library staff has also produced online reference guides covering key resources in various disciplines and in country and area studies, and websites containing statistical information available through the University of Toronto. E-books and e-journals can be found by title and keyword, and eventually there will be records in the regular catalogue which link directly to all of them. As the system continues to develop, it will be possible to search increasing numbers of e-books mounted on a single platform. The selection of an appropriate e-index has been simplified, as the Library now provides the Scholars Portal interface, a consolidated search of more than 80 of the most useful databases. As well as the general humanities and social sciences indexes, the collection also includes, for example:

*ABI/Inform Global*
*America: History and Life*
*Business Abstracts*
*CBCA Business*
*Canadian Foreign Relations Index (CFRI)*
*Columbia International Affairs Online (CIAO)*
*EconLit: Economic Literature Index*
*Economist Intelligence Unit Country Reports*
*Environmental Sciences & Pollution Management*
*International Bibliography of the Social Sciences (IBSS)*
*International Political Science Abstracts*
*Factiva*
*Global Market Information Database (GMID)*
Online access to dissertations is provided by ProQuest Dissertations and Theses, with citations from 1861 to 1996 and downloadable full text from 1997. The Library has worked closely with members of the Department of Political Science to create the G8 Information Centre, an important web resource on the activities of the G7/8 member countries. The site includes all documentation arising from G7/8 summit meetings (communiques, political declarations, other official releases); G7/8 background information; and, scholarly articles and bibliographies about the G7/8 process. It is the stated objective of the Library to forge partnerships that will support the research and teaching activities of faculty members. In addition, Data, Map and GIS Centre and the Business Information Centre also acquire and make accessible information in electronic form. See Supporting Collections, section I (i) and (ii).

SUPPORTING COLLECTIONS

(i) Supporting collections within the University of Toronto

(i) Data, Map and GIS Centre

The Data Library collects research data in computer-readable form used in statistical analysis and other empirical research and teaching activities of the University community. By archiving data files collected by University researchers, and acting as a registry for non-depositing data owners, the Data Library also functions as a central data archive, as well as a source of expertise in the long-term preservation of computer-readable information. At present it holds over 4,000 data files and adds 100 to 200 files per year to its collection. The Data Library is a member of the Inter-University Consortium for Political and Social Research (ICPSR) and the International Survey Library Association (ISLA), which is the disseminating arm of the University of Connecticut's Roper Center. Through our Roper Center membership, researchers have access to over 10,000 survey files. Membership in the Data Liberation Initiative gives the University access to most of the public use products available from Statistics Canada. Data on the European Union and the International Labour Organization is available with our membership in r*cade. Other Data Library holdings include selected major socio-economic databases from the International Monetary Fund and the World Bank; complete Canadian census data in machine readable form from 1961 as well as selected U.S.
census information; and selected major financial databases such as COMPSTAT, CRSP, and the Toronto Stock Exchange.

(ii) Government Publications

Government publications also form an important part of the Library’s resources. The University of Toronto Library is a depository for Canadian federal, Ontario, United Nations and European Union publications. Special effort is made to acquire relevant material published by international organizations such as the World Bank, the International Monetary Fund and the Organization for Economic Co-operation and Development (the Library subscribes to the complete version of the online resource SourceOECD). The collection also includes United States depository and non-depository publications (department, agency and congressional documents) in microform, complete from 1956 and 1953 respectively, to date. Holdings of British government publications are especially impressive with an excellent selection of publications issued by the Office for National Statistics including Economic trends, Financial statistics and Labour market trends. Efforts are also made to acquire the major statistical abstracts of most other countries.

(iii) Business Information Centre, Joseph L. Rotman School of Management

The Business Information Centre has a number of stand alone CD-ROM databases, as well as electronic resources that are only networked within the BIC or the Rotman School. These include: CEIC Data, CGA Exams, Conference Board of Canada, DataStream, Dominion Bond Rating Service, Financial Accounting Research System, Financial Performance Indicators for Canadian Business, Industry Norms & Ratios, Innovest and ValueLine Investment Survey.

(iv) Other Collections and Libraries

The Bora Laskin Law Library is an extremely important resource for international and domestic law and related fields, both historic and current.

(II) Supporting Collections outside the University of Toronto

Among the libraries in this category are York University, Ryerson Polytechnical University and the Toronto Reference Library.

Library resources outside the Toronto area are accessible to the University of Toronto community through the Library’s interlibrary-loan service. This includes the wealth of material held by the Center for Research Libraries (CRL) in Chicago. The Library’s membership in CRL makes available monographs, serials and manuscript collections in
both paper copy and microform, which in many instances are beyond the ability of any one institution to acquire.

Library Services

Library terminals offer a gateway to the World Wide Web for access to other library and union catalogues, publishers’ catalogues, discussion groups, newsletters, all of which are also available to the university community remotely. Several departments in the Library, in particular the Scotiabank Information Commons, assist users in finding, downloading and manipulating data with appropriate software, and in creating their own electronic files for research and teaching. Other services will be found on the Library’s home page, including the T-Space digital repository, which captures, stores, indexes and makes universally available digital documents produced by faculty. Information technology is also used in the digital preservation and dissemination of Library materials and in providing inter-library loan and document delivery. The RACER system allows the user to initiate an inter-library loan request from any online location. Requests for library purchases may also be conveniently submitted online to the specialists in the Collection Development Department.

Customized research and educational services are available to students. This may include individualized consultations; generic classes on topics such as Research Journals Online or Refworks; curriculum integrated classes on a range of areas as well as library research classes which focus on individualized research areas.

LIBRARY’S COMMITMENT

The University of Toronto Library’s collections are of research level, ranking very highly among other North American research libraries of a similar size. Ongoing collection policies and practices not only maintain, but also attempt to increase the value to scholars of library materials across all disciplines. In addition to traditional resources, the Library has become a leader in North America in providing access to a large variety of electronic resources and will continue to expand its holdings in this medium. Opportunities to improve special collections through gifts and grants are actively pursued. Interest in the collection on the part of faculty, as well as practical assistance and knowledgeable advice faculty members afford the Library’s Collection Development Department, have been invaluable in helping to bring the collection to its present research status. Lacunae in the serials holdings are serious, but are partially overcome through the availability of other resources nearby, and electronic and interlibrary loan facilities. The strength of the Library’s financial commitment over the next five to seven years depends upon University policy and government funding. In the past it has been the University of Toronto’s stated policy to protect, as far as possible, the Library’s acquisitions budget from rising costs and to maintain this protected status insofar as it is financially possible.
The acquisitions fund will, therefore, continue to be supported relative to the total financing made available to the Library by the University.

Prepared by: Graham Bradshaw  
Political Science and Economics Bibliographer  
Collection Development Department

Submitted by: Carole Moore  
Chief Librarian  
University of Toronto Library

December 2008
School of International Studies at the Munk Centre

Faculty Affiliation

Faculty of Arts and Science

Degree Programs Offered

Master of Global Affairs

Collaborative Programs

N/A

Overview

The Master of Global Affairs (MGA) is a two-year professional program, consisting of four sessions of course work, and a compulsory summer internship. The purpose of this program is to provide an outstanding professional, multidisciplinary education to train the next generation of global leaders of international institutions, global civil society, and business. The MGA will equip students with a sophisticated understanding of the larger political, economic and social contexts of global affairs and with the skills necessary to work strategically and effectively within the evolving global system.

The MGA will integrate the study of global institutions, global civil society, and the global economy and markets into the same program, and require that students learn about each area – and about the inter-connections among them.

In offering a curriculum that provides both breadth and depth, the MGA draws on the scholarly strength of faculty from a range of disciplines and subject areas. Students lacking backgrounds in basic economics will be required to take courses in micro- and macroeconomics for policy analysis.

Contact and Address

Web:  http://webapp.mcis.utoronto.ca/
E-mail:  cis.mair@utoronto.ca
Telephone:  (416) 946-8917
Fax:  (416) 946-8915

School of International Studies at the Munk Centre
1 Devonshire Place
Toronto, Ontario
M5S 3K7
Canada

Degree Programs

Master of Global Affairs

Minimum Admission Requirements

- Applicants are required to meet the general requirements of the School of Graduate Studies.
- 4 year University of Toronto bachelor’s degree (or equivalent); minimum B+ standing in final year.
• Open to all disciplinary backgrounds.
• Applicants must demonstrate basic competencies in statistics and economics.

Program Requirements

• This is a two-year program taken on a full-time basis over 20 consecutive months.
• 8.0 full course equivalents (FCE), as follows:
  o 4.0 FCE core courses in first year (8 half courses)
  o 0.5 FCE Internship in the summer session between first and second years
  o 1.0 FCE Capstone Seminar in second year
  o 2.5 additional FCE in second year (5 half courses)
• Students lacking a background in economics must take courses in micro- and macroeconomics in first year (PPG 1002H and PPG 1003H; 0.5 FCE each). They must also take GLA 1002H in the second year (replacing a second-year elective course) instead of the first year (making a total of 4.5 FCE in the first year).

Course List

First-Year Core Courses (required):
GLA 1000H and 1001H- Introduction to the Development of the Global System
GLA 1002H- International Economics
GLA 1003H- Global Civil Society
GLA 1004H- Global Security
GLA 1005H- Global Policy Analysis
GLA 1006H- Decision Making and Strategic Thinking in the Global System
GLA 1007H – International Public Law

Additional Core Courses (required):
GLA 2008H – Global Internship
GLA 2009Y- Capstone Seminar

Elective Courses (subject to change):
MGT 1320H – Financial Accounting
MGT 1212H – Global Managerial Perspectives
GLA 2010H – Global Ethics
GLA 2011H – Cultures and Communities in Global Perspective
GLA 2013H – History of Globalization
GLA 2014H – Canada’s Historical Engagement with Global Institutions
GLA 2015H – Topics in Global Affairs

PPG 1006H – Globalization and Internationalization of Public Policy

LAW 225H – International Environment Law

LAW 278H – Law, Institutions and Development

POL 2240H – The Geopolitics of Information and Communication Technologies

SOC 6514H – Social Ecology

Graduate Faculty

Name:

Prof. Steven Bernstein
Prof. Robert Bothwell
Prof. Jutta Brunnee
Prof. David Cameron
Prof. Ron Deibert
Prof. Gilles Duranton
Prof. Harriet Friedman
Prof. Lilach Gilady
Prof. Matt Hoffman
Prof. John Kirton
Prof. Pamela Klassen
Prof. Nancy Kokaz
Prof. Neil Nevitte
Prof. James Orbinski
Prof. Lou Pauly
Prof. Ron Pruessen
Prof. Janice Stein
Prof. Wesley Wark
Prof. Joe Wong
Prof. Wendy Wong
MOTION
Graduate Education Council
Tuesday, 20 January 2009

ITEM 7.2
Proposal for the introduction of the master’s level to the existing Collaborative Program in Jewish Studies, currently operating only at the doctoral level (Lead Faculty: Arts and Science)

MOTION
THAT Graduate Education Council approve the proposal of the lead Faculty of Arts and Science to introduce the master’s level to the existing Collaborative Program in Jewish Studies (currently operating only at the doctoral level), effective September 2009.

See attached documents:
- Governance Form E
- U of T Submission document
- OCGS Brief, Vol. I (includes Calendar Entry)

Prior Discussion
The Collaborative Doctoral Program in Jewish Studies has been operating since 2004. This proposal adds the master’s level to the Collaborative Program. See Governance form E for list of fourteen participating master’s programs; the proposal has been approved by the chairs of all these graduate units via a memorandum of agreement.

Governance Note
The proposal was posted on the Graduate Webposting System. The proposal is submitted to the Faculty of Arts and Science Three Campus Graduate Curriculum Committee at its meeting on January 13, 2009. Discussion, if any, will be reported to GEC at the meeting or via a revised motion sheet. GEC approval is the final approval for this item. It will be sent for information to the Academic Policy and Planning Committee of Academic Board in SGS’s annual report.
Governance Form E:
New Program
2008-2009, Version #1

Name of Proposed Graduate Program:
Collaborative Master’s Program in Jewish Studies

Lead Faculty:
Faculty of Arts and Science

Name of Graduate Unit involved, if any:
M.A., Program in Anthropology, Department of Anthropology
M.A., Program in History of Art, Department of Art
M.A., Program in Comparative Literature, Centre for Comparative Literature
M.A., Program in English, Department of English
M.A., Program in German Literature, Culture and Theory, Department of Germanic Languages and Literatures
M.A., Program in History, Department of History
M.A., Program in Medieval Studies, Centre for Medieval Studies
M.A., Program in Near and Middle Eastern Civilizations, Department of Near and Middle Eastern Civilizations
M.A., Program in Philosophy, Department of Philosophy
M.A., Program in Political Science, Department of Political Science
M.A., Program in Religion, Department and Centre for the Study of Religion
M.A., Program in Slavic Languages and Literatures, Department of Slavic Languages and Literatures
M.A., Program in Sociology, Department of Sociology
M.A., Program in Women and Gender Studies, Women and Gender Studies Institute

Brief Summary of Proposal:
The Centre for Jewish Studies at the University of Toronto proposes the creation of a collaborative program at the master’s level in Jewish Studies. The Centre aims to begin the collaborative program’s operation at the beginning of the 2009-2010 academic year (September 2009). The program will be housed at University College, with the Faculty of Arts and Sciences as the lead faculty. The program already operates at the Ph.D. level.
Prior Approvals/Actions:

The proposed Collaborative Masters Degree involves fourteen departments and Centres. The chairs of all these graduate units have approved the Program. This proposal has mild resource implications; the only course not presently offered is the core seminar in “Research and Methods in Jewish Studies,” which will be organized by the Collaborative Masters Degree Director.

The successful establishment of a Collaborative Ph.D. Program in 2004 laid the groundwork for the formation of a Collaborative Master’s Degree Program. In the Fall of 2008 the Director of the Centre for Jewish Studies, Professor Hindy Najman, conducted many meetings with various faculty and heads of all participating departments and centres. Strong support for the establishment of a Collaborative Master’s Degree Program was evident from all quarters. The Centre for Jewish Studies has obtained the written support of fourteen degree-granting programs.

The Director held forums with undergraduate and graduate students in September and October of 2008. At these meetings students expressed unanimous support for a new collaborative Masters in Jewish Studies.

Proposed Effective Date:

Month September Year 2009

Contact name, e-mail address and telephone #:

Professor Hindy Najman
E-mail: hindy.najman@utoronto.ca
Tel: 416-978-8131

Submitted by:

Professor Hindy Najman, Director, Centre for Jewish Studies

Date:

November 18, 2008
UNIVERSITY OF TORONTO

Proposal for a
Graduate Program Proposal

Collaborative Master’s Program

In

Jewish Studies

In

The Faculty of Arts and Science

November 2008

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

Academic:

The Centre for Jewish Studies at the University of Toronto proposes the creation of a Collaborative Program at the Master’s level in Jewish Studies. The Centre aims to begin the Collaborative Program’s operation at the beginning of the 2009-2010 academic year (September 2009), and to be housed at University College, with the Faculty of Arts and Sciences as the lead faculty. The Collaborative Program in Jewish Studies exists at the Ph.D. level. This is a proposal to expand the program to the Master's level.

Increasing numbers of students from all backgrounds take Jewish Studies classes. Students’ interest in Jewish Studies classes stem from a number of diverse interests: one, understanding Judaism is essential to understanding Western civilization; two, Jewish Studies classes combine close textual analysis with vigorous intellectual debate; three, the study of Judaism’s inner development and its engagement with non-Jewish cultures provides an excellent education in adaptation to the constant changes of modern societies and economics; and four, Jewish thought and history constitute the longest discussion on the contribution of minorities to majority cultures, which is particularly relevant to an increasingly diverse Canadian society. In addition, the distinguished, internationally renowned faculty of the Centre for Jewish Studies deepens an already meaty subject matter. The interests of students, the insights of faculty, and the capable hands of the administration place the Centre for Jewish Studies in a good position to advance its graduate instruction. We also already have a thriving doctoral collaborative program which was established in 2004.

Participating M.A. Programs:

Department of Anthropology
Department of Art
Centre for Comparative Literature
Department of English
Department of Germanic Languages and Literatures
Department of History
Centre for Medieval Studies
Department of Near and Middle Eastern Civilizations
Department of Philosophy
Department of Political Science
Centre for the Study of Religion
Department of Slavic Languages and Literatures
Department of Sociology
Women and Gender Studies Institute

Supporting Unit:

Centre for Jewish Studies, University College
Planning and Budget:

Administrative costs: None. The Director of the Centre for Jewish Studies, who will also be the Collaborative Master’s Program Director and the Centre’s Coordinator will carry out the administration. The Centre for Jewish Studies assumes responsibility for the costs associated with the new program.

Space and Facilities:

The Centre’s space in University College, the existence of administrative supports, and the development of faculty commitment and student interest have contributed to the success of the Centre for Jewish Studies at the undergraduate and Ph.D. levels. Administrative and teaching space for the Collaborative Master Program will be provided through the Centre for Jewish Studies’ existing administrative office and its access to classroom space.

Students:

Interest in a master’s program among the Centre’s own undergraduate students, current University of Toronto master’s students, and students elsewhere, are among the factors that have encouraged the Centre to expand the Collaborative program to the Master's level. The uniqueness of the collaborative program in Canada makes us confident that it will attract first-rate graduate students from a range of disciplines to the University of Toronto. In the first year, the Centre expects to admit twelve students to the Collaborative Master’s Program. By year seven the Centre aims to have raised the number of incoming students in the Program to eighteen.

Academic

2.1 Description and rationale for the proposal

2.1.1 Description of proposed program

Jewish civilization has flourished over several millennia and throughout much of the world. Because of Jewish civilization’s vast chronological and geographical range, as well as its constant interaction and cross-fertilization with other cultures, graduate work within Jewish Studies demands intensive exposure to a wide variety of languages, textual traditions and scholarly disciplines. The purpose of the Collaborative Master’s Program in Jewish Studies is to offer both broad and intensive exposure to the constituent fields within Jewish Studies.

The proposed Collaborative Master’s Program involves fourteen departments and centres: Anthropology, Art, Comparative Literature, English, German
Languages and Literatures, History, Medieval Studies, Near and Middle Eastern Civilizations, Philosophy, Political Science, Religion, Slavic Languages and Literatures, Sociology and Women and Gender Studies. The Centre for Jewish Studies has obtained the written support of all fourteen degree-granting programs. This proposal has mild resource implications; the core seminar in “Research and Methods in Jewish Studies,” a .5 credit seminar, will be organized by the Collaborative Master’s Program Director.

2.1.2 Rationale for proposal

The University of Toronto has been a major centre for graduate study of Jewish thought since the late 1960s. The traditions of excellence established by the distinguished medievalist Frank Talmage and the renowned philosopher Emil Fackenheim live on today in a cluster of more than a dozen scholars of Jewish thought. Since the 1970s there has been an additional development of outstanding scholarship and graduate teaching in the field of Jewish history, and, in recent years, of the sociology and anthropology of the Jews. The Collaborative Master’s Program will unite these various streams within Jewish Studies, thereby enriching the intellectual experience and improving the pre-professional training of Master’s students focusing on one or another aspect of Jewish Studies.

The Jewish Studies Centre at the University of Toronto is prepared to firmly establish itself as one of the top locations in the world for the pursuit of Jewish Studies. Already in the company of such academic giants as the University of Pennsylvania, Princeton, and Hebrew University, the Centre at U of T is attempting to further emphasize its caliber, and perhaps even establish itself as the best program for Jewish Studies in the world. The collaborative program’s singularity in Canada and the breadth of its interdisciplinarity make the program all the more attractive to prospective students and beneficial to the Centre as a whole.

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

Throughout history the study of Jewish history, religion, philosophy etc., have played an important role in academic scholarship. Recently, however, the value of in-depth study of these arenas on their own terms has begun to be appreciated. For this reason the Centre for Jewish Studies’ undergraduate program and the Collaborative Ph.D. Program have worked closely with a number of units at the University, such as the Department for the Study of Religion and the Centre for Medieval Studies, while at the same time establishing themselves as separate entities. The Collaborative Master’s Program will allow students to continue to pursue varied interests, while maintaining the ability to focus in on specific issues of Jewish Studies.
The Centre’s Collaborative Master’s Program will enhance the graduate student experience. It will, firstly, enable students to cross disciplinary lines. Jewish Studies’ students will be able to conduct research with students of other disciplines while being provided with a core course in Jewish Studies, and a core group of students with whom they will be in regular contact. This accreditation will, moreover, be an asset to our students when they compete for jobs, and when they apply to Ph.D. programs.

The Centre for Jewish Studies’ undergraduate major and Collaborative Ph.D. have proved successful at fostering meaningful dialogue at the University of Toronto and to its academic excellence. Both programs have effectively demonstrated the contributing significance of Jewish Studies to the world at large. The Collaborative Master’s Program will continue in and further this tradition. It will also serve to strengthen the area of Jewish Studies and, in particular, it will be a feeder for our Doctoral Collaborative Program, which currently has 24 Ph.D. students.

2.3 Projected student demand

Based on interest expressed by current undergraduates, graduate students and those who have made inquiries, we estimate an incoming class of 12 in 2009-10, with growth over the succeeding six years, culminating in a class of 18.

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

The addition of the Collaborative Master’s Program to the Centre for Jewish Studies will enhance the ability of the Centre to provide a comprehensive program of study for its students. It will broaden the scope and depth of both teaching and research. The Collaborative Master’s Program will enable students to continue their scholarly pursuits at a graduate level, before they are ready to commit to a Ph.D.

The Collaborative program offers further opportunities for students in Jewish Studies research beyond the undergraduate program.
The establishment of a Collaborative Master’s Program will also enable the University of Toronto to attract the very best students from North America and Europe. Moreover, academic units with only marginal links to Jewish Studies will be able to satisfy interested students by calling upon the Centre for Jewish Studies.

2.5 Evidence of consultation with other affected divisions

The successful establishment of a Collaborative Ph.D. Program in 2004 laid the groundwork for the formation of a Collaborative M.A. Program. In the Fall of 2008 the Director of the Centre for Jewish Studies, Professor Hindy Najman, conducted many meetings with various faculty and heads of numerous departments and centres. Strong support for the establishment of a Collaborative Master’s Program was evident from all quarters. The Centre for Jewish Studies has obtained the written support of fourteen degree-granting programs and their graduate units.

2.6 Appropriateness of the name and designation of the new program

The Collaborative Master’s Program in Jewish Studies speaks to the intrinsically interdisciplinary nature of Jewish studies. The name is at once broad enough to encompass numerous fields, and specific enough to denote the common element of included research and scholarship.

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

2.7.1 Program description and requirements

- Admission requirements

In addition to the admission requirements of a participating degree program, sufficient linguistic knowledge, and familiarity with relevant scholarship in order to carry out graduate work in Jewish Studies within the chosen field must be demonstrated. Acceptance to the Collaborative Master’s Program is based on the commitment of students to study subject matter related to Judaism and the enrollment target set for the M.A. program. If more students apply for the collaborative M.A. than can be admitted, admission will be based on transcript, letter of reference, and other materials supplied by the home unit. Students in departments other than the partnering units of the program may, in exceptional circumstances, be considered for admission to the program.

In addition to meeting the admission requirements of their home departments, candidates for admission to the Collaborative Master’s Program must demonstrate sufficient textual training and familiarity with
relevant scholarship to carry out graduate work in Jewish Studies within the chosen field.

**Program Requirements**

1. One half-course in Jewish Studies within the student’s home department or in another department. Valid courses are:
   A) Regular offerings by the home department. Major research and writing assignments for such courses must focus on topics in Jewish Studies.
   B) Independent study with a JS Collaborative Master’s Program faculty member on a topic in Jewish Studies

2. CJS 1000H methods seminar in Jewish Studies

3. Comprehensive exam in Jewish Studies

4. If the home program requires a major research paper or thesis, its focus must pertain to Jewish Studies, and the Director of the Collaborative Master’s Program must approve the topic.

The core methods seminar, CJS1000H, aimed specifically at MA students, along with participation in the rich intellectual life of the Centre for Jewish Studies, which features numerous public lectures and seminars by members and visiting faculty, will generate a common learning experience shared by students from all the various home departments.
### 2.7.2 Course titles/numbers

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<tr>
<td>CJS1000H</td>
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**Synopsis:** A survey of the methods employed in the main areas of Jewish Studies – text, context and concept – such as exegesis; textual criticism; history of interpretation; social history; cultural studies; comparative approaches; analysis of philosophical and theological problems; arguments and concepts.

### 2.7.3 Faculty members

**Department of Anthropology**  
Michael Chazan, Ivan Kalmar

**Department of Art**  
Adam S. Cohen, Linda Safran

**Centre for Comparative Literature**  
Jill Ross

**Department of English**  
Andrea Most, Karen Weisman

**Department of Germanic Languages & Literatures**  
Willi Goetschel, Anna Shternshis

**Department of History**  
Doris Bergen, Michael R. Marrus, Derek J. Penslar, Piotr Wrobel

**Centre for Medieval Studies**  
Mark Meyerson, Suzanne Akbari

**Department of Near and Middle Eastern Civilizations**  
Harry Fox, Sharon Green, Amir Harrak, Timothy P. Harrison, Robert Holmstedt, Todd Lawson, Sarianna Metso, Maria Subtelny

**Department of Philosophy**  
Paul Franks, Robert Gibbs, Arthur Ripstein

**Department of Political Science**
Emanuel Adler, Jeffrey S. Kopstein, Clifford Orwin

Department and Centre for the Study of Religion
Joseph Bryant, Kenneth Green, John S. Kloppenborg, John Marshall, Hindy Najman, Judith Newman, Walid Saleh, David Novak

Department of Slavic Languages and Literature
Leonid Livak

Department of Sociology
Michal Bodemann, Robert Brym

Women and Gender Studies Institute
Tirzah Meacham

3 Planning and Budget

3.1 Resource implications

3.1.1 Staffing
The Centre is committed to providing the necessary material, administrative, and faculty resources to support and maintain the Collaborative Master’s Program. Section 2.7.3 of this document lists the faculty at the University of Toronto with significant scholarly interest in Jewish studies. Administration of the Program will be carried out by the Director of the Centre for Jewish Studies. Administrative support will be provided by the Centre Coordinator.

3.1.2 Space
Administrative and teaching space for the Collaborative Master Program will be provided through the Centre for Jewish Studies’ existing administrative office and its access to classroom space.

3.1.3 Libraries
The library system at the University of Toronto is well equipped to support the proposed collaborative program. Its electronic resources and rare books supplement the hard-copy selections housed at the numerous University of Toronto libraries.

3.1.4 Computing facilities
The computers and printers available through the university’s libraries provide ample access to word processing software and online research resources.
3.1.5 Enrolment/admissions
Based on interest expressed by current undergraduates, graduate students and those who have made inquiries, we estimate an incoming class of 12 in 2009-10, with growth over the succeeding six years, culminating in a class of 18. The Centre for Jewish Studies is able to accommodate incoming students both in terms of faculty and space at the University of Toronto. Admission to the Collaborative Program is contingent on admission to one of the participating degree programs.

3.1.6 Revenues/costs
The Centre for Jewish Studies assumes responsibility for all costs associated with the Collaborative Master’s Program.

3.1.7 Financial aid
Financial packages are the responsibility of home units.

4 Space and Facilities

4.1 Requirements for physical facilities
Home departments will provide graduate students with workspace both within the home department and within the university library system.

4.2 Capital projects for approvals
None

5 Students

5.1 Student affairs and services
All the usual facilities and services will be available to students.

5.2 Student conduct and discipline
The current University regulations, both academic and non-academic, will govern student conduct for this program. There will be no other institutions, off-site locations, or joint endeavours involved.

5.3 Financial Support
Financial support is the responsibility of the home unit.
5.4 **Student registration and information systems**

Student registration and enrollment will follow current SGS practices for collaborative Programs.
UNIVERSITY OF TORONTO

Brief for the Standard Appraisal

of the

Collaborative Master’s Program

in

*Jewish Studies*

Submitted to the
Ontario Council on Graduate Studies
November, 2008
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1. **Introduction and Rationale**

Jewish civilization has flourished over several millennia and throughout much of the world. Because of Jewish civilization’s vast chronological and geographical range, as well as its constant interaction and cross-fertilization with other cultures, graduate work within Jewish Studies demands intensive exposure to a wide variety of languages, textual traditions and scholarly disciplines. The purpose of the Collaborative Master’s Program in Jewish Studies is to offer both broad and intensive exposure to the constituent fields within Jewish Studies.

The University of Toronto has been a major centre for graduate study of Jewish thought since the late 1960s. The traditions of excellence established by the distinguished medievalist Frank Talmage and the renowned philosopher Emil Fackenheim live on today in a cluster of more than a dozen scholars of Jewish thought. Since the 1970s there has been an additional development of outstanding scholarship and graduate teaching in the field of Jewish history, and, in recent years, of the sociology and anthropology of the Jews. The Collaborative Master’s Program will unite these various streams within Jewish Studies, thereby enriching the intellectual experience and improving the pre-professional training of Master’s students focusing on one or another aspect of Jewish Studies.

The proposed Collaborative Master’s Program involves the following departments and centres:

- Anthropology,
- History of Art,
- Comparative Literature,
- English,
- Germanic Languages and Literatures,
- History,
- Medieval Studies,
- Near and Middle Eastern Civilizations,
- Philosophy,
- Political Science,
- Religion,
- Slavic Languages and Literatures,
- Sociology,
- Women and Gender Studies

The proposal has been discussed with and is being discussed by the chairs and graduate coordinators of all these departments. This proposal has mild resource implications; the only course not presently offered is the core seminar in “Research and Methods in Jewish Studies,” which will be organized by the Collaborative Master’s Program Director.

2. **Objectives**
The Collaborative Master’s Program seeks to strike an effective balance between the need for disciplinary depth and the need for interdisciplinary breadth within a graduate training program in Jewish Studies. On the one hand, future scholars and teachers in the field of Jewish Studies must be grounded in a particular discipline and master its methods, theoretical frameworks, and body of knowledge. On the other hand, students of any particular aspect of Jewish Studies, e.g., modern Jewish philosophy or medieval Jewish history, would suffer both intellectually and professionally without exposure to the breadth of Jewish civilization. They would suffer intellectually because sophisticated understanding of any one of the major subfields of Jewish Studies – the study of texts (biblical, rabbinic, philosophical, theological, literary, etc.), the study of contexts (historical, social, political, etc.), and the study of concepts (creation, covenant, messianism, etc.) – requires some knowledge of the others. They would suffer professionally because academic positions in Jewish Studies programs throughout North America assume that job candidates are familiar with many aspects of Jewish civilization outside of their particular discipline and area of specialization.

This process of broad, inter-disciplinary learning is already taking place among doctoral students in the various fields of Jewish Studies at the University of Toronto. The purpose of the Collaborative Degree is to institutionalize, enhance, and ensure the provision of a well-rounded training in Jewish Studies at the Master’s level.

3. Admission Requirements

In addition to meeting the admission requirements of their home departments, candidates for admission to the Collaborative Master’s Program must demonstrate sufficient textual training and familiarity with relevant scholarship to carry out graduate work in Jewish Studies within the chosen field.

4. Program Requirements and Common Learning Experience

1. One half-course in Jewish Studies within the student’s home department or in another department. Valid courses are:
   A) Regular offerings by the home department. Major research and writing assignments for such courses must focus on topics in Jewish Studies.
   B) Independent study with a JS Collaborative Master’s Program faculty member on a topic in Jewish Studies
2. CJS 1000H methods seminar in Jewish Studies
3. Comprehensive exam in Jewish Studies
4. If the home program requires a major research paper or thesis, its focus must pertain to Jewish Studies, and the Director of the Collaborative Master’s Program must approve the topic.

Revised December 2007
The core methods seminar, CJS1000H, aimed specifically at MA students, along with participation in the rich intellectual life of the Centre for Jewish Studies, which features numerous public lectures and seminars by members and visiting faculty, will generate a common learning experience shared by students from all the various home departments.

Completion of program requirements

All students enrolled in the Collaborative Masters Degree must complete the requirements of the collaborative program in addition to those requirements for the degree program in their home graduate unit. In some cases the student will have to complete the program requirements in addition to the home department requirements. In other cases, these requirements can be satisfied concurrently with the student’s home department. The Collaborative Master’s Program Director and/or Program Committee (see Memorandum of Agreement) is responsible for certifying the completion of the Collaborative Master’s Program requirements. The home graduate unit is solely responsible for the approval of the student’s home degree requirements.

All students in the Collaborative Master’s Program will take the following core course:

<table>
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**Synopsis:**
A survey of the methods employed in the main areas of Jewish Studies – text, context and concept – such as exegesis; textual criticism; history of interpretation; social history; cultural studies; comparative approaches; analysis of philosophical and theological problems; arguments and concepts aimed at Master’s degree students.

If the student’s home program requires a research paper or thesis, the focus of the paper must pertain to Jewish Studies, and the Director of the Collaborative Master’s Program must approve the topic.

Upon completion of the home program and the Collaborative Master’s Program, it will be noted on the students’ transcripts that they have completed the “Collaborative Master’s Program in Jewish Studies.”

5. Participation of Home Graduate Programs

Core Collaborative Program faculty members who are also members of a student's home department are available to that student as an advisor. If a student’s home program
includes a thesis, it is expected that a core faculty member in the student’s home
department will be involved in thesis supervision. Core faculty members contribute to
the Collaborative Master’s Program by teaching the core courses, by participating in the
core methods seminar and by offering other Jewish Studies courses. Not all faculty
members participate each year.

6. Administration

The Collaborative Master’s Program has an approved Director. It also has a Program
Committee whose members are drawn from the faculty of participating units. 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 is normally three years, with subsequent terms
normally up to five years. An appointment is renewable upon recommendation of the
Program Committee in consultation with the chairs/directors of participating graduate
units, and with the approval of the Dean of SGS.

The Director and the Program Committee are responsible for recommending changes to
the program as required and reviewing the curriculum of the core seminar. The
Director’s duties include coordinating the core methods seminar.

**Director**

Hindy Najman, Centre and Department for the Study of Religion, 3 years

**Program Committee Members**

Anthropology: Ivan Kalmar, BA, MA, PhD
Art: Adam Cohen, BA, MA, PhD
Comparative Literature: Jill Ross, BA MA, PhD
English: Karen Weisman, BA, MA, PhD
Germanic Languages and Literatures: Anna Shternshis, BA, MA, PhD
History: Derek Penslar, BA, MA, PhD
Medieval Studies: Mark Meyerson, BA, MA, PhD
Near and Middle Eastern Civilizations: Sarianna Metso, BA, MA, PhD
Philosophy: Paul Franks, BA, MA, PhD
Religion: David Novak, AB, MHL, PhD
Political Science: Clifford Orwin, BA, MA, PhD
Slavic Languages and Literatures: Leo Livak, BA, MA, PhD
Sociology: Michal Bodemann, BA, MA, PhD
Women and Gender Studies: Tirzah Meacham, BA, MA, PhD

7. Resource Issues

Revised December 2007
Administrative costs: None. The Director of the Centre for Jewish Studies, who will also be the Collaborative Master’s Program Director, and the Centre’s Coordinator will carry out the administration. The Centre for Jewish Studies assumes responsibility for the costs associated with the new program.
8. Registration Information/Enrolment Projections

Based on interest expressed by current undergraduates, graduate students and those who have made inquiries, we estimate an incoming class of 12 in 2009-10, with growth over the succeeding six years, culminating in a class of 18, for a total of 91 students in the first seven years.

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Revised December 2007
APPENDIX I

APPRAISAL BRIEF
COLLABORATIVE MASTER’S PROGRAM IN
JEWSH STUDIES

RELATIONSHIP BETWEEN COLLABORATIVE PROGRAM
REQUIREMENTS AND DEGREE PROGRAM REQUIREMENTS FOR
PARTICIPATING PROGRAMS

DEPARTMENT OF ANTHROPOLOGY

- M.A. in Anthropology

Students are required to complete the equivalent of four full courses which must include ANT 1000H and ANT 2000Y.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

DEPARTMENT OF ART

- M.A. in History of Art

Students will take six seminars (or the equivalent of three graduate credits). Full-time students should be able to complete the program within one year (or two terms) by taking three seminars in each of the two terms. Course work should be chosen from at least three of the four areas designated as Ancient, Medieval, Renaissance and Baroque, and Modern.

Up to one credit may be taken in another graduate department upon first receiving approval from the Graduate Coordinator.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

Revised December 2007
CENTRE FOR COMPARATIVE LITERATURE

- **M.A. in Comparative Literature**

1. Students admitted to the one-year program must complete at least 4 full-course equivalents including at least 2.5 full-course equivalents in COL courses, one of which must be COL 1000H.

2. Students admitted to the two-year program must complete at least 6 full-course equivalents including at least 3.5 full-course equivalents in COL courses, one of which must be COL 1000H.

3. Students may pursue independent research for credit equivalent to one half-course at the M.A. level, under the direction of an advisor approved by the Centre.

4. In addition to the numerous courses in literary theory, methodology, and interdisciplinary topics offered by the Centre, courses may also be selected from departments of language and literature, as well as from other units in the humanities.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

DEPARTMENT OF ENGLISH

- **M.A. in English**

Students are required to take 4.0 full-year courses or the equivalent in half-courses. A student may take courses from other departments without special permission provided they are cross-listed by the English department.

The Collaborative Program requirements may count in part towards the home program requirements. (.5 coursework taken in another department and the .5 interdisciplinary Jewish Studies Core Seminar will count).
DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

- M.A. in German Literature, Culture and Theory

Students are required to take seven semester courses over the course of an academic year, two of which may be replaced by a thesis. All students are required to take COL1000H Theory in Literature and Criticism.

With the approval of the Graduate Coordinator, a student may take up to two semester courses from other departments towards the fulfillment of required courses.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

DEPARTMENT OF HISTORY

- M.A. in History

There are two options for the Master's degree in History:

a) Course and Essay- The candidate is required to complete five half-year graduate courses in history or their equivalent. The courses are normally chosen from those offered by the Department that year, though it is possible for a student to arrange a term reading course in an area not included in that year's list. Two of the half-courses (or one full course) may be taken outside the Department with the permission of the Graduate Coordinator.

b) Course and Thesis- The candidate is required to complete four half-courses or their equivalent, to pass the language examination, and present a Master’s thesis.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

CENTRE FOR MEDIEVAL STUDIES

- M.A. in Medieval Studies

The course requirement for the M.A. is four full courses (or a combination of full and/or half courses totaling the same), one of which is Latin (MST1000Y), or three full courses for those who achieve the Level One pass in Medieval Latin upon arrival in September of their first year of registration.
MA students may substitute a thesis for one full course as part of their degree requirements.

With the Department's permission, a student may replace up to one full-course equivalent in Medieval Studies with a graduate course offered by another department.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

**DEPARTMENT OF NEAR AND MIDDLE EASTERN CIVILIZATIONS**

- **M.A. in Near and Middle Eastern Civilizations**

The minimum requirements for the one year M.A. program degree are three full graduate courses, or equivalent. The two year program requires the completion of six full graduate courses.

With the Department's permission, a student may replace up to one full-course equivalent in Near and Middle Eastern Civilizations with a graduate course offered by another department.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

**DEPARTMENT OF PHILOSOPHY**

- **M.A. in Philosophy**

The program for the M.A. degree consists of a minimum of four full-course equivalents in philosophy (eight semester courses). At least one of these full-course equivalents must be in History of Philosophy, and at least one must be in Problems of Philosophy.

With the Department's permission, a student may replace up to one full-course equivalent in philosophy with a graduate course offered by another department.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).
DEPARTMENT OF POLITICAL SCIENCE

• M.A. in Political Science

Students admitted to the general or “departmental” M.A. program have a choice of two streams of specialization:

Political Theory Stream- Students in this stream will normally take four graduate courses, or full course equivalents, of which three will be courses in political theory. They are required to take at least one full course outside the theory area, that is, in Canadian, Comparative, or International Relations.

Politics and Policy Stream- The program will normally consist of four graduate courses, or full course equivalents, chosen to satisfy the following requirements.

(1) One of the Department’s M.A. research seminars (POL 2810Y or 2811Y).

(2) At least a half course in research design, methods, or statistics.

(3) At least a half course in political theory. Students with little or no prior work in theory are advised to take POL 2040H, but students with stronger backgrounds may wish to consider the Department’s other offerings in this area.

(4) Two additional full-course equivalents.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

DEPARTMENT AND CENTRE FOR THE STUDY OF RELIGION

• M.A. in Religion

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

With the Department's permission, a student may replace up to one full-course equivalent in Religion with a graduate course offered by another department.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).
DEPARTMENT OF SLAVIC LANGUAGES AND LITERATURES

- **M.A. in Slavic Languages and Literatures**

Ordinarily, a candidate spends a full year in residence devoted to four graduate courses or, alternatively, three graduate courses and a research paper, which must be written in English. With the Department's permission, a student may replace up to one full-course equivalent in Slavic Languages and Literature with a graduate course offered by another department.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

DEPARTMENT OF SOCIOLOGY

- **M.A. in Sociology**

Students have two options for completing the M.A. program. The first option requires students to take eight half-year courses in a nine month period. The second option requires students to take six half-year courses and write a research paper in a 12 month period.

All master's students are required to take the following three courses as part of their course requirements:
- SOC 6001H Classical Sociological Theory
- SOC 6302H Statistics for Sociologists
- SOC 6712H Qualitative Methods I.

With the Department's permission, a student may replace up to one full-course equivalent in Sociology with a graduate course offered by another department.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).
WOMEN AND GENDER STUDIES INSTITUTE

- M.A. in Women and Gender Studies

Students must complete a total of 4.0 full-course equivalents (FCE) as follows:
2.0 full course equivalents in core courses in Women and Gender Studies, including WGS 1000H (Theories, Histories, Feminisms), WGS 1001H (Feminism, Transnationalism, and Postcolonialism), and WGS 1002H (Feminist Methodologies and Epistemologies).
1.0 full course equivalents for 1005Y (Master's Research Paper).
1.0 full course equivalents as electives, chosen in consultation with the Graduate Coordinator and Faculty Advisor.

With the Department's permission, a student may replace up to one full-course equivalent in Women and Gender Studies with a graduate course offered by another department.

The Collaborative Program requirements may count in part towards the home program requirements. (Coursework taken in another department will count; the interdisciplinary Jewish Studies Core Seminar may not).

Revised December 2007
APPENDIX II

APPRAISAL BRIEF FOR THE COLLABORATIVE MASTER’S PROGRAM IN JEWISH STUDIES

CORE FACULTY RESEARCH SYNOPSES

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

Department of Anthropology

Professor Michael Chazan


Professor Ivan Kalmar


Department of Art

Professor Adam S. Cohen


Professor Linda Safran


Centre for Comparative Literature

Professor Jill Ross


Department of English

Professor Andrea Most


Professor Karen Weisman


Department of Germanic Languages & Literatures

Professor Willi Goetschel


Professor Anna Shternshis


Department of History

Professor Doris Bergen


Professor Michael R. Marrus


Professor Derek J. Penslar


Professor Piotr Wrobel

1. *History of the Jews in Poland* (forthcoming)


Centre for Medieval Studies

Professor Mark Meyerson


Professor Suzanne Akbari


Department of Near and Middle Eastern Civilizations

Professor Harry Fox

1. "R. Elijah Gaon's Textual Emendations to Halakhic Midrash as a Basis for Understanding His Thought" 2000


Professor Sharon Green


Professor Amir Harrak


Professor Timothy P. Harrison


Professor Robert Holmstedt


Professor Todd Lawson


Professor Sarianna Metso


Professor Maria Subtelny


Department of Philosophy

Professor Paul Franks


2. All or nothing: Systematicity, Transcendental Arguments, and Skepticism in German Idealism (Cambridge, Massachusetts: Harvard University Press, 2005).

Professor Robert Gibbs


Professor Arthur Ripstein


Department of Political Science

Professor Emanuel Adler

1. The Convergence of Civilizations: Constructing a Mediterranean Region ed. with Federica Bicchi, Beverly Crawford, and Federica Del Sarto (Toronto: University of Toronto Press, 2006).

Professor Jeffrey S. Kopstein


Professor Clifford Orwin


Department and Centre for the Study of Religion

Professor Joseph Bryant


Professor Kenneth Green


Professor John S. Kloppenborg


Professor John Marshall


Professor Hindy Najman


Professor Judith Newman


Revised December 2007
Professor David Novak


Professor Walid Saleh


Department of Slavic Languages and Literatures

Professor Leonid Livak


Department of Sociology

Professor Michal Bodemann


Professor Robert Brym


Women and Gender Studies Institute

Professor Tirzah Meacham


2. *Sefer ha-bagrut le-Rav Shemu’el ben ·Hofni Ga’on·ve-Sefer ha-shanim le-Rav Yehudah ha-Kohen rosh ha-seder* (Jerusalem: Yad ha-Rav Nisim, 1998).
APPENDIX III

CALENDAR ENTRY

Collaborative Master’s Program in Jewish Studies

Lead Faculty
Faculty of Arts and Science

Participating Degree Programs
M.A., Program in Anthropology, Department of Anthropology
M.A., Program in History of Art, Department of Art
M.A., Program in Comparative Literature, Centre for Comparative Literature
M.A., Program in English, Department of English
M.A., Program in Germanic Literature, Culture and Theory, Department of Germanic Languages and Literatures
M.A., Program in History, Department of History
M.A., Program in Medieval Studies, Centre for Medieval Studies
M.A., Program in Near and Middle Eastern Civilizations, Department of Near and Middle Eastern Civilizations
M.A., Program in Philosophy, Department of Philosophy
M.A., Program in Political Science, Department of Political Science
M.A., Program in the Study of Religion, Department and Centre for the Study of Religion
M.A., Program in Slavic Languages and Literatures, Department of Slavic Languages and Literatures
M.A., Program in Sociology, Department of Sociology
M.A., Program in Women and Gender Studies, Women and Gender Studies Institute

Overview
The Collaborative Master’s Program in Jewish Studies offers both broad and intensive exposure to the constituent fields within Jewish Studies: Biblical Studies; rabbinics; Jewish philosophy and theology; kabbalah; Jewish history; society; languages; literature and popular culture. Students in the Program complete coursework in Jewish Studies within their home departments, and take a comprehensive exam in Jewish Studies. Upon successful completion of the master’s requirements of the host department and the program, students receive the designation “Completed Collaborative Program in Jewish Studies“ on their transcript.

Contact and Address
Web: www.cjs.utoronto.ca
E-mail: jewish.studies@utoronto.ca
Master’s Degree

Admission Requirements
In addition to the admission requirements of a participating degree program, sufficient linguistic knowledge, and familiarity with relevant scholarship in order to carry out graduate work in Jewish Studies within the chosen field must be demonstrated.

Program Requirements
1. One half-course in Jewish Studies within the student’s home department or in another department. Valid courses are:
   A) Regular offerings by the home department. Major research and writing assignments for such courses must focus on topics in Jewish Studies.
   B) Independent study with a JS Collaborative Master’s Program faculty member on a topic in Jewish Studies
2. CJS 1000H methods seminar in Jewish Studies
3. Comprehensive exam in Jewish Studies
4. If the home program requires a major research paper or thesis, its focus must pertain to Jewish Studies

Program Committee
Anthropology: Ivan Kalmar, BA, MA, PhD
Art: Adam Cohen, BA, MA, PhD
Comparative Literature: Jill Ross, BA, MA, PhD
English: Karen Weisman, BA, MA, PhD
German: Anna Shternshis, BA, MA, PhD
History: Derek Penslar, BA, MA, PhD
Centre for Medieval Studies: Mark Meyerson, BA, MA, PhD
Near and Middle Eastern Civilizations: Sarianna Metso, BA, MA, PhD
Philosophy: Paul Franks, BA, MA, PhD
Religion: David Novak, AB, MHL, PhD
Political Science: Clifford Orwin, BA, MA, PhD
Slavic Languages and Literatures: Leo Livak, BA, MA, PhD
Sociology: Michal Bodemann, BA, MA, PhD
Women and Gender Studies: Tirzah Meacham, BA, MA, PhD

APPENDIX IV  
School of Graduate Studies  
Proposal for a New Graduate Course  
2008-2009, Version #1

SECTION A: Required information

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<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>
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<td>Seminar</td>
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**Course Title:**
Core methods seminar in Jewish Studies

**Department:**
Centre for Jewish Studies

**Instructor/course coordinator**
The course will be organized by the Director of the Centre for Jewish Studies and will feature presentations by faculty in the Jewish Studies Collaborative program as well as visiting scholars.

**Course Description**
A survey of the methods employed in the main areas of Jewish Studies – text, context and concept – such as exegesis; textual criticism; history of interpretation; social history; cultural studies; comparative approaches; analysis of philosophical and theological problems; arguments and concepts.

**Academic Relevance – state the reason for creating the course, and its place in your program**
This course will constitute the core of the Collaborative Master’s Program. Students will be exposed to the constituent fields within Jewish Studies and informed of methodological and conceptual innovations therein.

This is a required course for all students in the Masters degree collaborative program

**Enrolment projection (estimate):**
10-14

**Prerequisite:**
N/A

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

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<th>Course weight (indicate one below):</th>
<th>Regular/continuing/ extended (indicate one below)*:</th>
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<td>X H</td>
<td>X Regular</td>
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**Start Session/Date:**
September, 2009
Abbreviated Course Title (maximum 30 characters and/or space or punctuation):

METHODS IN JEWISH STUDIES

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

Final Paper 40%
Student Responses – 20%
Participation - 10%
Weekly writings – 30%

Schedule of evaluation of course components

Weekly evaluation of weekly writing
Student responses due by 6th week of class
Outline of final paper due 10th week of class

List graduate units where significant similarity or overlap may occur

None

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.

Confirm that course proposal has been approved by a graduate unit committee

Yes. This course proposal has been approved by our graduate unit committee.

Date: November 19, 2008

Submitted by:
Hindy Najman
Director, Centre for Jewish Studies

Contact information:

Name/Signature:
NOTE to Departments: Please complete the Add/Modify ROSI Form and submit it with this completed form to the appropriate Faculty Graduate Affairs Office.

Academic Activity Form (ROSI)
This form must accompany new course proposals submitted to the Faculty. It should also be used for minor course changes (except course re-naming or inactivation)

This form is to be completed by the Graduate Administrator and should accompany Governance Form C: New Course.
If the proposed course is part of a new graduate program, it may or may not be offered prior to the start date of the new program. Indicate below your intention for the proposed course [Mark with an X as applicable]:

YES, the course should be available as soon as possible

NO, the course should not be available until the program is in operation.

New Academic Activity Codes (ADD)
If a new course number is required check to make sure that it hasn’t previously been used. If a new abbreviation is required, please check that it is not already being used by another program. (Contact SGS Curriculum Review Officer).

Reusing Academic Activity Codes (MODIFY)
If a course number has been used previously it may only be re-used after the previous course has been dormant for five or more years.

Is this a new course? Y
This is a new course

Yes

Is this a modification to an existing course?

No
SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

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ITEM 8

Proposal to change the name of the following program in the Department of Health Policy Management and Evaluation, Faculty of Medicine:
From: Health Administration
To: Health Policy Management and Evaluation

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Medicine to divide the current Health Administration and rename part of it so that the MHSc in Health Administration program (no fields) remains as-is, and the MSc/PhD in Health Administration program (3 MSc fields, 2 PhD fields) is renamed the MSc/PhD in Health Policy Management and Evaluation program (3 MSc fields, 2 PhD fields) with no change to admission or program requirements, effective September 2009.

See attached documents:
- SGS Governance Form A
- Calendar Entry

Prior Discussion
There was no feedback from the GWS posting of this proposal. The Graduate Curriculum Committee of the Faculty of Medicine discussed whether this change would affect the diploma, and decided it would not. No discussion arose at the Faculty of Medicine Faculty Council meeting on this item.

Governance Note
The proposal was posted on the Graduate Webposting System. It was approved by the Faculty Council of the Faculty of Medicine on 23 October 2008. GEC approval is the final University of Toronto approval for this item. It will be sent for information to the Academic Policy and Planning Committee of Academic Board. The proposal will be forwarded to OCGS for approval.
Faculty Affiliation: Medicine

Name of Graduate Unit: Health Policy, Management and Evaluation

Graduate Program/s involved in proposal, if any:
M.Sc. in Health Administration
Ph.D. in Health Administration

Brief Summary of Proposed Change:
Currently the Department of Health Policy, Management and Evaluation has a graduate program in Health Administration. The program has 3 associated degrees; the M.Sc., the PhD and the M.H.Sc. The proposal is to change the name of the graduate program of the M.Sc. and Ph.D. degrees from Health Administration to Health Policy, Management and Evaluation. Health Administration will continue to be the program name of the M.H.Sc. degree.

Rationale:
Historically, the program name Health Administration reflected the old department name. In 2001 the Department of Health Administration changed its name to Health Policy Management and Evaluation to better represent the current focus and breadth of the discipline. Similarly, the program name of Health Administration no longer accurately represents the current focus of graduate students in the M.Sc. and Ph.D. programs. The name also causes confusion among applicants. This proposed change is a name change only; no aspect of the program or admission requirements will change. Health Administration continues to be appropriate for the professional degree.

Prior Approvals/Actions:
Curriculum Committee, May 14, 2008
Medicine Faculty Council, October 23, 2008

Proposed Effective Date:
September 2009

Financial and/or Planning Implications: None

Contact name: Professor Rhonda Cockerill, Graduate Coordinator

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

Date: June 24, 2008
Health Policy, Management and Evaluation
HAD

Faculty Affiliation
Medicine

Degree Programs Offered
- Health Policy, Management and Evaluation – MSc, PhD
  - Field: Clinical Epidemiology and Health Care Research – MSc, PhD
  - Field: Health Services Research – MSc, PhD
- Health Administration – MHSc, Combined MHSc/MN, Combined MHSc/MSW
- Field: Health Technology Assessment and Management - MSc
- Field: Clinical Epidemiology and Health Care Research – MSc, PhD
- Field: Health Services Research – MSc, PhD
- Health Informatics – MHI (pending approval)
- Management of Innovation – MMI

Collaborative Programs Offered
Degree programs that participate in:
1. Aging, Palliative and Supportive Care Across the Life Course, see p.
   - Health Administration, MHSc
   - Health Policy, Management and Evaluation, MSc, PhD
2. Bioethics, see p.
   - Health Administration, MHSc
   - Health Policy, Management and Evaluation, MSc, PhD
3. Cardiovascular Science, see p.
   - Health Administration, MHSc
   - Health Policy, Management and Evaluation, MSc, PhD
4. Health Care, Technology and Place, see p.
   - Health Policy, Management and Evaluation, PhD
   - Health Policy, Management and Evaluation, MSc, PhD
6. International Relations, see p.
   - Health Policy, Management and Evaluation, MSc
7. Women and Gender Studies, see p.
   - Health Administration, MHSc
   - Health Policy, Management and Evaluation, MSc, PhD
8. Women’s Health, see p.
   - Health Policy, Management and Evaluation, MSc, PhD

Overview
The Department of Health Policy, Management and Evaluation (HPME) is training Canada’s future health leaders and researchers through its outstanding degree programs:
1. Master of Health Informatics (pending approval)
2. Master of Management of Innovation
3. Master of Health Science in Health Administration
4. Master of Science and Doctor of Philosophy in Health Policy, Management and Evaluation
HPME also offers two combined programs which allow students to complete two degrees in less time than it would take to complete the programs separately.
1. Combined Master of Health Science/Master of Nursing Program in Health Administration and Nursing Science
2. Combined Master of Health Science/Master of Social Work Program in Health Administration and Social Work.
   Multi-disciplinary collaborative programs with other University of Toronto graduate departments allow further specialization.

A complete description of all HPME programs is available on the Web site www.hpme.utoronto.ca where application forms are also available. Please note the application deadlines.

November 15
MSc in Health Policy, Management and Evaluation – field: Clinical Epidemiology and Health Care Research
MSc in Health Policy, Management and Evaluation – field: Health Services Research
PhD in Health Policy, Management and Evaluation – field: Clinical Epidemiology and Health Care Research
PhD in Health Policy, Management and Evaluation – field: Health Services Research

February 1
MHSc in Health Administration
MHSc in Health Administration/MSW Combined Degree Program
MHSc in Health Administration/MN Combined Degree Program

March 1

MMI

Contact and Address

Health Policy, Management and Evaluation Web: www.hpme.utoronto.ca
E-mail: dept.hpme@utoronto.ca
Telephone: (416) 978-4326
Fax: (416) 978-7350

Department of Health Policy, Management and Evaluation
Faculty of Medicine
University of Toronto
Fourth Floor, 155 College Street
Toronto, Ontario M5T 3M6
Canada

Management of Innovation
Web: www.utm.utoronto.ca/management/mmi
E-mail: mmi.utm@utoronto.ca
Telephone: (905) 569-4743
Fax: (905) 569-4397

Master of Management of Innovation
Kaneff Centre, Room 207
University of Toronto at Mississauga
3359 Mississauga Road North
Degree Programs

**Health Policy, Management and Evaluation**, Master of Science (MSc)

The Health Policy, Management and Evaluation Graduate Program offers three fields leading to the Master of Science. These include: Clinical Epidemiology and Health Care Research; Health Services Research; and Health Technology Assessment and Management.

**Admission Requirements**

- Students normally require an overall B+ average or higher in the last two years of a four year undergraduate degree from a recognized university (for applicants to the Clinical Epidemiology and Health Care Research, a degree in a health profession (e.g. MD, BScN, BScOT, BScPT, DDM, MSCh) from a recognized university with a B+ average in the final two years is required).

**Field - Clinical Epidemiology and Health Care Research**

**Program Requirements**

Two options are available:

- Thesis option comprising 3.0 full-course equivalents (FCE) and a thesis.
- Course work only option comprising 5.0 FCE including completion of at least one research practicum

**Thesis MSc**

- Completion of 3.0 full-course equivalents (FCE) as follows:
  - 1.5 required FCE - HAD 5301H, HAD 5307H and one of HAD 5303H, HAD 5304H, HAD 5306H or HAD 5309H
  - 1.5 optional FCE
- A thesis written under the supervision of a thesis committee and its defence before an examination committee.
- Completion of all degree requirements within five years.

**Course work-only MSc**

- Completion of 5.0 FCE as follows:
  - 2.0 required FCE: HAD 5301H, HAD 5307H, HAD 6360H, and one of HAD 5303H, HAD 5304H or HAD 5309H
  - 3.0 optional FCE
- Completion of all degree requirements within five years.

**Field - Health Services Research**

**Program Requirements**

- 3.0 full-course equivalents; of which 1.0 FCE must be research methodology courses and 1.0 FCE must be in an area of specialization.
- A thesis written under the supervision of a thesis committee and its defence before an examination committee.
- Completion of all degree requirements within five years.

**Field - Health Technology Assessment and Management**
Program Requirements

- 3.0 full-course equivalents (HAD5308H, HAD5730H, HAD 5760H, HAD 5763H, HAD5727H and HAD5304H) and participate in two non-credit seminars. The courses in this field are offered in a modular fashion in Canada and Europe.
- A thesis written under the supervision of a thesis committee and its defence before an examination committee.
- Completion of all degree requirements within five years.

MSc Courses

- HAD 5011H Canada’s Health Care System
- HAD 5301H Introduction to Clinical Epidemiology and Health Care Research
- HAD 5302H Measurement in Clinical Research
- HAD 5303H Controlled Clinical Trials
- HAD 5304H Clinical Decision Making and Cost Effectiveness
- HAD 5305H Evidence-Based Guidelines
- HAD 5306H Introduction to Health Care Research Methodology
- HAD 5307H Introduction to Applied Biostatistics
- HAD 5308H Evidence Synthesis: Systemic Reviews and Meta-Analysis
- HAD 5309H Non-Experimental Design for the Clinical Researcher
- HAD 5310H Pragmatic Issues in Conduct of Controlled Trials
- HAD 5312H Decision Modelling of Clinical Policy and Economic Evaluation
- HAD 5313H Advanced Design and Analysis Issues in Clinical Trials
- HAD 6360H Required Research Practicum in Clinical Epidemiology (Credit/No Credit)
- HAD 6361H Optional Research Practicum in Clinical Epidemiology (Credit/No Credit)
- HAD 7002H Reading Course
- JNH 5000H Measurement of Patients’ Preferences in Health Care Decision Making
- MSC1060H Biostatistics for Health Sciences

Doctor of Philosophy (PhD)

Minimum Admission Requirements

- A master’s degree (MA or MSc) requiring a thesis. For applicants interested in Clinical Epidemiology and Health Care Research a master’s degree in a health profession with a B+ average or higher in the last two years of study is required.
- Satisfactory references pertaining to the applicant’s academic and research abilities.
- Outstanding students with a non-thesis master’s degree may be admitted to the PhD upon the recommendation of the appropriate HPME committee, if the applicant has the appropriate background preparation and research experience or publications which can be considered equivalent to a master’s thesis. Students with a non-thesis master's degree and little or no research experience may be admitted to the MSc program and may petition to transfer into the PhD program within 24 months of first registration. Transfer is contingent upon successful completion of master's course work and preparation and defence of a PhD thesis proposal.
- Some applicants may be admitted to a flexible-time PhD option with the approval of the graduate chair. The flexible-time PhD option benefits mature students with career and/or familial obligations.

Program Requirements

Health Policy, Management and Evaluation

Deleted: Health Administration
Full Time
- Completion of a comprehensive course in the area of specialization.
- Completion of 5.0 full-course equivalents (FCE) from those listed below. Students enrolled in the **Clinical Epidemiology and Health Care Research Field** must select: 2.0 FCE compulsory courses and 2.0 recommended FCE from the Clinical Epidemiology and Health Care Research Courses listed below.
- Writing of a PhD thesis under the supervision of an approved thesis committee,
- Oral defence of the thesis before an examination committee,
- Full time registration (fall, spring, summer sessions) for the first four years of the doctoral program.
- Completion of all degree requirements within six years from first registration in the program.

Flexible Time Option
- Completion of a comprehensive course in the area of specialization.
- Completion of 10 half-courses.
- Writing of a PhD thesis under the supervision of an approved thesis committee,
- Oral defence of the thesis before an examination committee,
- Full time registration (fall, spring, summer sessions) for the first four years of the doctoral program; thereafter, students may register part time.
- Completion of all degree requirements within eight years from first registration in the program.

Courses

**Field – Clinical Epidemiology and Health Care Research**

**Compulsory courses**
- HAD 5301H Introduction to Clinical Epidemiology and Health Care Research
- HAD 5307H Introduction to Applied Biostatistics
- HAD 5311H Comprehensive/Synthesis (one year)
- MSC1060H Biostatistics for Health Sciences

**Recommended courses (one course from each of the four groups)**

**Group 1**
- HAD 5302H Measurement in Clinical Research

**Group 2**
- HAD 5303H Controlled Clinical Trials
- HAD 5310H Pragmatic Issues in Conduct of Controlled Trials

**Group 3**
- HAD 5304H Clinical Decision Making and Cost Effectiveness
- HAD 5730H Economic Evaluation Methods for Health Service Research
- HAD 5780H Advanced Health Economics and Policy Analysis
- JNH 5000H Measurement of Patients’ Preferences in Health Care Decision Making

**Group 4**
- HAD 5306H Introduction to Health Care Research Methodology
- HAD 5309H Non-Experimental Design for the Clinical Researcher

**Elective Courses**
- HAD 5011H Canada’s Health Care System (Doctoral Stream)
- HAD 5302H Measurement in Clinical Research
HAD 5303H Controlled Clinical Trials
HAD 5304H Clinical Decision Making and Cost Effectiveness
HAD 5305H Evidence-Based Guidelines
HAD 5306H Introduction to Health Care Research Methodology
HAD 5308H Systematic Review of Randomized Controlled Trials
HAD 5309H Non-Experimental Design for the Clinical Researcher
HAD 5310H Pragmatic Issues in Conduct of Controlled Trials
HAD 5312H Decision Modelling of Clinical Policy and Economic Evaluation
HAD 5313H Advanced Design and Analysis Issues in Clinical Trials
HAD 6360H Required Research Practicum in Clinical Epidemiology (Credit/No Credit)
HAD 6361H Optional Research Practicum in Clinical Epidemiology (Credit/No Credit)
HAD 7002H Applied Bayesian Methods
JNH 5000H Measurement of Patients’ Preferences in Health Care Decision Making

Courses

Field – Health Services Research
HAD 5011H Canada’s Health Care System (Doctoral Stream)
HAD 5726H Design and Evaluation in eHealth Innovation and Information
HAD 5727H Knowledge Transfer and Exchange
HAD 5728H Performance Measurement in Health Care: Theory and Application
HAD 5729H Theoretical, Conceptual and Methodological Issues in Knowledge Translation
HAD 5730H Economic Evaluation Methods for Health Service Research
HAD 5734H Organizational Learning and Knowledge Transfer
HAD 5780H Advanced Health Economics and Policy Analysis
HAD 5783H Health Care Performance Measurement
HAD 5788H International Perspectives on Health Services Management
HAD 5771H Resource Allocation Ethics
HAD 5772H Intermediate Statistics for Health Services Researchers
HAD 5773H Introduction to Theories of Organizational Behaviour and Applications to the Health Care Sector
HAD 6780Y Introduction to Health Services Research Theory and Methods
HAD 6781H Health Services Outcomes and Evaluation Comprehensive Course
HAD 6782H Health Services Organization and Management Comprehensive Course
HAD 6783H Health Policy Comprehensive Course
HAD 6784H eHealth Innovation and Health Information Management Comprehensive Course
JNH 5001H Health Care Settings, Site and Human Well Being
JNH 5003H Home and Community Care Knowledge Translation
HAD 7001H Reading Course

Cross-listed Courses
These courses are limited to certain program students in Health Policy, Management and Evaluation. Please check the Web site www.hpme.utoronto.ca.

BME 1456H Changing Health Care Technologies, People, and Places
HSR 1000H Health Services Research Practicum
HSR 1001H Introduction to Qualitative Methods for Health Services and Policy Research
HSR 1002H Health Services and Policy Research Summer Institute
JCV 3060H Advanced Topics in Cardiovascular Sciences—Molecular Biology and Heart Signal Transduction
JCV 3061H Advanced Topics in Cardiovascular Sciences—Hormones
JCV 3062H Advanced Topics in Cardiovascular Sciences—Heart Function
JCV 3063H Advanced Topics in Cardiovascular Sciences—Vascular

Field Code Changed
Health Administration

Master of Health Science (MHSc)
The Master of Health Science program is geared to health managers and professionals who wish to acquire a graduate education in health administration. The program’s modular format allows learners to complete a degree without interrupting their careers.

Minimum Admission Requirements
- Normally a B+ average or higher in each of the last two years of an appropriate four-year University of Toronto bachelor’s degree, or its equivalent from a recognized university. Applicants are strongly advised to have some prior preparation in quantitative courses such as statistics, accounting, and economics.
- Full time relevant work experience.

Program Requirements
- Completion of 10 full-course equivalents (FCE) of which 8.5 FCE are required subjects and which includes a minimum of 1.0 full-course equivalent in a field placement.
- Degree requirements are normally completed within two years.

Courses

Required Courses
All courses are offered in modular format unless marked otherwise.

HAD 5010H Canada’s Health System and Health Policy: Part I
HAD 5020H Canada’s Health System and Health Policy: Part II
HAD 5711H Theory and Practice of Strategic Planning and Management in Health Services Organization
HAD 5713H Introduction to Health Information Systems
HAD 5721H Strategic Management of Quality and Organizational Behaviour in Health Services Organizations
HAD 5723H Health Services Accounting
HAD 5724H Quantitative Methods for Health Services Management and Policy
HAD 5725H Health Economics
HAD 5731H Advanced Cases in Health Management
HAD 5733H Health Services Finance
HAD 5741H Health Law
HAD 5761H Decision Support Systems in Health Care
HAD 5767H Health Services Marketing
HAD 5769H Human Resources Management in the Health Field
HAD 5770H Program Planning and Evaluation
HAD 6010Y Required MHSc Practicum (Credit/No Credit)
HAD 6011H Optional Practicum Extension (Credit/No Credit)

Elective Courses
(non-modular electives may be taken subject to program approval)
Combined Master of Health Science/Master of Nursing Program in Health Administration and Nursing Science

The Combined Master of Health Science/Master of Nursing Program in Health Administration and Nursing Science provides students with a strong interest in both nursing and health administration an opportunity to engage in an integrated program leading to the concurrent receipt of the MHSc and MN degrees.

Minimum Admission Requirements

- Applicants gain independent admission to the Department of Health Policy, Management and Evaluation and to the Faculty of Nursing. Meeting the minimum requirements does not guarantee admission.
- University of Toronto BSc degree in Nursing or a degree from an equivalent program in a recognized university. Minimum B+ standing over the last two years of undergraduate study. The applicant is expected to have good academic standing in non-nursing as well as nursing subjects.
- Successful completion of an introductory course in statistics prior to admission.
- At least three years of work experience in the health care field.

Program Requirements

- Year 1 - Students enrol in Nursing and complete 4.0 full-course equivalents (FCE) for the MN degree.
- Year 2 - Students enrol in HPME and complete a total of 6.5 FCE: 5.5 FCE in MHSc in Health Administration courses plus 1.0 FCE in electives that can be taken from HPME or Nursing.
- Year 3 – 1.0 FCE taken in HPME.

Combined Master of Health Science/Master of Social Work Program in Health Administration and Social Work

The Combined Master of Health Science/Master of Social Work Program in Health Administration and Social Work allows students with a strong interest in both social work and health/social sciences management the opportunity to engage in an integrated program leading to the concurrent receipt of the MHSc and MSW degrees.

Minimum Admission Requirements

- Applicants gain independent admission to the Department of Health Policy, Management and Evaluation and to the Faculty of Social Work. Note that the deadline for receipt of applications to the MHSc program is February 1 and the deadline for the MSW program is December 1.
- A four-year University of Toronto undergraduate degree, or its equivalent, with B+ or better in each of the last two years. Some preparation in quantitative courses such as statistics, accounting, and macro-economics is preferred.
- Normally a Bachelor of Social Work degree or an appropriate four-year University of Toronto bachelor's degree, or equivalent from a recognized university, with at least a mid-B average in the final year of full-time study.
- At least three years of relevant work experience.

Program Requirements

- There are two full-time streams of study:
  - three-year program for students admitted with a four-year undergraduate degree
two-year program for students with a Bachelor in Social Work degree

Further details available on the Web site at http://www.hisme.utoronto.ca/programs/mhsc-msw.htm

Health Informatics

At press time, the Master of Health Informatics program was pending final approval.

The Master of Health Informatics is an innovative professional, graduate-level program which provides graduates with the expertise in clinical, information and communication technologies required to lead organizational and health system change. The MHI degree program prepares health informaticians – clinically and technically savvy solution architects – to bridge the gap between clinicians and information and communication technology (ICT) specialists.

Minimum Admission Requirements

- Students are admitted under the general regulations of the School of Graduate Studies.
- Appropriate four year undergraduate degree, or its equivalent, from a recognized university, and demonstrated English language proficiency. Eligible undergraduate degrees include those in a Health Sciences or Social Sciences specialty, Regulated Health Professions in Ontario, or a computer science or information science specialty with the equivalent of a minimum mid-B average in the last academic year. Successful applicants normally have relevant professional experience as a health services professional (e.g., manager or administrator) or health sciences/clinical practitioner with demonstrated basic literacy and/or programming skills in computer applications relevant to the health sector, or a computer or information technician within a health care setting or health software vendor.

Program Requirements

- Course-work only program requires the completion of 10.0 full course equivalents (FCE). There is no thesis requirement.
- Students are required to complete a minimum of 1.5 FCE chosen from a menu of Level One half-courses representing introductory health informatics, knowledge in which they are assessed to be weakest (e.g., introductory computer sciences for health practitioners and/or introductory health/clinical systems and policy for technologists).
- All students then converge as a single cohort in a core module to complete an introductory 1.0 FCE in Health Informatics and 4.0 FCE representing key curricular domains of Health Informatics such as health and clinical systems; information processing; eHealth technologies and systems; measurement, decision analysis and evaluation; project management; knowledge management, and decision support.
- A supervised field placement or practicum (2.0 FCE)
- 1.5 elective FCE.

Management of Innovation

Master of Management of Innovation

The Master of Management of Innovation, designed for students with a background in science and technology, is an accelerated 12-month professional degree for individuals pursuing management careers in technology-focused organizations.

Minimum Admission Requirements

- SGS general regulations.
• Four-year university degree in sciences or engineering, or equivalent from a recognized university. Minimum overall grade point average of B+ or 77-79%, 3.3 on a 4.0 scale over the last two years or 10. full-course equivalents (FCE) of full-time academic study.
• Prerequisites or their equivalents are set by the MMI program.
• A resume.
• Applicants who obtained a degree outside Canada must arrange for GMAT or GRE (General) examination results to be sent to the department.
• An on-site written personal statement.
• Attend an interview conducted with at least two faculty who will evaluate problem solving capabilities and communication skills

Program Requirements
• The 12-month program consists of an intensive 8-month core academic curriculum consisting of:
  o 4.0 required full-course equivalents (FCE)
  o 2.0 elective FCE (1.0 FCE per session in each of the fall and winter sessions)
  o a final capstone course (a group project equivalent to 0.5 FCE) during the final four months of the program
• All requirements must be completed within a minimum of one year of study and a maximum of five years from the date of first enrolment.

Courses

Required Core Courses
MMI 1010H Prices and Markets
MMI 1020H Applied Econometrics for Managers
MMI 1030H Marketing Science
MMI 1050H Accounting and Negotiations
MMI 1060H Finance
MMI 1070H Economics of Business Strategy
MMI 1080H Management of Technology
MMI 1090H Technology, Strategy and Policy
MMI 1100H Capstone Course – Final Group Project

Elective Courses
Students are encouraged to select electives that allow them to focus on their individual areas of interest. For this reason the MMI Program does not impose a selection of electives. Students are free to choose from all graduate courses across all disciplines at the University of Toronto. All selections are subject to approval in advance by the Program Director and the HPME Chair.

Graduate Faculty

Full Members
Geoff Anderson - BSc, MD, MSc, PhD
G. Ross Baker - BA, MA, PhD
Janet Barnsley - BSc, MSc, PhD
Claire Bombardier - MA, MD, FRCP(C)
Shelley Bull - BMath, MMath, PhD
David Cassidy - BSc, DC, MSc, PhD, Dr Med Sc
Angela Cheung - BA, MD, PhD, FRCP(C)
Rhonda Cockerill - BA, MA, PhD (Coordinator of Graduate Studies)
Marsha Cohen - BSc, MHSc, MSc, MD, FRCP(C)
Rebecca Cook - AB, MA, MPA, JD, LLM, JSD
Peter C Coyte - BA, MA, PhD
Tony Culyer
David Davis - BA, MD, FCFP, CCFP
Raisa Deber - SB, SM, PhD
Allan Detsky - BS, MD, PhD
Sandra Donnelly - BSc, MSc, MD, FRCP(C)
Thomas Einerson - BScPhm, MEd, MPPharm, MSc, PhD
Gunther Eysenbach - MD, MPH, IP
Brian Feldman - MSc, FRCP(C), FRCP(C), LMCC, MD
Paul Fortin - MD, MPH, FRCP(C)
Richard Glazier - MPH, MD
Vivek Goel - MD, CM, MSc, SM, FRCP(C)
Paula Goering - RN, BSN, MSN, PhD
Brian Golden - BS, MS, PhD
Hugh Gunz - BSc, DPhil, PhD
Mary Hannah - BSc, MS, MDCM
Gillian Hawker - BSc, MD, MSc, FRCP(C)
Sheilah Hogg-Johnson - BSc, BMath, MMath, PhD
D Linn Holness - MHSc, MD
Alejandro Jadad - MD, PhD, FRCP(C)
Murray Krahn - BA, MSc, MD, FRCP(C)
Nancy Kreiger - BA, MPH, MPPhil, PhD
Andreas Laupacis - MSc, MD, FRCP(C)
Louise Lemieux-Charles - BScN, MSN, PhD (Chair)
Kevin Leonard - BComm, MBA, PhD
Hilary Llewellyn-Thomas - BA, MD, MScN, PhD
Alexander Logan - MD, FRCP(C)
Heather Maclean - BSc, MSc, DipNutr, EdD
John Ross Mclaughlin - MS, PhD
Fiona Miller
Ted Myers - BA, MSc, MSW, PhD
I. Gary Nagle - BSc, MDCM, FRCP(C), ABM
C. David Naylor - MD, DPhil, FRCP(C)
Linda-Lee O’Brien-Pallas - BScN, MScN, PhD, National Research Chair in Nursing Human Resources
Arne Ohlsson - MSc, MD, FRCP(C)
Donald Redelmeier - MS, MD, FRCP(C), De Souza Chair in Trauma Research
Paula Rochon - MD, MPH, FRCP(C)
Andrea Sass-Kortsak - BSc, MHS, MD
Therese Stukel - PhD, MA, BSc (Hon), Math (Magna cum laude)
Yves Talbot - MD
Ian Tannock - BA, MD, PhD, FRCP, The Daniel E Bersagel Chair in Medical Oncology
Teresa To - BSc, MS, PhD
Mihkel Tombak - BASc, MBA, AM, PhD
Jack Ven Tu - MD, PhD, Canada Research Chair
Ross Edward Upshur - MA, MD, MSc, FRCP(C)
David Urbach - MD, MSc, FRCP(C)
Elaine Wang - MD, MSc, FRCP(C)
Donald Wasylkeni - BA, MSc, MD, FRCP(C)
Paul Williams - PhD
James Wright - MD, MPH, RB Salter Chair of Paediatric Surgical Research
Lionel Trevor Young

Members Emeriti
J Michael Bliss - BA, MA, PhD, FRSC, University Professor
Bernard Dickens - LLB, LLM, PhD, LL.D, Dr. William M Scholl Professor Emeritus in Health Law and
Policy
John Ef Hastings - MD, DPH, FRCP(C)
Eugene Vayda - MD, FRCP(C), FACP

Associate Members
Shabbir Alibhai
Upton Allen - MBBS, MSc, FAAP, FRCP(C)
Carlo Ammendolia
Fredrick Ashbury
Thomas Astebro - MSc, TECHLIC, PhD
Peter Austin - BSc, MSc, MSc, PhD
Lisa Barbera
Nancy Baxter
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Dorcas Beaton - BSc(OT), MSc, PhD
Whitney Berta - PhD
Andrea Bezjak - BMedSc, MDCM, MSc, FRCP(C)
John Bohnen - MD, FRCS, FACS
Heather Boon - BScPhm, PhD
Janis Lynne Browne - BA, MA
Benjamin Chan
Christopher Chan
Alice Charach
Sujit Choudhry - BSc, BA, LLB, LLM
Ruth Mw Corbin - BSc, MSc, MA, PhD
Aileen Davis - BSc(PT), MSc, PhD
Sharon Dell
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Rumona Dickson
Mark Dobrow
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Jennifer Gibson
Julie Gilbert
Sholom Glouberman - BA, PhD
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Denise Guerriere - PhD
Mark Guttmann
Jill Hayden
David Hodgson - MD, MPH, FRCP(C)
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Pam Hudak
Janet Hux - BSc, MSc, MD, FRCP
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Cynthia Jackevicius - BSc, MSc
Susan Jaglal - BSc, MSc, PhD
Sarbjit Vanita Jassal - MD, MB, BCh, BAO(Dist), MRCP(UK), MSc
David Juurlink
Moira Kapral - MSc, MD, FRCP(C)
Mary Kelley
Erin Kennedy
Kamran Khan
Alexander Kiss
Nicol Korner-Bitensky
Hans Kreder - MD, FRCS(C), MPH
Audrey Laporte - PhD
Elizabeth Lin - BA, MSc, PhD
Mona Loufty
Anu MacIntosh-Murray
Andreas Maetzel - MD, MSc, PhD
Nizar Mahomed - MD, ScD
Faith Malach
Muhammad Mamdani
Douglas Kenneth Martin - BSc, PhD
Brian McCrindle - MD, MPH, FRCP(C), FACC
Allison McGeer - BSc, MSc, MD, FRCP(C)
Leslie Mitchell - MSc
Lynn Moore
Laurie Morrison - MD, FROPC
Michael Murray - BA, MA, PhD
David Naimark - MD, BSc, MSc, FRCP(C)
Robert Nam
Paul Nathan
Avery Nathens
Eric Nauenberg - PhD, MMP/MH
Lawrence Nestman - BComm, CA, MHsA
Paul O'Connor - MSc, MD
Anthony Otley
Kenneth Pace
Valerie Palda - MD, MSc, FRCP(C)
Diane Parker
Patricia Parkin - BSc, MD, FRCP(C)
Christopher Parshuram
Lawrence Paszat - BA, MD, MS, FRCP(C)
Colin Preya - MSc, PhD
Gaylene Pron - BSc, MSc, PhD
Michael Rachlis - MD, MSc
Darlyne Rath - BScN, MSc
Jolie Ringash - BSc, MSc, MD, FRCP(C)
Gustavo Saposnik
Carol Sawka - BMSc, MD
Barbara Secker - BA, MA, PhD
Aviv Shachak
Baiju Shah
Shirlee Sharkey
Sam Shortt
Lianne Singer - MD
M Virginia Sinnott
Tina Smith - BSc, MSc
Matthew Stanbrook
Barbara Starfield (Hottzman)
A. Hillary Steinhart - BA, MD, FRCP(C), MSc
Polly Stevens
MOTION
Graduate Education Council
Tuesday, 20 January 2009

ITEM 9

Proposal to change the admission requirements for the following program in the Faculty of Dentistry:
Dentistry, MSc, Specialist Dental Training (Dental Public Health) – Course Work Only Option

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Dentistry to change the admission requirements to the M.Sc. in Dentistry degree program, Specialist Dental Training (Dental Public Health) – Course Work Only Option, to allow suitably qualified dental hygienists admission to the program, effective September, 2009.

See attached documents:
- SGS Governance Form A
- Calendar Entry (note: includes changes proposed in this item and in item 11.3: “Program Requirements Change: Dentistry (MSc, PhD)"

Prior Discussion
There was no feedback from the GWS posting of this proposal. No discussion of this proposal arose at the Council of the Faculty of Dentistry.

Governance Note
The proposal was posted on the Graduate Webposting System. The Council of the Faculty of Dentistry approved the proposal at its meeting of 9 December 2008. GEC approval is the final approval for this item. It will be sent for information to the Academic Policy and Planning Committee of Governing Council in SGS’s annual report.
Faculty Affiliation:
Dentistry

Name of Graduate Unit:
Faculty of Dentistry

Graduate Program/s involved in proposal, if any:
MSc with specialty training in Dental Public Health (course-work only option)

Brief Summary of Proposed Change:
The current admission requirement for the MSc with specialty training in Dental Public Health is a
Doctor of Dental Surgery or equivalent degree (e.g. Bachelor of Dental Surgery) with a mid-B
standing in the final year from a recognized university. This program has thesis and course work
only options.

We propose to change the admission requirements to allow suitably qualified dental hygienists
(four year undergraduate dental hygiene degree; dental hygiene training plus a four year
undergraduate degree) to be admitted to the course work only option of the program.

Rationale:
The annual enrolment target for the MSc with specialty training in Dental Public Health is 5
students. However, this enrolment target has been met only once in the last 10 years, as follows:

1996-1997  2 admitted both withdrew
1997-1998  1 admitted and withdrew
1998-1999  0
1999-2000  0
2000-2001  0
2001-2002  1
2002-2003  3
2003-2004  0
2004-2005  5
2005-2006  2
2006-2007  1
2007-2008  2
2008-2009  2 1 fulltime; 1 part-time

Of the 19 students admitted, 7 were domestic and 12 international.

Since the MSc (Dental Public Health) is a coursework only program that does not involve clinical
training there is no reason why suitably qualified dental hygienists should not be admitted. In the
past five years, three dental hygienists have successfully completed the doctoral stream MSc
which speaks to their capacity to cope with the academic requirements of a graduate program.
Further, the graduate unit receives many requests from dental hygienists who wish to have
master’s level training but who would prefer the breadth of a coursework based program rather
than the depth of a doctoral program involving research leading to a thesis. Many of these hygienists currently teach in dental hygiene diploma programs or occupy management positions in public health organizations.

While one of the reasons for the proposed change in admission requirements is to improve enrolment in this under-performing program, there are other equally compelling reasons for the admission of appropriately qualified dental hygienists.

First, the Department of Community Dentistry, in which the program is based, aims to develop links with the new School of Public Health at the University of Toronto. This change makes the admission requirements compatible with those of the MHSc in Epidemiology and Community Health which admits physicians and other health professionals. Second, it also makes the admission requirements compatible with those of MPH (Dental Public Health) programs in the US which admit both dentists and dental hygienists. Third, there is a shortage of people with graduate level education in dental public health in Canada. The proposed change contributes to a larger project which is the re-building of Canada’s dental public health infrastructure.

Note: Dentists who complete the MSc program are eligible to write RCDC Fellowship examinations and become certified as specialists in dental public health. This would not be the case with dental hygienists who complete the program. Again, this is the situation that pertains in the US where dentists with the MPH(Dental Public Health) degree can become board certified while dental hygienists with the same degree are not eligible for board certification.

Prior Approvals/Actions:
The proposal has been unanimously approved by the Faculty’s Graduate and Post-graduate Committee. This Committee contains three graduate student representatives who are elected by the graduate student body as a whole to speak on their behalf with respect to matters affecting graduate education. The proposal has also been approved by the graduate faculty as a whole. The proposal will be presented for approval by the Faculty Council at its December meeting.

Proposed Effective Date:
September 2009

Financial and/or Planning Implications:
None. It will increase student numbers in a program which has under-performed and increase cost-efficiency.

Contact name:
Dr David Locker
Associate Dean for Graduate and Post-graduate Studies
Faculty of Dentistry

Submitted by:
Dr David Locker
Associate Dean for Graduate and Post-graduate Studies
Faculty of Dentistry

Date:
September 30, 2008
Dentistry  DEN

Faculty Affiliation
Dentistry

Degree Programs
Dentistry – MSc, PhD

Overview
The Faculty of Dentistry offers a graduate program leading to either a Master of Science or Doctor of Philosophy degree. This graduate program appeals to:
1. applicants who have a degree in dentistry and who are pursuing research training and advanced clinical education leading to qualification in one of ten dental specialty disciplines; and
2. applicants, both dentists and non-dentists, who are pursuing graduate research training without advanced clinical education.

Consequently, both the Master of Science and the Doctor of Philosophy degrees have a common core of course work and consist of three options, with each having varying additional research and training requirements.

Collaborative Programs
Degree programs that participate in:
1. Aging, Palliative and Supportive Care Across the Life Course, see p.
   Dentistry, MSc, PhD
2. Cardiovascular Science, see p.
   Dentistry, MSc, PhD
3. Biomedical Engineering, see p.
   Dentistry, MSc, PhD
4. Neuroscience, see p.
   Dentistry, MSc, PhD
5. Toxicology, Biomedical, see p.
   Dentistry, MSc, PhD
6. Women’s Health, see p.
   Dentistry, MSc, PhD

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Graduate Department of Dentistry
124 Edward Street
University of Toronto
Toronto, Ontario M5G 1G6
Canada

Dentistry
Master of Science
1. Thesis Option

Minimum Admission Requirements
- Four-year Bachelor of Science degree, Doctor of Dental Surgery, or an equivalent degree, with at least mid-B standing in the final year from a recognized university in a discipline appropriate to the field of dentistry.

Program Requirements
- Ordinarily one year of full-time registration; however, it is the Department's expectation that students will normally remain in full-time attendance on campus to enable full participation in departmental activities for two years.
- Year 1 - development of a research project and proposal, and course work. Course work will normally include, as a minimum, fulfillment of the requirements for the course DEN 1001Y Master's Seminars in Oral Health Sciences and successful completion of an additional 1.5 full course equivalents (FCE) which includes DEN 1040H: Introduction to Biostatistics. Exemptions may be granted for previously completed course work at the bachelor's level.
- Year 2 – research, thesis completion, and defence.

2. Specialist Dental Training - Thesis Option
   The Department offers a Master of Science degree for dental graduates seeking advanced training in a clinical specialty as well as training in research.

Minimum Admission Requirements
- Doctor of Dental Surgery or an equivalent degree, with at least a mid-B standing in the final year from a recognized university.

Program Requirements
- Two to four years of full-time registration, depending upon the clinical specialty.
- Completion of an original research project culminating in the oral defence of a written thesis.
- Completion of clinical and didactic course work requirements as necessary to meet Canadian Dental Association accreditation requirements for the chosen clinical specialty.
- Course DEN 1001Y Master's Seminars in Oral Health Sciences for a minimum of one year and successful completion of 1.5 full course equivalents (FCE) which includes DEN 1040H: Introduction to Biostatistics and DEN 1030S Clinical Epidemiology and Evidence Based Care.
- Upon completion of all program requirements, students are eligible for the MSc degree and for Specialty, Fellowship, or Board Certification in the chosen dental specialty. For further information, consult the Faculty of Dentistry Calendar or Web site.

3. Specialist Dental Training - Course Work Only Option
   The Department offers a Master of Science degree for dental graduates seeking advanced training in a clinical specialty in which additional course work is undertaken as an alternative to a thesis. The MSc with training in Dental Public Health is also offered to dental hygiene Program.

Minimum Admission Requirements
- Doctor of Dental Surgery, or an equivalent degree, with at least a mid-B standing in the final year from a recognized university. For the MSc with training in Dental Public Health, dental hygiene applicants should have a four-year University of Toronto bachelor's degree in dental hygiene or dental hygiene training with at least a mid-B standing in the final year, or the equivalent from another university.

Program Requirements
• Two to four years of full-time registration, depending upon the clinical specialty.
• Completion of all clinical and didactic course work requirements as necessary to meet Canadian Dental Association accreditation requirements in the chosen dental specialty.
• Course DEN 1001Y Master's Seminars in Oral Health Sciences for a minimum of one year and successful completion of 1.5 full course equivalents (FCE) which includes DEN 1040H Introduction to Biostatistics and DEN 1030S Clinical Epidemiology and Evidence Based Care.
• Three additional half-courses in clinical, epidemiological, or basic science research methodology appropriate for clinical or public health practice, a research practicum and successful completion of an oral examination of the research practicum.
• Upon completion of all program requirements, students are eligible for the graduate degree and for Specialty, Fellowship, or Board Certification in the chosen dental specialty. For further information, consult the Faculty of Dentistry Calendar or Web site.

Program Transfer - MSc to PhD

MSc students pursuing either of options 1 or 2, who are demonstrating excellent progress in all facets of their program, may apply to transfer from the MSc to the PhD program. Transfer time varies for students in the specialty training thesis option. The transfer examination will take place up to 18, and in exceptional circumstances, 24 months after entry into the MSc program for registrants in the MSc Thesis Option. Regulations governing such transfers are available from the Graduate Department of Dentistry.

Students registered in the specialty training course work only option will not be permitted to transfer to the PhD degree, but may apply to the PhD program following completion of the MSc degree.

Doctor of Philosophy

1. Full-Time Research Option

Minimum Admission Requirements

• Students are normally admitted to a four-year PhD program with an appropriate master's degree, or equivalent, with at least an A standing from a recognized university in a discipline appropriate to the intended field of doctoral study. However, under exceptional circumstances, the Department may admit a highly qualified student with an appropriate four-year Bachelor of Science degree in a discipline appropriate to the field of dentistry or a Doctor of Dental Surgery degree with at least an A standing from a recognized university.

Program Requirements

• Students undertake customized programs, approved by an advisory committee and the Graduate Chair of Dentistry, comprising advanced study and original research culminating in the defence of a thesis.
• Minimum course requirements - completion of the course DEN 1100Y Doctoral Seminars in Oral Health Sciences, and successful completion of 2.5 full course equivalents (FCE) which includes DEN 1040H Introduction to Biostatistics. Exemptions may be granted for MSc course work from closely related disciplines. This includes students transferring from MSc to PhD programs. Programs of study for BSc students will normally include additional course work requirements.
• Although the minimum residency requirement is one year, it is the Department's expectation that students will normally remain on campus for four years.
• After 12 months and within 24 months of starting a PhD program, students must pass a qualifying oral examination to demonstrate an adequate capacity for oral health sciences research through previous work and will be examined on their thesis proposal and their breadth of knowledge relative to the research project.
• Participate in all graduate research activities of the advisor's research group.
• Present at meetings and publish original research findings in timely fashion.
• Participate as members of departmental and student committees as applicable.
Consult with the Graduate Chair of Dentistry who will appoint a committee to plan and arrange their course work and research programs. The committee and the Graduate Chair must approve the entire course of study. The student's supervisor will chair the committee. The committee will closely monitor the student's ability to sustain satisfactory performance and will report annually to the Graduate Chair for approval and continuance of candidacy.

2. Full-Time Program Combined with Dental Specialty Training Option

The Department offers a Doctor of Philosophy degree for exceptional dental graduates seeking to combine a PhD degree with advanced training in a clinical specialty. Applicants intending to train as clinician/scientists, aspiring to teaching and research careers in the dental field, are considered on an individual basis.

Minimum Admission Requirements

- Doctor of Dental Surgery degree with at least an A standing from a recognized university. Evidence of research experience or research potential is normally required.

Program Requirements

- Completion of an original research project culminating in the oral defence of a thesis.
- Completion of the course DEN 1100Y Doctoral Seminars in Oral Health Sciences and successful completion of 2.5 full course equivalents (FCE) which includes DEN 1040H Introduction to Biostatistics and DEN 1030S Clinical Epidemiology and Evidence Based Care together with, for the chosen clinical specialty, completion of clinical and didactic course work requirements. One full course should be taken that pertains to the subject of the thesis research.
- Consult with the Graduate Chair of Dentistry who will appoint a committee to plan and arrange their course and research programs. The committee and the Graduate Chair must approve the entire course of study. The student's supervisor will chair the committee. The committee will closely monitor the student's ability to sustain satisfactory performance and will report semi-annually to the Graduate Chair of Dentistry for approval and continuance of candidacy.
- After 12 months and within 24 months of starting the PhD program, students must pass a qualifying oral examination to demonstrate an adequate capacity for oral health sciences research through previous work and will be examined on their thesis proposal and their breadth of knowledge relative to the research project.
- Participate in all graduate research activities of the advisor's research group.
- Present at meetings and publish original research findings in timely fashion.
- Participate as members of departmental and student committees as applicable.
- The addition of the clinical and didactic courses for a clinical specialty will normally increase the amount of time for the PhD degree by two years, depending upon the particular clinical specialty undertaken. Program completion will be contingent upon completion of all requirements for the research and specialty training components of the program.
- Upon completion, students are eligible for the graduate degree and for Specialty, Fellowship, or Board Certification in one of the dental specialties. For further information, please consult the Faculty of Dentistry Calendar or Web site.

3. Flexible-Time Option

The Department offers a flexible-time PhD program for selected students whose career goal is a full-time academic position in a clinical discipline. Students concurrently establish their teaching and academic credentials. The major goal upon program completion is to enable students to compete for university tenure-stream professorial positions in their clinical science discipline.

The program is dedicated to research experience and, therefore, does not involve clinical training other than clinical research methodology. It entails completion of the research and course work requirements for the PhD degree half time, while teaching in a clinical discipline half time.

Minimum Admission Requirements

- School of Graduate Studies and Graduate Department of Dentistry admission requirements for
entry to the PhD program.

- A professional degree equivalent to the University of Toronto DDS. and a graduate degree
equivalent to the University of Toronto MSc Preference given to:
  - applicants who have completed specialty education equivalent to the standard required for li-
censure as a specialist by the Royal College of Dental Surgeons of Ontario and
  - applicants who hold a university appointment in Canada at an academic standard equivalent
to the University of Toronto Lecturer.

Program Requirements

- Appropriate research supervision and advisory committee membership, customized plan of study,
  and timetable for the completion of the degree requirements, as approved by the Graduate Chair
  of Dentistry, will be in place at program commencement. The Graduate Chair monitors progress
  by review of completed advisory committee reports based on annual meetings of the student with
  the supervisory committee.
- Although the minimum residency requirement for the PhD is one year, the anticipated completion
date for the flexible-time PhD program will be within five to six years from the registration date.
The maximum time for completion will normally be eight years.
- Students are required to conduct research leading to completion and defence of a thesis and
  complete minimum course work requirements, which include DEN 1100Y* Doctoral Seminars in
  Oral Health Sciences, and successful completion of 2.5 full course equivalents (FCE) which in-
  cludes DEN 1040H Introduction to Biostatistics.
- Students must pass a qualifying oral examination 12 to 24 months after commencement to dem-
  onstrate an adequate capacity for oral health sciences research at the doctoral level.
- Participate in all graduate research activities of the advisor's research group.
- Present at meetings and publish original research findings in timely fashion.
- Participate as members of departmental and student committees as applicable.

Courses

Not all courses are offered every year. The Department should be consulted each session as to
course offerings.

DEN 1001Y* and DEN 1100Y*, designed to enhance critical analysis and presentation skills, involve
seminars on faculty and student research, research ethics, critiques on student presentations, and
participation in Research Day. These seminars are required as part of the program for all MSc and
PhD students.

DEN 1001Y* Master's Seminars in Oral Health Sciences (Credit/No Credit)
DEN 1002H Oral Pathology
DEN 1003H Preventive Dentistry
DEN 1006Y Seminars in Dental Public Health
DEN 1007H Oral Radiology
DEN 1011Y* Advanced Seminars in Oral Pathology
DEN 1012Y* Oral Medicine
DEN 1013Y* Oral Surgical Pathology
DEN 1016H Occlusion: Function and Dysfunction
DEN 1017H Temporomandibular Disorders
DEN 1022H Investigating Pathogenic Biofilms
DEN 1024H Experimental Methods in Caries Research
DEN 1030S Clinical Epidemiology and Evidence-Based Care
DEN 1040H Introduction to Biostatistics
DEN 1051Y Oral Epidemiology
DEN 1060H Oral Physiology: Sensory and Neuromuscular Function
DEN 1070H Advances in Dental Materials Science
DEN 1080Y  Biology of Connective Tissues
DEN 1081H  Bone Interfacing Implants
DEN 1082H  Biomaterials for Implant Treatment in Dentistry
DEN 1097Y  Advanced Oral Radiology
DEN 1098H  Reading Course in Oral Biology
DEN 1100Y*  Doctoral Seminars in Oral Health Sciences (Credit/No Credit)

*Courses which may continue over a program. The course is graded when completed.
ITEM 10

Proposal to change the admission and program requirements for the following collaborative program (Lead Faculty: School of Graduate Studies):

Knowledge Media Design (Collaborative Program, master’s and doctoral levels)

MOTION

THAT Graduate Education Council approve the proposal of the Knowledge Media Design Institute, School of Graduate Studies, to change the Collaborative Program in Knowledge Media Design as follows:

• change the admission requirements to not require the submission of a portfolio;
• change the program requirements to require the submission of a portfolio, and reduce the elective course requirement at the master’s level from 1.0 FCE to 0.5 FCE.

AND THAT these changes be effective September 2009.

See attached documents:

• SGS Governance Form A
• Calendar Entry

Prior Discussion

The proposal has been discussed by the Knowledge Media Design Collaborative Program Committee and agreed upon at two meetings (18 September and 28 September 2008). Students participating in Student Organizational Meetings since September 2007 have endorsed this change.

The following points were discussed at the SGS Committee on Centre and Institute Programs meeting on 12 January 2009:

• a suggestion that a definition of Knowledge Media Design be incorporated in the Calendar entry or that consideration be given to changing the program name;
• members were of supportive of the changes proposed;
• clarification regarding new course requirements.

Governance Note

The proposal was posted on the Graduate Webposting System. It was approved by the Knowledge Media Design Collaborative Program Committee on 18 September 2008 and by the SGS Committee on Centre and Institute Programs on 12 January 2009. GEC approval is the final approval for this item. It will be presented to the Academic Policy and Planning Committee of Governing Council in SGS’s annual report.
**Governance Form A: General**
**Admission and Program Requirement Change**

**Name of Graduate Unit:**
Knowledge Media Design Institute (KMDI)

**Graduate Program/s involved in proposal, if any:**
KMD Collaborative Program (CP), Master’s and Doctor of Philosophy Degrees

**Brief Summary of Proposed Change:**
Currently on the KMDI Web site, admission requires a portfolio to be submitted with an application to the Program (see [http://kmdi.utoronto.ca/graduate/apply.aspx](http://kmdi.utoronto.ca/graduate/apply.aspx)). The portfolio is described as "one sample of your own creative work, or your creative work as a member of a group, that demonstrates how you can be a unique and distinctive part of the KMD Collaborative Program (e.g., an outstanding web design, software you have created, or a design product)." The Program Committee of the CP has decided to change the portfolio from an admission requirement to the KMD CP to a completion of the KMD CP requirement.

The portfolio will be completed by PhD students in the same year as their dissertation proposal, and will often include one section devoted to a summary of their dissertation research and its relation to Knowledge Media Design. This will also pertain to Master’s thesis research, and the final projects for professional Master’s students (e.g., a supervised project for MEng students).

The portfolio will consist of a coursework summary, a media design project, and community participation. The coursework summary will be a short statement of which courses were taken by the student and how they contributed to that student’s graduate program. The formatting requirements for the media design project will be broadly specified, as they have been in the previous admission requirement. We wish to encourage submission of, for instance, Web sites, online communities, professional publications, and experiential or installation artwork. Students will be required to present their media design project to a meeting of their peers by creating a poster or other format. The community participation component will be a brief written description of what kinds of participation the student had within the KMD CP community (including the presentation of the portfolio). We will publish a description of the portfolio requirements on the KMDI Web site.

In order that the portfolio is not an extra requirement for any Master’s students, we are reducing the elective course requirement from 1.0 FCE to one half course (0.5 FCE) – similar to the current requirements of Doctoral students.

Completion of the portfolio will be reflected on the student’s transcript with an Activity Number created for the portfolio requirement. KMD Portfolio would be the course, a subtitle could be used in ROSI for a title of the portfolio, and the grade would be listed as WGT 0.00, GRD CR.

See revised changes to the KMD CP SGS Calendar entry.

**Rationale:**
The KMD CP Program Committee is attempting to make it easier for students to apply for the KMD Collaborative Program and increase the number of students being admitted into the Program. We will continue to require an Application for Admission Form, Statement of Research Interest, Resume, two Letters of Reference, and Academic Transcripts from the issuing institution(s) or home unit.
In previous years, students have often reported that the portfolio can be very time consuming to produce when they are applying for the Program, and some have complained that they do not yet have a portfolio, which is why they were interested in the KMD Collaborative Program in the first place. Indeed, the whole purpose of our Collaborative Program is to help students develop such knowledge and expertise as would be reflected in a portfolio; thus, to have students required to demonstrate a portfolio of such knowledge and expertise as an admission requirement seems counter-intuitive. Furthermore, we wish to increase the level of student activity and discourse within our program, and the portfolio is one way to do this. Finally, by reducing the number of admission requirements, we hope to encourage more students to apply, in conjunction with the second program change - reducing the number of required courses for Master’s level students. If more students apply and are admitted to the KMD CP, then more students will be available to engage within the KMDI community. An important outcome of the portfolio requirement is that it will encourage discourse amongst the students, as we will organize two or three “student presentation fairs,” as well as an online gallery of student materials. Other community-building initiatives also are underway.

We thus request that the portfolio be converted from an admission requirement to an end-of-CP requirement. The portfolio would relate to students’ disciplinary orientation and completed student research in Knowledge Media Design. Integration of disciplines would be integral to the submitted portfolio. The KMD CP Program Committee would review all portfolios for their quality and contribution to the field of Knowledge Media Design. Students would present their portfolio at an end-of-the-year student fair and graduation ceremony.

How/when the portfolio will be evaluated and deadline for portfolio submission
Supervisors of KMD CP students are KMDI faculty and will be responsible for monitoring students’ KMD courses and interdisciplinary work (e.g., a sign-off on a cohesive area of study). The KMD CP Program Committee will develop criteria for evaluating portfolios that will be included on the KMDI website. They will review portfolios for their quality and contribution to the field of Knowledge Media Design, and make decisions about students receiving a final Credit for the portfolio on their transcript. The portfolio will demonstrate theoretical learning about KMD through courses, research and community participation, and will demonstrate KMD connections and KMD-related competence. The portfolio will be an outcome of students’ decisions to choose specific courses and the sequence of courses in their KMD program of study. It will help to enrich students’ theses and dissertation proposals.

To date, the portfolio has been a sample of work that allows applicants to demonstrate their potential for a program of study in Knowledge Media Design to a multidisciplinary Committee of scholars. The end-of-Collaborative Program portfolio will demonstrate in creative and unique ways expertise and competence in fundamental principles of Knowledge Media Design to the interdisciplinary Program Committee and potential employers.

How important is this in the Program?
The portfolio as an end-of-Collaborative Program requirement could well become the most appreciated part of the Program. It will help to document KMD learning and understanding, and will be an important addition to a KMD CP graduate’s CV. When KMD CP students have completed their CP requirements, they will have an opportunity to present their portfolio at a student fair to which alumni and representatives from industry will be invited, and they will be able to post their portfolios on a student profile
page on the KMD CP information hub (a new Drupal website to be launched early in 2009, http://drupal.org/about). The portfolio will help to build a stronger sense of student community within KMDI.

Prior Approvals/Actions:
The decision to make these changes to the portfolio requirement and number of electives at the Master’s Degree level has been discussed by the KMD CP Program Committee and agreed upon at two meetings - September 18 and November 28, 2008. Students participating in Student Organizational Meetings since September 2007 have enthusiastically endorsed this change.

Proposed Effective Date:
September 2009.

Financial and/or Planning Implications:
None

Contact name, e-mail address and telephone #:
Barbara Soren, Coordinator, KMD Collaborative Program
Email: bjsoren@kmdi.utoronto.ca
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Submitted by:
Jim Slotta, Director, KMD Collaborative Program
Email: jslotta@oise.utoronto.ca
Tel: 416.978.0121

Date:
October 28, 2008 (originally submitted); December 9, 2008 (revised and re-submitted)
Knowledge Media Design

Lead Faculty
School of Graduate Studies

Degree Programs Offered

- Architecture – MArch
- Computer Science – MSc, PhD
- Curriculum, Teaching and Learning – MA, MEd, PhD
- History and Philosophy of Education – MA, MEd, EdD, PhD
- Information Studies – MIST, J.D/MIST, PhD
- Landscape Architecture – MLA
- Mechanical and Industrial Engineering – MASc, MEng, PhD
- Medical Science – MSc, PhD
- Sociology – MA, PhD
- Urban Design – MUD
- Visual Studies – MVS

Overview
The Collaborative Program in Knowledge Media Design (KMD) was launched in 2002 as the teaching arm of the Knowledge Media Design Institute (KMDI). We define knowledge media as a specific class of media and media technologies designed to support and enhance the ability of people, groups, and communities to work, learn, play, and to create knowledge.

The Collaborative Program provides a specialization for graduate students from a variety of academic backgrounds to engage in the design, prototyping, evaluation, and use of knowledge media. In keeping with KMDI’s human-centred approach, students explore the design and use of new media in the context of real world practices of individuals and communities. Access to an intensely collaborative and cross-disciplinary faculty encourages students to take a broader view of technological and social change and to be constructively critical of technological utopian and dystopian visions alike. The goal is for students to take into account heritage and history, to understand the realities of today, and to design for tomorrow.

Students have access to a community of scholars and the network of relationships that the Institute coordinates. They gain first-hand experience of a living network of innovation, an environment in which the resources are people and knowledge and the social capital and value that are generated through collaboration.

The Collaborative Program is open to master’s and PhD students in the collaborating graduate programs listed above.

Contact and Address
Web: kmdi.utoronto.ca/graduate
E-mail: program@kmdi.utoronto.ca
Telephone: (416) 946-8515
Fax: (416) 978-5634

Collaborative Program in Knowledge Media Design
Knowledge Media Design Institute
Bahen Building, University of Toronto
7th Floor, 40 St. George Street
Toronto, Ontario M5S 2E4
Canada

Degree Programs

Master’s Degrees
Minimum Admission Requirements

- Students wishing to apply to the Collaborative Program must be enrolled, or anticipate being enrolled, in a collaborating degree program in one of the collaborating graduate programs. Applying to the Collaborative Program is a separate procedure. A Collaborative Program application includes a completed Application for Admission Form; a Statement of Research Interest; a Resume; two Letters of Reference; and Academic Transcripts. Consult the KMDI Web site for application guidelines. Admission will be subject to the approval of the graduate department concerned and the Program Committee of the Collaborative Program.

Program Requirements

- Students must meet all the requirements of their home department.
- Master's students must successfully complete KMD 1001H, KMD 1002H, and 0.5 full-course equivalent (FCE) from the KMD 2001-2004 series or a list of recognized affiliate courses. They also must submit a portfolio that includes completed student research in Knowledge Media Design. The Program Committee of the Collaborative Program will review all portfolios for their quality and contribution to the field.
- Master's students are encouraged, but not obligated, to complete a thesis/research project component in their home department, the topic of which should be relevant to the field of knowledge media design. Students’ KMD portfolio will be a component of their thesis/research project.
- Collaborative program courses may count towards the home department degree requirements or may be in addition to the degree requirements, depending on the participating department’s individual program regulations.

Doctor of Philosophy

Minimum Admission Requirements

- Students wishing to apply to the Collaborative Program must be enrolled, or anticipate being enrolled, in a collaborating degree program in one of the collaborating graduate programs. Applying to the Collaborative Program is a separate procedure. Consult the KMDI Web site for application guidelines. Admission will be subject to the approval of the graduate department concerned and the Program Committee of the Collaborative Program.

Program Requirements

- Doctoral students are required to take KMD 1001H and KMD 1002H if not already taken in the master's program, and 0.5 full-course equivalent (FCE) from the KMD 2001-2004 series or a list of recognized affiliate courses. They also must submit a portfolio that includes completed student research in Knowledge Media Design. The Program Committee of the Collaborative Program will review all portfolios for their quality and contribution to the field.
- The dissertation topic must be in the field of knowledge media design. The thesis advisor and at least one other committee member must be from participating units. Students’ KMD portfolio will most often be connected with their dissertation proposal.
- The home graduate unit and the student’s supervising committee will determine further requirements. The collaborating units cooperate in jointly developing a program that is individually tailored to meet the needs of each student.

Courses

For courses offered in a particular year, check the Collaborative Program Web site: kmdi.utoronto.ca/graduate

Knowledge Media Design

Required
KMD 1001H Core Seminar in Knowledge Media Design I—Fundamental Concepts
KMD 1002H Pro-seminar in Knowledge Media Design II—Contexts and Practices

Electives
KMD 2001H Human-centred Design
KMD 2002H Technologies for Knowledge Media
KMD 2003H Knowledge Media and Learning
KMD 2004H Knowledge Media, Culture and Society

Participating Department Electives

Existing courses from the participating departments that satisfy KMD requirements are listed below. These courses may not be offered every year. Courses that are mandatory for a student’s degree from the home department cannot normally be counted. Some of the elective courses may require a significant amount of background knowledge and experience. Enrolment in such courses may require the permission of the instructor.

ARC 1033H Architecture, Media and Communications
C&T 1004H Communications: History/Theory/Technology
C&T 1005H Understanding McLuhan
C&T 1009H New Media and Policy
CSC 2105H Software Engineering
CSC 2106H Requirements Engineering
CSC 2501H Computational Linguistics
CSC 2502H Knowledge Representation and Reasoning
CSC 2504H Computer Graphics
CSC 2507H Conceptual Modelling
CSC 2509H Data Management Systems
CSC 2511H Natural Language Computing
CSC 2514H Human-Computer Interaction
CSC 2518H Spoken Language Processing
CSC 2524H Topics in Interactive Computing
CSC 2527H The Business of Software
CSC 2536H Computer Supported Cooperative Work
CSC 2537H Hypermedia
CTL 1602H Introduction to Computers in Education
CTL 1603H Introduction to Knowledge Building
CTL 1608H Constructive Learning and Design of Online Environments
CTL 1923H Technology Supported in Situ Learning
FAH 1478H Art and Animation
FIS 1210H Information and its Social Contexts
FIS 1230H Management of Information Organizations
FIS 1300H Introduction to Information Systems
FIS 1341H Analyzing Information Systems
FIS 1342H Designing Information Systems
FIS 1343H Introduction to Database Management and Design
FIS 2149H Administrative Decision-Making in Information Organizations
FIS 2150H Advanced Management of Information Organizations
FIS 2169H Social Issues in Information and Communication Technologies
FIS 2169H User-Centred Information Systems Development
FIS 2179H Interacting with Information Systems
FIS 2183H Knowledge Management and Systems
JAC 1001H Media, Mind and Society I
MIE 1402H Experimental Methods in Human Factors Research
MIE 1407H Engineering Psychology and Human Performance
MIE 1502H Information Technology and Systems: Management Strategies
MIE 1504H Management of Technological Change
MSL 2325H Museums and New Media Practice
SOC 6008H Network Analysis I
SOC 6018H Network Analysis II
SOC 6303H Field Methods
SOC 6312H Social Aspects of Technology and Work
SOC 6501H Research Design and Hypothesis Testing in Sociology

Program Committee
John Danahy - BLA, CUNDes, MScUrb&DesPl - Architecture, Landscape, & Design
Gerald Penn - BSc, MSc, PhD - Computer Science
James Slotta - MA, PhD - Curriculum Teaching & Learning (Program Director)
Megan Boler – BA, PhD – History and Philosophy of Education
Nadia Cadi - BA, MA, MLS, PhD - Information Studies
Mark Chignell - BSc, MSc, PhD - Mechanical & Industrial Engineering
Barbara Soren - BPhE, BEd, MSc(T), PhD - Museum Studies (Graduate Administrator)
Lisa Steele - RCA, honourary PhD OCAD - Visual Studies History of Art

Deleted: Andrew Clement - BSc, MSc, PhD - Information Studies
Deleted: Zaheer Baber - BSc, MA, MPhil, PhD - Sociology
ITEM 11.1

Proposal to change the **program requirements** for the following collaborative program (Lead Faculty: Medicine):

**Aboriginal Health (Collaborative Program, MA and PhD)**

**MOTION**

**THAT** Graduate Education Council approve the proposal of the Faculty of Medicine to change the program requirements of the Aboriginal Health Collaborative Program core course from one half course chosen from a list of three half courses, to a requirement to take one half course from a choice of: CHL 5421H, NUR 1014H or a Reading and Research half course from a graduate unit participating in the Collaborative Program, for master’s and doctoral students, effective September 2009.

See attached documents:
- **SGS Governance Form A**
- **Calendar Entry**

**Prior Discussion**

There was no discussion arising from posting of the proposal on the Graduate Webposting System. At its meeting on 23 October 2008, the Faculty of Medicine Graduate Curriculum Committee clarified which courses were to be retained and approved the proposal.

**Governance Note**

The proposal was posted on the Graduate Webposting System. It was approved by the Aboriginal Health Collaborative Program Committee on 28 April 2008 and by the Faculty of Medicine Faculty Council on 23 October 2008. GEC approval is the final approval for this item. It will be presented to the Academic Policy and Planning Committee of Academic Board in SGS’s annual report.
Faculty Affiliation:
Medicine

Name of Graduate Unit:
Host Departments of the Collaborative Program in Aboriginal Health
Adult Education and Counselling Psychology
Anthropology
Geography
Medical Science
Nursing Science
Nutritional Sciences
Public Health Sciences
Sociology and Equity Studies in Education

Graduate Program/s involved in proposal, if any:
Collaborative Program in Aboriginal Studies
Masters and Doctoral Programs in the above graduate units.

Brief Summary of Proposed Change:
Remove the following courses as core course requirements for the CP in Aboriginal Health:

AEC 1275H Special Topics: Integrating Traditional Healing into Counselling Psychology and Therapy
SES 2971H Aboriginal Peoples and the Politics of Decolonizing

Add an individual reading half-credit course from any participating unit to the list of core course requirements. The reading course must be supervised by a member of the core faculty of the CP in Aboriginal Health.

Rationale:
Students in this collaborative program take one half-course listed in the SGS Calendar. The core course SES 2971H is no longer offered in its graduate unit as the instructors have retired or left U of T. AEC 1275H is a temporary Special Topics course.

The proposed change will allow students more flexibility in choosing a reading/special topics course and they will be able to take advantage of the diversity of research interests of the faculty in the collaborative program.

All students in this collaborative program will continue to share the common learning experience by participating in the mandatory Research Seminar Series which is organized by the Collaborative Program in Aboriginal Health and held monthly. All students must also attend at least one National/Regional Workshop on Aboriginal health issues.

Prior Approvals/Actions:
Approved by Program Committee of CP in Aboriginal Health on April 28, 2008
Approval of the Faculty of Medicine Graduate Curriculum Committee (pending)

Proposed Effective Date:
September 2009
Month Year

Financial and/or Planning Implications:
None.
Contact name: Prof. Kue Young, Director, Collaborative Program in Aboriginal Health

Submitted by: Vice Dean of Graduate Studies, Faculty of Medicine
Prof. Andrea Sass-Kortsak

Date: June 16, 2008
Aboriginal Health (Collaborative Program)

Program Committee
E. M. Antone, BA, BEd, MED /Aboriginal Studies Program
S. Stewart, PhD/Adult Education & Counselling Psychology
K. Sieciechowicz, BA, MA, PhD/Anthropology
D. McGregor, BSc, MES, PhD/Geography
G. Muntaner, MHS, PhD, MD/Nursing Science
L. D. Marrett, PhD/Medical Science
A. J. G. Hanley, PhD/Nutritional Sciences
K. Young, BSc, MD, MSc, PhD, FRCP/Clinical Scences (Director)
M. Cannon, PhD/Sociology & Equity Studies in Education

Address:
Aboriginal Health Collaborative Program
c/o Department of Public Health Sciences
University of Toronto
Room 547, 155 College Street
Toronto, Ontario M5T 3M7
Canada

Telephone: (416) 978-0298
Fax: (416) 946-8055
E-mail: kue.young@utoronto.ca

Nature of Collaborative Program
The Collaborative Program in Aboriginal Health involves the graduate units of Adult Education and Counselling Psychology, Anthropology, Geography, Medical Science, Nursing Science, Nutritional Sciences, Public Health Sciences, and Sociology and Equity Studies in Education; it is in collaboration with the Faculty of Arts and Sciences’ Aboriginal Studies Program. The main objective of the program is to provide graduate training in Aboriginal health research and practice while enhancing mutually beneficial relationships with Aboriginal communities and organizations.

Application Procedures
Students who wish to enrol in a collaborative program must apply to and be admitted to both the collaborative program and a graduate degree program in one of the collaborating departments. Applicants must also submit to the Program Committee of the Collaborative Program in Aboriginal Health:

1 A personal statement, in the form of a letter no longer than three pages to describe relevant personal and/or professional experiences, a career plan, and motivation in seeking advanced training in Aboriginal health. The nature of any relationship with an Aboriginal community/organization that already exists or to be developed should also be described.

2 Photocopies of application materials submitted to their home unit including curriculum vitae, transcripts, and letters of reference.

Master’s Degrees
All master’s students in the program will take one half course (see below). Students completing an individual reading course must focus on an Aboriginal Health topic to be approved and supervised by a member of the Aboriginal Health Program Committee. In home graduate units where a thesis or major research paper is required, it must deal with an Aboriginal health topic. At least one member of the student’s thesis committee should be a core faculty member of the Collaborative Program. In home graduate units that do not have a thesis requirement, students must undertake a practicum or equivalent in an Aboriginal health topic, supervised by a core faculty member of the Collaborative Program. Students must participate in the Research Seminar Series, held monthly, as well as participate in at least one...
National/Regional Workshop. Students must complete the requirements of the Collaborative Program in addition to those requirements for the degree program in their home graduate unit.

**Doctoral Degrees**

The requirements are the same as for the master's program listed above. Students who have previously taken one of the courses below during their master's program are required to take a different course during their doctoral program and participate in a new Research Seminar Series and at least one National/Regional Workshop.

**Program Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHL 5421H</td>
<td>Aboriginal Health</td>
<td>C. Wieman</td>
</tr>
<tr>
<td>NUR 1014H</td>
<td>Politics of Aboriginal Health</td>
<td>R. Hagey</td>
</tr>
</tbody>
</table>

Or

an individual reading course to be approved and supervised by a member of the Collaborative Program in Aboriginal Health.
MOTION
Graduate Education Council
Tuesday, 20 January 2009

ITEM 11.2

Proposal to change the program requirements for the following program in the Department of Chemical Engineering and Applied Chemistry, Faculty of Applied Science and Engineering:
Chemical Engineering and Applied Chemistry (MASc and PhD)

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Applied Science and Engineering to change the program requirements of the MASc in Chemical Engineering and Applied Chemistry to take a graduate student seminar course (already required) in each year of study, and to change the program requirements of the PhD in Chemical Engineering and Applied Chemistry to take a graduate student seminar course two times during the program, in the first and third years of study, effective September 2009.

See attached documents:
- SGS Governance Form A
- Calendar Entry

Prior Discussion

There was no feedback from the GWS posting of this proposal. No discussion arose at the Faculty Council of the Faculty of Applied Science and Engineering.

Governance Note

The proposal was posted on the Graduate Webposting System (GWS). It was approved by the Chemical Engineering and Applied Chemistry Graduate Programs Committee on 23 April 2008 and by the Faculty Council of the Faculty of Applied Science and Engineering on 26 November 2008. GEC approval is the final approval for this item. It will be presented to the Academic Policy and Planning Committee in SGS’s annual report.
Governance Form A: General

Faculty Affiliation:
Faculty of Engineering

Name of Graduate Unit:
Department of Chemical Engineering and Applied Chemistry (a.k.a. Chem Eng)

Graduate Program/s involved in proposal, if any:
MASc, PhD

Brief Summary of Proposed Change:
Currently, students are required to take a “graduate student seminar” course once during their program, but are encouraged to take it each year. The Department would like to change the requirement as follows:

MASc students – take the course in each year of study
PhD students – take 2 times over their program; in the 1st and 3rd years of study

Rationale:
The seminar course provides students the opportunity to improve their presentation skills, essential for conference presentations, as well as their thesis defence. At present, students are taking the course once only, and usually in their first year of study. Taking the course 2 times over their program will provide students greater opportunity for improvement, as their research advances and they change focus from coursework to thesis completion.

Prior Approvals/Actions:
Presented and agreed upon by Faculty at the Department of Chemical Engineering & Applied Chemistry – April 2008

Chemical Engineering & Applied Chemistry Graduate Programs Committee – approved on April 23rd, 2008

Faculty of Applied Science and Engineering – tabled for August 2008

Proposed Effective Date:
September 2008

Financial and/or Planning Implications:
None.

Contact name:
Vladimiros Papangelakis
Associate Chair of Graduate Studies

Submitted by:
Masahiro Kawaji
Acting Chair, Department of Chemical Engineering & Applied Chemistry

Date: Monday, July 28th, 2008
Chemical Engineering and Applied Chemistry  CHE

Faculty Affiliation
Applied Science and Engineering

Degree Programs Offered
Chemical Engineering and Applied Chemistry, MASc, MEng, PhD

Collaborative Programs Offered
Degree programs that participate in:
1. Biomedical Engineering, see p. 418
   - Chemical Engineering and Applied Chemistry, MASc, PhD
2. Environmental Engineering, see p. 441
   - Chemical Engineering and Applied Chemistry, MASc, MEng, PhD
3. Environmental Studies, see p. 443
   - Chemical Engineering and Applied Chemistry, MASc, MEng, PhD
4. Genome Biology and Bioinformatics, see p. 448
   - Chemical Engineering and Applied Chemistry, PhD

Overview
The Department of Chemical Engineering and Applied Chemistry offers graduate research in pure science, engineering fundamentals, and engineering applications. Graduate programs lead to the degrees of Master of Applied Science (MASc), Master of Engineering (MEng), and Doctor of Philosophy (PhD). The MEng program differs from the MASc and PhD programs in that it is oriented to learning through prescribed courses rather than through research.

The Department attracts a dynamic professorial staff with outstanding international reputations. Many graduate students work closely with industrial partners during their studies. Research is funded by the government and industry, often by means of a consortium of companies. The experience of dealing with real world problems prepares graduates for successful professional careers.

Research and teaching are the foundations of the Department. Research is clustered into eight major categories:
1. Biomedical and Biomedical Engineering
2. Bioprocess Engineering
3. Chemical and Materials Process Engineering (pending approval)
4. Engineering Informatics
5. Environmental Science and Engineering
6. Pulp and Paper
7. Surface and Interface Engineering
8. Sustainable Energy
A more complete and up-to-date description of graduate research programs and enrolment procedures appears on www.chem-eng.utoronto.ca.

Contact and Address
Web: www.chem-eng.utoronto.ca/
E-mail: gradassist.chemeng@utoronto.ca
Telephone: (416) 976-3987
Fax: (416) 978-1376

Department of Chemical Engineering and Applied Chemistry
Room 212, Wallberg Building
200 College Street
University of Toronto
Toronto, Ontario M5S 3E5
Canada

Degree Programs

Master of Applied Science

Minimum Admission Requirements
- Four-year undergraduate degree in engineering or physical/chemical/biological sciences from a recognized university.
- A minimum grade equivalent to a University of Toronto B+ (78%) average in each of the final two years of study.
- A faculty member who is willing to supervise the student.

Program Requirements
- Thesis on a research topic.
- At least three graduate courses, one of which normally must be selected from Category A (see courses below), and at least one of which must be selected in an area outside the student's field of research specialization. Furthermore, only one 500-level course may be taken for credit towards the degree program. Students are also required to complete CHE 2222H, CHE 3000Y, and JDE 1000H. Students are required to take a graduate student seminar course two times in their program, once in the first and once in the second year of study.
- Each candidate should discuss possible research projects with several members of the Department before selecting a research area and a supervisor.
- The program requires a minimum full-time residence of two sessions (8 months).
- The degree program is typically completed in 1.5 years, but must be completed within three calendar years.
Master of Engineering

Minimum Admission Requirements

- Four-year undergraduate degree in engineering or its equivalent from a recognized university, with a minimum B+ average in the final two years.

Program Requirements

- The program normally requires completion of a total of 5.0 full-course equivalents (FCE) or 3.5 FCE plus a 1.5 FCE project supervised by a faculty member. The project must be defended at an oral examination.
- There is no minimum period of residency. The MEng program can be completed either through full-time or part-time studies. The full-time program is designed to be completed within 12 months, including the summer session. The part-time program is intended primarily for engineers in full-time professional practice; the degree must be completed within six calendar years.

Doctor of Philosophy

Minimum Admission Requirements

- A faculty member who is willing to supervise the student.
- Applicants may enter the program via one of three routes:
  1. following completion of the MASc program with a minimum B+ average and exceptional all-round scientific and intellectual ability as evidenced from theoretical or experimental research, academic standing, initiative, and publication record
  2. transferring from the MASc program after one year. Such students must first complete 1.5 full-course equivalents (FCE) and earn an A- average as well as successfully complete a "bypass" examination.
  3. direct entry after completing a bachelor's degree may also be considered in certain cases.
- International applicants with a master's degree in their country of residence may be asked to register in the MASc program and follow entry route 2.

Program Requirements

- Thesis on a research topic.
- Students with completed MASc degree: at least 2.0 full-course equivalents (FCE).
- Transfer students: 3.0 FCE for students without a master's degree. 2.0 FCE for students with a completed master's degree. Transfer students do not have to take a separate PhD qualifying examination.
- Direct-entry students: at least 3.0 FCE.
- Courses must be selected from the calendar and approved by the student's supervisor and the Graduate Coordinator. At least one of these courses must be taken in a minor area of study. It is recommended that one of these courses should be selected from Category A courses. Normally, PhD students are not allowed to take a 500-level course for credit towards the degree program. Students are also required to complete CHE 3000Y and, if not already completed, CHE 2222H and JDE 1000H. Students are required to take a graduate student seminar course two times in their program: once in the first year and once in the third year of study.
- Within 9 to 12 months of starting the PhD program, students must pass a qualifying examination. Students normally remain in residence (full time, on campus) until the departmental recommendation for the Final Oral Examination is made, unless special permission to do so
Courses

A course schedule is available on the departmental Web site at the beginning of each session listing the time and room location for each course. Not all courses are given every year.

Students in the MASc and PhD programs are required to take CHE 3000Y Seminars in Chemical Engineering and Applied Chemistry in each session of full-time registration. All students wishing to undertake research and teaching in the Department of Chemical Engineering and Applied Chemistry must successfully complete a two-day intensive occupational health and safety training workshop, CHE 2222H Safety Workshop, which normally takes place during the week immediately preceding the commencement of graduate courses in the fall. In each subsequent year of registration, students must take the WHMIS refresher workshop. Students registered in a graduate degree program involving research are required to participate in the non-credit seminar course JDE 1000H Ethics in Research during their first or second session of registration.

Category A

CHE 1107H Applied Mathematics
CHE 1140H Topics in Process Identification and Control
CHE 1141H Advanced Chemical Reaction Engineering
CHE 1142H Applied Chemical Thermodynamics
CHE 1143H Transport Phenomena
CHE 1144H Separation Processes
CHE 1147H Data Mining in Engineering
CHE 1149H Electrolyte Thermodynamics
JTC 1135H Applied Surface Chemistry
CHE 1180H Advanced Topics in Chemical Engineering
CHE 1310H Chemical Properties of Polymers
JCI 1503H Advanced Topics in Computing and Information Systems
CHE 2504H Industrial Pollution Prevention

Category B

CHE 1118H Industrial Catalysis
CHE 1134H Advances in Bioengineering
CHE 1213H Corrosion
CHE 1314H The Structure and Properties of Fibrous Materials
JTC 1020H Ceramics
JTC 1331H Biomaterials Science
JCB 1349H Molecular Assemblies: Structure/Function/Properties
CHE 1400H Environmental Nuclear Science
CHE 1533H Nuclear Chemical Engineering
CHE 1541H Two-Phase Flow and Heat Transfer
JCC 1313H Environmental Microbiology
JCI 1321H Wood Engineering
JNC 2503H Environmental Pathways

Engineering Management Courses

APS 501H Leadership and Leading in Groups and Organizations
APS 1001H Project Management
APS 1002H Financial Engineering
APS 1003H Professional Education and Instruction
APS 1004H Human Resource Management - An Engineering Perspective
APS 1005H  Operations Research for Engineering Management
APS 1088H  Entrepreneurship and Business for Engineers
APS 1201H  Topics in Engineering and Public Policy

500-level (undergraduate/graduate) Courses
CHE 507H  Process Modelling and Simulation
CHE 553H  Electrochemistry
CHE 564H  Pulp and Paper Processes
CHE 565H  Aqueous Process Engineering
CHE 568H  Nuclear Engineering
CHE 575H  Mechanical Properties of Bio-Composites and Biomaterials

Seminar Courses
CHE 1211H  Pulp and Paper Seminars (Credit/No Credit)
CHE 2011H  Graduate Student Seminars (Credit/No Credit)
CHE 3000Y  Seminars in Chemical Engineering and Applied Chemistry (Credit/No Credit)

In addition to the above courses, students may elect to take courses in other engineering or
science departments where such courses are deemed relevant to the area of study.

Graduate Faculty

Faculty data will be downloaded from the HRIS.
MOTION
Graduate Education Council
Tuesday, 20 January 2009

ITEM 11.3
Proposal to change the program requirements for the following program in the Faculty of Dentistry:
Dentistry (MSc and PhD)

MOTION
That Graduate Education Council approve the proposal of the Faculty of Dentistry to change the program requirements of the Dentistry program as follows:

- for the MSc (Thesis Option) to require 1.5 full course equivalents (FCE), which must include DEN 1040H (renamed Introduction to Biostatistics);
- for the MSc (both the Specialist Dental Training – Thesis Option and the Specialist Dental Training – Course Work Only Option) to require 1.5 FCE, which must include both DEN 1040H and DEN 1030S (renamed Clinical Epidemiology and Evidence-Based Care);
- for the PhD (both the Full-Time Research Option and the Flexible-Time Option) to require 2.5 FCE, which must include DEN 1040H;
- for the PhD (Full-Time Program Combined With Dental Specialty Training Option) to require 2.5 FCE, which must include both DEN 1040H and DEN 1030S;
- and that these changes be effective September, 2009.

See attached documents:
- SGS Governance Form A
- Calendar Entry (note: also includes changes proposed in item 9: “Admission Requirements Change: Dentistry (MSc)"

Prior Discussion

There was no feedback as a result of the GWS posting of this proposal. At the Faculty of Dentistry Council meeting, a question arose regarding DEN 1040H. Since this will be a compulsory course for all MSc and PhD students, the question was whether a student who had taken the course as part of their MSc would be required to take it again if they enrolled in the PhD program. Faculty Council were advised that such students would be given an exemption from the course but expected to take either a half course in more advanced statistical procedures or a half course relevant to the topic of their thesis research.

Governance Note

The proposal was posted on the Graduate Webposting System. The Council of the Faculty of Dentistry approved the proposal at its meeting of 9 December 2008. GEC approval is the final approval for this item. It will be presented to the Academic Policy and Planning Committee in SGS’s annual report.
Governance Form A: General
2008-2009, Version #1

Faculty Affiliation:
Dentistry

Name of Graduate Unit:
Faculty of Dentistry

Graduate Program/s involved in proposal, if any:
Research-based MSc and PhD programs; MSc with Dental Specialty training programs, Combined PhD with Dental Specialty training programs.

Brief Summary of Proposed Change:
The Faculty proposes to increase the minimum coursework requirement for the graduate programs listed above. The proposed changes are as follows:

1. **M.Sc.**: The minimum requirement for all M.Sc. programs be increased from one-half course to one and one-half courses that will include the half course, DEN 1040H: Introduction to Biostatistics (see “Course Change Proposals” below).
2. **Ph.D.**: The minimum requirement for the Ph.D. programs be increased from one full course to two and one-half courses, that will include the half course, DEN 1040H: Introduction to Biostatistics. This applies to the full-time and to the PhD Flexible-Time option.
3. **Ph.D. with Dental Specialty**: The minimum requirement for the combined Ph.D. with Dental Specialty training programs will be increased from one full course to two and one-half courses, one full course pertaining to the research component of the program with one and a half courses pertaining to the clinical training component. The latter will include DEN 1040H: Introduction to Biostatistics, and DEN 1030S Clinical Epidemiology and Evidence-Based Care.

Course Change Proposals:
We propose that DEN1040Y: Dental Clinical Epidemiology and Biostatistics be changed from a full course to a half course, DEN1040H: Introduction to Biostatistics. It will be compulsory for all graduate students.

Also, the half course DEN1030S: Critical Appraisal and Evidence-Based Care, which is currently a requirement for students taking the MSc with specialty training in Dental Public Health, will be renamed to DEN1030S: Clinical Epidemiology and Evidence-Based Care. It will now be compulsory for all graduate students undertaking Dental Specialty training as part of their program.

These courses will be taken in addition to the course DEN1001Y/DEN1100Y: Seminars in Oral Health Sciences.
Rationale:

Program Change Proposals
At the conclusion of the last OCGS Periodic review of the Faculty of Dentistry’s graduate programs they were judged by the Appraisal Committee (Section III) to be of GOOD QUALITY and six fields were approved. The letter to Dean Pfeiffer informing the University of the outcome of the Appraisal Committee’s review contained the following statement:

“In the next periodic appraisal, in addition the customary issues, the Committee will be concerned to address:

- Minimum course work requirements”.

The coursework requirements for the Faculty’s graduate programs are among the lowest in the University and we have interpreted this comment to mean that they are insufficient to meet breadth requirements. Although many of our graduate students exceed these minimum requirements many do not. Consequently, in order to respond to this concern we propose to increase the minimum requirements for all of our graduate programs. The aim is to better meet the breadth requirement stipulated by OCGS.

Course Change Proposals
The external consultants who visited the Faculty as part of the OCGS Periodic Appraisal suggested that the graduate program could be strengthened by the development of a core program in addition to DEN1001Y/DEN1100Y: Seminars in Oral Health Sciences, currently a requirement for all graduate students. They suggested a course in biostatistics and a course in research design. In order to begin the process of developing this core, revisions to DEN1040Y: Dental Clinical Epidemiology and Biostatistics are proposed.

DEN1040Y: Dental Clinical Epidemiology and Biostatistics is a full course that is a hybrid, consisting of eight sessions on clinical epidemiology and 18 sessions on biostatistics. It is a course requirement for all students undertaking dental speciality training as part of the MSc or PhD program. This course is problematic for two reasons. First, the clinical epidemiology component means that the course is not appropriate for our doctoral stream students who require training in biostatistics. These students currently go outside the Faculty to take introductory courses in biostatistics. Second, the clinical epidemiology component is too short to allow the concepts of clinical epidemiology to be applied to critical appraisal and evidence-based care.

DEN1030S: Critical Appraisal and Evidence-Based Care, which is currently a requirement for students taking the MSc with specialty training in Dental Public Health, covers the principles of clinical epidemiology, critical appraisal of the dental clinical literature, and the preparation of an evidence-based report that forms the basis of evidence-based clinical decision-making. Because of timetabling conflicts it is not available for students in other specialty training streams.

The proposal outlined above provides a solution to these problems. Reducing DEN1040Y to a half course in biostatistics to be taught in the fall term will mean that there is a common course for all graduate students which also removes the need for students in the doctoral program to go to other Faculties to obtain biostatistics training. DEN1030S will be taught in the winter term at a time when all specialty students are available and will provide more extensive coverage of a central topic in clinical care.
**Prior Approvals/Actions:**
This proposal has been unanimously approved by the Faculty’s Graduate and Post-graduate Committee. This Committee contains three graduate student representatives who are elected by the graduate student body as a whole to speak on their behalf with respect to matters affecting graduate education. The proposal has also been approved by the graduate faculty as a whole. The proposal will be presented for approval by the Faculty Council at its December meeting.

**Financial and/or Planning Implications:**

**Program Changes:** None. As noted above many graduate students exceed the current minimal coursework requirements.

**Course Changes:** None. This will not affect the course requirement load for most students. Students taking the MSc Dental Public Health will have their course requirements reduced by one half course and remove some overlap that currently exists.

**Proposed Effective Date:**
September 2009

**Contact name:**
Dr David Locker
Associate Dean for Graduate and Post-graduate Studies
Faculty of Dentistry

**Submitted by:**
Dr David Locker
Associate Dean for Graduate and Post-graduate Studies
Faculty of Dentistry

**Date:**
September 30, 2008
Dentistry

Faculty Affiliation
Dentistry

Degree Programs
Dentistry – MSc, PhD

Overview
The Faculty of Dentistry offers a graduate program leading to either a Master of Science or Doctor of Philosophy degree. This graduate program appeals to:
1. applicants who have a degree in dentistry and who are pursuing research training and advanced clinical education leading to qualification in one of ten dental specialty disciplines; and
2. applicants, both dentists and non-dentists, who are pursuing graduate research training without advanced clinical education.
Consequently, both the Master of Science and the Doctor of Philosophy degrees have a common core of course work and consist of three options, with each having varying additional research and training requirements.

Collaborative Programs
Degree programs that participate in:
1. Aging, Palliative and Supportive Care Across the Life Course, see p.
   • Dentistry, MSc, PhD
2. Cardiovascular Science, see p.
   • Dentistry, MSc, PhD
3. Biomedical Engineering, see p.
   • Dentistry, MSc, PhD
4. Neuroscience, see p.
   • Dentistry, MSc, PhD
5. Toxicology, Biomedical, see p.
   • Dentistry, MSc, PhD
6. Women’s Health, see p.
   • Dentistry, MSc, PhD

Contacts and Address:
Web: www.utoronto.ca/dentistry
E-mail: lori.mockler@dentistry.utoronto.ca
Telephone: (416) 979-4901, ext. 1-4482
Fax: (416) 979-4944

Graduate Department of Dentistry
124 Edward Street
University of Toronto
Toronto, Ontario M5G 1G6
Canada
Master of Science

1. Thesis Option

Minimum Admission Requirements
- Four-year Bachelor of Science degree, Doctor of Dental Surgery, or an equivalent degree, with at least mid-B standing in the final year from a recognized university in a discipline appropriate to the field of dentistry.

Program Requirements
- Ordinarily one year of full-time registration; however, it is the Department's expectation that students will normally remain in full-time attendance on campus to enable full participation in departmental activities for two years.
- Year 1 - development of a research project and proposal, and course work. Course work will normally include, as a minimum, fulfillment of the requirements for the course DEN 1001Y Master's Seminars in Oral Health Sciences and successful completion of an additional 1.5 full course equivalents (FCE) which includes DEN 1040H: Introduction to Biostatistics. Exemptions may be granted for previously completed course work at the bachelor's level.
- Year 2 – research, thesis completion, and defence.

2. Specialist Dental Training - Thesis Option

The Department offers a Master of Science degree for dental graduates seeking advanced training in a clinical specialty as well as training in research.

Minimum Admission Requirements
- Doctor of Dental Surgery or an equivalent degree, with at least a mid-B standing in the final year from a recognized university.

Program Requirements
- Two to four years of full-time registration, depending upon the clinical specialty.
- Completion of an original research project culminating in the oral defence of a written thesis.
- Completion of clinical and didactic course work requirements as necessary to meet Canadian Dental Association accreditation requirements for the chosen clinical specialty.
- Course DEN 1001Y Master's Seminars in Oral Health Sciences for a minimum of one year and successful completion of 1.5 full course equivalents (FCE) which includes DEN 1040H: Introduction to Biostatistics and DEN 1030S Clinical Epidemiology and Evidence Based Care.
- Upon completion of all program requirements, students are eligible for the MSc degree and for Specialty, Fellowship, or Board Certification in the chosen dental specialty. For further information, consult the Faculty of Dentistry Calendar or Web site.

3. Specialist Dental Training - Course Work Only Option

The Department offers a Master of Science degree for dental graduates seeking advanced training in a clinical specialty in which additional course work is undertaken as an alternative to a thesis. The MSc with training in Dental Public Health is also offered to dental hygienists. The availability of this option will vary by specialty.

Minimum Admission Requirements
- Doctor of Dental Surgery, or an equivalent degree, with at least a mid-B standing in the final year from a recognized university. For the MSc with training in Dental Public Health, dental hygiene applicants should have a four-year University of Toronto bachelor’s degree in dental hygiene or dental hygiene training with at least a mid-B standing in the final year, or the equivalent from another university.

Program Requirements
Two to four years of full-time registration, depending upon the clinical specialty.

Completion of all clinical and didactic course work requirements as necessary to meet Canadian Dental Association accreditation requirements in the chosen dental specialty.

Course DEN 1001Y Master's Seminars in Oral Health Sciences for a minimum of one year and successful completion of 1.5 full course equivalents (FCE) which includes DEN 1040H Introduction to Biostatistics and DEN 1030S Clinical Epidemiology and Evidence Based Care.

Three additional half-courses in clinical, epidemiological, or basic science research methodology appropriate for clinical or public health practice, a research practicum and successful completion of an oral examination of the research practicum.

Upon completion of all program requirements, students are eligible for the graduate degree and for Specialty, Fellowship, or Board Certification in the chosen dental specialty. For further information, consult the Faculty of Dentistry Calendar or Web site.

Program Transfer - MSc to PhD

MSc students pursuing either of options 1 or 2, who are demonstrating excellent progress in all facets of their program, may apply to transfer from the MSc to the PhD program. Transfer time varies for students in the specialty training thesis option. The transfer examination will take place up to 18, and in exceptional circumstances, 24 months after entry into the MSc program for registrants in the MSc Thesis Option. Regulations governing such transfers are available from the Graduate Department of Dentistry.

Students registered in the specialty training course work only option will not be permitted to transfer to the PhD degree, but may apply to the PhD program following completion of the MSc degree.

Doctor of Philosophy

1. Full-Time Research Option

Minimum Admission Requirements

- Students are normally admitted to a four-year PhD program with an appropriate master's degree, or equivalent, with at least an A standing from a recognized university in a discipline appropriate to the intended field of doctoral study. However, under exceptional circumstances, the Department may admit a highly qualified student with an appropriate four-year Bachelor of Science degree in a discipline appropriate to the field of dentistry or a Doctor of Dental Surgery degree with at least an A standing from a recognized university.

Program Requirements

- Students undertake customized programs, approved by an advisory committee and the Graduate Chair of Dentistry, comprising advanced study and original research culminating in the defence of a thesis.
- Minimum course requirements - completion of the course DEN 1100Y Doctoral Seminars in Oral Health Sciences, and successful completion of 2.5 full course equivalents (FCE) which includes DEN 1040H Introduction to Biostatistics. Exemptions may be granted for MSc course work from closely related disciplines. This includes students transferring from MSc to PhD programs. Programs of study for BSc students will normally include additional course work requirements.
- Although the minimum residency requirement is one year, it is the Department's expectation that students will normally remain on campus for four years.
- After 12 months and within 24 months of starting a PhD program, students must pass a qualifying oral examination to demonstrate an adequate capacity for oral health sciences research through previous work and will be examined on their thesis proposal and their breadth of knowledge relative to the research project.
- Participate in all graduate research activities of the advisor's research group.
- Present at meetings and publish original research findings in timely fashion.
- Participate as members of departmental and student committees as applicable.
Consult with the Graduate Chair of Dentistry who will appoint a committee to plan and arrange their course work and research programs. The committee and the Graduate Chair must approve the entire course of study. The student's supervisor will chair the committee. The committee will closely monitor the student's ability to sustain satisfactory performance and will report annually to the Graduate Chair for approval and continuance of candidacy.

2. Full-Time Program Combined with Dental Specialty Training Option
The Department offers a Doctor of Philosophy degree for exceptional dental graduates seeking to combine a PhD degree with advanced training in a clinical specialty. Applicants intending to train as clinician/scientists, aspiring to teaching and research careers in the dental field, are considered on an individual basis.

Minimum Admission Requirements
- Doctor of Dental Surgery degree with at least an A standing from a recognized university. Evidence of research experience or research potential is normally required.

Program Requirements
- Completion of an original research project culminating in the oral defence of a thesis.
- Completion of the course DEN 1100Y "Doctoral Seminars in Oral Health Sciences" and successful completion of 2.5 full course equivalents (FCE) which includes DEN 1040H "Introduction to Biostatistics" and DEN 1030S "Clinical Epidemiology and Evidence Based Care" together with, for the chosen clinical specialty, completion of clinical and didactic course work requirements.
- Consult with the Graduate Chair of Dentistry who will appoint a committee to plan and arrange their course and research programs. The committee and the Graduate Chair must approve the entire course of study. The student's supervisor will chair the committee. The committee will closely monitor the student's ability to sustain satisfactory performance and will report semi-annually to the Graduate Chair of Dentistry for approval and continuance of candidacy.
- After 12 months and within 24 months of starting the PhD program, students must pass a qualifying oral examination to demonstrate an adequate capacity for oral health sciences research through previous work and will be examined on their thesis proposal and their breadth of knowledge relative to the research project.
- Participate in all graduate research activities of the advisor's research group.
- Present at meetings and publish original research findings in timely fashion.
- Participate as members of departmental and student committees as applicable.
- The addition of the clinical and didactic courses for a clinical specialty will normally increase the amount of time for the PhD degree by two years, depending upon the particular clinical specialty undertaken. Program completion will be contingent upon completion of all requirements for the research and specialty training components of the program.
- Upon completion, students are eligible for the graduate degree and for Specialty, Fellowship, or Board Certification in one of the dental specialties. For further information, please consult the Faculty of Dentistry Calendar or Web site.

3. Flexible-Time Option
The Department offers a flexible-time PhD program for selected students whose career goal is a full-time academic position in a clinical discipline. Students concurrently establish their teaching and academic credentials. The major goal upon program completion is to enable students to compete for university tenure-stream professorial positions in their clinical science discipline.

The program is dedicated to research experience and, therefore, does not involve clinical training other than clinical research methodology. It entails completion of the research and course work requirements for the PhD degree half time, while teaching in a clinical discipline half time.

Minimum Admission Requirements
- School of Graduate Studies and Graduate Department of Dentistry admission requirements for entry to the PhD program.
A professional degree equivalent to the University of Toronto DDS. and a graduate degree equivalent to the University of Toronto MSc. Preference given to:

- applicants who have completed specialty education equivalent to the standard required for licensure as a specialist by the Royal College of Dental Surgeons of Ontario and
- applicants who hold a university appointment in Canada at an academic standard equivalent to the University of Toronto Lecturer.

Program Requirements

- Appropriate research supervision and advisory committee membership, customized plan of study, and timetable for the completion of the degree requirements, as approved by the Graduate Chair of Dentistry, will be in place at program commencement. The Graduate Chair monitors progress by review of completed advisory committee reports based on annual meetings of the student with the supervisory committee.
- Although the minimum residency requirement for the PhD is one year, the anticipated completion date for the flexible-time PhD program will be within five to six years from the registration date. The maximum time for completion will normally be eight years.
- Students are required to conduct research leading to completion and defence of a thesis and complete minimum course work requirements, which include DEN 1100Y Doctoral Seminars in Oral Health Sciences, and successful completion of 2.5 full course equivalents (FCE) which includes DEN 1040H Introduction to Biostatistics.
- Students must pass a qualifying oral examination 12 to 24 months after commencement to demonstrate an adequate capacity for oral health sciences research at the doctoral level.
- Participate in all graduate research activities of the advisor's research group.
- Present at meetings and publish original research findings in timely fashion.
- Participate as members of departmental and student committees as applicable.

Courses

Not all courses are offered every year. The Department should be consulted each session as to course offerings.

DEN 1001Y Master's Seminars in Oral Health Sciences (Credit/No Credit)
DEN 1002H Oral Pathology
DEN 1003H Preventive Dentistry
DEN 1006Y Seminars in Dental Public Health
DEN 1007H Oral Radiology
DEN 1011Y Advanced Seminars in Oral Pathology
DEN 1012Y Oral Medicine
DEN 1013Y Oral Surgical Pathology
DEN 1016H Occlusion: Function and Dysfunction
DEN 1017H Temporomandibular Disorders
DEN 1022H Investigating Pathogenic Biofilms
DEN 1024H Experimental Methods in Caries Research
DEN 1030S Clinical Epidemiology and Evidence-Based Care
DEN 1040H Introduction to Biostatistics
DEN 1051Y Oral Epidemiology
DEN 1060H Oral Physiology: Sensory and Neuromuscular Function
DEN 1070H Advances in Dental Materials Science
DEN 1080Y Biology of Connective Tissues
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEN 1081H</td>
<td>Bone Interfacing Implants</td>
</tr>
<tr>
<td>DEN 1082H</td>
<td>Biomaterials for Implant Treatment in Dentistry</td>
</tr>
<tr>
<td>DEN 1097Y</td>
<td>Advanced Oral Radiology</td>
</tr>
<tr>
<td>DEN 1098H</td>
<td>Reading Course in Oral Biology</td>
</tr>
<tr>
<td>DEN 1100Y*</td>
<td>Doctoral Seminars in Oral Health Sciences (Credit/No Credit)</td>
</tr>
</tbody>
</table>

*Courses which may continue over a program. The course is graded when completed.
Item 11.4

Proposal to change the program requirements for the following program in the Faculty of Information:

Information (MI)

**Motion**

**That** Graduate Education Council approve the proposal of the Faculty of Information to change the program requirements of the Master of Information (MI) as follows:

- change the Course option to require 2.0 full-course equivalent (FCE) core courses and a program of study approved by the Program Director;
- change the Thesis option to require 2.0 FCE core courses, a program of study approved by the Program Director, completion of a research methods course appropriate to their program of study, completion of a thesis equivalent to 3.0 FCE, and completion of an appropriate research methods course with a grade of at least A-;

**And That** these changes be effective September, 2009.

See attached documents:

- SGS Governance Form A
- Calendar Entry

Prior Discussion

There was no feedback from the GWS posting of this proposal. Discussion at the Faculty Council meeting covered the following points:

- Considerations of professional/practical preparation
- Difference between current and proposed requirements
- Nature of programs of study
- Nature of research methods course for the Thesis option

Governance Note

The proposal was posted on the Graduate Webposting System. It was approved by the Faculty Council of the Faculty of Information on 5 December 2008. GEC approval is the final approval for this item. It will be presented to the Academic Policy and Planning Committee in SGS's annual report.
Governance Form A: General
2008-2009

Faculty Affiliation:
Faculty of Information

Name of Graduate Unit:
Faculty of Information

Graduate Program/s involved in proposal, if any:
Master of Information Studies

Brief Summary of Proposed Change:
The proposal will modify the requirements for the Master of Information (M.I.) degree.

The requirements for the course option will change from “1.5 core FCE, 2.0 required FCE in an area of focus, and 2.0 elective FCE at the 2000-level” to 2.0 FCE core courses and an approved program of study.

The requirements for the thesis option will change from “1.5 core FCE, 2.0 elective FCE at the 2000-level, and complete a thesis (equivalent to 2.0 elective FCE)” to 2.0 FCE core courses, completion of a research methods course appropriate to their program of study, approval of a program of study, and completion of a thesis, equivalent to 3.0 FCE. The thesis is currently equivalent to 2.0 FCE, this proposal makes the thesis equivalent to 3.0 FCE. The current requirement for an A- in FIS 1240 Research Methods has been modified to requiring an A- in an appropriate research methods course.

Rationale:
The information field has broadened in scope and become more interdisciplinary in nature in the past decade; education in information need to reflect this new environment and provide students with opportunities to establish a solid fundamental foundation in principles and basic conceptual framework in information and specialize in areas within and across the information field. The new requirements allow students to specialize in a larger number of established fields within information or to pursue their individual interests which fit their own career interests and create their own paths through the curriculum.

A number of pre-approved templates for established paths through the curriculum will help and guide students to select courses and will limit the number of individual paths that need approval by the Program Director (in practice in consultation with the Program Committee).

The course equivalency for the thesis will increase from 2.0 FCE to 3.0 FCE to reflect the actual work involved in completing a thesis in the program and since FIS 1240 Research Methods will no longer be required as a core course, the requirement an A- in this course
has been removed and instead it is required that students complete course in research methods appropriate to their program of study.

Prior Approvals/Actions:
• The Faculty developed a Curriculum Framework document in the Spring 2008.
• The Curriculum Framework was approved in principle by Faculty Council on June 17, 2008
• Current document was approved by Faculty Programs Cttee on Nov. 10, 2008
• Approval by Faculty Council on Dec. 5, 2008

Proposed Effective Date:
September 2009

Financial and/or Planning Implications:
None.

Contact name:
Jens-Erik Mai, Acting Dean, Faculty of Information

Submitted by:
Jens-Erik Mai, Acting Dean, Faculty of Information

Date:
Nov. 11, 2008
Information Studies

Master of Information Studies

Program Requirements

- The Faculty expects students to be competent in their use of information and communication technologies as appropriate to their programs of study.
- 8.0 full-course equivalents (FCE) as follows:
  - **Course option**: All students must complete 2.0 FCE core courses and have their program of study approved by the Program Director. A number of examples of pre-established programs of study is available to students.
  - **Thesis option**: The thesis option allows students to gain experience in developing and executing a research project from beginning to end. Students gain familiarity with the research process and hone their research skills. Students must complete 2.0 FCE core courses, have their program of study approved by the Program Director, complete a research methods course appropriate to their program of study with a final grade of at least A-, and complete a thesis (equivalent to 3.0 FCE). Faculty approval is required.
- The thesis option is designed for students who have a clearly defined topic, can find a supervisor, and can meet tight deadlines in order to graduate within the usual time frame envisioned for the degree.
- All requirements must be completed satisfactorily within 6 years from first enrolment in the program. Total time from original registration, including lapsed time, is counted as the time allowed to complete the degree requirements.

Deleted: take 1.5 core FCE, 2.0 required FCE in an area of focus, and 2.0 elective FCE at the 2000-level
Deleted: The remaining 2.5 FCE may be chosen at the student's discretion.
Deleted: 2 elective
Deleted: The remaining 2.5 FCE may be chosen at the student's discretion. Students must obtain at least an A- in FIS 1240H Research Methods.
Deleted: MISt
MOTION
Graduate Education Council
Tuesday, 20 January 2009

ITEM 12
Proposal to disestablish the following EDU:A within the School of Graduate Studies, and reestablish as an EDU:A within the Faculty of Arts and Science:
Centre for the Study of Drama

MOTION
THAT Graduate Education Council approve the proposal of the School of Graduate Studies that the Centre for the Study of Drama (EDU:A) be disestablished within the School of Graduate Studies and re-established as an EDU: A within the Faculty of Arts and Science, effective May 1, 2009, pending approvals.

Prior Discussion
SGS conducted a review of the Centre for the Graduate Study of Drama in 2006-07. It was recommended that a task force review academic drama programs across the three campuses. This action follows a recommendation of the task force.

Governance Note
Graduate Education Council approval is final for the disestablishment of the Centre within SGS. The Faculty of Arts and Science, through its established governance processes, has the authority to establish an EDU-A subject to approval by Governing Council Committees.

Notes from the Faculty of Arts and Science Motion sheet:
The Graduate Centre for Study of Drama is a research and graduate teaching unit that currently exists as an extra-departmental unit A (EDU A) within the School of Graduate Studies (SGS). It is proposed that the Centre be disestablished within SGS and re-established as an EDU A in the Faculty of Arts & Science.

The Centre has a strong reputation for its MA and PhD programs. Founded in 1966, it has gained international recognition for its inclusion of a practical theatre component in the curriculum of its research-based graduate programs. The Centre’s most recent OCGS reviewers in 2006 commented that it “has an unusual degree of potential for leadership and further development in a dynamic field of practice and enquiry – so long as it receives adequate and appropriate institutional support.” The decanal Task Force on Drama at the University of Toronto recommended in its report of 14 April 2008 that the Centre be re-established in Arts & Science, in large part as a recognition that the majority of the Centre’s closest cognate departments and programs are in the Faculty. These would include the major language departments, Classics, English, French, German, Italian Studies, Spanish and Portuguese, and Slavic, as well as related units such as the Cinema Studies Institute, the Centre for Comparative Literature, the Centre for Medieval Studies, and the undergraduate program in Drama at University College. The Centre has had a long and fruitful collaboration with each of these units, so its connections with the Faculty of Arts & Science are already strong.
The Centre’s MA and PhD programs both include a performance component, organized principally through the production facilities of the Robert Gill Theatre and the Glenmorris Studio Theatre. These program requirements effectively tie the Centre to the St. George campus, and further support the designation of the Faculty of Arts & Science as its most appropriate home.

The faculty and staff of the Centre support the proposal to transfer the Centre to the Faculty of Arts & Science. Cross-appointed faculty from UTM and UTSc were consulted through their representation on the Task Force on Drama, and also support this proposal. The proposal will be put forward at the SGS Graduate Education Council on 20 January 2009, and at the Arts & Science Faculty Council on 2 February 2009.
ITEM 14.1

School of Graduate Studies Registration Statistics, 2008-2009

See the attached slides for information on registration statistics at SGS for the year 2008-2009.

See attached documents:

- Presentation slides: School of Graduate Studies Registration, 2008-2009
School of Graduate Studies
Registration, 2008-2009

SGS Registration, 2008-2009
(as of December 19, 2008)

- Total Graduate Students
  - 13,886
- Increase over 2007-2008
  - 2.9%

Admissions, 2007-2008
(as of January 9, 2009)

- Applications Received 2007-08: 22,012
- % Change from 2006-07: -3.65%
- Offers Sent: 8432
- % Change from 2006-07: -2.19%
- Offers Accepted (Reg.): 4938
- % Change from 2006-07: -6.75%

Registration by Degree Type, 2008-2009
(as of December 19, 2008)

- Masters: 38%
- Doctoral: 38%
- Prof. Masters: 38%
- Diploma: 1%
- Special Students: 1%

Registration by SGS Division, 2008-2009
(as of December 19, 2008)

4 Life Sciences: 36%
1 Humanities: 12%
2 Social Sciences: 40%
5 Physical Sciences: 18%

Registration by Faculty, 2008-2009
(as of December 19, 2008)

- Management: 8%
- Arts & Science: 26%
- Medicine: 20%
- Engineering: 10%
- Other Single Department Faculties, Centres and Institutes: 19%
- OISE/UT: 13%
- Div 1: 1623
  - Div 2: 5712
  - Div 3: 2560
  - Div 4: 3991
Registration, Our largest graduate units, 2008-2009
(as of December 19, 2008)

- Management: 1116
- Curriculum, Teaching & Learning: 737
- Theory & Policy Studies in Education: 467
- Information: 451
- Electrical & Comp. Engineering: 442

Registration by Gender, 2008-2009
(as of December 19, 2008)

- Female: 57%
- Male: 43%

<table>
<thead>
<tr>
<th>Division</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Division II</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Division III</td>
<td>27.5%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Division IV</td>
<td>66%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Registration by Status 2008-2009
(as of December 19, 2008)

- Full-time: 12,039
- Part-time: 1,847

International (VISA) Students, 2008-2009
(as of December 19, 2008)

- SGS International: 13%
- SGS Domestic: 87%
- Total: 1633

Largest Numbers of International (VISA) Students, 2008-2009
(as of December 19, 2008)

- Management: 187
- Electrical & Computer Eng.: 116
- Computer Science: 79
- Medical Science: 51
- Medieval Studies: 43

Largest Proportions of International Students (VISA), 2008-2009
(as of December 19, 2008)

- Astronomy: 46%
- Medieval Studies: 44%
- Slavic Lang. & Literature: 35%
- Geology: 34%
- Near and Middle Eastern: 31%
Where do 2008-2009 International (VISA) Students come from? (as of December 19, 2008)

- USA 346 (415)
- China 250 (627)
- India 146 (283)
- Iran 100 (336)
- Mexico 40 (66)

Collaborative Programs: Enrollment, 2008-2009

- 1060 students enrolled in 36 Collaborative Programs

Largest Collaborative Programs:
- Neuroscience 160
- Comp., Intl. & Dev. Education 141
- Women's Studies 85

Registration in Collaborative Programs, 2008-2009 by degree type (as of December 19, 2008)

- Professional Master's 14%
- Doctoral-stream Master's 28%
- Doctoral 58%

Graduation 2007-2008

- Doctoral 728
- Masters 1183
- Professional Masters 1993
- Total 3904

Registration, Postdoctoral Fellows 2007-2008

- Division I Humanities 18
- Division II Social Science 33
- Division III Physical Sciences & Engineering 366
- Division IV Life Sciences 1329 (994 Hospital-based)
- TOTAL PDFs 1746
ITEM 14.2.1

New Graduate Unit: Cinema Studies Institute

The creation of the Cinema Studies Institute (EDU:B) within the Faculty of Arts and Science, effective September 2007, was approved by Governing Council at its 1 February 2007 meeting. At the prior meeting of Academic Board (11 January 2007), where this proposal was also approved, it was noted that the creation of the institute was necessary for the establishment of an MA program. The proposal was also approved by the Planning and Budget Committee at its meeting on 5 December 2006.

Subsequent to this, the Master of Arts (M.A.) Program in Cinema Studies was approved to commence in September 2007 by Governing Council at its 29 March 2007 meeting. The program had prior approval of Academic Board (15 February 2007), Planning and Budget Committee (30 January 2007), and the Committee on Academic Policy and Programs (17 January 2007).
ITEM 14.2.2

New Graduate Unit: School of International Studies

The creation of the School of International Studies (EDU:B) within the Faculty of Arts and Science, effective 1 July 2008, was approved by Governing Council at its 21 May 2008 meeting. The proposal had prior approval of the Executive Committee (12 May 2008), Academic Board (24 April 2008), and Planning and Budget Committee (2 April 2008).

According to the Governing Council Minutes, the School cuts across departments, faculties and campuses, while retaining the traditional strength of the Munk Centre for International Studies at Trinity College. While the Munk Centre building houses many academic programs, it is not an academic unit at the University. The School will admit students to programs of study and faculty will be cross-appointed. Funding for the School is to be based on existing financial commitments to the Munk Centre; revenues and costs will be part of the budget of the Faculty of Arts and Science. As well, the University had been successful in obtaining $25 million of funding from the Province of Ontario for the School.
FOR INFORMATION
Graduate Education Council
Tuesday, 20 January 2009

ITEM 14.3

Summary of GEC Activities, 2007-08 and 2006-07

See the attached document, to be presented for information only at AP&P’s 20 January 2009 meeting.

See attached document:

- [SGS Annual Report on Approvals under Delegated Authority by the Graduate Education Council](#), cover memo and report
TO: Committee on Academic Policy and Programs

SPONSOR: Edith Hillan, Vice-Provost, Academic

CONTACT INFO: provost@utoronto.ca

DATE: December 19, 2008

AGENDA ITEM: 8

ITEM IDENTIFICATION:
School of Graduate Studies: Annual Report on Approvals under Delegated Authority by the Graduate Education Council, 2007-2008

JURISDICTIONAL INFORMATION:
The Committee on Academic Policy and Programs is responsible for monitoring academic matters as may be required by general policy.

PREVIOUS ACTION TAKEN:
As a result of amendments to the Committee on Academic Policy and Programs terms of reference in 2006, the School of Graduate Studies Graduate Education Council was delegated the authority to approve changes to admission requirements to graduate programs and to approve the establishment of direct admission options for existing PhD programs, consistent with School of Graduate Studies policy. The School of Graduate Studies is charged with the responsibility of reporting all changes approved under its authority as part of an annual report to the Committee for information. The first report was presented to the Committee on September 10, 2007.

HIGHLIGHTS
The 2007-08 summary report of SGS Graduate Education Council 2007-08 is attached. This is the second annual by the School of Graduate Studies. With two years of data now available, it is possible to compare data over this time period:

<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Flex Time Option</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Admission Requirement Change</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Admission &amp; Program Requirement Change</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Program Requirement Change</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>New Collaborative/Combined Program</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>35</td>
</tr>
</tbody>
</table>

FINANCIAL AND/OR PLANNING IMPLICATIONS: n/a

RECOMMENDATION: For Information

49379

1 New program proposals, program closures and program name changes have not been included in the table as such proposals are forwarded governance for its consideration during the course of each academic year.
### Admission Requirement Change (7)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department</th>
<th>Program</th>
<th>Program Type</th>
<th>Degree</th>
<th>Detail</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science</td>
<td>Italian Studies</td>
<td>Italian</td>
<td>Degree</td>
<td>M.A.</td>
<td>Change the admission requirements of the M.A. program</td>
<td>Jan-22-08</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Italian Studies</td>
<td>Italian</td>
<td>Degree</td>
<td>Ph.D.</td>
<td>Change the admission requirements to the Ph.D. program so that applicants with a degree equivalent to a PhD in Italian Studies cannot be accepted into the program</td>
<td>Jan-22-08</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Philosophy</td>
<td>Philosophy</td>
<td>Degree</td>
<td>Ph.D.</td>
<td>Change admission requirements for the direct entry to the Ph.D. program for students entering with a bachelor's degree from &quot;at least six full courses (twelve half courses) in philosophy...&quot; to &quot;a strong background in philosophy (roughly equivalent to at least an undergraduate major)&quot;</td>
<td>May-20-08</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Philosophy</td>
<td>Philosophy</td>
<td>Degree</td>
<td>Ph.D.</td>
<td>Change admission requirements for the Ph.D. and direct entry option from encouraging students to submit the results of the Graduate Record Exams (GRE) 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</td>
<td>May-20-08</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Philosophy</td>
<td>Philosophy</td>
<td>Degree</td>
<td>M.A.</td>
<td>Change the admission requirements from requiring &quot;at least six full courses (twelve half courses) in philosophy...&quot; to &quot;a strong background in philosophy (roughly equivalent to at least an undergraduate major)&quot;</td>
<td>May-20-08</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Political Science</td>
<td>Political Science</td>
<td>Degree</td>
<td>M.A.</td>
<td>Change the admission requirements from requiring &quot;five to eight courses in political science&quot; to &quot;must have a strong background in political science&quot; and students without an adequate background in political science may be required to complete &quot;additional undergraduate courses&quot; instead of supplementing &quot;qualifying work&quot;</td>
<td>Jan-22-08</td>
</tr>
<tr>
<td>OISE</td>
<td>Curriculum, Teaching and Learning</td>
<td>Elementary and Intermediate Education</td>
<td>Degree</td>
<td>M.T.</td>
<td>Increase admission requirements concerning priorities in teaching subjects from 2.0 full course equivalents to 3.0 full course equivalents</td>
<td>May-20-08</td>
</tr>
</tbody>
</table>

### Admission & Program Requirement Change (4)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department</th>
<th>Program</th>
<th>Program Type</th>
<th>Degree</th>
<th>Detail</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Degree</td>
<td>Ph.D.</td>
<td>Change core courses to meet the program requirements in the Ph.D. program for students in the Experimental Physical Chemistry field from being determined by the research director to &quot;four half-courses consisting of a combination of two core courses&quot;</td>
<td>Jan-22-08</td>
</tr>
<tr>
<td>Medicine</td>
<td>Rehabilitation Science</td>
<td>Rehabilitation Science</td>
<td>Degree</td>
<td>M.Sc. and Ph.D.</td>
<td>Change admission and program requirements for applicants to the Practice Science field</td>
<td>May-20-08</td>
</tr>
<tr>
<td>Medicine</td>
<td>Developmental Biology</td>
<td>Collaborative</td>
<td>Degree</td>
<td>Ph.D.</td>
<td>Change the core-course JEE1025Y Developmental Biology from a full course to a half course requirement</td>
<td>Apr-22-08</td>
</tr>
<tr>
<td>Social Work, Faculty of Child &amp; Youth Care</td>
<td>Social Work</td>
<td>Advanced Diploma</td>
<td>Social Work Administration</td>
<td>M.S.W.</td>
<td>Change the program and admission requirements associated with the introduction of a new field in Social Work Administration within the Master of Social Work program</td>
<td>Feb-19-08</td>
</tr>
</tbody>
</table>
SGS Graduate Education Council (GEC): 2007-2008
Annual Summary of Approved Items presented to APP for Information

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department</th>
<th>Program</th>
<th>Program Type</th>
<th>Degree</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Degree</td>
<td>Ph.D.</td>
<td>Reduce program requirements from &quot;a minimum of two full-course equivalents&quot; to &quot;two to four half-course equivalents&quot; in the required courses for students in Analytical Chemistry, Environmental Chemistry, Inorganic Chemistry, Experimental Physical Chemistry.</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Geography</td>
<td>Geography</td>
<td>Degree</td>
<td>M.A., M.Sc.</td>
<td>Change the program requirements for Geography students enrolled in the Collaborative Program in Environmental Studies from 16 half-courses (2.5 FCE's) to six half-courses (2.5 FCE's); the program length for these students is reduced from 16 months to 10 months.</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Geography</td>
<td>Physical Geography</td>
<td>Degree</td>
<td>M.Sc., Ph.D.</td>
<td>Change the program requirements for the Physical Geography field so as to require students to complete and pass &quot;Physical Geography Core Courses&quot; (5 FCE)</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Linguistics</td>
<td>Linguistics</td>
<td>Degree</td>
<td>M.A., Ph.D.</td>
<td>Change the language requirement in the Linguistics M.A. and Ph.D. program from reading two languages professionally, to one.</td>
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<tr>
<td>Arts and Science</td>
<td>Medieval Studies, Centre for</td>
<td>Medieval Studies</td>
<td>Degree</td>
<td>M.A., Ph.D.</td>
<td>Change Latin requirements and the delivery of Latin language instruction to bring into line with more standard course structure and a more standard relation between coursework and examinations.</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Philosophy</td>
<td>Philosophy</td>
<td>Degree</td>
<td>PhD</td>
<td>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) designed for the student's research to &quot;A student must demonstrate proficiency at least at the C level in French or Spanish (or another language).&quot;</td>
</tr>
<tr>
<td>Arts and Science</td>
<td>Women and Gender Studies Institute</td>
<td>Women and Gender Studies</td>
<td>Degree</td>
<td>M.A.</td>
<td>Change program requirements for the WGS 1000H Practicum in Women and Gender Studies and WGS 1001H Independent Research/Reading in Women and Gender Studies courses from 3 credits to 5 credits.</td>
</tr>
<tr>
<td>Forestry</td>
<td>Forestry</td>
<td>Forest Conservation</td>
<td>Degree</td>
<td>M.F.C.</td>
<td>Add a part-time program option to the M.F.C. and increase the number of elective courses by 5 FCE.</td>
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<tr>
<td>Management</td>
<td>Management, Rotman School of</td>
<td>Global Executive M.B.A</td>
<td>Degree</td>
<td>M.B.A.</td>
<td>Replace MGT 5402 Managing IT in Global Organizations with MGT 5502 Marketing II as a program requirement for the Global Executive M.B.A.</td>
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<tr>
<td>Management, Rotman School of</td>
<td>Management, Rotman School of</td>
<td>M.B.A</td>
<td>Degree</td>
<td>M.B.A.</td>
<td>Eliminate MGT 2911H Integrative Management Challenge from the program requirements and replace with a 2000-level elective course.</td>
</tr>
<tr>
<td>GISE</td>
<td>Curriculum, Teaching and Learning</td>
<td>Second Language Education (SLE)</td>
<td>Degree</td>
<td>M.Ed.</td>
<td>Change the course requirements of the M.Ed Program</td>
</tr>
<tr>
<td>GISE</td>
<td>Curriculum, Teaching and Learning</td>
<td>Elementary and Intermediate Education</td>
<td>Degree</td>
<td>M.T.</td>
<td>Change the program requirements from 16 core half-courses plus 2 half-courses electives to 10 core half-courses plus 5 half-courses core to the field plus 1 elective half-course.</td>
</tr>
<tr>
<td>GISE</td>
<td>Human Development and Applied Psychology</td>
<td>Developmental Psychology and Education</td>
<td>Degree</td>
<td>M.Ed.</td>
<td>Eliminate the comprehensive examination requirement</td>
</tr>
<tr>
<td>GISE</td>
<td>Human Development and Applied Psychology</td>
<td>Child Study and Education</td>
<td>Degree</td>
<td>M.A.</td>
<td>Change the course requirements for the M.A. Program</td>
</tr>
</tbody>
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https://provost.utoronto.ca/provost/031_Governing_Council/APP/Programs_Grad_New_and_Restructured/SGS_AnnualGECapproval1XLSAPP2009Jan23.xls
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Department</th>
<th>Program</th>
<th>Program Type</th>
<th>Degree</th>
<th>Detail</th>
<th>Graduate Education Council</th>
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<tr>
<td>OISE</td>
<td>Human Development and Applied Psychology</td>
<td>School and Clinical Child Psychology</td>
<td>Degree</td>
<td>PhD</td>
<td>Substitute the required course HDP 3222H for the required course HDP 3222Y; overall requirements are changed from three required courses (2.0 FCE) plus six half course credits (3.0 FCE) to three required courses (2.5 FCE) plus two half course credits (1.0 FCE).</td>
<td>May-20-08</td>
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<tr>
<td>SGS</td>
<td>Criminology, Centre of</td>
<td>Criminology</td>
<td>Degree</td>
<td>M.A., Ph.D.</td>
<td>Eliminate CRJ 1000H Theories of Crime and Social Order as a required course.</td>
<td>Oct-23-07</td>
</tr>
<tr>
<td>SGS</td>
<td>Drama, Centre for Study of</td>
<td>Drama</td>
<td>Degree</td>
<td>M.A., Ph.D.</td>
<td>Add DRA 1007Y Introduction to Theatre, Drama and Performance Studies to the list of required courses to the M.A. program and split DRA 1010Y Theory of Drama (1.0 FCE)</td>
<td>Jan-22-08</td>
</tr>
<tr>
<td>SGS</td>
<td>Drama, Centre for Study of</td>
<td>Drama</td>
<td>Degree</td>
<td>M.A.</td>
<td>Reduce course requirements from 5.0 FCE to 4.5 FCE and change DRA 5000Y Theatre Practice I from Credit/Non-Credit to Letter Grade Evaluation</td>
<td>Apr-22-08</td>
</tr>
</tbody>
</table>