April 15, 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 Tuesday, April 21, 2009, in Governing Council Chamber, Simcoe Hall, Room 214, 27 King’s College Circle. Please note the location of the April meeting.

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, April 21, 2009
3:00 PM - 6:00 PM
Governing Council Chambers, Simcoe Hall
Room 214, 27 King’s College Circle
(Please note meeting location)

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

1 Minutes of the Graduate Education Council Meeting of February 17, 2009.
   (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 Academic Board Representative Election
   (Documentation attached)

7 New Regulation: Submission of Theses (electronic)
   (Documentation attached)

8 Regulation Change: Academic Appeals: Informal Mediation
   (Documentation attached)

9 Disestablishment and Reestablishment of Units:
   (Documentation attached)
   9.1 Industrial Relations and Human Resources, Centre for
   9.2 Knowledge Media Design Institute
10 New Collaborative Program: Diaspora and Transnational Studies, Collaborative Master’s and Doctoral Program in,  
(Documentation attached)

11 Program Requirement Changes:  
(Documentation attached)

11.1 Cinema Studies, MA
11.2 Criminology, MA, PhD
11.3 European, Russian and Eurasian Studies (ERES), MA
11.4 Forest Conservation, MFC
11.5 Management, PhD
11.6 Music Performance (Instrumental field), MMus

12 Other Business

13 For Information:  
(Documentation attached)

13.1 Admissions and Programs Committee: Annual Report 2007-08
13.2 Audit of Student Files 2008-09: Report
13.3 Concurrent Registration Option (CRO): Guidelines
13.4 Dentistry, MSc, PhD: Program Requirement Changes (Revised Motion)
13.5 INC Grade: Guidelines
13.6 Time Limit for Completion of Program Requirements, PhD: Regulation Change
The meeting was called to order at 3:00 PM. Dean Susan Pfeiffer welcomed members and visitors.

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

**MOTION (duly moved and seconded)**

**THAT** the Graduate Education Council meeting of **February 17, 2009** will adjourn no later than **5:00 PM**.

The motion was **CARRIED**.

**Approval of the Agenda of the Graduate Education Meeting of February 17, 2009.**

**MOTION (duly moved and seconded)**

**THAT** the agenda of the Graduate Education Council meeting of **February 17, 2009** be approved.

The motion was **CARRIED**.

**1 Minutes of the Graduate Education Council Meeting of January 20, 2009**

The minutes of the **January 20, 2009** meeting were distributed with the agenda.

**MOTION (duly moved and seconded)**

**THAT** the minutes of the Graduate Education Council meeting of **January 20, 2009** be approved.

The motion was **CARRIED**.

**2 Business Arising from the Minutes**

**2.1 Subsequent Considerations of GEC-approved items**

**Proposal to change the admission requirements of the Dentistry program (MSc Specialist Dental Training – Dental Public Health option)**

A change has been made to the Calendar entry for this proposal from what was distributed for the January GEC meeting. This is a small editorial change which SGS judged does not require further governance. The Faculty requested a minor change to make the intent of the proposal clearer in the Calendar.
3 Dean’s Remarks

3.1 Canadian Perspectives on the Bologna Process Conference

The Bologna Process is a consensus among institutions in the European Union which has gained numerous signatories. Its aim is to standardize degrees amongst European institutions. The Process attempts to standardize degree length for European institutions to 3 years for bachelor’s, 2 years for master’s and 3 years for doctoral degrees – in prior times, they could vary in length. This poses a challenge to institutions outside Europe, who are considering how to deal with this in consultations across universities between continents. There is an article in the current issue of University Affairs (March 9, p.28) describing the Bologna Process in more detail.

A conference on Canadian perspectives on the Bologna Process is to take place from March 19 to 20 in Edmonton. On behalf of U of T, Vice-Dean Berry Smith and Heather Kelly will attend.

3.2 Application Numbers and Graduate Admission

As of last Monday, SGS has received 19,526 applications for next year’s enrolment and made 621 offers, 222 of which have been confirmed. Last year at the same time SGS had received 17,823 applications and made 488 offers, 121 of which had been confirmed. All numbers are higher than a year ago. Every indication is that U of T is in demand and that we can expect a larger number of students than ever before.

3.3 SGS Graduate Briefing Session Cancelled

This was scheduled for March 4, 2009. One of the main purposes of this session was to discuss draft guidelines for changes to graduate quality assurance. These are being prepared by a COU Transition/Implementation Task Force. We have been informed that the draft guidelines will not be distributed for review until later in the term. Therefore, the Briefing Session is cancelled. An event may be slated for later in the term, pending developments at COU. Departments have been notified.

3.4 Spring 2009 Election for Graduate Education Council

A spring election to fill vacant seats on the Graduate Education Council 2009-2010 will begin in late February. Notice will be sent by email. There will be 16 seats vacant. Some student members may be eligible to run for a further term. Some faculty who are stepping down may have ideas about people to take their place. Members are encouraged to promote the election among their colleagues.

3.5 Academic Board Representative Nominations

There is one vacant SGS seat on Academic Board for a representative elected by GEC. Professor Christy Anderson’s term as representative is ending, so the seat for Divisions I and II will be vacant as of July 1, 2009. Prof. Chris Damaren is the representative for Div. III & IV; his term continues to June 30, 2010.
Each Chair or Director of an SGS graduate unit may make one nomination for consideration by the SGS Standing Committee on Program Matters. The Standing Committee will recommend an appropriate number of nominees to GEC for approval. Chairs and directors have been sent a nomination form and more details on the nomination process. The deadline for receiving nominations is 5:00 PM March 13, 2009.

3.6 **Graduate House Governing Body seeks two GEC Representatives**

Graduate House Governing Body serves in an advisory capacity to establish policy on general operation of the residence, monitor the services provided, provide fee and admission advice to the University, and report annually to GEC.

There are two vacant seats available for GEC members from any constituency. The body usually only meets once annually; this year’s meeting is planned for mid to late March. Members have been notified and asked to contact Rebecca Spagnolo, Assistant Dean, Graduate House, or Vice-Dean Berry Smith, to express their interest.

3.7 **End of Year Reception**

Members were encouraged to attend the final meeting of GEC on May 19, as there will be a party afterward to celebrate the work done this year.

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

No report.

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

No report.

6 **Admission and Program Requirement Changes:**

6.1 **History and Philosophy of Science and Technology, MA, PhD (incl. Direct-entry option)**

The proposal was approved unanimously by the faculty of the Institute for the History and Philosophy of Science and Technology, and also by the graduate students in meetings with the Director and Director of Graduate Studies. It was approved by the Faculty of Arts and Science 3CGC on January 13, 2009. No substantive discussion arose at the 3CGC meeting. GEC approval is final. Professor Anjan Chakravarty was present to answer questions for both the admissions and program requirements proposals. The Dean called on Vice-Dean Elizabeth Cowper to present the motion for the admission requirements.

**MOTION (duly moved and seconded)**

**THAT** Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the admission requirements of the MA and PhD, including the Direct-entry option, in History and Philosophy of Science and Technology by adding to existing requirements the submission of a writing sample of no more than 3,000 words, effective September 2009.
In response to a question from a member as to the motivation for the proposal, Prof. Chakravartty said the rationale was detailed in supplementary documentation. In summary, there have been a lot of changes at the Institute over last 5 to 6 years resulting in a student population that more comprehensively reflects the breadth of the program’s title. Consequently, the Institute is seeing increased applications from students who want to do the program but who may or may not have much philosophy or other humanities background at undergraduate level. Since the Institute solicits applications from students with backgrounds in science, it wants to ensure they have sufficient writing proficiency to succeed in a program centered in the humanities.

A member asked how the Institute could ensure submitted writing samples were the student’s own work, and whether an interview would be better. Prof. Chakravartty replied that an interview, while not absolutely required, would be part of the usual application process. Vice-Dean Cowper said that submission of a writing sample for PhD submissions is very common for graduate units in SGS Division I (the Humanities). There being no further discussion, the Dean called the question.

The motion was CARRIED.

The Dean called on Professor Elizabeth Cowper to present the motion for the program requirements.

MOTION (duly moved and seconded)

THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the MA and PhD, including the Direct-entry option, in History and Philosophy of Science and Technology as follows:

• For students in the History fields, reading knowledge of French or German is required.
• For students in the Philosophy field, one of the following is required: proficiency in logic, reading knowledge of French, or reading knowledge of German.
• A second foreign language in the PhD program is no longer required.
• For the PhD, add the requirement of other competencies crucial to conducting research in the student’s thesis area, as determined by the Supervisory Committee in consultation with the student and the Director of Graduate Studies.
• These changes are effective September 2009.

A member voiced a concern that the proposal might be giving the supervisory committee uneven power over PhD students’ program requirements and asked for clarification of the role of the student and Director in the process. Professor Chakravartty answered that the wording of the motion is such that requirements are to be negotiated in each case and it is expected the Director will act as a neutral check and balance. He also noted that the program is an extraordinarily interdisciplinary one and that it is rare that anyone enters the program with all the competencies required to complete it, and that students in the program often initiate
concern over their competencies themselves. Lastly, the requirement of other competencies is intended to balance the reduction of the foreign language requirements. A member asked whether there would be changes to the supervisory handbook in the Institute, to which Prof. Chakravartty replied that the process was already part of its regulations. Vice-Dean Berry Smith said that formalizing this variable component of the program for a student could potentially have an impact on that student’s Good Standing requirements, and asked if there was a formal structure or form that would clearly identify the other competencies required and the criteria for achieving them. Professor Chakravartty answered that the reason the proposal was worded in so open-ended a fashion was that the program’s requirements were extraordinarily variable. He agreed with the Vice-Dean that this was all the more reason to ensure there was a mechanism in place to ensure that students, the Institute, and the supervisory committee were aware of, and agreed on, requirements and criteria. He added that the Institute had introduced a process for this. A member asked how proficiency in logic could be equated to reading knowledge of French or German, to which Prof. Chakravartty replied that the requirements were variable depending on the student’s area of interest. Another member noted that program requirements are used by SGS to check for candidacy achievement, and asked when in the program the other competencies requirement would be considered complete. Prof. Chakravartty said that it was difficult to time this exactly and that it would vary depending on each student’s area of interest and existing competencies, but the hope was that, for most students, they would be completed prior to the “all but dissertation” stage. The Dean noted that all the questions raised emphasized the importance of the supervisory committee’s role and the need for clearly articulated individual plans for each student; the Dean also encouraged the Institute to discuss with SGS student services staff how the additional competency requirements would map out onto SGS candidacy regulations. There was no further discussion. The Dean called the question.

The motion was CARRIED.

6.2 Women and Gender Studies, Graduate Collaborative Program in, master’s and doctoral levels

The proposed changes were discussed and approved by faculty, students and the Executive Committee. The participating programs have approved the proposal. The proposal was approved by the Faculty of Arts and Science Three-Campus Graduate Curriculum Committee (3CGC) on January 13, 2009. No substantive discussion arose at the 3CGC meeting. GEC approval is final. Professor Michelle Murphy was present to answer questions for both the admissions and program requirements proposals. The Dean called on Vice-Dean Elizabeth Cowper to present the motion for the admission requirements.

MOTION (duly moved and seconded)
THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the admission requirements of the Graduate Collaborative Program in Women and Gender Studies as follows:
• For the master’s level, replace the requirement of at least 1.0 FCE in women’s studies, feminist studies, and/or gender studies, with the requirement of a substantial undergraduate background in gender and feminist studies or an equivalent focus within a discipline.
• For the doctoral level, replace the requirement of at least 1.0 FCE in women’s studies, feminist studies, and/or gender studies, with the requirement of a substantial undergraduate or graduate background in gender and feminist studies or an equivalent focus within a discipline.
• These changes are effective September 2009.

A member asked how the substantialness of a student’s background would get evaluated and how it could be applied uniformly to all students. To this Prof. Murphy replied that the Collaborative Program does not want to require a full major in WGS, yet wants to move away from the existing 1.0 FCE requirement because it is too low and does not reflect the applicant pool. There are few students applying who have degrees in WGS but many who have that background in a way that is not formalized. Applications are scrutinized and an attempt is made to figure out what a student’s background is. The minimum sought is a substantial amount beyond 1.0 FCE, but less than an undergraduate major. Over 30 programs participate in the Collaborative Program, making it incredibly interdisciplinary, so simple criteria are not possible. In any case, the quality of applicants is ensured by the fact that all are already admitted to a home unit before applying to the Collaborative Program.

A friendly amendment was suggested and accepted, to change the words “an equivalent” to “a relevant” throughout the motion. There being no further discussion, the Dean called the question.

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

**THAT** Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the admission requirements of the Graduate Collaborative Program in Women and Gender Studies as follows:

• For the master’s level, replace the requirement of at least 1.0 FCE in women’s studies, feminist studies, and/or gender studies, with the requirement of a substantial undergraduate background in gender and feminist studies or a relevant focus within a discipline.
• For the doctoral level, replace the requirement of at least 1.0 FCE in women’s studies, feminist studies, and/or gender studies, with the requirement of a substantial undergraduate or graduate background in gender and feminist studies or a relevant focus within a discipline.
• These changes are effective September 2009.

The motion was CARRIED as amended.

The Dean called on Vice-Dean Elizabeth Cowper to present the motion for the program requirements.
MOTION (duly moved and seconded)

THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the Graduate Collaborative Program in Women and Gender Studies as follows:

Master’s Level:

- Replace JPW 2118H “Philosophical Foundations of Women’s Studies” (0.5 FCE) as a required course with a required half course (0.5 FCE) chosen from WGS 1000H, WGS 1001H or WGS 1002H.
- Add a requirement of regular attendance at the WGS Research Seminar.
- Broaden the selection of course electives (without changing the number required) from being chosen from cross-listed courses in CGWS to being chosen from cross-listed or approved courses with a focus on women/gender/feminist/sexuality/critical race/postcolonial studies.
- For the Thesis Option, change the requirement that at least one member of a student’s thesis or supervisory committee be a graduate faculty member cross-listed with CGWS with the requirement that at least one member of a student’s thesis or supervisory committee be a cross-listed or core graduate faculty member with the Women and Gender Studies Institute (WGSI).
- These changes are effective September 2009.

Doctoral Level:

- Replace JPW 2118H “Philosophical Foundations of Women’s Studies” (0.5 FCE) as a required course with a required half course (0.5 FCE) chosen from WGS 1000H, WGS 1001H or WGS 1002H.
- Replace the requirement of WGS 3000H “Advanced Research Seminar” (0.5 FCE) with a requirement of any other 0.5 FCE course in the WGSI.
- Add the requirement of regular participation in the WGS Research Seminar, and presentation of the student’s work in the seminar at least once before graduating.
- Increase the requirement of taking 0.5 FCE course electives, chosen from cross-listed courses in CGWS not taken previously, to 1.0 FCE of cross-listed or approved courses with a focus on women/gender/feminist/sexuality/critical race/postcolonial studies.
- Change the program requirement that at least one member of a student’s thesis or supervisory committee be a graduate faculty member cross-listed with CGWS with the requirement that at least one member of a student’s thesis or supervisory committee be a cross-listed or core graduate faculty member with the WGSI.
- These changes are effective September 2009.

The Dean noted that these changes make the Collaborative Program seem more flexible. Prof. Murphy replied that it did, but at the same time would re-center the program closer to the Women and Gender Studies Institute. The core course is proposed to change from a course offered jointly with the Philosophy department since 1995 to one offered directly by the
Institute. This reflects the growth of the Institute as a graduate unit, which it has only been for two years. As there was no further discussion, the Dean called the question.

The motion was **CARRIED**.

7 Program Requirement Changes:

7.1 Astronomy and Astrophysics, PhD, and Direct-entry Option

Students have been consulted, and the change was approved by a vote of the entire faculty. The proposal was approved at the Faculty of Arts and Science Three-Campus Graduate Curriculum Committee (3CGC) meeting on January 13, 2009. No substantive discussion arose at the 3CGC meeting. GEC approval is final. Professor Marten van Kerkwijk was present to answer questions. The Dean called on Vice-Dean Elizabeth Cowper to present the motion.

**MOTION (duly moved and seconded)**

**THAT** Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the PhD and Direct-entry Option in Astronomy and Astrophysics from requiring 2.0 FCE with 1.0 FCE being selected from the AST Elective or Specialized course list, to 2.0 FCE being selected from the AST Preparatory, Elective or Specialized course list and from courses of equivalent levels from a cognate department. The course selection will still remain subject to the approval of the instructor, the student’s program committee, and the department. These changes are effective September 2009.

As there was no discussion, the Dean called the question.

The motion was **CARRIED**.

7.2 Chemistry, PhD (Inorganic Chemistry only)

The proposal was approved by the Graduate Studies Committee on November 4, 2008. Several graduate students in the inorganic chemistry field were contacted to review the proposal and give their comments via email on November 4, 2008. The proposal was approved by the Faculty of Arts and Science Three-Campus Graduate Curriculum Committee (3CGC) on January 13, 2009. No substantive discussion arose at the 3CGC meeting. GEC approval is final. Professor James Donaldson was present to answer questions. The Dean called on Vice-Dean Elizabeth Cowper to present the motion.

**MOTION (duly moved and seconded)**

**THAT** Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the PhD in Chemistry (Inorganic Chemistry field) Program so that a student is required to present a seminar every year starting in the second year to a total of three seminars, including an original research proposal, effective September 2009.
A member asked if the seminar was part of a course or a separate activity. Prof. Donaldson answered that this was part of the department’s seminar series rather than a course and that the proposal would reduce the number of seminars students are required to present from 4 to 3. In response to another member’s question, Prof. Donaldson said there would be about 20 students in each cohort participating in the seminar.

A member asked if the requirement to present an original research proposal was new, to which Prof. Donaldson replied that this requirement was new as of this year. He further clarified that this was to address the issue of increased students transferring from the master’s program to the PhD; students at the master’s level may or may not have to give a seminar, depending on which field within Chemistry they are in. The master’s program is about 18 to 19 months. Introducing this requirement ensures that all PhD students share a certain level of breadth and experience. There being no further discussion, the Dean called the question.

The motion was CARRIED.

7.3 Dentistry, MSc, PhD

This item was deferred from the previous meeting of GEC on January 20.

The Council of the Faculty of Dentistry approved the proposal at its meeting of December 9, 2008. Please see the motion sheet for a summary of discussion at the Faculty Council meeting. GEC approval is final. Professor David Locker was present to answer questions. The Dean called on Vice-Dean Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)

THAT Graduate Education Council approve the proposal of the Faculty of Dentistry to change the program requirements of the MSc and PhD in Dentistry as follows:

- Increase the minimum requirements for the MSc program from one half course to one and one-half courses which must include the half course DEN 1040H “Introduction to Biostatistics”.
- Increase the minimum requirement for the PhD program (full-time and flexible-time option) from one full course to two and one-half courses, which must include the half course DEN 1040H “Introduction to Biostatistics”.
- Increase the minimum requirement for the combined PhD with Dental Specialty Training program 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”.
- These changes are effective September, 2009.
Prof. Locker explained that this complex proposal was originally submitted as two proposals but was now amalgamated to one. The first goal of the proposal was to increase minimum coursework requirements, as there were indications OCGS felt the minimum coursework requirements were inadequate and had flagged this for attention at the next periodic appraisal. The current minimum coursework requirements are among the lowest in SGS, and it seemed good opportunity to expand the breadth requirement. The second goal of the proposal, linked to the first, arises from a suggestion from the consultants during the last periodic appraisal that the program could be strengthened if core courses could be same for all students. So the second goal is to act as a first step in strengthening the core curriculum. A member asked if students felt the same way as the consultants. Prof. Locker answered that students were present at meetings where the proposal was discussed and seemed to be in favour of it. Many of the program’s students do complete more than the current minimum requirements but there are some that do not, and some supervisors feel they want students to undertake research rather than do coursework; so the department thought it appropriate to increase requirements in the way it proposes.

A member asked what part of the program might be lost if the time-to-degree is expected to stay the same but minimum course requirements are increased, particularly with respect to the time and quality of research done in the program. The hope, Prof. Locker replied, is that the courses being required would facilitate students’ research, as they teach research methodology. As already pointed out, most students already exceed minimum coursework requirements. Another member noted that the consultants had suggested a course taken by students in both the research and clinical training streams, and asked how relevant the required course would be for students in the clinical training stream. Prof. Locker said that the clinical training program is part of the doctoral stream program in any case; for the combined PhD with Dental Training Specialty option, students are required to do research and hence the required course would be of use to these students. Another member noted that offering well-designed research methods courses was consistent with what is considered good practice among health profession programs, and applauded this aspect of the proposal. There being no further discussion, the Dean called the question.

The motion was CARRIED.

### 7.4 Editing Medieval Texts, Collaborative Program in, PhD

The proposal has been discussed with the program’s student representatives. It was approved by the Program Committee of the Collaborative Program on March 31, 2008 and by the Faculty of Arts and Science Three-Campus Graduate Curriculum Committee (3CGC) on January 13, 2009. No substantive discussion arose at the 3CGC meeting. GEC approval is final. Professor William Robins was present to answer questions. The Dean called on Vice-Dean Elizabeth Cowper to present the motion.

**MOTION (duly moved and seconded)**

**THAT** Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the Collaborative Program in Editing Medieval Texts to reduce the required coursework from 3.0 to 2.5 FCE, effective September 2009.
As there was no discussion, the Dean called the question.

The motion was CARRIED.

7.5 German Literature, Culture and Theory, MA, PhD

The proposal was approved by the department’s Graduate Program Committee and endorsed by the Departmental Meeting; graduate students are represented on both committees. The proposal was approved by the Faculty of Arts and Science Three-Campus Graduate Curriculum Committee (3CGC) on January 13, 2009. No substantive discussion arose at the 3CGC meeting. GEC approval is final. Professor John Noyes was present to answer questions.

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

MOTION (duly moved and seconded)
THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the MA and PhD in German Literature, Culture and Theory by replacing COL 1000H with GER 1000H “German Studies Seminar: Culture, Theory, Text” as a required course, effective September 2009.

The Dean noted that it was unusual to see a program with a core requirement that was offered by a different unit. Prof. Noyes said that the course was collaboratively offered. About five years ago, the department had decided with the Centre for Comparative Literature to have a team-taught theory course. This worked relatively well; the main issue was that despite the department taking part almost every year in team teaching, it had very little control over the course except its own sections. The department decided it would be a better use of its resources and make for a better course for its students if the core offering was relocated within the department itself so it could focus specifically on German studies. There being no further discussion, the Dean called the question.

The motion was CARRIED.

7.6 Political Science, MA

The Department approved these changes via a meeting of its Priorities and Planning Committee, to which all members of the Department and graduate student representatives were invited. The changes were included in the Brief the Department submitted to OCGS in 2007 for periodic appraisal of its programs. The Faculty of Arts and Science Three-Campus Graduate Curriculum Committee (3CGC) approved the proposal on January 13, 2009. Discussion at the 3CGC meeting was summarized on the motion sheet distributed with the agenda.

The changes in this proposal arise from a proposed new field in Political Theory. The new field does not require University governance (only OCGS approval is required), but the related program requirement changes do. A new field proposal has been approved by OCGS, so GEC approval is final. Professor Grace Skogstad was present to answer questions, if any. The Dean called on Vice-Dean Elizabeth Cowper to present the motion.
MOTION (duly moved and seconded)
THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the MA in Political Science as follows:

- Make the program a 12-month program rather than 8 months long.
- Eliminate the Thesis option.
- Students in the Political Theory field are required to complete 2.0 FCE in political theory, and at least 1.0 FCE in an area outside political theory; all courses must be chosen in consultation with the MA supervisor.
- These changes are effective September 2009.

A member asked why the thesis option was being eliminated. Prof. Skogstad responded that the option had not been used for quite some time. The department had in recent years introduced a master’s research seminar, and no students had been doing a thesis for quite some time, so the proposal was bringing the requirements into conformity with practice. As there was no further discussion, the Dean called the question.

The motion is CARRIED.

7.7 Public Policy and Governance, MPP

The proposal was approved by the School of Public Policy and Governance Teaching Faculty committee on November 26, 2008 and by the Faculty of Arts and Science Three-Campus Graduate Curriculum Committee (3CGC) on January 13, 2009. No substantive discussion arose at the 3CGC meeting. GEC approval is final. Professor Michael Baker (Interim Director of the MPP program) and Ms. Anita Srinivasan (Graduate Coordinator) were present to answer questions. The Dean calls on Professor Elizabeth Cowper to present the motion.

MOTION (duly moved and seconded)
THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the Master of Public Policy and Governance program to add PPG 2011H as a required core course to be taken in the second year of the program; and to remove PPG 2000H/FIS 1210H from the list of required core courses. The overall number of courses, 8.0 FCE, remains unchanged. These changes are effective September 2009.

There being no discussion, the Dean called the question.

The motion was CARRIED.

8 Other Business

The Dean thanked all present for their commentary and thoughtfulness, noting the importance of this GEC meeting, as this was the final meeting where approved changes were guaranteed to be incorporated into next year’s Calendar.
A member noted that in the documentation for this meeting, the term “Director of Graduate Studies” seemed to be liberally used and asked if this was now a standard term for SGS. The member further suggested that it seemed poor practice to allow each unit to have its own terminology. The Dean answered that according to University regulations, if the graduate unit is a Department it is headed by a Graduate Chair, while if it is a Centre or Institute it is headed by a Director; furthermore the SGS Constitution states that each graduate unit must have a Graduate Coordinator. The Dean thanked the member for pointing out the variations, and said that SGS would do its best to ensure that Council documentation is consistent and clear. Vice-Dean Elizabeth Cowper further noted that there are 17 Faculties and over 80 Graduate Units, each with its own history and culture leading each to its own practices. She also said that in some cases SGS has had to be vigilant and return documents to graduate units when they had not been signed by someone with the proper title; nevertheless it might be difficult to get all graduate units to conform to the same terminology.

Another member asked what the global impact on the quality of graduate education was of all the small changes approved by Council, and whether this was tracked. The Dean replied that the Office of Quality Assessment and Governance at SGS put a lot of effort into databases that tracked changes. For changes that used to require approval by the Academic Policy and Programs Committee (AP&P) of Academic Board but now require only GEC approval, a report has been prepared yearly for AP&P listing not merely the changes but also identifying patterns. Where SGS has final approval over something, SGS keeps track of it. While there is no regular report made to GEC, the SGS Vice-Deans, Directors and Program Officers can offer summaries because they monitor the changes. Globally, one might hesitantly suggest some patterns exist, but as with today’s meeting, GEC sometimes approves increases and reductions in requirements. If a program’s requirements go beyond a certain range, it can become subject for discussion; GEC’s approvals always tend to normalize programs within a certain range. SGS does a good job of keeping track of changes across the broad landscape of graduate studies. The Dean invited members to inform her in advance of a meeting should they wish for more information. Vice-Dean Berry Smith added that although each change made by GEC was individual, it was a large and diverse enough body that someone involved would notice if the change might have a detrimental effect on institutional standards.

9 Adjournment

The meeting adjourned at 4:10 PM.

Jane Alderdice
Secretary

Date
Appendix to the Minutes

UNIVERSITY OF TORONTO
Record of Attendance
GRADUATE EDUCATION COUNCIL
Tuesday, February 17, 2009

In Attendance (Voting & Non-voting Members)
Bondy, Susan
Cowper, Elizabeth
Damaren, Chris
Duff, Wendy
Graham, Ian
Grenier, Jason
Julian, Stephen
Mai, Jens-Erik
Makarovska, Vesna
Mulongo, Joseph
Parizeau, Katherine
Pfeiffer, Susan (Chair)
Radmacher, Kimberley
Roach, Lisa
Rupp, Stephen
Smith, Berry
Surendra, Harinee
Sztainbok, Iliana
Tannock, Rosemary
Weedmark, Julie
Williams, David
Young, Paul

In Attendance (Guests & SGS Staff)
Baker, Michel
Branch, Rodney
Chakravartty, Anjan
Donaldson, James
Francisco, Jennifer
Hurliehey, Victoria
Murphy, Michelle
Noyes, John
Skogstad, Grace
Srinivasan, Anita
Steeves, Krista
Robins, William
Rutchinski, Steve
van Kerkwijk, Marten
Yee, Lily

Absent
Choi, Diana
Elliott, Robin
Klinger, Christopher
Liu, Hugh
McKenzie, Christine

Alderdice, Jane (Secretary to Council)
Purandare, Anil (Assistant to Secretary)
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 6
Proposal to appoint the following Academic Board representative (Div I & II):

MOTION
THAT Graduate Education Council approve the recommendation of the Standing Committee on Program matters for the appointment of Professor Heather MacNeil, Faculty of Information, as the SGS representative on the Academic Board for Divisions I and II for a two-year term commencing July 1, 2009.

Notes:
Professor MacNeil has indicated her willingness to serve in this capacity. Her curriculum vitae is available for review.

According to the Procedures for Selecting SGS Members of the Academic Board of Governing Council, July 2007, the Standing Committee on Program Matters (CPM) considers nominees and recommends an appropriate number of faculty members from appropriate divisions to the Graduate Education Council for approval. A nominee shall be a full and continuing member of the Graduate Faculty, and possess an excellent academic record and breadth of research and teaching experience enabling him or her to represent the interests of Divisions I and II of the School. The CPM approved the recommendation at its meeting on April 7, 2009. There is only one nomination, so the recommendation is for acclamation by GEC.

For information, Professor Christopher J. Damaren, Faculty of Applied Science and Engineering, is the Divisions III and IV SGS representative on the Academic Board until June 30, 2010.
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 7

Proposal to change the following SGS Calendar regulation:
General Regulations, Submission of Theses (electronic)
School of Graduate Studies

MOTION
That Graduate Education Council approve the proposal of the School of Graduate Studies (SGS) to replace the “Graduation and Submission of Thesis” section of the General Regulations in the SGS Calendar with the attached “Submission of Theses” text. This change requires each student to submit an electronic version of the final thesis and eliminates the option of submitting a paper copy, effective September 2009.

See attached documents:
• Governance Form A
• “Submission of Theses” Calendar entry

Prior Approvals and Discussion

The proposal has been discussed within the School of Graduate Studies and posted on the SGS Graduate Webposting System for the normal 14-day period. Two comments were received:

• It was asked if there were official requirements for students in a Collaborative Program to provide the collaborating program or department with a copy of the thesis (the proposed electronic submission would make this much easier).

There is no SGS guideline that requires students to submit a copy of their thesis to their collaborative program or department; this is at the discretion of the graduate unit. SGS documentation does encourage students to find out about all the thesis submission requirements to which they might be subject.

• It was asked if there would be a requirement for departments to retroactively post thesis documents electronically.

SGS will be seeding the electronic thesis repository with electronic thesis documents dating back to 1998. SGS is unable to include theses from before 1998 as explicit permission to mount them electronically was not given. At this time, SGS is not planning to contact alumni or departments to retroactively post pre-1998 theses electronically.

Further Governance

GEC approval is final. It will be reported to the Office of the Provost for information.
Governance Form A: General
2008-2009, Version #1

Faculty Affiliation:
SGS

Name of Graduate Unit:
SGS

Graduate Program/s involved in proposal, if any:
Regulation change affecting all degree programs requiring theses.

Brief Summary of Proposed Change:
In 2006 GEC passed a proposal to introduce submission of graduate theses (both doctoral and master’s) to SGS in electronic (digital) format. In a two-year pilot project students were able to submit a paper copy of their final thesis to SGS, but would also have the option of submitting a PDF version through the University’s institutional repository, T-Space. The pilot project was successful, with increasing numbers of students submitting ETDs without problem. As described in the original proposal, we now wish to eliminate the option of submitting a paper copy, and require all students to submit electronic versions of their final thesis instead as of September 1, 2009. This change requires change to SGS Calendar text, and we have taken the opportunity also to improve the wording describing submission of theses.

Rationale:
ETDs stored and made available on the Internet through the University’s T-space facilitate open access to their intellectual content, reduce paper wastage and storage requirements for the library, and are a natural extension of the now almost universal usage of computers to produce theses. ETDs end a wasteful and outdated procedure of printing on paper an electronic thesis produced on the student’s computer, and then paying ProQuest/UMI to scan the paper copy back to electronic form for posting on the Internet. Both the University Library and Library and Archives Canada fully support this change.

Prior Approvals/Actions:
This change is the culmination of much previous consultation and trial via a Working Group on ETDs (SGS personnel, students, representatives from graduate departments and the Library) and a two-year pilot project testing procedures. The pilot project and the intended 2-year deadline for elimination of paper submission was approved by GEC in 2006.

Proposed Effective Date:
September 1 2009, with new Calendar entry to be in the 2009-10 Calendar.

Financial and/or Planning Implications:
Minimal financial implication, though there may be some savings in the future in storage needs for the Library and in thesis processing costs to students and to SGS.

Contact name:
Berry Smith & Heather Kelly, SGS.

Submitted by:
Berry Smith, Vice Dean, Students, SGS.

Date: March 2 2009
Submission of Theses

One electronic copy of the final approved version of the defended thesis (master’s or doctoral) must be submitted to SGS through T-space (https://tspace.library.utoronto.ca), the digital research repository for the University of Toronto community. All theses will be submitted to the national thesis program at Library and Archives Canada and theses will be made publicly available on the Theses Canada Portal. This program makes theses available to ProQuest Information and Learning. ProQuest will make theses available for purchase on its ProQuest Dissertations and Theses Database and include the catalogue records in its bibliographic services. It is the intention of the University of Toronto that there be no restriction on the distribution and publication of theses. However, in exceptional cases, the author, in consultation with the thesis supervisor and with the approval of the chair of the graduate unit, shall have the right to postpone distribution and publication for a period up to two years from the date of acceptance of the thesis. In exceptional circumstances and on written petition to the Dean of the School of Graduate Studies, the period might be extended, but in no case for more than five years from the date of acceptance of the thesis unless approved by the Graduate Education Council.

Following electronic submission of the thesis, a signed hardcopy of the “Library & Archives Canada Theses Non-exclusive License” form, along with any necessary copyright permissions, must also be submitted to SGS. If the student is required to submit a bound paper copy to his or her graduate unit, a signed “Authority to Distribute” form must be bound inside the front cover. Candidates will be charged a fee for the processing and indexing of the thesis. Degree recommendations submitted to SGS by graduate units are approved only after the thesis is received.

Specific formatting guidelines must be followed so that theses conform to the requirements of SGS and for the publication of the thesis. Theses that do not conform to these formatting guidelines will not be accepted. For more information about required fees, forms, copyright, thesis formatting, and other related matters visit the Information for Students' section of the SGS Web site www.sgs.utoronto.ca/informationfor/students.htm

Doctoral Thesis

Prior to the final oral examination, required copies of the doctoral thesis must be submitted by the candidate to the graduate unit. The candidate should consult the graduate coordinator regarding requirements and deadlines for submission of material. The graduate unit is responsible for ensuring that one copy of the thesis is brought to the final oral examination.

Following successful completion of the final oral examination an electronic copy of the final approved version of the thesis must be submitted to SGS (see above). Thesis submission represents the request for graduation. A bound printed copy of the doctoral thesis in its final form may be required by the candidate’s graduate unit. Candidates should consult their unit to determine the format, number, and distribution of such copies.
Further details about doctoral theses may be found in Section 2 Degree Regulations under Doctor of Philosophy, Final Oral Examination.

**Master’s Thesis**

Students should consult their graduate unit for additional local format requirements, submission deadlines and procedures concerning master’s theses. An electronic copy of the thesis must be submitted to SGS only after the thesis has been successfully defended and any final corrections have been made. SGS also requires a copy of the letter from the student’s supervisor confirming completion of any required corrections. Students may also be required to submit a bound copy or copies of the thesis to the relevant graduate unit.

**Graduation**

**Degree Recommendations**

When all requirements for a master’s degree or graduate diploma program have been fulfilled, the graduate unit is required to submit a degree recommendation to SGS indicating that the program has been satisfactorily completed by the student. Students should note that in the case of thesis masters’ programs, degree recommendations are only approved after the thesis and required supporting documents have been submitted to SGS.

**Convocation Ceremonies**

Convocation ceremonies are held twice a year, in the spring and fall. Students may attend the ceremony which directly follows the completion of their degree requirements. The Director of Student Services of the School of Graduate Studies submits the names of the graduands to the Office of Convocation which is responsible for the procedures for the convocation ceremony and the issuance of diplomas.

Upon the request of the student, graduate degrees may also be conferred *in absentia* in March, where there is no ceremony but rather diplomas are mailed to graduands.

Graduation information is available on the University of Toronto Web site at [www.utoronto.ca/convocation](http://www.utoronto.ca/convocation).
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 8

Proposal to change the following SGS Calendar regulation:
General Regulations, Academic Appeals: Informal Mediation
School of Graduate Studies

MOTION
THAT Graduate Education Council approve the proposal of the School of Graduate Studies (SGS) to change the Academic Appeals: Informal Mediation section of General Regulations in the SGS Calendar as detailed in the attached extract from the SGS Calendar, in order to:

• allow students to seek mediation or advice from the SGS Vice-Dean at any stage prior to the hearing of an appeal instead of at any stage prior to its filing, and
• formalize the existing practice whereby, if there is a perceived or actual conflict of interest with the Vice Dean, the student will have access to an alternate mediator.

This change is effective immediately.

See attached documents:
• Governance Form A
• Extract from p. 25 of the 2008-09 SGS Calendar

Prior Approvals and Discussion

The change was posted on the SGS Graduate Webposting System for comment for the normal 14-day period.

Further Governance

With GEC approval, the proposal will be sent to the Office of the Provost for information or approval.
Governance Form A: General
2008-2009, Version #1

Faculty Affiliation:
School of Graduate Studies

Name of Graduate Unit:
N/A

Graduate Program/s involved in proposal, if any:
N/A

Brief Summary of Proposed Change:
This is a small change to the regulations of the Graduate Academic Appeals Board (GAAB) as stated on page 25 of the Calendar. Whereas students are currently advised that they may seek mediation or advice from the relevant SGS Vice-Dean “at any stage prior to filing an appeal,” under the proposed change they may seek mediation or advice “at any stage prior to the hearing of the appeal.”

Rationale:
There is an eight-week deadline for filing a Notice of Appeal to GAAB; however, students should be able to seek advice or mediation from the Vice-Dean after this deadline and at any point prior to the actual hearing of the appeal.

Prior Approvals/Actions:
This change was first proposed by the Chair of GAAB and has the approval of the Vice-Dean, Students.

Proposed Effective Date:
Immediately

Financial and/or Planning Implications:
None

Contact name, e-mail address and telephone #:
Scott Moore, SGS Quality Assessment Officer, sgs.qualityassessment@utoronto.ca
946-3421

Submitted by:
Professor Berry Smith, SGS Vice-Dean, Programs

Date:
March 24, 2009
Extract from page 25 of the 2008-09 School of Graduate Studies Calendar:

**General Regulations**

**Academic Appeals**

**Informal Mediation**

At any stage prior to the hearing of an appeal by the SGS Graduate Academic Appeals Board, a student may consult the relevant SGS Vice-Dean for advice and/or informal mediation. The Vice-Dean will serve as informal mediator, attempting to resolve the dispute or clarify issues. Timelines are not affected by mediation. Consultation with the Vice-Dean at an early stage is encouraged. In cases where the Vice-Dean has approved the termination of a student’s registration or in cases where perceived or actual conflict of interest is identified, the student will have access to an alternate informal mediator.
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 9.1

Proposal to **disestablish** the following EDU:A within the School of Graduate Studies:
**Centre for Industrial Relations and Human Resources (CIRHR)**
(To be **reestablished** as an EDU:A within the Faculty of Arts and Science)

**MOTION**

THAT Graduate Education Council approve the proposal of the School of Graduate Studies that the Centre for Industrial Relations and Human Resources (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 July 1, 2009, pending approvals.

**Prior Approvals and Discussion**

The proposal arises out of an internal SGS review of the Centre undertaken in October 2008. The review committee included members from SGS, the Faculty of Arts and Science, the Centre for Industrial Relations and Human Resources, and other interested parties. The final report of the review recommended that the Centre move administratively to the Faculty of Arts and Science. The Faculty of Arts and Science approved the establishment of the Centre for Industrial Relations and Human Resources as an EDU:A within the Faculty at its Faculty Council meeting on April 6, 2009.

**Further Governance**

If approved by GEC, the proposal for the disestablishment within SGS will be brought to the Planning & Budget Committee and the Academic Board for approval, and to Governing Council for final approval. The Faculty of Arts and Science, through its established governance processes, has the authority to establish an EDU:A subject to required University approvals.
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 9.2

Proposal to disestablish the following EDU:C within the School of Graduate Studies:
Knowledge Media Design Institute (KMDI)
(To be reestablished as an EDU:C within the Faculty of Information)

MOTION
THAT Graduate Education Council approve the proposal of the School of Graduate Studies
that the Knowledge Media Design Institute (EDU:C) be disestablished within the School of
Graduate Studies and be re-established as an EDU:C within the Faculty of Information,
effective July 1, 2009, pending approvals.

Documentation to be provided at the meeting:
• Memorandum of Understanding

Prior Approvals and Discussion
(To be provided at the meeting.)

Further Governance
Graduate Education Council approval is final for the disestablishment of the Knowledge Media Design Institute as
an EDU:C within SGS. It will be sent for information to the Planning and Budget Office. The Faculty of
Information, through its established governance processes, has the authority to establish an EDU:C.
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 10

Proposal for the following new Collaborative Program:
Diaspora and Transnational Studies, Collaborative Master’s and Doctoral Program in,
Lead Faculty: Faculty of Arts and Science

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science
for a new graduate Collaborative Master’s and Doctoral Program in Diaspora and
Transnational Studies, to be housed within SGS Division I (Humanities) for administrative
purposes, and with the Faculty of Arts and Science as the program’s lead Faculty, effective
September 2009.

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

Prior Approvals and Discussion
(see attached Governance Form, “Prior Approvals/Actions” section)

The proposal is on the agenda for the Faculty of Arts and Science Three-Campus Graduate Curriculum
Committee (3CGC) meeting on April 15, 2009.

Further Governance

GEC approval is the final University of Toronto approval. It will be sent for information to the Academic Policy
and Programs Committee of Academic Board in SGS’s annual report. The proposal will be submitted to OCGS for
appraisal.
Governance Form E:
New Program
2008-2009, Version #1

Name of Proposed Graduate Program:
Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies

Faculty Affiliation:
Faculty of Arts and Science

Name of Graduate Unit involved, if any:
- Department of Anthropology, Anthropology program, MA, MSc, PhD
- Cinema Studies Institute, Cinema Studies program, MA
- Graduate Centre for Study of Drama, Drama program, MA, PhD
- Department of English, English program, MA, PhD
- Department of Geography, Geography program, MA, MSc, PhD
- Department of Germanic Languages and Literatures, German Literature, Culture and Theory program, MA, PhD
- Department of History, History program, MA, PhD
- Department of Political Science, Political Science program, MA, PhD
- Centre for the Study of Religion, Religion program, MA, PhD
- Department of Sociology, Sociology program, MA, PhD
- Department of Sociology and Equity Studies in Education, Sociology in Education Program, MA, MEd, EdD, PhD
- Department of Spanish, Spanish program, MA, PhD
- Women and Gender Studies Institute, Women and Gender Studies program, MA, PhD

Supporting Unit:
Centre for Jewish Studies
Centre for Diaspora and Transnational Studies

Brief Summary of Proposal:
The proposed Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies is designed to bring together both social science and humanities perspectives to augment our already existing tri-campus undergraduate program and to contribute to increased research collaboration among participants in the program. It is being set up in response to popular demand by advanced students of the DTS undergraduate program as well as the many expressions of interest from students keen on graduate training in the field. As a matter of clarification, and to address any perceived
overlaps between this proposed Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies and that of Ethnic and Pluralism Studies, we should like to point out that the Collaborative Master’s and Doctoral Program will be distinctive in the following ways: first is that it will focus predominantly and more specifically on the relations between homelands and host nations as these relations impact upon migrants while extending beyond the subject of migration to also include other phenomena that go beyond the field of ethnic relations and are transnational. Whereas the EPS program (quoting from their website) includes ethnic and race relations, international migration and immigration, cultural and linguistic communities, inter-group dynamics, nationalist movements, aboriginal affairs, and human rights, all things that our program shares an interest in, the DTS program will go beyond these to focus predominantly on the complex processes by which diasporic communities become translocal even whilst being settled in one particular geographical location. The program will provide the opportunity for a more specialized concentration on this subject and ensure that it is more fully examined and explored. Second is that the program will place the humanities and the social sciences in continuing interaction within all pedagogical contexts. Even though the EPS program has included social sciences and related professional fields in its brief it has not paid much attention to the humanities except in special circumstances. The DTS Collaborative Program will distinguish itself in this respect, placing the interface between the social sciences and the humanities at the heart of its enterprise and vision. The interaction between the social sciences and the humanities will be a definitive part of the common experience to be gained from the core seminars, for example. But it will also be a key to the organization of other aspects of the program, such as student conferences and symposia, reading groups, etc. Third is that the program will be inherently comparative. Whilst raising questions about diasporic communities in Canada, this will not be the primary focus of the Collaborative Program. Rather, the Canadian example will be a means towards understanding the nature of diaspora and transnationalism elsewhere in North America, Europe, Asia, Africa, and the Global South.

Students who wish to enroll in the collaborative program must apply to and be admitted to both the collaborative program and a graduate degree program of one of the collaborating units.

Prior Approvals/Actions:
A consultation meeting was first held in the spring of 2007 between Ato Quayson, Director of the Centre for Diaspora and Transnational Studies and Meric Gertler (then Vice-Dean) and David Klausner (Vice-Dean, Interdisciplinary Studies), Faculty of Arts and Science to sound out the viability of a proposal for a Collaborative Program and to seek advice on how to proceed.

Following the advice of Klausner and Gertler, from September to November 2007 Ato Quayson held short face-to-face meetings with all the collaborating chairs to discuss the idea for a Collaborative Program and to garner feedback from them. The people he met included Jane Abray (History), Janice Boddy (Anthropology), David Cameron (Political Science), Brian Corman (English), Kari Dehli (SESE), Emily Gilbert and Amrita Daniere (Geography), Charlie Keil (Cinema Studies), John Kloppenborg (Religion), Stephen
Johnson (Graduate Centre for Study of Drama), Ricardo Sternberg (Spanish and Portuguese), Shahrzad Mojab (Women and Gender Studies), Blair Wheaton (Sociology), and John Zilcosky (German). Each of the meetings were followed up with a draft of the Collaborative Program proposal and a provisional list of courses for each department that might fit into the Program’s menu of courses in fulfillment of relevant departmental requirements. Meetings were also held in the autumn term of 2008 with Jeffrey Rietz (Ethnic and Pluralism Studies) and Hindy Najman (Jewish Studies). There was broad support for the Collaborative Program. The various collaborating units took responsibility for discussing the proposal with their relevant graduate program committees.

Additionally, between September and December 2008 Ato Quayson held two meetings and consultations with Susan Pfeiffer and Elizabeth Cowper (Dean and Vice-Dean, School of Graduate Studies).

**Proposed Effective Date:**
Month: September Year: 2009

**Contact name, e-mail address and telephone #:**
Professor Ato Quayson
Centre for Diaspora and Transnational Studies
Suite 230, Jackman Humanities Building, 170 St George St
Toronto M5R 2M8
Canada

tel: 416-946-8464
fax: 416-978-7045
website: <www.utoronto.ca/cdts>

**Submitted by:**
Professor Rob Baker, Vice-Dean, Graduate Studies, Faculty of Arts and Science

**Date:** March 2009

**Signature:**
UNIVERSITY OF TORONTO

Proposal for a
Graduate Program

Collaborative Master’s and Doctoral Program
in Diaspora and Transnational Studies

March 2009

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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  Proposed Director: Ato Quayson, Professor of English and Director of the Centre for Diaspora and Transnational Studies .................................................................................................................. 13

  Program Committee members (suggested list; subject to final approval) .......................................................................................... 13

3 Planning and Budget .................................................................... 14
  3.1 Resource implications ................................................................. 15
      Funds from the AIF were provided in base for the Centre of Diaspora Studies from 2005. This covers the cost of all jointly appointed faculty (at 49%:51% between CDTS and other relevant departments). The Centre currently has 4 joint appointees with a fifth one to join us in July 2009. It also has one administrator (Executive Officer). The AIF funding also covers all administrative costs, including telephones, photocopying machine, maintenance of computers and website, etc. The funds have so far also enabled the Centre to run a number of international conferences. Centre funding will be used to cover the following aspects of the Collaborative Master’s and Doctoral Program each year: ........................................... 14
      • Provision of core courses (to be done by existing CDTS faculty) .................................................. 14
      It should be noted that apart from the annual graduate student conference, all other items will be incorporated into already existing costs for the administrative running of the Center. Thus for example the Centre has budgeted to bring in guest lecturers in the 2009/10 academic year. Of this funds will be dedicated to speakers directly addressing Collaborative Program interests. Similarly, the items under Advertising and Publicity will be an extension of the information strategy that the Center already has in place to promote its programs. In the past these have included mailing out undergraduate program information to all high schools in Canada. For the Collaborative program special effort will be made to circulate information as widely as possible both in Canada and through our wide-ranging networks in North America, Europe, and the Global South. ........................................... 14
  3.1.1 Staffing ............................................................................... 15
      The Collaborative Program will be coordinated by Antonela Arhin, the Centre’s Executive Officer. The Collaborative Program will be administered under the existing structures of the Centre for Diaspora and Transnational Studies, with advertising and publicity and the overall administration of the program to be incorporated into the running of the Centre in general. ........................................... 15
The core Comparative Research Methods in Diaspora and Transnationalism course and the thematic course will be taught by the core faculty of the Centre for Diaspora and Transnational Studies, namely Richard Iton (Political Science), Hui Kwee Kian (History, UTM), Ken McDonald (Geography), Kevin O’Neill (Religion), Ato Quayson (English), and Anna Shternshis (German).

3.1.2 Space
All core seminars and classes will be held in Rm 235, Jackman Humanities Building. This room seats 22 people and is ideal as a seminar space. This space is already in use for our 400 level courses so would not lead to any further space requirements.

3.1.3 Libraries
N/A

3.1.4 Computing facilities
5 computers to be provided over the next three years in the graduate student room at the Center for program students to browse the internet, hold group discussions, download course material, etc.

3.1.5 Enrolment/admissions
N/A

3.1.6 Revenues/costs
See attached budget (Appendix I)

3.1.7 Financial aid

4 Space and Facilities
The existing space of the Centre will satisfactorily accommodate the new initiative. There is currently a dedicated graduate student room with spaces for 5 computers which will be installed and activated for use by students on the program to browse the Internet, download course material, etc.

4.2 Capital projects for approvals

5 Students

1 Executive Summary
[Provide a brief summary (one page maximum) of the following four main points identified in this document: Academic, Planning and Budget, Space and Facilities, and Students. See enclosed Guidelines for preparation of Executive Summary.]

Though subject to varied emphases and disciplinary investments Diaspora in contemporary thought involves an understanding of the shifting relations between homelands and host nations from the perspective of those who have moved, whether voluntarily or not. Diaspora emphasizes the inescapable lived experience of many migrant communities of negotiating forms of existence and self-understanding that are often translocal and exceed the boundaries of the nation-state. Transnationalism, on the other hand, focuses on flows and counterflows and the multistriated connections they give rise to. It encompasses in its ambit not just the movement of people but also concepts of citizenship and multinational governance, the resources of information technology, and the realities of the global marketplace, among others. Taken together, the concepts of Diaspora and Transnationalism promise a broad understanding of the full spectrum of implications that derive from the reality of the vast movements of populations, goods, ideas, images, technologies, and finance in the world today.

The Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies is designed to bring together both social science and humanities at perspectives at the graduate level to augment our already existing tri-campus undergraduate program and to contribute to
increased research collaboration among participants in the program. It is being set up in response to popular demand by advanced students of the current DTS undergraduate program as well as the many expressions of interest from students keen on thorough graduate training in the field from within Canada and well beyond. The Collaborative Program will be distinctive by being interdisciplinary as well as comparative. Whilst raising questions about diasporic communities in Canada, this will not be the primary focus of the Collaborative Program. Rather, the Canadian example will be a means towards understanding the nature of diaspora and transnationalism elsewhere in North America, Europe, Asia, Africa, and the Global South. Students must apply to and be admitted to both the Collaborative Program and a graduate degree program of a collaborating unit. Students who complete the program at the Master’s level will not be eligible for the program at the Doctoral level.

The program is proposed to start in September 2009, with a projected 6 students in the first year, the number rising steadily to a projected 18 by 2016-2017. The budget for the program will be covered entirely by the Center for Diaspora and Transnational Studies. Participating programs will include the following:

- Department of Anthropology, Anthropology program, MA, MSc, PhD
- Cinema Studies Institute, Cinema Studies program, MA
- Graduate Centre for Study of Drama, Drama program, MA, PhD
- Department of English, English program, MA, PhD
- Department of Geography, Geography program, MA, MSc, PhD
- Department of Germanic Languages and Literatures, German Literature, Culture and Theory program, MA, PhD
- Department of History, History program, MA, PhD
- Department of Political Science, Political Science program, MA, PhD
- Centre for the Study of Religion, Religion program, MA, PhD
- Department of Sociology, Sociology program, MA, PhD
- Department of Sociology and Equity Studies in Education, Sociology in Education Program, MA, MEd, EdD, PhD
- Department of Spanish, Spanish program, MA, PhD
- Women and Gender Studies Institute, Women and Gender Studies program, MA, PhD

**Supporting Units:**
Centre for Jewish Studies
Centre for Diaspora and Transnational Studies

The Centre for Diaspora and Transnational Studies and the Centre for Jewish Studies will be the supporting units for the program.

The administrative and budgetary support for the Collaborative Program will be borne exclusively by the Centre for Diaspora and Transnational Studies. As the Centre already has dedicated graduate and seminar rooms there will be no added space implications deriving from the program. The Centre for Jewish Studies will provide support in terms of joint efforts in publicizing the program, bringing in guest speakers, and sharing information regarding research agendas in diaspora and transnational studies for use by participating students. The program is proposed to start in the 2009/10 academic year.
2 Academic

2.1 Description and rationale for the proposal

2.1.1 Description of proposed program

Programs to participate in the Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies will include the following:

- Department of Anthropology, Anthropology program, MA, MSc, PhD
- Cinema Studies Institute, Cinema Studies program, MA
- Graduate Centre for Study of Drama, Drama program, MA, PhD
- Department of English, English program, MA, PhD
- Department of Geography, Geography program, MA, MSc, PhD
- Department of Germanic Languages and Literatures, German Literature, Culture and Theory program, MA, PhD
- Department of History, History program, MA, PhD
- Department of Political Science, Political Science program, MA, PhD
- Centre for the Study of Religion, Religion program, MA, PhD
- Department of Sociology, Sociology program, MA, PhD
- Department of Sociology and Equity Studies in Education, Sociology in Education Program, MA, MEd, EdD, PhD
- Department of Spanish, Spanish program, MA, PhD
- Women and Gender Studies Institute, Women and Gender Studies program, MA, PhD

The supporting units are the Centre for Diaspora and Transnational Studies and the Centre for Jewish Studies.

The Diaspora and Transnational Studies Centre was established with funding from the Academic Initiatives Fund (AIF) in 2005. A tri-campus undergraduate program was established as part of its initial remit, with Professor Ato Quayson as its inaugural director. The undergraduate Diaspora and Transnational Studies program is the only tri-campus undergraduate program at the University of Toronto, with a current list of 3 core courses (200 and 400 levels), 130 cross-listed courses across the Humanities and Social Sciences and 105 majors and minors (66 St George, UTM 35, UTSC 6). The Centre has also organized 4 and co-sponsored 3 major international conferences since its inception, along with running a Guest Speaker Series that has brought in speakers from Canada and across the world.

Though subject to varied emphases and disciplinary investments, Diaspora in contemporary thought involves an understanding of the shifting relations between homelands and host nations from the perspective of those who have moved, whether voluntarily or not. Diaspora emphasizes the inescapable lived experience of many migrant communities of negotiating forms of existence and self-understanding that are often translocal and exceed the boundaries of the nation-state. Questions of nostalgia, of the dynamics of co-ethnic identification, of the politics of homeland and host nation, and of the inter-generational shifts in responses to all these are central to studies of diaspora. Transnationalism, on the other hand, focuses on flows and counterflows and the
multistratified connections they give rise to. It encompasses in its ambit not just the movement of people but also concepts of citizenship and multinational governance, the resources of information technology, and the realities of the global marketplace, among others. These multiple phenomena are then taken to exemplify the nature and intensities of the flows that shape the modern world. Taken together, the concepts of Diaspora and Transnationalism promise a broad understanding of the full spectrum of implications that derive from the reality of the vast movements of populations, goods, ideas, images, technologies, and finance in the world today.

The proposed Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies is designed to bring together both social science and humanities perspectives to augment our already existing tri-campus undergraduate program and to contribute to increased research collaboration among participants in the program. It is being set up in response to popular demand by advanced students of the DTS undergraduate program as well as the many expressions of interest from students keen on graduate training in the field. As a matter of clarification, and to address any perceived overlaps between this proposed Collaborative Program and that offered by Ethnic and Pluralism Studies (EPS), we should like to point out that the DTS Collaborative Program will be distinctive in the following ways: first is that it will focus predominantly and more specifically on the relations between homelands and host nations as these relations impact upon migrants, while also extending beyond the subject of migration to include other phenomena that go beyond the field of ethnic relations or sub-national interests and rather expand into a transnational arena of significance. In other words the focus is not solely on the dynamics of the settlement of immigrant communities within various host countries but on the processes by which these communities become translocal even whilst being settled in one particular geographical location. Second is that the program will place the humanities and the social sciences in continuing interaction within all pedagogical contexts. This interaction will be a definitive part of the common experience to be gained from the core Research Methods seminar and the annual thematic course. It will also provide the central fulcrum for organizing other aspects of the program, such as student conferences and symposia, reading groups, etc. Third is that the program will be inherently comparative. Whilst raising questions about diasporic communities in Canada, this will not be the primary focus of the Program. Rather, the Canadian example will be a means towards understanding the nature of diaspora and transnationalism elsewhere in North America, Europe, Asia, Africa, and the Global South.

2.1.2 Rationale for proposal

The academic objective of the proposed Collaborative Program is to encourage an integrated interdisciplinary humanities and social science focus at an advanced level on questions of diaspora and transnationalism. The intellectual focus is in understanding the multiple dimensions of diasporization and diasporic existence and will include interests in art history, film, literature, language, the histories of immigrant settlement and the dynamics of race relations in Canada and elsewhere as well as questions of citizenship and globalization, and the implications of new technologies for ethnic identification, among others. The program will be geared towards a comparative approach in terms of the cultures studied as well as in relation to the disciplinary foci to be adopted. The aim ultimately is to generate a multidimensional and multi-focal approach that combines insights from both the social sciences and the humanities.
There will additionally be an in-built critical ethnographic/archival/cultural studies component to the program. Essentially, this will require that at the end of the Research methods course students undertake a project that involves delving into a diasporic community in Toronto or elsewhere in terms of direct fieldwork, archival historical analysis, or a film or other documentary project. Students will be guided to make critical use of their material to augment their understanding of how various types of research are carried out in the field.

For participating departments the main attraction of the Collaborative Program is in the opportunities that it will provide for their students to revisit topics in their home disciplines with a renewed interdisciplinary perspective. Given Canada’s official multiculturalism policy, the training that the prospective students on the Collaborative Program would gain would be invaluable to working in government, banks, businesses, and community organizations. The program would also offer preparation for people to work in international organizations that deal with questions of population movement, migration and diaspora, such as UNHCR, the World Bank, and Médicin Sans Frontier, and various other NGOs.

In Canada the closest programs of this kind are the Collaborative Master’s and PhD programs in Ethnic and Pluralism Studies (EPS) here at the University of Toronto. There are a number of differences between the Collaborative Program proposed here and the one in Ethnic and Pluralism Studies. First is that whereas the EPS Program draws largely on the social sciences and the professional disciplines, the proposed one in Diaspora and Transnational Studies will give equal balance to the humanities and the social sciences. The DTS program’s equal commitment to the social sciences and the humanities will operate at all contexts of pedagogical and research experience for the students, from the design and delivery of the compulsory Comparative Research Methods in Diaspora and Transnationalism and the thematically oriented course to the nature of support activities such as a biennial graduate student conference and the Guest Speaker Series, both of which will draw upon resources in the social sciences and the humanities. Second, even though the EPS focuses on issues to do with migration, an area that overlaps with DTS Collaborative Program interest, the EPS places this mainly within the context of inter-ethnic relations in Canada. This context allows the EPS program to focus also on Aboriginal affairs and on the relations between Anglophone and Francophone Canada as an aspect of inter-ethnic relations in the country. While the proposed Collaborative Program will not necessarily discourage students from studying topics relating to Aboriginal and Francophone Canada, these will not be central concerns of the program. Rather, the DTS focus is on the processes by which immigrant and diasporic communities become translocal and transnational in a variety of ways. In other words, the DTS focus would be less on the internal dynamics within Canada than on the striated links between diasporic communities in Canada and elsewhere.

Outside of the University of Toronto there are no directly comparable programs. The Collaborative M.A. Program in Globalization Studies at McMaster comes closest to the model being proposed here, yet even at McMaster there is a heavy leaning towards the social sciences, at least in the core courses. Beyond Canada partially comparable programs might be the Master of Science in Forced Migration at the Refugee Studies Centre at Oxford, or the Master’s in Contemporary Migration and Diaspora Studies at Cork University. In each of these instances there is a clear preponderance of the social sciences as the organizing grid for the subject area. The orientation of other such programs in North America and elsewhere tends to be culture-
specific, i.e. African-American, Jewish, or even Polish Diaspora Studies. The proposed Collaborative Master’s and Doctoral Program is resolutely comparative and will not be focusing exclusively on any one diaspora.

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

The overall requirements will vary according to the program of the home department. However, all students on the Collaborative Program will be required to take 1 FCE in Diaspora and Transnational Studies as follows: 1 core interdisciplinary seminar (.5 FCE) provisionally titled Comparative Research Methods in Diaspora and Transnational Studies and 1 other course (.5 FCE) on a theme to be decided annually by the program committee (examples might include Storytelling in Jewish Cultures, Literature, Cosmopolitanism and Diaspora, Chinese Business Networks, Diaspora and the City, Transnational Film, Black Britain, etc). As much as possible both core courses will be carefully calibrated so as to resonate with each other with respect to the confluence of perspectives between social science and humanities. The Research Methods course will be team taught by three instructors per session to expose students to a variety of viewpoints.

The compulsory core seminar on Comparative Research Methods in Diaspora and Transnationalism and the themed course will provide the platform for a commonly shared learning experience. Since the Research Methods seminar will be team taught its delivery will necessarily be quite different from anything available in students’ home departments. The Research Methods seminar will also include an ethnographic/archival/documentary component that would enable students engage directly with issues pertinent to interests in the context of Toronto and other diasporic environments. Furthermore, the correlation between the themed course and the Methods course will ensure students get a sense of how the theories in the Methods seminar are instantiated and applied in a particular disciplinary and/or cultural context. This will ensure that the students get a more integrated sense of the program and are able to transfer the knowledge acquired into the work for their home departments.

A list of existing courses pertaining to Diaspora and Transnational Studies has been compiled, and students will be encouraged to choose courses from the list as far as possible in satisfying the requirements of their home departments. Thus the 1 FCE in DTS will be integrated into the requirements for individual home departments and is not envisaged as an extra load on students. For degrees which require a Master’s or Doctoral thesis or research project, the topic shall be within the field of Diaspora and Transnational Studies, as approved by the home department and the Collaborative Program Committee. A copy of the final thesis or project must be submitted to the Centre for Diaspora and Transnational Studies.

2.3 Projected student demand

Demand was assessed first from an informal survey of interested students currently enrolled in our interdisciplinary undergraduate program and second from conversations with the chairs of collaborating units and departments. Additionally, through Professor Ato Quayson’s
participation in various international forums (such as serving on the editorial board of the new journal African Diaspora Studies, and on the AHRC-UK’s Migration, Diasporas, and Identity program, among others) a good sense was gained of the likely local and international demand for this kind of program. By the nature of these surveys the projections will have to remain provisional even though there is confidence that the targets will all be met.

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<td>7</td>
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<tr>
<td>Sociology and Equity Studies in Education</td>
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<td>Women and Gender Studies</td>
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2.4 **Impact on the Department’s and Division’s program of study, including impact on other divisions**

As the Centre for Diaspora and Transnational Studies has been exclusively running a tri-campus undergraduate program so far, the introduction of the Collaborative Master’s and Doctoral Program will help to channel excellent undergraduate students into the Program so as to gradually build a cohort of active and well-trained scholars able to either to do further graduate work in different disciplines or proceed to jobs in industry, government, banking, etc.

The Collaborative Master’s and Doctoral Program fits into the Centre’s long-term strategic plan to become the preëminent intellectual unit of its kind in the contemporary world.
2.5 Evidence of consultation with other affected divisions

A consultation meeting was first held in the spring of 2007 between Ato Quayson, Director of the Centre for Diaspora and Transnational Studies and Meric Gertler (then Vice-Dean) and David Klausner (Vice-Dean, Interdisciplinary Studies), Faculty of Arts and Science to sound out the viability of a proposal for a Collaborative Master’s and Doctoral Program and to seek advice on how to proceed.

Following the advice of Klausner and Gertler, from September to November 2007 Ato Quayson held short face-to-face meetings with all the collaborating chairs to discuss the idea for a Collaborative Master’s and Doctoral Program and to garner feedback from them. The people he met included Jane Abray (History), Janice Boddy (Anthropology), David Cameron (Political Science), Brian Corman (English), Kari Dehli (SESE), Emily Gilbert and Amrita Daniere (Geography), Charlie Keil (Cinema Studies), John Kloppenborg (Religion), Stephen Johnson (Graduate School of Drama), Ricardo Sternberg (Spanish and Portuguese), Shahrazad Mojab (Women and Gender Studies), Blair Wheaton (Sociology), and John Zilcosky (German). Each of the meetings were followed up with a draft of the Collaborative Master’s and Doctoral Program proposal and a provisional list of courses for each department that might fit into the Program’s menu of courses in fulfillment of relevant departmental requirements. Meetings were also held in the autumn term of 2008 with Jeffrey Rietz (Ethnic and Pluralism Studies) and Hindy Najman (Jewish Studies). There was broad support for the Collaborative Program. The various collaborating units took responsibility for discussing the proposal with their relevant graduate program committees.

Additionally, Ato Quayson held several meetings and consultations with Susan Pfeiffer and Elizabeth Cowper (Dean and Vice-Dean, School of Graduate Studies).

2.6 Appropriateness of the name and designation of the new program

The title Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies is entirely appropriate as it reflects directly what the program will be about.

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

2.7.1 Program description and requirements

Admission Requirements

Each graduate student in the Program shall be enrolled in a participating Master’s or Doctoral degree program graduate unit in which the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program. In addition the collaborative program will require the submission of an abstract with a brief bibliography on either an issue in diaspora and transnational studies or on a specific thesis proposal. These will be evaluated along with the prospective candidate’s file. There are no preferred backgrounds for prospective candidates except for a preparedness to engage with both social science and humanities paradigms irrespective of their home department.
Program Requirements

Students will be required to complete a total of two half courses (1.0 FCE) as follows: 1 core course (.5 FCE) which will be an interdisciplinary seminar provisionally titled Comparative Research Methods in Diaspora and Transnationalism and 1 core course (.5 FCE) on a theme to be decided annually by the program committee (examples might include Storytelling in Jewish Cultures, Literature, Cosmopolitanism and Diaspora, Chinese Business Networks, Diaspora and the City, Transnational Film, Black Britain, etc). This would be a Collaborative Program Topics course and along with the Methods course would be serviced directly by CDTS faculty. As much as possible both core courses will be carefully calibrated so as to resonate with each other with respect to the confluence between social science and humanities perspectives and theoretical insights. The Methods course will be team taught by three instructors per session to expose students to a variety of viewpoints. With the approval of the Program Committee, students may in certain exceptional circumstances to be assessed by the Program Committee be allowed to take a course from their home department in place of the thematic course.

For degrees which require a Master’s or Doctoral thesis or research project, the topic must be within the field of Diaspora and Transnational Studies, as approved by the home department and the Collaborative Program Committee. A copy of the final thesis or project must be submitted to the Centre for Diaspora and Transnational Studies.

The compulsory core seminar on Comparative Research Methods in Diaspora and Transnationalism and the thematic core course will provide the platform for a commonly shared learning experience for students on the program. Since the Research Methods seminar will be team taught its delivery will necessarily be quite different from anything available in candidate’s home departments. The Methods seminar will also include an ethnographic/archival/documentary component that will enable students to engage directly with issues pertinent to their interests in the context of Toronto and other diasporic environments. It would also provide an early taste of the dynamics of advanced research work in the field. Additionally, the correlation between the thematic course and the Methods course will ensure that students get a sense of how the theories in the Methods seminar are instantiated and applied in a particular disciplinary and/or cultural context. This will thus ensure that the students get a more integrated sense of the program and are able to transfer the knowledge acquired into the work for their home departments. These requirements are not to be in addition to home program course requirements’ but will be intermeshed with them. In other words, they will not represent an extra workload for students registering for either a Master’s or Doctoral program in any collaborating unit. Collaborative Master’s students who go on to do the PhD will not be eligible to repeat the Collaborative Program at the doctoral level.

Completion of program requirements

All students enrolled in the Collaborative Program must complete the requirements of the program (1 FCE composed of two half courses), in addition to those requirements for the degree program in their home graduate unit. The DTS courses may be counted as electives by home
departments. The Collaborative Program Director and/or Program Committee are responsible for certifying the completion of the Collaborative Program requirements. The home graduate unit is solely responsible for the approval of the student’s home degree requirements.

### 2.7.2 Course titles/numbers

All Collaborative Program students will take the seminar on Research Methods and a thematic course set each year by the Program Committee. It should be noted that apart from the Research Methods Seminar, the descriptions for the other courses in the following table are as examples only. Students will be required to take the Research Methods Seminar along with 1 other half course in DTS in any given year:

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Synopsis</th>
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<tr>
<td>DTS XXXXH</td>
<td>COMPARATIVE RESEARCH METHODS SEMINAR ON DIASPORA AND TRANSNATIONALISM</td>
<td>This seminar will introduce students to a range of theories to do with diaspora and transnationalism from the humanities and the social sciences. Core questions will include the methodological differences between diaspora and its many synonyms, such as migrant communities, exile, refugee etc. The different emphases and overlaps between Migration Studies, Urban Studies, and Diaspora and Transnational Studies will also be pursued.</td>
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<tr>
<td>DTS XXXXH</td>
<td>Literature, Cosmopolitanism, and Diaspora</td>
<td>This advanced interdisciplinary course will explore the co-constitutive relationship between Cosmopolitanism, Diaspora, and Literature and will pay particular attention to questions of identity, citizenship, colonialism, migration, culture, the transnational conditions of diasporic existence, and various other topics at the intersection of the three key concepts. Critics to be looked at will include David Harvey, Arjun Appadurai, Paul Gilroy, Mike Davis, Eduard Glissant, and Avtar Brah among others. Novelists to be studied will include Amitav Ghosh, Michael Ondaatje, Anne Michaels, Eva Hoffman, Saidiya Hartman, and Zadie Smith among others.</td>
</tr>
<tr>
<td>DTS XXXXH</td>
<td>Diasporic Entrepreneurship and Capitalisms</td>
<td>The Jews, Indians, Chinese, Arabs and other mercantile groups have been engaging in long-distance trade as early as the turn of the first millennium. The expanding economic activities and global influence of the Europeans since the end of the fifteenth century has generally been regarded as detrimental to the activities of these diasporic merchants from South, East and West Asia. This course is a critical examination of the established concepts on capitalism. It also proposes alternative ways to evaluate mercantile successes and economic systems. In particular, students will be introduced to</td>
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emerging studies that utilize theories on socio-economic institutions and “social capital” in the studies of various Asian trading groups (North 1991, Bourdieu 1999). We will discuss how these works not only challenge Eurocentric conceptualizations of capitalism and economic success, but also offer new directions to the studies of diasporic entrepreneurship and capitalisms.

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<tr>
<th>DTS XXXXH</th>
<th>Black Britain</th>
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<td><strong>Synopsis</strong></td>
<td>The course will examine the development and interactions of the various nonwhite diasporas that are present in the United Kingdom with particular emphasis upon the various South Asian and African/Caribbean diasporas. Among the topics to be discussed are the public policy implications of black diasporic presences; the imprint of black populations upon British popular culture; the global significance of London as an increasingly nonwhite city; and the particular role black British populations have played within a range of diasporas. The theoretical contributions of black British thinkers—Stuart Hall, Avtar Brah, Paul Gilroy, and others—will also be considered.</td>
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Other optional experiences available to students in the Collaborative Program will include:

- Guest speaker series
- Diaspora and Transnational Reading Group
- Bi-annual graduate student conferences and workshops

Though students will be encouraged to participate fully in all of these, attendance will not be obligatory. Participation is not a part of the requirements for the program. However, regular surveys will be done among Collaborative Program participants to find out how productive they find participation in such events. Their views will be taken into account in future planning of the program.

### 2.7.3 Faculty members

**Proposed Director:** Ato Quayson, Professor of English and Director of the Centre for Diaspora and Transnational Studies.

**Co-ordinator:** Antonela Arhin, Executive Officer, Centre for Diaspora and Transnational Studies

**Program Committee members (suggested list; subject to final approval)**

- Corinn Columpar (Assistant Professor, Cinema Studies, St. George)
- Kari Dehli (Professor, Studies in Equity and Sociology of Education, St. George)
- Richard Iton (Associate Professor, CDTS and Political Science, St. George)
- Stephen Johnson (Associate Professor, Drama, St. George)
- Hui Kwee Kian (Assistant Professor, CDTS and Historical Studies, UTM)
- Pamela Klassen (Associate Professor, Religion, St. George)
Michael Lambek (Professor, Anthropology, UTSC)
Ken MacDonald (Assistant Professor, CDTS and Geography, UTSC)
Andrea Most (Associate Professor, English, UTSC)
Hindy Najman (Associate Professor, Religion, St. George and Director, Centre for Jewish Studies)
Ato Quayson (Professor, English, St. George, proposed Director of Collaborative Program)
Jeffrey Reitz, (Professor, Sociology, St. George)
Stephen Rupp (Professor, Spanish, St. George)
Anna Shternshis (Assistant Professor, CDTS and German, St. George)
Alexie Tcheuyap (Associate Professor, French, UTSC)
Alissa Trotz (Associate Professor, Women and Gender Studies, St. George)

3 Planning and Budget

3.1 Resource implications

Funds from the AIF were provided in base for the Centre of Diaspora Studies from 2005. This covers the cost of all jointly appointed faculty (at 49%:51% between CDTS and other relevant departments). The Centre currently has 4 joint appointees with a fifth one to join us in July 2009. It also has one administrator (Executive Officer). The AIF funding also covers all administrative costs, including telephones, photocopying machine, maintenance of computers and website, etc. The funds have so far also enabled the Centre to run a number of international conferences. Centre funding will be used to cover the following aspects of the Collaborative Master’s and Doctoral Program each year:

- Provision of core courses (to be done by existing CDTS faculty)
- Advertising and publicity, (website, brochures, etc., for first three years only)
- Computers in graduate student room, (this will be purchased at one or two computers a year over three or four years subject to increase in numbers and demand for on-site computer facilities.
- Annual graduate student conference,
- Guest Lecture series
- Graduate Diaspora and Transnational Reading Group (for snacks, coffee etc. during reading group meetings).
- Miscellaneous costs (travel costs to UTSC and UTM to participate in student-led events, annual get together for program participants, etc.)

See Budget, Appendix I.

It should be noted that apart from the annual graduate student conference, all other items will be incorporated into already existing costs for the administrative running of the Center. Thus for example the Centre has budgeted to bring in guest lecturers in the 2009/10 academic year. Of this funds will be dedicated to speakers directly addressing Collaborative Program interests. Similarly, the items under Advertising and Publicity
will be an extension of the information strategy that the Center already has in place to promote its programs. In the past these have included mailing out undergraduate program information to all high schools in Canada. For the Collaborative program special effort will be made to circulate information as widely as possible both in Canada and through our wide-ranging networks in North America, Europe, and the Global South.

### 3.1.1 Staffing

The Collaborative Program will be coordinated by Antonela Arhin, the Centre’s Executive Officer. The Collaborative Program will be administered under the existing structures of the Centre for Diaspora and Transnational Studies, with advertising and publicity and the overall administration of the program to be incorporated into the running of the Centre in general.

The core Comparative Research Methods in Diaspora and Transnationalism course and the thematic course will be taught by the core faculty of the Centre for Diaspora and Transnational Studies, namely Richard Iton (Political Science), Hui Kwee Kian (History, UTM), Ken McDonald (Geography), Kevin O’Neill (Religion), Ato Quayson (English), and Anna Shternshis (German).

### 3.1.2 Space

All core seminars and classes will be held in Rm 235, Jackman Humanities Building. This room seats 22 people and is ideal as a seminar space. This space is already in use for our 400 level courses so would not lead to any further space requirements.

### 3.1.3 Libraries

N/A

### 3.1.4 Computing facilities

5 computers to be provided over the next three years in the graduate student room at the Center for program students to browse the internet, hold group discussions, download course material, etc.

### 3.1.5 Enrolment/admissions

N/A

### 3.1.6 Revenues/costs

See attached budget (Appendix I)
3.1.7 Financial aid
Graduate students receive financial support through the home program.

4 Space and Facilities

4.1 Requirements for physical facilities
The existing space of the Centre will satisfactorily accommodate the new initiative. There is currently a dedicated graduate student room with spaces for 5 computers which will be installed and activated for use by students on the program to browse the Internet, download course material, etc.

4.2 Capital projects for approvals
NA

5 Students
Among other things the Program will encourage a closer engagement with diasporic communities in the city of Toronto. This will be done partly through the ethnographic/archival/documentary submission on some aspect of diasporic life in Toronto and elsewhere that will be required as part of the core seminar in Comparative Research Methods in Diaspora and Transnationalism.

5.1 Student affairs and services
All student services and facilities will be available to the students on the Collaborative Program.

5.2 Student conduct and discipline
The normal University regulations that apply to all students will also apply to the students on the Collaborative Program.

5.3 Financial Support
NA

5.4 Student registration and information systems
All the usual registration and enrolment procedures will apply for students on the Collaborative Program in Diaspora and Transnational Studies.
UNIVERSITY OF TORONTO

Brief for the Standard Appraisal

of the

Collaborative Master’s and Doctoral Program

in

Diaspora and Transnational Studies

Submitted to the
Ontario Council on Graduate Studies
[April, 2009]

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

Programs to participate in the Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies will include the following:

- Department of Anthropology, Anthropology program, MA, MSc., PhD
- Cinema Studies Institute, Cinema Studies program, MA
- Graduate Centre for the Study of Drama, Drama program, MA, PhD
- Department of English, English program, MA, PhD
- Department of Geography, Geography program, MA, MSc., PhD
- Department of Germanic Languages and Literatures, German Literature, Culture and Theory program, MA, PhD
- Department of History, History program, MA, PhD
- Department of Political Science, Political Science program, MA, PhD
- Centre for the Study of Religion, Religion program, MA, PhD
- Department of Sociology, Sociology program, MA, PhD
- Department of Sociology and Equity Studies in Education, Sociology in Education Program, MA, MEd, EdD, PhD
- Department of Spanish, Spanish program, MA, PhD.,
- Women and Gender Studies program, MA, PhD., Women and Gender Studies Institute

The supporting units are the Centre for Diaspora and Transnational Studies and the Centre for Jewish Studies.

The Diaspora and Transnational Studies Centre was established with funding from the Academic Initiatives Fund (AIF) in 2005. A tri-campus undergraduate program was established as part of its initial remit, with Professor Ato Quayson as its inaugural director. The undergraduate Diaspora and Transnational Studies program is the only tri-campus undergraduate program at the University of Toronto, with a current list of 3 core courses (200 and 400 levels), 130 cross-listed courses across the Humanities and Social Sciences and 105 majors and minors (66 St George, UTM 35, UTSC 6). The Centre has also organized 4 and co-sponsored 3 major international conferences since its inception, along with running a Guest Speaker Series that has brought in speakers from Canada and across the world.

Though subject to varied emphases and disciplinary investments, Diaspora in contemporary thought involves an understanding of the shifting relations between homelands and host nations from the perspective of those who have moved, whether voluntarily or not. Diaspora emphasizes the inescapable lived experience of many migrant communities of negotiating forms of existence and self-understanding that are often translocal and exceed the boundaries of the nation-state. Questions of nostalgia, of the dynamics of co-ethnic identification, of the politics of homeland and host nation, and of the inter-generational shifts in responses to all these are central to studies of diaspora. Transnationalism, on the other hand, focuses on flows and counterflows and the
multistratified connections they give rise to. It encompasses in its ambit not just the
movement of people but also concepts of citizenship and multinational governance, the
resources of information technology, and the realities of the global marketplace, among
others. These multiple phenomena are then taken to exemplify the nature and intensities
of the flows that shape the modern world. Taken together, the concepts of Diaspora and
Transnationalism promise a broad understanding of the full spectrum of implications that
derive from the reality of the vast movements of populations, goods, ideas, images,
technologies, and finance in the world today.

The proposed Collaborative Master’s and Doctoral Program in Diaspora and
Transnational Studies is designed to bring together both social science and humanities
perspectives to augment our already existing tri-campus undergraduate program and to
contribute to increased research collaboration among participants in the program. It is
being set up in response to popular demand by advanced students of the DTS
undergraduate program as well as the many expressions of interest from students keen on
graduate training in the field. As a matter of clarification, and to address any perceived
overlaps between this proposed Collaborative Program and that offered by Ethnic and
Pluralism Studies (EPS), we should like to point out that the DTS Collaborative Program
will be distinctive in the following ways: first is that it will focus predominantly and
more specifically on the relations between homelands and host nations as these relations
impact upon migrants, while also extending beyond the subject of migration to include
other phenomena that go beyond the field of ethnic relations or sub-national interests and
rather expand into a transnational arena of significance. In other words the focus is not
solely on the dynamics of the settlement of immigrant communities within various host
countries but on the processes by which these communities become translocal even whilst
being settled in one particular geographical location. Second is that the program will
place the humanities and the social sciences in continuing interaction within all
pedagogical contexts. This interaction will be a definitive part of the common experience
to be gained from the core Research Methods seminar and the annual thematic course. It
will also provide the central fulcrum for organizing other aspects of the program, such as
student conferences and symposia, reading groups, etc. Third is that the program will be
inherently comparative. Whilst raising questions about diasporic communities in Canada,
this will not be the primary focus of the Program. Rather, the Canadian example will be
a means towards understanding the nature of diaspora and transnationalism elsewhere in
North America, Europe, Asia, Africa, and the Global South.

2. Objectives and Added Value
The academic objective of the proposed Collaborative Program is to encourage an integrated interdisciplinary humanities and social science focus at an advanced level on questions of diaspora and transnationalism. The intellectual focus is in understanding the multiple dimensions of diasporization and diasporic existence and will include interests in art history, film, literature, language, the histories of immigrant settlement and the dynamics of race relations in Canada and elsewhere as well as questions of citizenship and globalization, and the implications of new technologies for ethnic identification, among others. The program will be geared towards a comparative approach in terms of the cultures studied as well as in relation to the disciplinary foci to be adopted. The aim ultimately is to generate a multidimensional and multi-focal approach that combines insights from both the social sciences and the humanities. There will additionally be an in-built critical ethnographic/archival/cultural studies component to the program. Essentially, this will require that at the end of the Research methods course students undertake a project that involves delving into a diasporic community in Toronto or elsewhere in terms of direct fieldwork, archival historical analysis, or a film or other documentary project. Students will be guided to make critical use of their material to augment their understanding of how various types of research are carried out in the field.

For participating departments the main attraction of the Collaborative Program is in the opportunities that it will provide for their students to revisit topics in their home disciplines with a renewed interdisciplinary perspective. Given Canada’s official multiculturalism policy, the training that the prospective students on the Collaborative Program would gain would be invaluable to working in government, banks, businesses, and community organizations. The program would also offer preparation for people to work in international organizations that deal with questions of population movement, migration and diaspora, such as UNHCR, the World Bank, and Médicin Sans Frontier, and various other NGOs.

In Canada the closest programs of this kind are the Collaborative Master’s and PhD programs in Ethnic and Pluralism Studies (EPS) here at the University of Toronto. There are a number of differences between the Collaborative Program proposed here and the one in Ethnic and Pluralism Studies. First is that whereas the EPS Program draws largely on the social sciences and the professional disciplines, the proposed one in Diaspora and Transnational Studies will give equal balance to the humanities and the social sciences. The DTS program’s equal commitment to the social sciences and the humanities will operate at all contexts of pedagogical and research experience for the students, from the design and delivery of the compulsory Comparative Research Methods in Diaspora and Transnationalism and the thematically oriented course to the nature of support activities such as a biennial graduate student conference and the Guest Speaker Series, both of which will draw upon resources in the social sciences and the humanities. Second, even though the EPS focuses on issues to do with migration, an area that overlaps with DTS Collaborative Program interest, the EPS places this mainly within the context of inter-ethnic relations in Canada. This context allows the EPS program to focus also on
Aboriginal affairs and on the relations between Anglophone and Francophone Canada as an aspect of inter-ethnic relations in the country. While the proposed Collaborative Program will not necessarily discourage students from studying topics relating to Aboriginal and Francophone Canada, these will not be central concerns of the program. Rather, the DTS focus is on the processes by which immigrant and diasporic communities become translocal and transnational in a variety of ways. In other words, the DTS focus would be less on the internal dynamics within Canada than on the striated links between diasporic communities in Canada and elsewhere.

Outside of the University of Toronto there are no directly comparable programs. The Collaborative M.A. Program in Globalization Studies at McMaster comes closest to the model being proposed here, yet even at McMaster there is a heavy leaning towards the social sciences, at least in the core courses. Beyond Canada partially comparable programs might be the Master of Science in Forced Migration at the Refugee Studies Centre at Oxford, or the Master’s in Contemporary Migration and Diaspora Studies at Cork University. In each of these instances there is a clear preponderance of the social sciences as the organizing grid for the subject area. The orientation of other such programs in North America and elsewhere tends to be culture-specific, i.e. African-American, Jewish, or even Polish Diaspora Studies. The proposed Collaborative Master’s and Doctoral Program is resolutely comparative and will not be focusing exclusively on any one diaspora.

For participating departments the main attraction of the collaborative program is in the opportunities that it will provide for their students to revisit topics in their home disciplines with a renewed interdisciplinary perspective. Given Canada’s official multiculturalism policy, the training that the prospective students on the collaborative program would gain would be invaluable to working in government, banks, businesses, and community organizations. The program would also offer preparation for people to work in any international organization that deals with questions of population movement, migration and diaspora, such as UNHCR, the World Bank, and various NGOs.

The Centre receives several enquiries each year from both University of Toronto students and well beyond (the UK, USA, Australia, South Africa, India, and elsewhere in Canada) about the possibility of doing graduate work in Diaspora and Transnational Studies. The collaborative program will immediately satisfy this growing and persistent need.

Over the first 7 years of the collaborative program it will be publicized in the following ways:

- Special announcements to be placed annually in selected scholarly journals such as the *PMLA*, *Diasporas, Economy and Planning D: Space and Society*, *City and Society*, the *University of Toronto Quarterly*, *Journal of Comparative Studies in South Asia, Africa, and the Middle*
East, and Postcolonial Studies among others. It will also be advertised at the annual events of the Canadian Congress of Humanities and Social Sciences.

- Arrangements will be made with institutions from which guest speakers have come to visit the Centre for announcements about the program to be circulated within their institutions. The Centre currently has a database of over 150 visitors from Canada and elsewhere that it has played host to over the past 3 years.
- Advertisement in the normal University of Toronto channels and via all participating departments.
- Program website.

3. Admission Requirements

Each student in the Collaborative Program shall be enrolled in a participating Master’s or Doctoral degree program graduate unit in which the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program. In addition the collaborative program will require the submission of an abstract with a brief bibliography on either an issue in diaspora and transnational studies or on a specific thesis proposal. These will be evaluated along with the prospective candidate’s file. There are no preferred backgrounds for prospective candidates except for a preparedness to engage with both social science and humanities paradigms irrespective of their home department background.

4. Program Requirements and Common Learning Experience

Program Requirements
Students will be required to complete a total of two half courses (1.0 FCE) as follows: 1 core course (.5 FCE) which will be an interdisciplinary seminar provisionally titled Comparative Research Methods in Diaspora and Transnationalism and 1 core course (.5 FCE) on a theme to be decided annually by the program committee (examples might include Storytelling in Jewish Cultures, Literature, Cosmopolitanism and Diaspora, Chinese Business Networks, Diaspora and the City, Transnational Film, Black Britain, etc). This would be a Collaborative Program Topics course and along with the Methods course would be serviced directly by CDTS faculty. As much as possible both core courses will be carefully calibrated so as to resonate with each other with respect to the confluence between social science and humanities perspectives and theoretical insights. The Methods course will be team taught by three instructors per session to expose students to a variety of viewpoints. With the approval of the Program Committee, students may in certain exceptional circumstances to be assessed by the Program Committee be allowed to take a course from their home department in place of the thematic course.
For degrees which require a Master’s or Doctoral thesis or research project, the topic must be within the field of Diaspora and Transnational Studies, as approved by the home department and the Collaborative Program Committee. A copy of the final thesis or project must be submitted to the Centre for Diaspora and Transnational Studies.

The compulsory core seminar on Comparative Research Methods in Diaspora and Transnationalism and the thematic core course will provide the platform for a commonly shared learning experience for students on the program. Since the Research Methods seminar will be team taught its delivery will necessarily be quite different from anything available in candidate’s home departments. The Methods seminar will also include an ethnographic/archival/documentary component that will enable students to engage directly with issues pertinent to their interests in the context of Toronto and other diasporic environments. It would also provide an early taste of the dynamics of advanced research work in the field. Additionally, the correlation between the thematic course and the Methods course will ensure that students get a sense of how the theories in the Methods seminar are instantiated and applied in a particular disciplinary and/or cultural context. This will thus ensure that the students get a more integrated sense of the program and are able to transfer the knowledge acquired into the work for their home departments. These requirements are not to be in addition to home program course requirements but will be intermeshed with them. In other words, they will not represent an extra workload for students registering for either a Master’s or Doctoral program in any collaborating unit. Collaborative Master’s students who go on to do the PhD will not be eligible to repeat the Collaborative Program at the doctoral level.

**Completion of program requirements**

All students enrolled in the Collaborative Program must complete the requirements of the program (1 FCE composed of two half courses), in addition to those requirements for the degree program in their home graduate unit. The DTS courses may be counted as electives by home departments. The Collaborative Program Director and/or Program Committee are responsible for certifying the completion of the Collaborative Program requirements. The home graduate unit is solely responsible for the approval of the student’s home degree requirements.

**Collaborative Program requirements:**

All Collaborative Program students will take the seminar on Comparative Research Methods in Diaspora and Transnationalism (.5 FCE) and a thematic course (.5 FCE) set each year by the Program Committee. It should be noted that apart from the Research Methods Seminar, the descriptions for the other courses in the following table are as examples only. Students will be required to take the
Research Methods Seminar along with 1 other half course in DTS in any given year:

<table>
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<tr>
<th>Course Number</th>
<th>Course Name</th>
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<tr>
<td></td>
<td><strong>COMPARATIVE RESEARCH METHODS SEMINAR ON DIASPORA AND TRANSNATIONALISM</strong></td>
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<tr>
<td><strong>Synopsis:</strong></td>
<td>This seminar will introduce students to a range of theories to do with diaspora and transnationalism from the humanities and the social sciences. Core questions will include the methodological differences between diaspora and its many synonyms, such as migrant communities, exile, refugee etc. The different emphases and overlaps between Migration Studies, Urban Studies, and Diaspora and Transnational Studies will also be pursued</td>
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| **Synopsis:** | This advanced interdisciplinary course will explore the co-constitutive relationship between Cosmopolitanism, Diaspora, and Literature and will pay particular attention to questions of identity, citizenship, colonialism, migration, culture, the transnational conditions of diasporic existence, and various other topics at the intersection of the three key concepts. Critics to be looked at will include David Harvey, Arjun Appadurai, Paul Gilroy, Mike Davis, Eduard Glissant, and Avtar Brah among others. Novelists to be studied will include Amitav Ghosh, Michael Ondaatje, Anne Michaels, Eva Hoffman, Saidiya Hartman, and Zadie Smith among others. |

| **Synopsis:** | The Jews, Indians, Chinese, Arabs and other mercantile groups have been engaging in long-distance trade as early as the turn of the first millennium. The expanding economic activities and global influence of the Europeans since the end of the fifteenth century has generally been regarded as detrimental to the activities of these diasporic merchants from South, East and West Asia. This course is a critical examination of the established concepts on capitalism. It also proposes alternative ways to evaluate mercantile successes and economic systems. In particular, students will be introduced to emerging studies that utilize theories on socio-economic institutions and “social capital” in the studies of various Asian trading groups (North 1991, Bourdieu 1999). We will discuss how these works not only challenge Eurocentric conceptualizations of capitalism and economic success, but also offer new directions to the studies of diasporic entrepreneurship and capitalisms. |
Synopsis

Black Britain

The course will examine the development and interactions of the various nonwhite diasporas that are present in the United Kingdom with particular emphasis upon the various South Asian and African/Caribbean diasporas. Among the topics to be discussed are the public policy implications of black diasporic presences; the imprint of black populations upon British popular culture; the global significance of London as an increasingly nonwhite city; and the particular role black British populations have played within a range of diasporas. The theoretical contributions of black British thinkers—Stuart Hall, Avtar Brah, Paul Gilroy, and others—will also be considered.

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

- Guest speaker series
- Diaspora and Transnational Reading Group
- Annual graduate student conferences and workshops

Completion of program requirements

All students enrolled in the Collaborative Program must complete the requirements of the program (1 FCE composed of two half courses), in addition to those requirements for the degree program in their home graduate unit. The DTS courses may be counted as electives by home departments. The Collaborative Program Director and/or Program Committee are responsible for certifying the completion of the Collaborative Program requirements. The home graduate unit is solely responsible for the approval of the student’s home degree requirements.

5. Participation of Home Graduate Programs

Apart from participating in the collaborative teaching of the Research Methods seminar and providing the core electives the collaborative program’s core faculty members are available to students in the home program as advisors or supervisors. If a student’s program includes a thesis, it is expected that a core faculty member in the student’s home department will be involved in thesis supervision. Core faculty members contribute to the collaborative program through teaching of the core course/s and participating in the delivery of seminar series and other common learning elements. Not all faculty members participate each year and, in many cases, simply may remain available to interested students. Some faculty may teach courses in the subject area of the collaborative program in the home program. The list of the collaborative program’s core faculty members is
available in Appendix II. Each participating degree program contributes to the collaborative program through student enrolments, although not necessarily every year.

Participating programs and departments in the Collaborative Master’s and Doctoral Program in Transnational and Diaspora Studies include the following:

- Department of Anthropology, Anthropology program, MA, MSc., PhD
- Cinema Studies Institute, Cinema Studies program, MA
- Graduate Centre for the Study of Drama, Drama program, MA, PhD
- Department of English, English program, MA, PhD
- Department of Geography, Geography program, MA, MSc., PhD
- Department of Germanic Languages and Literatures, German Literature, Culture and Theory program, MA, PhD
- Department of History, History program, MA, PhD
- Department of Political Science, Political Science program, MA., PhD
- Centre for the Study of Religion, Religion program, MA, PhD
- Department of Sociology, Sociology program, MA, PhD
- Department of Sociology and Equity Studies in Education, Sociology in Education Program, MA, ME, EdD, PhD
- Department of Spanish, Spanish program, MA, PhD.
- Women and Gender Studies program, MA, PhD., Women and Gender Studies Institute

Supporting Units:
Centre for Jewish Studies
Centre for Diaspora and Transnational Studies

6. Administration

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

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

The Collaborative Program will be coordinated by Antonela Arhin, the Centre’s Executive Officer. The Collaborative Program will be administered under the existing structures of the Centre for Diaspora and Transnational Studies, with advertising and publicity and the overall administration of the program to be incorporated into the running of the Centre in general.

The core Comparative Research Methods in Diaspora and Transnationalism course and the thematic course will be taught by the core faculty of the Centre for Diaspora and Transnational Studies, namely Richard Iton (Political Science), Hui Kwee Kian (History, UTM), Ken McDonald (Geography), Kevin O’Neill (Religion), Ato Quayson (English), and Anna Shternshis (German).

**Proposed Director**: Ato Quayson, Professor of English and Director of the Centre for Diaspora and Transnational Studies.

**Coordinator**: Antonela Arhin, Executive Officer, Centre for Diaspora and Transnational Studies

**Program Committee members (suggested list; subject to final approval)**
- Corinn Columpar (Assistant Professor, Cinema Studies, St. George)
- Josiah Blackmore (Professor, Spanish, St. George)
- Kari Dehli (Professor, Studies in Equity and Sociology of Education, St. George)
- Richard Iton (Associate Professor, CDTS and Political Science, St. George)
- Stephen Johnson (Associate Professor, Drama, St. George)
- Hui Kwee Kian (Assistant Professor, CDTS and Historical Studies, UTM)
- Pamela Klassen (Associate Professor, Religion, St. George)
- Michael Lambek (Professor, Anthropology, UTSC)
- Ken MacDonald (Assistant Professor, CDTS and Geography, UTSC)
- Andrea Most (Associate Professor, English, UTSC)
- Hindy Najman (Associate Professor, Religion, St. George and Director, Centre for Jewish Studies)
- Ato Quayson (Professor, English, St. George, proposed Director of Collaborative Program)
- Jeffrey Reitz, (Professor, Sociology, St. George)
- Anna Shternshis (Assistant Professor, CDTS and German, St. George)
- Alexie Tcheuyap (Associate Professor, French, UTSC)
- Alissa Trotz (Associate Professor, Women and Gender Studies, St. George)

7. **Resource Issues**

All the core courses will be delivered by the faculty of the Centre for Diaspora and Transnational Studies. Administrative support, cost of advertising, funding of
research facilities and everything else pertaining to the collaborative program will be funded from the Centre’s budget. All seminars will be held in Rm 235, Jackman Humanities Building. This seminar room is next to the Centre’s suite of offices and is managed by the Centre for all units in the Building. Its seat up to 22 people.

8. Registration Information/Enrolment Projections

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

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APPENDIX I

APPRAISAL BRIEF
Collaborative Master’s and Doctoral Program in Diaspora and Transnational Studies

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

ANTHROPOLOGY
MA, MSc., PhD in Anthropology

MA: 1 FCE required courses
3 FCEs electives
MSc.: 1 FCE required courses
4 FCEs electives
PhD: minimum of 3 FCEs

1 FCE required for the Collaborative Program may be counted as electives – no additional courses are required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to repeat the DTS Collaborative Program courses.

CINEMA STUDIES
MA in Cinema Studies

1.5 FCEs required courses
2.5 FCEs electives

1 FCE required for the collaborative program may be counted as electives – no additional courses required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.

GRADUATE CENTRE FOR STUDY OF DRAMA
MA, PhD in Drama

MA: 1 FCE required courses
2. 5 FCE electives
   **PhD:** 1 FCE required course
   3 FCEs electives

1 FCE required for the Collaborative Program may be counted as electives –
no additional courses required. If the student writes a thesis or major research paper the
topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.

**ENGLISH**

**MA, PhD in English**

   **MA:** .5 FCE required courses
   3.5 FCEs electives
   **PhD:** 1.5 FCEs required courses
   3 FCEs electives

1 FCE required for the Collaborative Program may be counted as electives –
no additional courses required. If the student writes a thesis or major research paper the
topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.

**GEOGRAPHY**

**MA, MSc., PhD in Geography**

   **MA/Msc.:** 4.5 FCEs
   **MSc. (Planning):** This is a two-year degree and requires 8 FCEs over the period (3.5
   required; 4.5 electives)

   **PhD:** 3.5 FCEs

1 FCE required for the collaborative program may be counted as electives –
no additional courses required. If the student writes a thesis or major research paper the
topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.
GERMANIC LITERATURE, CULTURE AND THEORY
MA in Germanic Languages and Literatures

MA: .5 FCE required courses
3 FCEs electives

PhD: 4.0 FCEs

1 FCE required for the collaborative program may be counted as electives – no additional courses required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.

HISTORY
MA, PhD in History

The MA degree in History involves either a) 2.5 FCEs and a research paper or b) 2 FCEs and a thesis. All MA students are expected to take HIS 1997H or HIS 1201H, depending on their field.

PhD: 4.0 FCEs

1 FCE required for the collaborative program may be counted as electives – no additional courses required.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.

POLITICAL SCIENCE
MA, PhD

MA: 1 FCE required courses
3 FCEs electives

PhD: 4 FCEs

1 FCE required for the collaborative program may be counted as electives – no additional courses required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.
RELIGION
MA, PhD in Religion

MA: 1 FCE required courses
3 FCEs electives
PhD: 3.5 FCEs

1 FCE required for the collaborative program may be counted as electives – no additional courses required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.

SOCIOLOGY
MA, PhD in Sociology

MA: 1.5 FCE required courses
3 FCEs electives

MA: Students have two options for completing the MA. program. **Option One** 1.5 FCEs required courses and 2.5 electives. **Option Two** 3 FCEs and a research paper in a 12 month period.

PhD: 4FCEs

1 FCE required for the collaborative program may be counted as electives – no additional courses required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.

SOCIOLOGY AND EQUITY STUDIES IN EDUCATION (OISE)
MA, EdD, PhD in Sociology in Education

MEd and MA: 4 or 3 FCEs respectively.
EdD and PhD: 4 or 3 FCEs respectively.

1 FCE required for the collaborative program may be counted as electives – no additional courses required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.

Collaborative MA students who proceed to the PhD are not permitted to retake the DTS Collaborative Program courses.
SPANISH
MA, PhD in Spanish

**MA**: 4 FCEs (combination of required and elective course requirements defer depending on whether the student specializes in Spanish Peninsular Literature, Latin American Literature, or Hispanic Linguistics.

**PhD**: 4 FCEs

1 FCE required for the collaborative program may be counted as electives – no additional courses required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.

Collaborative MA or MEd students who proceed to the EdD or PhD are not permitted to retake the DTS Collaborative Program courses.

WOMEN AND GENDER STUDIES INSTITUTE
MA in Women and Gender Studies

**MA**: 1.5 FCE required courses
2.5 FCEs electives

1 FCE required for the collaborative program may be counted as electives – no additional courses required. If the student writes a thesis or major research paper the topic should be in the area of the collaborative program.
APPENDIX II

APPRAISAL BRIEF FOR THE
COLLABORATIVE Master’s and Doctoral PROGRAM IN
Diaspora and Transnational Studies

CORE FACULTY RESEARCH SYNOPSES

Participating Graduate Program (Centre for Diaspora and Transnational Studies)

Richard Iton (Associate Professor, CDTS and Political Science, St. George)
Hui Kwee Kian (Assistant Professor, CDTS and Historical Studies, UTM)
Ken MacDonald (Assistant Professor, CDTS and Geography, UTSC)
Kevin O’Neil (Assistant Professor, CDTS and Religion, St. George)
Ato Quayson (Professor, English, St. George)
Anna Shsternshis (Assistant Professor, CDTS and German, St. George)

Publications: (list two recent publications relevant to the focus of the collaborative program)

1. Hui Kian Kwee

2. Richard Iton

3. Ken MacDonald

4. Kevin O’Neill


5. Ato Quayson
   • “‘I no Be Like You: Accra in Life and Literature”, *PMLA*, 122.1 (January 2007): 252-255

6. Anna Shternshis


**Participating Graduate Programs (collaborating units; publications relevant to program)**

**MA, MSc., PhD Anthropology program, Department of Anthropology**
Michael Lambek

**MA Cinema Studies program, Cinema Studies Institute**
Corinn Columpar

**MA, PhD English program, Department of English**
Andrea Most
   • *Making Americans : Jews and the Broadway musical*, Harvad: Harvard University Press, 2004

**MA, PhD Drama program, Graduate Centre for the Study of Drama**
Stephen Johnson
MA, PhD German Literature, Culture and Theory Literature program, Department of Germanic Languages and Literatures
Anna Shstershis (see previous section above)

MA, MSc., PhD Geography program, Department of Geography
Minelle Matani

MA, PhD History program, Department of History
Sean Hawkins

MA, PhD Political Science program, Department of Political Science
Richard Iton (see previous section)

MA, PhD Religion program, Centre for the Study of Religion
Pamela Klassen

MA, PhD Sociology program, Department of Sociology
Jeffrey Reitz

MA, MEd, EdD, PhD, Sociology and Equity in Education program, Department of Sociology and Equity Studies in Education
George Dei
MA, PhD Spanish program, Department of Spanish
Josiah Blackmore


- "Imagining the Moor in Medieval Portugal." *diacritics* 36.3-4 (2006).

MA, Women and Gender Studies program, Women and Gender Studies Institute
Alissa Trotz

- Going global?: Transnationality, Women/ Gender Studies, and lessons from the Caribbean’, *Caribbean Review of Gender Studies* (Centre for Gender and Development Studies, University of the West Indies, Trinidad and Tobago), Issue 1 (April): 1-18.

Diaspora and Transnational Studies

Lead Faculty
Faculty of Arts and Science

Participating Degree Programs
- Department of Anthropology, Anthropology program, MA, MSc, PhD
- Cinema Studies Institute, Cinema Studies program, MA
- Graduate Centre for Study of Drama, Drama program, MA, PhD
- Department of English, English program, MA, PhD
- Department of Geography, Geography program, MA, MSc, PhD
- Department of Germanic Languages and Literatures, German Literature, Culture and Theory program, MA, PhD
- Department of History, History program, MA, PhD
- Department of Political Science, Political Science program, MA, PhD
- Centre for the Study of Religion, Religion program, MA, PhD
- Department of Sociology, Sociology program, MA, PhD
- Department of Sociology and Equity Studies in Education, Sociology in Education Program, MA, MEd, EdD, PhD
- Department of Spanish, Spanish program, MA, PhD
- Women and Gender Studies Institute, Women and Gender Studies program, MA, PhD

Supporting Units:
Centre for Jewish Studies
Centre for Diaspora and Transnational Studies

Overview
Diaspora in contemporary thought involves the shifting relations between homelands and host nations from the perspective of those who have moved, whether voluntarily or not. Diaspora emphasizes the inescapable lived translocal experiences of many migrant communities that exceed the boundaries of the nation-state. Questions of nostalgia, of the dynamics of co-ethnic identification, of the politics of homeland and host nation, and of the inter-generational shifts in responses to all these are central to studies of diaspora. Transnationalism, on the other hand, focuses on flows and counterflows and the multistriated connections they give rise to. It encompasses in its ambit not just the movement of people but also concepts of citizenship and multinational governance, the resources of information technology, and the realities of the global marketplace, among others. Taken together, the two concepts of Diaspora and Transnationalism enable our understanding of the complex realities of vast movements of people, goods, ideas, images, technologies, and finance in the world today. The proposed Collaborative Master’s and Doctoral Program Diaspora and Transnational Studies is designed to bring together both social science and humanities perspectives to augment our existing tri-campus undergraduate program and to contribute to increased research collaboration among participants in the program.

Contact and Address
Web: www.utoronto.ca/cdts
E-mail: cdts@utoronto.ca
Telephone: (416) 946 8464
Fax: (416) 978 7045

Antonela Arhin, M.A., Executive Officer
Centre for Diaspora and Transnational Studies
170 St. George Street, Suite 230
Toronto, Ontario M5R 2M8
Canada

Master’s Degrees

Admission Requirements
Each graduate student in the Program shall be enrolled in a participating master’s degree program in the graduate unit in which the research is conducted, which is known as the home graduate unit. The student shall meet the admission requirements of both the home graduate unit and the Collaborative Program.
Program Requirements
The student shall register in the School of Graduate Studies through the home graduate unit and shall:
• Meet all respective degree requirements of the School of Graduate Studies and the participating unit; and
• Meet the requirement of the Collaborative Program as follows:
  1. 0.5 FCE seminar in Comparative Research Methods in Diaspora and Transnational Studies. This seminar will be the place to discuss, compare, and bring together the various disciplinary approaches to Diaspora and Transnationalism. As part of the Research Methods seminar students will be required to submit an ethnographic, archival, or documentary paper on a diasporic community in Toronto or elsewhere.
  2. 0.5 FCE elective course to be decided each year by the Program Committee.
  3. The DTS collaborative components may be taken as electives for the purpose of satisfying home department requirements.
  4. If the student undertakes a major paper or thesis in their home department this will be on a topic in diaspora and transnational studies, approved by the Program Committee.

Doctoral Degrees

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

Program Requirements
The student shall register in the School of Graduate Studies through the home graduate unit and shall:
• Meet all respective degree requirements of the School of Graduate Studies and the participating unit; and
• Meet the requirement of the Collaborative Program as follows:
  1. 0.5 FCE seminar in Comparative Research Methods in Diaspora and Transnational Studies. This seminar will be the place to discuss, compare, and bring together the various disciplinary approaches to Diaspora and Transnationalism. As part of the Research Methods seminar students will be required to submit an ethnographic, archival, or documentary paper on a diasporic community in Toronto or elsewhere.
  2. 0.5 FCE elective course to be decided each year by the Program Committee.
  3. The DTS collaborative components may be taken as electives for the purpose of satisfying home department requirements.
  4. Students who complete the Collaborative Program at the Master's level will not be eligible for the program at the doctoral level.
  5. The student’s dissertation in their home department has to be on a topic in diaspora and transnational studies and will be approved by the Program Committee.

Course List
Pending

Program Committee
Proposed Director: Ato Quayson, Professor of English and Director of the Centre for Diaspora and Transnational Studies

Co-ordinator: Antonela Arhin, Executive Officer, Centre for Diaspora and Transnational Studies

Program Committee members (suggested list; subject to final approval)
• Corinn Columpar (Assistant Professor, Cinema Studies, St. George)
• Josiah Blackmore (Professor, Spanish, St. George)
• Kari Dehli (Professor, Studies in Equity and Sociology of Education, St. George)
• Richard Iton (Associate Professor, CDTS and Political Science, St. George)
• Stephen Johnson (Associate Professor, Drama, St. George)
• Hui Kwee Kian (Assistant Professor, CDTS and Historical Studies, UTM)
• Pamela Klassen (Associate Professor, Religion, St. George)
• Michael Lambek (Professor, Anthropology, UTSC)
• Ken MacDonald (Assistant Professor, CDTS and Geography, UTSC)
Andrea Most (Associate Professor, English, UTSC)
Hindy Najman (Associate Professor, Religion, St. George and Director, Centre for Jewish Studies)
Ato Quayson (Professor, English, St. George, proposed Director of Collaborative Program)
Jeffrey Reitz, (Professor, Sociology, St. George)
Anna Shternshis (Assistant Professor, CDTS and German, St. George)
Alexie Tcheuyap (Associate Professor, French, UTSC)
Alissa Trotz (Associate Professor, Women and Gender Studies, St. George)
MOTION
Graduate Education Council
Tuesday, April 17, 2009

ITEM 11.1
Proposal to change the program requirements for the following program:
Cinema Studies, MA
Cinema Studies Institute, Faculty of Arts & Science

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science to change the program requirements of the MA in Cinema Studies program so the elective courses are no longer derived from “CIN1003H, CIN1539H, CIN6155H, CIN6156H, CIN6803H”, but from “elective CIN courses”, and that the list of elective courses is subject to change, effective September 2009.

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

Prior Approvals and Discussion
The proposal was approved by the Cinema Studies Graduate Committee on February 2009. It is on the agenda of the Faculty of Arts and Science Three Campus Graduate Curriculum Committee (3CGC) meeting on April 15, 2009.

Further Governance
GEC approval is final. It will be sent for information to the Academic Policy and Programs Committee of Academic Board in SGS’s annual report.
Faculty Affiliation:
Arts & Science

Name of Graduate Unit:
Cinema Studies

Graduate Program/s involved in proposal, if any:
M.A. in Cinema Studies

Brief Summary of Proposed Change:
“Proposal is to change program requirements for the MA in Cinema Studies from “0.5 to 1.0 FCE derived from CIN1003H, CIN1539H, CIN6155H, CIN6156H, CIN6803H” to “0.5 to 1.0 FCE derived from elective CIN courses.

Rationale:
As the list of elective courses varies from year to year, a generic statement about elective courses is required.

Prior Approvals/Actions:
Cinema Studies Graduate Committee, February 2009

Proposed Effective Date:
September 2009

Financial and/or Planning Implications:
None

Contact name:
Kay Armatage, Acting Director, Cinema Studies

Submitted by:
Robert Baker, Vice-Dean Graduate Education and Research

Date:
February 27, 2009
Cinema Studies  CIN

Faculty Affiliation
Arts and Science

Degree Programs Offered
Cinema Studies - MA

Overview
The Cinema Studies Institute offers a program leading to the Master of Arts degree in Cinema Studies. Our faculty have expertise in several areas, including film history, film theory, and film and culture.

Contact and Address
Web: www.utoronto.ca/cinema
E-mail: gradcinema.studies@utoronto.ca
Telephone: (416) 978-5809
Fax: (416) 946-0168

Cinema Studies Institute
University of Toronto
Innis College
2 Sussex Avenue
Toronto, Ontario  M5S 1J5
Canada

Degree Programs

Master of Arts

Minimum Admission Requirements
- Successful completion of an appropriate four-year University of Toronto bachelor’s degree, or its equivalent from a recognized university.
- Minimum B+ standing, demonstrated by an average grade in the final year, or over senior courses.
- Successful completion of a minimum of 6.0 full-course equivalents (FCE) in cinema studies, or comparable program preparation.
- A letter of intent addressing the academic goals an applicant wishes to pursue in the program, three letters of recommendation, transcripts from all post-secondary institutions, and an academic writing sample of no more than 3,000 words.

Program Requirements
- The MA is a course-work only program and therefore does not require a thesis.
- 4.0 FCEs over the course of an academic year, normally extending from September until August. Of the 4.0 FCEs:
1.5 FCEs will be mandatory, core courses under the CIN rubric.
1.0 FCE will be devoted to either the writing of a major research paper or pursuing an internship.
1.5 FCEs may be completed in the following way: 0.5 to 1.0 may be chosen from rotating special topics courses, also under the CIN rubric (but possibly cross-listed with another department, depending on the instructor’s departmental home); the remaining 0.5 to 1.0 may be chosen from film-based courses offered by other units (non-CIN designator) but approved as relevant to the Cinema Studies master’s program curriculum.

- All students complete CIN 1000H, CIN 1001H, and CIN 1002H.
- Additional requirements for students choosing the major research paper option:
  - CIN 1006Y
  - 0.5 to 1.0 FCE derived from elective CIN courses.
  - 0.5 to 1.0 FCE derived from approved graduate-level courses offered outside CIN.
- Additional requirements for students choosing the internship option:
  - CIN 1007Y
  - 0.5 to 1.0 FCE derived from elective CIN courses.
  - 0.5 to 1.0 FCE derived from approved graduate-level courses offered outside CIN.

Courses
Not all elective courses are offered every year. The Department should be consulted each session as to elective and non-CIN course offerings.

Core Courses
CIN 1000H Historiography of the Cinema
CIN 1001H Theories of the Cinema
CIN 1002H Cinema and Culture

Plus one of:
CIN 1006Y Major Research Paper in Cinema Studies
CIN 1007Y Internship in Cinema Studies

Elective Courses (subject to change)
CIN 1003H Women’s Cinema and Women’s Film Festivals
CIN 1004H Film Analysis
CIN 1425H British Social Realism and Cinema
CIN 1515H The Emergence of Mass Culture: Movies, Vaudeville and Public Amusements in Turn-of-the-Century America
CIN 1539H Film Comedy and Popular Culture
CIN 1772H The Politics of Non-Fiction Film
CIN 2069H Actuality, Documentary, Reality
CIN 6153H Race and Cinema
CIN 6156H Dark Passages: Film and the Geometry of Racial Imagination
CIN 6197H Eyes Looking, Lips Moving: Theories of the Viewing Subject
CIN 6803H Intertextuality in Feminist Cinema: The Counter-Cinematic Impulse
CIN 6817H Text, Context, Intertext: The Touch of Evil Project

Graduate Faculty
Graduate faculty data will be downloaded from the HRIS.
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 11.2

Proposal to change the **program requirements** for the following program:

**Criminology, MA, PhD**
Centre of Criminology, School of Graduate Studies

**MOTION**

**THAT** Graduate Education Council approve the proposal of the School of Graduate Studies to change the program requirements of the MA and PhD in Criminology program to increase the number of courses that students may substitute from outside graduate units in lieu of optional courses in Criminology from 1.0 to 1.5 FCE. The overall number of elective courses required remains unchanged. This change is effective September 2009.

See attached documents:
- [SGS Governance Form A](#)
- [Calendar Entry](#)

**Prior Approvals and Discussion**

The Graduate Coordinator consulted widely with both Master’s and PhD students. All are enthusiastic about this proposed change. Not a single student objected. The proposal was approved by the Centre of Criminology Faculty on January 14, 2009, and by the Committee on SGS Centres and Institutes on February 26, 2009.

**Further Governance**

GEC approval is final. It will be sent for information to the Academic Policy and Programs Committee of Academic Board in SGS’s annual report.
Faculty Affiliation:
School of Graduate Studies (SGS)

Name of Graduate Unit:
Centre of Criminology

Graduate Program/s involved in proposal, if any:
Criminology – M.A., Ph.D.

Brief Summary of Proposed Change:

- With the approval of the Graduate Coordinator, we want to allow both MA and PhD students to substitute a maximum of 1.5 FCE from outside graduate units in lieu of optional courses in Criminology.
- Currently we only allow students to substitute a maximum of 1.0 FCE from outside graduate units.

Rationale:

- This program change will make it easier for our graduate students to take courses from cross-appointed faculty members whose courses are listed in other departments.
- Many of our doctoral students have already graduated from our Masters program. These students often have difficulty locating Criminology courses that they have not already taken. This program change will therefore make it easier for our doctoral students to both expand their knowledge and fulfill course requirements.
- To ensure that course selection remains consistent with Centre of Criminology interests and standards, all outside courses must first be approved by the Graduate Coordinator.

Prior Approvals/Actions:

- Change approved by the Centre of Criminology Faculty on January 14, 2009.
- The Graduate Coordinator consulted widely with both Masters and PhD students. All are enthusiastic about this proposed change. Not a single student objected.
- The SGS Committee on Centre and Institute Programs (CCIP) approved the change on February 26, 2009.
Proposed Effective Date:
09  2009
Month  Year

Financial and/or Planning Implications:
NONE

Contact name:
Mariana Valverde
Director, Centre of Criminology

Scot Wortley
Associate Professor & Coordinator of Graduate Studies, Centre of Criminology

Submitted by:
Scot Wortley, Associate Professor & Coordinator of Graduate Studies, Centre of Criminology

Date:
January 19, 2009
Criminology  CRI
Faculty Affiliation
Faculty of Arts and Science

Degree Programs Offered
Criminology MA, Combined JD/MA, PhD

Collaborative Programs Offered
Degree programs that participate in:
1. Addiction Studies, see p.  (Criminology MA, PhD)
2. Women and Gender Studies, see p.  (Criminology MA, PhD)
3. Sexual Diversity Studies, see p.  (Criminology MA, PhD)

Overview
The Centre of Criminology, founded in 1964, offers advanced interdisciplinary study in two closely related, overlapping areas: criminology and socio-legal studies. While there is no set career path for the MA graduates, they generally find employment in government (in areas such as child and youth services or addiction as well as criminal justice fields), in governmental organizations in the criminal justice field, in social science research, or in other positions for which a background in criminology and legal studies is useful. Some choose to go to law school, and many have gone on to other postgraduate work, e.g. in Public Health Sciences, Sociology, Law, and Social Work. On their part, PhD students have mainly found employment in tenure-track positions, most often in sociology departments or in criminology programs. Both graduate degrees are academic rather than professional/vocational.

Students enrolled in doctoral programs in other departments of the University of Toronto may apply to be appointed as Junior Fellows at the Centre of Criminology. The overall objective of the program is to involve doctoral students whose work overlaps with the research conducted at the Centre and to enhance the interdisciplinarity of the Centre. Junior Fellows have come from History, Geography, Law, and Sociology. Exceptionally, doctoral students pursuing degrees at other universities but residing in Toronto may apply to be appointed Visiting Junior Fellows.

Contact and Address
E-mail: crim.grad@utoronto.ca
Web: www.criminology.utoronto.ca
Telephone: (416) 978-8679, Ext. 225
Fax: (416) 978-4195
Degree Programs

Master of Arts

Minimum Admission Requirements

- Applicants must have a four-year University of Toronto bachelor's degree or its equivalent from a recognized university. A four-year bachelor's degree normally consists of 20 full-course equivalents (FCE). Applicants with arts and science degrees will normally be required to have at least a B+ standing. Applicants from law schools who have already completed a JD degree or its equivalent will normally be required to have at least a B standing.
- The MA program is designed for students familiar with the approaches and methodologies associated with the social sciences. It would be advantageous for applicants to have some background in the theories of crime and deviance and a basic knowledge of social science research methods. A student who is admitted without such background may be required to do special work before being enrolled.
- The program can be completed on a full-time or part-time basis. All students will be required to complete the program within the time limits set for the MA degree under the general regulations. Students with professional experience who meet the academic admission requirements are encouraged to join the program.
- It is essential that all incoming graduate students have a command of English. Facility in the English language must be demonstrated by all applicants educated outside Canada, whose primary language is not English and who graduated from a university where the language of instruction and examination was not English. This requirement must be satisfied using a Test of English as a Foreign Language (TOEFL) with a verbal and a written component. To be considered for admission, applicants must achieve the following minimum scores:
  - Paper-based TOEFL exam: 580 and 5 on the TWE
  - Computer-based TOEFL exam: 237 and 5 on the essay rating component
  - Internet-based TOEFL exam: 93/120 and 22/30 on the writing and speaking sections. Official copies of these scores must be submitted to the University before a formal offer of admission can be made.

Program Requirements

- MA students can complete the program in one of two ways
  - by completing 4.0 full-course equivalents (FCE) within 9 months or
  - by completing 3.0 FCE and a research paper within 12 months
- The degree program divides into two sections: compulsory and optional courses.
  - The compulsory section consists of a course on research methods (CRI 2010H).
  - The optional courses allow students to engage in specialized study of different approaches to, and topics within, criminology. The optional courses offered may vary from year to year. In certain cases a student may, with the approval of the Graduate Coordinator, substitute a maximum of 1.5 FCE from another graduate unit in lieu of optional courses in Criminology.
- All students are required to participate in the Centre's non-credit Research Seminar.
Combined Juris Doctor/Master of Arts

Law students who also want to pursue graduate work in criminology may undertake the combined JD/MA in Criminology degree program.

Minimum Admission Requirements

- Applicants must gain independent admission to both programs. Applicants may be admitted before they enter the JD program or while they are in the first year.
- Applicants wishing to apply to the Combined JD/MA program in Criminology should contact the Admissions Office, Faculty of Law, University of Toronto at (416) 978-3716.

Program Requirements

- **Year 1**, Students take the full first-year law program.
- **Years 2 and 3**, Over the course of the two combined years students must:
  - take 45 credits in the Faculty of Law;
  - satisfy the compulsory requirements of the upper years of the JD These are a moot, an extended paper, and a perspective course;
  - take 3.0 FCE at the Centre of Criminology of which
    - 0.5 FCE must be the required research methods course (CRI 2010H)
    - 1.0 FCE may be taken in the form of the Centre of Criminology's Research Paper (CRI 3360Y).
  - Students must take a minimum of 1.0 FCE in Criminology in each of Years 2 and 3 of the program and may take a maximum of 2.0 FCE a year. The number of law school credits completed each year will be adjusted accordingly, the only requirement being that 45 are completed over the two years.
  - Students must submit their programs for the approval of the Director of the Combined Program.

Doctor of Philosophy

Minimum Admission Requirements

- Applicants normally hold an MA degree in Criminology with a minimum A- standing, or its equivalent from a recognized university. Students from MA programs other than the University of Toronto’s MA in Criminology may be required to take additional courses as part of their doctoral program.
- It is essential that all incoming graduate students have a command of English. Facility in the English language must be demonstrated by all applicants educated outside Canada, whose primary language is not English and who graduated from a university where the language of instruction and examination was not English. This requirement must be satisfied using a Test of English as a Foreign Language (TOEFL) with a verbal and a written component. To be considered for admission, applicants must achieve the following minimum scores:
  - Paper-based TOEFL exam: 580 and 5 on the TWE
  - Computer-based TOEFL exam: 237 and 5 on the essay rating component
  - Internet-based TOEFL exam: 93/120 and 22/30 on the writing and speaking sections. Official copies of these scores must be submitted to the University before a formal offer of admission can be made.

Program Requirements

- **Residency**, PhD students are required to be on campus full-time for the period of their program. Students are expected to participate in the Centre’s activities associated with the program.
- **One comprehensive exam.** This exam must take the form of a major review paper. Students are required to read widely on a particular topic and identify and evaluate major theoretical debates and methodological issues. Students should provide an original, critical analysis of the literature and discuss possibilities for future work in their topic area.

- **Course Requirements.** Students must complete a minimum of 2.0 FCE beyond those taken at the MA level, 1.5 FCE of which may be from another graduate unit. Students must complete, at either the MA or the PhD level, the required research methods course (CRI 2010H). PhD students are also required to participate in the non-credit research seminar.

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

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

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

**Courses**

All courses are half-courses (0.5 FCE), with the exception of the Research Paper (1.0 FCE). Not all courses are offered every year. Consult the Centre regarding course availability.

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

**Required Course**

CRI 2010H Methodological Issues in Criminology

**Optional Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRI 1020H</td>
<td>Law and Society: Theoretical Perspectives</td>
</tr>
<tr>
<td>CRI 1050H</td>
<td>Theories of Crime and Social Order</td>
</tr>
<tr>
<td>CRI 2020H</td>
<td>Applied Statistics in Criminology</td>
</tr>
<tr>
<td>CRI 3120H</td>
<td>Politics and Crime</td>
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<tr>
<td>CRI 3130H</td>
<td>Policing</td>
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<td>CRI 3140H</td>
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<td>Crime, Law, and the State in Early Modern England, 1650-1850</td>
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<td>CRI 3160H</td>
<td>Historical Approaches to Crime and Justice in Canada</td>
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<td>CRI 3240H</td>
<td>Penology</td>
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<td>CRI 3270H</td>
<td>The Psychology of Criminal Behaviour: Theory and Practice</td>
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<td>CRI 3310H</td>
<td>Special Topics in Criminology</td>
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<td>CRI 3320H</td>
<td>The Criminal Process</td>
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<td>CRI 3330H</td>
<td>Contemporary Issues in Safety and Security</td>
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<td>CRI 3340H</td>
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<td>CRI 3350H</td>
<td>Directed Research in Criminology</td>
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<td>CRI 3355H</td>
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</table>
CRI 3351H Directed Research in Criminology
CRI 3356H Youth Crime and Youth Justice
CRI 3357H Risk, Uncertainty, and Criminal Justice
CRI 3360Yo Research Paper

Graduate Faculty
Graduate faculty data will be downloaded from the HRIS.

© Courses which may continue over a program. The course is graded when completed.
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 11.3
Proposal to change the program requirements for the following program:
European, Russian and Eurasian Studies (ERES), MA
Centre for European, Russian and Eurasian Studies, Faculty of Arts and Science

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Arts and Science
to change the program requirements of the MA in European, Russian and Eurasian Studies
program as follows:

• to add ERE 2001H “Gateway Pro-Seminar to European, Russian and Eurasian
  Studies” as a required course, and
• to add the requirement of a 30 to 40 page master’s essay to the requirements of ERE
  2000Y, which is already a required course.

Overall FCE requirements for the program are not changing. This change is effective
September 2009.

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

Prior Approvals and Discussion
The course ERE 2001 was based on canvassing student needs and the request for a seminar that offered a broad
overview of the region of focus.

Both of these changes were approved by the CERES Academic Committee (Austin, Peter Solomon, Edward
Schatz and Jeffrey Kopstein. The proposal is on the agenda of the Faculty of Arts and Science Three Campus
Graduate Curriculum Committee (3CGC) meeting on April 15, 2009.

Further Governance
GEC approval is final. It will be sent for information to the Academic Policy and Programs Committee of
Academic Board in SGS’s annual report.
Faculty Affiliation:
Arts and Science

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

Graduate Program/s involved in proposal, if any:
M.A. in European, Russian, and Eurasian Studies

Brief Summary of Proposed Change:
We propose to make the course ERE2001H, Gateway Pro-Seminar to European, Russian, and Eurasian Studies, a required course for all students in their first year of the program. This course will be included in the 6.0 FCE coursework requirement; overall requirements for the program are not changing.

In addition, we are adding the requirement of a 30-40 page master's essay, to be completed as part of ERE2000Y, Research Seminar.

Rationale:
ERE2001H: This required introductory pro-seminar is designed to facilitate intellectual cohesion in the context of the expansion of the geographical scope of our two-year MA program from Russian and Eastern Europe to include Europe and Eurasia. It provides a common thematic and methodological ground for incoming graduate students whose interests will be highly diverse in terms of geography and discipline.

ERE 2000-Major Research Essay
One of the main program requirements of the MA degree is to produce a research essay (suggested length 30-40 page) on a subject within the student’s main area of interest. In consultation with the ERE 2000 course supervisor, students will identify a supervisor to oversee their work. The essay should be based on original evidence, following the format and conventions of an academic journal article. ERE 2000 brings together all students who are working on such an essay, and provides an interdisciplinary forum in which they can compare their experiences and offer suggestions and criticism to one another. Students are expected to use local language sources for the essay.

Prior Approvals/Actions:
Both of these changes were approved by the CERES Academic Committee (Austin, Peter Solomon, Edward Schatz and Jeffrey Kopstein).

ERE 2001 was based on canvassing student needs and the request for a seminar that offered a broad overview of our region of focus.
Proposed Effective Date:  
September 2009

Financial and/or Planning Implications:  
None

Contact Name:  
Robert C Austin  
Graduate Coordinator, CERES

Submitted by:  
Robert Baker  
Vice Dean, Graduate Education and Research

Date:  
March 26, 2009
European, Russian, and Eurasian Studies  ERE

Faculty Affiliation
Arts and Science

Degree Programs Offered
European, Russian, and Eurasian Studies – MA, JD/MA

Collaborative Programs Offered
Degree programs that participate in:
1. Ethnic and Pluralism Studies, see p. 445
   • European, Russian and Eurasian Studies, MA

Overview
The Master of Arts program in European, Russian and Eurasian Studies (MA ERES) is designed to provide a well-rounded education in European, Russian and Eurasian affairs for students who wish to pursue professional, non-academic careers in areas such as government and diplomacy, journalism, business, and teaching. The programs also enrich and broaden the base of knowledge of beginning graduate students considering any PhD-level study with a specialisation in the European, Russian and Eurasian area.

The Combined Juris Doctor/Master of Arts Program provides specialised professional training for those seeking a career in law in the changing environment of the post-communist world. Firms selling or manufacturing in the region need the services of well-informed specialists who can navigate the legal pitfalls of emergent legal systems and deal with lawyers and government officials in the area. Best equipped to meet this demand are people with dual expertise in Law and European, Russian and Eurasian Studies.

Contact and Address
Web: www.utoronto.ca/ceres/
E-mail: ceres.admin@utoronto.ca
Telephone: (416) 946-8938
Fax: (416) 946-8939

Centre for European, Russian, and Eurasian Studies
Room 125N
Munk Centre for International Studies
1 Devonshire Place
University of Toronto
Toronto, Ontario M5S 3K7
Canada

Degree Programs

European, Russian, and Eurasian Studies

Master of Arts

Minimum Admission Requirements
- Applicants are accepted under the general regulations of the School of Graduate Studies.
At least some of the work in the program is based on the study of original texts and presupposes a reading knowledge of a language relevant to the program. Applicants should have a minimum of one academic year of study in a relevant language and are urged to undertake additional language training in the summer preceding entry to the program.

Program Requirements
- Minimum of two sessions of full-time graduate study.
- Students will be required to take 6.0 full-course equivalents (FCE) as follows:
  - 2.0 FCE in a discipline chosen by the student as his or her major discipline.
  - ERE2001H, taken in the first year of the program.
  - ERE 2000Y, the interdisciplinary core course, taken in the second year of the program. As part of ERE2000Y, each student must write a 30-40 page master's essay, based on original research.
  - The remaining 2.5 FCE must be drawn from at least two disciplines other than the major discipline.

Combined Juris Doctor/Master of Arts (European, Russian, and Eurasian Studies)

Minimum Admission Requirements
- Applicants must separately apply to and be accepted by both the JD program and the MA (European, Russian, and Eurasian Studies) programs. They must satisfy the normal admission requirements for each program.
- Applicants who have completed a year in the European, Russian, and Eurasian Studies master's program or the first year of the JD can apply for admission to the combined program.

Program Requirements
- Year 1 - Students are admitted to the Faculty of Law and receive deferred admission to the MA program in European, Russian, and Eurasian Studies. The first year of study will consist of requirements for the first year of the JD.
- Years 2, 3, and 4 - Students pursue credits in Law as well as in European, Russian, and Eurasian Studies.
- The program allows students to receive the combined degree in four years of study instead of the five years needed to take the degrees separately.
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 11.4

Proposal to change the program requirements for the following program:
Forest Conservation, MFC
Faculty of Forestry

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Forestry to change the program requirements of the Master of Forest Conservation (MFC) program to no longer require FOR3011H “International Forest Conservation Field Camp” but to instead require 0.5 FCE chosen from:

- FOR3011H “International Forest Conservation Field Camp”;
- FOR1585H “Urban Forest Conservation Field Camp”; or
- another eligible field course with the approval of the Graduate Coordinator, Faculty of Forestry, and subject to the requirements of the unit offering the course.

The overall number of required FCEs is not changing. This change is effective September 2009.

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

Prior Approvals and Discussion

The proposal was approved by the Faculty of Forestry Graduate Education Committee on March 16, 2009. Dean C.T. Smith has approved the proposal on behalf of the Faculty of Forestry Council.

Further Governance

GEC approval is final. It will be sent for information to the Academic Policy and Programs Committee of Academic Board in SGS’s annual report.
Faculty Affiliation:
Faculty of Forestry

Name of Graduate Unit:
Faculty of Forestry

Graduate Program/s involved in proposal, if any:
Master of Forest Conservation (MFC)

Brief Summary of Proposed Change:
Currently, FOR3011 International Forest Conservation Field Camp is a required course within the Master of Forest Conservation program. We propose retaining FOR3011 as it currently stands but no longer requiring this specific course within the MFC. We propose that student in the program would now be required to complete either FOR3011, FOR1585 Urban Forest Conservation Field Camp or another eligible field course with the approval of the graduate coordinator, Faculty of Forestry and subject to the requirements of the unit offering the course.

Rationale:
Field experience and interaction with forest conservation practitioners are important components of the MFC program and field courses provide an effective delivery mechanism for this program objective. This change is proposed to provide more flexibility to students who feel that the course content of a field course other than FOR3011 is more consistent with their career program objectives. For example, MFC students who wish to pursue a career in urban forest conservation would find the content of FOR1585 to be more directly related. Similarly, a field course in a tropical forest context may be more consistent with other career plans.

Secondly, the rising costs associated with the delivery of international field courses may place FOR3011 out of reach for some students wishing to enrol in the MFC. Since FOR1585 is based in Ontario, Quebec and northern New York State, costs are substantially lower.

Prior Approvals/Actions:
The proposal was approved by the Faculty of Forestry Graduate Education Committee on March 16, 2009. Two graduate students sit on the committee, and one was present at the meeting.
Proposed Effective Date:
September 2009

Financial and/or Planning Implications:
NONE

Contact name:
Prof. S. Kant
Graduate Coordinator

Submitted by:
Prof. S. Kant
Graduate Coordinator

Date:
March 17, 2009
Forestry

Faculty Affiliation
Forestry

Degree Programs Offered
Forest Conservation - MFC
Forestry - MScF, PhD

Collaborative Programs
The following collaborative programs are available to students in participating degree programs as listed below:
1. Environmental Studies, see p. 443
   • Forest Conservation, MFC
   • Forestry, MScF PhD

Overview
The Faculty of Forestry offers degree programs leading to the Master of Forest Conservation (MFC), Master of Science in Forestry (MScF), and the Doctor of Philosophy (PhD).

The Master of Forest Conservation, the Faculty's professionally-oriented master's degree, is an intensive 16-month course-based program with a strong focus on field and laboratory practical training, Canadian and foreign residential field courses, practical internships and individual and group research. It provides a strong, coherent professional education in forest conservation to students from diverse backgrounds.

The Master of Science in Forestry and Doctor of Philosophy programs are research/thesis-based degrees in areas of specialization relevant to faculty expertise and funding including, but not limited to, forest conservation biology and wildlife ecology, forest biosphere science, invasive species and threats to forest health, environmental sustainability of managed forests, fire and ecosystem management, forest conservation planning, sustainable development and economics, political ecology and governance of forests, social and cultural ecology of forest ecosystems, urban forestry and forest biomaterials science and engineering.

The Faculty considers applicants from a variety of undergraduate backgrounds including forestry; applied science and engineering; and social, physical, and biological sciences.

Contact and Address
Web: www.forestry.utoronto.ca
E-mail: gradprog@forestry.utoronto.ca
Telephone: (416) 946-7952
Fax: (416) 978-3834

Graduate Department of Forestry
Earth Sciences Centre
33 Willcocks Street
University of Toronto
Toronto, Ontario M5S 3B3
Canada

Degree Programs

Forest Conservation
Master of Forest Conservation

Minimum Admission Requirements
• General regulations of the School of Graduate Studies.
• Honours or specialist bachelor's degree with a minimum of mid-B standing in each of the final two years of the bachelor's program. The MFC program is intended for students with a strong undergraduate background in ecology, environmental sciences, forestry, natural sciences, biology, physical geography, geology, agricultural science, or relevant social sciences. Students from other disciplines will be considered by the Faculty but may be advised to take some appropriate background courses prior to admission.
• Additional documentation to the department with completed application forms and transcripts, including three references, a letter of interest in the MFC program, and a resume. Full instructions and forms are available via the Faculty’s Web site.

Program Requirements
• The 16-month program starts in September and requires full-time intensive involvement throughout.
• A core of ten integrated half-courses (5.0 FCE), four elective half-courses (2.0 FCE), and an internship (0.5 FCE - FOR 3007H) during the summer session in which students work on practical forest conservation projects, either in Canada or abroad. Elective course selection will include the successful completion of one field course (0.5 FCE) from either FOR3011, FOR1585 or another related field course approved by the Graduate Coordinator. Enrolment in field courses outside of the Faculty of Forestry will be subject to the requirements of and admission by the academic unit offering the course.
• It is also possible to earn the MFC degree through part-time studies. Information on specific course requirements and program schedules is included on the Faculty’s Web site.

Forestry

Master of Science in Forestry

Minimum Admission Requirements
• General regulations of the School of Graduate Studies.
• Appropriate four-year bachelor's degree from an approved university, with a standing of at least a mid-B in the final year of the bachelor's degree. A minimum of B+ is required for the collaborative program.
• Additional documentation must be submitted to the department with completed application forms and transcripts, including three references, a letter of intent, a resume, and a "writing sample". Full instructions and forms are available via the Faculty’s Web site.

Program Requirements
• Program is prepared by the student in consultation with a supervisory committee and must be approved in sequence by the supervisory committee, the Graduate Committee of the Faculty of Forestry, and the School of Graduate Studies.
• Under exceptional circumstances, a part-time program may be arranged on application to and approval by the Faculty and the School of Graduate Studies.
• Minimal requirements for this degree are:
  o 12 months of residence including two academic sessions.
  o 1.5 FCE, of which at least 0.5 FCE is taken within the Faculty, plus, in the case of students with non-forestry backgrounds, one of FOR 3000H, FOR 3002H, FOR 3003H, FOR 3004H, FOR 3009H, or FOR 3010H, on the recommendation of the student's supervisory committee and approval of the Graduate Coordinator. Depending on the student's background, additional or alternative course work may be required.
  o Credit in FOR 1000H and FOR 1001H.
  o The preparation of a research thesis of acceptable quality and its oral defence.
  o All requirements for the MScF degree must be completed within five years from the date of first enrolment in the program.
Doctor of Philosophy

Minimum Admission Requirements

- Students are admitted to the four-year PhD program via one of three routes:
  - **Master’s degree** - an appropriate University of Toronto master’s degree with at least an A- standing, or equivalent from a recognized university, in a discipline appropriate to the intended field of doctoral study and research.
  - **Direct entry** - in exceptional circumstances, an extraordinarily strong applicant with an appropriate four-year University of Toronto bachelor’s degree, or equivalent from a recognized university.
  - **Transfer from MScF to PhD** - under certain specific conditions, outstanding registered MScF students may be considered by the end of their first year in the MScF program for transfer to the PhD program.

- Applicants must submit additional documentation to the department with completed application forms and transcripts, including three references, a letter of intent, a resume, and a "writing sample". Full instructions and forms are available via the Faculty's Web site.

Program Requirements

- Minimum PhD program requirements:
  - A minimum of four half-courses (2.0 FCE) must be taken. Depending on the student's background and academic goals, additional or alternative course work may be required by the student's supervisory committee, including courses outside the Faculty of Forestry.
  - Credit in FOR 1000H and FOR 1001H.
  - Students approved for transfer from the MScF to the PhD are required to complete, as a minimum, the MScF course requirements (including FOR1000H and FOR 1001H, plus 1.5 FCE) plus 0.5 additional FCE.
  - For students with a non-forestry background, credit in one of FOR 3000H, FOR 3002H, FOR 3003H, FOR 3004H, FOR 3009H, or FOR 3010H, on the recommendation of the student's supervisory committee and approval of the Graduate Coordinator.
  - Successful completion of a comprehensive examination. This will ordinarily be taken early in the second year of the program.
  - Preparation and defence of a thesis that is an original and independent research work adding significantly to the existing body of knowledge.
  - A full-time commitment is expected for a minimum of the first two years in the forestry program.

Courses

The Faculty of Forestry offers the following courses. Courses in the 3000 number series are expected to be offered each year; 1000-level courses may be withdrawn in any particular year, depending on student interest/need and departmental resources. Students should consult the departmental brochure each session to confirm availability.

A maximum of one directed studies course taken with a student's supervisor can be credited toward meeting departmental degree program requirements.

- FOR 1000H Research Methods in Forestry (Credit/No Credit)
- FOR 1001H* Graduate Seminar (Credit/No Credit)
- FOR 1060H Soil Fertility and Tree Nutrition
- FOR 1280H Wood Products and Processing
- FOR 1282H Wood Chemistry
- FOR 1284H Bonding and Adhesion Technology
- FOR 1286H Natural Fibre Production Technology
- FOR 1288H Design and Manufacturing of Biomaterials
- FOR 1290H Wood and Material Science
- FOR 1292H Long Term Performance and Durability of Wood-Based Materials
- FOR 1294H Bioenergy and Biorefinery Technology
- FOR 1311H Physiological Ecology of Woody Plants
- FOR 1321H Stand Structure and Dynamics
- FOR 1331H Advanced Forest Entomology
- FOR 1412H Natural Resource Management I (Directed Studies Course)
- FOR 1413H Natural Resource Management II (Directed Studies Course)
- FOR 1414H Forest Fire Management Systems

*Deleted: Wood Composites Processing
FOR 1415H Decision-Making in Forest Management
FOR 1416H Forest Fire Danger Rating
JBF 1436H Forest Landscape Ecology and Methods
JFS 1460H Community Based Natural Resource Management
FOR 1470H International Trade, Environment and Sustainable Development
FOR 1555H Wildlife Ecology and Conservation
FOR 1570H Ecological Principles of Agroforestry
FOR 1575H Urban Forest Conservation
FOR 1580H Ecology, Management, and Conservation of Tropical Forests
FOR 1585H Urban Forest Conservation Field Camp
FOR 1610H Forest Policy Development and Issues
FOR 1900H Advanced Topics in Forestry I (Directed Studies Course)
FOR 1901H Advanced Topics in Forestry II (Directed Studies Course)
FOR 3000H Current Issues in Forest Conservation
FOR 3001H Biodiversity of Forest Organisms
FOR 3002H Applied Forest Ecology and Silviculture
FOR 3003H Economics of Forest Ecosystems
FOR 3004H Forest Management Decision Support Systems
FOR 3005H Stresses in the Forest Environment
FOR 3006H Case Study Analysis in Forest Management
FOR 3007H* Internship in Forest Conservation (Credit/No Credit)
FOR 3008H Research Paper in Forest Conservation
FOR 3009H Forest Conservation Biology
FOR 3010H Sustainable Forest Management and Certification
FOR 3011H International Forest Conservation Field Camp (Credit/No Credit)
FOR 3012H Analytical Methods in Forestry

Graduate Faculty
Graduate faculty data will be downloaded from the HRIS.

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

*Extended course. For academic reasons, course work is extended into session following academic session in which course is offered.
MOTION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 11.5

Proposal to change the program requirements for the following program:
Management, PhD
Faculty of Management

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Management to change the program requirements of the PhD in Management program to replace the existing breadth requirement with a new required full-year first-year course, MGT XXXX “Research Methods in Business”, effective September 2009.

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

Prior Approvals and Discussion
The proposal was approved by the Faculty’s Executive Committee at its November 14, 2008 meeting. It has been approved by Vice-Dean Peter Pauly on behalf of the Faculty of Management Council.

Further Governance
GEC approval is final. It will be sent for information to the Academic Policy and Programs Committee of Academic Board in SGS’s annual report.
Faculty Affiliation:
Management

Name of Graduate Unit:
Rotman School of Management

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

Brief Summary of Proposed Change:
The PhD program’s breadth requirements will be replaced with a new required full-year first-year course “Research Methods in Business”

Rationale:
For several years, the Rotman PhD Committee has reviewed and debated the role of a breadth requirement in the PhD Program. The earlier requirement (three first-year MBA courses from a menu of five) has been suspended since 2005. At issue has been the role of a required exposure to MBA material in the PhD program. Historically, the broad extent of that exposure has been somewhat of an anomaly of the Rotman program. It was also administratively cumbersome. The Masters Program Committee feels that with the present proposal the right balance is struck between an introductory exposure to the broad range of management research and teaching and the requisite focus on research methods, including issues of philosophy of science. The course is also complemented by the course “Teaching Business in Colleges and Universities”, which is being offered on an ongoing basis.

Prior Approvals/Actions:
Executive Committee approved at the November 14, 2008 meeting.

Proposed Effective Date:
September 2009

Financial and/or Planning Implications:
None

Contact name:
Joel Baum
Acting Vice-Dean, Academic

Submitted by:
Peter Pauly

Date:
February 3, 2009
Doctor of Philosophy

Minimum Admission Requirements

- Applicants are admitted under the general regulations.
- Students are expected to acquire a breadth of knowledge across each of the six disciplines (Accounting, Finance, Marketing, Operations Management, Organizational Behaviour and Human Resource Management, and Strategic Management).
- Some depth in the cognate disciplines relevant to the field of specialization is required.
- These requirements may be satisfied prior to entry to the PhD program through an MBA degree program coupled with a relevant undergraduate degree, or through an undergraduate degree in business, management, or commerce coupled with a discipline-based master’s degree.
- If the breadth and depth requirements are completed prior to entry to the PhD program, then the student is expected to complete the program in four years. If additional course work is required, then the student may need an additional year to complete the program.
- Applicants should provide:
  - Transcripts from each post secondary institution attended.
  - A letter of intent for applying to the PhD Program.
  - An updated Curriculum Vitae (CV).
  - Two reference letters.
  - A valid GMAT or GRE score.
  - Proof of English language facility.

Program Requirements

- Students spend the first two years on campus, registered as full time students. During this time, they are normally expected to complete course work. The program consists of a major field and two minor fields of study.
- Within this PhD program, students normally:
  - Complete a minimum of 4.0 full-course equivalents (FCE) to satisfy requirements for one major field and two minor fields of study.
  - A minimum of 2.0 FCE comprise the major field. These will normally be taken from 3000-level Management courses, but additional courses from other departments may be required.
  - The two minor fields are usually taken in cognate departments. Each minor field comprises at least 1.0 FCE. With special permission from the Rotman School of Management, students may be exempted from 1.0 FCE for one of the minor fields on the basis of graduate-level work completed at another university.
- Students must complete the required course [Course Designator]: Research Methods in Business in the first year of the program.
- A student is expected to be qualified in the three basic disciplines essential to the study of Management: economics, behavioural science, and quantitative analysis/statistics.
- Upon completion of the courses in the major and minor fields, the student is expected to pass comprehensive examinations in the major field.
- A thesis embodying the results of original investigation must be submitted and defended at a final oral examination in accordance with the regulation of the School of Graduate Studies.

Courses for the PhD

The Department should be consulted each session as to course offerings.

Courses normally restricted to PhD students

MGT 3001H Research Methods in Strategic Management
MGT 3002H Advanced Topics in Strategy and Organization
MGT 3003H Advanced Topics in Strategy and Economics
MGT 3004H Advanced Topics in International Strategy
MGT 3005H Strategic Management Workshop
MGT 3020H Financial Accounting: Theory and Empirical Research

Deleted: In order to gain exposure to the breadth of the MBA program, 1.5 FCE chosen from the following list (or their equivalents) are required:

- MGT 1221H Accounting I or MGT 1222H Managerial Accounting
- MGT 1241H Operations Management
- MGT 1301H Fundamentals of Strategic Management
- MGT 1330H Business Finance
- MGT 1350H Marketing
- MGT 1362H Managing People in Organizations

The 1.5 FCE are chosen in consultation with the Area PhD Supervisor. The choice excludes any course from the student's major field of study. No student will be allowed to defend a dissertation proposal until the distribution requirements are completed.

Effective March 2004, the MBA distribution requirements in the PhD program were suspended for two years. The suspension may be extended for the 2008/2009 academic year. All students registered at that time and newly admitted students since the 2004/2005 academic year will not be subjected to the MBA distribution requirements. In the meantime, an alternate suitable replacement that meets the objective of the MBA distributions is being developed.
MGT 3021H Managerial Accounting Research Methods
MGT 3022H Auditing Seminar
MGT 3023H Topics in Accounting Research
MGT 3025H Workshop in Accounting
MGT 3030H Financial Theory I
MGT 3031H Financial Theory II
MGT 3032H Empirical Methods in Finance
MGT 3033H Current Topics in Finance
MGT 3034H Capital Markets Workshop
MGT 3041H Seminar in Operations Management
MGT 3045H Advanced Topics in Operations Management I
MGT 3046H Advanced Topics in Operations Management II
MGT 3051H Marketing Theory I: Consumer Behaviour
MGT 3052H Marketing Theory II: Strategy
MGT 3053H Behavioural Research Methods in Marketing
MGT 3054H Current Topics in Consumer Behaviour
MGT 3055H Econometric Methods in Marketing
MGT 3056H Current Topics in Marketing Strategy
MGT 3057H Workshop in Marketing (Credit/No Credit)
MGT 3058H The Psychology of Judgement and Decision Making
MGT 3060H Advances in Human Resource Management
MGT 3062H Methods and Research in Organizational Behaviour and Industrial Relations
MGT 3063H Advanced Topics in Organization Theory
MGT 3064H Advanced Topics in Organizational Behaviour
MGT 3065H New Directions in Organizational Research
MGT 3090H Reading Course in Approved Field
MGT 3091H Reading Course in Approved Field

(Course Designator TBA): Research Methods in Business
MOTION

Graduate Education Council

Tuesday, April 21, 2009

ITEM 11.6

Proposal to change the program requirements for the following program:
Music Performance (Instrumental field), MMus
Faculty of Music

MOTION

THAT Graduate Education Council approve the proposal of the Faculty of Music to change the program requirements of the MMus in Music Performance (Instrumental field only) by replacing the requirement that students complete 1.0 FCE chosen from a specified list approved by the department, students in brass, organ, percussion, strings and woodwinds be required to complete 1.0 FCE as two years of ensemble performance, while students in accordion, guitar, harp and piano be required to complete 1.0 FCE elective courses from a specified list approved by the department. The overall number of required FCEs for both groups of students is not changing. This change is effective September 2009.

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

Prior Approvals and Discussion

Area heads of Performance Division have met and agreed upon these terms – the proposal has been made informally to the the Performance Division as a whole, and has met with approval. Informal consultation with graduate students has met with universal approval.

The proposal was approved by the Faculty’s Executive Committee on February 10, 2009.

Further Governance

GEC approval is final, pending approval by the Faculty of Music Council. It will be sent for information to the Academic Policy and Programs Committee of Academic Board in SGS’s annual report.
Faculty Affiliation:
MUSIC

Name of Graduate Unit:
Faculty of Music Graduate Department

Graduate Program/s involved in proposal, if any:
Master of Music (Instrumental field)

Brief Summary of Proposed Change:
The change applies to students in the instrumental field of the M.Mus degree. Students are currently required to take 1.0 FCE chosen from a specified list approved by the department. Instead, we propose that students in brass, organ, percussion, strings, and woodwinds be required to complete 1.0 FCE as two years of ensemble performance. Students in accordion, guitar, harp, and piano will be required to complete 1.0 FCE elective courses from a specified list approved by the department. The overall number of required FCEs for both groups of students is not changing. See the attached calendar excerpt.

Rationale:
The addition of these courses will enable our students to experience a more complete practical training in music performance, allowing them to continue developing their ensemble skills during their graduate study. This will allow them to more meaningfully compete with graduates of similar programs in North America. Most leading graduate programs require ensemble participation.

Prior Approvals/Actions:
Approved at Executive Committee on 10/02/09.

Area heads of Performance Division have met and agreed upon these terms – the proposal has been made informally to the Performance Division as a whole, and has met with approval. Informal consultation with graduate students has met with universal approval.

Proposed Effective Date:
September 1, 2009

Financial and/or Planning Implications:
None.

Contact name:
Dean Russell Hartenberger
Gregory Johnston

Submitted by:
Gregory Johnston, Graduate Coordinator

Date:
February 19, 2009
Music

The following entry is an updated listing for this graduate unit posted on January 27, 2009

Faculty Affiliation

Music

Degree Programs Offered

Music - M.A., Ph.D.
   Fields: Musicology; Ethnomusicology; Music Education
Music Performance – M.Mus., D.M.A.
   M.Mus. Fields: Collaborative Piano; Conducting; Instrumental; Jazz; Opera; Piano Pedagogy; Vocal; Vocal Pedagogy
   D.M.A. Fields: Composition; Performance

Collaborative Programs

The following collaborative programs are available to students in participating degree programs as listed below:

1. Book History and Print Culture
   • Music, M.A., Ph.D.
2. Editing Medieval Texts
   • Music, Ph.D.
3. South Asian Studies
   • Music, M.A., Ph.D.

Overview

A taught graduate degree program at the Faculty of Music was inaugurated in 1954. The Faculty of Music currently offers graduate degrees in five areas of concentration and fosters the institutional alliance of all areas of advanced music study. In addition to our longstanding graduate degrees in the areas of composition, music education, and musicology, we have recently introduced master’s and doctoral degree specialisations in ethnomusicology as well as a doctoral degree in performance. Although music theory is not offered as a named degree specialisation, students in this field of study are welcome to enrol in our musicology degree programs. Graduates from all areas of our program occupy leading positions in music departments across Canada and around the world.

Contact and Address
Degree Programs

Music

Master of Arts

The M.A. in Music degree is offered in three fields:

1. Musicology
2. Ethnomusicology
3. Music Education

Field: Musicology

Minimum Admission Requirements:

- Applicants to the M.A. in musicology are accepted under the general regulations.
- A University of Toronto Bachelor of Arts specialist degree or the Bachelor of Music degree with an average standing of mid-B or better over the final two years, or equivalent standing from another university. Applicants whose undergraduate degrees do not meet this standard may be required to take up to a full year of prerequisite courses.
- Applicants must submit an essay representative of their work in music history.

Program Requirements:

- The two-year M.A. program in musicology requires 6.0 full-course equivalents (FCE) including:
  - Introduction to Music Research I and II (MUS 1000H and MUS 1001H) in year 1.
- We advocate interdisciplinarity with ethnomusicology, and while the majority of electives chosen will reflect traditional scholarship in Western art music, others may be chosen to provide a broader base that includes non-Western and popular musics. To reinforce the notion of interdisciplinarity, up to 1.0 FCE may be taken from another graduate unit.
The primary means of evaluating quality are research essays and seminar presentations. The M.A. Major Paper (MUS 1990H) is optional.

Students must maintain a minimum average of A- in year 1 of the program in order to progress to year 2.

One language other than English is required. This will ordinarily be German except by petition to the department. We encourage the completion of the language requirement at the earliest possible opportunity.

Field: Ethnomusicology

Minimum Admission Requirements:

- Applicants to the M.A. in ethnomusicology are accepted under the general regulations.
- University of Toronto Bachelor of Arts specialist degree or the Bachelor of Music degree with an average standing of mid-B or better over the final two years, or the equivalent standing from another university. Applicants whose undergraduate degrees do not meet this standard may be required to take up to a full year of prerequisite courses.
- Applicants must submit an essay representative of their work in music history or ethnomusicology.

Program Requirements:

- The two-year M.A. program in the field of ethnomusicology requires 6.0 full-course equivalents (FCE) including:
  - Introduction to Music Research I and II (MUS 1000H and MUS 1001H) in year 1.
  - Fieldwork Methods and Practicum (MUS 1002H), offered in alternate years.
- We advocate interdisciplinarity with musicology, and while the majority of electives reflect sociomusical scholarship of non-Western and popular musics, others provide a broader base that includes traditional scholarship in Western art music. To reinforce the notion of interdisciplinarity, up to 1.0 FCE may be taken from another graduate unit.
- The primary means of evaluating quality are research essays and seminar presentations. The M.A. Major Paper (MUS 1990H) is optional.
- Students must maintain a minimum average of A- in year 1 of the program in order to progress to year 2.
- One language other than English is required: this should be relevant to a student's musical and scholarly interests. The chosen language must be approved by the department. Students are strongly encouraged to complete the language requirement in year 1.

Field: Music Education

Minimum Admission Requirements:

- Bachelor of Music degree in music education from the University of Toronto with an average standing of mid-B or better over the final two years, or an equivalent program and standing from another university. Applicants whose undergraduate degree does not meet this standard may be required to take appropriate prerequisite courses.
• Applicants will normally have two years of teaching experience, although this requirement may be waived at the discretion of the department.
• An interview with the music education faculty must be scheduled whenever possible. With faculty approval, an assigned essay may be substituted for the interview.
• Appropriate letters of reference commenting on professional performance and promise are also required.

Program Requirements:

• Students may complete the degree program full-time or part-time.
• Students must complete 4.0 full-course equivalents (FCE) including:
  o a minimum of 2.5 FCE in music education, including Research Methods in Music Education (MUS 2111H) and Philosophy and Music Education (MUS 2151H)
  o Elective courses may be chosen from the M.A./Ph.D./M.Mus./D.M.A. courses of instruction and/or other graduate courses available in the University, subject to the approval of the department
  o A major essay (MUS 2990Y) may be substituted for 1.0 FCE with the approval of the department
• Pass a comprehensive examination in music education (written and oral).
• All degree requirements must be completed within five years of first enrolment.

Doctor of Philosophy

The Ph.D. in Music degree is offered in three fields:

1. Musicology
2. Ethnomusicology
3. Music Education

Field: Musicology

Minimum Admission Requirements:

• The Ph.D. in musicology is a research degree. Applicants must hold a master's degree with specialization in musicology, ethnomusicology, or theory, and must have an average standing of B+ or better.
• Applicants must submit an essay of approximately 3,000 words which demonstrates their ability to handle a research problem.
• Applicants, whether from the University of Toronto or from elsewhere, may be interviewed by the department.
• Exceptional students may be admitted directly to the doctoral stream with an appropriate bachelor's degree (Direct Entry).

Program Requirements:
Students holding a master's degree in musicology, ethnomusicology, or theory must fulfill the following requirements:

- A minimum of 3.0 full-course equivalents (FCE):
  - The Ph.D. Seminar (MUS 1250H) is taken in the first session.
  - Course work should be completed during year 1 of study with an average grade of at least A-. The exception is MUS 1999H, which lays the groundwork for the major field examination and the dissertation: this course must be started at the beginning of the second session of year 1 and completed by the end of the first session of year 2.
  - Students may be required to take additional courses or acquire other skills to meet the needs of their proposed subjects of study.

- Students must demonstrate advanced reading knowledge of German; however, with departmental permission, another non-English language may be substituted, provided it is required for the approved research. Advisory committees may require competence in additional languages. All remaining course and language requirements, including the field exam, must be completed successfully by the end of year 2.

- Students must prepare a thesis under the direction of an advisor and a committee, and will defend it at a final examination. The thesis, including bibliography and appendices, should ideally be between 75,000 and 80,000 words in length. The department will not consider a thesis that exceeds 100,000 words.

Direct-Entry Ph.D.: Students holding an appropriate bachelor’s degree must complete the following requirements as a prerequisite to undertaking the requirements listed above for students with master's degree in hand:

- 3.0 FCE at the graduate level must be completed in year 1 with a minimum average of A-

Field: Ethnomusicology

Minimum Admission Requirements:

- The Ph.D. in ethnomusicology is a research degree. Applicants must hold a master's degree with specialization in ethnomusicology, musicology, or music theory, but may also be in a cognate field such as anthropology or cultural studies. Applicants must have an average standing of B+ or better.
- An essay of approximately 3,000 words which demonstrates their ability to handle a research problem.
- Applicants, whether from the University of Toronto or elsewhere, may be interviewed by the department.
- Exceptional students may be admitted directly to the doctoral stream with an appropriate bachelor's degree (Direct Entry).

Program Requirements:
• Students holding a master's degree in musicology, ethnomusicology, or theory must fulfill the following requirements:
  o 3.0 full-course equivalents (FCE). The department may prescribe additional courses if it is felt they are necessary to develop the knowledge and skills required for a student's proposed subject of study. By the end of year 1, 2.5 FCE must be completed with at least a grade of A. The Ph.D. Seminar (MUS 1250H) is compulsory and must be taken in the first session. Other courses will be chosen from the departmental list; however, with departmental approval, 0.5 graduate FCE may be taken outside the department.
  o Research in Ethnomusicology (MUS 1997H), which lays the groundwork for the major field examination and the dissertation, must be started at the beginning of the second session of year 1 and completed by the end of the first session of year 2.
  o Advanced oral and reading knowledge of a language other than English is required: this should be relevant to a student's musical and scholarly interest. The department may also require competence in additional languages deemed necessary for a proposed area of research. Language requirements must be completed successfully by the end of year 2.
  o During year 1, students are expected to discuss their interests, expectations, and research objectives with faculty members. An appropriate supervisor of MUS 1997H must then be agreed upon. The supervisor will be primarily responsible for determining the structure and content of MUS 1997H, which will include a research paper.
  o All course requirements must be completed by the end of year 2.
  o Students must prepare a thesis and will defend it at a final examination.

**Direct Entry Ph.D.:** Students holding an appropriate bachelor’s degree must complete the following requirements as a prerequisite to undertaking the requirements listed above for students with master’s degree in hand:
  o An intermediate-level language examination must be taken in year 1. All language requirements must be completed by year 3.
  o Students must take 3.0 FCE in year 1, exclusive of MUS 1250H and MUS 1997H. An average grade of at least A- must be maintained to continue with the doctorate; otherwise, the student will be required to transfer into the master's program. Successful students go on to take 3.0 more FCE in year 2, inclusive of MUS 1250H in the first session and MUS 1997H from the beginning of the second session.
  o All course requirements must be completed by the end of year 3.

**Field: Music Education**

**Minimum Admission Requirements:**
• Applicants must hold a master's degree in music education from this university with an average standing of B+ or better, or an equivalent degree and standing from another university.
• An interview with the music education faculty must be scheduled whenever possible.
• An assigned essay may be substituted for the interview with faculty approval.
• Applicants must provide their results on the Miller Analogies Test.
• At the discretion of the faculty, applicants may be required to provide a videotape of their teaching expertise.
• Appropriate letters of reference commenting on the applicant's teaching experience, music performance ability, and academic ability.

Program Requirements:

• 6.0 full-course equivalents (FCE) including:
  o At least 2.0 FCE (including MUS 2995Y: Music Education Doctoral Research Project) must be taken from the departmental offerings in music education.
  o The balance of the student’s required program must be approved by the department and may include courses from the M.A./M.Mus./Ph.D./D.M.A. list and/or from another graduate unit.
  o At the department’s discretion, the student may receive credit for up to 3.0 FCE from an acceptable master’s degree program.
• Students must be registered full time, on campus for a minimum of two sessions, in order to be in such geographical proximity as to be able to participate fully in the department's activities associated with the program.
• Language requirements, if any, will be established by the student's advisory committee, based on specific research needs.
• As early as possible in year 2, the student will submit a thesis proposal which must be approved by the end of that year. On approval of the proposal by the Music Education division of the department, a principal advisor and an advisory committee of at least three members (including the advisor as chair) will be appointed. The committee will meet with the student at least two times each academic year.
• Upon successful completion of the comprehensive examination, the candidate proceeds to complete an oral defence of the thesis proposal, a thesis, and an oral defence of the thesis.

Music Performance

Master of Music

The M.Mus. in Music Performance degree is offered in nine fields:

1. Composition
2. Instrumental
3. Vocal
4. Opera
5. Conducting
Minimum Admission Requirements:

- Applicants for the Master of Music (M.Mus.) program must hold a Bachelor of Music degree in the area of specialization from the University of Toronto with an average standing of mid-B or better over the final two years, or an equivalent program and standing from another university. Applicants whose undergraduate degree does not meet this standard may be required to take appropriate prerequisite courses.
- Applicants in composition must submit several original compositions, at least one of which shall be with moderately large instrumentation.
- Applicants in Instrumental, Vocal, Opera, Conducting, Jazz, Collaborative Piano, Vocal Pedagogy, and Piano Pedagogy must pass an audition.

Program Requirements:

**Field: Composition**

- Minimum of 6.0 full-course equivalents (FCE) taken over two years, including MUS 3100Y and its continuation MUS 3105Y.
- Students may be required to take additional courses based on the results of diagnostic tests in musical analysis, counterpoint, and harmony given upon entrance.
- Under the guidance of an advisor, each student will prepare an original composition in large form or an electroacoustic composition of comparable dimensions which will be defended at a final oral examination.

**Field: Instrumental**

- 7.0 full-course equivalents (FCE) of which 5.0 FCE must include:
  - MUS 4444Y and MUS 4445Y (applied lessons)
  - 1.0 FCE in music literature (MUS 4200Y) normally taken in the first year of the program
  - 1.0 FCE selected from MUS 4600H or MUS 4606H; MUS 4610H; MUS 4615H
    - Students in brass, percussion, strings, and woodwinds will complete 1.0 FCE as two years of ensemble performance. Placement to be determined by audition.
    - In place of the ensemble performance, accordion, guitar, harp, organ, harpsichord, and piano students will select 1.0 FCE in elective courses from a specified list approved by the department.

- Two recitals. Recitals may include a chamber music component with the approval of the department.
Field: Vocal

- 7.0 full-course equivalents (FCE) of which 5.0 FCE must include:
  - MUS 4444Y and MUS 4445Y (applied lessons)
  - 1.0 FCE in music literature (MUS 4200Y) normally taken in program year 1
  - 1.0 FCE selected from MUS 4600H or MUS 4606H; MUS 4610H; MUS 4615H
  - 1.0 FCE chosen from a specified list approved by the department
- Two recitals. Recitals may include a chamber music component with the approval of the department.

Field: Opera

- 7.0 full-course equivalents (FCE) as follows:
  - MUS 4444Y and MUS 4445Y (applied lessons)
  - 1.0 FCE in music literature (MUS 4200Y, taken in year 1)
  - Advanced Performance Studies (MUS 4620Y, taken in year 2)
  - 1.0 FCE chosen from a specified list approved by the department
  - 2.0 FCE in Operatic Studies (MUS 4900Y and MUS 4901Y)
- Performance in operatic productions will be evaluated by a committee and assigned grades under Operatic Role I (MUS 4966Y) and Operatic Role II (MUS 4988Y).

Field: Conducting

- 6.0 full-course equivalents (FCE) including:
  - 1.0 FCE in music literature (MUS 4200Y, normally taken in year 1)
  - 1.0 FCE selected from: MUS 4600H or MUS 4606H; MUS 4610H; MUS 4615H.
  - Orchestral conducting majors must also complete MUS 4220H, MUS 4221H, MUS 4222Y, MUS 4223H, and MUS 4700H (choral).
  - Wind ensemble conducting majors must also complete MUS 4226H, MUS 4227H, and MUS 4228Y.
  - Choral conducting majors must also complete MUS 4223H, MUS 4224H, MUS 4225Y, MUS 4220H, and MUS 4700H (choral).
- Two public performances.

Field: Jazz

- 7.0 full-course equivalents (FCE) including:
  - MUS 4444Y; MUS 4445Y; MUS 4300Y, normally taken in year 1
  - MUS 4606H; MUS 4615H
  - Either MUS 4310Y, MUS 4311Y, or 1.0 FCE chosen from a specified list approved by the department
  - Students must also include in their programs 1.0 FCE selected from one or more of the following areas: Small Group Jazz Ensemble Performance (MUS 4740H, MUS 4741H, MUS 4742H, MUS 4743H), Jazz Orchestra (MUS 4750H, MUS 4751H, MUS 4752H, MUS 4753H), or Vocal Jazz Ensemble (MUS 4760H, MUS 4761H, MUS 4762H, MUS 4763H)
• Two recitals; however students may elect to replace one recital with a significant recording project.

Field: Collaborative Piano

• 7.0 full-course equivalents (FCE) including:
  o MUS 4444Y and MUS 4445Y (applied lessons)
  o 1.0 FCE in music literature (MUS 4200Y), normally taken in year 1
  o 1.0 FCE selected from MUS 4600H, MUS 4610H; MUS 4615H
  o Advanced Song Studies for Pianists (MUS 4504H)
  o Sonata Coaching I (MUS 4506H)
  o Advanced Repertoire for Singers and Pianists II (MUS 4214H)
  o Performance Studies I: Piano-Instrumental Master Class (MUS 4730H)
  o Collaborative Piano Studio Class (MUS 4502H)
  o Based on the outcome of preliminary consultations with the department, students may be required to take Advanced Diction Studies (MUS 4500H).

• Two recitals.

Field: Vocal Pedagogy

• 7.0 full-course equivalents (FCE) as follows:
  MUS 4444Y and MUS 4445Y (applied lessons)
  1.0 FCE in music literature (MUS 4200Y), normally taken during year 1
  1.0 FCE selected from MUS 4600H, MUS 4610H and MUS 4615H; or MUS 4620Y
  MUS 2122H, MUS 4240H, MUS 4241H, MUS 4248H
  0.5 FCE selected from MUS 4231H, MUS 4213H, and MUS 4730H
  0.5 FCE chosen from a list of courses approved by the department

• Two recitals.

Field: Piano Pedagogy

• 7.0 full-course equivalents as follows:
  MUS 4444Y and MUS 4445Y (applied lessons)
  1.0 FCE in music literature (MUS 4200Y), normally taken in year 1
  1.0 FCE selected from MUS 4600H; MUS 4610H; MUS 4615H
  MUS 4770H; MUS 4771H; MUS 4772H; and MUS 4773H
  1.0 FCE chosen from MUS 2122H; MUS 4730H-4733H; MUS 4620Y; or from a list of courses approved by the department

• Two recitals.

Doctor of Musical Arts

The D.M.A. in Music Performance degree is offered in two fields:

1. Composition
2. Performance
Field: Composition

Minimum Admission Requirements:

- Applicants for the Doctor of Musical Arts (D.M.A.) in composition must hold the degree of Master of Music in composition from the University of Toronto, or its equivalent from another university, with an average standing of B+ or better.
- Two or more extended compositions in various media and a recording of at least one of these works must be submitted together with the application and complete academic credentials.

Program Requirements:

- Students take a minimum of 5.0 full-course equivalents (FCE), including MUS 3300Y, MUS 3305Y, and MUS 3999Y (research project, selected in consultation with the advisory committee). Students entering from outside the University of Toronto will be given diagnostic tests in musical analysis, counterpoint, and harmony, the result of which may be additional course requirements.
- Upon completion of course work, students are required to present a recital of original works (MUS 3888Y) to the satisfaction of the department. In some cases professional quality tapes of performances totalling the equivalent of a full recital may be substituted.
- The thesis for the Doctor of Musical Arts shall be an extended composition approved by the department, prepared under the supervision of an advisory committee and defended at the final oral examination.
- Students must complete all requirements for the D.M.A. within six years.

Field: Performance

Minimum Admission Requirements:
• Applicants for the Doctor of Musical Arts (D.M.A.) in performance must hold the degree of Master of Music in performance from the University of Toronto, or its equivalent from another university, with an average standing of B+ or better.
• Applicants are required to pass an audition.
• An essay of approximately 3,000 words which demonstrates the student’s ability to handle a research problem.
• Applicants, whether from the University of Toronto or elsewhere, may be interviewed by the department.

Program Requirements:

• Students must complete a minimum of 5.0 full-course equivalents (FCE) as follows:
  o D.M.A. Seminar (MUS 4800H) is taken in the first session
  o Work on Research in Performance (MUS 4899H) is begun in the second session
  o Advanced Applied Music I and II (MUS 4844Y and MUS 4845Y)
  o Remaining 2.0 FCE must be graduate seminar courses
  o Course work should be completed by the end of year 2 with an average grade of at least A-. Exceptions to the time of completion are Research in Performance (MUS 4899H), which lays the groundwork for the dissertation research and leads to a major field examination in the middle of year 2, and Advanced Applied Music II (MUS 4845Y). Students may be required to take additional courses or acquire other skills to meet the needs of their proposed areas of study.
• Three D.M.A. recitals - MUS 4866Y, MUS 4877Y, MUS 4888Y. The format of these recitals will be determined in consultation with the major teacher and the supervisory committee.
• Reading knowledge in one language other than English is required. The required language will be determined by the department. The department may require competence in additional languages. All remaining course and language requirements, including the field exam, must be completed successfully by the end of year 2.

Courses

There are no changes to the Courses listings.

Graduate Faculty

| There are no changes to the Graduate Faculty listings. |
ITEM 13.1

Admissions & Programs Committee Report 2007-08

The annual report of the SGS Admissions & Programs Committee, a standing committee of Graduate Education Council, is attached.

See attached documents:

- 2007-2008 School of Graduate Studies Admissions & Programs Committee Report
2007-2008
School of Graduate Studies
ADMISSIONS & PROGRAMS COMMITTEE REPORT

Mandate:
The SGS Admissions & Programs Committee and its delegates, the SGS Vice-Deans and SGS Student Services Officers, are responsible for making decisions on various non-standard cases including admission cases, third program extension requests, requests for non-standard grade revisions, requests for second course extensions and requests for leaves which fall outside SGS policy. The Committee also heard requests for second candidacy extensions this past year. This report does not include statistics on daily, standard files that are acted upon by the Student Services Officers.

Committee Membership:
Members of the 2007-2008 A&P Committee were:

SGS Vice-Deans
Elizabeth Cowper, Programs
Berry Smith, Students

Divisional Representatives
Elizabeth Harvey, ENG(Div. I)
Scot Wortley, CRI (Div.II)
Zhirui Wang, MSE (Div.III)

Student Representative
Ivy Wang, CHE*
Luke Pestl, CHE*
Linda Wilson-Pauwels, BMC (Div.IV)

*Student members alternate attendance at the meetings.

ACTIVITY REPORT, SEPTEMBER 1, 2007 – AUGUST 31, 2008:
The Admissions and Programs Committee or its delegates dealt with a total of 604 cases in 2007/2008. This represents an increase of 12% from last year and a decrease of 10% over the total 672 cases in 2005/2006. In this period we had an increase in activity in three divisions, but had a decrease in Division III. The largest increase (40%) occurred in Division I. We also had a 25% decrease in cases for doctoral students.

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>35</td>
<td>1392</td>
<td>2.5%</td>
<td>49</td>
<td>1618</td>
<td>3.0%</td>
</tr>
<tr>
<td>Division II</td>
<td>381</td>
<td>4833</td>
<td>7.9%</td>
<td>455</td>
<td>5440</td>
<td>8.4%</td>
</tr>
<tr>
<td>Division III</td>
<td>77</td>
<td>2284</td>
<td>3.4%</td>
<td>39</td>
<td>2497</td>
<td>1.6%</td>
</tr>
<tr>
<td>Division IV</td>
<td>47</td>
<td>3697</td>
<td>1.3%</td>
<td>61</td>
<td>3945</td>
<td>1.5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>540</td>
<td>12,205</td>
<td>4.4%</td>
<td>604</td>
<td>13,500</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

1 This figure includes 35 cases that were approved by the EMBA program admissions staff and 54 OISE M.Ed. Pilot Project cases.
Of the total 604 cases, 339 (56%) were programs cases and 265 (44%) were admissions cases. Programs cases increased from 277 last year to 339 this year. Although this is an increase, the actual ratio between programs cases and admissions cases has remained fairly even over the past two years. It is, though, a notable shift compared to previous years when programs cases accounted for approximately 65% of all cases. Admissions cases have been increasing over the past few years; we had 263 admissions cases last year, 234 the year before, 139 admissions cases in 2004-2005 and 95 in 2003-2004. In four years admissions cases have increased by 179%. We will probably continue to see increases in non-standard admissions case in the upcoming admission cycles as we increase the overall graduate student population. Once again this year, as in all recent years, the largest volume of cases (75%) came from Division II departments. Division II continues to have the largest volume of non-standard activity. Division II’s actual share of cases has increased from 54% of the overall numbers in 2003-2004 to 75% this year. As a percentage of all registered students, Division II has 8.4% non-standard activity, while Divisions III and IV have approximately 1.5% and Division I has 3%.

Of the 604 total cases, 569 (94%) were approved and 35 (6%) were refused. This year’s approval/refusal ratio is very consistent with the previous two years, but represents an increase in approval rates compared to four years ago when we approved 84% of all cases.

### Admissions: Non-Standard Admissions Case

<table>
<thead>
<tr>
<th>Division</th>
<th>Approved 2006-07</th>
<th>Refused 2006-07</th>
<th>Approved 2007-08</th>
<th>Refused 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>7</td>
<td>0</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>211(^2)</td>
<td>25</td>
<td>184(^2)</td>
<td>28</td>
</tr>
<tr>
<td>III</td>
<td>6</td>
<td>0</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>IV</td>
<td>14</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>238(^2) (90%)</td>
<td>25 (10%)</td>
<td>234(^2) (88%)</td>
<td>31 (12%)</td>
</tr>
</tbody>
</table>

Non-standard cases concerned applicants who do not meet minimum TOEFL/TWE requirements, or minimum degree or grade average requirements. On January 28, 2008 the School of Graduate Studies received its first and only Canadian four-year applied College bachelor’s degree non-standard admission case to date. Based on a strong overall file, a good affinity to the graduate education, and a good academic record, the applicant was approved for admission.

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\(^2\) This total includes the cases approved by EMBA staff and the OISE M.Ed. Pilot Project cases.
programme and strong departmental support, the School of Graduate Studies approved admission for this applicant.

Of the 604 total cases that were dealt with by SGS, 265 were non-standard admissions cases compared to 263 last year and 234 cases two years ago. Of the 265 cases, 234 (88%) were approved and 31 (12%) were refused by SGS. This is another slight increase in the refusal rate from 10% last year to 12% this year and from 8% to 10% two years ago. It is still a lower refusal rate compared to several years back; in previous years we had approved approximately 80% of non-standard admissions cases and refused 20%. There were a total of 8,953 admission offers made for the 2008-2009 academic year and of these 234 (3%) were non-standard admissions.

Programs:

### Non-Standard Program Cases

<table>
<thead>
<tr>
<th>Division</th>
<th>Approved 2006-07</th>
<th>Refused 2006-07</th>
<th>Approved 2007-08</th>
<th>Refused 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>24</td>
<td>4</td>
<td>38</td>
<td>0</td>
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<tr>
<td>II</td>
<td>145</td>
<td>0</td>
<td>241</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>71</td>
<td>0</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>IV</td>
<td>33</td>
<td>0</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>273 (99%)</strong></td>
<td><strong>4 (1%)</strong></td>
<td><strong>335 (99%)</strong></td>
<td><strong>4 (1%)</strong></td>
</tr>
</tbody>
</table>

Programs cases include non-standard leaves, non-standard grade revisions, second course extensions, second candidacy extensions, non-standard transfer credit requests, etc. Of the total 604 cases, 339 were programs cases and of these 335 (99%) were approved and 4 (1%) were refused. Last year we had the exact same approval/refusal ratio; in 2002-2003 we had approval/refusal ratios of 86%/14% and in 2001-2002 we had a record 74% approval/26% refusal ratio. We have increased our rate of approved programs cases each year over the past several years.

The 339 programs cases represent 2.5% of the total 13,500 registered students in the 2007-2008 academic year. This is a slight increase compared to last year’s 2%, but a decrease compared to the 4% from two years ago. We continue to have more programs cases compared to admissions cases, although this year the split was quite even at 56%/44%. Programs cases went up from 277 in 2006-2007. We had a significant increase in grade revision and second course extension cases this year. Last year we had a total of 132 course-related requests, while this year we had 202; the majority of this increase occurred in Division II followed by Division I. Once again this year we dealt with requests for second candidacy extensions. We had 9 requests this year compared to 15 last year and 31 the year before that. Our numbers for second candidacy extensions are steadily decreasing each year. For two years in a row we have reported a decrease in non-standard transfer credit requests in Division III. Two years ago we had 26 non-standard transfer credit requests in Division III; this year we have 2 requests. This is certainly reflective of the changes that were made in the Division III transfer credit practice. Other programs activity has remained quite consistent with previous years’ numbers; for example, there were 27 non-standard leaves this year, 33 non-standard leaves last year, and 45 non-standard leaves the year before. Requests for third program extensions continue to be quite rare. We have had approximately 6 requests each year for the last few years; in 2001-2002 we had an all-time high of 33 requests third program extension requests.
PROGRESS REPORT FOR NON-STANDARD ADMISSIONS APPROVED FROM SEPTEMBER 1, 2006 TO AUGUST 31, 2007.

The Student Services Officers of the School of Graduate Studies follow up on the progress of non-standard admits annually. Of the 238 applicants who were admitted during 2006-07, 204 registered and 34 did not register. Of the 204 who registered 76% maintained an A average and 21% maintained a B average. We did not have any students who failed this year. Five students withdrew from their programs and four applicants opted to defer admission to September 2008. Applicants who did not meet the minimum mid-B or B+ average accounted for 45% of the accepted non-standard admits and of those for whom grades are available in this category, 72 students maintained an A average while 17 students maintained a B average. In this same category, 14 applicants did not register. Applicants who did not meet TOEFL/TWE requirements accounted for 18% of the total admitted non-standard applicants. In this category, 25 students had an A average and 10 students had a B average. Of the 83 approved M.Ed. Pilot Project admits, 65 registered and of these 65, 63 student achieved and A average. Overall non-standard admits continue to do very well in their programs.
FOR INFORMATION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 13.2

SGS Audit of Student Files 2008-09: Report

See attached document:

• *SGS Audit of Student Files Report 2008-09*
SGS Audit of Student Files Report 2008-9

Mandate

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

Summary

This year, the fifth year of our second five year audit cycle, a total of 339 admission and registration files were randomly selected from 19 graduate units. We found a total of 92 significant errors (27%) and 143 minor errors (42%).

The above findings indicate an increase in significant errors compared with the average of the first cycle (21%) and the same incidence of errors compared with the average of the second cycle (27%). Conversely, there was a decrease in minor errors compared with the averages in both the first and second cycles (45% and 54% respectively).

Below are detailed admission, registration and diagnostic findings with tables.

Admission Files

Admission files were randomly selected from new students who started their program in September 2008.

The ratio of significant errors this year is 28 errors out of 141 files (20%); lower than the overall ratio of 25% for the first cycle, although, higher than the overall ratio of 16% for the second cycle.

The ratio of minor errors is 65 out of 141 files (46%); slightly higher than the overall ratio of 45% for the first cycle, however, lower than the overall ratio of 64% for the second cycle.

<table>
<thead>
<tr>
<th>Divisions I – IV</th>
<th>Number of Graduate Units Audited</th>
<th>Number of Files Audited</th>
<th>Number of Minor Errors</th>
<th>Number of Significant Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>19</td>
<td>141</td>
<td>65 (46%)*</td>
<td>28 (20%)*</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Admission Criteria</th>
<th># of Relevant Files</th>
<th>Non-Compliant Files</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Minor</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Final official and authentic transcripts</td>
<td>141</td>
<td>1</td>
</tr>
<tr>
<td>Certified translations of non-English documents</td>
<td>141</td>
<td>0</td>
</tr>
<tr>
<td>Appropriate degrees from acceptable institutions</td>
<td>141</td>
<td>0</td>
</tr>
<tr>
<td>Acceptable average in final year of degree</td>
<td>141</td>
<td>0</td>
</tr>
<tr>
<td>Acceptable TOEFL/TWE scores</td>
<td>141</td>
<td>5</td>
</tr>
<tr>
<td>At least two letters of reference</td>
<td>141</td>
<td>19</td>
</tr>
<tr>
<td>Completed application form signed by student</td>
<td>141</td>
<td>4</td>
</tr>
<tr>
<td>Admission recommendation forms</td>
<td>141</td>
<td>20</td>
</tr>
<tr>
<td>Offer of admission issued with correct conditions</td>
<td>141</td>
<td>11</td>
</tr>
</tbody>
</table>
Most Common Significant Error (Admission):

- Admission recommendation forms – 17 (12% of relevant files). Admission recommendation forms were missing or not signed by the Graduate Coordinator.

Registration Files

Registration files were randomly selected from students who started their program prior to September 2008 and were registered for 2007-8. The criteria of the registration audit apply only to the 2007-8 academic year.

The ratio of significant errors is 64/198 (32%). This finding is higher than the overall ratio in the first cycle (17%), however, lower than the overall ratio in the second cycle (33%).

The ratio of minor errors is 78/198 (39%). This result is lower than the overall ratio in both the first and second cycles (44% and 47% respectively).

<table>
<thead>
<tr>
<th>Divisions I – IV</th>
<th>Number of Departments Audited</th>
<th>Number of Files Audited</th>
<th>Number of Minor Errors</th>
<th>Number of Significant Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>19</td>
<td>198</td>
<td>78 (39%)*</td>
<td>64 (32%)*</td>
</tr>
</tbody>
</table>

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

### Registration Criteria

<table>
<thead>
<tr>
<th>Registration Criteria</th>
<th># of Relevant Files</th>
<th>Non-Compliant Files</th>
<th>Minor</th>
<th>%</th>
<th>Significant</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGISTRATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is reg. in correct degree/subject POSTs</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Full-time/part-time status is correct</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Program withdrawals</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Leaves of absence</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Program Extensions</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Reinstatements</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Program transfers</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Dual Registrations</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>ENROLLMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reg./Enrollment Forms</td>
<td>198</td>
<td>5</td>
<td>3%</td>
<td>4</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Program change forms</td>
<td>198</td>
<td>13</td>
<td>7%</td>
<td>13</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Course enrollment and withdrawals</td>
<td>198</td>
<td>2</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Transfer credit/advanced standing</td>
<td>198</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>GRADING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade submission forms</td>
<td>198</td>
<td>0</td>
<td>0%</td>
<td>8</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>ROsi data entry</td>
<td>198</td>
<td>5</td>
<td>3%</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Course Extension Forms on file for SDFs</td>
<td>198</td>
<td>4</td>
<td>2%</td>
<td>12</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Late grades and grade changes</td>
<td>198</td>
<td>7</td>
<td>4%</td>
<td>24</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>SUPERVISION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual PhD supervisory committee reports</td>
<td>198</td>
<td>21</td>
<td>11%</td>
<td>8</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Candidacy complete for PhDs beyond year 3 (or 4)</td>
<td>198</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>FEES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fee deferrals</td>
<td>198</td>
<td>20</td>
<td>10%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>PERSONAL INFORMATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal status</td>
<td>198</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Name changes</td>
<td>198</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>
Most Common Significant Error (Registration):

- Late grades and grade changes – 24 (12% of relevant files). Grades or grade changes submitted after the SGS deadline.

Most Common Minor Error (Registration):

- Annual PhD supervisory committee reports – 21 (11% of relevant files). Missing committee reports or not recorded on ROSI.

Diagnostic Reports

The diagnostics, as captured in the table below, report all relevant ROSI data in the 19 units that were audited during the 2007-8 academic year.

The most widespread errors by graduate units are adding grades or changing grades after the SGS deadline, the failure to record mandatory annual supervisory committee meetings on ROSI and adding courses after the SGS deadline.

<table>
<thead>
<tr>
<th>Divisions I – IV</th>
<th>Total Enrollment for Audited Units in 2006-7</th>
<th>Students Registered by Graduate Unit after Deadline</th>
<th>Post-year-2 PhDs Missing Annual Sup. Committee Meetings in ROSI</th>
<th>Courses Added by Graduate Unit after Deadline</th>
<th>Courses Dropped by Graduate Unit after Deadline</th>
<th>Grades Added/Changes by Graduate Unit after Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3,667</td>
<td>56 (2%)*</td>
<td>421</td>
<td>404</td>
<td>54</td>
<td>507</td>
</tr>
</tbody>
</table>

*Percentage of total enrollment. Note: courses added or dropped and grades added after the deadline can occur more than once for a student.

Conclusion

We are pleased to report overall minor errors by graduate units are decreasing compared with the averages of the first and second cycles. Although significant errors have increased from the first cycle, we are content with the leveling of errors in the second cycle. That said, we are committed to assisting our graduate units with a concerted focus towards strengthening our admission and registration best practices to ensure these encouraging trends continue.
Item 13.3

Concurrent Registration Option Guidelines

At its meeting of January 20, 2009, the SGS Graduate Education Council approved a new regulation for Concurrent Registration Option (CRO) at the master’s degree level effective September 2009. Guidelines for implementing the new regulation are attached. The guidelines are also posted on the SGS Policies & Guidelines webpage: http://www.sgs.utoronto.ca/governance/policies.htm

See attached documents:
• Guidelines: Concurrent Registration Option involving graduate master’s programs

Note
The guidelines will be reported to the Office of the Provost for information.
GUIDELINES
Concurrent Registration Option involving graduate master’s programs
March 2009

At its meeting of January 20, 2009, the SGS Graduate Education Council approved a new regulation for Concurrent Registration Option (CRO) at the master’s degree level. Through this model, students would have access to a registration structure that is currently used only for combined programs. Within the general framework defined by the regulation, individual graduate units may propose a concurrent registration option along with a partner graduate or undergraduate degree program (e.g. J.D.) within the University of Toronto. The wording of the new regulation (approved by SGS GEC in January 2009) 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.).

The introduction of concurrent registration as an option within an existing master’s program requires:

(i) Identification of two “partner” CRO programs, one of which must be a master’s-level program; and

(ii) Submission of a proposal to graduate governance for approval, via Governance Form A, including demonstration of agreement by both programs and by both departments, if applicable; SGS Graduate Education Council approval is final.

Governance Form A:
The brief description of the proposal must provide the following information:

- Names of both degree programs involved and the degree title (e.g., M.A.), one of which must be a master’s-level graduate program.
- Confirmation of agreement by program faculty and both department chairs (if applicable) to develop a CRO in each degree program.
- Identification of Concurrent Registration Option courses; 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 CRO 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.
- Creative or research work may be included within the shared requirements, as long as the expectations for that work include input and perspectives from both programs.
A registration schedule for both programs, normally following one of a number of established patterns of registration including full-time and part-time, recognizing that a student may not be registered full-time in two programs at the same time; the schedule must be approved by the Office of Planning and Budget prior to being submitted for governance approvals.

The rationale section must explain:
(i) the overall logic in the partnering;
(ii) how the number and content of the CRO courses makes them appropriate to be counted towards each program’s requirements;
(iii) the time savings associated with the partnering, if any.

A Calendar entry for any graduate programs included in the CRO must be provided, using Track Changes to show the proposed entry for the option within the existing degree program listing. Every Calendar entry must include the following statements within the CRO entry, in addition to other information on the proposed CRO:
• Students must apply to and be accepted separately into each degree program involved in the CRO, in addition to indicating a wish to be enrolled in this option within each partner program.
• Registration in a Concurrent Registration Option may affect students’ eligibility for external graduate awards and internal graduate awards and bursaries.

The following conditions apply:
• Registration in a CRO does not normally affect the fees associated with each program.
• Students will graduate from each program and receive the degree for each program upon the completion of the requirements of each program.
• The graduate transcript will not reflect a student’s registration in a CRO.
• Students are subject to all the policies, rules, regulations and entitlements of each program when registered in that program, whether registered part-time or full-time.
• Students 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, subject to any normal conditions of the department in which the student remains registered.
ITEM 13.4
The following revised motion is presented to Council for information to clarify and more accurately reflect the proposal to change the program requirements for the Dentistry Program (MSc and PhD), Faculty of Dentistry. The original motion approved at the GEC meeting on February 17, 2009 is attached for reference. The Faculty of Dentistry has been extensively consulted in preparing this revised version.

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

1) MSc (Thesis Option):
   To require “successful completion of additional 1.5 full course equivalents (FCE) that include the course DEN 1015H Introduction to Biostatistics.”
   (This increases the overall number of courses for program requirements by 1.0 FCE).

2) M.Sc. Specialist Dental Training (Thesis Option):
   To require “successful completion of the courses DEN 1014H Clinical Epidemiology and Evidence-Based Care and DEN 1015H Introduction to Biostatistics.”
   (This does not alter the overall number of courses for program requirements).

3) MSc Specialist Dental Training (Course Work Only Option):
   To require “successful completion of the courses DEN 1014H Clinical Epidemiology and Evidence-Based Care and DEN 1015H Introduction to Biostatistics.”
   (This does not alter the overall number of courses for program requirements)

4) Ph.D. Full-Time Research program
   To require “additional 2.5 full course equivalents (FCE) that include the course DEN 1015H Introduction to Biostatistics.”
   (This increases the overall number of courses for program requirements by 1.5 FCE.)

5) Ph.D. Full-Time Program Combined with Dental Specialty Training Option
   To require that the 1.0 FCE must be “pertaining to the research component of the program”, together with “completion of clinical and didactic course work requirements as necessary to meet Canadian Dental Association accreditation requirements for the chosen clinical specialty that includes successful completion of the courses DEN 1014H Clinical Epidemiology and Evidence-Based Care and DEN 1015H Introduction to Biostatistics.”
   (This does not alter the overall number of courses for program requirements)

...cont.
6) **Ph.D. Flexible-time option**

To require “additional 2.5 FCE that include the course DEN 1015H *Introduction to Biostatistics.*”

(This increases the overall number of courses for program requirements by 1.5 FCE).

Changes are effective September, 2009.

See attached documents:

- Revised Calendar entry
- GEC 2009-02-17 item 7.3, Program Requirements Change: Dentistry, MSc, PhD (Motion Sheet)
Dentistry  DEN

Faculty Affiliation
Dentistry

Degree Programs Offered
Dentistry – MSc, PhD

Collaborative Programs,

The following collaborative programs are available to students in participating degree programs as listed below:

1. Aging, Palliative and Supportive Care Across the Life Course, see p. 408
   - Dentistry, MSc, PhD
2. Cardiovascular Science, see p. 426
   - Dentistry, MSc, PhD
3. Biomedical Engineering, see p. 418
   - Dentistry, MSc, PhD
4. Neuroscience, see p. 466
   - Dentistry, MSc, PhD
5. Women’s Health, see p. 478
   - 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.
Degree Programs

**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 equivalent (FCE) that includes the course DEN1015H 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 that includes successful completion of the courses DEN1014H Clinical Epidemiology and Evidence-Based Care and DEN1015H Introduction to Biostatistics.
- Course DEN 1001 Yo Master’s Seminars in Oral Health Sciences for a minimum of one year.
- 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 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.

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, that includes successful completion of the courses DEN1014H Clinical Epidemiology and Evidence-Based Care and DEN1015H Introduction to Biostatistics.

- Course DEN 1001Yº Master's Seminars in Oral Health Sciences for a minimum of one year.
- 1.5 full-course equivalents (FCE) in clinical, epidemiological, or basic science research methodology appropriate for clinical or public health practice.
- A research practicum (0.5 FCE) 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 Program**

**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, plus an additional 2.5 full course equivalent (FCE) that includes the course DEN1015H 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 1100Y0 Doctoral Seminars in Oral Health Sciences, plus an additional 1.0 full-course equivalent (FCE), pertaining to the research component of the program, together with, completion of clinical and didactic course work requirements as necessary to meet Canadian Dental Association accreditation requirements for the chosen clinical specialty that includes successful completion of the courses DEN1014H Clinical Epidemiology and Evidence-Based Care and DEN1015H Introduction to Biostatistics.
- 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 1100Y0 Doctoral Seminars in Oral Health Sciences, plus an additional 2.5 full-course equivalent (FCE) that includes the course DEN1015H 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 1001Yo 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 1011Yo Advanced Seminars in Oral Pathology
DEN 1012Yo Oral Medicine
DEN 1013Yo Oral Surgical Pathology
DEN1014H Clinical Epidemiology and Evidence-Based Care
DEN1015H  Introduction to Biostatistics
DEN 1016H Occlusion: Function and Dysfunction
DEN 1017H Temporomandibular Disorders
DEN 1022H Investigating Pathogenic Biofilms
DEN 1024H Experimental Methods in Caries Research

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 1100Yo Doctoral Seminars in Oral Health Sciences (Credit/No Credit)

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

**Graduate Faculty**
Graduate faculty data will be downloaded from the HRIS
MOTION
Graduate Education Council
Tuesday, February 17, 2009

ITEM 7.3

Proposal to change the program requirements for the following program:
Dentistry, MSc, PhD
Faculty of Dentistry

MOTION
THAT Graduate Education Council approve the proposal of the Faculty of Dentistry to change the program requirements of the MSc and PhD in Dentistry as follows:

• Increase the minimum requirements for the MSc program from one half course to one and one-half courses which must include the half course DEN 1040H “Introduction to Biostatistics”.
• Increase the minimum requirement for the PhD program (full-time and flexible-time option) from one full course to two and one-half courses, which must include the half course DEN 1040H “Introduction to Biostatistics”.
• Increase the minimum requirement for the combined PhD with Dental Specialty Training program 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”.
• These changes are effective September, 2009.

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

Prior Approvals and Discussion

The Council of the Faculty of Dentistry approved the proposal at its meeting of December 9, 2008. At the 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.

Further Governance

GEC approval is final for this proposal. It will be presented to the Academic Policy and Planning Committee of Academic Board in SGS’s annual report.
FOR INFORMATION  
Graduate Education Council  
Tuesday, April 21, 2009

ITEM 13.5  
INC Guidelines  
The attached memo clarifies and guides the use of non-grade notations, in particular INC. The guidelines are effective immediately. They are also posted on the SGS Policies & Guidelines webpage:  
http://www.sgs.utoronto.ca/governance/policies.htm

See attached documents:  
• Guidelines for use of INC, SDF and WDR

Note  
The guidelines will be reported to the Office of the University Registrar for information.
Guidelines for use of INC, SDF and WDR
In Grading of Graduate Students
April 2009

Preamble
A graduate student’s transcript must be an accurate record of earned achievements. This document clarifies and guides in the use of the non-grade notation INC in particular. The two related notations of SDF and WDR are also clarified in these guidelines.

Grade and non-grade notations appear in transcripts and are used on ROSI; they are governed by the University policies on grading practices. There are two such policies, the University Grading Practices Policy¹ (UGGP) and the Graduate Grading and Evaluation Practices Policy² (GGEPP). For additional background information related to the use of these policies, see SGS Memorandum #006, March 18, 2009: http://www.sgs.utoronto.ca/adminsupport/memos/0808/006.htm.

Guidelines
To ensure consistency, the following guidelines should be adopted:

1) In all cases of incomplete course work, instructors should submit to their graduate unit whatever grade has been earned; blanks, NGA, or INC notations should not be accepted.

2) If a student is unable to finish coursework by the deadline for valid (usually documented medical or similar) reasons, graduate units should use the “SDF” mechanism, granting an extension and ensuring the student knows the new deadline for submitting completed coursework
   OR
   If a coursework extension is not requested, or not granted, graduate units should submit the letter grades obtained as in 1) above.

3) If coursework is completed by the extended deadline, the new final grade should replace the SDF indicator
   OR
   If the student does not complete the coursework by the extended deadline, and there are no acceptable grounds for further extending the SDF, graduate units should submit the letter grades obtained as in 1) above.

4) If the graduate unit determines that a further extension is warranted, a request for extension should be submitted to SGS as normal.

5) If unusual circumstances beyond the student’s control mean that the student will not be able to complete the coursework given reasonable extensions, graduate units should consider requesting late withdrawal (“WDR”) as opposed to using “INC”.

Adherence to these guidelines should reduce the use of INC to truly “special circumstances” – in the rare event that coursework cannot be completed in reasonable time because of circumstances beyond the student’s control, where a failure or low mark would be clearly unfair, and where late withdrawal is deemed inappropriate. INC should not be used to protect students from the consequences of poor academic performance or poor choices.

¹ See http://www.governingcouncil.utoronto.ca/policies/grading.htm
² See http://www.governingcouncil.utoronto.ca/policies/grgrade.htm
FOR INFORMATION
Graduate Education Council
Tuesday, April 21, 2009

ITEM 13.6

This will inform Council of a minor change to the following SGS Calendar regulation:
Degree Regulations (PhD): Candidacy: Requirements and Time Limit
School of Graduate Studies

The change includes a new heading for the sub-section, and replaces the text “two further sessions” and “two sessions” with “up to 12 months” and “12 months”, respectively, as detailed in the excerpt from page 37 of the 2008-09 Calendar below:

Degree Regulations
Doctor of Philosophy
Program Requirements

4. Candidacy: Requirements and Time Limit

A student enrolled in a full-time (as opposed to a flexible-time) PhD degree program will be denied further registration in that program and will have his or her eligibility terminated at the end of the third year of registration, in the case of a four-year program, or at the end of the fourth year of registration, in the case of a five-year program, if by that time either
a) the student has not completed all requirements for the degree exclusive of thesis research—including course requirements, language requirements, qualifying departmental examinations—or
b) the student does not have an approved thesis topic, supervisor, or supervisory committee.

Note: The foregoing time limit does not apply to courses that run continuously throughout the program, e.g., ongoing research seminar courses.

In exceptional circumstances, a student who has not met these requirements may be permitted to register in the program for up to up to 12 months at the discretion of the graduate unit concerned. Continuation beyond 12 months will require the approval of both the graduate unit and the SGS Admissions and Programs Committee.

Completion of the program requirements identified above will signal the achievement of candidacy.

Note
This change aligns the regulation wording with current practice and highlights the term “Candidacy” in the sub-heading. Dean Pfeiffer has approved the minor wording change on behalf of Council for the 2009-10 SGS Calendar.